

Closing The Gap

OCTOBER / NOVEMBER, 2009
VOLUME 28 - NUMBER 4



DISCOVERIES

ADAPTING ACTIVITIES FOR MAXIMUM
STUDENT PARTICIPATION:
IDEAS FOR YOUR CLASSROOM THAT WORK IN OURS!
(PART TWO)

ADULT EMERGING COMMUNICATORS:
A TEAM APPROACH TO COMMUNICATION

IT CAME FROM THE WEB!

CHANGING THE LIVES OF
STRUGGLING STUDENTS

TRANSITION PLANNING
+ SELF DETERMINATION
= AT FOR INDEPENDENCE

SELF-OPERATED
AUDIO/VIDEO PROMPTING
WITH IPODS AND ZUNES

PRODUCT SPOTLIGHTS

WordQ[®] SpeakQ[™]



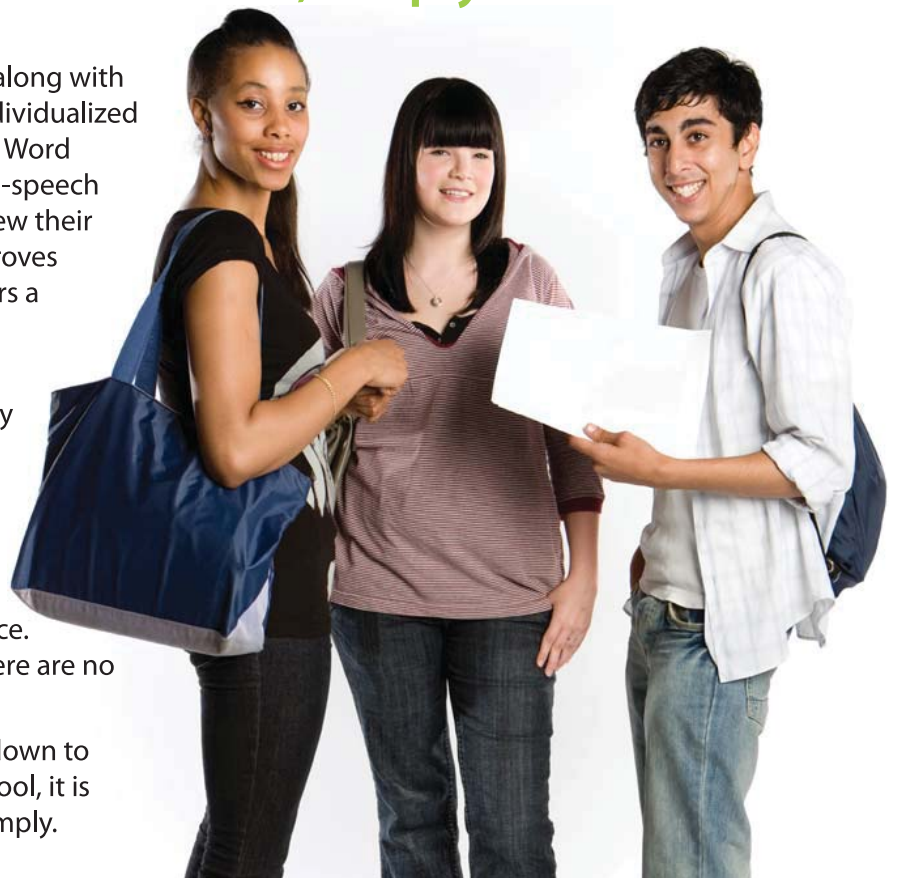
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Closing The Gap October 21-23, 2010

Preconference Workshops
October 19-20, 2010

MINNEAPOLIS, MINNESOTA
Sheraton Bloomington Hotel and
Hotel Sofitel



28th ANNUAL CONFERENCE

Assistive Technology in Special Education and Rehabilitation

MINNEAPOLIS, MINNESOTA

The Closing The Gap Conference is truly more than a conference, it is a network of invaluable resources – teachers, therapists, clinicians, parents, end users and manufacturers – all empathically working together to change lives with assistive technology.

The 28th Annual Closing The Gap Conference promises nothing less than excellence! Early registration, parent, student, group and other discounted rates will be available.

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► **Over 200 Presentations and Hands-On Lab Opportunities**

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► **Commercial Exhibits**

Extensive exhibition areas displaying and demonstrating state-of-the-art assistive technology products and implementation strategies.

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Closing The Gap

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Sincerely,

Glen Dobbs, President
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ACCESSING THE ARTIST WITHIN

Art Contest and Adapted Art Show

Anne Carlsen Center of North Dakota is opening a contest for artists using adaptive equipment

A minimum of ten pieces of art will be selected to be shown at

Closing The Gap

Conference: October 15-17, 2009



Friday, October 16

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Closing The Gap

SUBSCRIPTIONS

\$36 per year in the United States. \$52 per year to Canada and Mexico (air mail.) All subscriptions from outside the United States must be accompanied by a money order or a check drawn on a U.S. bank and payable in U.S. funds. Purchase orders are accepted from schools or institutions in the United States.

PUBLICATION INFORMATION

Closing The Gap (ISSN: 0886-1935) is published bi-monthly in February, April, June, August, October and December. Single copies are available for \$7.00 (postpaid) for U.S. residents. Add \$2.00 for postage outside the U.S. The annual Resource Directory issue sells for \$16.95 plus postage and handling. Article reprints available, please contact the Managing Editor for details.

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Assistive Technology Resources for Children and Adults with Special Needs

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DISKoveries

Special Needs: New Software, DVDs and Professional Resources

By Joan Tanenhaus

This issue of DISKoveries contains reviews of some new software and related products, developed by companies especially for those with Special Needs. If you are attending the Closing The Gap conference, be sure to check your conference program. Many of these companies will be in the Exhibit Hall and/or presenting workshops on their products.

Pulse Smartpen (Livescribe: www.livescribe.com) The Pulse Smartpen is an amazing tool for students who need help

with notetaking and classroom lectures (and for many other applications too.) The pen records the lecture (or any selected audio) and links it to what you write. Students can just jot down keywords (in the special notebook) and then when they tap the keyword with the tip of the pen, they will hear what was said while they were writing. In addition, they can rewind to hear what was said before, and fast forward to hear what came next, using the special notebook icons. The audio is time-synced to the writings, meaning that

wherever you double-tap on the notes, it will start playing audio from the moment you wrote that particular note. The pen also includes a 3.5mm audio jack for your ear buds or headphones at the top of the unit so you can review your notes/recording without bothering anyone around you. You can also use the pen just to record the lecture. The entire lecture can be transferred to the computer at a later time, for future reference. When you purchase the pen (available with 1GB or 2GB of memory), you get one 100-sheet dot paper college-ruled notebook, a headset, a USB charging cradle, as well as cartridges, and manual. The unit will work with either Macintosh or Windows. If you go to the Web site, you can view several videos that explain the working and use of the Smartpen.

Computer Cool School (Fisher-Price: www.fisherprice.com) This is a kid-friendly keyboard that connects to Windows computers via the USB port. It has a Qwerty keyboard, with a number row, space bar and enter key. Along the top are five large buttons that take children, ages three to six, to learning centers (reading and writing, math, art, music and science) with activities for reading comprehension, letter recognition, phonics, vocabulary, writing, math, problem solving and much more. There is also a writing tablet and pen with art tool buttons (erase, backgrounds, stamps, tools and colors). This is used for drawing, writing letters and doing other art activities. The pen can be also be used as the mouse and click button. There's a print button too. In addition to the software included (Leo's Classroom), there are several other software programs that can be purchased separately. In each, there is a classroom to be explored, as well as the five learning centers. **Sesame Street** has a letter learning game with the



Pulse Smartpen (Livescribe).

Sesame Street characters, a math center (help Elmo follow recipes), science activities, and a field trip to a farmers' market. **Clifford The Big Red Dog** has activities with Clifford, including reading along with him, writing (watch the screen to see how to write a letter and write or trace it on the tablet), math (help Clifford catch beach balls and learn about colors, matching, patterns and more) science activities about seasons and weather, and a field trip to the beach. **Dora and Diego** read the story book aloud and teach letters, numbers, Spanish words, phonics and pre-writing skills. There's a field trip to the museum. Other programs are **Scooby Doo**, **Sponge Bob and Leo's Dinosaur Adventure**. Great way for preschoolers to master readiness and kindergarten activities, while also developing creativity and independence at the computer. If you go online you will see a complete video demonstration of the keyboard.

Virtual Motor Skills (Judy Lynn Software, www.judylynn.com, 732-390-8845) This excellent new program from Judy Lynn was designed to give students with limited motor skills the virtual experience of performing tasks by picking up, putting down, and moving objects around. They are able to do this with a single switch and scanning, with step scanning with two switches or with the keyboard (space and enter). There are 27 different tasks that involve sorting, matching, sequencing and

vocational themes. Some examples are: putting wooden pegs into a pegboard, putting light bulbs in sockets, putting tennis balls in a can, putting coins in a piggy bank, recycling, sorting silverware and more. This program is great to use for students who need to learn and practice timed activation skills. Because of the graphics and activities, it also adds the dimension of actually performing everyday tasks with success. Go to the Web site and download a trial version of Virtual Motor Skills (www.judylynn.com/downloads.htm) – it is a fully functioning program. You can start up the program and use it for 12 times before it expires.

Animated Toys II (Judy Lynn Software, www.judylynn.com, 732-390-8845) Another great new cause and effect program for very young switch users. They will love "playing" with the 25 different toys – jack-in-the-box, spin and listen, cobbler's bench, blocks, penguin slide, rings on a peg, and many more. Press the switch (or use a mouse click, touch window or the computer keyboard) and each of the toys will animate on the screen. Some will fully animate with one press, while others incorporate multiple presses (i.e., the cobbler's bench – one press for each peg). The graphics and sound are outstanding, and there are many options, including background music, animation speed, prompt images and number of seconds between switch prompts, choice of audio prompts, and data collection. You can select which

toys you want for individual users and whether they return to the main menu or continue to repeat until the escape key is pressed. Excellent for cause and effect, visual tracking, attention and focus.

Faceland (do2Learn, www.Do2Learn.com) The goal of this exciting new program is to help children build skills in facial recognition of emotions. It uses an Amusement Park theme to engage and motivate players. There are six emotions – happiness, surprise, fear, anger, sadness and disgust and three ways to play. In Spaced Play and Learning, each school (emotion) is introduced and allows for practice with the clues that help students learn to identify facial expression associated with the emotion (for example, with Anger – eyebrows lowered and pulled tight, eyes-hard stare, mouth very tight, usually lips pressed together, sometimes mouth open). The program explains the emotion, when it happens, and the consequences. There are video examples and multiple choice questions. There are videos of facial parts changing as a person experiences the emotion. There is mirror practice and whole face practice. After graduation from the school, there is a facecard activity to practice with new pictures. There are 11 game-like activities that offer additional practice. The teacher tips stress that the true value of using Faceland depends on the transfer of concepts learned to real life. The more that the parent and teacher tie the emotion to real life experiences, the stronger the connection will be. It is suggested that you use stories, drama, art, writing, photos, etc. to help. Progress reports and extensive student tracking are also included. This program was designed and developed by Donna Stanger, the extraordinary person who is responsible for Millie's Math House, Bailey's Book House, Sammy's Science House, Thinking Things, and other classic and amazing software programs that have taught your children for over 20 years. Welcome back, Donna – we look forward to more of your amazing software.

SwitchIt! Sports Extra (Inclusive: 800-462-0930, www.inclusivetlc.com) Another great new SwitchIt! program! This new program includes pictures and sequences related to sports, and let the users experience an exciting variety of sports – basketball, jogging, soccer, biking, baseball, tennis, swimming and more. The content in the program is designed so it can be used at multiple language levels; early learners can learn basic facts about sports, while those more advanced can talk about details of the game and the equipment. Like all the other SwitchIt! programs,



Computer Cool School (Fisher-Price).

for both Macintosh and Windows, each program includes Flash Cards, Builds (picture is presented as an outline and each switch press fills in the colors and then animates it) and Stories (clever sequences that are revealed with each press of the switch). Student progress can be tracked and other options include the ability to select which specific flash cards, picture builds and stories are selected. The programs also include Resources and

worksheets and additional interactive programs. Access options include mouse, touch window, keyboard, Intellikeys and switches. All SwitchIT! Extra programs are highly recommended! See www.switchit-series.com for details about all the SwitchIT! Programs.

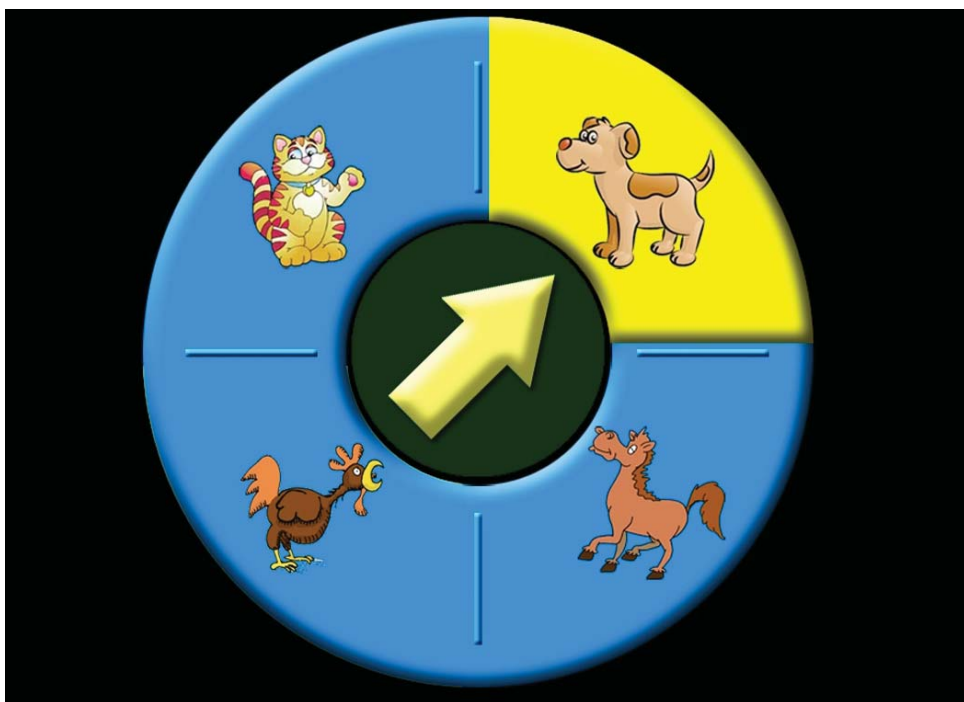
Big Bang Pictures (Inclusive Technology, 704-243-3622, www.inclusiveTLC.com) This program has 21 simple animating pictures (i.e. bus, car, elephant,

house, dog, etc.) that can be displayed as simple silhouettes, simple line drawings or more detailed line drawings. All the animations make large movements accompanied by loud music and sound effects. The pictures can be displayed in black and white or in any combination of red, blue, green, yellow, violet or orange. It has an experiential mode (the program plays a series of animations in sequence without any interaction required). There is a cause and effect mode (press the switch to see an animated reward with lots of music and noise); a picture building mode (build up a picture by pressing the switch); a two-switch picture building activity; and an activity for choosing with two switches (press one switch to change the picture, press the second switch to animate). This is another great program to use with students with severe and complex needs. **Big Bang Patterns** is a new set of animating pattern activities, also for students of all ages with severe and complex needs. There are five styles of patterns at various levels of visual complexity. Foreground and background colors and music can be selected. It also has experiential, cause and effect, and picture build modes.

Target and Touch (Inclusive Technology, 704-243-3622, www.inclusiveTLC.com) There are two programs in this great new series, designed to teach the skills required to use a touch screen effectively. All activities, age appropriate for all and for those with visual impairments, also encourage speaking and listening and help develop concentration skills. Both programs feature a wide range of options to allow you to tailor the activities to meet the specific requirements of individual learners. They have six activities: Touch Anywhere (touch the screen anywhere to make something happen where you touch); Touch It (touch the picture/pattern in the center of the screen to make it grow and animate); Find and Touch It (touch a pattern/picture that appears in a random place on the screen to make it grow and animate); Peeping Target (touch the pattern/picture that partially appears as a prompt from one edge of the screen); Scattered Patterns (touch multiple images that appear as prompts in random places on the screen); and Objects in a Line (touch several patterns/pictures that appear from left to right on the screen). **Target and Touch: Patterns** uses over 30 different high contrast patterns and complementary music. and **Target and Touch: Music** uses over 20 colorful and amusing musicians accompanied by a wide range of music. This program also has Touch to Jump (touch musician to make him/her jump



Faceland (do2Learn).



Animated Toys II (Judy Lynn Software).

towards a target in the form of a spotlight) and Drag to Target (drag musician into the spotlight to make him/her play). These are excellent programs to help master the use of the touch window and can also be used to help train beginning mouse skills (with mouse, trackball, joystick, etc.) and use of CrossScanner.

www.adaptedlearning.com: This Web site is an online resource from the Mayer-Johnson division of DynaVox Technologies. The Boardmaker family of software products are the gold standard of symbol-based communication, authoring tools, screen-based interactive activities and related products for augmentative and alternative communication. The AdaptedLearning Web site offers a variety of content and resources, provided through downloadable files, news and information, along with support from mentors and a large user community ... and it's free! Parents and professionals can find and download boards, share their boards with others, and extend their knowledge by reading articles, attending online training, connecting with others and much more. Visit www.adaptedlearning.com to take a tour.

VIDEO MODELING

Model Me Kids Videos for Modeling Social Skills (Model Me Kids, 888-938-3240, www.modelmekids.com) This company has developed an excellent series of video modeling DVDs designed to help those with autism, Asperger's syndrome, and related disorders. There are three DVDs for Kindergarten through fifth Grade: **Time for School** presents social skills within the context of school. It features elementary school-aged children demonstrating appropriate social skills (i.e., saying hello, listening to the teacher, sharing, taking turns, saying sorry, and many more) in the classroom, library, on the playground and in the hallway. Each scene lasts between

30 seconds and three minutes. Each chapter is followed by a storyboard that summarizes the rules taught. The first half of the videos are narrated and display graphics that help explain the rule. In the second half, the same video is repeated without the narration. This is designed so that the lesson can be customized to individual needs. Each social skill is demonstrated in more than one situation and across environments. **Time for a Playdate** demonstrates social skills, such as greeting a friend, sharing, guest chooses, losing is OK, talking on topic, answering, taking turns, eye contact and others. **I Can Do It** models appropriate behavior during challenges, including transitions, waiting, doing what is asked, when a friend says no, losing, criticism, birthday party greetings, participation and saying goodbye. For upper elementary, middle and high school, there are three DVDs. **Model Me Friendship** models behaviors to initiate and maintain friendships (saying hello, showing interest, including others, body language and more). **Model Me Conversation Cues** includes topics on when to start a conversation, how to maintain a conversation and how to end the conversation. **Model Me Tips & Tricks** demonstrates voice modulation, blurting, tact, personal space, grooming, forgiving, asking for help and others. For several of the DVDs, there are teaching manuals and student workbooks (purchased separately). Others are being prepared as well. These can be used to build a social skills curriculum, reinforcing skills presented in the DVDs. If you visit the Web site, you will see detailed descriptions of each DVD, including a video sample from each.

Watch Me Learn (Watch Me Learn: 631-261-1707, www.watchmelearn.com) This is an excellent series of DVDs based on applied behavior analysis and verbal behavior models. They were developed by Mary Beth Palo, the mother of a child with autism, after

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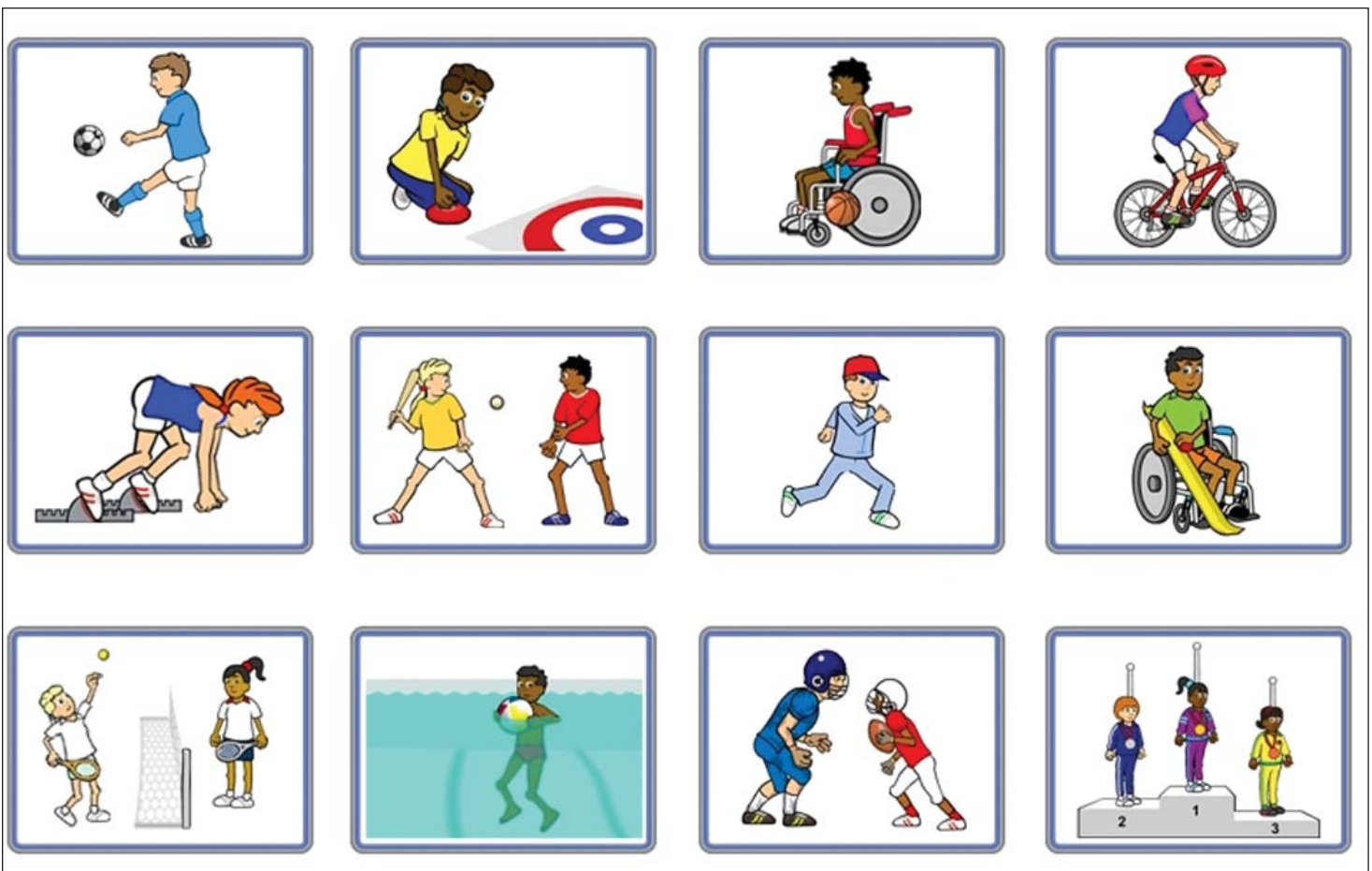
successfully using the technique of video modeling with her son. They present video sequences of play scenes and everyday situations, and model the actions needed to communicate, with verbal responses, pointing, looking, etc. Children are encouraged to play the video over and over and to interact with parent/caregiver to practice the skills. **A New Beginning** includes typical games and play scenes that model gross motor skills, imitation skills, pointing, attending, responding to, receptive language, and expressive language. **Let's Play** models attending skills, receptive language skills, expressive language, imitation, social and self help skills. **School Days** has sequences related to getting ready for school, organizing a book bag, getting on the bus, going to classes, interacting with other students and teachers, and doing homework. **Friends**, for developmental ages five and up, teaches social skills through the depiction of activities, such as playing catch, basketball, painting, snack time, charades, a treasure hunt, baking with friends and more. If you go to the Web site, you can view the teaching guides, which list all the activity scenes and also view video clips from each of the four DVDs. Highly recommended for home and classroom.

About Me and You Curriculum Bundle (Watch Me Learn, www.watchmelearn.com) This is a full-scale curriculum, designed to address the needs of children at various functioning levels, using video modeling. It contains a DVD with 10 video lessons. Each lesson module includes video instruction for three distinct student levels on topics, such as taking turns, brushing teeth, drawing, tying shoes, patterns, yes and no, about me, my body, senses and the functions of rooms in my home. There is also an instructional music and lyrics CD with songs from the DVD. There is also a CD-ROM of six interactive PowerPoint presentations that can be used to reinforce the learning units, as well as a CD-ROM of flashcards and a manual of instructions on how to use to reinforce language and concepts in the curriculum. There's a manual of lesson plans and a student workbook with fill-in-the-blank, dot-to-dot, matching games, mazes and more. **The Look...Listen...I Can Do It! Curriculum Bundle** follows the same format, with lesson modules for opposites, familiar people, farm animal fun, karaoke, numbers, animal sounds, cutting, glue crafts, appropriate play, and function of objects.

AAC ON THE IPHONE AND IPOD TOUCH

The following three products are Apps for the iPhone and iPod touch (Apple: www.apple.com). They have particular application for teenagers and young adults who want a device that's "cool." They are showing great potential for children and adults with autism, cerebral palsy, Down syndrome, aphasia, developmental delays, ALS and apraxia. They also can be used in emergency situations, such as in a hospital emergency room or doctor's office.

Proloquo2Go (www.proloquo2Go.com) from AssistiveWare provides a full-featured communication solution (AAC) for people who have difficulty speaking. It brings natural sounding text-to-speech voices, symbols, automatic conjugations, and a default vocabulary of over 7,000 items in categories, such as greetings, manners, questions, jokes and more. It is fully expandable and easy to use on the iPhone and iPod touch. The current version includes North American English male, female, girl and boy voices. Support for other languages and voices is planned. Proloquo2Go vocabulary has about 8,000 symbols and conjugation support. Users



SwitchIt! Sports Extra (Inclusive).

can go to the Grid or List view to quickly tap items that optionally speak as they get inserted into the Message window. (Holding any of the items automatically gets access to conjugations, plurals or possessives.) Tap the message window to speak your sentence. By hitting the plus button, you can permanently add the sentence to your vocabulary in a category of your choice. To add the communication to your vocabulary, you select a symbol or pick a photo from your library or take a picture (on the iPhone). You can also type your message. Proloquo2Go is fully customizable – you can disable images, have smaller or bigger items, change background and text, and more. There is also an alternative keyboard that is larger than the default iPhone and iPod keyboard, which works with the list/grid view. Visit the Proloquo2Go Web site for more detailed information, for videos, manual, resources, etc. AssistiveWare is a long-established company that produces KeyStrokes (for Macintosh) and many other alternative access products. David Niemeijer, lead developer and CTO, will participate in this year's Closing The Gap conference. He, Samuel Sennott and Eric Sailors will be presenting a pre-conference workshop on using the iPhone and iPod touch as assistive technology.


SmallTalk for Aphasia (www.lingraphica.com) Designed for people with aphasia but applicable also to those with autism, developmental delays, ALS, Down syndrome, apraxia and others,

SmallTalk for Aphasia provides a vocabulary of pictures and videos that talk in natural human voice. This app in the App Store of iTunes is free. It contains a starter set of icons to introduce you to the Lingraphica system of aphasia communication. When used together with the Lingraphica speech-generating device, it allows you to personalize and expand the vocabulary to thousand of words. When used as a stand-alone from iTunes, it lets you take along a set of words and phrases to use in everyday situations, but does not allow for any modification or expansion. When the included icons are pressed, they enlarge the icon and speak the word or phrase. The Video section includes phrases and words – when these are pressed, the icon enlarges and the word is spoken with a video of the speaker's lips as the word/phrase is spoken. For more information on using this together with the Lingraphica speech-generating device, you can contact **Lingraphica** at www.aphasia.com.

iPrompts (www.handholdadaptive.com) Designed for parents, special educators and therapists to use with children who are developmentally challenged and language impaired, iPrompts is customizable and provides several easy-to-use visual prompting tools (no audio prompts or voice output). *Picture Schedules* allows caregivers to create picture schedules for activities and learning situations (i.e. going to bed, getting ready for school, etc.). Schedules can have two or more pictures. Captions can be edited for each image. Social stories can also be created. There are hundreds of stock photos or you can add your own from pictures taken with the iPhone. *Visual Countdown Timer*: This feature displays an image of the caregiver's choice, along with a graphical countdown time (set to any duration) and is useful for demonstrating how much time is left until a current activity ends, or before the next pictured



Proloquo2Go (AssistiveWare).



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activity begins. *Choice Prompts*: This mode lets caregivers select any two images that can be offered as a choice, empowering those who cannot vocalize preferences. *Image Library*: This includes hundreds of useful illustrations and digital pictures across numerous categories. Additional categories and pictures can be added. Visit the Web site (www.handholdadaptive.com) for a video tutorial, field trial information, and Frequently Asked Questions. The creators of iPrompts, the family of a child with autism, welcome your comments and suggestions for future upgrades.

iConverse (www.converseapp.com) This is another application for the iPhone/iPod touch designed for young children and individuals with communicative disabilities. iConverse displays six different color icons that represent a person's basic needs (Bathroom, Drink, Food, Sick, Break and Help). When activated by touch, the icons give both an auditory and visual representation of the specific need or want. The icon and a full sentence is spoken. Setting can also allow a visual display of the text that is spoken. You can also create your own buttons with pictures (from the iPhone camera or from your pictures in the device), text to speech to speak the sentence and

a scrolling display. The gender of the voice can be changed for the original six buttons, but the voice from the custom buttons cannot. Video tutorials are available on the company's Web site to assist with creating new buttons.

INTERACTIVE ENTERTAINMENT SYSTEMS: NEW WII AND DS PROGRAMS

WordJong Party for Wii (Destineer: www.destineerstudies.com) In this great word game, players use a set of lettered tiles to create words and clear the board. There are solo mode, party mode (play against up to three other players in splitscreen modes), daily mode (beat a new challenge every day with new themes), and battle mode (play against any of seven opponents). There are even Power-Up Tiles to challenge your opponents with darkness, sandstorms and tornadoes. Great graphics and music.

Margot's Word Brain for Wii (Zoo Games: www.zoogamesinc.com) Another great word game, this one has six fun word games for the whole family. In Word Link, you are presented with a grid of mixed up letters and have 90 seconds to find as many three-, four-, five- and six-letter words as possible from connected letters. In Word

Mine, you get six jumbled letters and you have 90 seconds to find as many words as possible. In Hyper Txt, you use a phone pad, similar to a mobile phone, to quickly spell out words. There's a word search game and several other word games. Lots of fun and good to help spelling and vocabulary.

Disney Sing It for Wii (Disney: www.disney.com) This is the karaoke video game that allows fans to perform more than 35 songs from Camp Rock, High School Musical, Hannah Montana, Miley Cyrus, and more. The game features single and multi-player modes, and lets players practice tricky elements of singing in various vocal exercises. A microphone is included. Players can follow a narrative story mode or just jam to any songs. In addition, with multi-player modes, they can play with friends in head-to-head competition or cooperative play. There are over 30 songs made famous by artists, such as The White Stripes, The Who, The Jonas Brothers, Weezer and more. Great fun.

Penny Racers Party for Wii (Tomy: www.tomy-usa.com) In this racing game, players can choose from over 50 vehicles, including officially licensed cars from Honda, Nissan, Mazda, Toyota and more. Players customize their car for speed or aerodynamics or even just for fun with custom colors and even dragon wings. They can compete against the clock with up to four friends in high speed chases through penny sized tracks. You can use the Wii remote sideways or the Wii Wheel.

Nascar Kart Racing for Wii (Electronic Arts: www.ea.com) With fun, competitive kart racing, players compete against friends with four-player split-screen action. They can speed through treacherous landscapes, wind around rocky cliffs, jump rivers and dodge falling boulders, and drive as one of 14 NASCAR sprint cup series drivers or as one of 10 original animated characters. Fun for everyone.

Indianapolis 500 Legends for Wii (Destineer: www.destineerstudies.com) Set between 1960 and 1971, this program lets players control 30 of the sport's legends, such as Al Unser, A.J. Foyt, and Mario Andretti, and legendary vehicles as they race around the Indianapolis Speedway. Players drive front-engine roadsters, experiment with the first turbine cars and strap on the earliest sets of bolt-on wings. There are also pit stop mini-games that include changing tires and refueling. Players can unlock historic Indy memorabilia. In Mission Mode, specific segments of the race are offered as short challenges, such as passing specific cars, avoiding wreckage on the track and clearing laps in certain time inter-

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vals. The Wii remote is used to tilt and steer and also for changing tires, refueling and putting out fuel fires.

Mario Power Tennis for Wii (Nintendo: www.nintendo.com) Get your Wii Remote ready to practice your swing with Mario and the gang: swing it to hit forehands and backhands and to apply spin. Players can also attach a Nunchuk controller for additional precision, as they play as any of 15 characters from the Mario universe. You can play traditional tournament-style tennis or engage in wacky gameplay that could have you fighting off Klaptaps, cleaning up sludge or playing a variety of tennis-themed mini games. Mario games are always fun and this one is great.

Big League Sports Summer for Wii (Activision: www.activision.com) For ages five and up, this program lets you enjoy your favorite sports – volleyball, tennis, baseball, football, soccer and golf. There are All-Star challenges, such as home run derby, hotbox, corner kicks, golf target drive and more. There are two player modes. In single-player mode, you are a sports prospect and receive training and guidance. In multi-player mode, you compete against others in a variety of exercises. Players use the Wii remote to swing a baseball bat, a golf club and a tennis racket, to throw a football or baseball and to kick a soccer ball.

Major League Baseball 2K9 for Wii (2K Sports: www.2ksports.com) With this new program, players can pitch and swing, just like real life. Using the Wii Remote, you can throw perfect strikes by mimicking a throwing motion. If you want to add extra movement or speed, simply flick your wrist, and the game will reflect the change on screen. When you're at the plate, swing away with the Remote and Nunchuk to try to hit a home run, or use a more level swing to slap one to left field. Where your hit ends up depends on

your timing, speed and angle. The latest rosters are included in the game, so your favorite team will have all its 2009 players. Different difficulty levels make the game accessible by both rookies and veterans, so everyone can join in the fun. **NHL 2K9**, also from 2K Sports, is the first and only officially licensed NHL hockey game for the Wii. Use the Wii Remote as a hockey stick and have fun playing the game.

The Bigs2 for Wii (2K Sports: www.2ksports.com) More baseball in this great new Bigs program with new and improved gameplay. Users can create their own player and watch their career go from minor league to the Majors and maybe even to the Hall of Fame. There is a Season Mode, with full MLB schedules, along with mini-games like Home Run Pinball and others that test hitting, fielding, running and throwing skills against MLB stars. **TopSpin3**, also from 2K Sports, brings the fun of tennis to your Wii. Use the Wii Remote for forehands, backhands and serves. In addition, there are fun mini-games for single and multi players that improve your technique with four difficulty levels. There are in-game tutorials and a career mode. You can also play with up to four different players in split-screen mode.

Madden NFL 10 for Wii (Electronic Arts/EA Sports: www.ea.com) This new version of Madden NFL has been redesigned with all-new player models, new stadiums, and four-player multi-player support. All levels of players can just point and go with the Wii Remote and can throw game-winning touchdown passes. Madden NFL 10 makes calling the right play at the right time easy with many options, including: the "Ask Madden" help option, a play types overview and a list of reusable plays recently run. The program also features play-specific mini-games and a new Road

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to the Super Bowl, which allows up to four players to battle cooperatively through an eight or 17-week season. Good for all levels of players.

Pool Hall Pro for Wii (Playlogic: www.playlogicgames.com) Play pool, snooker and billiards on your Wii, in different modes, such as Arcade, Tournament, Exhibition and Practice, and in different locations. There are customizable characters and four difficulty levels, including rookie, amateur, pro and champion. This makes the game very suitable for family play, since any age or skill level can successfully play. There are two ways to use the Wii controls. In advanced mode, you have to physically thrust the Wii remote in order to hit the ball, whereas the basic mode uses a power meter. You can optimize your view with the d-pad, set where you want to hit the ball with the cursor, and even line up shots with the ghost ball that gives you an idea of where your shot will land. If you like pool, and own a Wii, this is a fun game.

Skate It for Wii and DS (Electronic Arts: www.ea.com) This is a fun program for both the Wii and the DS. On the Wii, there are three different control schemes for you to ride your skateboard: The Wii Remote alone, the Remote and Nunchuk, and the Remote and Balance Board. You can pick a

board, move objects like ramps, rails and benches to fit your skating style and then skate against friends or the world's top pros. The DS version uses the stylus to do your skateboarding tricks. Using the bottom screen, you quickly draw your tricks on a picture of a skateboard. An upward slash will give you an ollie, while a diagonal slash will produce a kickflip, and so on. You have dozens of tricks to experiment with, and most of them are easy to pull off.

Club Penguin: Elite Penguin Force for DS (Disney: www.disney.com) In this fun program, young players take on the role of an Elite Penguin Forces agents and complete top secret missions. They earn coins while playing on the DS to use or transfer wirelessly to their online accounts. You can also play favorite Club Penguin mini-games, such as Cart Surfer, Jet Pack Adventure and Ice Fishing, as well as brand new exclusive DS-only mini-games, including Snowboarding and Dance Challenge. You can also download new missions and weekly newsletters.

Little League World Series Baseball for DS (Activision: www.activision.com) Designed for younger players with cartoon like characters (and female baseball players), this is a relatively simple game to play with the Touch Screen and stylus.

To swing, you flick the stylus across the screen in the direction you want the ball to go. Pitching is done by tracing the line of the pitch – the better your tracing, the better the pitch will be. By accomplishing different things during the game, players earn badges that they can then wear in subsequent games. These give them special powers in the game- they can drain the opponent's pitching ability or improve their own batting ability. Great game for the younger baseball fans!

Phineas & Ferb for the DS (Disney: www.disney.com) Join Phineas and his stepbrother Ferb as they try to conquer boredom during their summer vacation. Players, ages six and up, can build an outrageous roller coaster, create a snow course in the middle of the summer, and race monster trucks through obstacles. They collect gadgets and objects that provide special abilities and powers, as well as compete in mini-games and solve puzzles. As with the Disney Channel series, the brothers' escapades always end up frustrating their teenage tattletale sister. Try as she might to show Mom what Phineas and Ferb get away with, she never quite succeeds. The game also features Disney's online community that allows players to engage with other Disney players in a secure online community via their Nintendo Wi-Fi Connection.

Guitar Hero On Tour: Modern Hits (Activision: www.activision.com) This DS game comes with a four-button grip that plugs into the Game Boy Advance slot of the DS. Players slide their hand through the adjustable wrist strap, cradling the DS in their palm. Notes scroll downward on the left screen and players push the corresponding buttons. They also use the included guitar pick-stylus to strum across the guitar that is displayed on the right screen. Play along to 28 tracks from today's hits, including The Strokes, Coldplay, Franz Ferdinand, and other rock pioneers. All songs are unlocked in Quickplay mode. More songs, better audio, upgraded graphics, improved touch screen response and more!

ABOUT THE AUTHOR

Joan Tanenhaus, M.A., CCC, Speech-Language Pathologist/Assistive Technology Specialist, is Founder and Executive Director of Technology for Language and Learning, Inc., a non-profit organization dedicated to advancing the use of computers and technology with children and adults with special needs. (E-mail: ForTLL@aol.com). ■

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Adapting Activities for Maximum Student Participation: Ideas for YOUR Classroom that Work in OURS!

Part Two
(of a three-part series)

Communication

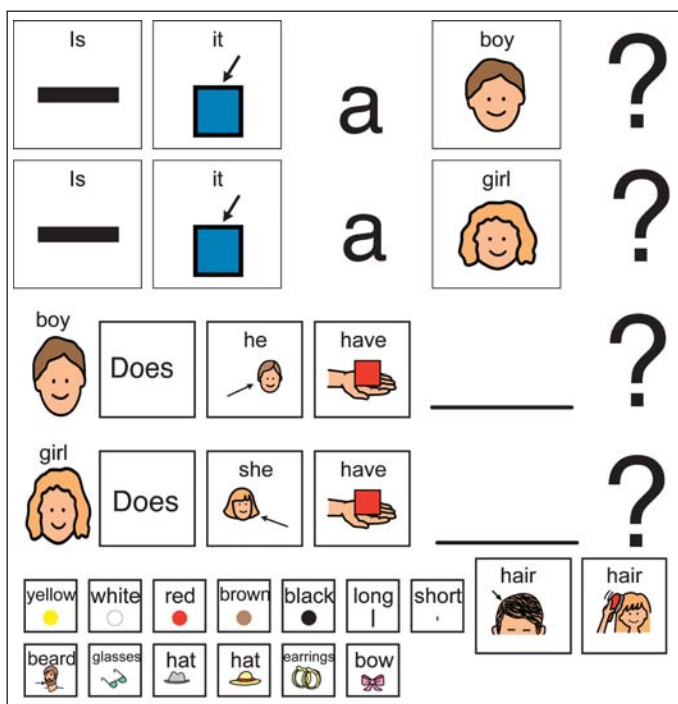
BY DAWN KELLY AND LISA YODER

Whether we are speech-language pathologists (SLP), educators, parents or friends of children or young adults with severe speech-language deficits who are unable to communicate their messages using verbal speech, we know from experience and from what a number of notable authors and researchers have told us – that people who use augmented speech, meaning they speak primarily through a means other than oral production, are often passive communicators. Why? A number of reasons add up to this factual conclusion: communication partners don't know how to talk to them or they do so in a limited

fashion by only asking questions that we find out they can't answer anyway. Because of this, they have significantly limited peer-to-peer interactions and their social circles often involve adults who interact with them because it's part of their job rather than because of shared interests or experiences. If they do communicate successfully using augmented communication, it's often very limited and in the form of requests.¹ In this segment of *Maximizing Student Participation: Ideas for YOUR classroom that work in OURS*, we will explore some examples of how we can begin to make our students more active communicators throughout their day.

We would like to begin by sharing how we adapted a variety of games and play/leisure activities through the use of visual supports to allow students with limited communication and social skills become active participants in the classroom. According to Garvey (1977), play should be pleasurable and enjoyable, has no goal imposed on it from the outside, is spontaneous and voluntary, and involves some active engagement on the part of the player. We have attempted to incorporate these characteristics of play into our activities. We did not want our students to be left out of play/leisure activities because of their communication and/or social limitations.

For each game, we developed a communication board that was typically stored inside the box lid for easy access. The communication board consisted of Mayer-Johnson symbols with a sentence strip for those students capable of producing three or more word sentences. The purpose of the communication board was to help facilitate spontaneous requests, comments, turn taking, and to ask/answer questions independently during the game activity. For those students working on attributes, such as color, size, and location, we provided these symbols as choices as well. Adapting games for our moderately severe students was very rewarding in several ways. Our students became active participants in playing games instead of being just a passive observer. They were able to communicate their wants, needs and ideas independently through the



Guess Who game symbols.

use of visual supports and communication boards. And the students were able to interact socially with peers. Most importantly, the students seemed to enjoy these activities and have fun!

Structuring up games also provided us the opportunity to work on social interaction skills with peers and taking turns appropriately. We provided visual supports to encourage conversational skills and making appropriate comments while playing with a peer. Our goal was to increase spontaneous verbalizations and social interactions. We made visual cue cards to elicit positive comments, such as "Great Job," "Good Move," "Congratulations," "Yeah," "Way To Go," and giving a "High Five." We also wanted to teach what to say when the peer misses a point or loses a turn. Examples of these included: "Nice try," "That was close!" and "Maybe Next Time." We worked really hard with students on accepting "not winning" the game. We established a routine of shaking the peer's hand and saying things like "Good Game," "That Was Fun," and "I Didn't Win But It's Okay." We also worked on not boasting if they were the winner!

Adapting games for our students was fun for us as well. It was exciting to take a game and come up with a communication board that would be student specific and provide visual supports that would encourage social interactions and functional communication.

Research suggests that students on the autism spectrum have significant delays with make believe play and joint attention skills. We have used "commercial products," as well as developing our own play routines, for teaching students how to play appropriately with selected toys. We have used "tear off" routines similar to a schedule, scripts on a ring and play routine books. We strongly believe that play skills need to be directly taught to a student. Once the student masters playing with a specific toy appropriately during teacher time, it is then offered as a choice during playtime.

An example of a tear off play routine for "Mr. Potato Head" is as follows: 1) Get out the Mr. Potato Head bucket; 2) Choose feet; 3) Choose a body and put on feet; 4) Choose eyes and put on; 5) Choose ears and put on; 6) Choose nose and put on; 7) Choose mouth and put

on 8) Put arms on; 9) Play with Mr. Potato Head; 10) Take all body parts off and put in bucket; and 11) All done – put bucket away! These tear off routines utilized Mayer-Johnson symbols. The student was taught to tear off the symbol after that specific step was done. We had Velcro on the backside of the strip to store the completed steps but you could also use a "done" container.

Many of our students on the autism spectrum or with developmental delays demonstrate limited social interaction skills with peers and adults. We have found that visual supports, such as social scripts, are essential in teaching these social skills. We have used social scripts to teach conversational skills, such as using greetings and closings, producing three or more verbal exchanges using questions or comments, staying on topic, and waiting for a listener's response. Some of our topics for writing social scripts include the student saying, "Tell me what you did last night," "Tell me about your family/pets," "What is your favorite ___?" and "Asking a peer to play." We have the teachers or SLP work on using the social script during one-on-one instruction time. Once the student becomes independent in using the script with an adult, a peer is added. When the student is first learning the social script, it can come across as sounding artificial, not natural. However, with repetition and using these scripts across settings and people, the student becomes more independent and sounds more natural. Students using AAC, such as a "Step by Step with Levels" or a dynamic display device, can also work on these conversational skills. One challenge is to teach the student to wait for the listener's response before activating the button/switch again!

A favorite quote that changed how services were delivered to a classroom of teenagers with profound mental disabilities is from Karen Erickson, "No child is too disabled to benefit from literacy-based interactions." This gave inspiration to read books to kids even though it looked like they were not engaged. Through repeated, regular, scheduled visits to their classroom, twice a week for 15 minutes each visit, we established routine and predictability. Each day the SLP was there, the students were gathered together in a semicircle, we greeted



Example of visual cue to remind students what positive comments to say during a game.

each other with a “hello” and a handshake, chose our book using eye gaze or touch, and we read a story appropriate for teenagers, yet containing simple enough text to perceive rhyme or rhythm. At the beginning of the year, the class lacked structure and organization (the students didn’t attend to the activity). A month later, the students started staying in their seats and some even began to interact with the book when it was held in front of them. The children with vision impairments felt tactile cues in the book with adult assistance and if it didn’t have tactile cues, they felt the spiral binding. Symbols in the adapted book were identified for another student, and for all of them we had single-message and sequential message voice output communication devices programmed with comments like “Keep reading,” “I like this story,” “Whose turn is it?” and “Turn the page.” This allowed for participation during the story while others were taking their turns reading the story using another communication device or simply taking their turn to turn the page. The overall objectives were: to willingly participate in a group activity, to meaningfully interact with a book (by touching the book, turning a page, or simply handling it without ripping it); to participate using voice output communication (the SLP responded each time the device was activated); and to be aware of and to interact with others around them through routine social interactions of verbal greetings and handshakes at the beginning of the activity and at the end of the activity. There was considerable improvement from the beginning of the school year to the end through establishment of routine in which the students began reaching towards the book or towards the SLP’s hand when being greeted, cooperatively turning pages and increased verbalizations.

Another way we work on increasing communication throughout the day is to improve opportunities for communication across settings. We have worked hard at providing opportunities for our students to communicate in a variety of settings using a variety of materials. We have a Big Mack permanently attached to the desk in the school office because so many of our students run errands. It says, “Hi, I have something for the office.” Kids use their communication system to

say “Trick-or-Treat” during our Halloween celebration (I make all kids say “Trick-or-Treat” before they get their candy, so my students who can’t talk should say it too!) Many of our students carry their communication systems with them and the teachers ensure use across settings (nothing is more beautiful than seeing our teachers carrying a tub of communication devices or the kids carrying their own devices to the lunchroom because communication definitely happens around food, too!). Communication all day long! Simple things, such as offering choices during everyday tasks, are easy to incorporate into nearly any activity. Kids who can speak, but physically are unable to participate in activities independently can be offered countless choices. In one teacher’s opening, she offers choices of “Which article of clothing should we put on weather bear first?” “Which pointer do you want to use?” “Do you want to talk about weather first, or colors?” etc. Choices are presented visually, as is the entire opening and its activities. The student answers verbally and both the student and the teacher physically manipulate the choices (holding the pointer, putting the clothes on the weather bear, etc). Another student without any verbal speech, but who has the physical ability to participate uses a sequential message communication device to say messages about the rules of the room (for example) and what they will talk about next. While these students are taking their turns (opening is not done in five minutes!), other students are following along in their individual opening books by moving symbols to

their correct location; for example, if they are discussing Rules of the Room, the student with his opening book has those rules on 2x2 cards and moves them to their proper location on the opening book page while the other student is talking about them in the front of the room using the Step-by-Step.

Students can participate if we can figure out the method that allows them to do so. Nothing is more rewarding than to see their faces beam when they’ve told their peers what the weather is like using a communication system or when they make someone laugh at a joke they’ve told using a Step-by-Step. It is my hope that our mission is pursued to make the augmented communicator an initiator of communication rather than a responder!

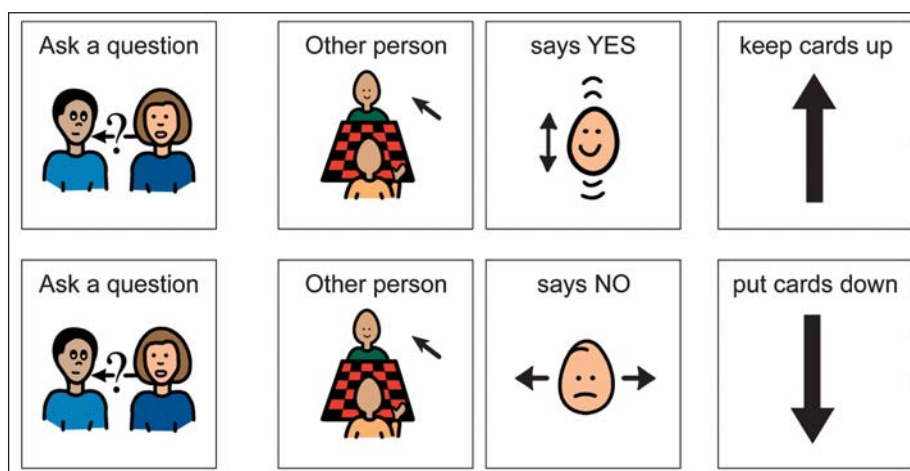
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Visual cue of questions to ask during the Guess Who game.

Changing The Lives Of Struggling Students

By Jill Hallows

For students who struggle with reading and writing, the difficulty and stress of school can often be overwhelming. In addition, struggling students often have low self-esteem because they have judged themselves as being intellectually, and often socially, inferior to their peers.

The good news is that for students who have learned to read and write the best they can, but still find that they are frustrated, literacy support technology interventions are available to help them bridge the gap in their ability to learn. Teachers and parents can offer a powerful tool, Read&Write GOLD, to their struggling students long before stress levels escalate and long before any thoughts of defeat enter students' minds.

This tool does not replace students' responsibility to learn, nor teachers' responsibility to teach, but it can certainly help to make up the difference when learning becomes difficult. By making Read&Write GOLD available on all computers at a school, it levels the playing field so every student is able to work to his potential. By

utilizing this approach, teachers can expect higher-level work from all students as they are each challenged to do their best. In addition, students are more likely to benefit from one another as they are empowered to intelligently exchange their ideas and teach one another.

"Students harness and maximize their own brain power in the cognitive writing process. Read&Write GOLD does not give an unfair advantage." – Assistive Technology Specialist, Clark County Schools, Winchester, KY

If students are comfortable using technology and are eager to find a way to make reading and writing easier for themselves, they will generally be excited about using Read&Write GOLD. This program strengthens their ability to learn by making curriculum and all types of information available to them in a way that they can understand, organize and process. In addition, the software's bi-modal approach for reading and writing (that is, being able to see, hear and type, either together or separately) helps them gain confidence in their reading comprehension and written expression. Seeing and hearing words as they are highlighted reinforces reading development; and the speaking dictionary, homonym and spell checkers promote better vocabulary and spelling as students write. There are other supportive tools as well.

With just a minimal amount of training, the support tools in this software allow students to become independent from those whom they have had to depend upon to read or write for them in the past. And when students can perform independently and compete on an even playing field with their peers, their behaviors and attitudes often improve. Research1 has shown that literacy support software is one of the most essential and effective tools available for students who have learning disabilities, and even for those who just struggle with reading and writing.

"I have ADHD and am easily distracted. This program really helps me focus." – Sixth grade student, Highlands Middle School, Kennewick, WA

Read&Write GOLD offers students a user-friendly, customizable, floating toolbar that works within Microsoft Word and other mainstream applications. Also available is Read&Write GOLD MOBILE, a pocket sized USB drive that can be plugged into any Windows computer whenever a student needs access to the software at school, at home – anywhere!

"Our school chose Read&Write GOLD over other similar programs, because students were familiar with Microsoft Word



"I see it helping the IEP kids ... the ELL students ... our LAP or Title kids who are not quite qualifying for the special education program, but still need the extra help ... or just the reluctant learner. For somebody who hates to write, it'll be a motivator to help them find success in school instead of just quitting. [It can help] just about anybody ... And you know ... kids take to technology like ducks take to water. So, I can show them something once or twice and they're ready to fly with it ... and then they start teaching me." – Special Education Teacher, Highlands Middle School, Kennewick, WA



Read&Write GOLD customizable floating toolbar.

Helping **All** Readers and Writers Succeed



“Other assistive technology programs are like a black and white TV. Using Read&Write GOLD is like going from that black and white TV to one that is color.”

Heather Aube, Educator

Read&Write GOLD - Comprehensive and flexible literacy support for all students, especially those with reading and writing difficulties, learning disabilities, or who are English Language Learners.

- Key features, such as text to speech, graphic organizer, phonetic spell checker, word prediction, MP3 creation, and study skills tools, are combined into one cost-effective solution.
- Customizable toolbar integrates with mainstream applications, allowing students to access the support tools they need from within familiar software programs.
- Teachers can even create talking Flash eBooks for students with PCs or Macs who have no assistive technology available!
- Licensing options for school **and** home use.

Maximize Your Stimulus Funds

Over \$75B in federal funding is available for schools to purchase technology products such as Read&Write GOLD. There is no better time than now to give your students the support tools they need.



Discover the Solution for Success

For more information, to schedule a webinar, or to order a FREE Trial DVD, go to www.texthelp.com/ctg.

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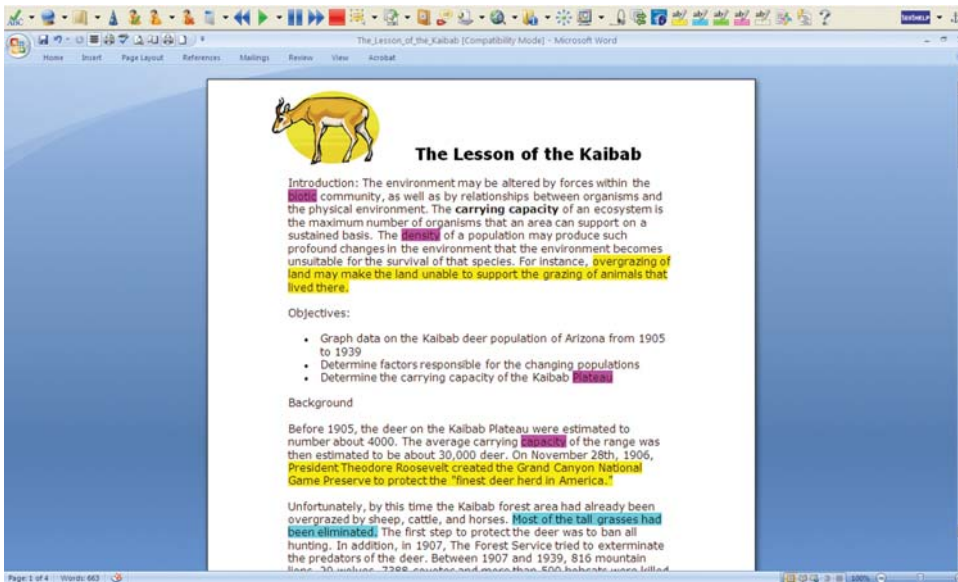


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A student using Read&Write GOLD's study skills tools within Microsoft Word for highlighting key topics for extraction into an outline.

Year Two Student Writing Results

Note: Treatment and Comparison group students were statistically similar with regard to grade level and Individual Education Plan status. Treatment group $n = 52$. Comparison group $n = 53$.	Treatment Group		Comparison Group	
	Fall 2006 Pre-test (Using pencil and paper)	Spring 2007 Post-test (Using Read&Write GOLD)	Fall 2006 Pre-test (Using pencil and paper)	Spring 2007 Post-test (Using pencil and paper)
Convention Overall (verb agreement; spelling; capitalization; punctuation; complete sentences; paragraphs)	3.44	12.92	4.87	6.15
Organization Overall (sentences on topic; supporting details; beginning, middle, and end; transitions; sentence fluency; voice; purpose)	5.00	11.79	6.47	6.22
Length (word count)	78	163	96	103
Percent of correctly spelled words	91%	99%	91%	92%

... they felt the same as everyone else, and it was very easy to learn.." – Assistive Technology Specialist, Jericho Union Free School, Jericho, NY

The program includes a robust assortment of tools to support the needs of just about any struggling student in nearly every school subject. Because there are so many different support features in Read&Write GOLD, it is unlikely that a student would use all of the tools. But, it is safe to say that all students who have access to the program will probably take advantage of at least one or more of the features.

"The tools are there to help students reach their goal. They judge when and how to use them. Some students use Read&Write GOLD extensively, and others only on words that are difficult for them" – Assistive Technology Specialist, Jericho Union Free School, Jericho, NY

IMPROVEMENTS TO STUDENTS' WRITING

A 2005-2007 Technology for Learning Disabilities research grant project² in Washington State showed evidence³ that students who used Read&Write GOLD a minimum of two times per week achieved statistically significant improvement in their writing. Of teachers who were interviewed, 57 percent reported that the greatest impact of the project had been the increase in students' ability and willingness to write and that with this technology, students were better able to complete their schoolwork, which in turn increased their motivation and achievement.

In both years of the study, data was analyzed to determine whether students who used Read&Write GOLD more frequently than the twice weekly requirement would show greater statistical improvement in writing; results suggest that the hypothesis was correct throughout all of

the writing conventions with the exception of spelling.

In year two of the project, a comparison group was added to the study and the hypothesis was that the treatment group would score significantly higher than the comparison group. The data supports the hypothesis, showing that the treatment group scored significantly ($p < .001$) higher than the comparison group on every aspect of the post-test, and also significantly improved their scores from pre-test to post-test on every writing component.

Several teachers in the Washington State project found that students who had historically been embarrassed about their work became proud of it, showing school work to parents, other teachers and their peers. Clearly, students were pleased about what they had accomplished.

"You know, going from never getting anything to, all of a sudden, getting documents was really something; they're getting assignments done ... they're building confidence, and now they can work up from there." – Special Education Teacher, White Pass Jr./Sr. High School, Randle, WA

HOPE FOR ACHIEVEMENT

Access to Read&Write GOLD has changed the way students perceive and respond to learning. Some pull-out, special education students have been able to remain in their general education classroom with the help of the technology and for many students, it has taken the drudgery out of school and homework. Because they can get their work done, they now have opportunities to be involved in extracurricular and social activities that haven't been an option for them in the past. The program truly contains the power to change people's lives.

"I remember one of our students as a 12-year-old non-reader. His dad works with his hands, so he figured he probably would too. Using Read&Write GOLD, this student went from C's, D's, and F's to A's and B's. As he gained self-confidence, he became a class leader. He also became an advocate for Read&Write GOLD by explaining its impact and ease of use to teachers, bringing them on board with the program. He ended up getting a college scholarship in soccer and plans to continue his education." – Assistive Technology Specialist, Clark County Schools, Winchester, KY

“The biggest increase in their progress is their self-confidence in writing. They’re willing to try things. One student refused to write and by the end of the year was moved to a regular English class and received an A. The technology has made my students feel successful ... that they are gaining skills that will be useful in their future.” – Special Education Teacher, WA

Read&Write GOLD opens a pathway toward learning and relieves students’ frustration and anxiety levels. It can relieve some of the bewilderment students feel by speeding up language acquisition and understanding. If students enjoy school more and they feel they are progressing, their attitude becomes more positive and their behavior improves.

“We had a student who didn’t speak much English and couldn’t write sentences with proper grammar. The reading modeling she received through the Read&Write GOLD program was very helpful, and after only a few months, she is writing full, understandable sentences.” – Resource Teacher, Pendergast School District, Phoenix, AZ

PARENTS ARE EXCITED

Most parents feel excited about the potential for their kids once they’ve seen Read&Write GOLD in action and some even want training on the program for themselves. In fact, one ELL student who checked out a laptop from school with the program loaded on it complained that she had a hard time getting to her homework because her dad wanted to use it for his own work! But the most common feedback from parents is that they feel a new freedom from having to constantly sit with their child, night after night, helping them with homework. Parents are also thrilled to see their kids succeeding in school, especially when there have been doubts about whether they would make it to the next grade level or to graduation.

“When they came to parent conferences in November they walked in the door and you could tell they were really nervous ... they didn’t want to be there. Then, during the conference, I told them how wonderful their daughter was doing, and they started to cry. I mean they literally needed the box of Kleenex, because she’s pulling A’s and B’s, and not getting in trouble ... and it made me cry to watch them cry. I never had heard that she’d been

in trouble in elementary school, and here she is being a wonderful success. – Special Education Teacher, Highlands Middle School, Kennewick, WA



“When I saw my Dad’s face I felt so good. I felt like ... I’m smart now! It makes people feel good and it makes parents feel great about their kids, and they can tell their friends and family. And now I have a computer ... I got it for my birthday ... and now I’m gonna start using that so I can do homework at home on my own.” – Sixth grade student, Highlands Middle School, Kennewick, WA



“I think I’m a better reader. The program helps me when it pronounces the words to me. I know the words now, and I understand more of what I read. Before when I would just read the paper, I couldn’t understand the words.” – Sixth grade English Language Learner, Highlands Middle School, Kennewick, WA

With Read&Write GOLD, the dreams of struggling students and their parents can finally seem possible. Students don’t have to feel that opportunities are beyond their reach.

A SCAFFOLD FOR SUCCESS

As illustrated in the testimonies above, this program can dramatically enhance and change the way struggling students learn. It gives them a scaffold for success:

- As soon as they discover how much faster and easier it is to complete their schoolwork, they are willing to study more.

- When they realize that they are able to learn at a level equivalent with their peers, they feel encouraged about succeeding in their schoolwork and begin to try even harder.

- As they begin to regularly succeed in achieving their academic goals, they become hopeful for their future.

If a student has been guided through the usual curriculum for learning to read and write but remains frustrated, educators should make a concerted effort to make this literacy support software available before a negative attitude about school develops. As one teacher said, “For struggling students, having access is critical.” Teachers must prepare students to be self-advocates for the tools they need as they progress from elementary to middle to high school, and even on to college, so that their chances for academic success can be maximized.

“A student no longer need be ashamed of their best effort. I wish I’d had access to this program when I was in school.” – Elana Hallows, daughter of author

REFERENCES

¹ Study conducted by the National Center on Accessing General Curriculum (CAST) www.cast.org provides a comprehensive overview of the effectiveness of text-to-speech software.

² 2005-2007 Washington State Technology for Learning Disabilities Grant Project, Special Education Technology Center, Central Washington University: www.cwu.edu/~setc/tld

³ 2005-2007 Washington State Technology for Learning Disabilities Grant Project – Evaluation Report, Prepared for the Special Education Technology Center at Central Washington University by RMC Research Corporation, Portland, OR, July 2007.

www.cwu.edu/~setc/tld/pdf/TLDRpt_2005-2007.pdf

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PRODUCT INFORMATION

For more information on Read&Write GOLD, please go to www.texthelp.com. ■

It Came From The Web!

By Ann Brundige

In this third article of the series, we'll look at using resources from the Web. In the first article, we learned strategies to create virtually real experiences in activities like the ones you can download from Annie's Resource Attic.

In the second, I discussed how to use your digital photos to construct such activities. While your own photos are a great resource, there will be times you need to go to the Web for photos, clip art and sounds. There are both technical and ethical concerns in doing so.

Technically, you should know how to determine the graphic or sound file format to make certain you can use it, the resolution of the photo or other graphic, and how to download and save these onto your hard disk. You also may need to do some editing, especially to make the clip art look good in a particular application.

Ethically, you need to be able to determine the copyright status and terms of use. This is important to you and your students, both as responsible users of Web resources and as possible authors of activities that might be posted on the Web or shared with other educators. In fact, I want to alert you to some new copyright options that you and your students may want to apply to your own creations!

So let's take a look at some good sources for copyright-friendly graphics and sounds, find out about some new copyright possibilities, become adept at ferreting out the terms of use, and learn how to get those Web resources onto your computer and into your activities.

WHAT ABOUT FAIR USE?

While it may be okay to use some copyrighted materials to teach a lesson, the situation becomes less clear when you are, in effect, distributing materials, such as hand-outs or activities you might share or post on activity exchanges. I'm also concerned that students may get the idea that they have a right to use anything they can pull off the Internet. Here's another thought: You or your students could potentially want to sell your work! It's very easy these days to market

things online without a big upfront cost. Why not keep copyright in mind from the start? You'd hate to come up with a winner of an idea, only to realize it's unmarketable because of copyright concerns.

SOME BACKGROUND ON COPYRIGHT

The idea behind copyright grew during the 1700's as a way to give authors control over their written works and to prevent often inaccurate copies of books being printed without permission. Over time, the concept of copyright expanded to cover other creative works, such as recorded music and videos, paintings and software. Copyright reserves for authors the rights, among others, to copy, sell and distribute their original creative work for a fixed time, after which the work becomes public domain. National governments will, for a hefty fee, register and store documentation of an author's claim to copyright on a given work, but it's up to the author to enforce the copyright through legal action.

FINDING TERMS OF USE INFORMATION

If you've used Google Image Search, an excellent way to find any image you need, notice that it states that the images you find there may be copyrighted. You, the user, are left with the responsibility to find both the copyright information and any other restrictions on using the image. What you need to find is the Terms of Use information. Coming in directly to the image through Google Image Search may make finding that a challenge, by the way.

ASSUME IT'S COPYRIGHTED

As an example, I searched for images of the sea hare, a marine gastropod, and got a screen full of image thumbnails. I clicked one of the little images, and the next screen had a link, in bold type, to *See Full Sized Image*. When I clicked that, I got a page with only the image displayed. Google Image Search had gone directly to the location where the image was stored and displayed it, without the surrounding Web page and probably

without any copyright information. If I wasn't Web savvy, I might assume the image is mine to use, but it's my responsibility to find definite information, and to assume that the image is copyrighted unless otherwise stated.

ANYBODY HOME?

A second link on the screen after the thumbnail, in smaller type, is *Below is the image at:* followed by the URL. Usually that link opens automatically, and you see the entire original page with the image. You may find definite copyright and usage information there, like this statement on a photographer's site: "This image is **copyright protected**. There is a **fee** for any use. This is not a source of free images". Well, that's clear enough!

But, on many sites you must hunt for information. Not all pages of all Web sites have the terms of use posted. If you don't see any information on the page with the image, look for a link to the Home or an About page for that site. Often you'll find the information there, possibly for the entire site. If you still can't find information, look for an e-mail address on the site to contact someone and get permission. And remember that even un-copyrighted material may have some conditions for use.

UN-COPYRIGHTED, BUT WITH CONDITIONS

Another sea hare image I found using Google Image Search turned out to be in the NOAA Photo Library. Since it's a U.S. government site, most of the images cannot be copyrighted. But on the About page, the terms of use included a requirement to credit National Oceanic and Atmospheric Administration/Department of Commerce as the source.

The requirement to include attribution in some form is a very common condition of use. It's generally good practice to list sources for all sounds and images, and help students to get in the habit of doing so. Otherwise, the ease with which we can

now obtain these resources may mislead students into forgetting about copyright issues altogether!

The Hidden Trap In Google Image Search

I frequently use Google Image Search to find clip art or photos, but I've learned to be wary of one thing: Google is such a powerful search engine that it can go right past the gate on restricted Web pages.

After clicking a thumbnail, I've landed in photo archives posted by professors for their students' exclusive use, for example. If I had accessed that university's site through the home page, I'd have come to a page where a password must be entered. But Google had let me in the back door. I've also landed in Web sites that were questionable as places you would want your students to go, even though the image I had clicked was perfectly acceptable. So use Google Image Search, and teach your students how to use it, but be aware of this limitation.

PUBLIC DOMAIN AND ROYALTY FREE

It may not be worth your time to e-mail for permission to use a resource. There are many good sites with public domain images, both photos and clip art, and also public domain sounds. *Public domain* means you can use things however you want without a credit or fee. It's not the same as royalty free, though. *Royalty free* means you pay for the image once, and then use it several times without paying for it again. Some sites, like that of the commercial photographer, charge an ongoing fee, a *royalty*, to use the work. That may seem ungenerous, but once you've spent many long hours creating some super activities you may feel differently.

A NEW COPYRIGHT OPTION: SOME RIGHTS RESERVED

One last sea hare image thumbnail in my Google Image Search took me to the site at www.squidoo.com/sea-hare, a site by my daughter Ellen. She made the terms of use easy to find. Look at this site, and you'll find this line near the top of the first page, "All photographs on this page by Ellen Brundige © 2009. **Some Rights Reserved.**" Following that is a rectangular symbol with some little icons on it. It marks a site with a Creative Commons license, the same type as I use on my Web site.

Click the icon, go to the license and read it. The license tells you in simple and specific terms exactly what you can and cannot do with those photos. This is a new experiment in copyright notice, hoping to fill the gap between "All Rights Reserved," like the images on the photographer's site, and public domain. I've been seeing the Creative Commons icons more and more often, so let's look into it a little closer.

WHAT'S THIS CREATIVE COMMONS ABOUT?

Creative Commons is a non-profit group that hopes to make it easier to share, use and adapt creative works, while preserving the rights of authors to specify how their works may be used. You'll find a link to it on my site under the Info Links section of the sidebar. One part of their Web site has tools you can use to create a customized license, choosing from a menu of terms so that you can share your work in exactly the way you want.

GENERATE A CUSTOM LICENSE

Let's look at the Annie's Resource Attic license as an example. Go to my site at www.annbrundigestudio.com, look down the right sidebar for the Creative Commons icon, and click on the icon to open the license. First, it tells you what you as a user can do with work from the site. You can share it (make copies), and you can adapt or remix it. Someone else might let you use their work but not change it. There is also a link back to my site for permissions that might not fit into this form, a nice touch that lets you add any

special instructions for use. The next section gives the conditions for sharing. In my case, I wanted a credits (attribution) notice to follow the work so that people would find out about my Web site, and I decided the resources should be for non-commercial use.

As you can see, it's possible to set up a very specific license that lets people use your work without it becoming public domain. The license is automatically generated for you once you answer a set of questions about how you want your work to be used. It's simple enough for students to do it. If you come up with an exceptional class or individual project, you could guide students in licensing their work using the Creative Commons site. It's a good way to teach them about copyright from the author's viewpoint.

DOES A CREATIVE COMMONS LICENSE REALLY HAVE ANY WEIGHT?

The answer, increasingly, is yes. Traditional copyright has gained power over time because court decisions have accepted the registered information as proof in copyright infringement cases. Recently there have been some court decisions in which the terms of the Creative Commons license were accepted as specific enough to be binding.

One case involved a license for open source software that was offered for free download. Someone downloaded it and used the code in a project without giving the author credit, identifying the source, and detailing how it had been changed, all conditions of the license. Overturning a lower court's decision, the United States Court of Appeals in August, 2008 decided that the terms of the CC license were quite specific and that the author's copyright had been infringed, even though the software was free.

That final point is important, because in the past, it was difficult to claim copyright infringement when there was no direct monetary

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loss. To me, one of the best things about the Web is the growing number of people who use it to generously share their work. It's encouraging to see the courts gradually recognizing the validity of that sharing, and recognizing that there is a wide spectrum of possibilities for terms of use.

WHERE TO GET THE GOODIES

That's enough about copyright! Let's check out sites with free art and sounds to download. You'll find links to eight good sites for clip art and photos on my web site, www.annbrundigestudio.com. Look down on the sidebar, past the bookmark and contact buttons, for a section entitled Free Stuff. One of the links there, Legal and Fee Web Images, leads to another of my daughter's sites and has a bunch more links for copyright-friendly photos and clip art. She also mentions some sites where you can subscribe for a small fee, or use the low resolution versions of commercial art. You'll find a link to Creative Commons as well, because they have a search page to find their many licensed works. There are links to some of the government photo archives, a great resource for science and history projects.

I've also included three links to sites with free sounds to download, from sound effects and button noises through animal and environment sounds and even short music tracks. Look for links to 5,000 Free Sounds, PacDV Free Sound Effects, and the Freesound Project. You can try out the sounds before you download, and they are arranged into logical categories.

CHOOSING AND DOWNLOADING WEB GRAPHICS

Now that you know how to check the terms of use and where to find graphics, the only problem is choosing which ones to use.

Be sure to consider the resolution of an image, usually expressed as pixel dimensions. If the image is only 300X200 pixels, it wouldn't look good at all as a full screen background, but would be fine for a piece of clip art. Check the file format. Usually for Web graphics, it will be .jpg or .gif, both of which work in many multimedia applications. You'll find more varieties of videos.

If you check the requirements of your application and it won't load the image or video you want to use, you may be able to convert it. There are links to a SoftTouch Windows-only graphic converter and to one called FastStone Image Viewer under Free Stuff on my site. There are free video converters online, but I haven't tried them. I use a shareware editor, Video Edit Magic.

When you find something you can use, be sure you note the source, and be sure it's really saved. It's possible to display an image without actually getting the file saved on your computer. Note where you put the file and open it in something to be sure the download was successful. It's much quicker than trying to find the image again! You may even be able to drag and drop images into the application. For example, if I have Clicker 5 set at less than full screen, I can drag an image from the Web browser and drop it into a cell. But I feel it's better to save the file so that you can edit it or find it easily to use it again. Build up your own image library!

WEB IMAGES RECYCLED

Besides using images as is, you can modify them in many ways to customize clip art and photos. It's easy to change colors and even combine and rotate parts of clip art images to create new ones. You may need to clear the background and outline an image to prevent "fuzzies" showing up around a piece of clip art in some applications. Saving in .gif format with no background also works for some applications. It's worth experimenting and keeping notes on what works best for the applications you use.

You also can use Web art as a reference in constructing art for a project. Getting several different images of the same thing might help you to draw your own version. If you are using a graphics application like PhotoShop Elements that uses layers, you could put an image in a lower layer to trace an outline. You'll find links to two good free graphics editing programs under Free Stuff on my site: The GIMP and Paint.NET. These use layers, but are both Windows only. Another option is to use the online editing tools of Piknic. That link is also on the Annie's Resource Attic site under the Info Links.

CHOOSING AND DOWNLOADING SOUNDS

The three sound sites for which I've provided links have simple buttons that let you download and save the sounds. You'll want to keep track of these and their sources, so one suggestion is to create a folder for each site and download directly into those. Again, check the file format you need for a particular application. Usually you will be downloading .wav and .mp3 files. If your application can use .mp3, that's your best choice because it will save a ton of file space! You can convert files from .wav to .mp3 in iTunes. I also recommend Audacity, a sound editor that runs on both Mac and Windows. It's free and will give you many options for combining sounds, changing the pitch and adding effects. For a discussion of Audacity, a get-started tutorial and a link to download Audacity, search for the More Audacity post on my site.

HAPPY WEB HUNTING!

So go ahead and search the Web for the resources you need for outstanding class projects. Just be sure you encourage students to check terms of use, include the source, and let users know it came from the Web! ■

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Creative Communicating Booth (285) at Closing the Gap Conference

Adult Emerging Communicators: A Team Approach to Communication

By Jennie Delisi and Lifeworks staff

Life changes when people believe that a person can communicate and that they understand what is said to them. They are more likely to be offered choices, have their preferences acknowledged and honored, and are able to be a more active participant. Lifeworks believes that communication skills are the gateway to adults learning and being able to live self-directed lives.

Lifeworks is a nonprofit organization that helps people with disabilities live fuller lives that are integrated into the flow of community experience. Through employment at area businesses, social enrichment opportunities and customized support services, Lifeworks provides the tools clients need to build the lives they want to live.

Communication has been a focus of Lifeworks for more than 20 years. We have started using the term “emerging communicator” to describe an adult who is gaining the communication skills more typically acquired in childhood. Helping an adult emerging communicator develop new skills involves an entire support team focused on the individual. They need to be able to assist the person to be “at their best,” provide a supportive environment, assist them to use a variety of communication tools, and help them access the new information that they want to learn.

The most important building block is that they be at their best. Many of the emerging communicators we serve, like all of us, have sensory needs. Due to their disability, they may not be able to fill them independently, monitor how much sensory input they need, or require more refined types

of input in order to receive exactly what they need. Lifeworks Multi-Sensory Environments were developed in 2006 and are designed to integrate the senses and empower people with a variety of challenging conditions, so they are able to focus and learn. They evolved from a trip to Denmark where staff toured Snoezelen rooms, a European sensory relaxation room, originally created in the 1970's, for people with severe disabilities.

Lifeworks Multi-Sensory Environments contain a variety of sensory stimulating equipment, including six-foot bubble tubes, vibro-acoustic mats, light projectors and wheels, shimmering fiber optic light sprays, eight-tone drums, and calming music. Lifeworks uses the Multi-Sensory Environment as an approach to work toward decreasing the body's natural defenses so that it can take in vestibular stimulation provided by observing equipment in the room. Because the equipment used in the room is unusual in its function and combination, it helps to set up the brain for sensory processing and creating new neural pathways for learning. Rotating images are varied to change arousal levels. A six-foot bubble tube with changing lights and vibration provides auditory and tactile input. A 200-strand light spray, with changing colors, provides additional interest with the opportunity to handle the strands. A vibro-acoustic recliner or mat is used to play music and

provide gentle vibration for relaxation. Use of the equipment in the Multi-Sensory Environment is self-directed, however, a qualified staff person is always present to monitor response and adjust equipment for optimal effect.



Lifeworks client Kim Lietz and Service Facilitator Abubaker Hamad in a Multi-Sensory Environment.

We have seen exciting developments as we have implemented our Multi-Sensory Environments. Many people with sensory needs, who have accessed our environments, have seen a decrease in negative behaviors, an increase in awareness, and are better able to interact with those around them. The natural systems in place, which help us learn and communicate, are then better accessed by these individuals. The Multi-Sensory Environments also can help improve the outcomes of other traditional therapies they receive.

The other result from the Multi-Sensory Environment is that our staff are more alert to subtle changes in communication from our clients and are ready to provide the tools and supports needed. Our staff are trained in how to use the Multi-Sensory Environment with people with disabilities, and are overseen by our occupational therapist.

Lifeworks provides staff with opportunities to attend internal and external communication trainings (including Closing The Gap) and connection to

resources. One of the resources that may be needed is the expertise of a speech and language pathologist. We often work with the individual and their team to help set up this type of support. These trainings and resources allow the staff to help individuals access what they need to build skills and communicate.

Emerging communicators also require the right support at the right time, and this includes communication tools, such as sign language, picture symbols, augmentative communication devices, and alternative access methods for computers. Lifeworks has a variety of tools that can be accessed by people with communication needs and our staff assist people in using their personal tools. Emerging communicators may need to try several methods and devices over a period of time to find the best one for their needs and require a longer learning time frame to demonstrate ability on a device. To bridge this gap, Lifeworks has a device lending library where clients can borrow devices to try out and use while they are learning. This library is supported through grants and donations, and includes a variety of devices spanning switches to dynamic screen devices.

Another important ingredient in building communication skills is the communication environment. We offer classes that help people who use augmentative and alternative communication methods talk to each other. We use devices as a part of activities, where one device can be shared among several participants. Clients and staff learn sign language together through our annual Sign Language Olympics. This event encourages all participants to increase their sign language skills while assisting staff to better understand those who sign. Picture symbols are often used on calendars, schedules, information about job sites, and at trainings.

As all of these elements come together, the individual is now better able to access information that they want to learn. Computers and alternative access methods have opened up a digital world to people and give individuals more independence in how they acquire new information. Lifeworks brings in volunteers to help individuals learn skills that our staff may not possess or help connect them with resources outside of Lifeworks. At Lifeworks, we believe in lifelong learning, but first you have to have a way to request, access, and interact with it.



Lifeworks client Jimmy Mossow with his Dynavox IV communication device.

We have many success stories; each is unique to the individual it describes. One example is a woman who uses a Dynavox IV communication device. She was not using it to the full capacity, and we thought she had more to say. She could self-propel her wheelchair at times, but did not do this consistently. She used the Multi-Sensory Environment and we began noticing "behavioral changes," which often are indicators that new learning is occurring. She wanted to use the Multi-Sensory Environment, but did not have a way to tell staff or ask people to move out of her way. As her team was discussing the changes at her meeting, she started gesturing towards the tools she was using in the Multi-Sensory Environment indicating that she understood what they were talking about. They then programmed messages in her communication device, such as "I would like to go to the sensory room." Once she had the appropriate vocabulary, her communication increased and the staff were more sensitive to changes. Each day goes better and she participates more because she is better able to tell people what she needs and wants.

We serve several individuals with mild developmental disabilities who also have cerebral palsy. They use a combination of communication strategies, including communication devices, head nodding, vocalizations or eye brow movement to indicate responses to questions. Cerebral palsy, in addition to aging issues and other complications, can make movements more difficult or less controlled at times. Using the Multi-Sensory Environment for a half-hour makes a remarkable difference for these individuals. Head nods and head shakes become much more apparent

towards the end of the session. These clients report many outcomes from using the Multi-Sensory Environment, including "it is easier to use my Dynavox Communication Device after using the Multi-Sensory Environment" and "my hands relax and it is easier to direct my arms the way I want."

Another success story is a woman who made a lot of vocalizations throughout her day, but no one recognized it as anything more than noises. After spending time in the Multi-Sensory Environment, her vocalizations became clearer and staff realized that she was talking and singing. She began to increase the clarity of her vocalizations outside the Multi-Sensory Environment, and because staff were listening more acutely, they were able to reinforce the communications they understood. Now she communicates to staff that she loves tangos and bossing around younger staff. She also says that staff move too slowly. Overall she is happier and smiles more. Our only regret is that we did not "hear" her communication sooner.

Finally, the most important part of this process is the individual. Each person has a story to share, hopes and dreams, and relationships in which they want to participate. We believe that everyone can communicate given the opportunity, the necessary tools, and a committed listener.

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Transition Planning + Self Determination = AT for Independence

By Gayl Bowser

Miguel is 14 years old. He is very social, enjoys school and has just finished the 8th grade. Miguel also has Downs syndrome. Knowing that he needs to be as independent as possible, his parents make sure his desires, newly developing interests and the things he'll need in his new high school environments are recognized and addressed.

Miguel has been using assistive technology to help him understand daily routines and to do tasks like cooking and taking care of his own personal hygiene. Miguel's mother has come up with an adapted hook that attaches to his backpack so that he never misplaces his house key. She has color coded the house phone with speed dial so if he encounters an emergency situation while he is alone, he will be able to get in touch with his parents. He knows how and when to call 911. Miguel is accustomed to using the Internet to search for information and uses picture-based Web sites and e-mail.

He would like to live independently in an assisted living apartment, but Miguel's parents are concerned that the services needed to maintain his independent and effective use of AT will not be available. They also recognize how dependent Miguel continues to be on his family. Although he can use his AT, he still depends on his mother to remind him what to do, to answer the questions unfamiliar people ask him and to make simple daily decisions.

Periods of transition present challenges for students at any age. There are the little transitions that happen every day – transitions like getting up and going to school, moving from school to after-school care and going to bed at night. For those transitions we develop daily routines, schedules and other consistencies that help children predict and understand their world.

The bigger transitions, like moves from one classroom placement to another or from one school to another, are less predictable. They require coordination and planning. When a child uses assistive technology, transitions like these usually require modifications in how the technology is

used and supported. The transition from school to independent life in the community is so important and requires so much thought that guidance for it is included in IDEA.

IDEA defines "transition services" as a coordinated set of activities for a child with a disability that:

Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;

Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and

Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Beginning not later than the first IEP in effect when the child turns 16, and updated annually, the IEP must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments and a description of the transition services (including courses of study) needed to assist the child in reaching those goals. [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

The goal of secondary school transition planning is that every secondary school student will complete high school prepared for postsecondary education and/or competitive employment. In order to measure how well schools are meeting this goal, the federal Office of Special Education Programs (OSEP) has identified IDEA Program Performance Measures. Based on these measures, each state must provide information about dropout rates, gradua-

tion rates, inclusion of transition in the IEP and students' post-school outcomes.

Much of the federal and state focus on transitions for people with disabilities comes as a result of a 10-year study funded by the U.S. Department of Education's Institute for Educational Sciences (IES). The National Longitudinal Transition Study collected information about more than 11,000 youth who were ages 13-16, grades 7 and above, and receiving special education services on December 1, 2000. This study provided educators with a great deal of information about the lives of students with disabilities after they leave the public educational system. Some examples are listed below:

Twenty-eight percent left school without receiving a diploma (all disability categories).

Dropout rates are highest among students with emotional disturbance (44 percent).

Highest completion rates were for students with visual (95 percent) and hearing (90 percent) impairments.

Social skills are the most problematic for all categories of skills needed for transitions.

Since leaving high school, at some time, eight out of 10 youth with disabilities have been involved in postsecondary education, paid employment, or training to prepare them for employment.

Employment is the sole mode of engagement for about half of out-of-school youth with disabilities.

A results-oriented planning process includes planning for AT for students who use it functionally in everyday routines and activities. Transition plans should include a coordinated set of activities designed to support the student's independent AT use, both before and after leaving the public school system. Because high school transition is such an important time for students with disabilities and because it is being examined so closely at federal and state levels, it is important that providers

of assistive technology devices and services understand transition and have a vision of the kinds of actions they can take to ensure that planning for future AT use is an integral part of transition planning.

TRIPOD PARADIGM FOR AT TRANSITIONS

Many providers of AT services know students who used assistive technology effectively in one school setting but had given up their use of that same technology when they moved to a new setting. Why do such students abandon their technology? What can be done to prevent it? One project that looked at this question offers a useful model for thinking about AT transitions. *Project TechTrans* (2000) was funded by the U.S. Department of Education, Office of Special Education Programs (OSEP, Grant #H086U60046). The project identified three factors that can help to ensure that students with disabilities continue to use their AT in functional and independent ways after their transition from high school. Those factors are self-determination skills or an advocate for AT use; AT skills for independence; and high-quality transition planning that includes AT.

Project TechTrans chose a tripod or three-legged stool for its symbol because each leg is equally important. Just as a three-legged stool will collapse without any one of its three legs, effective transitions for AT users may be difficult without attention to all three aspects of AT transition. This approach to assistive technology transition is about learning and focuses on ways that educators can help our students learn to be their most independent and self-determined selves through the use of AT.

THE FIRST TRANSITION LEG: SELF DETERMINATION

One leg in the tripod is self-determination. One definition of self-determination is “the ability to act as a causal agent in one’s life and make independent choices and decisions.” When students who use AT have good self-determination skills, they are able to advocate for their own AT use and services. (Wehmeyer, 2005, p. 24) In many transitions, the only people who do not change are the student and the student’s family. It is important to teach self-determination skills to the student and advocacy skills to the family as a part of an AT instructional program as early as possible.

Wehmeyer (2007) lists the following elements of self-determination:

- Choice-making skills
- Decision-making skills

TRANSITION RESOURCES
<p>IDEA PARTNERSHIP AT NASDSE – TRANSITION COP</p> <p>In 2004, Federal, state, and local agencies came together around their shared interest in post-school outcomes for youth. Today, four federal agencies, 10 states and many national organizations are joined in the community. Together, they focus on issues, including meaningful youth roles, outreach to child welfare, juvenile justice, mental health, employment, and post secondary options.</p>
<p>NATIONAL DROPOUT PREVENTION CENTER FOR STUDENTS WITH DISABILITIES (NDPC-SD)</p> <p>Focused on increasing rates of school completion by students with disabilities by emphasizing dropout prevention for enrolled students and re-entry into education by students who have dropped out of school. www.dropoutprevention.org/NDPC-SD/index.htm</p>
<p>NATIONAL HIGH SCHOOL CENTER (NHSC)</p> <p>The National High School Center is both an OESE and OSEP investment. It is a source of information on high school improvement issues for the Regional Comprehensive Centers. Their work includes identifying effective programs and tools, products, and providing technical assistance to support the use of research-based approaches in high schools. www.betterhighschools.org</p>
<p>NATIONAL POST-SCHOOL OUTCOMES CENTER (NPSO)</p> <p>Helping states to collect and use outcome data to improve secondary transition and postsecondary results. www.psocenter.org</p>
<p>NATIONAL SECONDARY TRANSITION TECHNICAL ASSISTANCE CENTER (NSTTAC)</p> <p>Provides TA and information on scientifically-based transition practices with emphasis on building state-level infrastructures of support, and district-level demonstrations of effective transition methods. www.NSTTAC.org</p>

- Problem-solving skills
- Goal-setting and attainment skills
- Self-regulation/self-management skills
- Self-advocacy and leadership skills

It would be unrealistic to expect self-determination skills from a person who uses AT and has just turned 14 if instruction has not been previously provided. However, every one of these skill areas can be addressed from the first day that a student uses an AT device in a functional way. Just as with any other skill area, students develop the ability to make their own decisions and advocate for themselves over time and with lots of practice. When families and educators help children learn to take responsibility for their AT use at the same time that they teach AT-use skills, they are working to ensure that the student does not expect that someone will always be there to help them. They are

also ensuring that AT will be a successful part of each transition.

Some AT users have disabilities that are so significant that they are unable to advocate for themselves. In situations like these, it is important that there be a supportive adult or friend who understands the student’s AT and can advocate for its continued use during and after the transition.

THE SECOND TRANSITION LEG: AT SKILLS FOR INDEPENDENCE

All too often, there is an assumption that a new assistive technology device will allow a student to do things just because it is provided. But selecting an AT tool is only the beginning. After assessments are completed and assistive technology is purchased, students and staff must determine how the assistive technology tool will be used and

how that use will be supported. Every time a person with a disability uses AT in a new environment, there are additional things to figure out, such as changes in communication displays or picture wallets; confirmation that AT software is able to run on computers in the new environment; and development of a plan for what to do when problems occur or updates are needed.

During early transitions, students may only be developing their independent, functional AT skills. They may need help with their AT to use it in everyday routines and tasks. But it's important to plan for student independence and functional use even during the first transition from early intervention to preschool. One way to think about helping students be independent is to think about four different types of AT skills that they should develop. These are functional skills, operational skills, strategic skills and social skills (Adapted from Light, Beukelman, Reichle, (2003)).

Operational skills for AT use are the skills needed to operate or use the technology. They include the ability to engage in activities like turning the device on/off; setting-up the AT hardware or software; trouble-shooting simple technology problems; and obtaining supplies needed for AT devices. Even very young children can begin to help with tasks like these as they learn to operate their devices. It is even more important that students take as much responsibility as possible for device operation as they get ready for high school transitions.

Functional skills for AT use address the area for which the technology was chosen, such as reading, writing or communication. Most students who use AT will need additional instruction in the functional area that has been difficult. This instruction is recorded in an IEP in the form of goals and benchmarks.

Every transition involves new tasks and new everyday routines and activities for which AT might be useful. All transitions, whether they be from early childhood programs to school or from school to community, provide opportunities for the student to become a little more independent and little more functional with AT use. Team members can ask:

What will this student need to do in the new environment?

What parts of the tasks in the new environment will require the use of AT?

How will AT be included in this student's everyday routines and activities?

Strategic Skills for AT use involve making choices and decisions about the AT. A specific device may help in one activity but that does not mean that it should be used all of the time. Strategic skills describe

Kate May's transition from high school was a real success story. Her skill with her assistive technology and augmentative communication devices as well as her self-determination lead her to employment with the Austin Independent School District in Austin, Texas. ***She gives some of the credit for her success to her family and the people who helped her to learn to use her assistive technology.*** But Kate's self-advocacy and self-determination skills helped her get to where she is today and to keep moving forward.

Kate is also the executive director of Texas TERA which was founded by a group of adults who use AAC. Texas TERA received its nonprofit status in the Spring 2008. The organization's mission is to enable people with disabilities or limitations to achieve and maintain an active lifestyle through the provision of a central location with information, tools, and training. Its focus is to provide a facility that is consumer driven, where people with disabilities have the opportunity to explore and "test-drive" a wide-ranging assortment of the latest assistive technologies and universal design set-ups through home-like exhibits. TERA's website address is www.texastera.org.



Student Transition Planning Guide for Assistive Technology

Student Name: _____

Assistive Technology Skills for Independence
Operational Skills: Making technology work
Functional Skills: Using technology to increase function
Social Skills: Using technology with other people
Strategic Skills: Choosing the right tool for the task

Self-determination Skills
Choice-making
Decision-making
Problem-solving
Goal-setting and attainment
Self-regulation/self management
Self-advocacy and leadership

Device Consideration
Device acquisition
Transfer of technology
Sources of funding

Transition Activities	Yes	No
Instruction		
Related services		
Community experiences		
Employment		
Post-school adult living		
Daily living skills		
Functional Vocational Evaluation		

Assistive Technology Services Needed
Provision of on-going AT services
Funding for on-going services

the student's ability to decide when to use the technology and when to use other ways of accomplishing the same task. Students and the people who support their use of AT need to understand the specific ways that technology will be helpful and also know the types of situations where no-tech strategies, such as help from a peer or a strategy like sign language, would be more effective.

The ability to make decisions about AT that have a long term consequence must also be practiced. Children who use AT can learn to participate in the selection and acquisition of their own AT. Decisions may be as simple as the color of the device or as complicated as whether to use voice recognition or Morse Code as an input method.

Social skills for AT use are the skills a student needs to use technology around other people and to help other people understand why they use AT. They generally fall into three categories:

Knowing how to use technology with courtesy;

Knowing how to explain AT use to other people; and

Knowing how to share the technology with other people.

As teams plan how to help students learn social technology skills in preparation for a transition, they need to be sure that there are many structured and unstructured opportunities to use the device in multiple environments and with a variety of different people.

THE TRANSITION THIRD LEG: HIGH QUALITY TRANSITION PLANNING THAT INCLUDES AT

When a student has AT skills that help to build independence in everyday routines and activities and also has self-determination skills to take a leadership role in the transition, these skills facilitate the team's ability to develop a high quality transition plan. IDEA lists specific areas that should be addressed in the coordinated set of activities included in the plan: Instruction; Related services; Community experiences; Employment; Development of employment and other post-school adult living objectives; and If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. (IDEA-34 C.F.R. §300.43). Transition planning teams consider whether the student has needs for transition services in each of these areas. In any one area, assistive technology may be a part of the planning.

The Quality Indicators for Assistive Technology (QIAT) Consortium is a grass roots collaborative effort that began in 1998. Quality indicators are provided in eight areas, one of which is post-secondary transi-

tion. The full text of the QIAT indicators and the accompanying Self Evaluation Matrix can be downloaded at www.qiat.org.

The Quality Indicators for Assistive Technology indicators for transitions that include assistive technology are:

- Transition plans address assistive technology needs of the student, including roles and training needs of team members, subsequent steps in assistive technology use, and follow-up after transition takes place.

- Transition planning empowers the student using assistive technology to participate in the transition planning at a level appropriate to age and ability.

- Advocacy related to assistive technology use is recognized as critical and planned for by the teams involved in transition.

- AT requirements in the receiving environment are identified during the transition planning process.

- Transition planning for students using assistive technology proceeds according to an individualized timeline.

- Transition plans address specific equipment, training and funding issues such as transfer or acquisition of assistive technology, manuals and support documents.

QIAT-PS

The QIAT- Post Secondary (QIAT-PS) initiative is an outgrowth of the work of the QIAT Consortium. Beginning in 2006, some of those involved and interested in successful transitions from public school to post-secondary educational environments began to look at the application of the QIAT indicators to colleges and universities. QIAT-PS is a collaborative project of the Southwest ADA Center, DBTAC (southwestada.org), and the Great Lakes ADA Center, DBTAC (www.adagreatlakes.org). The focus of QIAT-PS is on the identification of the skills and information that students who use AT will need as they enter colleges and universities. QIAT-PS works closely with the QIAT Consortium to ensure that the materials and college-level indicators developed by the project align with QIAT indicators in all areas. For more information about the QIAT- PS initiative, visit www.qiat-ps.org.

CONCLUSION

Table 2 (page 33) provides a one-page planning guide for transitions that include assistive technology. It is part of a training module developed by the Texas Assistive Technology Network entitled Supporting transitions of assistive technology users . The entire module can be acquired from www.texasat.net.

Over time, assistive technology service providers have learned that effective AT

implementation in one setting does not necessarily carry over to new environments. However, there are specific AT related skills that students can learn at every age to help ensure continuity during transitions that involve AT. High quality transition planning, quality AT services focused on function and independence, and a focus on self-determination, when addressed together, can help to ensure transitions that help students with disabilities take the next step forward toward active participation and control in their own lives.

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Self-Operated Audio/Video Prompting with iPods and Zunes

By Daniel McNulty

My first classroom teaching position, in August of 2001, was at a smaller rural school classroom for Kindergarten through sixth grade students with moderate and severe disabilities. Just prior to this classroom position, I was running an applied behavior analysis program for very young students on the autism spectrum that I started a couple years earlier. It was during my four years in the classroom teaching position that I became aware of the concept of Universal Design for Learning (UDL). This growing familiarity with UDL allowed me to realize the instructional potential of embracing technology as an integral part of a flexible, modifiable and efficient learning environment for all students. It was during the last three of my four years in that teaching position that I lead the school's UDL Pilot Team through the PATINS-Project, an Indiana assistive technology systems change initiative. I became acquainted with the PATINS-Project staff, the project's mission and the UDL Pilot Program over these three years and eventually came aboard as the Northeast Site Coordinator for PATINS.

Right away, as a PATINS Site Coordinator, I wanted to somehow combine the three methods or strategies that I knew had been highly effective for all my classroom students with a technology that allowed them to not only experience increased independence, but also allowed them to look and feel more confident. I knew that this cool factor, more formally referred to as social validity, was as important as any other aspect of an intervention or assistive technology strategy. Combining video modeling, self-operated prompting, and a behaviorist's task analysis with a Video iPod, I developed a step-by-step procedure applicable to both Mac and PC computing platforms. It was important to me that this procedure utilized only free and readily available software and that it could be done using virtually any teacher's classroom computer.

After working on the procedure for about a year, and helping a few selected educators in my region of the state implement it with some of their students, it became apparent that this procedure was working very well and looked promising enough that I felt more educators should be aware

of it. So, the workshop "Self-Operated Digital Video/Audio Prompting with iPod and Zune Devices" was born! I presented it during a hands-on workshop at the 2007 PATINS State Conference in Indianapolis to a group of teachers and therapists. I then presented it again at several other conferences, including Closing The Gap in 2008.

WHY SELF-OPERATED PROMPTING?

My belief, and likely the sentiment of most educators, is that student independence is of the utmost importance. That is, if I acknowledge the capability of all students to learn and then if a student is not learning skills that move them continually toward independence, I can only blame my own lack of creativity, determination and skill with their instruction. A student using a

tool, like an iPod, to prompt himself shifts stimulus control away from the instructor and dramatically increases independence, inhibits the practicing of errors and decreases cost in comparison to a paraprofessional or job coach by the student's side. Additionally, a self-operated prompting system translates well into a student's life outside of the school building, as well as post school. Teaching a student how to prompt himself is a life-long skill applicable to just about any authentic situation.

WHY VIDEO, STILL IMAGES AND DIGITAL AUDIO?

One of my favorite things about this procedure is how flexible and easily modifiable it is! Returning to UDL for a moment, it's important to remember that the first guiding



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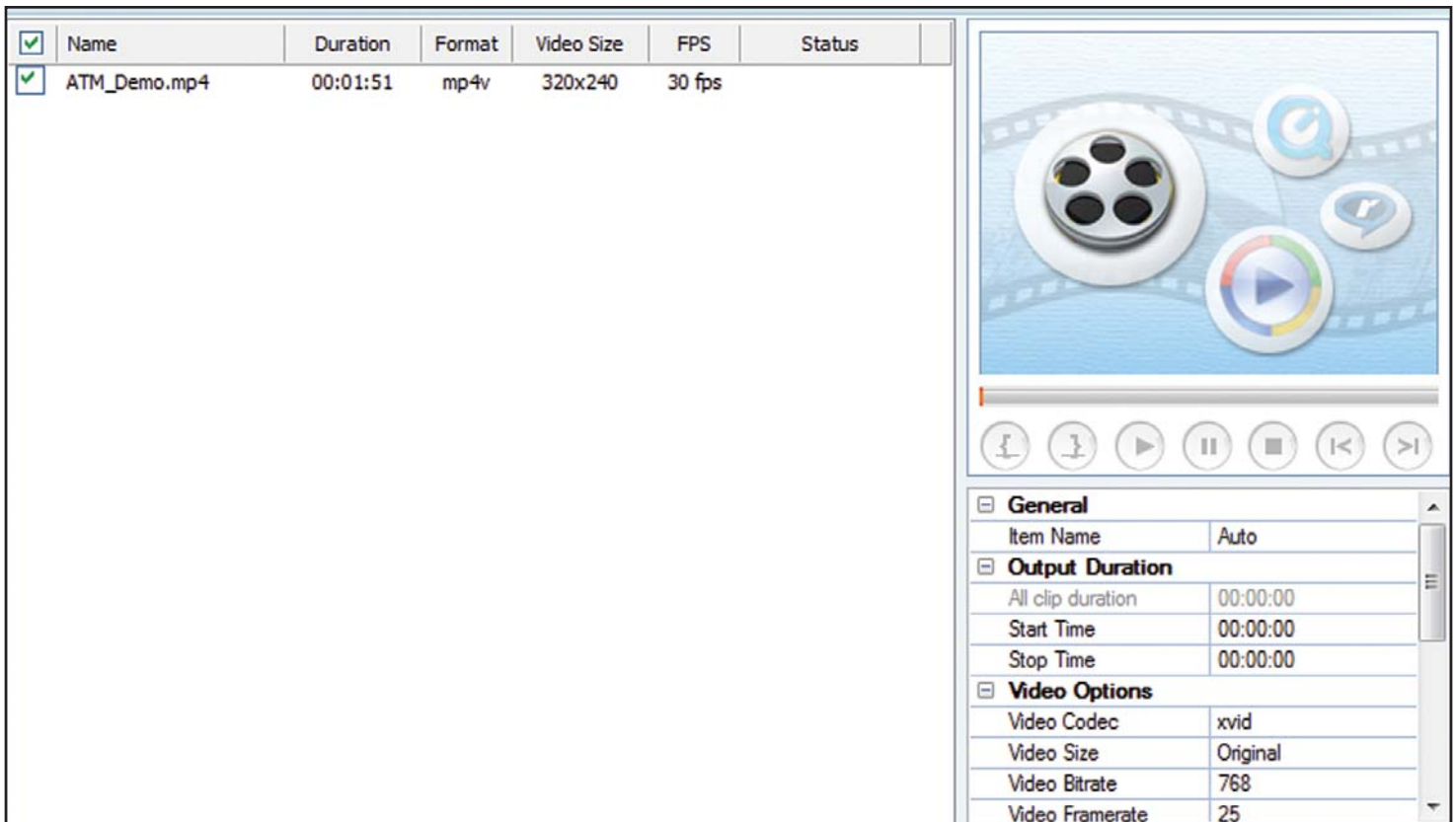


Figure 1: A screenshot of the Any Video Converter software.

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principle of Universal Design for Learning is utilizing multiple and flexible means of presenting information to learners. This self-operated prompting strategy quickly and easily incorporates any combination of video, audio, text or still images, and therefore supports the multiple means of presentation UDL concept. Further, student preference simply cannot be ignored. A student's preferred method of being prompted to successfully complete a task has proven to correlate with the most effective prompting method for some students. With this procedure, the same task can be prompted in several different ways for different students or even in varying ways for the same student as he or she progresses and requires alternative or fading/shaping prompts and/or varied steps in the task analysis. Another fact that cannot be ignored is that an iPod or Zune type of device is capable of carrying massive quantities of digital content, like video, audio and text. Of course, Video Self Modeling and Video Modeling in general have become increasingly popular and successful strategies, especially for students on the autism spectrum. Self-Operated Audio Prompts, or SOAPS, have also proven successful since the days of the audio-cassette player! This idea is not new, but my procedure simply takes these ideas a couple steps further by utilizing

digital methods and a more portable and socially valid technology.

WHY IPODS AND ZUNES?

Providing students with age appropriate and culturally valid tools and materials that enable them to be successful and independent are important educational and social considerations for using these devices. The

iPod from Apple and the Zune from Microsoft are very popular, culturally accepted and age appropriate devices that also integrate very easily into classroom situations for many other instructional purposes and are compatible with either the Mac or PC operating system. Using one small device to accomplish several tasks to improve student access, participation and progress

within his classroom is ideal in many cases. For example, text to audio files, NIMAS files, podcasts, instructional videos, social scripts and more can all also be placed on a single student's portable device. These devices are very popular and therefore widely supported by ongoing improvements, increases in capacities and decreases in price.

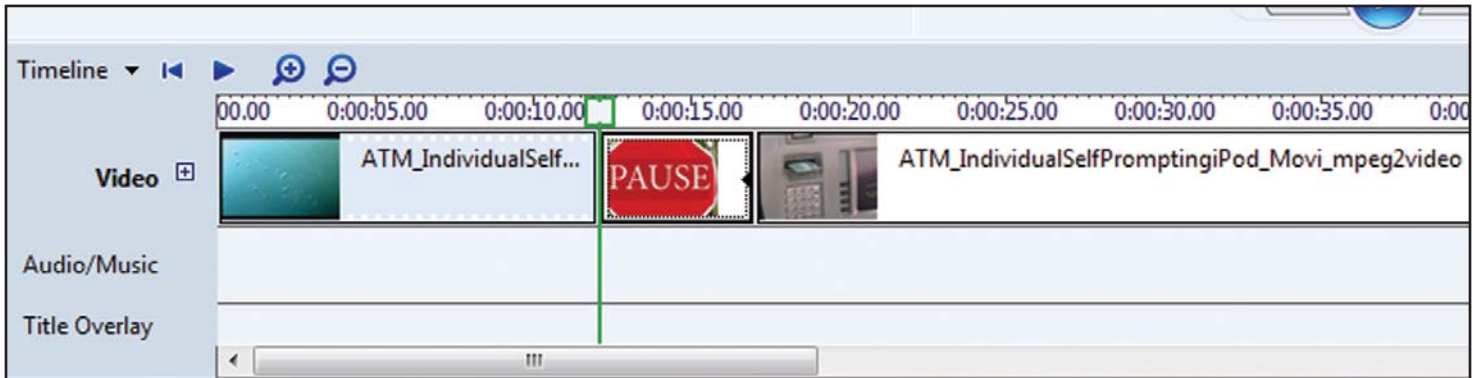


Figure 2: A screenshot of the editing in Windows Movie Maker.



Figure 3: A screenshot of the editing in the Mac iMovie software.

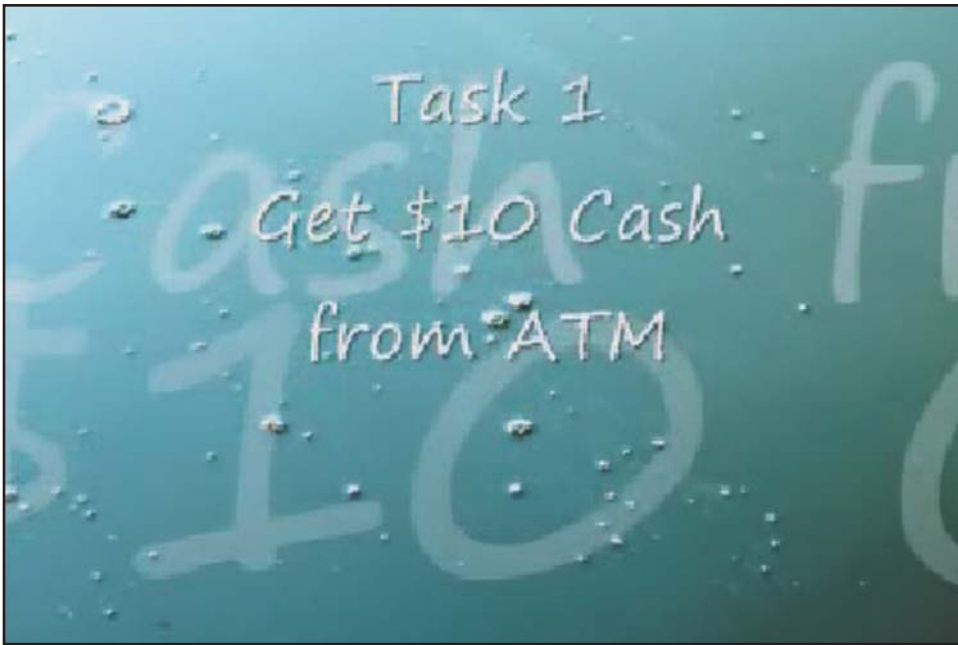


Figure 4: The first visual, with music playing, indicating the task to the student.



Figure 5: A screenshot of text captioning placed on top of the video demonstration.

After conversion and compression, a one-hour long prompting video at the small iPod/Zune resolution should be about 60MB in size. So, roughly 133 of these one-hour videos could be held on an 8GB iPod NANO for example, which is the smallest capacity available for purchase anymore! More realistically, one of these self-operated prompting videos is not going to be an hour long, but rather something like two to five minutes, and at approximately 1MB per minute of video, that 8GB NANO would hold about 4000 two-minute-long prompting videos!

THE FRAMEWORK AND A PROCEDURAL SNAPSHOT

With the ease and efficiency of digital content, free software, proven methodology and portable, socially valid and relatively inexpensive technology, a structure exists that supports this Self-Operated Video/Audio Prompting procedure making it what I consider to be an important educational consideration for anyone working with students.

Essentially, this procedure begins with the instructor using an inexpensive video recorder, such as the Flip Video Camera, to capture the student attempting to perform

a task. Initially, my intentions were that these video prompting systems would be used for pre-vocational or Community Based Instruction (CBI) sorts of tasks. However, since giving these workshops, I've gotten e-mails and phone calls from educators all over the country telling me they are having success using this procedure for academic tasks in the classroom, as well as vocational types of activities.

The instructor can verbally prompt, physically prompt, model, etc., during this initial step of video recording the student, because the prompts given during the recording phase are edited out/muted once the video is uploaded to the computer as the next step. Using iMovie on the Mac or Windows Movie Maker on the PC (both included on the computer), the instructor can quickly and easily make these edits, along with other edits, like breaking the video up or splitting it at the end of each step in the task analysis. Between each of these steps in the task analysis, where the splits are quickly edited into the video, the instructor drags and drops in a still image or a jpg of a stop sign, a pause symbol or something of the sort to indicate to the student that the pause button should be pressed and that the first step in the task analysis should be completed.

The instructor can then very easily add voice-over narration as verbal prompting, text or captioning over the video clips themselves as additional visual prompting and then finally exports the video from the editing software as a finalized movie file. Of course, the final format for the prompting movie will depend on the intended playback device, for example, .mov or .mp4 on a Mac or iPod and perhaps a .wmv, avi, or mpg on a PC or Zune device. iTunes software synchronizes the videos to the student's iPod and Zune software on a PC synchronizes the videos to Zune devices. In my workshops, we practice using a couple of my favorite free programs for video conversion – Any Video Converter on the PC and MPEG Streamclip on the Mac. Of course, there are also many other video converters available. The secret is finding one that works consistently well for you so that as a UDL educator, you remain as flexible as possible to convert video formats on the fly when needed in your classroom setting! (See Figure 1, page 36)

My goal, when showing others how to create these self-operated prompting systems, is for them to be able to leave the workshop and immediately be able to shoot a video and then sit down at a computer and complete one of these prompting videos by themselves. So, I typically have CDs for them with all the necessary free software on it and a very detailed handout that walks through each step in the procedure. My step-by-step

procedure on the PC includes 41 steps (Figure 2, page 37), and 34 steps on the Mac (Figure 3, page 37). These step-by-step handouts can be obtained by contacting me.

THE RESULT

What the student ends up with is a relatively short video that demonstrates an appropriately and accurately completed task. This video is often captioned with text, narrated by the teacher's voice for audio prompting and broken up via a task analysis with visual, verbal and text cues. A related note worth mentioning is that these prompting systems can also be comprised entirely of still images that are all imported into the free movie editing software and rendered down into a video. Sometimes, still images as prompts are less abstract and are more useful to some students than video content. Other times, the video can provide many more visual cues than a still image. Doing this with still images only tends to be a more laborious task in my experience however. The beauty here is that the procedure for creating these systems is almost exactly the same and the flexible and modifiable nature of this process is what allows it to be efficient and successful with so many different types of learning styles and situations.

Here are a few screenshots of an actual prompting video playing on a Video iPod: (See Figures 4-7)

What the instructor ends up with on their computer is a set of organized folders that contain the various components that make up the prompting video, including the original recording, the narration as an audio file, the task analysis as a document, the editing project file and the various formats of the finished video ready for placement on any device. The real power here is that these files all make up the final video, so each component can quickly be altered and re-exported as a finished video as the student makes progress with the task. Hopefully, the student is progressing and the instructor will eventually need to come back to these components that are organized into the folder and recreate the prompting video using fewer prompts, fewer steps in the task analysis, maybe take out the audio or remove the video, etc.

REFERENCES AND RESOURCES

PATINS-Project and UDL: Information on the PATINS-Project and the UDL Pilot Program mentioned in this article can be found on the PATINS Web site: www.patinsproject.com.

Apple Video iPods range in capacities from 8GB up, and start at about \$150. More information can be found online at www.apple.com/itunes.



Figure 6: Screenshot of a sample stop or pause symbol indicating that the demonstration of the first step in the task analysis is done.



Figure 7: Screenshot of the final step in this task's procedure.

Microsoft Zune Players range in capacities from 4GB up and start at \$99. More information can be found online at: www.zune.net.

Flip Video Cameras range from 30-120 minutes of capacity and various resolutions. Pricing starts at \$150. More information online at: www.theflip.com.

Any Video Converter Software: There is a free basic version that works well for the purpose of this procedure, as well as multiple paid versions of this conversion software. More information online here: www.any-video-converter.com.

MPEG Streamclip Software: Video conversion software made by Squared 5, free of charge and available for both Mac and PC. More information here: www.squared5.com.

AUTHOR INFORMATION

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DynaVox Mayer - Johnson Announces the Xpress

New Ultra-Portable Speech Device Marries Comprehensive Communication
with Mainstream Technology

DynaVox Mayer-Johnson, a leading provider of communication and education solutions for individuals with speech, language and learning disabilities, has announced the DynaVox Xpress. The Xpress sets a new standard for hand-held speech solutions by bringing together comprehensive augmentative and alternative communication (AAC) tools with a variety of mainstream communication features.

An innovative, sleek and extremely portable device, the Xpress delivers powerful communication capabilities for individuals living with stroke, autism, Down syndrome, traumatic brain injury, aphasia, ALS, and apraxia of speech.

This integration allows for robust communication in virtually any situation, and:

ENABLES MOBILITY AND CREATES CONFIDENCE

The Xpress is so small it can be held in one hand or two, and can easily be carried in a pocket or purse. With its discreet design, the Xpress allows augmented communicators to blend in with the crowd and still speak their minds. Touch screen technology never before available in a speech device creates a compelling visual experience, and allows touching or “sweeping” to access more content quickly with fingers or thumbs.

TAKES AAC TECHNOLOGY TO NEW HEIGHTS

With multiple connectivity options such as Wi-Fi for internet and email access, Bluetooth, and infrared remote control, the Xpress offers unparalleled opportunities for communication. Multimedia tools such as MP3 and video players allow Xpress users to share their personalities in new ways.

STANDS UP TO THE DEMANDS OF DAILY LIFE

The Xpress is made of rugged magnesium and uses Flash memory to withstand the stresses of life. Swappable batteries, or an extended battery, ensure that Xpress users have the power they need to keep the conversation going all day.

MAKES EVERY VOICE – AND EVERY EMOTION – HEARD

Twin front-firing speakers allow Xpress users to be heard in virtually any environment. The new voices included with the Xpress are natural-sounding and take communication to the next level by adding emotion - laughter, crying, shouting and whispers.

PRESERVES FAMILIAR CONTENT

Existing DynaVox customers and their care teams will recognize the powerful InterAACT language framework designed to meet the communication needs of individuals regardless of age or ability level. Thousands of pre-programmed pages minimize the need for programming.

INCLUDES COMPREHENSIVE DYNAVOX MAYER-JOHNSON SUPPORT

Xpress users and their care teams will have access to the full-range of DynaVox Mayer-Johnson’s pre- and post-purchase support services including funding assistance, sales support, and technical support. The Xpress also gives the user one-touch access to technical support, where DynaVox personnel can remotely access the device and assist the user.

“Our clients told us they wanted a highly portable solution without sacrificing communication functionality,” said Ed Donnelly, CEO of DynaVox Mayer-Johnson. “The Xpress accomplishes this objective, and delivers a quantum technological step forward, in a device that looks and feels like mainstream technology. We are excited to be introducing the most transformative speech device ever to the AAC community.”

Funding is available through Medicare, Medicaid and private health insurance providers.

ABOUT DYNAVOX MAYER-JOHNSON

DynaVox Mayer-Johnson develops a range of speech communication and education solutions designed to help children and adults challenged by significant speech, language and learning disabilities make meaningful connections and participate in the home, classroom and the community. The company’s DynaVox line of speech communication devices gives a voice to the millions of people who are unable to use speech as their primary means of communication due to the effects of conditions such as amyotrophic lateral sclerosis (ALS or Lou Gehrig’s Disease), stroke, traumatic brain injury, cerebral palsy, Parkinson’s Disease, autism and mental retardation. The Mayer-Johnson line of print-based and on-screen education products engage students in the learning process and support academic achievement. Driven by a strong entrepreneurial culture, the company develops technology-based products and offers an extensive customer support program to assist individuals as well as their families and support professionals. For more information about DynaVox Mayer-Johnson, visit www.dynavoxtech.com.

Talking GPS Guide The Blind on Horseback and up Kilimanjaro

HumanWare's Trekker Breeze offers unprecedented mobility to visually impaired

HumanWare's handheld talking GPS units are empowering the blind to lead more active, independent lifestyles – and even to embark on some extraordinary adventures. Trekker Breeze units have recently accompanied blind users on hikes up Mount Kilimanjaro and across the US, as well as on horseback excursions. The talking GPS units are user-friendly, handheld devices that announce names of streets, intersections and landmarks in five different languages. Users can record custom landmarks along their route and get step-by-step spoken travel instructions.

South Africa's Geoff Hilton-Barber, a blind man and avid Trekker Breeze user, recently tested the unit in high-altitude conditions on a group hike up Mount Kilimanjaro. He used it as a supplement to their sighted guide, allowing him to independently track his progress in terms of altitude and distance at all times. "It stood the test of the dust, wind and extreme cold," he said.

Hilton-Barber regularly slings his Trekker Breeze around his neck when he goes horseback riding. "There have been times when I have been in the lead or my guide has been a little inattentive and I have gone under low trees, struck a telephone pole with my shoulder, or simply been unaware of a sharp turn or ditch in my way. By inserting landmarks ten metres in advance of these obstacles I receive a reliable warning in time to take action," he explains.

For Hilton-Barber, the Trekker Breeze shines just as bright in everyday situations, allowing him to easily navigate around university campuses and his farm, or give directions to taxi drivers in areas

of cities that neither is familiar with. "I am constantly surprised at the accuracy of the Breeze – often as close as one meter when walking to a landmark! I have used my Trekker Breeze nearly every day for the past six months and don't leave the house without it," he says.

Hilton-Barber isn't the only visually impaired person getting adventurous with a Trekker Breeze. Colorado's Mike Shaak aims to be the first blind person to make the 5,800-mile trek across the US. He's currently on the road, with a Trekker Breeze as his guide.

"We're thrilled to see how the Trekker Breeze is helping blind people become more independent. However, given that some 80 percent of the visually impaired are unemployed, we hope that insurance bodies will offer enhanced subsidies for such assistance devices to those who cannot afford them. Society as a whole benefits when people living with vision loss can get around easily without having to depend on others," said Gilles Pepin, HumanWare's CEO.

ABOUT HUMANWARE

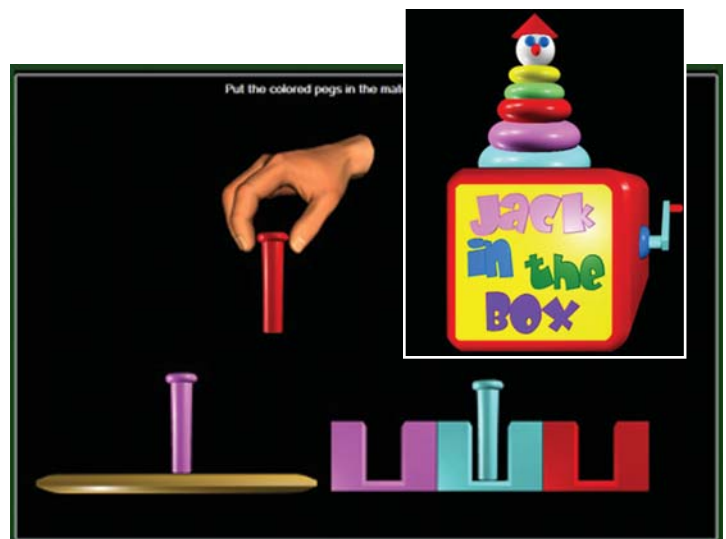
HumanWare (www.humanware.com) a global leader in assistive technologies for the print disabled, it creates products for people who are blind, have low vision and/or have learning disabilities. The innovative range of HumanWare products includes BrailleNote, the leading productivity device for the blind in education and business, as well as for personal use; the Victor Reader line, the world's leading digital audiobook players; and SmartView Xtend, the first fully modular and upgradeable CCTV-based video magnifier. ■

Two new programs from Judy Lynn Software: "Virtual Motor Skills" & "Animated Toys II"

VIRTUAL MOTOR SKILLS is a software program designed to give the user with limited motor skills the virtual experience of performing tasks by picking up, putting down, and moving objects around using 1 or 2 switches, a mouse click, or the computer keyboard. In many of the activities, the user controls a life-like hand to complete tasks such as picking up colored pegs and placing them in their matching colored slots.

ANIMATED TOYS II is composed of 25 segments, each containing a toy animated on the computer screen. The toys are activated by the single press of a switch, mouse click, or the keyboard "enter" key. The toys incorporate cause & effect skills, increasing attention span, visual tracking, and focusing on objects. Animation speeds, background music preferences, prompt images, and audio prompts are saved on a student level.

Free trial downloads of each of these programs can be installed by clicking on www.judylynn.com and then click on the "downloads" button. ■



Lingraphica Introduces the SmallTalk Mobile Accessory for Aphasia

Well-Known Speech-Generating Device Company Adds a Handheld

Lingraphica, maker of the Lingraphica speech-generating device for aphasia, announces the release of the SmallTalk mobile accessory. Incredibly portable and light, it fits easily into a pocket or purse for communication and practice on the go. Users can take along a selection of phrases, icons, and videos to have with them at all times. Together, the Lingraphica speech-generating device and the SmallTalk provide a comprehensive system for aphasia communication and recovery.



The SmallTalk is ideal for use in everyday situations such as restaurants, doctor's appointments, phone conversations, or emergencies. Users can also cue themselves to speak by putting on earphones and playing phrases so that only they can hear them.

The result of a yearlong intensive design project by Lingraphica's developers and programmers, the SmallTalk fulfills the company's goal to take the key capabilities of the Lingraphica and compress them into a convenient handheld device. It is built on the Apple iPod touch, but can be ordered directly from the company as an accessory to the Lingraphica. For those who already have an iPod touch, a demo set of icons and videos can be downloaded from the Apple App Store for free by selecting SmallTalk for Aphasia. Users will need to have a Lingraphica to take full advantage of the SmallTalk's capabilities and create a personalized version of the SmallTalk.

"The release of the SmallTalk takes us to the next level in our comprehensive approach to aphasia," says Lingraphica CEO Andrew Gomory. "Adding the benefits of portability to the unlimited commu-

nication and practice opportunities that the Lingraphica offers is an important part of our ongoing mission to improve the lives of our users. We're proud to be able to present it."

Lingraphica-The Aphasia Company is a leading provider of speech-generating devices for people whose ability to speak or understand words has been impaired by a stroke or brain injury. With the Lingraphica they can communicate with picture icons that speak words and phrases in a natural human voice, or they can practice speech using videos and language exercises. The Lingraphica is Medicare reimbursable. It is available, along with the SmallTalk mobile accessory, for a no-obligation trial.

For more information call 888-APHASIA (888-274-2742) or visit www.lingraphica.com. ■



Magnification and Screen Enhancement Software for Eyestrain Relief

Ai Squared is proud to announce the release of ZoomText Express – a simple and affordable solution to computer eyestrain that magnifies everything on screen up to 2x.

As a user of the full ZoomText product, we recognize that ZoomText Express may not fulfill your personal needs. But as a dedicated ZoomText user, you understand how a lighter version of ZoomText could help a family member or friend finding it a little more difficult to read text on their computer screen. If you know someone who squints and leans forward to read e-mail, Web pages and other information on their computer screen, then ZoomText Express is the perfect solution for them.

ZoomText Express helps relieve the stress and strain of computer use by providing a gentle boost of magnification (up to 2 times), making everything on screen larger and easier to read. In addition,

the mouse pointer and text cursor are adjustable, so they are easier to find and follow. A variety of screen tints reduce glare and improve contrast, thus enhancing the clarity of text and graphics.

DOMESTIC ENGLISH EDITION (US AND CANADA)

- Electronic Download: \$49.99
- Boxed product: \$59.99 (plus shipping)

INTERNATIONAL EDITION

- Electronic Download: \$69.99

To learn more about ZoomText Express, go to www.ZoomTextExpress.com. ZoomText Express can be ordered, downloaded, installed and running in a matter of minutes. ■

PLEXTALK Pocket Offers Individuals Who Are Blind and Visually Impaired a New Portable DAISY Player that Reads Bookshare Digital Books

Bookshare and Shinano Kenshi Corporation, Ltd. Announce Partnership

Bookshare (www.bookshare.org), the world's largest online accessible library for individuals with print disabilities has announced a partnership with Shinano Kenshi Corporation, Ltd. (Japan and North America), a global leader in advanced technology hardware and precision electronics.

This partnership will allow Bookshare members to easily download and read tens of thousands of accessible books, periodicals, New York Times best sellers, educational books, textbooks, general fiction, non-fiction and literature on the new PLEXTALK pocket portable digital DAISY player and recorder. DAISY (Digital Accessible Information System) players, like the PLEXTALK Pocket, easily convert Bookshare's digital text files to speech so books and newspapers can be read aloud.

"The PLEXTALK Pocket offers a new choice in portable devices to our Bookshare members and introduces the latest digital book navigation," said Jim Fruchterman, CEO of Benetech, the nonprofit organization which operates Bookshare. "Our goal is to work with high-tech assistive technology vendors to increase the availability

of accessible devices that our members can use to read Bookshare books."

The PLEXTALK Pocket PTP1 is a lightweight, pocket-sized, DAISY-compliant music, voice, and book player/recorder. The player/recorder supports playable contents in DAISY 2.02, ANSI/NISO Z39.86/DAISY 3.0, and audio files (MP3, AMR-WB+). It will record DAISY 2.02 with a recording capacity of up to 90 hours and supports multiple audio playback formats. The manufacturer's retail price starts at \$359 and includes ear phones, a holder and a 2GB SD (Secure Digital) memory card. For a complete list of features and specifications, visit the PLEXTOR website.

"PLEXTALK is a true crossover and high quality media player/recorder with a host of new applications and features to support complete accessibility for people with sight problems or learning disabilities," said Rex Bergsma, President of Shinano Kenshi Corporation, Ltd., North America. "Using the PLEXTALK Pocket, Bookshare members will experience more reading freedom and enjoy self-reliance which comes from the ability to access digital talking books in any environment." ■

ABISee Launches Eye-Pal SOLO

Automatic reader for people with low or no vision introduced to NFB and ACB 2009 Conference attendees

ABISee, Inc., a leading developer of advanced hi-tech products for people with low vision, blindness and hearing impairments, has announced the release of Eye-Pal SOLO, a simple and self-contained device that instantly reads from any book or printed material. The product was introduced to attendees of two conferences – one sponsored by the National Federation of the Blind (NFB), and the other by the American Council of the Blind (ACB).

The Eye-Pal SOLO is a simple, self-contained, electronic device that instantly reads from any printed materials. Newspapers, books, magazines or other documents are placed face up on the Eye-Pal SOLO, and the device reads them aloud. It requires no computer skills or sighted assistance, and can also output magnified text to a screen.

"Eye-Pal SOLO is bringing the gift and indescribable joy of reading to those who are blind or have low vision, from age six to 96," said Leon Reznik, president, ABISee, Inc., "whether they are technically savvy or not."

A stationary, compact, table-top device, the Eye-Pal SOLO requires no set-up or technical expertise so those with physical impairments

or without computer skills can read without assistance. The device is motion sensitive so if the phone or doorbell rings, the user need only pass a hand or other object near the reading material and the reading pauses; waving near it again resumes the reading.

Eye-Pal SOLO's portability allows the user to take it from nightstand to kitchen to easy chair, and also works with headphones or an optional keypad. Ideal for seniors, veterans and students, Eye-Pal SOLO brings freedom and independence to anyone with difficulty reading.

ABOUT ABISEE, INC.

Headquartered in Acton, Massachusetts, ABISee, Inc. is a leading developer of advanced hi-tech products for people who are blind, deaf-blind, or low vision. Founded in 2005, ABISee is a multi-million dollar company selling products in countries all over the world – including USA, South America, Europe, Australia, India, and Japan. Web site: www.abisee.com. ■

Individuals with Print Disabilities Gain New Opportunities to Read Bookshare Digital Books Using Mobile Speak Phone Technologies

Bookshare and Code Factory Announce Partnership

Individuals with print disabilities can now choose new, low-cost mobile technologies to read more than 50,000 digital books and periodicals thanks to a partnership between Bookshare, the world's largest online library of accessible books for people with print disabilities, and Code Factory, Barcelona Spain; a leading global provider of screen readers, screen magnifiers, and Braille interfaces for a wide range of mainstream mobile devices.

The Mobile Speak screen readers for mobile phones developed by Code Factory use synthesized speech to read aloud information displayed on the mobile phone screens including ebooks stored on their phones. Using this technology, Bookshare members who are blind or have visual impairments will have new alternatives and features like navigation, bookmarking and text search, to access digital books for work, study or reading pleasure.

"For years, individuals with print disabilities have needed the ability to read books on a readily-available, low-cost, portable device such as the mobile phone," said Jim Fruchterman, CEO of Benetech, the nonprofit organization which operates Bookshare. "We envision students with visual impairments or learning disabilities on the bus reading textbooks and other assignments with their phones. In rural areas or homes without computers, individuals can download digital books at school or a community center with computer access and read the content anywhere using their mobile phone. Mobile phone technologies will bring Bookshare books to people and students who previously lacked a portable technology solution to read digital books, magazines and newspapers on the go."

To read Bookshare books, users of Mobile Speak can download books and periodicals from the Bookshare Web site (www.bookshare.org) to their PC and transfer them to their mobile phones or PDAs. Code Factory provides accessible solutions for Symbian phones as well as Windows Mobile Smartphones and Pocket PCs.

If users have a Symbian phone (e.g. Nokia phone) they can install the Mobile DAISY Player application in addition to the Mobile Speak screen reader application. Mobile DAISY Player is a book reader which will allow users with sight and visual impairments to read Bookshare files in DAISY (Digital Accessible Information System) format. Mobile DAISY Player is the first and only mobile phone DAISY application to support both DAISY 2.02 and DAISY 3.0 (NISO) book formats. Users can adjust the speed of reading without changing the pitch, set bookmarks to favorite places in the contents screen, navigate by character, word, sentence or paragraph, and configure font sizes and screen colors.

Individuals with a Windows Mobile device can also read Bookshare books in BRF (Braille Ready Format) through the built-in Braille reader implemented in Mobile Speak Smartphone and Mobile Speak Pocket. The Braille reader application will read Bookshare BRF files in English through users' active speech synthesizer whether or not a Braille display is connected. Users having a refreshable Braille display can read Bookshare books in Braille which is particularly useful users who are deaf-blind.

Bookshare member Larry L. Lewis, Jr., President and Founder of Flying Blind, LLC, uses the Mobile Speak application to read Bookshare

books on the go. "My Mobile Speak-equipped Smartphone is convenient and allows me to accomplish more tasks while carrying fewer devices," said Lewis. "Code Factory's BRF reader allows me the flexibility to read Bookshare books with a wireless Braille display or to simply listen to the text while it is read by Mobile Speak."

"Bookshare and Code Factory share a vision to provide individuals with disabilities around the globe with greater access to a vast collection of digital books and information," said Eduard Sanchez, CEO of Code Factory. "We value this introduction from Bookshare, a social enterprise, to identify the latest mobile technologies as a solution that will raise the level of access for these individuals."

BOOKSHARE MEMBERSHIP – CODE FACTORY PROMOTION CODE

Bookshare offers memberships to individuals in the U.S. and around the world for a nominal fee. The library has tens of thousands of books including fiction, non-fiction, textbooks, educational reading, newspapers and magazines, plus two free software applications that read digital content. To learn more visit www.bookshare.org/signUpType.

Applicants, other than U.S. students who qualify for free memberships, will receive a \$25 waiver on a set up fee. To receive this waiver, you must: 1) enter promo code: Codefactory in your registration form and 2) send an e-mail to membership@bookshare.org to request the waiver. www.bookshare.org/signUpType?promoCode=Codefactory

MOBILE SPEAK PRICING AND DISTRIBUTION INFORMATION

Code Factory's accessible solutions are available in the U.S. through several distributors, including AT&T. The price for Mobile Speak starts at \$89 for AT&T customers. For more information about the AT&T and Code Factory partnership visit www.wireless.att.com/learn/articles-resources/disability-resources/mobile-speak-magnifier.jsp; To find the closest distributor visit www.codefactory.es/en/purchase.asp?id=54; To download Mobile Speak screen readers, visit www.codefactory.es/en/downloads.asp?id=44; To learn how to get a trial, visit www.codefactory.es/en/purchase.asp?id=285.

MOBILE DAISY PLAYER INFORMATION

To download Mobile DAISY Player for a free trial for 30 days, visit www.codefactory.es/en/downloads.asp?id=43#version_2_57

To buy Mobile DAISY Player, contact the following distributors or look for other Code Factory distributors at www.codefactory.es/en/purchase.asp?id=54

- Adaptive Technology Resources at <http://www.adaptivetr.com> or call 262.375.2020

- Handy Tech North America at www.handytech.us or call 651.636.5184

- Vision Cue at www.visioncue.com/contact.php or call 888.318.2582 ■

27th Annual CONFERENCE

Closing The Gap
OCTOBER 15-17, 2009
Preconference Workshops
October 13-14, 2009
MINNEAPOLIS, MINNESOTA

Assistive Technology in Special Education and Rehabilitation

COME, NETWORK, LEARN – AND RETURN HOME WITH THE KNOWLEDGE AND TOOLS TO IMPLEMENT ALL THAT IS GAINED

Over the years, the annual Closing The Gap Conference has become known as the best educational AT conference in North America. Through shared best practices and research, networking, training, hands-on opportunities and an expansive exhibit hall, participants have found information, strategies and products that have proven beneficial and, oftentimes, unsurpassed for use in their work and in their lives.

The 27th Annual Conference runs Tuesday, October 13th through Saturday, October 17th and is held in Minneapolis, Minnesota. Preconference workshops are scheduled for Tuesday and Wednesday, October 13th and 14th, and the Conference officially begins with a preview of the exhibits on Wednesday evening, followed by three days of presentations, hands-on labs and exhibitions. Varied levels of participation are available, with registration options listed on page 37.

Inside the next few pages, you'll find detailed listings of the 25 all-day preconference workshops, over 200 presentations, exhibitors contracted to date and academic credit/CEU, air travel, hotel and registration information.

We have tried to keep conference costs down and have been sensitive to any and all price increases. The group discounts, presenter and exhibitor discounts, parent and student discounts and early registration (June 30th) all apply; and NEW for 2009 are bundled pricing for two preconference workshops, a one-day registration rate and an exhibit hall only registration rate. Graduate-level academic credit and CEUs will again be offered.

We invite you to participate and encourage you to bring your team!

WHO SHOULD ATTEND?

ANYONE interested in finding practical and readily available AT solutions for ALL disabilities, mild to significant, infant through adult.

- ❖ Teachers
- ❖ Occupational Therapists
- ❖ Consumers
- ❖ Administrators
- ❖ Physical Therapists
- ❖ Parents
- ❖ Speech Language Pathologists
- ❖ AT Consultants
- ❖ Students
- ❖ Technology Specialists

WHY ATTEND?

Participants will have numerous and unique opportunities to learn, first-hand, from experts in the field, network, ask questions, and see and try the latest AT products and strategies available today.

Participants will have opportunities to search for answers to their specific needs. Presenters are approachable; participants are interactive; exhibitors are knowledgeable.

Participants can earn academic credit and CEUs.

In the end, participants will return home with creative ideas, renewed enthusiasm and a greatly enhanced skill set that will help them easily, effectively and, oftentimes, immediately implement that which was gained through their conference experience.

PRECONFERENCE WORKSHOPS

Closing The Gap preconference workshops are all-day, in-depth workshops presented by experts in the field in very practical and effective ways. The content and delivery are unsurpassed and the resulting outcomes for persons with disabilities are overwhelmingly positive and bright.

Many of this year's workshops are new, some advanced, with state-of-the-art technologies being addressed and best practices demonstrated and taught.

OVER 200 PRESENTATIONS

Practical and expert-lead presentations during the Closing The Gap Conference will include over 200 one- and two-hour sessions that describe and/or demonstrate successful applications of assistive technology for persons with disabilities. Handouts will be available onsite and online following the conference.

STATE-OF-THE-ART COMMERCIAL EXHIBITS

Companies exhibiting at Closing The Gap represent an impressive and varied scope of AT products and strategies from around the world, including knowledgeable reps and professionals with substantial experience in the field to best explain and demonstrate their solutions.

Products on display will range from low tech to high tech and represent solutions for all disabilities and ages. Daily regular AND exclusive hours are scheduled to give participants quality time to explore, try, learn and ask questions, first-hand and face-to-face.

CLOSING THE GAP

P.O. Box 68, 526 Main Street, Henderson, MN 56044
Phone: 507-248-3294 • Fax: 507-248-3810
E-mail: info@closingthegap.com • Web site: www.closingthegap.com

CONFERENCE SCHEDULE

Monday, October 12

5:00 pm - 8:00 pmRegistration Desk Open

Tuesday, October 13

7:00 am - 8:00 pmRegistration Desk Open

8:00 am - 4:30 pm Preconference Workshops

Wednesday, October 14

7:00 am - 9:00 pmRegistration Desk Open

8:00 am - 4:30 pm Preconference Workshops

5:30 pm - 8:00 pm Preview of Exhibits

Complimentary Hors d'oeuvres

Sponsored by Bloomington Convention and Visitors Bureau

Thursday, October 15

7:00 am - 5:30 pmRegistration Desk Open

8:00 am - 4:30 pmPresentations

10:00 am - 5:30 pm Commercial Exhibits

12:00 pm - 1:30 pmExhibit Hall Closed - Exhibitor Break

Friday, October 16

7:00 am - 5:30 pmRegistration Desk Open

8:00 am - 4:30 pmPresentations

10:00 am - 5:30 pm Commercial Exhibits

12:00 pm - 1:30 pmExhibit Hall Closed - Exhibitor Break

5:30 pm - 7:00 pm Attendee Reception honoring Adapted Art Contest Winners

Saturday, October 17

7:30 am - 2:00 pmRegistration Desk Open

8:00 am - 1:30 pmPresentations

9:00 am - 2:00 pm Commercial Exhibits



WHAT PARTICIPANTS HAVE SAID

"The concrete ideas, examples and easy-to-understand and real-life applications for students and teachers were fabulous."
~ AT CONSULTANT

"I was thrilled with the preconference workshops that I attended and have most definitely acquired valuable information and skills to take home with me."
~ SPECIAL EDUCATION CONSULTANT

"Extremely knowledgeable presenter, MANY excellent practical ideas to take home."
~ PARENT/PHARMACIST

"Great ideas that can be implemented in my classroom. Absolutely excellent!"
~ SPECIAL ED TEACHER

"Great hands-on -- good explicit instructions, great application, CD to take home."
~ SPEECH LANGUAGE PATHOLOGIST

"Terrific instructor -- able to discuss techniques by using examples. Very good teacher, lots of experience."
~ PEDIATRIC OCCUPATIONAL THERAPIST



Fantastic! Hope I can come EVERY year, extremely valuable information!
~ OTR/L

"Every session that I attended was fabulous! Knowledgeable presenters with excellent presentation skills! This is, by far, the best conference that I have ever attended."
~ UNIVERSITY PROFESSOR

"Great sessions, great vendors, and invaluable opportunity to earn CEUs and academic credit."
~ CONSULTANT

"This is definitely a conference I will recommend to BOTH regular and special education teachers."
~ SPECIAL EDUCATION CONSULTANT



ACADEMIC CREDIT

Graduate-level academic credit from Hamline University is available for a variety of levels of conference attendance. Participants will have the option of one, two or three full semester credits.

Attend all five days and earn up to three graduate-level academic credits and up to 34 IACET CEUs!

One full semester credit

Cost: \$119

Requirements:

- 12 contact hours
- An outside assignment

(12 Contact hours require one preconference workshop and conference participation; two preconference workshops; OR conference participation only.)

Two full semester credits

Cost: \$238

Requirements:

- 24 contact hours
- An outside assignment

(24 contact hours require at least one preconference workshop (minimum) AND conference participation.)

Three full semester credits

Cost: \$357

Requirements:

- 36 contact hours
- An outside assignment

(36 contact hours require two preconference workshops AND conference participation Thursday - Saturday.)

Outside Assignments

Outside assignments will need to be turned in to Closing The Gap by November 15th, 2009. Within a few weeks, grades will be issued and then maintained by Hamline University.

To register for academic credit, please indicate your preference as to one, two

or three semester credits on the registration form, pay the appropriate fee, and complete and return the Hamline academic credit form that will accompany your confirmation letter in the mail.

Any questions regarding academic credit and the procedure involved should be directed to Closing The Gap's registration department.



IACET CEUS

AAC Institute is an Authorized Provider of IACET (International Association for Continuing Education and Training) CEUs. CEUs are being offered for all conference learning sessions without charge. IACET CEUs that relate to the practice of speech-language pathology and audiology can be used for ASHA certification maintenance. RESNA accepts IACET CEUs for ATP/ATS credential maintenance. Most state licensure systems accept IACET CEUs or other forms of self-reporting. Preconference workshops are offered for up to 1.4 CEUs. The conference is offered for up to 2.0 CEUs. For additional information visit www.aacinstitute.org/CEUs.

CEU details and documentation will be available at the Closing The Gap registration desk located on the second floor of the Sheraton.



CERTIFICATES OF ATTENDANCE

Closing The Gap-issued Certificates of Attendance for conference participation will be available upon request at no additional fee.



PRECONFERENCE WORKSHOPS

Tuesday and Wednesday, October 13-14, 2009 8:00 am - 4:30 pm

TUESDAY, OCTOBER 13, 2009 • 8:00 AM - 4:30 PM

PC-1 Students with Significant Disabilities as Writers, Readers and Communicators: Yes They Can!

Gretchen Hanser, Ph.D., is the Associate Director of School-Aged Services, Center for Literacy and Disability Studies, University of North Carolina, Chapel Hill, NC and Toy Dills Booth, M.Ed., NBCT, is a Special Educator, The North Shelby School, Shelby, NC.

PC-2 Wiggle Your Way Through Web 2.0

Paula Waiser, M.S., CCC-SLP, is the Director of E-Learning, CESA 6, Oshkosh, WI.

PC-3 Every Move Counts, Clicks and Chats Assessment Strategies: Getting the Information You Need for Individuals with Significant Sensory-Motor Differences

Jane Korsten, M.A., is a Speech Language Pathologist, EMC, Inc., Leawood, KS; Terry Foss, M.Ed., is an AT Resource Facilitator, Lee's Summit, MO; and Lisa Berry, OTR/L, is a Pediatric Occupational Therapist, Blue Valley School District, Lenexa, KS.

PC-4 Developing Communication Skills for Children Who Face Severe Multiple Challenges: Partner-Assisted Scanning with Pragmatically Organized Dynamic Displays (PODD)

Linda J. Burkhart, B.S., is a Special Educator/Augmentative Communication Specialist/Technology Integration Specialist in private practice, Eldersburg, MD and Dale Gardner Fox, M.S., RPT, is an Assistive Technology Consultant, Hampshire Educational Collaborative, CCATT, Northampton, MA.

PC-5 Putting the Pieces Together: Positioning, Access and Speech Generating Devices

Michelle L. Lange, OTR, ABDA, ATP, is the President, Access to Independence, Arvada, CO and Jill Tullman, M.S., is a Speech Language Pathologist/AAC Specialist in private practice, Denver, CO.

PC-6 Setting Up and Working with Switch Interfaces

Patti Rea, M.S., is a Technology Consultant, Adaptive Technology, Celina, TX and Kathleen Post, M.S., CCC-SLP, is the Manager, Assistive Technology Dept., Easter Seals DuPage and Fox Valley Region, Villa Park, IL.

PC-7 Got Grants(manship)? ... Upgrading Your Grant Seeking Toolbox to Support Tech Initiatives

Kathleen Gradel, Ed.D., is an Associate Professor, Language, Learning and Leadership Dept., College of Education, SUNY-Fredonia, Fredonia, NY.

PC-8 Gathering Evidence About the Effectiveness of Technology for Enhancing Academic Performance

Dave L. Edyburn, Ph.D., is a Professor, Dept. of Exceptional Education, University of Wisconsin-Milwaukee, Milwaukee, WI.

PC-9 Teaching AAC

Pati King DeBaun, M.S., is a Speech Language Pathologist/Consultant specializing in assistive technology, Creative Communicating, Park City, UT; Karen Biggerstaff, M.S., is a Speech Language Pathologist/

Consultant, San Antonio, TX; and Sue Alderfer, B.S., is a Speech Language Pathologist, Montgomery County, Perkiomenville, PA.

PC-10 Next Steps and New Frontiers with Classroom Suite 4!

Dan Herlihy is an Assistive Technology/Technology Resource Specialist, Connective Technology Solutions, Inc., Hoosick, NY.

PC-11 Adding to Your Bag of Tricks ... and Treats!

Mo Buti, M.A., is the Chicago Public Schools Autism Coordinator, Chicago, IL.

PC-12 Switch Access to Writing

Kelly Fonner, M.S., is an Assistive/Educational Technology Consultant, Lake Geneva, WI and Scott Marfilus, M.S., is an Assistive/Educational Technology Consultant, Bayside, WI.

WEDNESDAY, OCTOBER 14, 2009 • 8:00 AM - 4:30 PM

PC-13 Using the iPhone and iPod touch as Assistive Technology: From AAC to Planning Tool and Beyond

David Niemeijer, Ph.D., is the CEO, AssistiveWare, Amsterdam, Netherlands; Samuel Sennott, M.S. Ed. in Assistive Special Education Technology, is a Ph.D. Candidate, The Pennsylvania State University, State College, PA; and Eric Sailors, M.A., CCC-SLP, is a Speech Language Pathologist and Assistive Technology Specialist, La Mesa-Spring Valley School District and Crimson Center, San Diego, CA.

PC-14 Talking in Class: Helping Students Using AAC Devices

Gail M. Van Tatenhove, M.A., is an AAC-focused Speech Language Pathologist in private practice, AACell, Inc., Orlando, FL.

PC-15 Every Move Counts, Clicks and Chats Implementation Strategies: Where Do You Go After Assessment?

Jane Korsten, M.A., is a Speech Language Pathologist, EMC, Inc., Leawood, KS; Terry Foss, M.Ed., is an AT Resource Facilitator, Lee's Summit, MO; and Lisa Berry, OTR/L, is a Pediatric Occupational Therapist, Blue Valley School District, Lenexa, KS.

PC-16 Designing Two-Switch Early Literacy Activities for Computer Access: Hands-On Computer Lab - Classroom Suite

Linda J. Burkhart, B.S., is a Special Educator/Augmentative Communication Specialist/Technology Integration Specialist in private practice, Eldersburg, MD; Susan Garber is the Executive Director, AT:LAST, Inc.: The MD AT Cooperative, Columbia, MD; Jeanne Noorisa is a Special Educator, AT Team, Baltimore County Public Schools, Monkton, MD; and Jan Kurtz, M.S., is an Occupational Therapist, AT Team, Baltimore County Public Schools, Hampstead, MD.

PC-17 Make It Age Appropriate: Structuring Environments and Routines to Engage Your Adolescent and Adult AAC Users in Age Appropriate Communication

Elizabeth (Libby) S. Rush, M.A., CCC-SLP, CPM, is an AAC Consultant in private practice, Durham, NC and Celeste Helling, M.A., CCC-SLP, ATP, is a Speech Lan-

guage Pathologist, North Carolina Assistive Technology Program, Charlotte, NC.

PC-18 Reaching More Staff: Digital Tools for 21st Century Technology Training

Denise C. DeCoste, Ed.D., is an Assistive Technology Specialist and a High Incidence Accessible Technology Team Leader; William McGrath, M.S., is an Occupational Therapist and Assistive Technology Specialist; and Beth Poss, M.A., M.S., is a Speech Language Pathologist and Assistive Technology Consultant, all, Montgomery County Public Schools, Bethesda, MD.

PC-19 The Power of PowerPoint in Special Education

Judith P. Sweeney, M.A. Special Education, is an AT Consultant and the President, Onion Mountain Technology, Inc., Canton, CT.

PC-20 Scanning and AAC Systems: Sharing Strategies that Can Help End the Struggling (for both the adult therapist/teacher and the child/AAC user)

Michele Bishop, B.A., ATP, is a Teacher/Assistive Technology Specialist in private practice, San Francisco, CA and Karen M. Kangas, B.S., ATP, is an Occupational Therapist in private practice, Shamokin, PA.

PC-21 The Balanced Literacy Club: Supporting Literacy in Classrooms and Districts

Caroline Ramsey Musselwhite, Ed.D., CCC-SLP, is an Assistive Technology Consultant and Author, AAC Intervention, Litchfield Park, AZ; Patty Ashby, M.N.S. in Speech Language Pathology, is an Assistive Technology Consultant, Washington Elementary School District, Sweetwater School, Glendale, AZ; Laurel Richardson, M.A. Ed., OTR, is an AT Specialist, Buckeye School District, Goodyear, AZ; and Deanna K. Wagner, M.S., CCC-CLP, is an Assistive Technology Specialist, Madison Elementary School District, Phoenix, AZ.

PC-22 Assessment Defining Instruction: Autism and Literacy

Susan Norwell, M.A., is an Educational Specialist in private practice/Focused Learning Solutions and Instructor, Northeastern Illinois University, Buffalo Grove, IL.

PC-23 Teaching the Three Rs for Students with Significant Disabilities in the Inclusive Classroom

Pati King DeBaun, M.S., is a Speech Language Pathologist/Consultant specializing in assistive technology, Creative Communicating, Park City, UT and Dan Herlihy is an Assistive Technology/Technology Resource Specialist, Connective Technology Solutions, Inc., Hoosick, NY.

PC-24 "But What If the Teachers Won't Do It?" Making a Difference with Your Consultative Services

Keri Huddleston, M.A., CCC-SLP, is an Assistive Technology Consultant, Teru Langsdale, M.S., CCC-SLP, is a Special Education Consultant, and Moira Soulia, M.S., CCC-SLP, is an Assistive Technology Specialist, all, Washoe County School District, Reno, NV.

PC-25 It's All About Independent Functioning! Using Technology to Develop Critical Life Skills for Students with Autism Spectrum Disorder

Susan L. Stokes, M.A., CCC-SLP, is an Educational Autism Consultant and Trainer in private practice, Fond du Lac, WI.



CONFERENCE PRESENTERS

FOR OVER 25 YEARS – Closing The Gap has been bringing together distinguished leaders in the field to share their knowledge and expertise with others.

ALLEN, JEROLYN - Litchfield Elementary School District, Litchfield, AZ

BABU, VASU - Western PA School for Blind Children, Pittsburgh, PA

BAHR, PATRICIA - Gillette Children's Specialty Healthcare, Gillette Technology Center, St. Paul, MN

BAKKEN, TARA - PACER Center, Bloomington, MN

BARRY, MARY JO - Don Johnston Incorporated, Volo, IL

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BASTIANI WILSON, LINDA - Montgomery County Public Schools, Bethesda, MD

BECKER, TRINA - Eastern Illinois University, Charleston, IL

BEHRMANN, MICHAEL - George Mason University, Fairfax, VA

BELLMAN, SCOTT - DO-IT (Disabilities, Opportunities, Internetworking and Technology), University of Washington, Seattle, WA

BENAMATI, JOSEPH - Wicomico County Board of Education, Salisbury, MD

BERGSTROM, BETH - Eastern Illinois University, Charleston, IL

BRAUN, BOB - Southwest/West Central Service Cooperatives, Marshall, MN

BRESLIN LARSON, JOAN - Minnesota Dept. of Education, Roseville, MN

BURGSTAHLER, SHERYL - DO-IT (Disabilities, Opportunities, Internetworking and Technology), University of Washington, Seattle, WA

BURKHART, LINDA - Eldersburg, MD

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COLETTA, BETH - North East ISD, Department of Special Education, San Antonio, TX

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CRICK, ANN - Crick Software, Westport, CT

CRICK, JOHN - Crick Software, Inc., Westport, CT

DAGEY, RYAN - TheArcLink, Inc., Bloomington, IN

DAHLQUIST, LORI - Adaptation, Inc., Sioux Falls, SD

DASHNER, MEL - Origin Instruments Corp., Grand Prairie, TX

DASWICK, KIM - Scottsdale, AZ

DECOSTE, DENISE - Montgomery County Public Schools, Bethesda, MD

DUFF, KATIE - Gillette Lifetime Specialty Healthcare, St Paul, MN

DUGGAN, MARIE - Children's Hospital Boston, Center for Communication Enhancement, Autism Language Program, Waltham, MA

EDGE SAVAGE, JENNIFER - Cambium Learning Technologies, Bedford, MA

EDYBURN, DAVE - Dept. of Exceptional Education, University of Wisconsin, Milwaukee, WI

ELLENBERG, JENIFER - Western PA School for Blind Children, Pittsburgh, PA

ESTRADA HERNANDEZ, NOEL - University of Iowa, Counseling Rehabilitation and

Student Development, Iowa City, IA

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FOLEY, COLLEEN - InfoCor, Milwaukee, WI

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FORE, MERRY - Corpus Christi, TX

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GARBER, SUSAN - AT:LAST, Inc., Columbia, MD

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GIBSON, JASON - University of Kentucky, Stanford, KY

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GITTA, CYNTHIA - River Hills School, Cedar Falls, IA

GOLD, BRYAN - DynaVox Mayer-Johnson, Pittsburgh, PA

GOMORY, ANDREW - Lin-graphicare, Princeton, NJ

GRANT, KENDRA - Strategic Transitions, Inc., QuillSoft, Mississauga, ON Canada

GRIMSTEAD, SHARON - Norfolk Public Schools, Norfolk, VA

HAMIL, ANDRINA - Corpus Christi ISD, Lozano Instructional Service Center, Corpus Christi, TX

HANSER, GRETCHEN - Center for Literacy and Disability Studies, Chapel Hill, NC

HELLING, CELESTE - North Carolina Assistive Technology Program, Charlotte, NC

HERLIHY, DAN - Connective Technology Solutions, Inc., Hoosick, NY

HODAPP, JOAN - Area Education Agency 267, Mason City, IA

HOFFMAN, JERI - Tobii AT1, Solon, OH

HOLLAND, RUSS - Alliance for Technology Access, Cold Brook, NY

HOWARD, KRISTA - Estrella Mountain Community College, Avondale, AZ

HUDDLESTON, KERI - Washoe County School District, Reno, NV

HURD, ROBIN - AAC Institute, Fairview, PA

HURTADO, ENID - Mayer-Johnson, LLC, Solana Beach, CA

IRVING, AMANDA - Biomedical Engineering Dept., New Jersey Institute of Technology, Newark, NJ

ISAAC, RABINDRAN - Spastics Society of Karnataka, Bangalore, Karnataka India

JEFFS, TARA - East Carolina University, Greenville, NC

JENSEN DUBOIS, BONNIE - North East ISD, Department of Special Education, San Antonio, TX

JOHNSON, KENJA - Corpus Christi ISD, Lozano Instructional Service Center, Corpus Christi, TX

JOHNSTON, BEN - Don Johnston Incorporated, Volo, IL

JOHNSTON, TANIA - Crick Software, Westport, OR

JONES, ALAN - LPS A Division of Fidelity, Woodbury, MN

JONES, JONATHAN - Northeast Metro 916, St. Paul, MN

KANGAS, KAREN - Shamokin, PA

KEATING, TOM - Cognitopia Software, Eugene, OR

KEHOE, LISA - Mayer-Johnson, LLC, Pittsburgh, PA

KEMPKA WAGNER, DEANNA - Madison Elementary School District, Phoenix, AZ

KINAS JEROME, MARCI - George Mason University, Fairfax, VA

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KING DEBAUN, PATI - Creative Communicating, Park City, UT

KINGETER, CATHY - Origin Instruments Corp., Grand Prairie, TX

KJENDALEN, JIM - LaZee

Tek, Ashley, IN

KOCH, AMY - Adaptation, Inc., Sioux Falls, SD

KORSTEN, JANE - EMC, Inc., Leawood, KS

KRUGER, HEATHER - Rivier Hills School, Cedar Falls, IA

KRUSE, MIRIAM - University of Minnesota, Minneapolis, MN

LANGHE, MICHELLE L. - Access to Independence, Inc., Arvada, CO

LANGSDALE, TERU - Washoe County School District, Reno, NV

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LEACH, ANDY - Dolphin Computer Access, Inc., Princeton Junction, NJ

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MACOMBER, PHYL T. - PracticalATSolutions.com, West Windsor, VT

MANTILLA, DR. BRUNO - New Jersey Institute of Technology, Newark, NJ

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MAYORGA, SANDRA - Corpus Christi ISD, Corpus Christi, TX

MCBRIDE, BRENDA - HumanWare, Regina, SK Canada

MCBRIDE, DEBBY - AAC TechConnect, Inc., Evergreen, CO

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MCGOVERN, RJ - Corpus Christi, TX

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MCKAY, MARTIN - Texthelp Systems, Inc., Woburn, MA

MCKAY, MAUREEN - Optimistic Outcomes, Inc., Minnetonka, MN

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MEYER, ANN - AbleNet, Inc., Roseville, MN

MONIZ, MICHAEL - Berklee College of Music, Boston, MA

MOORE, CHRISTIAN - The WhyTry Organization, Provo, UT

MULLOY, AUSTIN - University of Texas, Austin, TX

NEIDLINGER, LAURA - AT-LAST, Inc., Columbia, MD

NIEMEIJER, DAVID - AssistiveWare, Amsterdam, The Netherlands

NORWELL, SUSAN - Buffalo Grove, IL

ODOM, JANE - Prentke Romich Company, Surprise, AZ

PARKINS, SHERRI - Seneca College of Applied Arts and Technology, Toronto, ON Canada

PERRAN-SHOEMAKE, LAURA - Duluth Public Schools, Duluth, MN

PETERS, AMANDA - Atomic Learning, Little Falls, MN

PETERSON, LISA - St. Paul Public Schools, Gillette Children's Specialty Healthcare, St. Paul, MN

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POTTS, RHYS - Pitt County Schools, Greenville, NC

PUGLIESE, MADALAINÉ - Simmons College, Boston, MA, Marblehead, MA

RACHOW, CINDA - Loess Hills Area Education Agency 13, Council Bluffs, IA

RAINEY, DAWN - HMS School for Children with Cerebral Palsy, Philadelphia, PA

RAMDOSS, SATHIYA - University of Texas, Austin, TX

RAMSEY MUSSELWHITE, CAROLINE - AAC Intervention, Litchfield Park, AZ

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RAY, JENNIFER - Texthelp Systems, Inc., Woburn, MA

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REINHARDT, KEVIN - Seneca College of Applied Arts and Technology, Toronto, ON Canada

RIFE, DAWN - Rocky View Schools, Airdrie, AB Canada

RIGGS, MOLLY - Carroll County Public Schools, Sykesville, MD

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ROMICH, BARRY - AAC Institute and Prentke Romich, Wooster, OH

ROTELLI, LISA - Adaptive Switch Labs, Inc., Spicewood, TX

RUSH, ELIZABETH (LIBBY) - Durham, NC

SAGSTETTER, MARY - AbleNet, Inc., Roseville, MN

SAILERS, ERIC - La Mesa-Spring Valley School District, La Mesa, CA

SAROSI, ELISA - Saltillo Corporation, Millersburg, OH

SCHLADER, JENNIFER - River Hills School, Cedar Falls, IA

SCHROEDER, KATHY - Atomic Learning, Little Falls, MN

SCOTT, DIANA - River Hills

School, Cedar Falls, IA

SENNOTT, SAMUEL - Pennsylvania State University, State College, PA

SHANMUGAM, RAJA - MindTree Foundation, Bangalore India

SHEEHAN, KAREN - Alliance for Technology Access, Petaluma, CA

SHOOK, JENNIFER - Cumberland, MD

SLATER, JEAN - Slater Software, Guffey, CO

SLOTZNICK, BEN - Point-and-Read, Inc., Mt Gretna, PA

SNELL, CORTNEE - Don Johnston Incorporated, Volo, IL

STACHOWIAK, JAMES - University of Iowa, ICATER, Iowa City, IA

STAFFORD, LAUREN - Monarch Teaching Technologies, Shaker Heights, OH

STANGER, DONNA - Bellevue, WA

STANLEY, DEBRA - Corpus Christi ISD, Lozano Instructional Service Center, Corpus Christi, TX

STEFANINI, GINA - Brookline Public Schools, Brookline, MA

STOKES, SUSAN - Fond du Lac, WI

STORES, DAN - EquipALife (formerly Assistive Technology of Minnesota), Clinton, MN

STRICKLAND, DOROTHY - Do2Learn, Raleigh, NC

SWEENEY, JUDITH - Onion Mountain Technology, Inc., Canton, CT

TAMANO, YUICHI - Mayer-

Johnson LLC, Brooklyn, NY

TAMOR, LYNNE - TheArcLink, Inc., West Bloomfield, MI

TENNANT, SHERRI - Bronx, NY

TERWILLIGER, ELIZABETH - Terwilliger Speech Pathology and Technology, Waverly, NY

TURNER, JACQUELENE - Corpus Christi ISD, Corpus Christi, TX

WALSER, PAULA - CESA 6, Oshkosh, WI

WEISNER, BEN - Read Naturally, St. Paul, MN

WOLLAK, BARBARA - St. Paul Public Schools, Camp Courage, Golden Valley, MN

WOODBURY, KEITH - Tobii ATI, Marstons Mills, MA



OVER 200 PRESENTATIONS
Thursday, Friday and Saturday, October 15-17, 2009

ASSESSMENT

Building Independent Work Skills in Students with ASD

Computer Accessibility for Those with Physical Impairments

How Stages and Classroom Suite 4 Support Your Curriculum Standards

Introducing Picture It V5.0 Visual Supports for Reading and Learning

Introduction to Stages Competency-Based Assessment Software

Jump Start Your AAC Evaluation Process

Multi-Modal Communication Strategies for Girls Who Have Rett Syndrome (Two Block Session)

AUGMENTATIVE COMMUNICATION

200 a Day the Easy Way

A Comparison of Board Making Tools: 7 Free or Free and Counting (Two Block Session)

AAC in Medical Settings: Keeping it Simple ... Meeting the Needs

AAC in Your Pocket: Meet Proloquo2Go for iPhone and iPod

Advanced Proloquo2Go Lab (Beginners Welcome) (Two Block Session)

Advocating AAC Assessment in Aphasia Aided Language Stimulation: Research to Practice

Amazing Free Stuff: Software for Students with Disabilities

Augmentative Communication Evaluations Simplified (ACES)

Becoming a Reader: Strategies for Students with Complex Communication Needs

Demonstration of Communication Performance Measurement of Individuals Who Use AAC

Designing for Efficiency: AAC and Alternate Access Methods

Developing AAC Competence in Children with Complex Communication Needs

Exploring Lite Tech Solutions for Individuals with Complex Communication Needs

From Our Eyes: Pragmatics, Communication and Transitioning

Getting Started: Communication Strate

gies for Students with Severe and Multiple Disabilities

Going Gateway

Holidays, Events and Lite Tech: Ways to Create Fun and Functional Activities

Improving Functional Communication Through Family Routines (Two Block Session)

Introduction to the Lingraphica Hand-Held Speech Generating Device

Navigating the AAC Device Selection Maze

Out and About Turns Ten! 10 Top Tips for YOUR Community AAC Group

Partner-Assisted Communication: Moving from Receptive Use to Expression

Point-and-Chat: Integrated E-mail and IM for AAC Users

Pragmatic Organization of Vocabulary: What is That?

Promoting Communication Success for Individuals with Autism: Tools to Succeed

Real World Applications of Tangible Symbol Systems

Salttillo Communication Pages for News-2-You

Scanning Made Simple with Salttillo

Seeing Results with Aided Language Modeling

Shape Up: Structure Those Settings, Environments and Routines to Support Adolescents and Adults with Complex Communication Needs

Sono Suite: New Page Sets for Helping People Meet Their Modern Communication Needs (Two Block Session)

The ECT Way: AAC in the Classroom Case Studies (Two Block Session)

The History of Electronic Augmentative and Alternative Communication Devices

Tobii Communicator: Creating Page Sets for School Aged Children (Two Block Session)

Trouble-Free Training

Young Children with Multiple Disabilities Take Charge

AUTISM

FACELAND: Recognizing Facial Expressions of Emotion

iParent: Using Creative Ideas Utilizing Apple's Most Up-to-Date Technology to Create Visual Supports Across All Environments

It's All About Independent Functioning! Using Technology to Develop Critical Life Skills for Students with Autism Spectrum Disorder

Making Visuals Work! Supports for Better Behavior and Lessons for Improving Outcomes

Sorting Through Portable Behavior and Task Supports

Update on Asperger's Syndrome and School: What Does it Take, REALLY?

CURRICULUM DEVELOPMENT

All About Digital Books! (Two Block Session)

Award-Winning Special Education Solutions!

Building Skills of Switch Users Through Curricular Software

Clicker 5 and WriteOnline: Extending Classroom Supports to the Home Environment

Creating Accessible Curriculum Activities for the Deaf/Hard of Hearing (Two Block Session)

GOT BOOKS? Resources for Locating Accessible Print Materials for Students with Disabilities

Increasing Outcomes for All Learners: A Practical Implementation Guide for Universal Design for Learning

IntelliTools Extreme! New Frontiers with Classroom Suite 4

Let's Get Interactive! Creating On-screen Activities with Boardmaker Plus! (Two Block Session)

Make and Take: Hands-on Science Class (Two Block Session)

Materials in Minutes with Boardmaker Plus! Building Easy-to-Use Activities with Quick Actions

Success Stories: Using Video Stories to Connect, Communicate and Create Success

T.H.E. P.A.C.T.: Technology Helps Easy and Practical Adapted Curriculum Teaching

Tips and Tricks for Reading with Your iPod

Universal Design of Instruction

EARLY CHILDHOOD

Cause and Effect with a Goal

functional living skills

Cognitively Accessible Personal Organization and Access to Web 2.0 Through Picture Planner

Cool AT: Using the Wii to Encourage Movement, Socialization and Learning Serious Games and Teacher Resources for Social, Behavior and Life Skills

GERIATRICS

Easier Living Through Technology for an Aging Population

IEP / IPP

Extreme Makeover: IEP Edition

inclusion / cooperative learning

Breaking Down the Barriers: Assistive Technology in a 1:1 Computing Environment

Developing Switch Accessible Online Games ... for Free

No Mouse, No Keyboard, No Problem!

Rediscovering DAISY with Dolphin EasyReader

Sharing Internet Resources and Free-ware: Open Forum

Soundbeam: Music Through Movement

The Price is Right: Low Cost or Free Solutions to Support Struggling Students

KEYBOARD ALTERNATIVES

Accessing iLife and iWork for Mac Users with Physical, Reading or Vision Impairments (Two Block Session)

Creative Strategies for Stepping Stone 4: Learning to Step Scan

Glimpse of the Future of AT: Swype, Morse Code and More language development

Communication Circles: With a Little Help from My Friends

Inclusion Tools: Teaching Language and Literacy by a Combination of Resources

Students with Visual Impairments and Multiple Challenges Use Computers to Develop Communication, Cognitive, Literacy and Social Skills

LEARNING STYLES

Accessible Textbooks for K-12 Students: Bookshare and the NIMAC

Budget Boosters: Inexpensive Software for Reading, Writing and Studying

Challenge Your Students to Become Writers with Kurzweil 3000 (Two Block Session)

Groovy Gadgets: Nifty, Low Tech Tools and Tips to Make School Work Less Work and More Fun

Text Reader Accommodations: Help or Hindrance?

Why Try? Effective Dropout Prevention (Two Block Session)

LITERACY

AIM: What You Need to Know in Under an Hour

Creating Accessible Interactive Books and Writing Activities with Boardmaker Plus V. 6

Draft:Builder for Students with Asperger's

Ebooks for Switch Users at the Accessible Book Collection

Encouraging a District to Embrace UDL Tools: A Story of Success

Free to Read, Write and Communicate

From Scribble to Sound Spelling: Supporting Spelling for Students with Significant Disabilities

GhostReader: Unobtrusive Support for Struggling Readers and Writers on the Mac

If They Can Think It, They Can Write It: Co:Writer 6!

New Reading Fluency Development and Assessment Solution from Texthelp Systems

New to English: Using Technology to Support Early Language Learners

Putting an Idea Into Action: How to Create an Adapted Books Library

Read Naturally: Motivating Struggling Readers to Succeed

Read&Write GOLD for Mac: Discover the Newest Solution for Success (Two Block Session)

Read&Write GOLD: Meeting Student Needs at School and at Home

Reading, Writing and Creativity: A Recipe for Literacy Success

Social Scripts and Literacy: A Win-Win Combo!

Songboards for Literacy: Lite Tech and High Tech (Two Block Session)

Switch-On Literacy: Resources to Make Literacy Interactive for Your Students (Two Block Session)

Teaching Reading Using the ALL Curriculum

The Kindle 2 as Assistive Technology

Why Bookshare Should be a Part of Your School

Write from the Start: Identifying and Using Alternative Pencils for Students with the Most Significant Disabilities, Including Deaf-Blindness (Two Block Session)

WriteOnline a Great Idea!

PROFESSIONAL DEVELOPMENT

A Model for Monitoring Implementation of Assistive Technology: The Missing Piece

An AT Training Solution for All Developing Your Personal Learning Network

Getting Staff on Board with Bookshare Moving from Training to Implementation: Emerging Professional Development Solutions

Parents' Guide to the Closing The Gap Conference

QIAT Conversations 2009

Speech Language Pathology Sharing 2.0

SURVIVOR: AT Center Edition OR How to Keep Your Center Alive in Tough Times

The Assistive Technology Lab at the University of Texas at Austin

Wiggle Your Way Through Web 2.0

RESEARCH

Evaluating the Special Education Technology Evidence Base: Understanding the Quality of the Science Supporting Our Work

The Iowa AT Needs Assessment Results and What They Mean for Others

SCREEN ALTERNATIVES

Dolphin Pen II: Improving the Mobility of Access Technology with Dolphin 5, Version 11 Software on an Incorruptible USB Thumb-Drive

SEATING / POSITIONING / MOBILITY

How to Assess Young Children and/or Children Previously Not Considered Candidates for Powered Mobility (Two Block Session)

Sensory Processing, Sensory Integration and Seating and Access (Two Block Session)

TECHNOLOGY INTEGRATION

Assistive Technology 101 (Two Block Session)

Beyond Graphic Organizers: Inspiration as the Quintessential Universal Design Tool

Brain Injury: Transitioning Students into Post-Secondary Academic Success! (Two Block Session)

Creating Cause and Effect Activities and Simple Books with PowerPoint (Two Block Session)

Dan & Sam: Cool, Free, or ... You've Gotta Have It Applications!

Developing Communication in Young Adults via Multimedia Technology and Assistive Technology

Engage and Support Student Learning in the Upper Elementary and

Secondary Classroom with Promethean Interactive White Boards

Equipment Options and Teaching Strategies Needed When Supporting Independence in the Use of Access for Powered Mobility and AAC and Computer Access

Hands Up! An Adaptable Novel Video Game Platform for Children with Orthopedic Disabilities

Home/School Communication Books in the Web 2.0 Generation

I Don't Have All of the Ingredients! Finding the Right Recipe for the Successful Paraprofessional

Integrating AT with Curriculum Standards: A Step-by-Step Approach for Students with Significant Cognitive Disabilities (Two Block Session)

Kurzweil: Getting All You Can Out of a Product

Making Therapy FUN with Body Sensors!

Mounting: Attaching AT to a Wheelchair or Other Locations

On the Go: Boardmaker Software Family for Itinerant Professionals

Producing Graphic Excel Worksheets as a Teaching Tool for Special Education Students

Simple Tech for the Classroom: Big Difference!

Supporting Students with Cognitive Disabilities Using Promethean White Boards

Technology: The Second Step (Two Block Session)

The Minnesota-India AT Connection: Possibilities and Dreams

The satalight Interactive Learning Station

Using WordQ, SpeakQ and Inspiration to Support, Strengthen and Enhance Writing (Two Block Session)

Web Access for People with Intellectual and Developmental Disabilities: The Medicaid Reference Desk

Wimote Interactive Board: An Inexpensive Alternative to SMART Board

TRANSITION

Improving the Transition Planning Process: The Top Ten Things Everyone Should Know About Transition and Fostering Independence (Two Block Session)

Research to Practice: Electronic Mentoring for Students with Disabilities

Transitioning to Universal Computer Access for the Work Place and Higher Education (Two Block Session)



STATE-OF-THE-ART COMMERCIAL EXHIBITS

Wednesday evening through Saturday, October 14-17, 2009

ASK QUESTIONS, GET ANSWERS – Companies exhibiting at Closing The Gap represent an impressive and varied scope of AT products and strategies from around the world, including knowledgeable reps and professionals with substantial experience in the field to best explain and demonstrate their solutions. Below are the 2009 contracted companies to date.

CONTRACTED EXHIBITORS TO DATE INCLUDE:

(❖ Denotes scavenger hunt prize)

2nd Half Enterprises

MyTalk: iPhone AAC device, MyTalktools.com: iPhone software, handheld and Web Authoring, personalized language set stored two places, Web and iPhone editing and public library.

AAC Institue

AAC Institute is a resource for AAC families and professionals. Products, services and resources support evidence-based practice and promote the highest performance communication possible.

AAC TechConnect, Inc.

A company that simplifies augmentative communication (AAC) evaluations by providing national workshops, online clinical/evaluation toolkits, and is a one-stop Web resource center for AAC info.

AbleNet

AbleNet offers a complete line of assistive technology products, including communication aids, switches, environmental control, computer access, mounting devices and research-based special education curricula.

Accelerations Educational Software

Activity Trainer Video Modeling program with 150 task-analyzed videos allows modifications, collect data, add videos. The DT Trainer instructional software has over 165 programs, data-collection, reinforcers.

Accessing the Artist Within

The Accessing the Artist Within project is an effort to raise awareness of how assistive technologies can empower children and teens with disabilities to express themselves through art.

Adaptivation

Adaptivation manufactures communication aids, environmental controls and switches. Stop by our booth to see new products and application ideas!

Adaptive Switch Laboratories

ASL is dedicated to designing and adapting devices that allow individuals with severe disabilities to achieve movement, environmental control and communication/computer access.

Alliance for Technology Access

A national network dedicated to providing support and information to people with disabilities. The ATA seeks to redefine human potential by making technology accessible to all.

Assistive Writing Solutions

This product is for students having difficulty writing on notebook paper or in unstructured spaces. Available as raised line paper, loose leaf and spiral notebooks.

❖ Atomic Learning

Atomic Learning's Assistive Technology Collection includes short, show-and-tell video tutorials that empower educators to use and apply assistive technology.

❖ Attainment Company

Attainment Company produces Augmentative Communication devices: 'GoTalks'! Research-based literacy, math, and science curricula, along with books, videos, software, print, and hands-on-materials are also available.

❖ Augmentative Resources

Velcro(r)-receptive communication books, visual display/choice boards, picture schedules and literacy aids. Check out our new Easy Push Talking Pockets & Communication Charm Bracelets!

❖ Beacon-Ridge

Beacon-Ridge specializes in providing innovative low tech solutions for handwriting, reading, math, and organization. We also carry many products to support sensory integration.

Bookshare

Bookshare is the world's largest online library of accessible media for individuals with print disabilities. Qualified U.S. students can have free access to over 50,000 books in the collection.

❖ C.J.T. Enterprises

Modular mounting systems allowing AT devices to be optimally positioned to accommodate an individual's unique needs. Come see our NEW products for 2009.

Don't Miss the
**PREVIEW OF
EXHIBITS**

**WEDNESDAY, OCTOBER 14
5:30 PM - 8:00 PM**

Great Hall, Sheraton Bloomington Hotel

*Open to preconference
and/or conference registrants only.*

**SCAVENGER HUNT
WORTH OVER
\$2500 IN PRIZES**

**COMMERCIAL
EXHIBITS**
Open to the Public Saturday!

❖ **Cadan Computers dba Technology For Education**

All AMDI products, switches, tech talk, tech speak, smart series, and many others.

❖ **Cambium Learning Technologies**

Cambium Learning Technologies is the leading educational company that provides research- and evidence-based technology solutions for at risk student populations.

❖ **Chester Creek**

Chester Creek designs and markets specialty computer keyboards and mice for the childrens and assistive technology markets. All products meet stringent RoHS and CPSIA standards.

❖ **Closing The Gap**

Try, first-hand, the online subscription tool that allows users to search for and compare the latest in AT products and allows users to find, read and share articles that highlight effective AT strategies.

❖ **Cognitopia**

Cognitopia Software presents Picture Planner, a visual activity scheduling and prompting system for children, individuals with autism and intellectual disabilities, elders, and language minority users.

❖ **Consultants' Corner**

New for 2009, The Consultants' Corner booth offers attendees an opportunity to visit with some of the industry's leading AT professionals. Ask questions and get answers from these knowledgeable, experienced and sought-after professionals.

Consultants' Corner Schedule:

Thursday, 3:00 pm - 5:30 pm, featuring: Elizabeth (Libby) Rush, AAC/AT Consultant, Durham, NC.

Judith Sweeney, President/AT Consultant, Orion Mountain Technology, Inc., Canton, CT.

Friday, 10:30 am - 12:00 pm and 4:30 pm - 5:30 pm, featuring:

Jane Korsten, Speech Language Pathologist/ Consultant, EMC, Inc., Leawood, KS.

Jessica Roberts, Special Educator, Austin, TX.

❖ **Creative Communicating**

Creative Communicating is dedicated to creating fun, simple and universally accessible resources for communication, early literacy and creativity for students with disabilities.

❖ **Crick Software, Inc.**

Our mission is to improve literacy achievement for students of all abilities by providing educators with innovative solutions that are easy to use and cost-effective.

❖ **DO-IT, University of Washington**

DO-IT serves to increase the participation of individuals with disabilities in challenging academic programs and careers, through the use of computer and networking technologies.

❖ **Dolphin Computer Access**

Dolphin Computer Access delivers independence to people with visual impairment and learning disabilities with complete access solutions with Dolphin SuperNova and the ultimate alternative format tool EasyConverter.

❖ **Don Johnston**

Don Johnston empowers educators with accessible instructional, assistive and intervention solutions to help the widest range of students build core literacy skills.

❖ **DynaVox Mayer-Johnson**

DynaVox Mayer-Johnson offers a full spectrum of AT solutions for individuals with communication and learning challenges, including the V/Vmax, EyeMax, Tango! and Boardmaker software family.

❖ **Exceptional Parent (EP Global Communications)**

EP Global Communications is a 38-year-old publishing company that provides advice and support to families of children and adults with disabilities and special needs.

❖ **Eye Response Technologies**

ERICA is a communication system controlled through eye movement alone. The ERICA Dedicated Communication System is 100 percent funded by Medicare and MDA/ALSA funding.

❖ **Freedom Concepts, Inc.**

Since 1991, Freedom Concepts has custom-built each mobility device for individuals with disabilities. Our expanding product line-up compliments and continues our goal of creating fun, therapy and...Freedom!

❖ **HumanWare**

Products designed to last, to grow with the user, giving them the independence to compete effectively with peers, to feel connected, to be a vital part of the global information age in which we live.

❖ **Inclusive TLC**

We specialize in the very best software, switches and computer access devices, as well as communication aids, for learners with a variety of educational needs.

❖ **InfoCor**

InfoCor, an A/V designer and systems integrator, developed and manufactures the satelight Interactive Learning Station for the assistive technology, academic, corporate and government markets.

❖ **IPSII Inc.**

IPSII Inc. is a non-profit organization. We achieve our mission through our trainings and outreach to traditionally underserved disability communities. Our programs are free.

❖ **Judy Lynn Software**

Switch software for students nine months cognitive and up. Age appropriate software features lively graphics and captivating sounds. Stop by booth 274 for a catalog and demo.

❖ **Laureate Learning Systems, Inc.**

Researched-based, award-winning software for language assessment and intervention, communication, auditory processing, and reading designed to meet the unique needs of individuals with disabilities.

❖ **Lightspeed Technologies**

The New Sound of Achievement. Check out the all-in-one REDCAT. This quick-set system saves the teacher's voice and raises academic achievement.

❖ **Marblesoft-Simtech**

For over 25 years, Marblesoft has produced outstanding special needs software for infants through adults. Stop by booth 261 to try our Simtech switch training software.

❖ **ModularHose.com**

Loc-Line Modular Hose is a unique plastic hose system that is flexible but yet self-supporting and repositionable. Great for holding switches and utensils.

❖ **Monarch Teaching Technologies**

VizZle is Web-based autism/special education software for quick, easy customized interactive visual lessons. Access curriculum. Support any IEP goal. Saves time, improves outcomes!

❖ **Nasco**

Nasco's Special Education Catalog offers a full line of products and resources for the special education teacher K-12, including software and assistive technology.

❖ **Origin Instruments**

Origin Instruments delivers hardware and software solutions for computer access, switch-based access, speech and low vision. The HeadMouse Extreme is the company's flagship product.

❖ **PointScribe**

PointScribe's engaging multi-sensory interactive software teaches students with disabilities to handwrite using visual, auditory, and tactile stimulation as it reports measurable data for evidenced-based teaching.

❖ **Prentke Romich Company**

Visit Prentke Romich Company to view our new AAC Language Lab, a practical, easy-to-use resource for teaching language with AAC devices and Unity.

❖ **ProxTalker.com**

Manufacturer of the Logan ProxTalker AT communication device. The first moveable picture communication system that actually talks! Moveable tags form voice output picture sentences.

❖ **Quillsoft, Ltd.**

Quillsoft produces WordQ and SpeakQ software for writing independently. Our software helps improve your writing using word prediction, speech feedback, and text to speech capabilities.

❖ **Quilted Illusions**

Weighted quilts, vests, laps and teddy bears used for deep pressure therapy. Please visit my Web site for more information on sensory integration and other helpful resources.

❖ **Read Naturally, Inc.**

Read Naturally provides reading solutions for struggling readers, including fluency, comprehension, phonics and assessment. The flagship program has been used nationwide for over 17 years.

❖ **Renaissance Learning**

Neo is the lightweight, portable, easy-to-use laptop that builds excitement for writing and helps students succeed across the curriculum.

❖ **RJ Cooper & Assoc.**

RJ has been developing products for our special needs since 1984! Come see what he's developed lately.

❖ **Saltlito**

Saltlito Corporation manufactures and distributes augmentative communication devices, specializing in products for ambulatory individuals. ALT-Chat, Chat PC and ChatBox, are in our product line.

❖ **sComm**

The sComm UbiDuo enables people who are deaf/hard of hearing and people who are hearing to communicate face-to-face without an interpreter, any time or place.

❖ **Silver Lining Multimedia**

We create distraction-free educational materials for visual learners including Picture This photo CDs, the Great Action Adventure interactive program, adaptive worksheets and the Teaching Hands Clock.

❖ **Slater Software**

Picture It and PixWriter, easy-to-use software that pairs Literacy Support Pictures with words; ready-to-use Simply Science(tm) and Read and Tell address literacy and content standards.

❖ **Switch In Time**

Fun, accessible music and games for all ages.

❖ **Talking With Baby**

Talking With Baby offers a unique way to teach and learn sign language to be shared with babies and children.

❖ **Texthelp Systems Inc.**

Texthelp Systems provides literacy software solutions, including the award-winning Read&Write GOLD, for individuals with reading and writing difficulties, learning disabilities, or who are English Language Learners.

❖ **TFH USA Ltd.**

TFH is a worldwide provider of carefully selected fun products designed to help you and those in your care enjoy life and achieve more.

❖ **The Conover Company**

Specializing in research-based, age-appropriate transition assessments and curriculum related to training, education and employment utilizing assistive technology tools (like the iPod Touch).

❖ **Tobii ATI**

Tobii ATI is a premier developer of solutions for people with physical, cognitive and speech disabilities, including the latest in eye tracking and speech generating devices and software.

❖ **Varitronics**

The interactive VariQuest Visual Learning Tools suite includes the Cutout Maker, Poster Maker, Awards Maker and Design Center, and is powered by proprietary VariQuest Software.

❖ **Watch Me Learn**

Watch Me Learn's research-based programs utilize video modeling to engage and motivate children as they develop social, language and functional skills in a naturalistic setting.

❖ **Words+**

Words+ has supplied durable, user-friendly Speech Generating Devices for 25 years. Come see our newest products, at booth number 101.

❖ **Writer Learning Systems**

Offering low cost, focused, and effective learning tools for special needs and regular education students. Come by and see what's new with the Fusion and the New Writer keyboards.

❖ **Zot Artz - Arts For All**

ZotArtz uses a library of universally designed art tools to allow all individuals an opportunity for greater creative expression. Come make art!



CONFERENCE REGISTRATION - OCTOBER 15-17, 2009

(Includes Preview of Exhibits – Wednesday, October 14, 5:30 pm - 8:00 pm)

Registration Received On or Before	June 30	September 10	October 1	October 15
Standard Rate Group Discount 5+ NEW! Group Discount 10+ <i>All group registrations must be received at the same time.</i>	\$395 Groups 5+ Deduct \$20 Groups 10+ Deduct \$30	\$435 Groups 5+ Deduct \$20 Groups 10+ Deduct \$30	\$465 Groups 5+ Deduct \$20 Groups 10+ Deduct \$30	\$495 Groups 5+ Deduct \$20 Groups 10+ Deduct \$30
Parent Rate (A letter describing your child's disability must accompany registration)				\$305
Full-time Student Rate (Proof of full-time status must accompany registration)				\$305
Presenter Rate				\$305
Exhibitor Rate				\$305

NEW! SINGLE-DAY REGISTRATION

One-day Conference Registration Friday, October 16 – \$250
One-day Conference Registration Saturday, October 17 – \$125

NEW! EXHIBIT HALL ONLY REGISTRATION

Exhibit Hall Only, Wednesday evening through Saturday, October 14-17 – \$150

A Certificate of Attendance is available upon request at no additional fee. Graduate-level academic credit and CEUs are available. All who register by October 1, 2009 will receive confirmation by mail.



PRECONFERENCE WORKSHOPS - OCTOBER 13-14, 2009

(Includes Preview of Exhibits – Wednesday, October 14, 5:30 pm - 8:00 pm)

Tuesday, October 13 – \$270

Wednesday, October 14 – \$270

NEW! Tuesday and Wednesday Bundle – \$480 (\$60 savings)

Some preconference workshops carry an additional fee for materials. There is no additional fee for the Closing The Gap-issued, presenter-signed Certificate of Preconference Workshop Attendance.

CONFIRMATION

All who register by October 1, 2009 will receive confirmation by mail.

CONFERENCE DIRECTORY

The official Closing The Gap Conference Directory will be given to registrants at the conference site; many of the conference details will be posted on Closing The Gap's Web site.

CANCELLATION POLICY

Cancellations must be received in writing by Closing The Gap on or before October 1, 2009. There will be a \$75 cancellation fee for each one-day preconference workshop, each one-day conference registration, or each exhibit hall only registration; a \$125 cancellation fee for each three-day conference registration. Replacements are welcome and must be submitted in writing.
No refunds after October 1, 2009. Unpaid balances are due in full.

Complete details (including descriptions) of the 25 preconference workshops, over 200 presentations and the commercial exhibits are available at

www.closingthegap.com



SCHOLARSHIPS

A limited number of scholarships are available for persons with disabilities or parents/guardians of children with disabilities. These scholarships cover registration fees for the conference only (Thursday - Saturday), and do not cover preconference workshops, food, lodging or travel. Scholarships are awarded on a first come, first served basis and one time only per

person. Persons that have previously received a scholarship from Closing The Gap are not eligible.

To apply, complete a conference registration form, indicating your scholarship request. Submit the form and attach a letter describing your/your child's disability and telling us why you would like to attend the conference. Applicants will receive written notification of acceptance or denial.



CONFERENCE HEADQUARTERS

Sheraton Bloomington Hotel and the adjacent Hotel Sofitel are the official hotels of the conference. All conference activities are held at these two hotels located just 10 minutes west of the Minneapolis-St. Paul International Airport. Limo, taxi, and mobility assistance services are available. Hotel-airport shuttles are available for Sheraton Bloomington Hotel.

HOTEL RESERVATIONS

Hotel reservations can be made by contacting the conference-site hotels directly. Please refer to the "Closing The Gap Conference" when making your reservations to receive conference room discounts when and where applicable. Both hotels have a limited number of handicapped accessible rooms. If required, state your needs when making your reservations and reserve your room early to better insure a room that will best accommodate you.

Sheraton Bloomington Hotel

7800 Normandale Blvd.
Bloomington, MN 55439
Phone: 952-835-7800; **Fax:** 952-893-8419
\$149 - single occupancy
\$159 - double occupancy
(Both are in South Tower.)

Hotel Sofitel

5601 W. 78th St.
Bloomington, MN 55439
Phone: 952-835-1900
Fax: 952-835-0545
\$159 - single, double, triple or quad occupancy

Cancellation policy for both hotels: A deposit of one night's room rate plus tax is required to reserve a guest room for the Closing The Gap Conference. Guest rooms may be cancelled up to September 10, 2009, with no cancellation penalty and your total deposit refunded to you. Any guest room cancelled after September 10, 2009, will be subject to forfeiture of the entire deposit.



TRAVEL

Closing The Gap has arranged for Northwest Airlines to handle air travel needs for the conference.

For the lowest possible air fares, in the United States and Canada, call Northwest at 800-328-1111 and ask about special Closing The Gap fares (I.D. code NM336). Northwest hours are Monday through Friday, 7:30 am - 7:30 pm Central Daylight Time.

ACCESSIBLE TRANSPORTATION

To arrange for accessible transportation while visiting the Minneapolis area, have your ADA certifying agency fax your certification information along with the address where you will be staying and dates you plan on being in Minneapolis to 651-602-1660 four weeks prior to your arrival date. Riders must be ADA certified in the state in which they live. For questions regarding certification, call Jim Nieman at 651-602-1665. If you are not ADA certified, call Airport Taxi at 612-331-8294 (special assistance provided if requested).

2009 CLOSING THE GAP CONFERENCE REGISTRATION FORM

First Name _____ Last Name _____

Mailing Address (home/work - please circle one) _____

City _____ State / Country _____ Zip Code / Postal Code _____

Daytime Phone _____ Fax _____ E-mail _____

Employer _____ Occupation _____

Is this your first time attending the conference? Yes No How did you hear about the conference? _____

SPECIAL SERVICES (for persons with disabilities only – must be requested by September 1, 2009)

MS DOS text file Macintosh text file (Text file will be e-mailed.) Sign interpreter

CONFERENCE REGISTRATION - OCTOBER 15-17, 2009 (Includes Preview of Exhibits – Wednesday, October 14, 5:30 pm - 8:00 pm)

Registration Received On or Before	June 30	September 10	October 1	October 15
Standard Rate	\$395	\$435	\$465	\$495
Group Discount (Groups of five or more)	Groups 5+ Deduct \$20	Groups 5+ Deduct \$20	Groups 5+ Deduct \$20	Groups 5+ Deduct \$20
Group Discount (Groups of ten or more)	Groups 10+ Deduct \$30	Groups 10+ Deduct \$30	Groups 10+ Deduct \$30	Groups 10+ Deduct \$30
<i>All group registrations must be received by Closing The Gap at the same time.</i>				
<input type="checkbox"/> Parent (A letter describing your child's disability must accompany registration form.)				\$305
<input type="checkbox"/> Full-time Student (Proof of full-time student status must accompany registration form.)				\$305
<input type="checkbox"/> Presenter (Presentation title: _____)				\$305
<input type="checkbox"/> Exhibitor (Company name and booth number: _____)				\$305

\$ _____

SINGLE-DAY REGISTRATION

One-day Conference Registration Friday, October 16 – **\$250**

\$ _____

One-day Conference Registration Saturday, October 17 – **\$125**

EXHIBIT HALL ONLY REGISTRATION

\$ _____

Exhibit Hall Only, Wednesday evening through Saturday, October 14-17 – **\$150**

CONFERENCE SCHOLARSHIP (See page 37 for complete information.)

\$ \$0.00 _____

I am applying for a conference scholarship. A letter describing your/your child's disability and telling us why you would like to attend the conference must be included.

PRECONFERENCE WORKSHOPS - OCTOBER 13-14, 2009 (Includes Preview of Exhibits – Wednesday, October 14, 5:30 pm - 8:00 pm)

Tuesday, October 13 – **\$270** 1st Choice PC-_____ 2nd Choice PC-_____

Wednesday, October 14 – **\$270** 1st Choice PC-_____ 2nd Choice PC-_____

\$ _____

Tuesday and Wednesday Bundle – **\$480 (\$60 Savings)**

Participants in PC-8 **MUST** bring their own computer.

I will bring my own computer for: PC-2 PC-7 PC-16 PC-18 I will use Closing The Gap's computer.

\$ _____

MATERIAL FEE(S), IF APPLICABLE (The materials fee equals the cost of the materials provided.)

PC-3 - \$50 materials fee PC-11 - \$35 materials fee PC-17 - \$30 materials fee PC-22 - \$25 materials fee
 PC-9 - \$30 materials fee PC-16 - \$35 materials fee PC-21 - \$15 materials fee PC-23 - \$20 materials fee

ACADEMIC CREDIT (See page 30 for complete information and requirements.)

\$ _____

One Semester Credit **\$119** Two Semester Credits **\$238** Three Semester Credits **\$357**

SUBSCRIPTION - AN ADDITIONAL NON-CONFERENCE OPTION (See page 7 or Web site for more information.)

One-year ONLINE subscription – **\$50** One-year PRINT subscription – **\$36** (In the US); **\$52** (To Canada) Combination Subscription

\$ _____

One-year ONLINE student subscription – **\$40** Two-year PRINT subscription – **\$64** (In the US); **\$92** (To Canada) One-year PRINT and ONLINE subscription – **\$75** (US and Canada only)

\$ _____

TOTAL AMOUNT (Payment or purchase order must accompany registration.)

My check # _____ for \$ _____ is enclosed.

Please Charge to my Visa MasterCard Card Number _____ - _____ - _____ - _____

Exp Date: _____ Cardholder Address: _____

Please bill my agency or school district PO # _____ (Purchase order must accompany registration.)

Mail or fax form with payment or purchase order to: Closing The Gap, P.O. Box 68, Henderson, MN 56044; Fax 507-248-3810. **Or register on-line at:** <www.closingthegap.com>. All who register by October 1, 2009 will receive confirmation by mail. The official Closing The Gap Conference Directory will be given to registrants at the conference site; many of the conference details will be posted on Closing The Gap's Web site. For additional information call 507-248-3294 or e-mail <info@closingthegap.com>.

Cancellations must be received in writing by Closing The Gap on or before October 1, 2009. \$75 cancellation fee for each one-day preconference workshop, each one-day conference registration, or each exhibit hall only registration; \$125 cancellation fee for each three-day conference registration. No refunds after October 1, 2009. Unpaid balances are due in full. Replacements are welcome and must be submitted in writing.

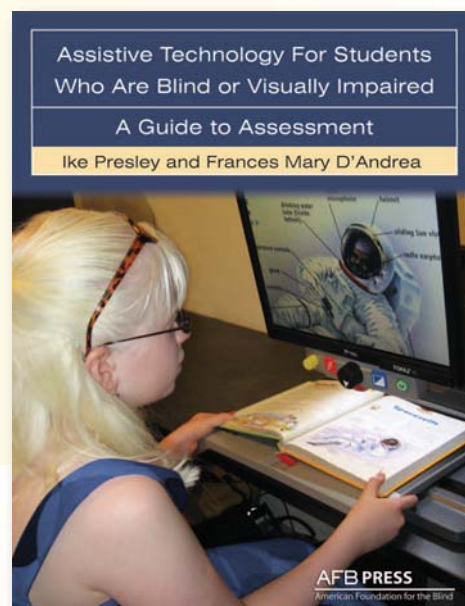
Assistive Technology for Students Who Are Blind or Visually Impaired

A GUIDE TO ASSESSMENT

By Ike Presley and Frances Mary D'Andrea

Assistive technology is essential in today's world to enable people who are blind or visually impaired to participate fully in school, work, and life. But how can you keep track of all the devices and software and each one's function? And what assistive technology tools are right for your students? If you've asked yourself these questions or others like them, this comprehensive handbook is the resource you need. You'll find a wealth of technical information translated into clear, user-friendly terms in *Assistive Technology for Students Who Are Blind or Visually Impaired: A Guide to Assessment*, including:

- An overview of the full range of assistive technology that students can use to manage information in print or electronic formats—whether they use vision, touch or hearing to access information
- How to select appropriate tools and strategies
- A structured process for conducting a technology assessment
- A detailed assessment form that can be used to determine students' technology needs and solutions to address them
- Advice on writing up program recommendations based on assessment results



You'll also find:

- Tips and insights on working with technology effectively
- A summary of laws and regulations relating to assistive technology
- A resource section of assistive technology producers
- Readings about technology instruction
- Reproducible, blank assessment forms

Essential for teachers of students with visual impairments, members of the IEP team, administrators, technology professionals, and anyone who needs to keep up with the ever-changing world of technology.

**Available now.
\$49.95**

www.afb.org/store

AFB PRESS
American Foundation for the Blind

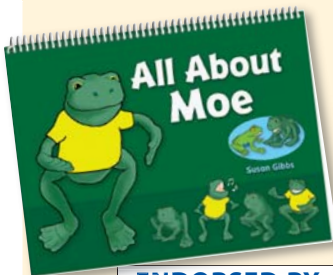
Attainment's

Teach to standards

New programs for students with moderate to severe developmental disabilities, including autism



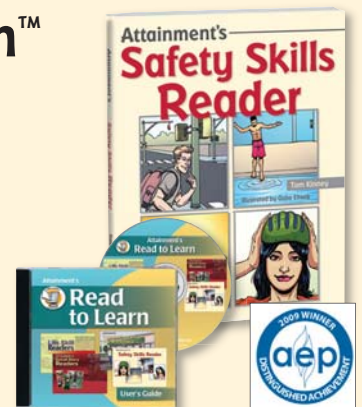
Early Literacy Skills Builder



- Endorsed by the Council of Administrators of Special Education (CASE).
- Validated by four years of classroom research.
- Features all five NRP components.
- Scripted lessons, multiyear program.

Read to Learn™

- Language arts curriculum for transition age students.
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