Assistive Technology Resources for Children and Adults with Disabilities

Closing The Gap
Solutions

June / July, 2011
VOLUME 30 - NUMBER 2

DIFFERENTIATED
LEARNING STYLES
AND AAC

10 THINGS I CAN
DO FOR MYSELF
AND THEN SOME ...

DISKOVERIES -
APPLE IPAD AND IPAD2
FOR SPECIAL NEEDS –
PART II

DISKOVERIES -
WHAT'S NEW IN
WIRELESS

GOOGLE DOCS
IN YOUR CLASSROOM?

BABY BASICS:
TOUCH, READ AND SIGN

CAMERA KNOWLEDGE
FREEDOM

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Closing The Gap

WEBINARS

- **Presented by some of the leading, most sought-after experts in the field of assistive technology.**

- **Events developed around your current and pressing assistive technology needs!**

Creating Your Own Activities with Classroom Suite 4

Session #1 - Creating Toolbars, Buttons and Prompts for Customized Writing Activities

PRESENTER - DAN HERLIHY, AT SPECIALIST

Monday, June 13, 2011
3:00 pm - 4:30 pm Central Daylight Time

Are you ready to start creating advanced activities in Classroom Suite 4? Do you have ideas but don't know where to start? This series of sessions will explore how to work with actions and components in Classroom Suite 4 to create custom activities.

Each session will explore specific aspects, such as Creating Toolbars for Customized Writing Activities, Beyond Check Work – Feedback and Tracking Besides Right or Wrong, Creating Interactive Graphing Activities and more – requests will be considered. Each session will be a mix of demonstration and discussion, brief hands-on periods, troubleshooting and discussion. Handouts and templates will be provided for each session.

Basic skills using Classroom Suite 4 are required. These sessions are not a beginner's workshop on how to use the basics of Classroom Suite 4. Participants need to have created activities using the included templates in Classroom Suite and have used the Creativity Tools, including the Writing Tools, Design Tools and Story Maker. Both Mac and PC. Session Length - 90 minutes.

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

Registration Fee: $55 *(No cancellations, no refunds)*

Coming later this summer:
- **Session #2 -** Beyond Check Work - Feedback and Tracking Besides Right or Wrong
- **Session #3** - Creating Interactive Graphing Activities

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Differentiated
Learning Styles and AAC

By Suzanne Feit, Jerolyn Allen and Jane Odom

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Universal Design in the classroom is now one of the "hot topics" in the field of education. This model requires a teacher to plan for a variety of ways to reach all students. Many of these plans utilize assistive technology so that lessons can be accessible to all students. Information can be introduced in a variety of ways so that all students are able to express an understanding of the concepts introduced. Teachers often look for ideas that are supported by research, are practical in terms of cost and time, make sense and are appealing for both the students and staff in the classroom. Differentiated Instruction allows for a better use of the UDL model. This model involves the consideration of the learning preferences for each student. Differentiated instruction is also predicated on the idea that the teacher is aware of how they teach. If you only teach the way 'you' learn, you leave many students behind.

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> The student who is developing inner language and is a candidate for AAC requires special consideration for not only input but also verbal expression. Each child is unique in regards to their learning preferences and how they interpret information. It is up to us, as educators, to provide an effective learning environment to meet each student's need. Knowing how your students learn is essential when exploring how to introduce concepts. We also need to focus on how students communicate what they learn using their voice, images or AAC device.
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> "

Understanding the value of this model can be imperative when working with a child with language delays who is learning to use an AAC system.

CHARACTERISTICS OF DIFFERENTIATED LEARNERS

Stop and think about the power of observation and the student centered classroom. We all know that information can be processed in several different ways. The most effective way to teach is to know how each individual student learns. From there, we can combine strategies and pull in other senses. The student who is developing inner language and is a candidate for AAC requires special consideration for not only input but also verbal expression. Each child is unique in regards to their learning preferences and how they interpret information. It is up to us, as educators, to provide an effective learning environment to meet each student's need. Knowing how your students learn is essential when exploring how to introduce concepts. We also need to focus on how students communicate what they learn using their voice, images or AAC device.

Another key factor in this process is being attuned to student progress and collecting data. There cannot be any real individual education plan that does not include documentation of protocol, as well as explicit and

anecdotal data tracking. We are in an era that requires careful consideration of interventions and a wide range of resources. Our primary objective in this article is to focus on differentiating instruction and collecting data that demonstrates student progress for ALL LEARNERS.

FOUR BASIC LEARNING STYLES

There are four basic learning styles: visual learners, auditory learners, tactile learners and kinesthetic learners. Usually literature addresses just three, but among students with special needs, we chose to separate tactile and kinesthetic and focus on four areas. Observation and charting of our students' learning behavior gives a good opportunity to present curriculum in a way that will be most successful. We also need to provide many opportunities for expression aligned with learning styles. It is not just input!!

CHARACTERISTICS OF VISUAL LEARNERS AND TEACHERS

• Draws or doodles
• Wants to look at the pictures accompanying the text
• Needs to make eye contact to listen well
• Closely examines pictures or objects
• Visual teaching strategies include using interactive white boards, charting steps, using photographs and videos

It is estimated that 80 percent of what we learn is through our vision. From an early age, a child acquires valuable information about his surroundings through his or her eyes. Because of this fact, normal schooling makes use of methods that favor visual learners. Children who are primarily visual learners tend to get information through observation and reading books. They are the ones who respond best to picture and word cards. They call up images from the past when trying to remember. They picture the way things look in their heads. They might need to "see" the language pattern in order to integrate it into their vocabulary. They are the ones who engage in patterns and might be drawn to paintings, crafts and other arts. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson.

One way to engage our visual learners is technology. However, we are focusing on multisensory technology. This will not only tap into your students learning strengths but also support those other senses to increase the effectiveness of instruction. There should also be a huge focus on building independence, as well as collecting data.

Our students did best when the books were brought into the computer. Here are two examples of products that are typically delivered primarily in PDF format. One is from Attainment's Early Literacy Skills Builders and the second is from Unique Learning System from News2You. Many of the books in alternative format can be accessed with the child's AAC device using computer emulation or actually having books on the device in the form of a visual scene.

The stories were copied into Classroom Suite 4. Not only could the students see the pictures, but they could see and hear the text. The students record their own voices and read along with the text. There is no reason an AAC device user couldn't do the same with their system.

Adapting the Unique curriculum into Classroom Suite so students and see and hear text read out loud. They can record voices and re-read as many times and they like.

Using the Primary Skills Builders templates, there is a place for anecdotal teacher reports. Using this combination, we can address the needs of the visual learner while providing additional support for hearing and seeing the language pattern. There is a partnership with Unique, and the monthly lessons are already integrated into Classroom Suite and available for download to classes that participate in the yearly Unique Learning Curriculum.

We have adapted district curriculum so visual learners can participate using the computer with symbolated text using PCS symbols or icons from their communication device. We take advantage of highlighting text functions on screen readers. We supply

Attainment Company's Early Literacy Skills Builders are copied into Primary Skills Builders Template where students can read and teachers can annotate experience for documentation in Classroom Suite
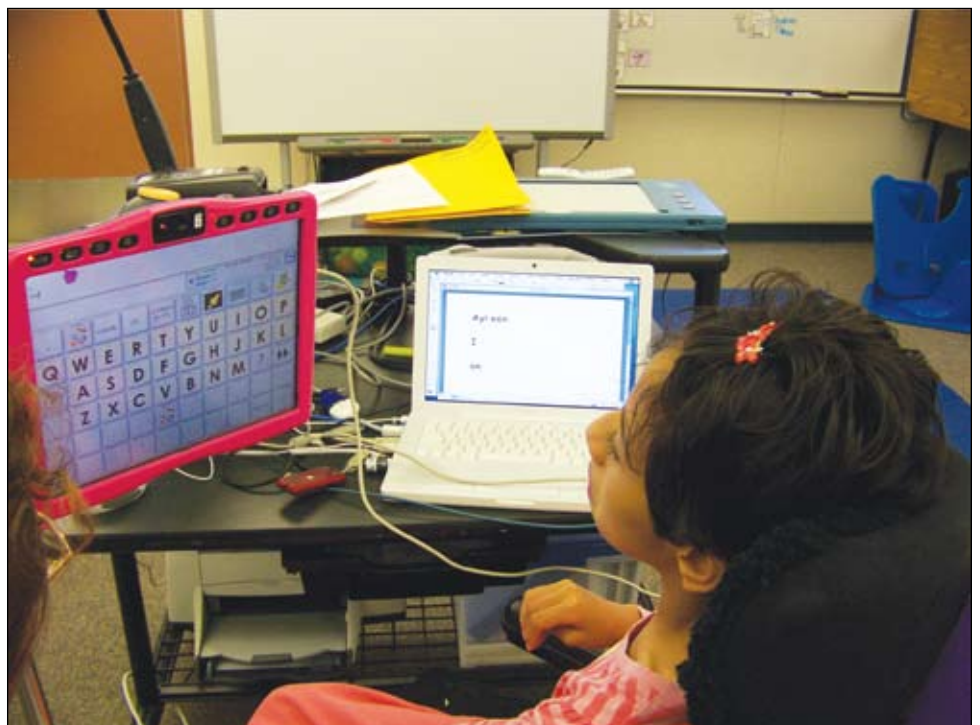
Auditory scanning, auditory feedback and seeing the language pattern support this student as she uses her ECO communication device to express her thoughts. Using headphones maintains the privacy of her work as she independently does her work.

visual schedules, behavior charts and "first/then" that can be used to modify behaviors and transitions. These can also be incorporated easily into AAC devices for consistent reinforcement and carry over.

CHARACTERISTICS OF AUDITORY LEARNERS AND TEACHERS

- Likes to listen to audiotapes
- Follows verbal directions well
- Talks to self
- Shows a preference for music and singing
- Auditory teaching strategies are chanting, lectures, songs on computer

Auditory learners learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder or recording their stories on the computer. These might also be the students who are easily distracted by outside noises and have trouble focusing on one sound. These learners need to learn to filter the right information and might easily get off task in a noisy environment. Songs are included on many AAC systems, as well as the feature that allows you to record in a message. Music and singing can be a powerful tool to teach concepts for these learners. One effective strategy we found is to create chants and songboards on a child's AAC system.

Other ways to present materials to the auditory learner is adapting curriculum using talking text fields or sound bites in various programs that the student can use. This can be done as a recorded sound in power point, Many of the functions that are now available on the iPad/iPod touch systems allow for voice recording or text-to-speech functions for auditory directions. We now have the capabilities for a teacher to voice record homework/instructions on the class cell phone and instantly send it to a student or parents e-mail.

CHARACTERISTICS OF TACTILE LEARNERS:

- Touches objects
- Fiddles with items at their desk
- Carries around small objects
- Chooses to work with manipulatives whenever possible.
- Tactile teaching strategies include putting puff paint on a worksheet, using manipulatives, using alternative keyboards, devices, Velcro boards or Wikki Stix

Tactile students learn best through a hands-on approach, actively exploring the physical world around them. They need to be able to manipulate objects and this can also include manipulating language. They like the computer because they get immediate feedback.

It is useful when the AAC system can interface with the computer and program commands are built into the system. This allows the student the greatest amount of independence.

Students who are tactile learners might like to eat, chew gum or stand up while they work so that their entire body is engaged. An AAC system that teaches through motor patterns is great for child that is a tactile learner. By having icons in the same location throughout the device, a child can develop a

Comprehension is presented with pictures and text. Students can click to hear each word, select an answer and get immediate feedback. This is modeled using the Primary Skills Builders Comprehension L3 in Classroom Suite. Auditory learners benefit from not only hearing but seeing the language pattern.

Tactile learners manipulate text and graphics on the screen using a stylus, finger or even a mouse. This sequencing template allows them to place pictures, hear the text and immediately check their work using CS4.

One easy strategy is to have teachers simply record homework on the class cell phone and send to student's home or parent's email.

motor pattern when consistently using that message or word. Giving the child many meaningful opportunities to practice core vocabulary throughout the day will allow this motor pattern to develop and blossom. Some other methods we have incorporated to assist our AAC tactile learners include using universal texture cards to adapt static overlays, providing outlines or markers with raised lines/surfaces and providing tactile cues for sequencing or placement in Braille.

CHARACTERISTICS OF KINESTHETIC LEARNERS AND TEACHERS

- Walks around the room
- Stands while working at desk
- Jumps out of their seat
- Volunteers to demonstrate or run errands
- Kinesthetic teacher strategies encourage students to move, work on board or stand at their work table.

These students process knowledge through physical sensations. They are usually highly active and not able to sit still long. They communicate with body language and gestures. These students prefer to show you rather than tell you and they need to touch and feel the world. They are usually good at mimicking others and might be labeled with attention deficient disorder. Physical action is the key ingredient to stimulating this student. While reading, let child chew gum, walk around, rock or ride stationary bicycle. Use numerous hands-on activities and experiments, such as art projects, nature walks or acting out stories, to help them learn a concept. They like to be physically in the middle of an activity. If the child is a device user, be sure to have prompts all around the room for them to utilize. Have icons printed on magnetic paper stuck to the filing cabinet or white board. Use the white board

or smart board in the class to teach an AAC system, allowing the device user to come to the board to answer a question. Kinesthetic

activities also geared toward that learning profile include human song boards, props, random curriculum question on dice or balls,

The SuperHawk Plus from Adamlab enables our tactile learners with visual impairments access by using textured cards and Braille support with auditory feedback.

Kinesthetic teaching engages every student. Here we have the have the opportunity for the teacher or student to become the human songboard!
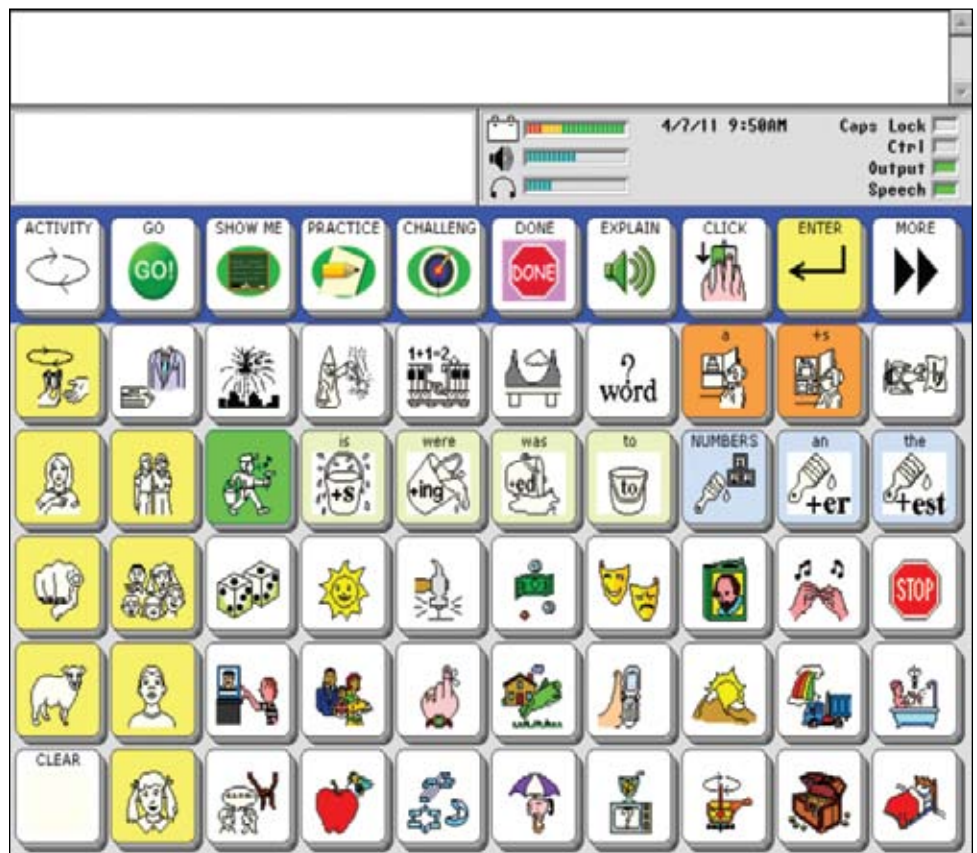
The Vantage Lite ships with an activity row that allows access to Classroom Suite software. Even a student with significant motor challenges might be a tactile learner. All students need to work more independently as their learning styles are integrated and they access the curriculum.

acting out vocabulary and manipulative movement seen in smart notebook activities or interactive internet programs.

COMBINED MULTISENSORY APPROACHES

When applying best practices for a multisensory learner approach, we have found that using a block schedule time with large group, then rotation through learning centers and finally "closing" has been very conducive to engagement of differentiated learners. Centers/rotations can be learning style driven. Using literacy-based themes have proven to be very effective to engage combined learning styles and curriculum standards. A preschool literacy program that lends itself well to this is called "Read It Once Again." This program provides a month's worth of activities in the five domains/learning styles directed to popular preschool literature. Reading and writing about plants followed by growing a garden integrates all learning styles.

Teachers today face many challenges. The bar has been raised and we are now accountable for our student's progress. Understanding our teaching style, as well as a student's learning style, is imperative to allow for the greatest amount of growth. Simple tools can be utilized to do this. We have found that the more you think about how to implement in a way that will work for your class and your students, the easier it will become. Careful planning will be necessary in the beginning, but you will find that it will soon become

second nature for you and your staff as you practice the strategies more and more.

RESOURCES/REFERENCES

TURNING BEST PRACTICES INTO DAILY PRACTICES: Simple Strategies for the Busy Teacher – Anne M. Benninghof, Crystal Springs Books © 2010

www.bookshare.org
www.cambiumlearning.com
www.prentrom.com
www.aacintervention.com
http://www.readitonceagain.com
Classroom Suite 4 : http://www.cambiumlearningtechnologies.com/
Unique Learning System : http://unique.n2y.com/ ■

At the end of the day as we review our schedule, the smart board is always one of the most powerful, visual, auditory, tactile and kinesthetic tool! Everyone can participate, be engaged, and process the information in a classroom that truly integrates differentiated instruction.

10 Things
I Can Do for Myself
and then some...

By Kristin McKeown and Dawn Rainey

KRISTIN MCKEOWN M.Ed., ATP has worked at HMS School for Children with Cerebral Palsy for the past four years as a Special Education Teacher. Prior to that Kristin worked for over 15 years as an Assistive Technologist at various public and private agencies. She has her Masters in Special Education and is certified by RESNA as an Assistive Technology Practitioner. She can be contacted at kmckeown@hmsschool.org

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When looking for functional activities for children with severe multiple disabilities, parents and teachers are often at a loss for what to do. We know that providing these children with the greatest level of independence possible improves their self-esteem, helps them become active participants in their home and school lives and contributes to their overall growth and development. We are constantly looking for ways for our students to participate in everyday activities with the greatest level of independence possible. Accomplishing this task can seem insurmountable, but given the right tools, these students can learn the skills necessary to become independent with many of their daily activities. Activities that foster independence will be shared by going through a day in the life of a student with severe cognitive and physical disabilities.

EQUIPMENT

Before we begin discussing school activities, we need to talk a about equipment. Throughout the day, we use a variety of lite-tech and high-tech equipment to help our students access their environments. You should be able to find activities that you can set up using equipment you already have. However, there are a few specific pieces of equipment that we find extremely helpful to have.

The first is a device into which you can record multiple messages. We typically use the Little or Big Step-by-Step Communicator, available from AbleNet (www.ablenetinc.

Record any series of messages directly into the BIG Step by Step Communicator and press its activation surface for the first message. Press it again and BIG Step by Step automatically steps to the next message.

com) for $165. With this one device, a child can participate in a multitude of activities. An Internet search of "things I can do with a step by step communicator" yields numerous top ten lists of potential activities. One of the favorites among our students is telling knock-knock jokes.

The Pouring Cup on Flex Mount #24 by Enabling Devices.

The switch-activated All-Turn-It Spinner allows students to make random selections for choosing groups or playing games of chance, like bingo.

Second is a switch-adapted pourer. These measuring cups are switch accessible, giving a student with limited hand skills the ability to access many different activities. It is available from Enabling Devices (www.enablingdevices.com) for $139.95.

A Powerlink 4 allows switch users to control up to two electrical appliances with single switches. It has numerous settings to control how long the appliance remains activated. It is available from AbleNet (www.ablenetinc.com) for $229.

The switch-activated All-Turn-It Spinner allows students to make random selections for choosing groups or playing games of chance, like bingo. It can be controlled directly or using a switch. It is available from AbleNet (www.ablenetinc.com) for $119.

There are other types of equipment that you may already have that are similar to the above mentioned equipment. You will also need single switches to operate many of these items. The equipment list we provided is just a guide of things we like to use, it is certainly not all that is available, just a starting point.

SCHOOL DAY ACTIVITIES

ARRIVAL AT SCHOOL

These following is a list of 10 different activities that occur in many elementary school classrooms that can be quickly set up on a Step-by-Step for one or more students to do everyday. These tasks can also be divided amongst all the students, allowing the children with and without disabilities to share in the classroom/school assignments.

1. Greet staff and peers
2. Take attendance/roll call
3. Share news from home
4. Lead the Pledge of Allegiance
5. Give the weather report
6. Lead calendar activities
7. Ask about the day's schedule
8. Report on the lunch menu
9. Clap at assemblies (record applause on the Big Mac)
10. Give instructions for a classroom project

JOBS, JOBS AND MORE JOBS

Having a job at school can really promote a child's self-esteem. Many elementary school classrooms have many jobs available for students to complete. Finding ways for our students to have meaningful jobs within the school can be challenging, but it is not impossible. Again, we need to look at the types of jobs that exist naturally in a school and modify those activities for the child with multiple disabilities. Some examples of jobs that can be easily modified are:

1. Making deliveries through out the building
2. Watering classroom plants using a switch adapted pourer
3. Shredding documents using a paper shredder and a Powerlink
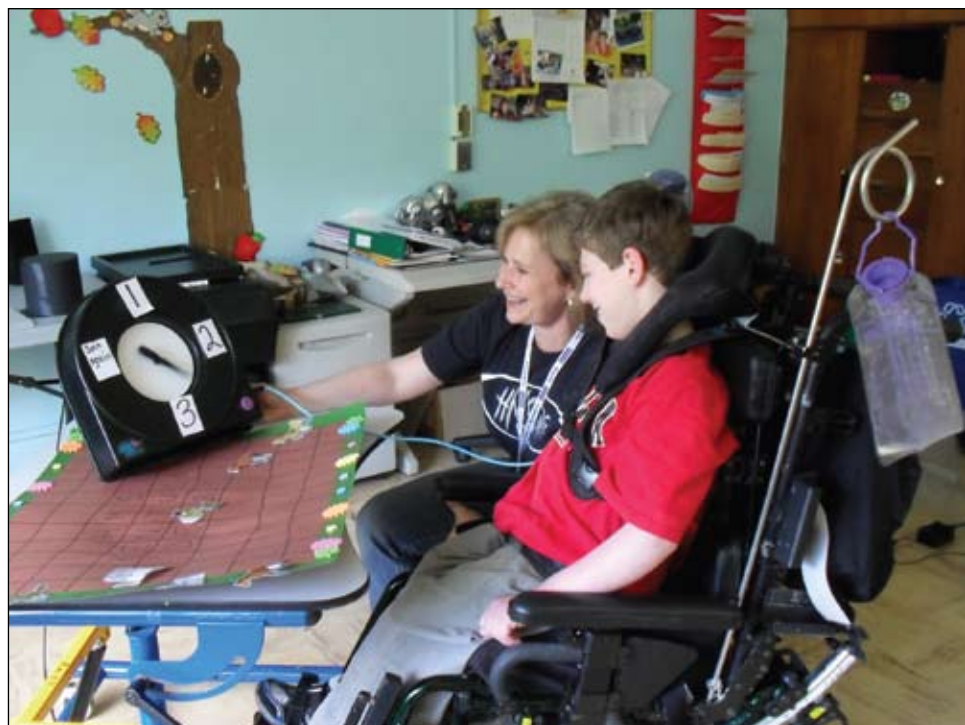
4. Cutting coupons or BoxTops for Education using switch adapted scissors

5. Delivering messages between classrooms

6. Greeting visitors to the school

7. Feeding classroom pets (fish, hamster, etc.) using a switch adapted pourer

8. Pour detergent into sink to help wash dishes

9. Pour drinks for the class

BIRTHDAY CELEBRATIONS

One of the hallmarks of childhood is the birthday party. Whether at home or at school, celebrating birthdays is a high point in any child's year. Finding ways to make these celebrations more meaningful for our students is another way to help in their overall development and growth. Here are just a few ways that a child can be a more active participant in his/her own birthday celebration.

1. Helping to make the birthday cake

a. Use a switch adapted pourer to add ingredients

b. Use a Powerlink and hand mixer to stir the batter

2. Starting and stopping the music for musical chairs

3. Using a fan and a Powerlink to "blow" out the candles on the cake

4. Use the switch adapted spinner and some numbers or photos to select which gift to open next

5. Use the switch adapted spinner to call out the colors for Twister

OTHER SCHOOL ACTIVITIES

1. Make announcements over the PA system

2. Using the infrared capabilities of a communication device to control music and "DJ" at a dance

3. Use single switch software to create an adapted voting booth for student government elections

4. Use a switch adapted pourer to put paint on a canvas in art class

5. Use the spinner for the next question to be asked in a quiz, test or game (Velcro question on to wheel)

CAUSE AND EFFECT 2.0

Finding new and interesting ways to teach cause and effect can be a struggle. A great way to teach cause and effect can be through movement. For a child with severe physical impairments, the ability to control their own movement is something they have never experienced. We are fortunate to be able to put our students into power wheelchairs and give them a single switch to control it, but there are ways to perform these activities that don't require any special equipment at all. Pushing a child in a swing as they say "Go" with a single message communication device or having them point to an icon on their tray to continue a walk through the neighborhood while you push their wheelchair are excellent examples of the power of movement as a teaching tool.

AFTER SCHOOL

After school is often a time for students to unwind from a hectic day. It can also be a chance to work on some independent leisure activities in the home. Setting up leisure activities that your child can do independently can have a dramatic impact on both the child and the family as a whole. If John can entertain himself while Dad makes dinner, it can remove a level of stress from the family.

1. Plug in a radio and turn on/off music with a Powerlink

2. Turn on/off the light in room with a Powerlink

3. Turn on/off fan with a Powerlink

4. Turn on mixer/blender/food processor for cooking activities with a Powerlink

5. Turn on Christmas tree lights with a Powerlink

6. Use a communication device to operate the television

7. Messages stored in a Step-by-Step to comment on a TV show or sporting event

8. Spin the wheel to choose outfit for the day (Velcro pictures of student in various outfits)

9. Use the pourer to plant seeds in a flowerpot

10. Pour ingredients to help cook dinner

FAMILY GAME NIGHT

Finding ways to include your child in events with his/her siblings can help to bring them all closer together. A family game night can easily be modified to include your child with disabilities.

1. Use a pourer to roll the dice for a board game

2. Spin the wheel for Twister

3. Spin the wheel to select person whose turn is next (Velcro names of people on wheel)

4. Spin the dice

5. Create an adapted cardholder to play card games

6. Modify Uno, use the spinner to determine how many cards a player has to draw

7. Spin the wheel for Candyland (Velcro cards on wheel)

Taking everyday activities and adapting them so everyone is included can be as simple as adding a switch. Hopefully, with the information provided, you will be able to enable your students to be more independent throughout their day-to-day lives. Through independence, we are creating students with higher self-esteem and more confidence, opening up a world of possibilities. ■

DISKoveries

Apple iPad and iPad2 for Special Needs – Part II

By Joan Tanenhaus

The Apple iPad continues to be a powerful force in special education, both in schools and in homes. The growth in the number of available apps and the growth in capabilities continue to amaze and astound us.

On March 11, 2011, Apple's new iPad2 became available. It contains two cameras – one front facing and one rear facing. Other differences from the first model include size and type of processor (iPad has single core, iPad2 has dual core and about double the speed), amount of memory (256 vs. 512), color (iPad is black, iPad2 is either white or black) and slight difference in size (iPad2 is about 33 percent thinner and a little lighter). Currently, all the apps work with both model, but things like cases and mounts are being revised for size. It is likely that new apps that get developed in the future will take advantage of the increased speed and memory and video capabilities.

This review is primarily a review of accessories, capabilities and apps and applies equally to both the iPad and the iPad2. I have not had the opportunity to check out the cameras and video capabilities so that will be left for another feature in the future. I do believe that these two cameras are going to bring a new dimension to iPad use to individuals with special needs and I can't wait to explore those options.

At the rate the apps are appearing, it is almost impossible to keep up with new ones that appear daily. These are ones I have used and downloaded since December 2010 but there are many, many more. Just go to the iTunes store and start searching. You are sure to find many more that will be useful to

Table Top Suction Mount for iPad (Ablenet).

address your personal goals. From now on, DISKoveries will include a section on new apps in every issue. Both iPad and iPad2 will be referred to as iPad in my articles. Please refer to my first article on the iPad in Closing The Gap Feb/March 2011 – all those apps continue to be excellent choices and many have been upgraded with new features. When you are considering the purchase of an app, there are several resources to check – iTunes, the developer's Web site and YouTube. You will get lots of additional information that way.

ACCESSORIES: CASES AND MOUNTS

Table Top Suction Mount for iPad (AbleNet: www.ablenetinc.com) This mounting system provides a strong, stable and moveable mount for the iPad on any flat surface, such as desk, laptray or table. There is a twist lock suction cup at the bottom that attaches the mount securely to any flat surface (glass, table top, desk, etc.) and it can easily be removed and re-installed to another area, as needed. This makes it an excellent choice if you are using the iPad in different locations with different users throughout the day and need to have it securely placed each time. It suctions and releases in seconds. The rubber ball and socket system allows you to adjust for different positions and viewing angles. The iPad can be placed in either portrait or landscape orientation and provides access to all controls and jacks. If you already have (or prefer to use) one of AbleNet's mounting systems with your iPad, they also have mounting plates and cradles available for their Latitude, USMS and Gooseneck mounting systems.

iAdapter (AMDi: www.amdi.net) This is an extremely durable and protective case for your iPad and has many unique features that will be helpful in mobility and use of the iPad. The case, designed specifically for the special needs population, is fully rubberized for protection against damage and has a built-in handle for easy carrying. This is a great feature for both users and therapists who carry around the iPad. In addition, for users who might be using the device as an AAC device, there are two other options. One is the included shoulder strap that attaches through two rectangular slots to the right

and left of the handle. The other, for those in a wheelchair, has threaded inserts on the back for wheelchair mounting plates. Included also is a plastic stand for table top use. Just open the stand and you can place the iPad in its case in either the portrait or landscape position. The iAdapter is also an amplifier with built-in dual speakers that deliver enhanced sound that can be heard in noisy situations or at times when you need extra volume. On the left side of the case is a hi/low volume switch that also allow you to turn the sound off when necessary. The case also contains a stereo headset jack for individual listening, as well as access to the power button. The case has another very helpful feature – a small slide cover on the front of the housing that can hide the home button. If you have used an iPad with students and younger children, you will appreciate how helpful this is – it prevents the user from accidentally (or intentionally) exiting out of the app you are using. You can charge both the iPad and the built-in speakers with connections that are available without removing the case. Included, also ,is a six-foot. USB cable for charging via the computer, USB charger for charging directly from an outlet, and a screen protector for the front of the iPad that will keep the screen from getting scratched, will reduce smudges and fingerprints and still allow multitouch screen sensitivity. This is an excellent way to protect your iPad or iPad2 and use it for many different settings and applications.

Otterbox Defender (www.otterbox.com) This protective iPad case provides three layers of protection and some other nice features too. You can easily remove the back polycarbonate cover and snap it over the face for complete touch screen protection. There's a built-in stand that is handy for positioning the iPad on a table for a comfortable browsing angle. When using the iPad on a flat surface, the silicon grip pads on the bottom hold it securely in place and prevent it from moving around. There is a clear protective membrane for the touch screen, a high impact polycarbonate shell covered with a durable silicone skin with access to all buttons and ports via silicon plugs and a removable dock door. Great protection against drops, scratches, dust and bumps. (Case is not protective against water.) The Defender case makes the iPad a little heavier but gives excellent protection – in many colors, too.

RAM Flat Surface Locking Mount (www.ram-mount.com) If you are looking to permanently and safely install your iPad for general classroom or therapy use, this mount, made of high strength composite and powder coated marine grade aluminum, is great. The round base has pre-drilled holes and can be screwed into the table top flat surface. It also has a rubber ball and socket system with adjustment points. The iPad locks into the cradle with a dial combination lock that provides safety against theft. With a twist of the arm knob, you can move the iPad for optimum view position. You can change angle and orientation but not height. It is designed for iPad and iPad2 without any cases/sleeves or bumpers and provides easy access to electronic ports.

WaterGuard Plus Waterproof Case with Padding (www.trendydigital.com) Made of UV-stabilized plastic, this case guards against any wet, dirty, dusty or sandy environment. The iPad is slipped directly into the WaterGuard pocket and the transparent surface provides full access to the touch interface and the keyboard. It's a fitted form with back padding, adding additional protection to the waterproof case. There is also an adjustable strap that lets you wear the iPad around your neck or shoulder. Makes the iPad safe at the beach, near the pool, bathtub or kitchen table. It is ultra light weight – adding only 3.0 ounces.

If you are concerned about accidental damage, loss or theft, here are some other ideas:

1. If loss or theft is your concern, Find My iPad is available free if you use Apple's Mobile Me.

2. If accidental damage is your concern, www.SquareTrade.com offers a two or three year warranty for drops, accidental damage and spills.

PRINTING AND REMOTE ACCESS

PrintBureau (EuroSmartz Ltd: www.euro-smartz.com) With this printing app, you can quickly set up and print from all printers (Mac and Windows) – wireless or not. Most wireless printers don't require any additional software – others may need a download from the Web site. You can print from Pages/Numbers and Keynote and print e-mail, text messages and

iAdapter (AMDi).

Web sites that you browse, as well as address and shipping labels.

Splashtop (SplashtopRemote: www.splashtopremote.com) This is an amazing app. With it, you can use your iPad to remotely access your computer from anywhere. (The free version supports connections up to five minutes long – so you can try it out before you buy.) Download to your iPad and then to your home or office computer or computers. This will then let you see your desktop, use your regular Web browser with Flash and see all the programs that are installed on your home computer. One of the greatest things about this is, if you have children's software installed on your home/office computer, you can connect and have that software run on your iPad. Programs that require a mouse no longer do – they all work with the iPad Touch Window. I have done this with programs such as SoftTouch's Songs I Sing in Preschool (installed on my laptop at home and accessed from my iPad at work). Amazing!

Did you know you can do a Screen Shot of your iPad – just press the power button on the upper right hand top and at the same time click the iPad button on the bottom. You will hear a click and your picture will then be in your photos. Click on it to view or e-mail.

WORD PROCESSING AND WORD PREDICTION

Pages (www.apple.com) For those who need to do word processing on the iPad, this is the app to get. It is completely redesigned for the iPad. You can begin with a template or import a document from Pages on the Mac or Microsoft Word from your e-mail or Mobile Me. You can edit and format the document, with colors, fonts, bold, italics, underline, centering options, insert tabs, set margins and add photos and video from you Photos app. There is spell-check and word prediction as you type. You can resize, rotate and move images. Tap to lay out your text in multiple columns or insert tables. Use the on-screen keyboard or an iPad keyboard dock. You can save and send your document to Pages or Microsoft Word or in PDF Format or copy to your MobileMe. Using AirPrint and an AirPrint enabled printer, you can send the document wirelessly to be printed. There is an extensive Pages Help section with directions to all of above, along with other features as well. You can also search by keyword for simple solutions.

Keynote (www.apple.com) Keynote has everything you would want to create presentations, including pre-designed themes, graphics styles, animations and special effects. Pick a theme and add your slides with just a few taps. You can also open Keynote '09 or Microsoft PowerPoint files. There are predefined text

styles, as well as a selection of text options to personalize your presentation. Add photos and videos and add masks, shadows, reflections and picture frames, all just by touching. Then bring your presentation to life with high-quality animations, including Magic Move, Flip and Spin. When your presentation is done, you can show it, full-screen, on the iPad or connect your iPad to a projector and view your slides from the display. You can also send your presentation via e-mail, MobileMe, print it or transfer directly to your Mac or PC using iTunes File Sharing. You can also export to Keynote or PowerPoint or in PDF format.

Numbers (www.apple.com) If you need to use a spreadsheet, Number is the app for that. It has everything to organize data, perform calculations and manage lists. There are pre-designed templates and you can add your own data and charts.. You can also open a Number '09 or Microsoft Excel file. Use predefined styles for tables, charts, images and text or customize as you want. Enter data with the onscreen keyboards that are designed specifically for working with numbers, text, dates and formulas. Over 250 functions let you create your own formulas using a dedicated function keyboard and built-in help. When complete, you can send your spreadsheet to Numbers or Excel or in PDF format to anyone via e-mail or MobileMe to your Mac or PC. Using AirPrint, you can send sheets to a printer on your wireless network.

Zen Tap Pro (www.zenbrains.com) This valuable app is a basic word processor with word prediction. With word prediction, you type in the beginning of words and the program shows you a group of words it thinks you are typing. Click the word to insert it. This saves a lot of keystrokes, increases your speed and eliminates many spelling errors. You can also save template texts and reuse them when you need. You can assign shortcuts to your templates and access them even faster. There's a video on the Web sites that shows how this is done. There are customizable buttons, spell-checker and a text translator. Check this out if you have never used word prediction.

Typ-O (Anders Johansen: www.typ-o.com) This program is a another example of a word prediction program, with some additional features. As a word prediction program, you type your message, and, as you start the words, six selections appear. If you have difficulty reading and spelling, you can click the word before selecting and hear it spoken aloud. If you know the word, just touch to select. The app also predicts ahead, anticipating what the next word might be. One of the interesting and very helpful features is the homonym feature. Type in a word like "right" and some

of the choices that come up are right/write/Wright. Type in There and you will see their as one of the choices. This focuses the user on homonyms and encourages them to examine the choices. There is a choice of four voices and the ability to slow down or increase the speed of speech. If you press the speak icon on the menu bar, Typ-O will speak back the last sentence. There is also a built-in spell-check, two font types and three font sizes.

For more comprehensive word processing used for AAC purposes, see Predictable in the section on AAC.

INTERFACES

RJ Cooper: (www.rjcooper.com) RJ Cooper has two switch interfaces for the iPad. Both operate with the same electronics, use Bluetooth 2.1 for simple pairing and have a range of about 30 feet. They have a lithium-ion battery that recharges through your USB port or USB AC charger. The Bluetooth Switch Interface has two ports to plug in two switches. The Bluetooth Cordless Super-Switch is a big yellow switch with a five-inch diameter that has the Bluetooth Switch Interface built into it so another switch isn't needed. If you do need to plug a special switch in, there are two ports, also. Any app that has been programmed for scanning/switch access can use either of these two switches interfaces. RJ Cooper also has an iPad version of his cause and effect computer program, Rad Sounds, that works with his switch interface. Just press the switch to activate – hear the music and watch the dancers dance.

AbleNet Blue2 (AbleNet: www.ablenetinc.com) AbleNet's switch interface for the iPad is called the Blue2 – it's a dual switch that provides access to the iPad via Bluetooth wireless technology up to 30 ft. It uses two AA batteries, requires pairing and is then able to use the scanning options of the iPad. You can use one or both switches through direct access using the two built-in switches or plug your own two switches into the two available ports. Blue2 supports five modes of keyboard/mouse commands (space/enter, page up/page down, left/right arrow, up/down arrow, click left/click right). There is also a Repeat switch – when this is turned on, Blue2 will emulate pressing and holding a keyboard or mouse button. The Blue2 will enter sleep mode after two hours of inactivity. Press a switch to resume normal operation. A light will quickly flash three times to indicate that the batteries are getting low and should be replaced. Any app that has been programmed for scanning/switch access can use this interface.

AAC ON THE IPAD

SoundingBoard (AbleNet: www.able-netinc.com) With SoundingBoard, you can create communication boards with one, two, three, four, six or nine locations using AbleNet symbols (hundreds included with app) or with your own photos (from photo library or with build-in camera in iPad2). To create a board, you select the layout, pick your picture, name the location and record the message. It's quick and easy and you can create unlimited boards for any situations. You can also choose to link one board to another on any message location. There is also single and dual switch access, with scanning, using AlbelNet's Bluetooth access switch (reviewed above). You can configure SoundBoard to recognize single switch access (with a scanning interval from 0.5 to 9.0 seconds) as well as two-switch access. The app comes pre-loaded with 14 communication boards ready for use (Expressions, Emergency Information, Reading, Daily Living, Social Situations, Shopping and others.). You can use these boards or customize for individual use. For more information, see the video on AbleNet's Web site or on YouTube.

EZ SpeechPRO (Gus Communication Devices: www.gusinc.com) This app is a text-based communication program, designed for those who cannot speak but are able to read. Users can speak by either typing or choosing from existing topics and phrases. They can also add their own phrases, groups of phrases or larger text entries. The different modes include Type-to-Speak (just type in what you want to say and press the speak button); Text-Save-Retrieve (create longer paragraphs or complete speeches and save them for later retrieval) and Topics and Phrases (Create your own topic and related vocabulary of phrases and sentences or use the ones already programmed. Just tap to speak.) The app comes with 14 topics and hundreds of phrases already typed in. A really nice feature is Call Share – you can go online to the Gus Web site right from your iPad, view additional topics and phrases and add them to your app. In addition, if you have created a topic and phrases, you can share those in the same way and they will be added to the Gus Web site. You can have unlimited topics and phrases. There are two versions of the app – one with a male voice and one with a female voice. Both are NeoSpeech Premium high quality voices. Gus Communication Devices, located in Washington, has been a leader in the field of assistive technology for over 18 years. They offer free tech support for the app by phone, e-mail and live chat. Watch for Gus Communication's upcoming app called Talk-Tablet, which is a symbol-based communication program for the iPad (and other mobile

devices). It will use Symbol Stix communication symbols (12,000), with NeoSpeech voices and variable page layouts. TalkTablet will be reviewed in the next DISKoveries.

OneVoice (Legend: www.thinklegend.com) OneVoice is a new AAC app, with pre-populated vocabulary focused on children and with a goal of easy usability. You can also easily add your own phrases and photos to customize. There are four voices to choose from (two male and two female) and you can control the speed of the speech. It contains over 100 custom-made icons and you can also use your own photos from the iPad photo gallery or from the camera. You can add new categories and then create phrases within the category for the board. On the left side of the screen, you will see all the categories (with icon and labels.) Some of the included categories are: Needs and Wants, Friends and Family, My Day, Feeling and Emotions, Places and others. Pressing one of the categories brings up the board with the phrases and messages. Touch one and it will speak. There is a Speak button to repeat and a Clear Text button.

Predictable (Therapy Box Limited: www.tboxapps.com) Predictable is designed to be used as an AAC app and it is primarily text-based. There are nine different voices with the ability to adjust speech rate, pitch and pronunciation. Users can type in their message with the onscreen keyboard with same word and next word prediction and with context-based prediction with either a UK or US dictionary. The word predictions are added to the text box by touching them. For those who need help with reading/spelling, they can be spoken aloud before being chosen. By touching the Speak button, the app will speak the entire message in the message box. There is also a phrase area – icons indicate 12 different categories (i.e. chat, help, food and drink, questions, feelings, etc.). Touch these icons to find a list of related phrases – touch the phrase and it gets added to the message box and can be spoken. New phrases can be added so that they can be accessed at a later time. If you go into the iPad settings, you will find many additional options for Predictable. There are three keyboard layouts – QWERTY, ABCDEF and High Frequency Keyboard and the option to use Direct Touch, Switch Access or Touch Anywhere. Scanning works by highlighting each of the key working sections sequentially, one at a time. When the highlight is on the area you need, press your external switch connected via an iPad switch interface or touch the screen (depending on how you have Predictable set up). With Touch Anywhere, the entire screen acts as a switch, allowing the user to tap anywhere to select the scanned portion. Other features include the ability to e-mail

Predictable (Therapy Box Limited).

messages directly from within the app using any access method and to use the constructed message in the message window as your Facebook status update, right from the app itself. You can also back up and retrieve your customized phrase bank to and from your computer for safe keeping. An expected free upgrade will be available in June that will include increased size of keyboard, message window and function keys; a user dictionary; self-learning word prediction; one click message playback; and enhanced auditory feedback. Watch also for Therapy Box's new program, Scene & Heard (to be available by June) which will be a visual scene display with hot spots and speech, scene links and much more. A full review will be in the next DISKoveries.

TouchChat HD – AAC with WordPower (Silver Kite: www.silver-kite.com) TouchChat is a full featured AAC application, designed for individuals with autism, Down Syndrome, ALS, apraxia, stroke and other conditions that affect a person's ability use natural speech. Messages are spoken with a built-in voice synthesizer (five English speaking voices) or by playing recorded messages. TouchChat lets the user navigate through page sets and speak messages. Each page is divided into a number of buttons and linked to other pages. Buttons can be programmed to speak a message, branch to a different page, change the volume, clear the display, etc. Eight sets are included with TouchChat - Multi Chat 15 (15-location, with sentences, phrases, individual words, story-telling and visual scenes – good for emerging literacy); Primary Landscape (eight-location, with words, phrases and sentences, all symbol-based for school or at home); Primary Portrait (16-location, with words,

prhases and sentences, all symbol-based for school or home); VocabPC Landscape and VocabPC Portrait (both 12-location, with carrier phrases, interactive sentences, activity vocabulary and naming words, for individuals with developmental delays); WordPower 24 (word-based vocabulary that allows for easy and intuitive communication); and Word-Power 24 with Phrases (additional phrases for easier language generation. Additional page sets are available as in-app purchases. All the pages, grid layouts, buttons, messages and symbols are fully customizable. You can modify the pages or create your own. There are over 10,000 Symbolstix symbols and over 20 button
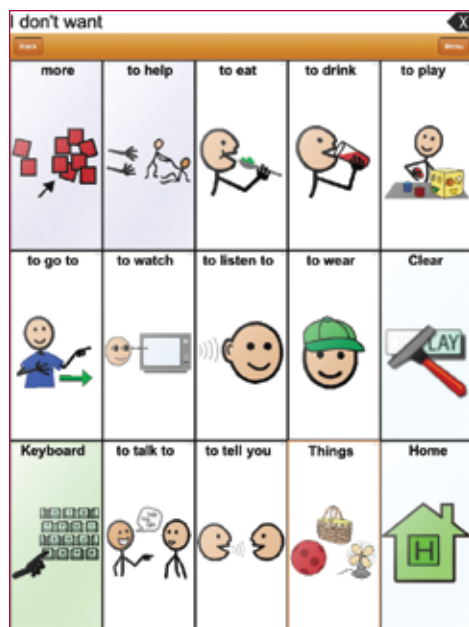
Touch Chat HD- AAC (Silver Kite)

Tapspeak Choice (Conley Solutions).

actions. You can also use your own pictures. With TouchChat, you can subscribe to iShare, an online service where you can share customized pages with others. TouchChat page sets can also be transferred to Saltillo's ChatPC and ALT-Chat devices. (iPhone and iPod users should use TouchChat-AAC for iPhone and iPod.)

My Choice Board (Good Karma Applications: www.goodkarmaapplications.com) This app presents a series of visual display boards (i.e. breakfast choices, activity choices, sensory choices) from one to six pictures for those with limited communication. It gives them the opportunity to make choices. The choice board displays the words "I want" at the top and the pictures below. The user touches the preferred choice and that picture is then displayed in the "I want" strip at the top of the screen. Touch the image again and the image is enlarged and spoken (if recorded speech is added). Choice boards are easy to create and saved for future use. Choices can be included to show they are "unavailable"– a red circle with a slash is placed over the image to indicate it is unavailable. This can then be removed when the choice becomes available. When entering pictures, you can load from your photo collection or select a direct link that takes you to Google images – just enter the name of what you want and the images appear. Great feature, making finding pictures for the choice board very easy. You can put up to six choices on a page, but you can also use multiple pages for additional choices.

Expressive (SmartyEars: www.smart-yearsapps.com) Expressive is an entry-level, easy-to-use AAC application that uses picture images and voice output (male or female voice). It comes with nine ready-made folders, each containing a board with 12 pictures in the category. The categories include basics, expressions, feeling, food, people, places, questions and verbs. It's easy and intuitive to add new images to existing folders or to create new folders for a new category. The built-in library of pictures and pre-recorded speech has over 250 images and you can also add your own.

Tapspeak Choice (Ted Conley: www.Conleysolutions.com) This app is designed as a low- to mid-tech communicator for the iPad. It uses the DynaVox/Mayer-Johnson PCS library, your own photos or images and geometric symbols for visual targets. You can record your own voice. It also includes a set of sample libraries, including pre-recorded voice. TapSpeak Choice supports scanning with a switch interface or using the iPad screen as a switch. You can use one or two switches for auto scanning and step scanning, along with other scanning options. The app comes with 15 pre-made boards. Some features

include drag and drop creation and editing of communication pages; one to 56 messages on a board; and tap-touch that is configurable for a user's needs (maximum tap duration settings and tap movement allowed). It also has blue tooth speaker support. Additional features that are being planned for upcoming releases include navigation to levels/branching, text to speech, additional board building tools and background colors.

Proloquo2Go (AssistiveWare: www.proloquo2Go.com) Prologquo2, one of the original AAC apps for iPhone and iPad, has upgraded many features. It has added multi-word prediction in the Typing View using Assistive-Ware's Poly Predix engine. It supports British and American English and has support for VGA adapter to present on external screens for training purposes. It also has an improved toolbar layout for Typing View. For future Proloquo2Go updates, AssistiveWare is planning on switch access with scanning, which should support various switch interfaces and a major vocabulary update, as well as support for additional languages. Also, if you need, there are now Proloquo2Go keyguards, available from http://www.laseredpics.biz.

THE FOLLOWING TWO APPS ARE GOOD FOR CREATING VISUAL SEQUENCES AND SOCIAL STORIES.

Pictello (AssistiveWare: www.assistiveware.com) Pictello lets you create talking photo albums and talking books. Each page can contain a picture, up to five lines of text and a voice recording or text-to-speech narration. Stories can be created with Wizard or Expert mode. Wizard mode guides you step-by-step. Expert mode lets you create your story independently with advanced options, like fonts and transitions. Stories can be shared using iTunes File Sharing or via WiFi with other Pictello users through a free account on the Pictello Sharing Server. Pictello is designed for users of all ages and skill levels – no reading skills are needed to locate and read the stories. You can use Pictello to create social stories, to create schedules, task analysis, to create a sequence, to communicate news, share events or to create talking books about an experience. It can also be used for teaching narrative skills. The current version supports the Apple VGA Adapter letting iPad, iPhone 4 and iPod Touch4G users present their stories on an external screen or mirroring all Pictello screens to the external display. Great for sharing stories in the classroom or training people on how to use Pictello. Other options include North American English male and female voices, with children's voice available for free download. No Internet connection is needed for story

creation or play back. British voices are available and other languages are in development. Four sample stories are included and there is one that is a tutorial on how to create stories. Options include volume control, speech rate, the ability to correct the pronunciation of words that are mispronounced, and to enable the story as a slide show. There is also a well designed and comprehensive Help section.

PhotoTell (Adaptitec: www.adaptitec.com) This app is designed to help you display and organize your favorite photos with audio captions. You can record a message for every picture and play it every time that photo is displayed. Photos can be linked across multiple pages by placing from one to nine picture-based buttons on each page, allowing you to create nested albums. It can be used to create social stories, to create a schedule of things to do or steps in a task, to tell a short story or used as a memory tool.

LANGUAGE AND SPEECH

MinimalPairs (Synapse Apps: www.pocketslp.com) Designed to help target phonological processes, this program has both a receptive and an expressive activity and can be used with individual children or with two students working together. The program targets 12 processes, including cluster reduction, deaffrication, final consonant deletion, final devoicing, fronting palatal, fronting velars, gliding L, gliding R, initial consonant deletion, prevocalic voicing, stopping of fricatives and stridency deletion. You can pick one or more processes to work on and select expressive, receptive or both. The app then presents two pictures (i.e. for cluster reduction, Glow and Go, Kate and Skate). In the receptive mode, students are required to identify which of the two words in the pair contain their target sound(s). In the Expressive mode, they are cued to say both words. Data tracking buttons are provided for therapists, parents and teachers to enter whether the response was correct, incorrect or approximate. Notes can be taken at any time by pressing an icon that brings up a notepad that can be printed or e-mailed. Highly detailed diagrams can also be presented to provide images that highlight correct/incorrect tongue positioning. This app has excellent data collection and reporting features. There are three report formats. Spreadsheet contains names, dates, processes, percentages and raw scores. Report Card is a table with accuracy percentages and the exact word pairs that were scored correct, incorrect and approximate. The report card also has a "homework text" option where the therapist can describe specifically what and how to practice at home. Comment boxes for parents are provided also. This report card can be printed or e-mailed. Line Graph is a color-coded graph that demonstrates the percentages of all processes over the last five sessions.

Speech with Milo: Verbs (Doonan Speech Therapy: www.speechwithmilo.com) This app was designed for children, approximately ages 2-10, to build vocabulary and develop grammar skills. It's a great way to develop vocabulary of verbs. For older children, you can use the app to increase sentence length and to develop more complex sentences, as well as teaching past tense. There are over 100 actions and you can play with all of them or select the ones you want to work on. The format is simple – Milo (a mouse) appears on screen and the instruction is spoken, "Touch Milo to begin." Milo then animates and a verb is spoken (i.e. sleep – Milo lies down and goes to sleep). The written verb is displayed at the bottom of the screen to reinforce reading skills. If you press the Phrase button on screen, a sentence will be spoken (i.e. Milo is sleeping on the floor.) Milo takes a break every once in a while with some cheese and a dance. The child gets to feed Milo some cheese and watch him dance, as a reward for their hard work. The app comes with two sets of instructions – one for speech therapists and one for parents. This is a very well done app and its graphics and animation are very appealing to young children.

Speech with Milo: Prepositions (Doonan Speech Therapy: www.speechwithmilo.com) Every speech pathologist is looking for ways to help teach prepositions and here's a fun app to help with that language task. Following the same format as the Milo app for Verbs, children begin by touching Milo. They then hear the location word and watch Milo animate to illustrate it. The printed word appears and there is a button to press to hear a sentence that describes Milo (i.e. Milo is going across the street; Milo is below the cloud, etc.).

Language Builder (Mobile Education Store: www.mobile-educationstore.com) Language Builder is designed to build receptive and expressive language skills, as well as sentence formulation. The program displays a picture and the app prompts the user to "make a sentence about the picture." Users are then able to record their sentence or skip the picture and get a new one. There are three levels of hints – Level 1 presents a text entry on top with a sentence cue. (i.e. The girl is building a _____ at the _____.) Level 2 presents a shorter text hint (i.e. The girl ……) and Level 3 presents a spoken hint (Use the words girl and sandcastle in your sentence.). Sentences can be saved and e-mailed too. In addition to the pictures included with the app, there are additional language packs available (topics such as Hobbies, Inside Playtime, Medical, Pets, Places, etc.).

Conversation Builder (Mobile Education Store: www.mobile-educationstore.com) This app is designed to help elementary-aged children learn how to have multi-exchange conversations with their peers in a variety of social settings. The user is presented with a picture and asked "How would you start this conversation?" It presents three choices. If the user reads and touches the correct choice, they can then record their answer and play it back. When they click Next, there is a response
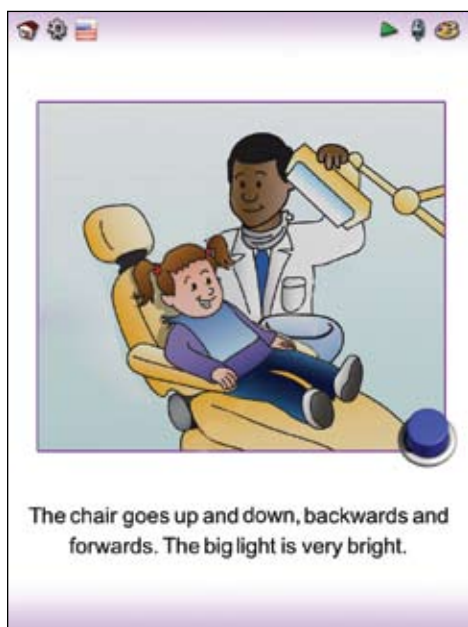
The chair goes up and down, backwards and forwards. The big light is very bright.

Off We Go- Going To The Dentist (Kiwa Media).

to their question and then another choice on how to continue the conversation. There are four levels of exchange: one on one to four exchanges, one on one to eight exchanges, Group – four exchanges and Group – eight exchanges. The Conversation Initiator can be a student (the user), a peer (the iPad) or you can alternate between both. Conversations can be saved. This app also has additional available modules, with topics such as Animal Themed conversations, Holiday themed conversation, Conversations with Friends around Town, Playground, Water and Winter themed conversations.

Pocket SLP Articulation (Synapse Apps: www.pocketslp.com) This app is designed to replace traditional flash cards the speech therapist uses to work on articulation. It has over 2,100 high quality flashcards targeting both the word and sentence levels. There are 29 phoneme selections, seven of which are devoted to /r/, r blends and its vocalic variations. It includes also /ing/, /sblends/ and /lblends/. Select one or more phonemes from the list. Then learners say the word or sentences as the therapist presses the correct, incorrect or approximate icons for real time scoring. The app does not speak the words or the sentences in either the regular or the practice mode. At any time during viewing the images, a button can be pushed to reveal two detailed diagrams (palate and side views) indicating the specific tongue positioning for the phoneme being targeted. While viewing the diagram, an audio recording of the phoneme can be played. There is a summary screen that reveals percentages specific to phoneme and

word position. The results of a session may be e-mailed.

Speech Tutor (Synapse Apps: www.pocketslp.com) This app was designed to be used by college students, parents and therapists, as well as those trying to improve their American English. In the beginning, there is a basic text tutorial that provides the user with a basic knowledge of sound production, as well as a detailed description of each sound. Speech Tutor offers animations of side views and front views of each sound production, both of which can be viewed at 3 different speeds. The sequences can also be paused at any given point. Just press the play button to start and pause at any time. There are 132 animations of 21 different phonemes. When you select a phoneme, you can also bring up a text with the description of the sound, indicating phonetic symbol, voice or voiceless, place and manner of articulation. It also lists an approximate age of emergence and age of mastery. Along with viewing the animations, users can also view a palate diagram to further demonstrate where on the palate the tongue should be placed. Another great feature of this app is that the users of the application can record their own production of the sound and then compare it to a correctly modeled production. With this technique, they can clearly hear their production and the modeled production and then record again if needed or if additional practice is desired.

Scene Speak (Good Karma Applications: www.goodkarmaapplications.com) This app lets you create talking visual scene displays. An image can be edited with "sound areas" that can be selected and used for vocabulary development or communication. Images can be added into books by theme or area of interest. Images can be uploaded to the app from your home computer or through an online image search. The images than can be resized and active "sound areas" can be added. The application allows both the number and size of the area to be customized. Spoken messages can be added to the sound areas by using the text-to-speech feature with one of five preloaded voices or you can record your own voice. You can back up your saved books to your home computer or you can share them with someone else who also owns the app. Scene Speak comes preloaded with 11 generic scenes (kitchen, bedroom, park, doctor's office, etc.).

Slater Software (www.slatersoftware.com) Here's an exciting language application for the iPad. Download free PDF files created in Pix Writer by Slater Software directly to your iPad or as an e-mail attachment. These wonderful files include text with symbols for children and adults who have difficulty

reading without visual supports. Then select "open in iBooks." Once that is completed, go to your iPad Settings--‡ Accessibility and turn on Voice Over. Now go back to iBooks, select your PDF and it will read aloud. Excellent way to reinforce language, symbol use, social skills with Social Stories and much more. If you own Picture It and Pix Writer, you can create your own documents on the computer and save them as PDF files and do the same with your own original material. Load a Summer Reading List, reinforce concepts, add worksheets to reinforce curriculum, make communication boards and more. With the iPad, you can also send these stories home to your students for nightly reading. Another good application from Slater would be to download a PDF of a communication board you are using – you won't be able to use VoiceOver for this, but you could still have the communication board available if needed (a low-tech, no voice version) when mobile and traveling or running errands. The possibilities are endless. If you visit www.slatersoftware.com, you will find a handout that will further explain how to use these features.

OCCUPATIONAL THERAPY

Dexteria – Fine Motor Skill Development (BinaryLabs: www.dexteria.net) Dexteria is a set of hand exercises designed to improve fine motor skills and handwriting readiness in children and adults. It takes full advantage of the iPad's multi-touch interface to help build strength, control and dexterity. There are three different types of activities. In Tap It, you put your thumb on a designated spot and then have to tap other dots with your other fingers without moving your thumb. These exercises get progressively faster and more complex. It encourages thumb and finger active range of motion, develops isolation of finger movements, improves finger dexterity and controls, and encourages attending skills. In Pinch It, you have to use your thumb and index finger to pinch the crabs to squish them. This activity also becomes more complex as the crabs begin to move around. This provides practice with the fine motor manipulation skills needed for picking up objects and holding a pencil. The Write It activity is following dots to trace lower case letters. If the finger misses the target, users are guided back to the spot they last did correctly and continue again. Great for finger control, stroke sequencing and perceptual abilities for writing skills. There is also an automatic tracking and reporting feature.

There are a large group of free apps that have excellent application in occupational therapy. Here's a list of some of them: Baby Painter, Coloring, Doodle Buddy, Analogies for Kids, Color Slapps, Baby Finger, Scratch a

Sketch Lite, Show Me Stories, 10 Pin Shuffle Lite, Bubble, I Say, Baby Shapes, My First Puzzles, Puzzle Me, Shape Builder Lite, Tozzler Lite, My First Tangrams, Shape Puzzle for Kids, Dots for Tots, Find the Differences, BabyWriter, Draw ABC HD Lite, and iWrite Words Lite.

CHILDREN'S BOOKS

Oceanhouse Media (www.oceanhouse-media.com) This company continues to be a leader in bringing classic children's books to the iPad. In the few short months since the first article I wrote about the iPad, they have developed many new apps. Some of these are Dr Seuss favorites: Horton Hears a Who!, I Can Read With My Eyes Shut!; Berenstain Bears books: The Berenstain Bears Love Their Neighbors; Little Critter: Little Critter's The New Potty, Little Critter's Me Too!, Little Critter's Just For You, and Little Critter's When I Get Bigger; along with other classics like Five Little Monkeys Jumping on the Bed. All the books are presented with three ways to read. In Read to Me, the story is read aloud, page by page, with word highlighting. Readers listen and interact by touching pictures to hear their names, by swiping to turn the pages, by pressing words to hear them spoken individually or by touching and holding the text to hear it read over again. In Read It Myself mode, all the same options are available, but the story is not read automatically. If the user wants a word or a page read, they can just press and hold. In Auto Play mode, the story will read in entirety without the user having to swipe to hear the whole story. Oceanhouse Media now has several "lite" versions online – in these free apps, you can download and try the first 10 pages of the book before buying the whole book. Lite versions are available for Just Me and My Mom, Dr. Seuss' ABC, and The Cat and the Hat. Once you try them, you will want them all!

Off We Go Books (Kiwa Media: (www.kiwa-media.com) These are two excellent books to help children understand and be prepared for experiences that might concern them. Off We Go – Going To The Dentist: In this 15-page book, the pictures are clear and the narration is simple. The words highlight as they are spoken. Touching individual words speaks them. Narration can be automatic when a page is turned or users can choose to touch an icon to have the page spoken. Every detail of the experience is shown and narrated in a calm and very encouraging way. Some of the pages have a little blue button – press it to get additional animation. After the story, common vocabulary is presented and reviewed. The options include the choice of turning background music on/off and the ability to record and use your own narration. The program

can be spoken in UK English, US English or in Spanish. Each page can also be turned into a color book page and children can color them in and then chose to use their pictures as part of the regular story or just save them. Off We Go – Going on a Plane is done in a similar manner, with similar features and options. It goes step by step through the experience of a plane trip – from arriving at the airport, standing in line, checking baggage, going through security, waiting, boarding, taking off and landing and waiting for baggage. These are wonderful stories, especially for children who might have concerns about both experiences. Other excellent books from Kiwa Media include Sam The Biggest Fire Truck and Flick The Little Fire Engine (nice stories with rhymes and repetitive lines, simple vocabulary, clear graphics, with all the features of the Off We Go Series), the Milly Molly series (Milly Molly and the Tree Hut, Milly Molly Go Camping, Milly Molly and the Bike Ride and many others. These books relate the adventures of two girls from different ethnic background and their multi-cultural friends. The books have been written to promote the acceptance of diversity, sound values and the learning of life skills. "We may look different but we feel the same." Kiwa has several "lite" versions of their books to

try for free – they contain the first five pages, but all the features are active so you can see the wonderful graphics, highlighting, coloring books and other options.

How Are You? The Little Book of Feelings (Zuuka! GmbH) This action story book is all about feelings. The opening page shows 14 different expressions for children to explore. Press any one and then swipe to hear a short paragraph about the feeling. There's always a suggestion related to the feeling. For example, This is Julia. She is scared and shaking with fear. Can you tell Julia what you are afraid of and what you do about it? It then goes on to another picture that shows how Julia handles her fear. These short stories are very helpful in encouraging children to think and talk about feeling and do a variety of related activities. There's also a concentration game with the faces and a playful feeling xylophone.

EARLY LEARNING

Kindermusik (Night & Day Studios: www.kindermusik.com) The Kindermusic app gives you access to over 100 of the best classic children's songs, nursery rhymes and stories, as well as Kindermusik originals (WiFi connection needed). It's like Pandora for children. Songs are divided into groups, such as Bounces and

Everyday Skills (Ablelink Technologies).

Rhymes, Get Up And Move, Mostly Lullabies and Tell Me a Story. Each song includes lyrics and a corresponding activity designed to stimulate early development.

Peekaboo Forest (Night & Day Studios: www. nightanddaystudios.com) This is the third in the wonderful Peekaboo series from Night & Day. Watch for something moving in the scene and touch to find the animal and hear the sound it makes. Look for wiggling tails and moving leaves, watch the seasons change and find the animal in those scenes too. Narration can be in English (adult or child speaker) or in Spanish (adult speaker). Animals sounds can also be turned on or off. The scenes are beautiful drawings by Charley Harper and very creative and visually pleasing. Watch for some new apps coming soon from Night & Day Studios.

Quibble Kids (Night and Day Studios and Chess Pie Media: (Night & Day Studios: www. nightanddaystudios.com) This is a fun learning game for children of all ages. It's a matching category game that uses three-dimensional spinning cubes. It's good for spatial reasoning, memory and language skills. There are 50 puzzle sets with over 200 images for the original picture match games. (Additional puzzle packs are also available). The children are presented with four picture cubes on screen – by sliding across each, they can "spin" the cube to see all four sides. With a little cuing and lots of exploration, they will see that one side of each cube belongs to the same category as one side on each of the other cubes (i.e. one cube will have farm animals, butterflies,

musical instruments, and garden tools). When all four are chosen, the app speaks the category name. Keep spinning until all four sides have been matched up. For older children who can read, you can do word matches and math activities too. There's also a Quibble version for adults. Great game for language and fun.

Duck Duck Moose (www.duckduck-moosedesign.com) Some of our favorite and classic pre-school songs and rhymes are brought to life in this excellent group of interactive activities by the Duck Duck Moose developers. Wheels on the Bus is an interactive book that lets young children poke or slide things on the screen to see what happens. The song is sung as players slide and touch to move the bus, to open and close doors, to move the driver's hand, to swish the wipers, to move people, to pop bubbles, to turn wheels and more. Touching the arrow changes the verse. The song can be sung in English, French, Spanish, Italian or German or played by musical instruments (violin, cello, piano and more). You can even record yourself singing. Old MacDonald is an interactive book too – same format, but each turn of the page brings another animal, another verse – with multiple animations when pictures are touched. The same options for different languages and recording are available. In Itsy Bitsy Spider, each page reveals another phrase of the song with multiple and delightful animations. Touch the spider for the next verse. Baa Baa Black Sheep is full of more surprises – it combines two popular nursery rhymes – Baa Baa Black Sheep and Row Row Row Your Boat in a delightful

adventure. Explore the island and row your boat while visiting with the sheep and his friends. Explore three underwater worlds and look for matching puzzle pieces hidden throughout the program. Find objects in the different scenes and match them to the shapes (outlines) in the puzzles. Touch to load sheep in the boat, row the boat and much more. Great fun. Fish School is another delightful interactive program – colorful schools of fish transform themselves into different letters, numbers, shapes, colors and more. Touch the fish to go on to the next in the sequence (A-Z, 1-20), see fish form different shapes, change colors, spot the different fish, play concentration, sing the ABC song, and more. There's a play activity where children can tap a fish to make it swim faster, drag to move it and hold it down to make it grow bigger.

Autism Colors, Autism Shapes, Autism Letters (zBobbapps.com) These three apps have been developed specifically to be used for Discrete Trial Training (DTT) and are designed to be very simple and to minimize distracting stimuli. The apps can be used to help teach children with autism, attention deficit disorder and other attention and focus problems. They are available currently in English, French, Norwegian and Spanish, with other languages being added. Videos demonstrating the correct use of the apps will be placed on the Web site. Autism Colors uses DTT to help children learn the basic colors. There is a sheet of instructions on how to select colors, trial time, inter-trial interval, etc. These instructions also inform you on how to progress from one level to another, using the DTT techniques. There is also a practice mode where the colors appear on screen and children can just touch to hear the color named. Once the program starts, students are asked to find the color named. This is followed with either a positive (Good job, I knew you could do it, Correct, Right, etc.) response or an indication that the answer was not right (Not right, try again, Oops, Please try again,) After the trial, users are returned to the Menu screen. Autism Letters follows the same format, with activities for both upper case and lowercase letters, and types, including simple sans serif, simple serif, hand printed and hand cursive. Autism Shapes is similar also, with a total of 16 shapes that can be displayed as solid shapes, outlined shapes or object sets (i.e. star is a star fish, circle is a pizza). The authors of these activities state that these apps are not designed to be general purpose games, but rather clinically tested training approaches for children with a specific type of learning disability.

COMMUNITY AND TRANSITIONS

AbleLink Technologies, Featuring Content from Attainment (AbleLink Technologies: www.ablelinktech.com) These two apps are outstanding. They present short, narrated story sequences with about 10 pictures to each sequence. The pictures are clear and realistic, and the narration is presented in a clear and simple manner – sentences are well constructed and to the point. Users can have the narration repeated at any time just by touching the Replay button. From any screen, they can go back, go forward or stop and return to main picture menu. The picture menu has eight pictures on each page with five pages, presenting 40 different sequences for each story. Users of Attainment's Life Skills Reader (one of my favorite programs for Windows) will recognize some of the sequences. The presentation is outstanding and the program is excellent for older learners, especially those who are transitioning to new settings and in need of assistance with community skills. Everyday Skills features 40 sequences on the community, transition and transportation skills, including topics such as Doors, Barbershops, Fast Food Restaurants, Grocery stores, Libraries, Getting Ready for School, The Lunchroom, Community Signs, Getting Around Town, Working in an Office, Riding the School Bus and much more. Living Safely features 27 important safety skills topics in a similar format. It includes Home Safety (13 sequences, such as Fire Safety, Bathroom Safety, Medicine Cabinet Safety, Mealtime, Electrical Safety, etc.); Personal Safety (14 sequences, such as Swimming Safety, Freetime Safety, Relationship Safety, Internet Safety, Pet Safety, Getting Lost, etc.).

My Health, My Choice, My Responsibility (AbleLink Technologies: www.ablelinktech.com) AbleLink has partnered with the Westchester Institute for Human Development, a leader in promoting health for individuals with special needs to create this new app. It is designed to be used directly by users with special needs to learn about healthy living in a self-directed manner or as part of a group learning activity under the direction of a leader. There are eight sections to the app, including Take Charge of your Health, Develop a Health Plan, Be a Health Self-Advocate, Get Moving, Eat Right, Be Healthy at Home, Feel Good About Yourself and Others and Stay on Track. For each session, there is a video covering the topic, a section called Test What You Learned (all questions and answers are spoken aloud) and then Things to Remember will remind the user of the most important points in the session (with links to download forms when needed). The videos and other sections are extremely well done –

clear pictures, simple narration with adequate detail in short, simple sentences. Users have control to repeat, move ahead or move back at all times. If facilitated by an instructor, this app can be used together with the My Health, My Choice, My Responsibility Trainer's Manual, located at http://community.wihd.org/page. aspx?pid=339. Three additional health tools are available online for use with this app – My Medical Appointment Form, Health Information Form and My Health Plan.

SO MANY MORE … MORE TO COME IN FUTURE DISKOVERIES.

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DISKoveries

What's New in Wireless

By Joan Tanenhaus

Dragon Naturally-Speaking Wireless Version 11 Premium (www. nuance.com) Every version of Dragon gets better and Version 11 is no exception – it has been redesigned to be faster, better and smarter. The Dragon user interface now offers a new Sidebar, showing tips, as well as many commands, so it's easier to remember and access features and options. New Recognition Analytics continuously monitor audio quality and alert users when there is an audio issue. Dragon 11 is more accurate out of the box than version 10 – it learns better too, from existing documents and dictations, as well as from correction made via the keyboard. There are new commands that consolidate multiple mouse click and keystrokes. It also supports more voice commands to show the desktop, control panel, My Documents and My Pictures. Accessible from the help menu, there is also a redesigned Help System, with tips, illustrations, tutorials, videos and easy access to related details. There are also new text options to train Dragon (simplified training texts). Enhanced hardware and software support include Netbooks, Office 2010 and OpenOffice Writer. The wireless version of Dragon 11 includes a Plantronics Calisto Headset with Bluetooth USB adapter. That means even if your computer is not Blue-

Dragon NaturallySpeaking Wireless Version 11 (Nuance).

tooth enhanced, you will be able to plug in the adapter and it will be Bluetooth enabled! This headset is a totally wireless solution – no headset cables and it works up to 33 feet from the computer, with eight hours of talk time. A USB headset charging cable is also included. Wireless makes such a positive difference!

Intuos4 Wireless Graphic Tablet (Wacom: www.wacom.com) The new Intuos4 Wireless pen tablet has Bluetooth wireless technology that lets you use it up to 33 feet away from the computer without any wires. That means it can be placed on a wheelchair laptop without being attached to the Mac or PC. It connects to a Bluetooth-enabled computer, including those that are enabled with an external Bluetooth USB adapter, and charges through the USB on the computer. There are 40 square inches of working area. The grip pen requires minimal pressure and has 60 degrees of tilt recognition. It comes with a pen holder, pen stand and ten replacement nibs. The tablet is 14 x 10 x 0.6 inches and the active area is 8 x 5 inches. It has a slim low profile, with a sloping palm rest, and complete hand support all around the tablet. It has a reversible tablet design that puts controls in the right place for left- and right-hand users. This and other tablets from Wacom can be a helpful tool for individuals with disabilities who can use a pen interface. It can be used together with a SmartBoard or computer for working on fine motor and grapho-motor skills. It is also a valuable tool for presenting to a group or collaborating with others remotely. The pen can be used intuitively directly on the screen to communicate information in the most effective manner possible. Used together with programs like PowerPoint, the pen display makes it easy and natural to draw, annotate and mark-up directly on the

screen. The wireless tablet can be used on the podium, lectern, conference table or AV cart – or connect the display to an LCD projector and share with a group of any size without having to turn your back on the audience to point at the image they see.

PageBot for Kindle (Origin Instruments: www.orin.com) Your wireless book-readers, the Kindle 2, Kindle 3 and Kindle DX, can now be adapted for switch use. The new PageBot, which should be available by June, will enable independent reading by providing a secure and adjustable mounting arm, dual inte-grated actuators for Next Page and Previous Page and an interface for a wide variety of switches. Watch for a full review in the next DISKoveries.

For some other unique wireless devices, check out the DISKoveries iPad feature (in this issue) for the RJ Cooper Wireless Switch Adapter and the AbleNet Blue2. Also, visit Inclusive (www.inclusivetlc.com) and see their whole line of wireless devices, including wire-less switches, ECU units, trackballs, joysticks and wireless children's keyboard.

NEW SOFTWARE, DVDS, LEARNING GAMES AND INTERACTIVE ENTERTAINMENT SYSTEMS

Listen & Respond (Judy Lynn: www.judy-lynn.com) This new interactive program for Windows is an excellent program to use with older students who are learning transitional skills, life skills, pre-vocational skills and with those who are becoming more involved in the community. It introduces and reinforces the connection of a verbal request to pictures or words within seven familiar environments (Cafeteria, Convenience Stores, School Store, Farmers' Market, Hardware Store, Boutique and Sporting Goods Store). The user is the worker and customers come up to the counter, one by one, to order one or two items found in that type of store. The student must select the correct choice button to fill the custom-er's order. The Cafeteria, Convenience Store and the School Store have an additional activity where the customer requests two items at once. Data is automatically recorded and can be viewed in spreadsheet or text format. There are many options that let you customize the program to meet individual needs of your students. You can control the number of choice buttons appearing on the screen (one to 10), and the choice of stores to be shown. You can specify which items can be requested (from 144 different items) and determine the frequency of the store manag-er's positive comments. Access can be with a touch window, mouse, auditory scanning, scanning with one switch or step scanning

with two switches. You can display pictures, words or both pictures and words to appear on the choice buttons.

Language Tutor (Educational Insights: www.educationalinsights.com) The Language Tutor, for grades PreK-3, is a card reader that includes audio content, extensive memory and speech recording capabilities and real-life photography and vocabulary. It's excellent for reading skills and language skills, including English language learners because of its multi-sensory approach. LED lights accentuate key letters, word parts and words in sync with the audio track and allows for independent, self-paced listening, speech and reading activities. It also stores recorded speech for up to four users so students can compare their speech to the model, and teachers can track student progress. The student sees the target words on the Language Tutor cards, listens to them being spoken on the Teacher track and then can repeat them as many times as needed, progressing independently at their own rate. The Language Tutor Cards (sold separately) are available in the following areas: Readiness, Phonics, Picture Word, Rhyming, Sight Words, Compound Words, Home & Family, School & Community, People & Animals, Action Words, Describing Words and Fluency Phrases. There

Intuos4 Wireless Graphic Tablet (Wacom).

is a built-in microphone, an AC adapter jack, headphone and microphone jacks, volume control and a USB cartridge jack (future card sets will have audio available on USB flash drives).

Phonics Modular Flip Charts (Educa-tional Insights: www.educationalinsights. com) This a great tool to reinforce phonics concepts, such as letter recognition, sound/symbol correspondence, common phoneme patterns (blends, digraphs and vowel pairs) and simple word formation.. The set includes 11 modular flip charts (three consonants, two vowels, vowel pairs, r-controlled vowels, beginning blends, ending blends, beginning

digraphs and ending digraphs). Letters are color coded for easy iden- tification. The flip charts snap together in all kinds of combinations to accomplish varying goals. There's a Teacher's Guide with suggestions for letter identification, matching letters, the sound alphabet, sounds around you, blending and segmenting phonemes, matching words, what's missing, I spy, word families and many others. This is a great way to reinforce phonics skills that are being taught in your reading programs and related reading activities. Good for Grade 1 and up, and age-appropriate for older learners, too.

MLB 11 The Show for PSP (Sony Computer Entertainment, www. http://www.us.playstation.com) This classic PSP game is now available in a 2011 upgrade version with multiple modes to enjoy – Exhibition, Season, Manager and Home Run Derby, plus the exclusive Road to The Show. Multiple settings can be customized by players. Games are paced much like the real game. Features, like an in-game jukebox, roster control and player creation, are included. Players can hook up and play together through the PSP's ad-hoc mode. Animation and sounds are good – the players move and react realistically, the crack of the bat and sounds of the crowd are realistic and the commentating is entertaining. Baseball fans will love the game!

NEW AND FUN DVDS FOR EARLY LEARNING

Barney: Mother Goose Collection (Lionsgate and HIT Entertain- ment: www.barney.com) Barney is back with all his friends in this new collection. It contains a full length DVD movie with over 35 classic rhymes, such as Humpty Dumpty, Little Miss Muffet, London Bridge and more. The DVD also has Behind the Scenes with Cast and Crew, What Can It Be? Read-Along, 15 Sing-Alongs, 17 Mother Good Rhyme- Alongs and Mother Goose Live on Stage. The package also includes a Barney Alphabet Fun with Mother Goose activity book and a music CD.

Shalom Sesame Series (Sisu Home Entertinment: www.sisuent. com, www.shalomsesame.org) Children love Sesame Street and the Sesame Street characters, and they will enjoy this group of DVDs, part of a series featuring American and Israeli celebrities. The DVDs are designed to help bring Jewish culture and tradition, as well as the diversity of Israeli life, to American children and their families. The DVDs also highlight lessons on Hebrew letters and words, unique sites in Israel and Jewish values. There are optional English subtitles, a sneak peek of all 12 Shalom Sesame programs, a trailer of the series and some other bonus features. For ages 3-8. There are two new DVDs in the series: Be Happy, It's Purim! : In this DVD, everyone is dressing up for Purim and the holiday is presented with all its fun. The story of Purim is told, along with a guest appearance by Eva Longoria. It's Passover: In this story, it's almost time to celebrate Passover but there's no horseradish. Grover, Annelies and Avigail put their heads together to find some. There's a guest appearance by Jake Gyllenhall.

I Love Toy Trains: All Aboard: (TM Books & Video: www.tmbv. com) This is part of a series about toy trains – including train action, fun facts and songs. There are live-action videos of toy and real trains, elaborate layouts, train trivia, new special effects and six new songs by James Coffey. Fun for young train fans, ages 3-8.

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) ∎

Language Tutor (Educational Insights).

Listen & Respond (Judy Lynn Software).

Google Docs

In Your Classroom?

By Tim Fiegan

Google? Isn't it for searches? Now, it can play a major role in instruction, motivation, cooperation, communication and publication. And it is all FREE!

GOOGLE DOCS

Start by registering for a free Google account and get a Gmail address. This will serve as the login for all Google applications and they're easy to use. Once logged into Gmail, all Google features are accessible from the same page on the tool bar across the top.

Google Docs is an interactive document that can be accessed over the Web in real time by multiple users. Users can create, edit, save, print or manage the same document, at the same time. Uses of Google Docs in the classroom include Google Word Documents, Spreadsheet, Presentation (PowerPoint) and Drawing (images). All have functions similar to Microsoft Office Documents and a highly active auto-save component that allows users to never worry about losing work.

Some uses for students of online Google Docs include, but are not limited to, improving writing skills through peer collaboration, peer editing and feedback, accessing documents in class or at home, working on reports and research papers together with peers in different classes, schools and countries, and keeping a continuous, running log for assignments, such as journal entries, writing samples, etc. All can be stored online for access where ever the student can get computer access. And did I mention that there is the capability to track all contributions by each user and when it was contributed? This allows the teacher or originator of the document to monitor contributions to the document, and there is a time stamp on each contribution, allowing monitor timing of the inputs.

And why develop lessons online for students? There is a growing body of

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research supporting the use of technology for motivation and enthusiasm for the hard-to-motivate learner. Would most student rather do assignments on the computer or with paper and pencil? And, will students be using more technology in the future or less? That is why there is a need to incorporate this type of technology as much as possible into today's learning.
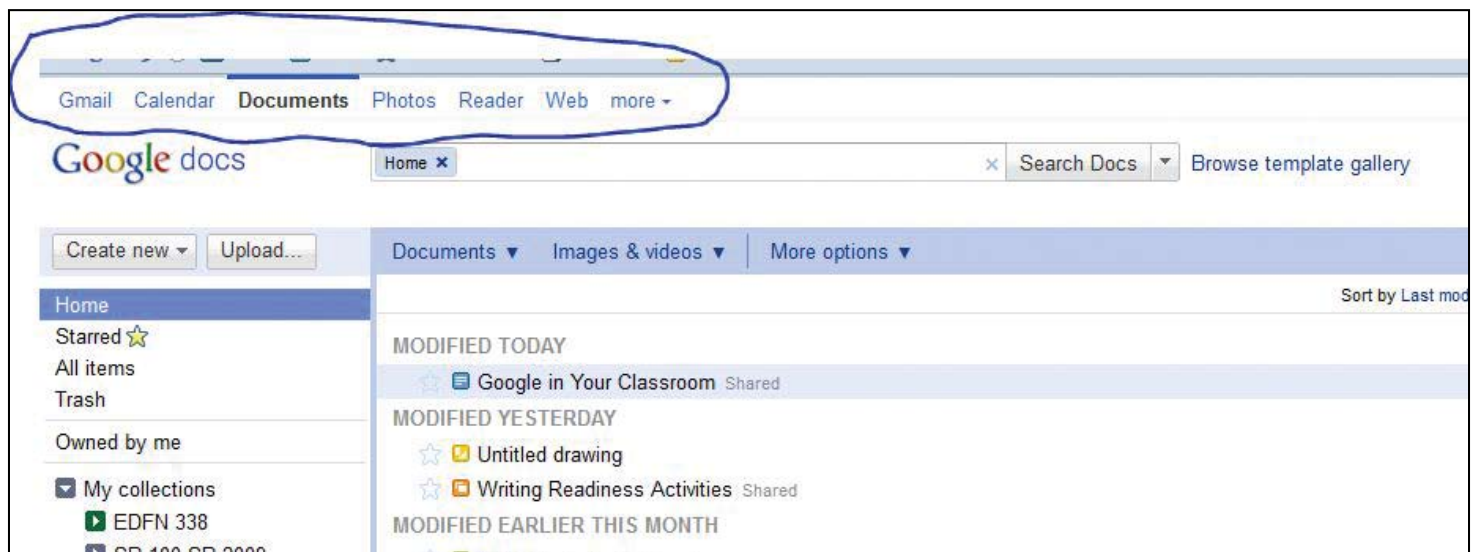
The toolbar at the top of the page shows Google applications that are available with Google Gmail registration.

GOOGLE WORD DOCUMENT

I observed a student teacher working with a student with a learning disability using a Google Document. The student teacher was working on writing skills and was challenged by the lack of motivation by the student in the area of writing. The student teacher started a story on Google Document and shared it with the student, sitting across the table with his own computer. A Google Document is shared by clicking on "share the document" and then selecting which other Google user(s) have access to the document and editing privileges. The student teacher and student took turns adding sentences to the same document, building a story together, each adding to the story. An observation from this supervising professor of this sound learning activity was that the student needed considerable more time to contribute a sentence, but he was completely engaged, concentrating, and his contributions increased in length, quality, and accuracy with each added sentence. The student teacher was able to observe the entries by the student, make verbal comments and suggestions, make corrections and encourage the student to be creative. The sounds resonating from the total experience was one of enjoyment from both involved.

The writing lesson lifted the student in the area of motivation, instruction and publishing. The student was encouraged by working with the student teacher and was building skills by observing the higher level of writing used by the student teacher. By the end of the lesson, the student was delighted and proud of the finished product. The finished product can be published to the Web and promoted for all to see. The story can also include inserted images, drawings or other insertions that can be added to other word documents. The student teacher shared with me that she was planning to have less involvement as she progressed with additional lessons in the area of writing. By using the Google Document, the full use of editing, publishing and collaborating is available.

Google Document has the capability to let two, three or more students work together, while allowing the teacher to monitor the document in real time. In the classroom, after the assignment is given, shared and opened online by the involved students, the teacher can watch, insert comments if needed, make corrections, encourage or edit. All in real time while students are working on the page! After a document is shared, there is a pop-up that allows the originator to monitor exactly who is viewing or editing the document.
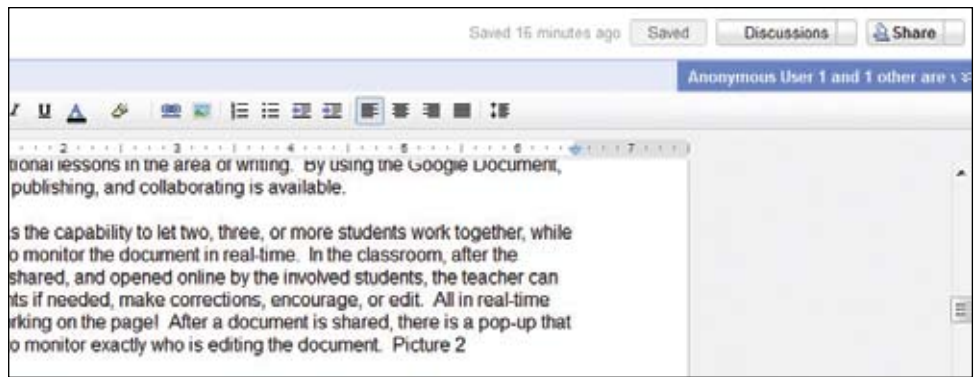
The upper right hand corner shows the discussion icon and the share icon, as well as the indicator of those that are viewing the document. When a Google Doc is shared, anyone that accesses it shows up in the corner.

Google Document has nearly all the capabilities as Microsoft Word while shared between collaborators, plus, a pop-up discussion posting capability that would be of interest to students. The pop-up discussion command allows students to have discussion about answers that may be inserted in a document or allows the teacher to keep a dialogue with the students as they work, or any real time communication that is useful for the learning activity.

GOOGLE SPREADSHEETS

What possible applications can there be for spreadsheets in the regular classroom or in the special education classroom? In the university classes that I teach online, I have students create a number of self-correcting instruments that allow the student to have immediate feedback on lessons or drill and practice. We make it self-correcting by using formulas and feedback columns. Research in SPED instructions indicates a positive affect of immediate feedback.

First, we create self-correcting math fact worksheets so that students can have immediate feedback on math work as they work independently. The online sharing from the teacher allows the teacher to monitor progress in real time as the student inputs answers. I have observed several student teachers use the Google Spreadsheet to give the time tests for evaluation of multiplication skills. To eliminate the self-correcting part, just hide the column giving the feedback and the form becomes a mad minute assessment. Include an onscreen timer and the student and teacher can monitor the timing together on the computer. After the minute is up, the teacher notes the answers, reveals the column, giving feedback and the student immediately has the corrected document. For ongoing tracking of the assessments, the teacher can add new worksheets in the same workbook, so the student and teacher would have collective copies of the regular timed math assessments.

Another lesson my students create on Google Spreadsheets are spelling tests. They are created to be self-correcting by using the formulas as we did in math instruction. The teacher creates a spreadsheet that has the words and the formula inserted. The document is then shared with the student or students. As the teacher dictates the words (maybe using Google Voice), the student types the word in the designated cell. If it is a practice test, the student can get the immediate feedback. If it is used as a test, the column can be hidden until the completion of the test. The column with the feedback would be revealed and the student and the teacher would immediately see the correct and incorrect spellings. The teacher would be able to view the quiz in real time online as the student enters the spelling words dictated. And again, the teacher could build a week-by-week accumulation of the weekly spelling activities in the same spreadsheet workbook by inserting additional sheets for each week, renaming them to the lesson or week and tracking them all in the same place.

Are you intimidated by spreadsheets and formulas like I am? I had help in developing my first "if-then statements" in Microsoft Excel and have just copied and pasted to every subsequent cell since. All self-correcting cells are based on if-then statements. If needed, the spreadsheet can be created in Excel and then uploaded into Google Docs. Google Docs can convert it and still respect the formulas. It can then be shared online for real time use. To prevent students from having access to answers and formulas, simply go to the view command and hide the formula bar. Use the view selections to find the best view for students.

Google Spreadsheets can be used for any type of learning activity where there is a definitive answer that can be inserted in a spreadsheet formula. One caveat, the typed answer has to have the exact spelling or

number. That may be a strength of the self-correcting component.

I observed a student teacher using it with a science lesson, where she used it for a quiz. Each question had a one or two word correct answer. She allowed the students to work on it in pairs that she selected and share one document with the selected students. The two students were able to work independently of the teacher and have immediate feedback on their work.

A strength of technology is that the teacher is able to create the templates for spelling tests, math practice or any other self-correcting learning and then saved as the template. From that point, the document is saved with another intended name and shared with as many students as appropriate. The teacher then has the template to use year after year with out re-creating it. Once you create it, you have it.

GOOGLE PRESENTATION (POWERPOINT)

Google Presentation has some interesting applications for the regular classroom and special education room.

One might be that a student can create a Microsoft PP and upload it into Google Docs to be shared with the teacher, another student or an entire class. The strength of this is sharing the presentation in a new and unusual manner, online in real time. This would allow the teacher to monitor the progress and interaction.

The way I use Google Presentation in the college classroom allows students to collaborate on classroom projects and this may be the best application for K-12 teachers in the regular or special education classroom. When we are studying a specific topic in the SPED teacher prep courses, such as specific learning disorders, I will create the Google Presentation with the number of slides matching the number of students in the class or in the group. This will be the total of the presentation topics also. I will put a student name and the assign topic for that student on each slide. If I have 20 students, I make 20 slides with 20 topics. I share the document with the 20 students. Each student works independently from his or her own computer on the same document at the same time, building a body of knowledge for the entire group, or for the entire class, or for the entire world.

Google Presentation is missing a few components that are present on Microsoft PP, specifically, Macros and Visual Basic components. I use these to create a number of learning activities, but not missed by most students. But Google Presentation has some nice features that are missing in Microsoft PP.
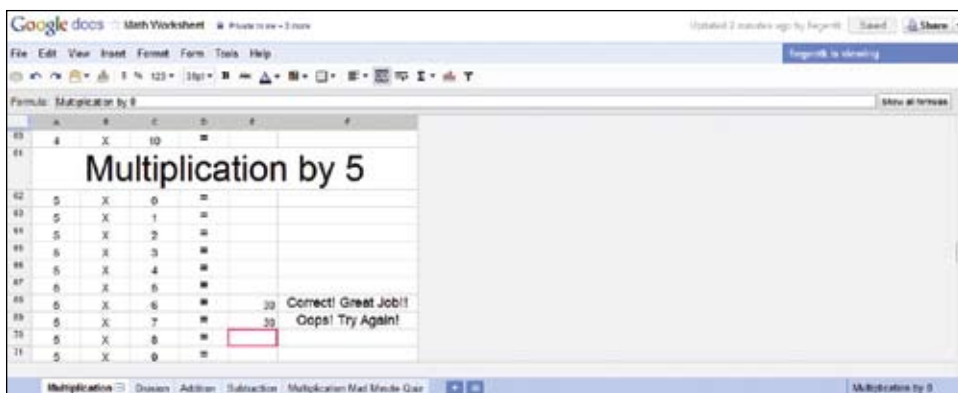
Google Spreadsheet shows the self-correcting component of a math facts lesson. The answers are entered from a different computer and monitored on this computer. The upper right hand corner shows which user is entering the numbers.
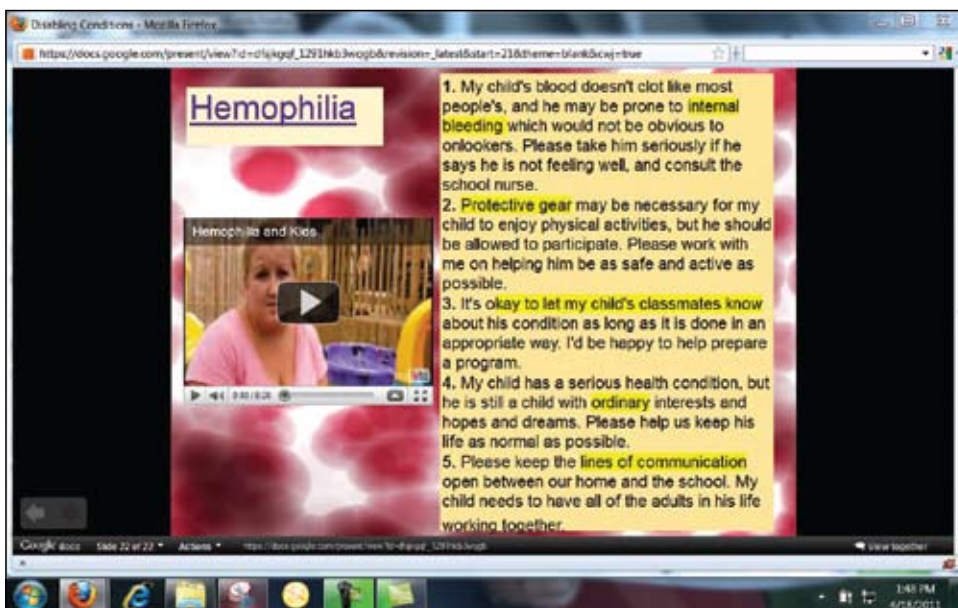
Google Presentation allows easy insertion of links, images and video. The video can be viewed from the slide or expanded to full screen view.

Those features are more conducive to online inputs and sharing. First, as with my assignments, students are to find sites that have relevant information for the assigned topics and report that information on the assigned slide. They are to link the information site into the slide as a form of citation. Google Presentation has an icon that makes it simple to link sites to the slide; just click the icon, drop in the URL and it leaves a fancy link.

Second, there is simplified process to embed images or pictures. It can be done by the normal method of inserting a picture or image stored on the computer. Google has an advanced method of allowing online pictures or images to be embedded by simply dropping the URL of the picture or image into the pop-up box instead of browsing the computer. This same command is available in Google Document, Spreadsheet, and Drawing.

My favorite feature in Google Presentation is the ease of embedding video into the slide. With the availability of quality video about very specific topics, (Google also owns YouTube) I often require students to search for a quality video that supports the assigned topic and embed it into the slide. This is done by clicking on the insert video command and it immediately opens to a search mode. It picks up the assigned topic from the slide and does the search. It allows the searcher to preview the videos before selecting it to embed. When the slide comes up in the presentation, the embedded video can run from the slide or easily be expanded to full screen for a larger showing. In my college classroom, I project the online Google Presentation up on the classroom screen and have the student give the presentation on their assigned topic. The entire online collection of information created by the class is

available to them all for study and test review and it is available to anyone else designated or to the entire world.

Google Presentation allows the students to add additional blank slides if needed, use color or images in the background and do most other commands available in Microsoft PP.

GOOGLE DRAWING

Google Drawing has some features that may be of use in the classroom. I have used Google Drawing the least of all the Google Docs. The strength of Google Drawing, as I see it, is the ability to upload a scanned work sheet from the classroom and complete it using a number of features. Text boxes could be inserted for fill-in-the-blank, short answer or longer answers. Google Drawing allows arrow drawings for identification-type activity with inserted online images of pictures. If the user is using a tablet computer, Google Drawing has a scribble function that allows the student to do anything on the computer that can be done on paper, while sharing with others. The teacher can import any image, picture, or scanned work sheet and share with one or more students. The teacher then can monitor all activity on the drawing and see what each student contributes to the assignment.

TEACHER AND STUDENT'S NEW FRIEND

The most remarkable feature of Google Docs is the online sharing feature that lifts computer learning to a new level. Teachers are not only able to monitor progress on Google Docs in real time, but elevates collaborative learning between students. The Google Docs can be graded immediately by the teacher in real time and stored for later use by the student, or the sharing can be stopped and stored by the teacher in files in the Google Docs program. Each Doc can be downloaded as a regular Microsoft document, ready for printing, e-mailing or uploading into a course management program. Any Microsoft Office Document (Word, Excel or PowerPoint) can be created and uploaded and converted to a Google Doc and shared.

Privacy? Google Docs can be published to the World Wide Web for the world to see, but can also be completely private. Google has several levels of privacy. The first level is the only one that is completely private. The originator of the doc shares the link to the designated collaborator(s). All collaborators must be signed into their Gmail account to view the Doc.

At the next level, anyone that has the link for the Google Doc can see it and the
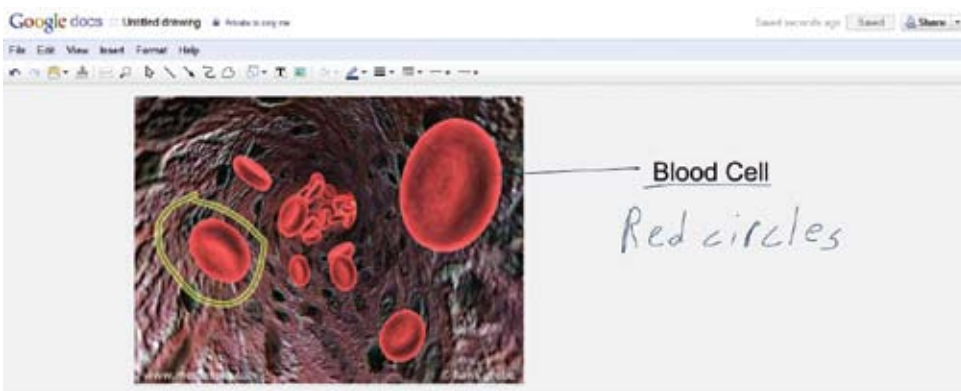
Google Image allows text boxes, arrows and lines, as well as a scribble function that allows pen functions from a tablet PC. It also allows for uploading images and pictures or uploading scanned material from the local computer. Online images or pictures can also be linked into Google Image for study sessions.

Sharing a Google Doc can have any one of three privacy settings: private, anyone with the link or public. The originator of the Doc can also control editing access at all three settings.

link can be shared with others. No sign in required, just access the link.

The least amount of privacy comes from publishing to the Web, where no sign is required and everyone and anyone can view the Google Doc. It is included in the search engine of Google and may show up in Google searches. At each level, editing of the Doc is possible if the originator has given permission by clicking the edit command.

Want to live on the edge with Google while using Google Docs? Pop up the chat feature and have it overlay the Google Doc for real time chat, which is a little less cumbersome than discussion. A little deeper? Allow students to use the Google

Voice feature that allows students to have live video and voice chat during the work session on the Google Doc. It requires a download, but works much like Skype. It can lie beneath the document while students wear headsets with attached microphones or make use of the internal microphones and speakers on most laptops and portable computing machines. At this time, only one-to-one communication is allowed on Google Voice, which could be between teacher and student in working session.

Let students enjoy collaboration in real time worksheets, quizzes, tests, projects and other classroom assignments, all while doing school work on the computer. ■

BABY BASICS:
Touch, Read and Sign

By Marsha Peterson

MARSHA PETERSON and her son Chad live in the Twin Cities. Chad, who was born with Down syndrome and autism, learned American Sign Language shortly after his first birthday. Marsha published a book to help parents learn American Sign Language while reading stories about everyday events to their baby. Come Sign with Us: The Adventures of Potts and Friends was published in June 2009 and received a Mom's Choice Award for Educational Products in February 2010. For more information, visit www.TalkingWithBaby.com.

Infant signing "please".

SUCCESSFUL EARLY INTERVENTION INCLUDES THESE THREE FACTORS:

1. **Starting the child as soon as a diagnosis is made**
2. **Involving the parent(s).**
3. **The intensity and structure of the program.**

Studies show the earlier the intervention, the more effective the outcome. Involving parents so they can implement a program at home will also help reduce the stress of raising a child who is gifted or has special needs. An early intervention program will help a child prepare for adulthood by working with motor skills, building language and socializations, cognitive abilities, and self-help skills.[1] Early learning and intervention for baby can be as simple as touching, reading and signing, and it begins before birth.

Human touch is the most basic of interactions, yet the most powerful when it comes to nurturing, health and mental growth. Touch is something a baby needs in order to survive. In The Fetal Senses: A Classical View, David B. Chamberlain, Ph.D. states that the first sensitivity to touch a baby will experience happens just prior to eight weeks of gestation! By 12 weeks, the areas of the body that have the most sensory receptors are already formed and at 32 weeks, nearly every body part will respond to the stroke of a single hair. Even before we can physically touch a newborn, they have experienced what it is like to be touched. [2]

More remarkable is how listening and hearing are developing between 11 to 15 weeks of gestation and how it helps baby learn more about their world. Studies show that outside sounds reach the baby and teach patterns of speech, voice pitch, things about stress and rhythms, such as music. Studies show "reactive listening begins eight weeks before the ear is structurally complete at about 24 weeks."[2] The skin provides the means for most communication before birth because the framework is picking up on vibrations. Receptive hearing begins and operates well before birth, establishing the basis for learning. Touch and hearing have prepared baby for the next phase of life, birth.

A natural learning progression for the newborn baby is to continue with touch. Cuddling and nurturing touches will affect a baby well into adulthood and can help to influence coping skills. Studies show infants who have had lots of touching and stimulation become well-adjusted adults, who become a nurturing parent themselves.[3]

Where societies, such as China, abandon a newborn because of special needs, a deformity, an undesired sex or a one-child-per-family policy, babies fail to thrive. Human touch is limited and they lose a desire to eat. These children become developmentally

delayed, often acting younger than they are and simply die from a lack of love, attention, food and human touch. [4] A brain's development is influenced by what life provides. Babies who receive warm touches and who are talked to will experience positive brain growth and will define who the baby becomes later in life.[5]

Infancy is when a learning program should begin. This is an important time to help baby learn and will last to age five, some say age eight. Humans are born with enough potential to learn everything there is to know because of the number of neurons in the brain. Neurons do not form after birth and those that are not used will simply go away.[5] It is this critical time period for infants where President Obama fully supports early learning, which includes involving parents. This educational time period is to provide high quality language and literacy programs.[6] Together they form the foundation for education and success.

The next step for baby's learning is for parents to read to them, preferably while cuddling. This continues the touch that is so important and builds on the receptive hearing baby is already accustomed to. "Children who have had books in their lives between birth and five will become the highest achievers with a lifelong love of learning."[7] Benefits of reading aloud to a baby will build the skills used for learning. Those include promoting listening skills, increasing the number of words a baby will hear, develops attention span, help memory, helps baby learn about print and establishes a basis to learn meanings to words. Books also teach baby about communication, concepts (wet/dry, in/under), about numbers and colors. All your baby will want is a quiet room and to be near

Chad demonstrating the sign for "hellicopter".

you. Reading time promotes bonding and calms baby, a perfect setting to be creative with imagination and to explore senses. Parents are calmer too. This is the time that baby will learn to love books. Re-reading the same books is helpful since babies learn from repetition. Singing instead of reading will add a little something extra to the experience.[8]

A wonderful benefit of reading is that it exposes new words so the next natural learning progression is for baby to begin learning language. "The earlier any child is exposed to and begins to acquire language, the better that child's communication skills will become. Research suggests that the first six months are the most crucial to a child's development of language skills." Age is critical for language learning.[9] Since baby continues to develop muscles and organs used for speech, sign language is a great bridge for expression and speaking.

Using sign language for infants has received a lot of notice over the past several years. The International Federation of Gynecology and Obstetrics reported that a record number of midwives are being trained in the UK. "The Press Association reported De Montfort University in Leicester had become the first institution to offer sign language lessons as part of its midwifery course." [10] What a great way to get parents ready to educate their baby!

Children with special needs can benefit from learning sign language, especially since speaking could be difficult in adolescent and adult years. Although signing many not work for all children, it should be one of the choices offered for communication. It is spontaneous, does not require anything to carry and can create teachable moments, especially if the parent, caregiver

or professional knows more signs than the child. What I like best is how signing gives children with special needs dignity, particularly when managing bad behaviors!

What should the considerations be to use American Sign Language with children with special needs? A few of the guidelines outlined in The Key to Success are: Can the child be motivated by signs? Is there a visual loss that would affect the child seeing the signs? Does the child have fine motor skills required to make the signs? Do you feel that sign language would improve communication, cognitive and social skills? Does the student's environment use and support signing? What will the communication needs be? Will the child need more than just a few basic signs? 11

How do you decide between Picture Exchange Communication System (PECS) and American Sign Language? Although the article American Sign Language vs Picture Exchange Communication System in the Development of Verbal Language in Child with Autism: A Review speaks to the diagnosis of autism, this study can apply to any child who is non-verbal. Most communication choices are made by parental and caregiver preference or by what the teacher is most familiar with. The two most used programs are American Sign Language and Picture Exchange Communication System (PECS), but the decision should be whatever the child prefers. For professionals who feel using sign language delays speech, research by the National Academy of Science in its report Educating Children with Autism states

Leah signing 'more' swing.

"There is no evidence to suggest that sign language interferes with the development of speech "(p. 58) and "There is evidence that sign language enhances the use of speech for some children." [(p. 58)][12]

The National Institute on Deafness and Other Communication Disorders state experts estimate 25 percent of children with autism may never learn a verbal language and that sign language or a symbol system with pictures may be necessary.[13] Is it practical for children with autism (or other disability affecting communication) to learn sign language and be in the community? The review of PECS vs ASL explains that children with autism rarely go alone in the community, so the 'burden' of learning a second language – that being American Sign Language – goes to caregivers and service providers.[11]

When comparing the two choices, children using American Sign Language were more vocal than students using PECS. Sign language is more than just motions with your hands and upper body; it is an exchange of eye-contact, verbal words and emotions and it encourages participation.[11] Pictures cannot take the place of human interaction or replace actual functional language.

John D. Bonvillian and Keith E. Nelson conducted a study in the 1970s and documented the sign language success with a 9-year-old boy named Ted, who was non-verbal and diagnosed with autism. It was common to treat children who were "mute" and autistic with an operant conditioning program to encourage communication, but it resulted in few successes with children moving from a trained utterance to any kind of language. [14]

The history for Ted began at age two with a hearing test that was done to rule out the emotional behaviors he had. The test was within normal range. Even though he seemed to understand words, he was unable to communicate. Ted's parents said he was not a cuddly baby nor was he sensitive to pain. His family and teacher began a journey to help him with his emotional disturbances and social issues by trying several different programs.

When Ted was three, he was put in a "computer interaction language program" for the next 18 months. Along with the computer program, an individual language and group play therapy were tried. He was the most unresponsive child and his negative behavior continued. At age five, Ted tested at a little over a two year level with an IQ of 46. When he was six, he was re-evaluated because of his failure to respond, his lack of communication and continued behavior

issues. He was put into a residential setting to learn personal care skills, where he made some progress. When Ted turned seven, he went into a day treatment and educational program that used operant conditioning, using foods and other tokens to encourage speech. At age nine, he continued to be unable to verbalize.

Ted's teacher noted that his receptive skills had improved somewhat because he was pointing to objects and getting attention from others by pulling on them. Sign language was introduced based on two reasons. The teacher could mold Ted's hands to make the signs and most of the signs look like what they are. (For instance the sign for 'banana' is to use an index finger and simulate "peeling the peel off" with the other hand – like peeling a banana.)

Over the next six months, Ted learned to sign objects and actions. Ted improved his functional language so he could tell someone when he needed to use the bathroom instead of having an accident; his tantrums lessened, he was calmer and he improved his social interactions. At the three month mark of signing intervention, Ted was pairing single signs together.

Only Ted's teacher and the parent received ASL training, although everyone at the center was supportive by learning and communicating with sign language. Parental involvement ensured generalization of the language at home and helped Ted move forward with his progress.[14]

Recently, I was on a bus sitting next to a woman with Down syndrome. I noticed some movement from her hands and was delighted to see she was signing to me that it was raining outside. Teaching a communication skill enhances a life and helps, especially those who have disabilities, with an opportunity to participate in society. Kudos go to her parents, educators and service providers who have supported her choice of language. When I responded, she smiled. I smiled. We connected.

Start learning early. It's as easy as touching, reading and signing.

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Camera Knowledge
FREEDOM

By Willam M. Penrod, Deborah Goodman, Debra Bauder and Thomas Simmons

Penrod, Bauder, Simmons, Corley & Belcher (2005) assert that electronic travel aids (ETA) may be described as devices that send out signals to sense the environment (preview) within a certain distance and inform the user of relevant bits of information about the environment, thus forewarning the user about safety hazards that may lay ahead (Farmer, 1975; Farmer & Smith, 1995; Smith & Penrod, 2010). Blasch, Long and Griffin-Shirley (1989) assert that such devices transform informa-

tion about the environment, which would normally be perceived through the visual sense, into a form that can be perceived through another sense by the person who is blind. Usually, this information is transferred to the person who is blind through tactile/haptic, audition or a combination of the two.

Initially, ETAs were classified into two broad categories, primary and secondary (Farmer, 1980). If a device could be used to replace a mobility system, e.g., cane or dog guide, it was considered a primary device, and if it must be used in conjunction with a cane or dog guide, it was considered a secondary device. Farmer & Smith (1996) further divided the devices by function, e.g., if the device was a single output (auditory or tactile/haptic) and used for object preview, it was a Type I ETA; if it had multiple outputs (tactile/haptic and auditory) and used for object preview, it was a Type II ETA; if the device gave qualitative or descriptive information about what was being viewed, it was a Type III device; and if the device had an "artificial intelligence" feature, it was a Type IV ETA. Finding that those definitions had become problematic and unduly complicated, Smith & Penrod (2010) asserted that the field should revert to the simple and equally functional definitions of primary and secondary and just let it go at that.

While most ETAs, extant and non-extant, used active sonar, laser or infrared to detect objects on the vertical and horizontal planes, and some primary devices used this energy source to detect drop-offs, curbs and stairs, as well, a new product has emerged and is ready for field test that uses a more passive energy source to obtain the same information for the pedestrian who is blind. The device, called the Camera Knowledge FREEDOM, does, however, use a vibro-tactile display worn about the neck to alert the user as to obstacles in his path.

DR. WILLIAM MEFFORD PENROD is a career educator with almost 28 years teaching experience in the public schools teaching multiply disabled and visually impaired/blind schoolchildren. For the majority of that period he performed as a Certified Orientation and Mobility Specialist (COMS). In addition, he was the program director of both the Teacher of Visually Impaired/Blind (TVI) and Orientation and Mobility (O&M) programs at the University of Louisville. He is now an assistant Professor at Northern Illinois University. He has published extensively in the field of visual impairment and blindness and is a frequent contributor to Closing the Gap in the area of Electronic Travel Aids (ETAs) for persons who are blind.

THE CAMERA KNOWLEDGE FREEDOM

The FREEDOM is a new secondary electronic travel aid for pedestrians who are blind and, as such, should only be used in conjunction with a cane, dog guide or competent human guide. The FREEDOM is designed and manufactured by Camera Knowledge Incorporated (CKI). This article contains photographs of prototypes of the FREEDOM. The Freedom will be tested for comparison with other secondary ETAs at the University of Louisville this year, using similar methodology as Penrod, Bauder, Simmons & Brostek (2009) and beta testing program of the production version of the FREEDOM is now open to institutions specializing in orientation and mobility.

PRODUCT DESCRIPTION

The FREEDOM consists of a portable digital video camera with a vibro-tactile necklace. The FREEDOM displays the heading and range to objects with three vibrators on the necklace. The FREEDOM provides audio alerts for overhangs. The prototype show in the photograph is 5 x2.5 x1.5 inches and weighs just 12 ounces. A rechargeable battery powers the FREEDOM for several hours and is included with the device. The FREEDOM is useful, both indoors and outdoors. FREEDOM works in day and night settings. FREEDOM has selectable ranges, from one to several meters.

HOW IT WORKS

Light is what the human eye uses to find objects. FREEDOM continuously takes 3-D digital video and displays the location of objects in three dimensions with a vibro-tactile necklace. The FREEDOM is a mobility aid for pedestrian travelers who are blind

and demand more advanced and accurate preview than what can be obtained through a cane or dog guide, while not being dependent upon a human guide. It does not interfere with the cane or the guide.

The necklace holds the FREEDOM body in the upper chest area, just like a consumer camera. The necklace gently vibrates, based on the location and range to objects to the front. The audio signal alerts the user of objects above the cane at the head level. The FREEDOM scans for obstacles from heights above the knees to just over the person's head.

When an obstacle is detected that is directly in front of the wearer, the middle of the necklace vibrates. The closer the obstacle is to the wearer, the stronger the vibration sensation. Likewise, obstacles to the left or right cause the respective left or right part of the necklace to vibrate.

Experience indicates that users who are blind easily learn how this works and can start exploring their surroundings within minutes of wearing the FREEDOM for the first time.

FEATURES AND BENEFITS

Instant response – FREEDOM appears to the user to respond instantly.

Hands are free – No change in in travel technique with long cane or guide dog. No hand sweeping or head scanning is required for the FREEDOM to operate.

Very easy to learn – The FREEDOM can be learned in minutes. Internal research at CKI has shown that the concepts and method of use is learned in minutes.

Discrete camera – In field testing on city streets, the FREEDOM has not attracted unwanted attention from passersby.

WHAT PEDESTRIANS WHO ARE BLIND CAN DO WITH FREEDOM

Avoid obstacles and pedestrians.
Find a mailbox.
Find the bus stop.
Know if someone is approaching them.
Center in a doorway.
Many other uses.

AVAILABILITY

Institutions specializing in blind rehabilitation are invited to participate in the beta testing program for the production version of FREEDOM.

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Independent Concepts Announces Jogger System Price Reduction

Independent Concepts, Inc. announced a price reduction for the Jogger system. The Jogger is a very small, wearable device that enables individuals who suffer from short-term memory loss to manage their own affairs and thus achieve greater independence.

The list price for the Jogger is now $1195. A $300 discount is available to organizations. There is an additional $50 discount for prompt payment (30 days) or credit card use. The result is a net price of $845.

There are no additional costs for shipping, training or lifetime technical support.

Developed under a National Institutes of Health grant, and designed and tested in cooperation with the University of Pittsburgh Medical Center Rehabilitation Hospital, the Jogger presents the tasks and prompts the user needs, records the user's response to the tasks and prompts, and then transmits the results to the user's caregiver or therapist for analysis and modification.

The Jogger system consists of a commercially available personal digital assistant (PDA), and two software modules. The management software module resides on the Internet and the patient software module resides on the PDA. The therapist or caregiver enters tasks through the management software and downloads them to the patient through the Internet. The patient gets to the information by pressing touch-screen buttons on the PDA with his or her finger.

The hand-held device (PDA) will prompt the patient of an impending task through one or more modalities (voice, flashing light and/or LED readout). The PDA records the patient's response to each and every task prompt, the date and time of the response and the time it takes to complete the task. Even if the patient takes no action, an "ignored" response is recorded. The responses are then automatically uploaded from the PDA via the Internet to the therapist's computer for analysis and task modification.

The Jogger can assist the patient by providing the steps needed to perform job tasks and chores at home. It can provide directions and specific transportation information needed for getting around. It can also provide the patient with reminders of things to be done before leaving for work and reminders to take medication. The Jogger can prompt for just about anything that can be presented using text or spoken words.

The Jogger system was designed to assist persons with cognitive disabilities to live more independently. It reduces their need for costly on-going caregiver services and direct personal intervention by family members. It enables them to remain living in their own homes longer, thus reducing or eliminating the need for costly assistive living facilities. The Jogger permits the most natural possible employment and living situations and enables patients to be successful in less intensive and costly assisted care situations than are currently possible.

ABOUT INDEPENDENT CONCEPTS

Independent Concepts was founded in 1999 to develop and apply new technologies that provide increased independence to individuals that are mentally and physically challenged, leading to an improvement in their quality of life. Independent Concepts is headquartered in Sewickley, PA.

For additional information about The Jogger system, please visit their Website at www.thejogger.com.

The Medialexie Toolbar

Software that facilitates effective communication and education for people with dyslexia, dysphasia, dysorthographia or any oral or written expression difference

In English-speaking countries, up to 15 percent of the population (around 46 million children and adults in America and 7.5 million in the UK), have some form of language-specific disorder or learning disability. To counteract these communication disorders (such as dyslexia, dysorthograghia or dysphasia), Medialexie, a French software developer, conceived and developed the Medialexie Toolbar –an assistive technology solution based on Nuance's Dragon NaturallySpeaking Professional. The Medialexie Toolbar has been available in France, Canada, Switzerland, Belgium and other countries, to wide acclaim, since 2005.

The software is presented in the form of a toolbar that contains many functions for the edition, correction, dictation, reading and visualization of text, as well as the transcription of sound recordings. Developed by speech therapists, special needs teaching specialists, doctors, natural language processing (NLP) researchers, IT engineers and other qualif ied specialists, this tool is both extremely powerful, user friendly and complete. A student or adult user will need no other software tool.

A close-up of the Ecriver.

IN THE TOOLBAR, THERE IS:

• A powerful and simple-to-use dictation tool
• A suite of specialized tools (transcriber, text viewer, formula writer, etc.)
• The Imaginer: a new mind mapping tool designed for 'dys-different' users
• The Ecriver: a powerful dysorthograghia corrector (patented by Medialexie)

The Medialexie Ecriver is recognized as a world leader. It is the sole text corrector capable of treating a highly deformed text, such as produced by a dyslexic student, quickly and simply. For many, it's the tool that ends a very long wait.

It's a simple principle: write your text in any way you wish, as long as it's phonetically correct, listen to it to be sure it's what you wanted to say, and then click on 'Transcribe'! Once you've checked the corrected sentence, you can transfer it to the Medialexie Editer. The number of errors or breaks in the word bears no importance at all!
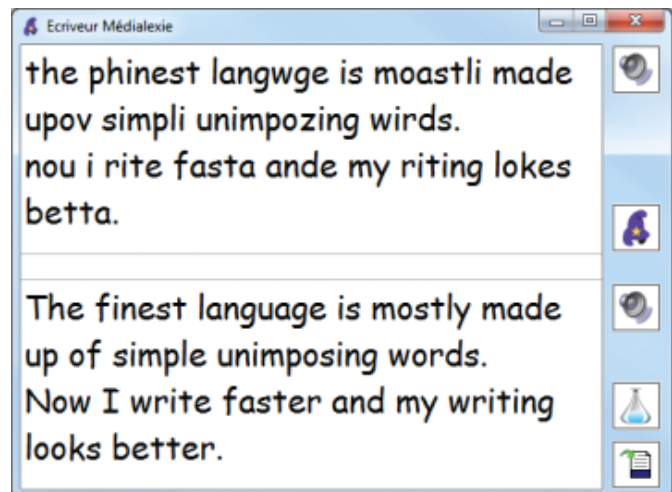
ALSO NEW IN THE MTB

The Medialexie Imaginer, a mind mapping tool that has been specifically designed with the 'dys-different' user in mind. In contrast to other mind mapping applications, the Medialexie Imaginer has a vastly simplified interface, which allows those who struggle with spatial and temporal orientation to organize their ideas quickly and easily.

PRICING AND AVAILABILITY

Visit Web site for complete pricing and details. Medialexie Ultimate (English version): $ 1,749.95; Medialexie Bilingual version (French / English): $ 2,249.95.

ABOUT MEDIALEXIE

Medialexie is situated on campus at the University of Clermont-Ferrand, in the ISIMA (Institut Supérieur d'Informatique de Modélisation et de leurs Applications) technological platform. Medialexie conceives and develops applications in the field of Natural Language Processing (NLP). The Medialexie mission is to help people with communication disorders in their everyday lives. Learn more about Medialexie by visiting <www.medialexie.com>.

29th Annual CONFERENCE

Closing The Gap

OCTOBER 12-14, 2011
Preconference Workshops
October 10-11, 2011
MINNEAPOLIS, MINNESOTA

The best educational assistive technology conference in North America

Assistive Technology in Special Education and Rehabilitation

A TRADITION OF EXCELLENCE

Over the years, the annual Closing The Gap Conference has become known as the best educational assistive technology 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 29th Annual Conference runs Monday, October 10th through Friday, October 14th and is held in Minneapolis, Minnesota.

Preconference workshops are scheduled for Monday and Tuesday, October 10th and 11th, and the Conference officially begins with a preview of the exhibits on Tuesday evening, followed by three days of presentations, hands-on labs and exhibitions.

Varied levels of participation are available, with registration options listed on page 44.

Inside the next few pages, you will find detailed listings of the 24 all-day preconference workshops, exhibitors contracted to date and academic credit/CEU, air travel, hotel and registration information. The titles and descriptions of the over 200 one- and two-hour presentations, including hands-on labs and iPod / iPad workshops, and the additional contracted exhibitors will be available online and in print in August.

With multiple registration options available, numerous and diverse discounts, group savings and preconference workshop bundling, we invite you to participate and encourage you to bring your team!

Closing The Gap promises to work hard to insure that the content and learning opportunities are many, varied and exceptional throughout the conference week.

24 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. Select handouts will be available onsite and online following the conference.

COMMERCIAL EXHIBITS

An impressive and varied scope of AT products will be on display and 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.

A second brochure detailing the over 200 presentations will be available on or about August 1, 2011. Details will also be posted at our Web site.

LEARN MORE AT WWW.CLOSINGTHEGAP.COM

WHO SHOULD ATTEND?

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

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

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.

CONFERENCE SCHEDULE

Sunday, October 9
5:00 pm - 8:00 pm ....Registration Desk Open

Monday, October 10
7:00 am - 8:00 pm ....Registration Desk Open
8:00 am - 4:30 pm ....Preconference Workshops

Tuesday, October 11
7:00 am - 9:00 pm ....Registration Desk Open
8:00 am - 4:30 pm ....Preconference Workshops
5:00 pm ....Complimentary Hors d'oeuvers
Sponsored by Care Innovations an Intel • GE Company

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

Wednesday, October 12
7:00 am - 8:00 am ....Continental Breakfast
Sponsored by Dell: Global Education Solutions
7:00 am - 5:30 pm ....Registration Desk Open
8:00 am - 4:30 pm.. Presentations
*10:00 am - 5:30 pm .... Commercial Exhibits
3:00 pm .... Apple and Candy Break
Sponsored by Lingraphica - The Aphasia Company

Thursday, October 13
7:30 am - 5:30 pm ....Registration Desk Open
8:00 am - 4:30 pm.. Presentations
*10:00 am - 5:30 pm .... Commercial Exhibits
3:00 pm .... Apple and Candy Break
Sponsored by Lingraphica - The Aphasia Company

Friday, October 14
7:30 am - 2:00 pm........................Registration Desk Open
8:00 am - 1:30 pm .... Presentations
9:00 am - 1:30 pm .... Commercial Exhibits

*The exhibit floor will close for an exhibitor break from 12:30 pm - 1:30 pm.

AAC INSTITUTE CEUS

AAC Institute will again provide CEUs for both the conference and pre-conference workshops. CEUs will be offered for all sessions without charge. AAC Institute CEUs that relate to the practice of speech-language pathology and audiology can be used for ASHA certification maintenance. RESNA accepts AAC Institute CEUs for ATP/ATS credential maintenance. Most state licensure systems accept AAC Institute CEUs or other forms of self-reporting. Pre-conference 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. All preconference workshop participants will receive a Closing The Gap-issued, presenter-signed Certificate of Preconference Workshop Attendance upon completion of the workshop.

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.

ONE FULL SEMESTER CREDIT
Cost: $128

Requirements:
- 12 contact hours
- An outside assignment

(12 contact hours require conference participation or two preconference workshops.)

TWO FULL SEMESTER CREDITS
Cost: $256

Requirements:
- 24 contact hours
- An outside assignment

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

THREE FULL SEMESTER CREDITS
Cost: $384

Requirements:
- 36 contact hours
- An outside assignment

(36 contact hours require conference participation Wednesday - Friday AND two preconference workshops.)

PRECONFERENCE WORKSHOPS

Monday and Tuesday, October 10-11, 2011

Monday and Tuesday,
October 10 - 11, 2011   8:00 am - 4:30 pm

PC-1 Multi-Modal Communication Strategies for Children Who Have Complex Communication Needs - PODD Communication Books (Two-Day Introductory Workshop)

Children who are non-speaking or have only limited speech, in addition to other challenges, often struggle to interact and communicate. This may include children who have physical disabilities, multiple disabilities, sensory processing challenges, limited social interaction skills and/or a range of cognitive limitations and learning difficulties. This two-day workshop will demonstrate the use of a Pragmatic Organization Dynamic Display (PODD) approach developed by Gayle Porter (Melbourne, Australia). Generic templates for multi-page "light tech" communication books have been carefully designed to support genuine communication for a variety of functions throughout the day. These templates may be customized for a range of access methods and other individual needs. Come learn strategies for creating multi-modal language learning environments that provide receptive models and expressive opportunities for language development. Learn strategies for teaching and using PODD with children and their communication partners. Videos and case examples will be shared. Participants will have an opportunity for hands-on practice with PODD communication books. There is a $15 fee for the PODD course manual in addition to the $490 cost of the two-day workshop.

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.

Monday, October 10, 2011
8:00 am - 4:30 pm

PC-2 An Introduction to the iPad and iPod touch as Assistive Technology Solutions

Originally developed for the consumer market, the iPad, iPod touch and iPhone have proven to provide a wealth of possibilities for assistive technology. We will start by teaching you all about the use of these devices, iTunes and school deployment. Subsequently, we will combine demonstration with a hands-on lab experience on the iPad with applications for sign language, for planning, for story telling, for reading/writing, for AAC and much more! You will learn how these solutions can make a difference for people with various disabilities, such as traumatic brain injuries, autism, fluency disorders, mild cerebral palsy and others. At the end of the day, you will know what hardware and applications to recommend and you will have learned to use some of the most promising AT applications available. (Hands-on activities will be conducted on Closing The Gap-provided iPads - one iPad for every two participants.) There is a $20 fee in addition to the cost of the workshop.

David Niemeijer, Ph.D., is the CEO, AssistiveWare, Amsterdam, Netherlands; Mark Coppin, B.S., is an Apple Distinguished Educator and the Director of Assistive Technology, Anne Carlsen Center for Children, Jamestown, ND; Eric Sailers, M.A., CCC-SLP, is a Speech Language Pathologist and Assistive Technology Specialist, La Mesa-Spring Valley School District, La Mesa, CA; Jennifer Marden, M.S., M.A., is a Speech Language Pathologist, Technically Speaking, Roslindale, MA; Martijn Leopold,

MSc., is the Chief Technical Officer, AssistiveWare, Amsterdam, Netherlands; and Cathy Kingeter, M.A., is the Director of Sales and Marketing, Origin Instruments Corp., Grand Prairie, TX.

Monday, October 10, 2011   8:00 am - 4:30 pm
PC-3 "Help! I'm an AT Specialist and I Can't Get Up!" Creating Manageable School-Based AT Services

Feeling the pressure of delivering AT services in your district? Well, we are a handful of folks serving a large district of over 63,000 students in approximately 95 schools and we're here to help. We know that many AT professionals working actively in the schools are left with little or no time to assess their programs, develop targets for change and produce a focused plan to address these targets. This workshop will provide an active program analysis and opportunity for attendees to develop a plan to improve their services and meet the needs of students, staff and families. Specific elements addressed in the planning process will include differentiated referral systems (e.g., high and low incidence), consultative services, systems of follow-up, training and technical assistance, equipment management, documentation, participation in district planning and initiatives, methods of self-evaluation and reporting, and strategies to build site capacity for AT decision making. Networking, brainstorming, practice and discussion will be an integral part of the workshop and ample resources will be disseminated to allow participants to leave with ideas for immediate change.

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

Monday, October 10, 2011   8:00 am - 4:30 pm
PC-4 Integrating Augmentative Communication and Augmentative Mobility: Equipment options and teaching strategies needed when supporting independence in the use of access for powered mobility and AAC and computer access for both the experienced user and the beginning user

Powered chairs and augmentative communication systems (and/or computer access) need to work together. These systems can be physically configured to work together, but are frequently NOT. We will share what powered systems are currently available, how the programmable electronics and hardware need to be set up to allow integration with augmentative systems and computer access. We will also share strategies needed for teaching and supporting this integration with specific students and learning in mind.

Karen M. Kangas, OTR/L, ATP, is an Occupational Therapist, AT Specialist, Seating and Mobility Specialist and Clinical Educator in private practice, Karen M. Kangas OTR/L, Shamokin, PA and Lisa Rotelli, A.S. in Physical Therapy, is an Educational Consultant, Adaptive Switch Labs, Inc., Spicewood, TX.

Monday, October 10, 2011   8:00 am - 4:30 pm
PC-5 Capturing the Power of Visual Strategies: Meeting the Communication, Behavior and Social Skill Challenges in Autism Spectrum Disorder and Related Learning Needs

Most students with autism or Asperger's syndrome and many with related communication challenges are visual learners. This observation has tremendous implications. Their social skill and behavior difficulties are frequently related to their communication difficulties. While it is common for educational programming to focus on enhancing expressive communication, comparatively little attention

is directed toward supporting the student's ability to understand. This program will demonstrate how even students with a lot of verbal language can experience a significant challenge with communication. Capitalizing on their strengths, expanding the use of visual strategies helps students organize their lives, significantly reduces behavior problems and improves successful social participation. A range of simple low tech strategies will be emphasized, along with high tech options, like video. This program will define the need, discuss training and demonstrate many practical ideas for helping students participate effectively in life opportunities.

Linda Hodgdon, M.Ed., CCC-SLP, is a Consultant for Autism and Related Learning Challenges and the Director, Cornerstone Communication Center, Troy, MI.

Monday, October 10, 2011   8:00 am - 4:30 pm
PC-6 Getting Writing on the Radar for Students with Significant Disabilities, Including Deaf-Blindness

From the very start, writing is an unquestioned component of literacy development for children without disabilities. However, for children with significant disabilities, including deaf-blindness, writing is often impossible due to their vision, speech and motor problems. Many of these students may have unknown cognitive skills and may not even know the alphabet, yet educators are faced with the overwhelming task of helping these students become writers. This workshop will focus on getting writing on the radar for these students. Individual and group emergent writing activities connected to state standards will be demonstrated, along with teaching strategies, sample goals, informal assessment methods and ways for students to write and scribble using "alternative pencils" that do not require hand use. Videos and very beginning writing samples will be shown of real students with significant disabilities in preschool to high school classrooms.

Gretchen Hanser, Ph.D., is the Director of the Deaf-Blind Model Demonstration Classroom Project, 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.

Monday, October 10, 2011   8:00 am - 4:30 pm
PC-7 Using 21st Century Tools for Teaching and Accessible Learning

Teaching and learning can take place anywhere and from a variety of devices - computers, iPhones, iPods, digital pens, the Internet or electronic paper. Create an engaging and accessible learning environment by integrating a mix of free and inexpensive Web 2.0 tools for writing, creativity, support, research, assignments and more! Utilize multi-use classroom response programs and send instructions, texts, quizzes or forms to iPods, iPads or computers, then display responses immediately onscreen, with grades, comments and more! Infuse the learning environment with wireless document cameras, digital pens, wifi-enabled digital microscopes accessible by iPads or iPods and switch-accessible word prediction programs on iPods or iPads. Import video and digital images into these devices as teaching and learning lessons. Use the cloud for free file storage and management between devices, collaborative projects and more! Learn to connect these technologies together, from the hardware to the software, within a cohesive web of connectivity and sharing. (Hands-on activities will be conducted on PC and Macintosh computers.)

Dan Herlihy is an Assistive Technology/Technology Resource Specialist, Connective Technology Solutions, Inc., Hoosick, NY and Liz Medvetz is an Applications Training and Support Specialist, University at Albany, Albany, NY.

Monday, October 10, 2011   8:00 am - 4:30 pm

PC-8   Help is Just a Fingertip Away! Exploring AIM Center Tools for Educators and Families

In this workshop, Joy, Diana and Joan will lead participants through an action-packed day of demonstrations, strategizing and hands-on experiences with the free and low cost tools available from the National Center on Accessible Instructional Materials (the AIM Center). Each product will be explored via guided practice, with scenarios and independent practice with case studies. Participants will walk away with copies of the AIMing for Achievement DVD and other tools, along with the knowledge of which tools should be used for which task and the skills needed to use the tools yourself and to lead others in using them so that students have what they need to participate actively and AIM for Achievement! Given the practical nature of this hands-on workshop, participants MUST bring their own laptop computer that includes a wireless network card and a Web browser to the workshop.

Joy Smiley Zabala, Ed.D., ATP, is the Director of Technical Assistance, CAST and the National Center on AIM, Lake Jackson, TX; Diana Carl, M.A., LSSP, is an Independent Consultant, Houston, TX; and Joan Breslin Larson is a Supervisor, Special Education Policy Division, Minnesota Department of Education, Roseville, MN.

Monday, October 10, 2011   8:00 am - 4:30 pm

PC-9   CREATING PDFs in Special Education

PDFs are becoming more and more important file types for today's special education professional. Teachers need to be able to create PDFs so that their students can have a digital copy of the text or notes, a digital worksheet, a modified chapter and more. In this intermediate to advanced hands-on workshop, participants will learn how to create a variety of PDF files from both digital and print originals. We'll compare free and inexpensive PDF creation programs to Adobe Acrobat Professional 10, and then spend most of the day learning how to create, modify and adapt PDFs for student and professional use with Acrobat. You'll learn how to enable, extend features, use annotations and commenting, add hyperlinks, create talking PDFs, make PDFs readable, create presentations, create custom stamps for use on maps, measure, modify worksheet PDFs and more! We'll also feature the new parts of Acrobat 10 for users of previous versions. (Hands-on activities will be conducted on Closing The Gap-provided Mac computers - one computer for every two participants; OR, participants are welcome to bring their own laptop computer [Mac or PC] with Adobe Acrobat Professional version 10 pre-installed.) (Note: Although not mandatory, it is encouraged that this Creating PDFs workshop be followed by Tuesday's Using PDFs workshop. Taken sequentially, these two workshops offer comprehensive PDF training and skills.)

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

Monday, October 10, 2011   8:00 am - 4:30 pm

PC-10   Every Move Counts, Clicks and Chats - ASSESSMENT Strategies: Getting the Information You Need for Individuals with Significant Sensory/Motor Needs

This workshop is appropriate for all professional skill levels and will focus on assessment protocols that support identification of purposeful motor patterns, motor access options, motivating consequences, current communication strategies, system content and appropriate symbol systems for individuals with significant sensory/motor differences. These assessment tools are components of Every Move Counts, Clicks and Chats. They include the Sensory Assessment, Probes, Communication Survey, Symbol Identification, Purposeful Switch Use and Voice Output Feature Assessment. This workshop is the foundation for all implementation strategies that will be presented in Tuesday's Implementation workshop. (Note: Although not mandatory, it is strongly recommended that this Assessment workshop be followed up with Every Move Counts, Clicks and Chats - Implementation [on Tuesday] in order to better understand how to build on the information that

will be gathered through the assessment process.) There is a $75 materials fee (manual) in addition to the cost of the workshop.

Jane Korsten, M.A., is a Speech Language Pathologist, AT Resource Specialist and Co-Author of Every Move Counts, EMC Communication Inc., Leawood, KS and Terry Foss, M.Ed., is an AT Resource Specialist and Co-Author of Every Move Counts, EMC Communication Inc., Lee's Summit, MO.

Monday, October 10, 2011   8:00 am - 4:30 pm

PC-11   Teaching Reading When Students are at Emergent Level: For Students with Autism and Other Severe Disabilities of All Ages

This fast-paced workshop looks at the important development of emergent literacy skills for children with autism and other severe disabilities. Extensive video clips highlight the importance of relationship development, adapted supported reading and sound and letter play/work. Woven throughout are the foundational underpinnings of augmentative communication and technology. Participants will leave with an understanding of how to use supported readings and how to establish communication and interaction around reading with students with more severe disabilities. An understanding of the Building Blocks Model will be established and adapted in light of working with children who are non-verbal. The morning will cover the building blocks of supported reading, concept and vocabulary development and print concepts. The afternoon will cover the building blocks of phonemic awareness, writing and letter names and sounds. This workshop is perfect for special education teachers who are working with young or older students who are at an emergent level developmentally or cognitively. Hands-on computer activities utilizing Classroom Suite and Powerpoint will help integrate technology into the emergent reading strategies. (Hands-on activities will be conducted on PC and Macintosh computers.) There is a $30 materials fee in addition to the cost of the workshop.

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

Monday, October 10, 2011   8:00 am - 4:30 pm

PC-12   Switch Access to the Curriculum: How to Make Software Accessible to Switch Users

Do you struggle with finding curriculum-based switch accessible software? Are you tired of your child/students "playing" the same switch games repeatedly and their data is interpreted as lack of mastery, when it's truly boredom, non-curricular, non-age appropriate? Well, we are, especially when the products exist to make the good, content-supporting software accessible to all users of switches. Come join us as we walk you through the considerations and process of creating a truly accessible computer for all your students. We will take an especially close look at the switch input to products for electronic reading and writing, since those functions provide access to the entire curriculum. On their own, not one of the major tools has switch access built in. How do users of switches independently operate these popular programs for opening and manipulating accessible instructional materials (AIM)? During the workshop, we'll demonstrate examples of software, hardware and strategies to use throughout the school day and how, together, they can promote inclusion, as well as improve independence in functioning for the full range of your switch-using students. The day is made up of three major sections: the components, the curriculum and planning. We'll have plenty of illustrations and information to use and follow up with afterwards.

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

PC-13   In-Depth Exploration of Some of the Most Advanced Assistive Technology iPad Apps

This workshop, which requires a basic knowledge of and experience with iTunes, iPad/iPod touch/iPhone, will focus on in-depth coverage of key advanced assistive technology solutions for the iPad in the fields of low vision, AAC, story telling, language development, organization/planning and reading/writing. We will cover a handful of apps through short presentations, including case studies, some modeling and in-depth hands-on exploration through a number of step-by-step tutorials. You will, for example, learn how to use and configure the built-in VoiceOver screen reader, how to customize and configure Proloquo2Go for a variety of AAC users, how to use Pictello's advanced features for creating visual stories and how to keep track of progress of students when using ArtikPix to improve their articulation. We will cover several other apps, depending on what's hot at the time of the conference and, last but not least, will cover multiple switch interfaces and switch adapted apps. (Hands-on activities will be conducted on Closing The Gap-provided iPads - one iPad for every two participants.) (Note: This advanced workshop can be taken as a follow up to Monday's Introduction to the iPad and iPod touch as Assistive Technology Solutions, or it can be taken separately.) There is a $20 fee in addition to the cost of the workshop.

David Niemeijer, Ph.D., is the CEO, AssistiveWare, Amsterdam, Netherlands; Mark Coppin, B.S., is an Apple Distinguished Educator and the Director of Assistive Technology, Anne Carlsen Center for Children, Jamestown, ND; Eric Sailers, M.A., CCC-SLP, is a Speech Language Pathologist and Assistive Technology Specialist, La Mesa-Spring Valley School District, La Mesa, CA; Jennifer Marden, M.S., M.A., is a Speech Language Pathologist, Technically Speaking, Roslindale, MA; and Cathy Kingeter, M.A., is the Director of Sales and Marketing, Origin Instruments Corp., Grand Prairie, TX.

Tuesday, October 11, 2011   8:00 am - 4:30 pm

PC-14   Using Interactive White Boards to Address AAC Language and Literacy in the Classroom

Come witness six creative ways SLPs and teachers can collaborate using Interactive White Board (IWB) technology to conduct differentiated, group intervention within a classroom setting. Learn how to use the IWB to provide your students with symbol-supported e-books, interactive poems/songs, step-by-step instructions (food prep, arts and crafts, science), dynamic communication pages amenable to aided language stimulation, e-writing activities and interactive academic games. Students won't even realize these fun IWB activities have a "hidden" therapeutic and academic agenda. Numerous "in classroom" videos will be shown to help participants conceptualize the concepts discussed. All materials and strategies are reflective of Universal Design for Learning principles.

Carol Goossens', Ph.D., is a Speech Language Pathologist and Special Educator currently in private practice in New York City. She is presently working as a consultant to the Henry Viscardi School and to Abilities! Dr. Goossens' has presented extensively both nationally and internationally, and has co-authored numerous clinical books regarding her work in the area of Augmentative and Alternative Communication. She is known for her ability to provide successful, classroom-based strategies.

Tuesday, October 11, 2011   8:00 am - 4:30 pm

PC-15   Facing the Challenges of Access with Students with High Tone and Reflexes, or Low Tone and Weakness, or Mixed Tone and Inconsistent Motor Control

To support some of our most challenging students, we must better understand their challenges. We must look at the activity, the environment, the student's current

postural mechanism and our activity use with AT. The usual historical paradigms of spending inordinate time to "discover" consistent access first, so that learning can begin, will be altered. Instead, we will put into perspective the need of understanding more current neurophysiology, particularly the sensory processing and integration used by students with tone, weakness and/or mixed tone and its subsequent reflexive involvement. We will look at access as a part of an activity and the student's interests and intention regarding activity engagement. We will examine and analyze activity, environment and equipment, and how we introduce AT and its access within these paradigms. This workshop will include sharing case studies, videos and equipment needed and used.

Karen M. Kangas, OTR/L, ATP, is an Occupational Therapist, AT Specialist, Seating and Mobility Specialist and Clinical Educator in private practice, Karen M. Kangas OTR/L, Shamokin, PA.

Tuesday, October 11, 2011   8:00 am - 4:30 pm

PC-16   Navigating the World of Technology to Enhance Skill Development for Students with Autism Spectrum Disorder

This beginner workshop will give participants a wealth of information and resources for blending low and high tech strategies, using technology tools to teach students with ASD a broad range of skills, from social relations, communication and academics to life skills. Participants will leave this training with dozens of practical, easy-to-make low tech strategies that can be used immediately to meet the unique learning and behavioral needs of students with ASD and, most importantly, to increase their independent functioning. High tech strategies to be explored include free Web-based tools (Glogster, Animoto, VoiceThread, word cloud tools), interactive white boards, social networking tools and mobile devices, including iPods, iPads, smartpens and smartphones. Numerous evidence-based examples of technology to teach various skills to students with ASD will be shared through a combination of video clips, actual materials and personal stories. Participants will also be provided with access to a wiki created for this workshop. The wiki will provide links to research supporting demonstrated strategies, tutorials for use of the tools, directions for creation of low tech supports and links to Web-based resources. (Participants are strongly encouraged to bring a wireless capable laptop/netbook/smartphone/iPad/iPod touch for interactive participation throughout the day.)

Susan L. Stokes, M.A., CCC-SLP, is an Educational Autism Consultant and Trainer in private practice, Fond du Lac, WI and Paula Walser, M.S., CCC-SLP, is the Director of E-Learning/Assistive Technology, CESA 6, Oshkosh, WI.

Tuesday, October 11, 2011   8:00 am - 4:30 pm

PC-17   Technology Integration and UDL Implementation in General Education Classrooms: What's It Take to Make It Happen?

This intermediate workshop will be of interest to leadership staff, providers of staff development, teachers and assistive technology teams who are ready to move beyond the provision of technology, one student at a time. For the past two years, the HIAT team has been systematically working with teachers in five schools using the tenets of Universal Design for Learning to focus on technology integration in elementary and middle school, general education classrooms. In each school, "Instructional Technology Leadership Teams" formed the nexus of these efforts. Implementation research that guided our efforts will be described. Driving forces and teacher-driven solutions will be demonstrated through the use of powerful classroom videos. Getting beyond implementation barriers will be discussed. And, because UDL implementation cannot rest with teachers alone, district level efforts will also be addressed. Much has been learned and much will be shared. Participants are encouraged to bring personal laptops to further explore Web-based resources and online collaborative networking tools throughout the day.

Denise C. DeCoste, Ed.D., is an Assistive Technology Specialist and a High Incidence Accessible Technology

Team Leader and William McGrath, M.S., is an Occupational Therapist and Assistive Technology Specialist, both, Montgomery County Public Schools, Bethesda, MD.

Tuesday, October 11, 2011   8:00 am - 4:30 pm

PC-18   Assistive Technology Supports for Struggling Students: Hands-On!

Participants in this workshop will have a hands-on experience using a full range of off-the-shelf tools, enabling students to function more independently and successfully. Hand-held devices, such as the iPhone, iPad, iPod touch and talking pens, and anything else that is new and cool will be explored. Emphasis will be on the applications that make them tick, from text readers, communication tools to visual assistants, Web conferencing for therapy and Web sites that support learning and more! Throughout this fast-paced show-and-play session, participants will learn by using the most current and emerging technology tools, enabling a wide range of students, including the participant him or herself, to become more efficient at a variety of tasks. From the hardware and software that drive them, to the innovative ideas that open a world of possibilities for use, today's tools for access and success are waiting for you! (Hands-on activities will be conducted on PC and Macintosh computers.)

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.

Tuesday, October 11, 2011   8:00 am - 4:30 pm

PC-19   WRITE ON: From Scribbling to Persuasive Essays - Supporting Conventional Writing!

This workshop is for those working with students who are beginning to use the alphabet to create meaning, supporting text production from invented spelling and simple sentences to persuasive essays. We will go beyond using symbols/words/phrases, produced traditionally or with technology, to impact writing with the alphabet. We will explore the full writing process, covering prewriting, drafting, revising, editing and publishing, including specific strategies for struggling students at each phase (e.g., using T.I.E. - Topic/Ideas/Ending to develop a paragraph). Multiple student writing samples (pre- and post-) will be shared, and participants will engage in brainstorming activities to customize materials for their students and curriculum. Targeted students are beginning to spell, but struggling to keep up with content-based writing. Participants will receive a CD with light tech and high tech scaffolds, including sample graphic organizers in Word, Classroom Suite, Clicker and Inspiration. There is a $10 materials fee in addition to the cost of the workshop.

Caroline Musselwhite, Ed.D., CCC-SLP, is an Assistive Technology Consultant and Author, AAC Intervention, Litchfield Park, AZ; Jerolyn Allen, M.Ed., OTR/L, ATACP, is an Occupational Therapist and Assistive Technology Coordinator, Litchfield Elementary School District, Litchfield Park, AZ; Laurel Richardson Buell, M.S., OTR, is an Occupational Therapist/AT Specialist, Assistive Technology Services, Mesa, AZ; Kim James, M.Ed., is a Special Educator/Cross-Categorical Multi-Age Middle School Teacher, Litchfield Elementary School District, Litchfield Park, AZ; Deanna K. Wagner, M.S., CCC-CLP, is an Assistive Technology Specialist, Madison Elementary School District, Phoenix, AZ; and Patty Ashby, M.N.S. in Speech Language Pathology, is an Assistive Technology Consultant, Southwest Human Development/Washington School District, Phoenix, AZ.

Tuesday, October 11, 2011   8:00 am - 4:30 pm

PC-20   USING PDFs in Special Education

This intermediate to advanced hands-on workshop is designed to deal with the use of teacher- or publisher-created PDF files in special education for reading, note-taking and worksheet/test tasks. Throughout the day, we'll work with using PDFs on the computer, iPhone and iTouch, iPad and Kindle. You'll learn how to transfer PDFs to these devices, which apps you need on portable devices and

what tasks can and can't be done on mobile devices versus the computer. We'll look at student use of PDFs, stressing changing settings to meet student needs, and teaching students and their parents how to use PDF files for reading and/or for worksheets and tests. We'll also look at teacher use of PDFs, primarily for creating student portfolios and organizing forms and records. Finally, participants in this hands-on workshop will learn about other programs that directly use PDFs and how to change PDFs into different file types. Participants who have an iPhone, iPod touch or iPad should bring them, having the Good Reader app already installed. (Hands-on activities will be conducted on Closing The Gap-provided Mac computers - one computer for every two participants; OR, participants are welcome to bring their own laptop computer [Mac or PC] with Adobe Acrobat Professional version 10 pre-installed.) (Note: Although this workshop serves as a continuum of Monday's Creating PDFs workshop, it can be taken separately.)

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

Tuesday, October 11, 2011   8:00 am - 4:30 pm

PC-21   Every Move Counts, Clicks and Chats - IMPLEMENTATION Strategies: Where Do You Go After Assessment?

Selecting instructional strategies that lead to student success is often challenging for those who live and work with individuals having severe and profound sensory/motor differences. This workshop is appropriate for all professional skill levels and will build on the Assessment workshop, providing strategies for incorporating information gathered during assessment into implementation and development of appropriate programs for students with the most significant sensory/motor differences. It will address ways to design an effective individualized communication program that builds on the abilities identified through the Every Move Counts, Clicks and Chats assessment protocols. It will address the relationship of switch use, symbol understanding, low tech communication and assistive technology (including speech generating devices), and will teach participants to recognize five levels of sequential strategies that support the development of communication and purposeful switch use, to effectively integrate communication training into daily activities by providing appropriate choice-making opportunities and to progress through a hierarchy of alternate and augmentative communication systems, in order to identify and provide the communication system (no tech through high tech) that best meets an individual's needs and abilities. (Note: Although not mandatory, it is strongly recommended that the Every Move Counts Assessment workshop [on Monday] be taken first to better understand and apply that which will be taught in this Implementation workshop. The manual is included in the cost of Monday's Assessment workshop.)

Jane Korsten, M.A., is a Speech Language Pathologist, AT Resource Specialist and Co-Author of Every Move Counts, EMC Communication Inc., Leawood, KS and Terry Foss, M.Ed., is an AT Resource Specialist and Co-Author of Every Move Counts, EMC Communication Inc., Lee's Summit, MO.

Tuesday, October 11, 2011   8:00 am - 4:30 pm

PC-22   Teaching Non-Verbal Children to Read: The Link Between Reading and Communication

This exciting workshop will focus on teaching non-verbal children with severe disabilities to read and write, utilizing a Balanced Approach to reading, while stressing the efficacy of literacy as an instructional tool for language development. Hands-on experiences with computer technology that supports reading instruction will be explicitly integrated into the learning. Often, technology is seen as an "add-on" to the instructional sequence; but in this workshop, it will be integrated so participants can better grasp the need for an integrated use of technology in instruction. The needs of the student who is non-verbal or "less than verbal" will be highlighted. Participants will learn to understand that these needs dictate how to "tweak" a Balanced Literacy

Approach to work for a particular child. Extensive videos illustrate key points and techniques in the instruction of decoding, guided reading and comprehension. Writing and self-selected reading will be explored as various technologies are utilized for the child who is unable to hold a pencil or even a book independently. The integration of augmentative communication and technology as a platform for giving children with disabilities a research-based approach to reading, similar to the more typical peers, is the focus. Participants should have an intermediate computer skill level and a desire to learn Classroom Suite. (Hands-on activities will be conducted on PC and Macintosh computers.) There is a $30 materials fee in addition to the cost of the workshop.

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

Tuesday, October 11, 2011   8:00 am - 4:30 pm
PC-23   Put Me in Coach! Coaching Strategies for AT Integration
This intermediate workshop will focus on the specific support strategy of coaching educators and how it can be applied to help develop more integrated AT services. Effective assistive technology supports involve a variety of strategies, including direct service to students, consultation to families and educators and collaboration with team members. However, coaching emerges from the literature as the most effective support strategy to accomplish this goal. This workshop will teach three aspects of effective educational coaching for AT. They are questioning and dialogue skills, active listening and the provision of feedback that empowers. The workshop will address each of these skill areas, providing information, self-assessments and practice. Participants will develop a specific AT Question Recipe, complete a listening skills self-assessment and practice providing reflective feedback that includes value statements, clarification and possibilities. We'll coach each other as we learn more effective ways to provide support.

Gayl Bowser, M.S. Ed., is an Independent Consultant, Roseburg, OR.

Tuesday, October 11, 2011   8:00 am - 4:30 pm
PC-24   AAC Evaluation - The Beginning of Successful AAC Outcomes: Best Practices and Tools for AAC Assessment
The ultimate outcome or goal of AAC assessment is effective use of communication. With the complexity of AAC evaluation, the diversity of those needing assessment and the overwhelming choices of devices, AAC apps and possible systems, the need for a systematic, comprehensive approach to assessment is critical to the goal of successful AAC use. But how do you get there when there are few systematic assessment protocols available? This workshop will look at organizing the tools, knowledge and procedures to maximize resources and outcomes. An overview of the major components of the AAC evaluation process, as well as the information that must be obtained for each area, will be provided. Currently published AAC evaluation tools will be examined, procedures and strategies for gathering pertinent information efficiently will be reviewed and budget-conscious devices and tools that are fundamental to testing various functions of communication will be identified. A free assessment protocol will be examined in depth. All participants will receive a CD that contains forms for use throughout the evaluation process, a summary of essential items for a basic AAC evaluation toolkit, the AAC Evaluation Genie assessment protocol and a detailed video explaining the rationale and administration of the different subtests, and many more new and tried-and-true resources and strategies.

Elizabeth (Libby) S. Rush, M.A., CCC-SLP, CPM, is an AAC Consultant in private practice, Durham, NC; Celeste Helling, M.A., CCC-SLP, ATP, is a Speech Language Pathologist, North Carolina Assistive Technology Program, Charlotte, NC; Karen M. Casey, M.A., CCC-SLP, is an AT Consultant, Durham Children's Developmental Services Agency, Durham, NC and Paula Justice, M.S., Ed., is a TVI/AT Team Member, Alamance Burlington School System, Burlington, NC.

STATE-OF-THE-ART COMMERCIAL EXHIBITS
Tuesday evening through Friday, October 11-14, 2011

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 contracted companies to date.**

AAC Institute
www.aacinstitute.org
We are a not-for-profit, charitable organization dedicated to the most effective communication for people who rely on augmentative and alternative communication (AAC).

AAC TechConnect, Inc.
www.aacTechConnect.com
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
www.ablenetinc.com
AbleNet offers communication aids, SoundingBoard AAC App, switches, environmental controls, computer access, software, mounting devices, low vision aids, data management and special education curricula.

Adaptivation, Inc.
www.adaptivation.com
Adaptivation manufactures lite tech communication aids, switches and environmental controls.

Adaptive Solutions
www.adaptive-sol.com
Adaptive Solutions is the developer and distributor of Assistive Technology Tracker Web, an online database that enables an agency to track services provided and includes equipment check in/out.

Adaptive Switch Laboratories
www.asl-inc.com
ASL is dedicated to designing and adapting devices that allow individuals with severe disabilities to achieve independent movement, environmental control and communication/computer access.

Aimee Solutions
www.aimeesolutions.com
Ready to use theme based language materials and communication supports for home, school and community. Check out our new click to read series!

Alexicom Tech
www.alexicomtech.com
Alexicom Tech is the world's first Internet-based AAC system. The service works on Smartphones, Tablet PCs, iPod, iPhone, Smartboards, PC and Mac, online and offline.

AMDi
www.amdi.net
Amdi makers of the Tech/Series communicators now offering a durable housing for the iPad called the iAdapter with amplified speaker shoulder strap and other accessories.

AssistiveWare
www.assistiveware.com
AssistiveWare is the worldwide leader in innovative assistive technology software for Mac OS X and iOS with applications such as Proloquo2Go, Pictello, KeyStorkes and SwitchXS.

Attainment Company
www.attainmentcompany.com
Attainment Company products are created for individuals with intellectual and/or communicative disabilities. Our goal: Increase learning and to foster active participation in classroom and communities.

Augmentative Resources, Inc.
www.augresources.com
AAC Communication Books, Choice Boards, Picture Schedules and Interactive Language Books. New!- Communication Charm Bracelets, Easy-Push Talking Pockets and Time-a-Task Schedules.

BlueSky Designs, Inc.
www.mountnmover.com
Mount'n Mover: a flexible, accessible and movable mount for laptops, communications aids, cameras, trays and more. Easily set memory lock positions, height and tilt angle.

Bookshare
www.bookshare.org
Bookshare is the world's largest online library of accessible digital books for people with print disabilities.Our services are free for U.S. students of any age.

Cadan Computers dba Technology for Education
www.tfeinc.com
Echo Smark Pen, Products for Deaf/HOH, B-Calm for autism, Orbitrack, Proxtalker, Leap Frog, Smartcat, Interact, Visi Print for individuals with visual impairments.

Cambium Learning Technologies
www.cambiumtech.com
The leading educational software company focused on creating instructional products that serve the needs of at risk and special student populations.

Care Innovations an Intel · GE Company
www.careinnovations.com
Intel-GE Care Innovations creates technology-based solutions that give people confidence to live independently, wherever the are. Our products include a mobile print reader and more.

CJT Mounting
www.yescjt.com
CJT provides modular mounting systems and other adaptive equipment to position, support and transport assistive technology devices. Come see our new products for 2011.

Closing The Gap
www.closingthegap.com
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 Software
www.cognitopia.com
Cognitopia Software presents Picture Planner, an affordable icon-based personal organizer using customizable pictures and symbols. Compatible with iPad and iPod touch.

Conover Company
www.conovercompany.com
The Conover Company provides computer software-based assessments and curriculum for transition, social/emotional learning, and independent living skills utilizing the ipad and iPod touch.

Creative Communicating
www.creativecommunicating.com
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.
www.cricksoft.com
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.

Daedalus Technologies
www.daessy.com
Daessy Mounting Systems by Daedalus Technologies. The leader in support systems for AAC devices and computers. All new products on display, making technology more accessible.

DO-IT
www.uw.edu/doit/
DO-IT serves to increase the participation of individuals with disabilities in challenging academic programs and careers, through the use of technology, mentoring, training and advocacy.

Don Johnston, Inc.
www.donjohnston.com
Award-winning products build in physical accessibility, integrate validated research, capitalize brain science, align to standards and are presented in multiple medias through engaging instructional models.

DynaVox Mayer-Johnson
www.dynavoxtech.com
DynaVox Mayer-Johnson offers solutions for children and adults with complex communication and learning challenges, including the Maestro and Xpress communication devices and Boardmaker Studio software.

EnableMart
EnableMart is the worldwide leader in Assistive Technology distribution offering more than 3,000 assistive devices with guaranteed best pricing and unbeatable support.

Fraser
www.fraser.org
Fraser serves children and adults with special needs through education, healthcare and housing. Fraser is also Minnesota's largest

and most experienced provider of autism services.

FRS Custom Solutions
www.frs-solutions.com
FRS Custom Solutions/Forbes Rehab Services has 24 years experience designing, manufacturing and distributing AAC products. Our products are truly "Better by Design".

HumanWare
www.humanware.com
HumanWare provides innovative solutions, empowering perople who are blind, deaf-blind, visually impaired or learning disabled

Inclusive TLC Special Needs
www.inclusivetlc.com
Specialists in the best special needs software, switches and computer access devices, as well as communication aids and the latest assistive technology.

InfoCor
www.infocor.com
InfoCor is a premier audiovisual integrator and manufacturer of the satalight interactive whiteboard and satalight HD interactive flat-panel touch screen
products for the Assistive Technology marketplace.

Judy Lynn Software, Inc.
www.judylynn.com
Captivating switch and touch window software for students functioning at nine months and up. Stop by for a free catalog and demo.

Laureate Learning Systems, Inc.
www.laureatelearning.com
Research-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, Inc.
www.lightspeed-tek.com
Your voice. Their mind. A clear connection. Established in 1990, Lightspeed is the trusted provider in classroom audio.

Lingraphica - The Aphasia Company
www.aphasia.com
Lingraphica develops AAC devices and iPod apps for people living with aphasia, apraxia of speech and dysarthria.

Logical Choice Technologies
www.logicalchoice.com
Logical Choice Technologies is your source for Promethean ActivClassroom products, Installation, Training, Document Cameras, Audio, Campus Security and Letters alive our augmented reality reading curriculum.

Marblesoft - Simtech
www.marblesoft.com
For over 28 years, Marblesoft-Simtech has produced outstanding social needs software for infants through adults. Stop by our booth to see what's new!

ModularHose.com
www.modularhose.com
Loc-Line Modular Hose is a unique plastic hose system that is flexible but yet self-supporting and re-positionable. Great for holding switches and utensils.

N2Y, Inc.
www.n2y.com
Channel current events with News-2-You, our weekly Internet newspaper. Acquire a standards-based special education curriculum with Unique Learning System. Communicate with our dynamic symbol set, SymbolStix.

Nasco
www.enasco.com
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 Corp.
www.orin.com
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.

PRC
www.prentrom.com
Easy, yet powerful communication devices by PRC. Come see how easy it is to speak with ECO2, ECOpoint, Vantage Lite, SpringBoard Lite and Vanguard.

ProxTalker.com, LLC
www.proxtalker.com
The first moveable picture communication device that actually talks. Encoded picture sound tags produce voice output when pressed. Tags can be customized with any image and sound.

Quilted Illusions
www.quiltedillusions.net
Handmade weighted products for deep pressure therapy. Weighted blankets, laps, vests, texture blankets and stuffed animals.

Read Naturally, Inc.
www.readnaturally.com
Read Naturally's innovative, research-proven reading programs provide high quality interventions and differentiated instruction for struggling readers. The programs focus on fluency, phonics, vocabulary, and assessment.

RJ Cooper & Associates
www.rjcooper.com
One of the first software and hardware developers for our field.

Saltillo Corporation
www.saltillo.com
Saltillo Corporation manufactures and distributes portable augmentative communication for individuals who cannot speak. Saltillo's portable devices include
Touchat, an iPad application.

Sensory Software International Ltd.
www.sensorysoftware.com
Pioneers of computer-based communication aids and developers of innovative computer software for communication and computer access. Our main title is The Grid 2, which provides a full range of AAC options.

Slater Software, Inc.
www.slatersoftware.com
Slater Software utilizes the Picture-Assisted Literacy (PAL) approach to teaching literacy. Picture It, PixWriter, Simply Science and Read and Tell lead a full line of PAL Products.

SoftTouch, Inc.
www.softtouch.com
SoftTouch has been developing accessible software for over 20 years. SoftTouch provides self-authoring tools, cause-and-effect software, and curriculum-based products.

Switch In Time
www.switchintime.com
Switch In Time offers engaging games and music software for individuals of all ages and abilities.

Talking with Baby
www.talkingwithbaby.com
Mom's Choice Award, February 2010, Educational Products. Baby's first textbook. Learn, teach American Sign Language introducing literacy. Words in context to daily activities, involves parents.

TapSpeak, LLC
www.conleysolutions.com
iPad apps for emerging communicators.

tboxapps
www.tboxapps.com
tboxapps develops AAC iPad and iPhone applications that offer flexibility to customize and are accessible via switch. Products include Predictable and Scene & Heard.

Texthelp Systems, Inc.
www.texthelp.com
Texthelp provides literacy software including Read&Write GOLD, reading/writing/research support toolbar that integrates with mainstream applications; and Fluency Tutor, online solution for developing/assessing oral reading fluency.

Tobii ATI
www.tobiiati.com
Tobii ATI is a premier developer of speech generating devices, eye tracking devices, and software for people with physical, cognitive and speech disabilities.

Vizzle by Monarch Teaching Technologies, Inc.
www.monarchtt.com
Award-winning Web-based software for fun, interactive, visually supported special education/autism instruction. Customize peer-reviewed premade lesons or create your own and track improvement by IEP goals

Widgit
www.widgit.com
Widgit are inclusion and accessibility experts. Widgit Symbols enable all-aged individuals to access written information and communicate more independently, through Widgit's software, resources and services.

Words+, Inc.
www.words-plus.com
Words+ has been busy developing new products to unlock the person. It's our mission to help expand the lives of people with unique communication needs.

Writer Learning Systems
www.writerlearning.com
From simple note taking to advanced writing and communication support, the Fusion and Writer are designed to assist a wide range of ages and abilities.

Conference - Wednesday, Thursday, Friday, October 12-14, 2011 Includes Preview of Exhibits – Tuesday, October 11, 5:30 pm - 8:00 pm

Registration Received	On or Before June 30	July 1 - September 8	September 9 - September 29	September 30 - Onsite
Standard Rate **Group Discount - 5 or more** **Group Discount - 8 or more** *All group registrations must be received at the same time.*	**$415** Groups 5+ Deduct $30 Groups 8+ Deduct $50	**$455** Groups 5+ Deduct $30 Groups 8+ Deduct $50	**$495** Groups 5+ Deduct $30 Groups 8+ Deduct $50	**$525** Groups 5+ Deduct $30 Groups 8+ Deduct $50
Parent Rate *(A letter describing your child's disability must accompany registration)*				**$275**
Full-time Student Rate *(Proof of full-time student status must accompany registration)*				**$325**
Presenter Rate (Presentation title: ）				**$325**
Exhibitor Rate (Company name and booth number: ）				**$325**

Single Day and Exhibit Hall Only Registration	Price
Thursday Only - October 13	**$275**
Friday Only - October 14	**$125**
Exhibit Hall Only - Tuesday evening through Friday, October 11-14	**$175**

Preconference Workshops - Monday and Tuesday, October 10-11, 2011 (Includes Preview of Exhibits – Tuesday, October 11, 5:30 pm - 8:00 pm)	Price
Monday, October 10 *(Some preconference workshops carry an additional fee for materials)*	**$275**
Tuesday, October 11 *(Some preconference workshops carry an additional fee for materials)*	**$275**
BUNDLED PRICING! **Monday and Tuesday Bundle ($60 savings)**	**$490**

$30 RETURN DISCOUNT A $30 "return" discount is available to **ANY** past conference registrant and must be used by June 30, 2011. This discount can be used for any preconference workshop OR conference registration and is **IN ADDITION** to any and all other applicable discounts. If registering online, you will be required to enter code **RETURN** at checkout.

CONFIRMATION

All who register by October 1, 2011 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, 2011. 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, 2011. Unpaid balances are due in full.

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 (Wednesday - Friday), 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 (soon to be a Double Tree hotel), 7800 Normandale Blvd., Bloomington, Minnesota is the official hotel of the conference. All conference activities are held at this hotel 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.

TRAVEL

Minneapolis-St. Paul International Airport (MSP) has one airfield and two terminal buildings - Terminal 1-Lindbergh and Terminal 2-Humphrey. Twelve commercial passenger airlines service the airport.

Conference goers are encouraged to choose the airline that best meets their needs and budget.

For detailed airport information, please visit www.mspairport.com/

For those interested in flying Delta, Closing The Gap has arranged for them to offer discounted conference rates. For the lowest possible air fares, in the United States and Canada, call Delta at 800-328-1111, Monday through Friday, 7:30 am - 7:30 pm Central Daylight Time and reference the **Closing The Gap Conference, I.D. code NM7AH.**

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).

HOTEL RESERVATIONS

Hotel reservations can be made by contacting the conference affiliated 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 you require an accessible room, state your needs when making your reservations and reserve your room early to better insure a room that will best accommodate you.

A deposit of one night's room rate plus tax is required to reserve a guest room for the Closing The Gap Conference.

Sheraton Bloomington Hotel
(Soon to be a DoubleTree Hotel)

7800 Normandale Blvd.
Bloomington, MN 55439
Phone: 952-835-7800; **Fax**: 952-893-8419

$149 - single occupancy   **$169** - triple occupancy
$159 - double occupancy   **$179** - quad occupancy
(All are in South Tower.)
(Plus applicable state and local taxes.)

Hotel Sofitel (a one-block walk from the Sheraton)

5601 W. 78th St.
Bloomington, MN 55439
Phone: 952-835-1900 **Fax**: 952-835-0545

$159 - single, double, triple or quad occupancy
(Plus applicable state and local taxes.)

Cancellation policy for both hotels: Guest rooms may be cancelled up to October 1, 2011, with no cancellation penalty and your total deposit refunded to you. Any guest room cancelled after October 1, 2011, will be subject to forfeiture of the entire deposit.

2011 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? ❏ Yes   ❏ No   If no, most recent year attended _____   How did you hear about the conference? _____

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

*For persons with disabilities only – must be requested by September 1, 2011.

Conference - Wednesday, Thursday, Friday, October 12-14, 2011 Includes Preview of Exhibits – Tuesday, October 11, 5:30 pm - 8:00 pm				
Registration Received	**On or Before June 30**	**July 1 - September 8**	**September 9 - September 29**	**September 30 - Onsite**
❏ **Standard Rate**	**$415**	**$455**	**$495**	**$525**
❏ **Group Discount - 5 or more**	Groups 5+ Deduct $30	Groups 5+ Deduct $30	Groups 5+ Deduct $30	Groups 5+ Deduct $30
❏ **Group Discount - 8 or more** *All group registrations must be received at the same time.*	Groups 8+ Deduct $50	Groups 8+ Deduct $50	Groups 8+ Deduct $50	Groups 8+ Deduct $50
❏ **Parent Rate** *(A letter describing your child's disability must accompany registration)*				**$275**
❏ **Full-time Student Rate** *(Proof of full-time student status must accompany registration)*				**$325**
❏ **Presenter Rate** (Presentation title:				) **$325**
❏ **Exhibitor Rate** (Company name and booth number:				) **$325**

$_____

Single-Day and Exhibit Hall Only Registration	**Price**
❏ **Thursday Only - October 13**	**$275**
❏ **Friday Only - October 14**	**$125**
❏ **Exhibit Hall Only - Tuesday evening through Friday, October 11-14**	**$175**

$_____

CONFERENCE SCHOLARSHIP (See page 45 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 - Monday and Tuesday, October 10-11, 2011 (Includes Preview of Exhibits – Tuesday, October 11, 5:30 pm - 8:00 pm)	**Price**
❏ **PC-1 Two-day PODD Workshop, Tuesday and Wednesday, October 10-11**	**$490**
❏ **Monday, October 10** 1st Choice PC-_____ 2nd Choice PC-_____	**$275**
❏ **Tuesday, October 11** 1st Choice PC-_____ 2nd Choice PC-_____	**$275**
❏ **BUNDLED PRICING! Monday and Tuesday Bundle ($60 savings)**	**$490**
I will bring my own computer for: ❏ PC-9 ❏ PC-20 ❏ I will use Closing The Gap's computer. Participants in PC-8 *MUST* bring their own computer.	

$_____

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

PC-1 - **$15** materials fee   PC-10- **$75** materials fee   PC-13 - **$20** materials fee   PC-22 - **$30** materials fee
PC-2 - **$20** materials fee   PC-11 - **$30** materials fee   PC-19 - **$10** materials fee

$_____

ACADEMIC CREDIT (See page 39 for complete information and requirements.)

$_____ ❏ One Semester Credit **$128**   ❏ Two Semester Credits **$256**   ❏ Three Semester Credits **$384**

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

❏ One-year ONLINE subscription – **$50**   ❏ One-year PRINT subscription – **$39** (In the US)   ❏ Combination Subscription

$_____ ❏ One-year ONLINE student subscription – **$40**   **$55** (To Canada)   One-year PRINT and ONLINE subscription – **$80** US and Canada only

($_____) **RETURN DISCOUNT - $30** (Not applicable after June 30, 2011)

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

PAYMENT INFORMATION 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.)

J/J

Start your Solutions subscription today!

Receive 6 issues, including the 2012 Closing The Gap Resource Directory
(February / March issue)

The Resource Directory is a guide to over 2,000 of the latest assistive technology products available for children and adults with disabilities!

Choose from PRINT, ONLINE or the value-priced COMBINATION subscription

PRINT SUBSCRIPTION

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❏ One year (six issues) $39

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❏ One-year Subscription $50

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Site License (Groups of 10 or more can save from 25-70 percent with site license pricing. Visit **www.closingthegap.com** to learn more!)

COMBINATION SUBSCRIPTION

❏ Combination, One-year Print and Online Subscription $80 (U.S. and Canada)

2011 Resource Directories

❏ **Resource Directories**_____
$16.95 plus postage and handling
($7 in the United States; $7 to Canada)

Quantity Discounts:	
1-9	$16.95
10-24	$14.50
25-49	$12.25
50-99	$10.50
100 or more	$9.50

FREE *shipping and handling*

if check in full payment accompanies an order for 10 or more directories (shipped within the United States only).

Shipping and handling charges will be added to all invoices and credit card payments.

YES, I WANT TO ORDER!

Please complete the following:

Name: _____

Organization: _____

Mailing Address: _____

City: _____

State / Country: _____ Zip / Postal code: _____

* Phone: _____ Fax: _____

* E-mail: _____
* Required for Online Subscription and/or credit card orders

Occupation: _____

Where did you hear about Closing The Gap? _____

❏ **Check is enclosed $** _____

❏ **Please charge $** _____ to ❏ Visa ❏ MasterCard

Credit card account number:

_____Exp. date _____

Cardholder signature: _____

Cardholder address: _____

❏ **Purchase order attached #:** _____

(Allow 8 - 10 weeks for delivery of your first issue.)

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GoTalk 9+

GoTalk 20+

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Plays messages in sequence

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- Affordable
- Durable
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- Great service

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new!

Who thought you could do so much with a single button?

Ten levels plus **three activities** with **ten steps** each.

with easy-touch access!

friends