



Ethics & Accessibility Considerations: Social Media and Web-based Communications

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www.gatfl.gatech.edu

*For Handouts: <http://www.gatfl.gatech.edu/tflwiki>
www.amacusg.org*

Learning Objectives



Participants will:

1. be able to identify 3 ethical considerations from the CODE OF PROFESSIONAL ETHICS FOR REHABILITATION COUNSELORS regarding Social Media and Web-based Communications.
2. be able to identify 3 ethical considerations from the AMERICAN COUNSELING ASSOCIATION CODE OF ETHICS regarding Social Media and Web-based Communications.
3. be able to locate 2 platform terms of services agreements.
4. be able to identify 3 assistive technology solutions/strategies for effective communication with students.
5. know 2 resources for continued technical assistance in web-based communications.

AMAC



AMAC Accessibility is a social change organization on a mission to create affordable services for governmental, private and non-profits organization working with individuals with disabilities. Services include e-text, braille, captioning, assistive technology, office management software and consulting.



Accessibility Made Smart



AMAC creates practical solutions that work, with a focus on utility, ease of use, and high quality.

- **Accessibility Consulting** focuses on organizational accessibility needs with evaluation, technical assistance, customer support, and website accessibility solutions.
- **Braille Services** produces customized projects from both print materials and electronic text including partial books and chapters or graphics only using cutting-edge technology.
- **Captioning Services** makes classrooms, meetings, labs and other audio environments fully accessible for deaf or hard-of-hearing.
- **Professional E-Text Producers** provide high-quality e-text in many formats such as PDF, DOC, DAISY, and HTML.
- **Certified Assistive Technology team** provides on-site and remote assessments, demonstrations, training and technical assistance for education, work, and daily living environments.

For more information, please visit our website at www.amacusg.org

Tools for Life Mission



We're here to help Georgians with disabilities gain access to and acquisition of assistive technology devices and assistive technology services so they can live, learn, work, and play independently in the communities of their choice.



Tools for Life

Georgia's Federal AT Act Program



- TFL developed Georgia's Plan for AT
- We serve individuals of all ages & all disabilities in Georgia
 - Over 50,000 thru various activities throughout the year
- TFL Network
 - Assistive Technology Resource Centers
 - Lending Libraries
 - Training and Demonstrations
 - AT Reuse
 - AT Funding Education/Assistance and Resources
- Online Resources
 - www.gatfl.org - 12,000 unique visitors a month



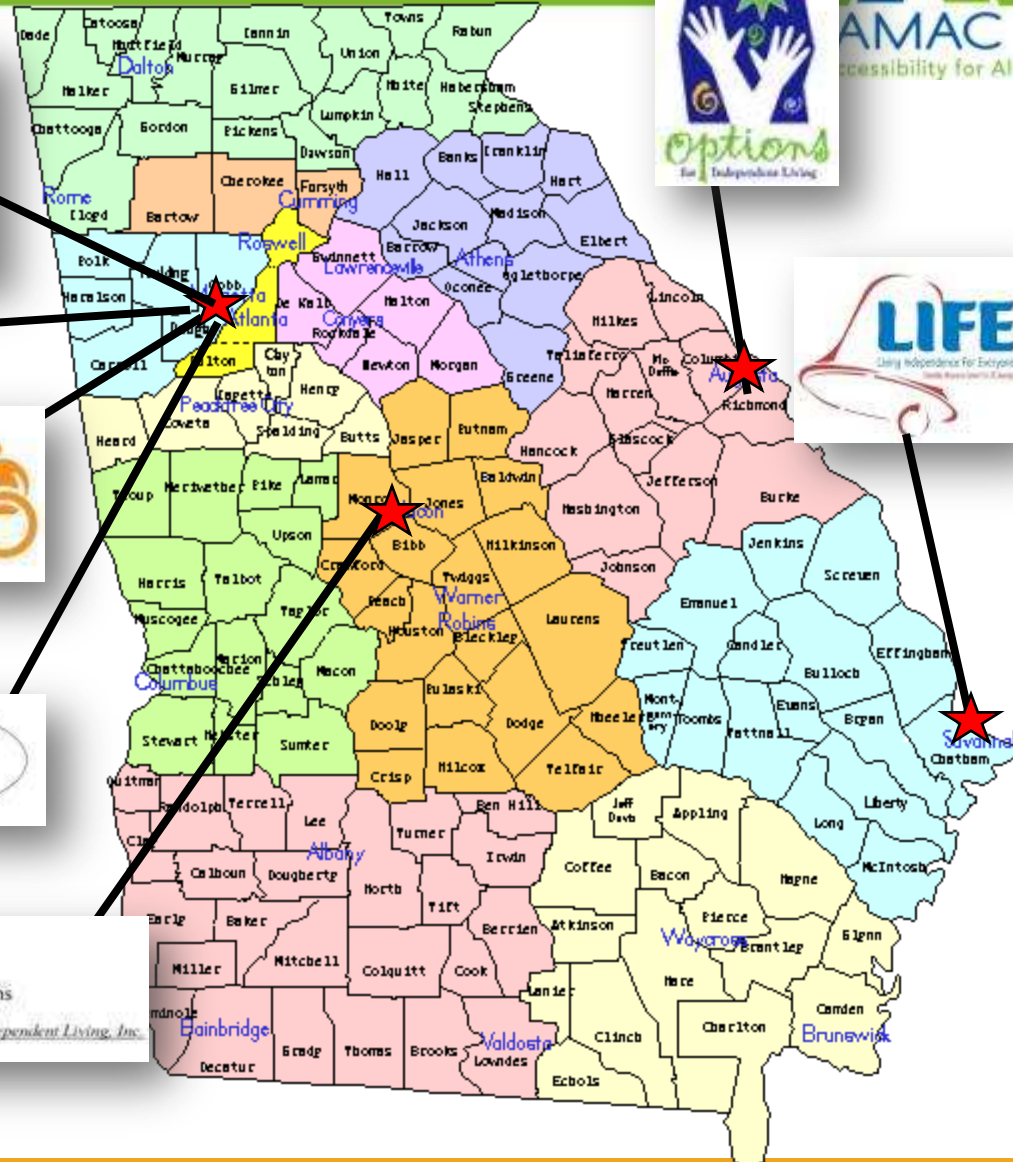
The Tools for Life Network

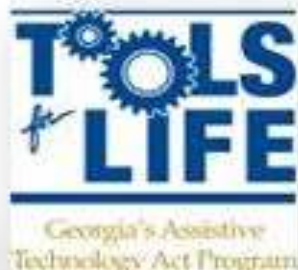
Georgia's Federal AT Act Program



Services Include:

1. AT Lending Library
2. AT Evaluations & Training
3. AT Demos
4. Resource and Assistance
5. AT Funding Assistance
6. AT & DME Reuse





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Tools for Life Online Professional Development

- Tools for Life offers online professional development to help you learn more about assistive technology strategies and solutions as well as the most recent information on AT devices and disability related issues and trends. Webinar content and materials are developed and presented by one of the Tools for Life team members along with other regional and national leaders in the assistive technology community.
- TFL presents live webinars on the last Wednesday of every month from 2:00 PM to 3:30 PM EST, unless otherwise noted.

Sign up to be on the TFL mailing list to receive our email announcements! Visit www.gatfl.org or send an email to Liz - liz.persaud@gatfl.gatech.edu

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Welcome to Tools for Life

Tools for Life, Georgia's Assistive Technology Act Program, is dedicated to increasing access to and acquisition of assistive technology (AT) devices and services for Georgians of all ages and disabilities so they can live, learn, work and play independently and with greater freedom in communities of their choice.

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TOOLS FOR LIFE APPFINDER



...for Living, Learning, Working, and Playing.

Innovation

Welcome to the Assistive Technology revolution! The world around us is evolving at an astounding rate. Assistive Technology developments have been foundational in this evolution and a catalyst producing positive life-changing results for individuals with disabilities. However...



Where Innovation & Ethics Collide!



- As new technology develops, professionals are challenged to create new and innovative ethical boundaries to accommodate these advancements.

**Who remembers when we
were just focused on ethics
and leaving a message on
an answering machine?**

Social Media & Web-based Communication Tools

- Tumblr.
- Twitter
- Facebook
- YouTube
- Vine
- Scribd
- Google
- Skype



Technology & Ethical Considerations



There are numerous points of ethical considerations for technology

- Accessibility
- Computers – personal? School owned? Business owned?
- Cell Phones - Smart Phones
 - Apps?
 - Voice Mail – How transmitted?
 - Texting – where is that kept?
 - Telepresence (Skype, FaceTime, Google Hangout, etc.)
- Internet
 - Websites
 - Social Media
 - Chat Rooms
 - Private vs. semiprivate email accounts

Consider this...Telecommunications



- Cell phones have been found to lack security regarding the transmittal of confidential information
 - Avoid the use of cell phones when discussing confidential information
 - Occasionally, conversations on cell phones can be picked up on other electronics

Consider this...



- Personal Computers
 - Hardware: hard disk, disks, CD-ROM's, etc...
 - Hardware can be protected with a mechanical lock/key.
 - The hardware should be locked when unattended or not in use.
 - Software: Microsoft Word, Excel, Medisoft, etc...
 - The documents created with software can be protected with passwords for authorized personnel.
 - Authorized personnel should “log off” when the computer is unattended.

Consider this...Email



- Email
 - Confidential information transferred by email should only be transmitted to secure locations
 - Password controlled systems
 - Mechanically locked systems
 - [Psychologists' Use of E-mail with Clients: Some Ethical Considerations](#)
 - Are you using gmail? yahoo? Other?
 - How are you sending files?
 - What files are you sending?

Consider this...Social Media



- Why use?
 - To share information
 - To keep in touch
 - To connect, re-connect
 - Legitimate form of sharing & communicating.
 - Assists many individuals with disAbilities
 - But! - Allowed (encouraged) us to become “overly casual”

CODE OF PROFESSIONAL ETHICS FOR REHABILITATION COUNSELORS



Enforceable Standards Of Ethical Practice

1. The Counseling Relationship
2. Confidentiality, Privileged Communication, And Privacy
3. Advocacy And Accessibility
4. Professional Responsibility
5. Relationships With Other Professionals
6. Forensic And Indirect Services
7. Evaluation, Assessment, And Interpretation
8. Teaching, Supervision, And Training
9. Research And Publication
10. Technology And Distance Counseling
11. Business Practices
12. Resolving Ethical Issues



“Technology” woven throughout the Standards Of Ethical Practice



- **Preamble:**
 - “Regardless of the specific tasks, work settings, or technology used, rehabilitation counselors demonstrate adherence to ethical standards and ensure the standards are vigorously enforced.”

- **SECTION D: PROFESSIONAL RESPONSIBILITY**
 - **D.4.c. MEDIA PRESENTATIONS.** When rehabilitation counselors provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, technology based applications, printed articles, mailed materials, or other media, they take reasonable precautions to ensure that: (1) the statements are based on appropriate professional counseling literature and practice; (2) the statements are otherwise consistent with the Code; and, (3) the recipients of the information are not encouraged

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- **SECTION J: TECHNOLOGY AND DISTANCE COUNSELING**
- **J.1. BEHAVIOR AND IDENTIFICATION**
- **a. APPLICATION AND COMPETENCE.** Rehabilitation counselors are held to the same level of expected behavior and competence as defined by the Code regardless of the technology used (e.g., cellular phones, email, facsimile, video, audio, audio-visual) or its application (e.g., assessment, research, data storage).
- **b. PROBLEMATIC USE OF THE INTERNET.** Rehabilitation counselors are aware of behavioral differences with the use of the Internet, and/or methods of electronic communication, and how these may impact the counseling process.
- **c. POTENTIAL MISUNDERSTANDINGS.** Rehabilitation counselors educate clients on how to prevent and address potential misunderstandings arising from the lack of visual cues and voice intonations when communicating electronically.

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- **SECTION J: TECHNOLOGY AND DISTANCE COUNSELING**
- **J.2. ACCESSIBILITY**
- **a. DETERMINING CLIENT CAPABILITIES.** When providing technology-assisted services, rehabilitation counselors determine that clients are functionally and linguistically capable of using the application and that the technology is appropriate for the needs of clients. Rehabilitation counselors verify that clients understand the purpose and operation of technology applications and follow-up with clients to correct possible misconceptions, discover appropriate use, and assess subsequent steps.
- **b. ACCESSING TECHNOLOGY.** Based on functional, linguistic, or cultural needs of clients, rehabilitation counselors guide clients in obtaining reasonable access to pertinent applications when providing technology-assisted services.

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- **J.3. CONFIDENTIALITY, INFORMED CONSENT, AND SECURITY**
- **b. TRANSMITTING CONFIDENTIAL INFORMATION.** Rehabilitation counselors take precautions to ensure the confidentiality of information transmitted through the use of computers, email, facsimile machines, telephones, voicemail, answering machines, and other technology.
- **c. SECURITY.** Rehabilitation counselors: (1) use encrypted and/or password-protected Internet sites and/or email communications to help ensure confidentiality when possible and take other reasonable precautions to ensure the confidentiality of information transmitted through the use of computers, email, facsimiles, telephones, voicemail, answering machines, or other technology; (2)
- notify clients of the inability to use encryption or password protection, the hazards of not using these security measures; and, (3) limit transmissions to general communications that are not specific to clients, and/or use non-descript identifiers.
- **d. IMPOSTERS.** In situations where it is difficult to verify the identity of rehabilitation counselors, clients, their guardians, and/or team members, rehabilitation counselors: (1) address imposter concerns, such as using code words, numbers, graphics, or other non-descript identifiers; and (2) establish methods for verifying identities.

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- **J.3. CONFIDENTIALITY, INFORMED CONSENT, AND SECURITY**
- **a. CONFIDENTIALITY AND INFORMED CONSENT.** Rehabilitation counselors ensure that clients are provided sufficient information to adequately address and explain the limits of: (1) technology used in the counseling process in general; (2) ensuring and maintaining complete confidentiality of client information transmitted through electronic means; (3) a colleague, supervisor, and an employee, such as an Information Technology (IT) administrator or paraprofessional staff, who might have authorized or unauthorized access to electronic transmissions; (4) an authorized or unauthorized user including a family member and fellow employee who has access to any technology the client may use in the counseling process; (5) pertinent legal rights and limitations governing the practice of a profession over jurisdictional boundaries; (6) record maintenance and retention policies; (7) technology failure, unavailability, or crisis contact procedures; and, (8) protecting client information during the counseling process and at the termination of services.

CODE OF PROFESSIONAL ETHICS FOR AMERICAN COUNSELING ASSOCIATION



Enforceable Standards Of Ethical Practice

1. The Counseling Relationship
2. Confidentiality and Privacy
3. Professional Responsibility
4. Relationships With Other Professionals
5. Evaluation, Assessment, and Interpretation
6. Supervision, Training, and Teaching
7. Research and Publication
8. Distance Counseling, Technology, and Social Media
9. Resolving Ethical Issues



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- **Preamble:**
 - “The American Counseling Association (ACA) is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”
- **SECTION C: PROFESSIONAL RESPONSIBILITY**
 - **C.6.c. MEDIA PRESENTATIONS.** When counselors provide advice or comment by means of public lectures, demonstrations, radio or television programs, recordings, technology-based applications, printed articles, mailed material, or other media, they take reasonable precautions to ensure that 1. the statements are based on appropriate professional counseling literature and practice, 2. the statements are otherwise consistent with the ACA Code of Ethics, and 3. the recipients of the information are not encouraged to infer that a professional counseling relationship has been established.

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- **SECTION E. EVALUATION, ASSESSMENT, AND INTERPRETATION**
- **E.2. COMPETENCE TO USE AND INTERPRET ASSESSMENT INSTRUMENTS**
- **a. LIMITS OF COMPETENCE.** Counselors use only those testing and assessment services for which they have been trained and are competent. Counselors using technology-assisted test interpretations are trained in the construct being measured and the specific instrument being used prior to using its technology based application. Counselors take reasonable measures to ensure the proper use of assessment techniques by persons under their supervision.
- **b. APPROPRIATE USE.** Counselors are responsible for the appropriate application, scoring, interpretation, and use of assessment instruments relevant to the needs of the client, whether they score and interpret such assessments themselves or use technology or other services.
- **c. TECHNOLOGICAL ADMINISTRATION.** Counselors ensure that technologically administered assessments function properly and provide clients with accurate results.

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- **SECTION F. SUPERVISION, TRAINING, AND TEACHING**
- **F.2. COUNSELOR SUPERVISION COMPETENCE**
- **c. ONLINE SUPERVISION.** When using technology in supervision, counselor supervisors are competent in the use of those technologies. Supervisors take the necessary precautions to protect the confidentiality of all information transmitted through any electronic means.
- **b. COUNSELOR EDUCATOR COMPETENCE.** Counselors who function as counselor educators or supervisors provide instruction within their areas of knowledge and competence and provide instruction based on current information and knowledge available in the profession. When using technology to deliver instruction, counselor educators develop competence in the use of the technology.

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- **SECTION H. DISTANCE COUNSELING, TECHNOLOGY AND SOCIAL MEDIA**
- **INTRODUCTION.** Counselors understand that the profession of counseling may no longer be limited to in-person, face-to-face interactions. Counselors actively attempt to understand the evolving nature of the profession with regard to distance counseling, technology, and social media and how such resources may be used to better serve their clients. Counselors strive to become knowledgeable about these resources. Counselors understand the additional concerns related to the use of distance counseling, technology, and social media and make every attempt to protect confidentiality and meet any legal and ethical requirements for the use of such resources.

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- **SECTION H. DISTANCE COUNSELING, TECHNOLOGY AND SOCIAL MEDIA**
- **2. INFORMED CONSENT AND SECURITY**
- **a. INFORMED CONSENT AND DISCLOSURE.** Clients have the freedom to choose whether to use distance counseling, social media, and/or technology within the counseling process. In addition to the usual and customary protocol of informed consent between counselor and client for face-to-face counseling, the following issues, unique to the use of distance counseling, technology, and/ or social media, are addressed in the informed consent process: distance counseling credentials, physical location of practice, and contact information; risks and benefits of engaging in the use of distance counseling, technology, and/or social media; possibility of technology failure and alternate methods of service delivery; anticipated response time; emergency procedures to follow when the counselor is not available; time zone differences; cultural and/or language differences that may affect delivery of services; possible denial of insurance benefits; and social media policy.

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- **SECTION H. DISTANCE COUNSELING, TECHNOLOGY AND SOCIAL MEDIA**
- **2. INFORMED CONSENT AND SECURITY**
- **b. CONFIDENTIALITY MAINTAINED BY THE COUNSELOR.** Counselors acknowledge the limitations of maintaining the confidentiality of electronic records and transmissions. They inform clients that individuals might have authorized or unauthorized access to such records or transmissions (e.g., colleagues, supervisors, employees, information technologists).
- **c. ACKNOWLEDGMENT OF LIMITATIONS.** Counselors inform clients about the inherent limits of confidentiality when using technology. Counselors urge clients to be aware of authorized and/or unauthorized access to information disclosed using this medium in the counseling process.

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- **SECTION H. DISTANCE COUNSELING, TECHNOLOGY AND SOCIAL MEDIA**
- **4. DISTANCE COUNSELING RELATIONSHIP**
- **a. BENEFITS AND LIMITATIONS.** Counselors informed clients of the benefits and limitations of using technology applications in the provision of counseling services. Such technologies include, but are not limited to, computer hardware and/or software, telephones and applications, social media and Internet-based applications and other audio and/or video communication, or data storage devices or media.
- **c. TECHNOLOGY ASSISTED SERVICES.** When providing technology assisted services, counselors make reasonable efforts to determine that clients are intellectually, emotionally, physically, linguistically, and functionally capable of using the application and that the application is appropriate for the needs of the client. Counselors verify that clients understand the purpose and operation of technology applications and follow-up with clients to correct possible misconceptions, discover appropriate use, and assess subsequent steps.

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- **SECTION H. DISTANCE COUNSELING, TECHNOLOGY AND SOCIAL MEDIA**
- **5. RECORDS AND WEB MAINTENANCE**
- **a. RECORDS.** Counselors maintain electronic records in accordance with relevant laws and statuses. Counselors inform clients on how records are maintained electronically. This includes, but is not limited to, the type of encryption and security assigned to the records, and if/for how long archival storage of transaction records is maintained.
- **b. CLIENT RIGHTS.** Counselors who offer distance counseling services and/or maintain a professional website provide electronic links to relevant licensure and professional certification boards to protect consumer and client rights and address ethical concerns.
- **d. MULTICULTURAL AND DISABILITY CONSIDERATIONS.** Counselors who maintain websites provide accessibility to persons with disabilities. They provide translation capabilities for clients who have a different primary language, when feasible. Counselors acknowledge the imperfect nature of such translations and accessibility.

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- **H.6. SOCIAL MEDIA**
- **a. VIRTUAL PROFESSIONAL PRESENCE.** In cases where counselors wish to maintain a professional and personal presence for social media use, separate professional and personal webpages and profiles are created to clearly distinguish between the two kinds of virtual presence.
- **b. SOCIAL MEDIA AS PART OF INFORMED CONSENT.** Counselors clearly explained to their clients, as part of the informed consent procedure, the benefits, limitations, and boundaries of the use of social media.
- **c. CLIENT VIRTUAL PRESENCE.** Counselors respect the privacy of their clients' presence on social media unless given consent to view such information.
- **d. USE OF PUBLIC SOCIAL MEDIA.** Counselors take precautions to avoid disclosing confidential information through public social media.

Tell Us about...



- HIPPA
- FERPA
- Public Information Act

HIPAA



- The Health Insurance Portability & Accountability Act of 1996 (HIPAA) Privacy Rule
- National standards to protect individuals medical records and personal health information

FERPA



- The Family Educational Rights & Privacy Act (FERPA) is a Federal law that protects the privacy of student education records.
- Applies to all schools that receive funds under US Department of Education
- Rights transfers to the student when s/he reaches the age of 18 or attends a school beyond the high school level.
- Written permission to release any information

What is “Public?”



- Information “collected, assembled or maintained” in connection with official business.
- Includes:
 - Books, paper, letter, document, printout, photo, film, tape, microfiche, microfilm, photostat, sound recording, map, drawing, voice, data, video representation in computer memory.

Keep In Mind...



“Keep in mind that existing laws apply equally to online and offline conduct. Is the content you post on a social networking site being reviewed and scrutinized prior to its release in the same manner as other content that is published by your organization on a more formal basis?

- Who owns your social networking profile page?
- If you delete your page, is the content truly gone or does the social network retain the right to access, use or share your deleted information?
- Have you read the terms of use/service (TOU or TOS) for the social networking site?”
- <http://www.millercanfield.com/>

Do You “Agree?”



- “Social media and social network (Web-based) Terms of Use (TOU) are often overlooked as we, the users, scramble to get started sharing and liking and pinning, all in the interest of promoting products and services—or increasing public awareness. We click through the legalese in our impatience to get started. Yet what we ***don’t read***, and ***don’t know***, **CAN** hurt us.”

- <http://allenmireles.com/>

Social Media & Web-based Communication Tools



- Tumblr.
- Twitter
- Facebook
- YouTube
- Vine
- Scribd
- Google
- Skype

Do You “Agree?”



- <http://www.tumblr.com/policy/en/privacy>
- **User Content:** By default, all sharing through the Services is **public**, and **when you provide us with content it is published so that anyone can view it**. Although we do provide tools, like password-protected blogs, Asks, and Fan Mail, that let you publish content privately, **you should assume that anything you publish is publicly accessible unless you have explicitly selected otherwise**. Also, please keep in mind that anything you share privately with another user, particularly through an Ask, Fan Mail, or submitted post, may be posted **publicly** by that user. Content published and shared publicly is accessible to everyone, including search engines, and you may lose any privacy rights you might have regarding that content. In addition, information shared publicly may be copied and shared throughout the Internet, including through actions or features native to the Services, such as reblogging.

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How Tweet It Is!: Library Acquires Entire Twitter Archive

April 14, 2010 by [Matt Raymond](#)*(UPDATE: Here's a [January 2013 status report](#) on our work with the Twitter archives.)**(UPDATE: We posted an [FAQ](#) on April 28.)*

Have you ever sent out a "tweet" on the popular Twitter social media service? Congratulations: Your 140 characters or less will now be housed in the Library of Congress.

That's right. Every public tweet, ever, since Twitter's inception in March 2006, will be archived digitally at the Library of Congress. That's a LOT of tweets, by the way: Twitter processes more than 50 million tweets every day, with the total numbering in the billions.

We thought it fitting to give the initial [heads-up](#) to the Twitter community itself via our own feed [@librarycongress](#). (By the way, out of sheer coincidence, the announcement comes on the same day our own number of [feed-followers](#) has surpassed 50,000. I love serendipity!)

We will also be putting out a press release later with even more details and quotes. Expect to see an emphasis on the scholarly and research implications of the acquisition. I'm no Ph.D., but it boggles my mind to think what we might be able to learn about ourselves and the world around us from this wealth of data. And I'm certain we'll learn things that none of us now can even possibly conceive.

Just a few examples of important tweets in the past few years include the first-ever tweet from Twitter co-founder Jack Dorsey (<http://twitter.com/jack/status/20>), President Obama's tweet about winning the 2008 election (<http://twitter.com/barackobama/status/992176676>), and a set of two tweets from a photojournalist who was arrested in Egypt and then freed because of a series of events set into motion by his use of Twitter (<http://twitter.com/jamesbuck/status/786571964>) and (<http://twitter.com/jamesbuck/status/787167620>).

Twitter plans to make its own announcement today on its [blog](#) from "Chirp", the Official Twitter Developer

twitter

Do You “Agree?”



- <https://www.facebook.com/about/privacy/your-info>

Other information we receive about you

- We also receive other types of information about you:
- **We receive data about you whenever you use or are running Facebook, such as when you look at another person's timeline, send or receive a message, search for a friend or a Page, click on, view or otherwise interact with things, use a Facebook mobile app, or make purchases through Facebook.**
- **When you post things like photos or videos on Facebook, we may receive additional related data (or metadata), such as the time, date, and place you took the photo or video.**
- **We receive data from or about the computer, mobile phone, or other devices you use to install Facebook apps or to access Facebook, including when multiple users log in from the same device. This may include network and communication information, such as your IP address or mobile phone number, and other information about things like your internet service, operating system, location, the type (including identifiers) of the device or browser you use, or the pages you visit. For example, we may get your GPS...**

Do You “Agree?”



- <https://www.youtube.com/static?template=terms>

- **1. Your Acceptance**

- A. By using or visiting the YouTube website or any YouTube products, software, data feeds, and services provided to you on, from, or through the YouTube website (collectively the "Service") you signify your agreement to (1) these terms and conditions (the "Terms of Service"), (2) Google's Privacy Policy, found at <http://www.youtube.com/t/privacy> and incorporated herein by reference, and (3) YouTube's Community Guidelines, found at http://www.youtube.com/t/community_guidelines and also incorporated herein by reference. If you do not agree to any of these terms, the Google Privacy Policy, or the Community Guidelines, please do not use the Service.

- **2. Service**

- B. The Service may contain links to third party websites that are not owned or controlled by YouTube. YouTube has no control over, and assumes no responsibility for, the content, privacy policies, or practices of any third party websites. In addition, YouTube will not and cannot censor or edit the content of any third-party site. By using the Service, you expressly relieve YouTube from any and all liability arising from your use of any third-party website

Do You “Agree?”



- <https://vine.co/terms>
- <https://vine.co/privacy>
- **Contact Information:** In addition to using your contact information to create your account, we may use this information to send you information about our Services, respond to your requests and facilitate your use of the Services. We may use the contact information (such as your phone number or email address) to help connect you with other Vine users, **even if that information is not publicly displayed.**
- **Location Information:** In addition to profile information, you **may also tell us your exact location if you choose to enable your computer or mobile device to send us location information. We may use and store information about your location** to provide features of our Services, such as tagging a video with a location, and to improve and customize the Services, for example, with Content that has been tagged near your location.
- **Links:** We may keep track of how you interact with links across our Services, including our email notifications, third-party services, and client applications, by redirecting clicks or through other means. We do this to help improve our Services, for example to provide relevant advertising, and to be able to share aggregate click statistics such as how many times a particular link was clicked on.

Do You “Agree?”



- <http://www.scribd.com/>
- <http://support.scribd.com/forums/33939/entries/25580>
- **“Automatically Collected” Information:** When you access the Scribd Platform or open one of our HTML emails, we may automatically record certain information from your system by using different types of tracking technology. This “automatically collected” information may include Internet Protocol address (“IP Address”), a unique device or user ID, version of software installed, system type, the referring search query used to locate content and pages on the Scribd Platform, the content and pages that you access on the Scribd Platform, the dates and times that you visit the Scribd Platform, and information from your Facebook account that you make publicly available, which is provided to us by Facebook via the Facebook APIs.

Do You “Agree?”



- <http://www.scribd.com/>
- <http://support.scribd.com/forums/33939/entries/25580>
- **“The Way Scribd Uses Information**
- Scribd uses the information that you provide or that we collect to operate, maintain, enhance, and provide all of the features and services found on the Scribd Platform as well as to track user-generated content and Users to the extent necessary to comply as a service provider with the Digital Millennium Copyright Act.
- Scribd **may also use the information that you provide or that we collect to serve you with advertisements.**
- **We will use your email address, without further consent,** for administrative communications such as notifying you of major Scribd Platform updates, for customer service purposes, to address copyright infringement or defamation issues, or to contact you regarding any content that you have posted to or downloaded from the Scribd Platform.
- **Scribd may use “Automatically Collected” information and “Cookies” information to: (a) automatically update the Scribd application on your system; (b) remember your information so that you will not have to re-enter it during your visit or the next time you access the Scribd Platform...”**

Do You “Agree?”



- <https://www.google.com/policies/terms/>
- **Your Content in our Services**
- Some of our Services allow you to upload, submit, store, send or receive content. **You retain ownership of any intellectual property rights that you hold in that content. In short, what belongs to you stays yours.**
- When you **upload, submit, store, send or receive content to or through our Services, you give Google (and those we work with) a worldwide license to use, host, store, reproduce, modify, create derivative works (such as those resulting from translations, adaptations or other changes we make so that your content works better with our Services), communicate, publish, publicly perform, publicly display and distribute such content. The rights you grant in this license are for the limited purpose of operating, promoting, and improving our Services, and to develop new ones. This license continues even if you stop using our Services** (for example, for a business listing you have added to Google Maps). Some Services may offer you ways to access and remove content that has been provided to that Service. Also, in some of our Services, there are terms or settings that narrow the scope of our use of the content submitted in those Services. Make sure you have the necessary rights to grant us this license for any content that you submit to our Services.

Do You “Agree?”



- <http://www.google.com/policies/privacy/>
- **Information we collect**
 - We collect information to provide better services to all of our users – from figuring out basic stuff like which language you speak, to more complex things like which ads you’ll find most useful or the people who matter most to you online.
 - We collect information in two ways: Information you give us. **For example, many of our services require you to sign up for a Google Account. When you do, we’ll ask for personal information, like your name, email address, telephone number or credit card. If you want to take full advantage of the sharing features we offer, we might also ask you to create a publicly visible Google Profile, which may include your name and photo.** Information we get from your use of our services. We may collect information about the services that you use and how you use them, like when you visit a website that uses our advertising services or you view and interact with our ads and content. This information includes:
 - Device information: **We may collect device-specific information (such as your hardware model, operating system version, unique device identifiers, and mobile network information including phone number).** Google may associate your device identifiers or phone number with your Google Account.

Do You “Agree?”



- <http://www.google.com/policies/privacy/>
- **Information we collect**
- Log information: When you use our services or view content provided by Google, we may automatically collect and store certain information in server logs. This may include: **details of how you used our service, such as your search queries. telephony log information like your phone number, calling-party number, forwarding numbers, time and date of calls, duration of calls, SMS routing information and types of calls. Internet protocol address. device event information such as crashes, system activity, hardware settings, browser type, browser language, the date and time of your request and referral URL. cookies that may uniquely identify your browser or your Google Account.**
- Location information: When you use a location-enabled Google service, we may **collect and process information about your actual location, like GPS signals sent by a mobile device.** We may also use various technologies to determine location, such as sensor data from your device that may, for example, provide information on nearby Wi-Fi access points and cell towers.
- Unique application numbers: Certain services include a unique application number. **This number and information about your installation (for example, the operating system type and application version number)** may be sent to Google when you install or uninstall that service or when that service periodically contacts our servers, such as for automatic updates.

Do You “Agree?”



- <http://www.google.com/policies/privacy/>
- **Information we collect**
- Local storage: We may collect and store information **(including personal information)** locally on your device using mechanisms such as browser web storage (including HTML 5) and application data caches.
- Cookies and anonymous identifiers: **We and our partners use various technologies to collect and store information when you visit a Google service, and this may include sending one or more cookies or anonymous identifiers to your device. We also use cookies and anonymous identifiers when you interact with services we offer to our partners, such as advertising services or Google features that may appear on other sites.**

TFL AT Solutions Lab @ Georgia Tech



Solutions include:

- Tablets
- Vision Items
- DME
- Communication
- Games
- Software
- Switches
- Keyboards





Accessibility - Comparing Tablets



Property	Android	iOS	MS Windows	Amazon Kindle	Barnes and Noble Nook
Number and variety of Tablets	Over 11,000	iPad and iPad mini	Several	Kindle Fire and Fire HD	Nook HD
Operating System	Android (Jelly bean)	ios7 (Sept 18, 2013)	Microsoft Windows 8	Modified version of Android ICS	Modified version of Android- Microsoft bought 2013
Apps	860,815 (AppBrain.com updated 9/13/13)	900,000 with 375,00 optimized for iPad/mini (mobileburn.com updated June 2013)	104,917 (winbeta.org updated July 4, 2013)	50,000 in Amazon App store also shop in Google Play Store (theverge.com updated August 2013)	10,000 in Barnes and Noble and have access to Google Play store (barnesandnoble.com updated August 2013)
Software Updates	As it becomes available on Google	Apple releases updates	MS releases updates	Amazon releases updates	Barnes and Noble releases updates
Interface	As designed by manufacturer	Icons and widgets designed by Apple	Metro style designed by Microsoft	Modified version of regular Android	Modified version of regular Android

Future & Accessibility

- Evening out the playing field
- Bring Your Own Technology
- The Future is Contextual
 - GPS apps
 - Ads on Internet
 - Smart watches
 - Social Media
 - Proust.com



- *Martha Rust*

Assistive Technology – Collaborative Learning



Desire2Learn



- ✓ <http://www.desire2learn.com/>
- ✓ “Desire2Learn has partnered with our clients to pioneer a next generation learning solution that provides an engaging experience capable of directly addressing key challenges related to learner engagement, retention, and outcomes. This represents a shift from the simple course management capabilities of an LMS to a highly pervasive, perceptive, and personal learning experience.”



Assistive Technology – Collaborative Learning



Desire2Learn



- ✓ <http://www.desire2learn.com/>
- ✓ The [Web Accessibility Initiative \(WAI\)](#) led by the World Wide Web Consortium (W3C) is widely regarded as the leading standard on web accessibility. At Desire2Learn we use WAI guidelines, such as the [Web Content Accessibility Guidelines 2.0 \(WCAG 2.0\)](#), [Authoring Tool Accessibility Guidelines 2.0 \(ATAG 2.0\)](#) and [Accessible Rich Internet Applications Suite \(WAI-ARIA\)](#) to ensure our designs are consistent with international objectives. Focusing on international standards ensures that we are part of a greater accessibility initiative aimed at improving support across platforms and assistive technologies.



Assistive Technology – Collaborative Learning



- http://www.angellearning.com/community/higher_ed.html
- “Colleges and universities worldwide choose the ANGEL LMS to deliver powerful online teaching and learning experiences. ANGEL provides the comprehensive LMS features institutions need in a simple interface that promotes adoption. A recognized innovator, you can count on ANGEL to deliver on the promise of technology to improve education:
- **Get Perspective** – into learner performance and behavior
- **Take Action** – automatically with ANGEL Agents
- **See Results** – with industry-leading assessment and learning outcomes management





Connect.

Add students to a private social network.
"Huh? *Private* and *social*?"
YES! Think "walled garden".



Collaborate.

Add **other** teachers and **their** students to your network.
Share Inspirations, Ideas, thoughts and reflections.
Post discussions, deadlines, homework, etc.



Embed.

Fully functional HTML toolbar.
Highlighter, bold, italics, justify.
Insert Images, links, documents and video.

What other people are saying:



By Jennifer Alman for the Emergent Technologies in a collaborative class at Full Sail University.
Features and benefits of using Twiducate for collaboration in an educational setting.

Are you a teacher? Sign up now. It's simple and free!

twiducate is the perfect solution for elementary and secondary students. Rather than having your students sign up and enter an email address, you sign up and create a class code.

Using this code, your students log in to your class network.

Here, they can answer questions, collaborate on problems, and even embed pictures and videos. As a teacher you have full control over the network. You can even add other teachers!

Get started today!



Assistive Technology – Collaborative Learning



- ftpfast.com/
- “Guaranteed Instant, Secure FTP sites for Businesses that need to quickly Transfer, Store, and Share large files online between customers, vendors and employees.

This FTP service is great for sharing, storing, and transferring your large files online! This service is "HIPAA" compliant and it's ideal for Printers, Marketers, Photographers, Ad Agencies, Transcribers, Engineers, and Publishers!

You can create secure online file folders for each of your customers, vendors, employees, and friends. Each folder you create is password protected. Every user has their own unique password and you determine which folder & files they can access.

As the administrator you control who has access to each folder and you determine if users can just download files, upload files, delete files, etc.”



Privacy

Here is information about our privacy policy.



› Do you share data with anyone?

No, we do not share any data with anyone.

› Are you FERPA compliant?

Yes.

› Who retains the copyright on the content we upload?

You retain all copyright of any content that you upload.

› Are you Safe-Harbor compliant?

Yes, EDU 2.0 complies with the U.S.-EU Safe Harbor Framework and the U.S.-Swiss Safe Harbor Framework as set forth by the U.S. Department of Commerce regarding the collection, use, and retention of personal information from European Union member countries and

AMAC Student Download Center



How does the process work?

Enrollment Process

- Welcome email with account information once your school's DSP registers you
- Email notifications when books are completed

Student Download Center

- Check the status of your book orders
- Download your e-textbook files
- Download software to use with your books
- View video tutorials



[AMAC Student Download Center](#)

Meet Wall-Less TFL's VGo Telepresence Robot



Telepresence:

- Enables a person to replicate themselves in a distant location and have the freedom to move around as if they were physically there
- Reduces travel costs
- Promotes participation at School
- Promotes working from home office



Ten days with Google Glass

By [Will Shanklin](#)
December 23, 2013

14 Comments
7 Pictures

www.lenscrafters.com

Official Site. Visit Us Now & Save!
Designer Eyewear, Lenses, &
More.

- 36
- Like
- 54
- Tweet
- 22
- 8+1
-
- 4
- Pin it
- 8
- Share
- submit
- reddit
- Email



Gizmag shares some more thoughts about being part of the Google Glass Explorer program

[Image Gallery](#) (7 images)

Here at Gizmag, we're very interested in the present and future of w tech. So we thought it was fitting to sign up for the Google Glass Ex program, to give you a better idea of what Sergey Brin and compa brewing up in Mountain View. Though we aren't quite ready to di proper Google Glass review, we want to share some more thou our first ten days with Glass.



My [first few days with Google Glass](#) were mostly about the self-



Review smartwatch

Research the Tools!



- Make an Informed Choice
- Check them out & see which ones:
 - Are accessible
 - Are safe
 - Protect privacy
 - Are effective

Communicating the Options



- Tell students at the beginning of the semester that you might (e-mail, text, use social media) to communicate with them. Give them the opportunity to “opt-out.”

Social Media Thoughts



- Check personal sites regularly if the public has access to them.
- Consider professional and personal sites
- Even if you don't post inappropriate material – your friends and/or students may

Social Media - What's being said about You?



Google.com

SocialMention.com

WhosTalkin.com

Technorati.com

If you think –
“Should I post this?”
Then don’t.

Resources – Keep Learning!



1. <http://www.ethics.org/>
2. <http://www.counseling.org/knowledge-center/ethics>
3. <http://www.crccertification.com/filebin/pdf/CRCCodeOfEthics.pdf>
4. <http://www.ncsc.org/Topics/Media/Social-Media-and-the-Courts/>
5. <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

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**Our Question to You:
What have You Learned today?**

Learning Objectives - What have You Learned today?



What are:

1. 3 ethical considerations from the CODE OF PROFESSIONAL ETHICS FOR REHABILITATION COUNSELORS regarding Social Media and Web-based Communications?
2. 3 ethical considerations from the AMERICAN COUNSELING ASSOCIATION CODE OF ETHICS regarding Social Media and Web-based Communications?
3. Easy ways to find the terms of services (TOS) agreements.
4. 3 assistive technology solutions/strategies for effective communication with students?
5. 2 resources for continued technical assistance in web-based communications?

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Disclaimer

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