

ALLAMA IQBAL OPEN UNIVERSITY
(Department of Special Education)

WARNING

1. **PLAGIARISM OR HIRING OF GHOST WRITERS (S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM THE AWARD OF DEGREE/CERTIFICATE IF FOUND AT ANY STAGE.**
2. **SUBMITTING ASSIGNMENTS BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN THE "AIOU PLAGARISM POLICY".**

**Course: Assistive Technologies for Special Needs
8450/8650**

Semester: Spring, 2025

Total Marks: 100

Level: B.Ed. Special Education

Pass Marks: 50

ASSIGNMENT No. 1

(Unit 1-5)

Note: Attempt all questions. Please avoid reproducing from books; your analysis would be appreciated.

- Q.1 What difficulties might teachers encounter when implementing UDL in their classrooms, and how can they overcome these difficulties? (10+10)
- Q.2 Discuss the impact of ongoing assessment and monitoring on the success of the use of assistive technology. How can educators improve their plans and methods for helping students with special needs using data? (10+10)
- Q.3 Describe the procedures involved in determining whether assistive technology is appropriate for a person with a visual impairment. How can the choice of the right technological tools be influenced by the particular needs and preferences of a person? (10+10)
- Q.4 Examine the potential of visual schedules as a tool to help hearing-impaired kids communicate. How do visual schedules facilitate routine understanding and effective communication? (10+10)
- Q.5 (20)
What is meant by AT for Learning Disabilities-Reading?

ASSIGNMENT No. 2

(Unit 6-9)

Total Marks: 100

Pass Marks: 50

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| Q.1 | Explain AAC (alternative and augmentative communication) systems and why they are important for kids with mental retardation. What communication gaps can AAC systems fill, and what opportunities do they give kids for self-expression? | (6+14) |
| Q.2 | What is the role of teachers and training to use adaptive technology in the lives of children with special educational needs? Why is it important? Elaborate your answer with examples. | (20) |
| Q.3 | What is meant by modifying instructions? Being a teacher, how do you collaborate with other team members to modify instructions for students with intellectual disabilities? | 20 |
| Q.4 | What instructional techniques and changes might a teacher use to accommodate an autistic student? | 20 |
| Q.5 | How might involving parents and caregivers in the assessment process mitigate potential ethical challenges? | (20) |