

Using Assistive Technology Devices to Teach Two Students Whose Multiple Disabilities Including Visual Impairments in Regular Classroom Settings

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Abstract

The purpose of this research was to study the effect of assistive technology devices on the class participation of two students whose multiple disabilities including visual impairments in regular classroom settings. This is a qualitative study, and in-depth interviews were used to investigate the opinions of teachers and parents regarding the learning outcomes when assistive technology devices were used. In addition, the researchers also utilized three checklists to observe and evaluate students' abilities in visual scanning and searching, class participation, and class adjustment. It was found that assistive technology devices (ATD) improved the students' visual skills in visual scanning and searching. In addition, ATD helped the students to improve their performance on homework assignments and tests; it also improved their classroom participation, self-confidence, and peer relationships. Moreover, teachers and parents recognized that the improvement in students' visual scanning and searching abilities would contribute to their participation in the class. Teachers also felt that the ATD intervention was useful for their teaching, curriculum design, homework correction, class management, and presentation of class material. Finally, suggestions for ATD design and the implication for future studies are provided.

Keywords: class participation in regular class settings, assistive technology devices, students with multiple disabilities, visual scanning and searching skills