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(Lewis et al., 1987).
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(Clark, 1985).

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(Individualized Education Plan)

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(Bain & Leger 1997), 가 가 가 가 (Judge & Parette, 1998; Male, 1997).

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. Allaire et al. (1991)

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Glennen (1992)

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3 가 (Three-Point Rating System)

(Church & Glennen, 1992).

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(goal)

(objectives)

(Dwyer, Ringstaff & Sandholtz, 1991; Male, 1997).

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(Carney & Dix, 1992).

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(Carney & Dix, 1992; MacArthur & Malouf, 1991).

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AAC (Augmentative and Alternative Communication:

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AAC

(Prompts)

(Culp & Carlisle, 1988). Goosens & Crain (1992)

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(Behrmann, Jones & Wilds, 1989; Mistrett, Raimondi & Barnett, 1990; Spiegel-McGill, Zippiroli & Mistrett, 1989).

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(Lewis, 1993).
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(Judge & Parette, 1998).

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Harris (1982)

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. Hutinger (1996) Parette & Angelo (1996)

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(access method)

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(Judge & Lahm, 1998).

(Glennen, 1992).

AAC

(dynamic display)

(Goossens, Crain & Elder, 1994; King-DeBaun, 1994).

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(output)

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. Burkhart (1993) ,

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. Goossens, Crain & Elder (1994) AAC
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(Aided Language Stimulation:

ALS, System for Augmenting Language: SAL) 가

(Hamilton & Snell, 1993; Iacono, Mirenda & Beukelman, 1993; Ronski & Sevick, 1996).

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(Glennen, 1992; Judge & Lahm, 1998).

(Butler, Okamoto & McKey, 1983; Butler, 1989)

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(Petty, 1994).

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(Campbell,

McGregor & Nasik, 1994).

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Bowser & Reed (1995)

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ABSTRACT

Educational Application of Assistive Technology for Students with Disabilities

Eunhye Park*, Bok Sun Hwang

(Dept. of Special Education, Ewha Womans University)

Assistive technology serve as the window that enables students with severe and multiple disabilities who previously lived isolated, dependent lives to enhance the quality of life as full and productive citizens. However, the mere presence of technology does not guarantee an automatic success for the meaningful improvements. In order for assistive technology to make a real difference in education, special education teachers should examine specific factors that might affect profoundly on the effects of its use. The purpose of this paper was to identify effective ways to integrate assistive technology into the curriculum on the basis of the four-step process that was integrated technology into teaching and learning activities in order to provide practical and useful solutions that could resolve a variety of complex issues associated with the application of assistive technology as educational tools. As a result of this paper, we suggested the multi-step assistive technology model to guide really useful programs for improving or compensating deficits of students with disabilities. That is, effective technology integration programs should be consisted of the following four-step integration process: (1) selecting target activities for integrating appropriate assistive devices, (2) developing the technology integration plans linked with the individualized educational plans, (3) implementing the technology integration plans in the instructional process, and (4) following the implementation, evaluating and revising the plans on an ongoing basis. In conclusion, to establish effective and efficient assistive technology integration into special education, we emphasized the importance of the access to sufficient funding used to acquire assistive devices and services, rapid development of available devices that are potentially appropriate, and adequate training for professionals to implement needed assistive technology.

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