

Closing The Gap

APRIL / MAY, 2012
VOLUME 31 - NUMBER 1

Solutions

**The iPad In Special Education:
Is It Time To Get One?**

**Smart Inclusion
Breaking News**

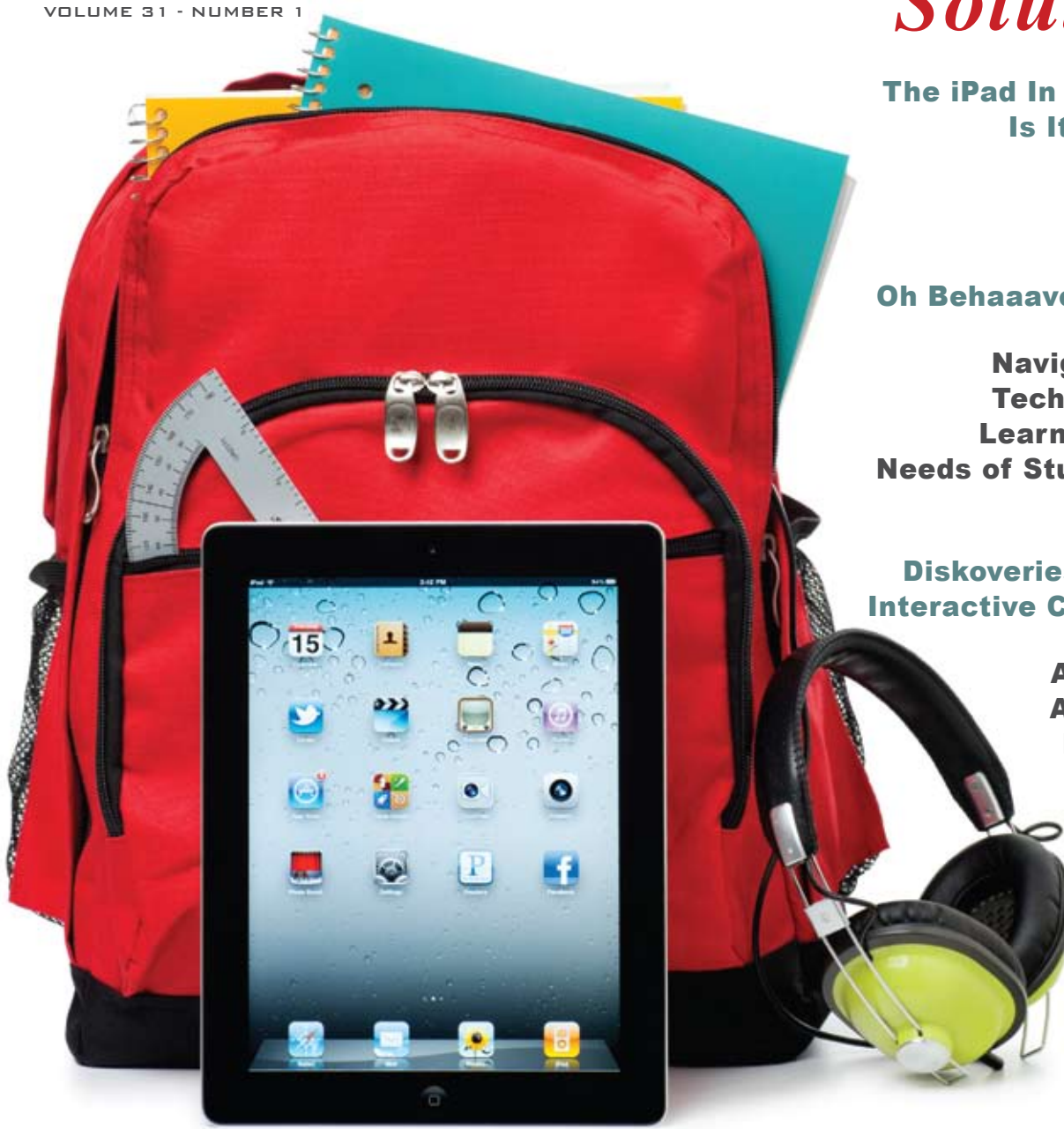
Oh Behaaave! Asperger Edition

**Navigating the World of
Technology to Meet the
Learning and Behavioral
Needs of Students with Autism
Spectrum Disorder**

**Diskoveries - Whiteboards for
Interactive Classroom Learning**

**Authentic Voices of
America: One Man's
Dream to Empower
Students Through
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**Just Announced!
30th Annual
Conference
Details**





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Simply Press the green speak all tag and all the other tags speak in sequence, giving a more flexible option for those users who are competent at sentence building.



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- **easy to extend** - print and record your own resources to extend practice beyond the alphabet set

'I have to tell you about my student who just started learning with the Logan BrailleCoach. In a week he has learned the entire alphabet, its dots, and the word associations. He is ready to practice with words and I am going to get on that next week, so grade 1 for him is essentially done in just 1 short week at 30 minutes a day!' reported James a BLV educational consultant, Kansas City.

For more information visit www.proxtalker.com contact info@proxtalker.com or call us at (203) 721-6074 Toll free (877) 776-9175

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Apps for Students with ASD

THURSDAY,

APRIL 5, 2012

12:30 pm - 2:00 pm Central Daylight Time

AND

THURSDAY, APRIL 5, 2012

3:00 pm - 4:30 pm Central Daylight Time

AND

TUESDAY, MAY 8, 2012

10:00 am - 11:30 am Central Daylight Time

The iPod touch, iPhone and iPad have proven to provide a wealth of possibilities for all students. Many of our students with autism spectrum disorders present unique learning styles and preferences. Participants in this Webinar will learn about many applications that could make a difference for children with ASD. This Webinar will cover apps for communication, organization, planning, story telling, reading/writing, behavioral support and much more. Participants will learn how these solutions can make a difference for children with ASD. At the end of the session, participants will have a better understanding of apps, device management and accessories that are available. They will also become more aware of some of the most promising apps available today.

PRESENTER: MARK COPPIN

Beyond Angry Birds - Fun Educational Apps

THURSDAY, APRIL 12, 2012

12:30 pm - 2:00 pm Central Daylight Time

AND

THURSDAY, APRIL 12, 2012

3:00 pm - 4:30 pm Central Daylight Time

The iPod touch, iPhone and iPad can provide many exciting, engaging and entertaining apps. However, these devices can and should be used for more than just sheer entertainment. This Webinar will explore many games that can be used in educational and therapeutic sessions. While the apps are fun and entertaining, they work on specific skills and knowledge. Ways to use and manage

entertaining apps on your device will also be covered. While games and gaming on these devices can be challenging at times in the educational setting, they can also be very motivational and beneficial.

PRESENTER: MARK COPPIN

Jumpstart Your iPad Experience with Free Apps!

MONDAY, APRIL 30, 2012

10:00 am - 11:30 am Central Daylight Time

This Webinar will cover free avpps for the iPad/iPod. Apps for math, music, note taking, art, science, ebooks, reading, writing, photography and more will be covered. Just because they are free doesn't mean cheap! It may be a while before you buy your first app after making your way through this listing. We will also cover creating folders on your iPad for organization and how to export activities created on the devices. Listing and description of over 80 free apps provided.

PRESENTER: DAN HERLIHY

Switch Access on the iPad

MONDAY, APRIL 30, 2012

1:00 pm - 2:30 pm Central Daylight Time

AND

MONDAY, MAY 7, 2012

10:00 am - 11:30 am Central Daylight Time

There are thousands of apps at the iTunes App store, but when it comes to switch access, where do you start? Find out which apps are switch accessible, learn how and where in the iPad Settings and the app itself to configure switch settings, as well as what switch arrays and switches can be used with each app. A detailed resource handout provided on everything covered.

PRESENTER: DAN HERLIHY

iPad Apps for Writing, Journals, Story Creation and Story Telling

MONDAY, MAY 7, 2012

1:00 pm - 2:30 pm Central Daylight Time

This session will demonstrate a mix of free and inexpensive apps that allow you to create writing prompts and supports for

students, apps that students can use for journals, diaries, creative writing, notebooks and note taking in any classroom and curriculum area, free writing apps with voice recognition built in, book report templates, apps that allow students to import images and music, record narration and save as slide shows or video's, as well as apps that allow students to password lock their notebooks! Learn how to work with the cloud, using free online writing tools for students and teachers, as well.

PRESENTER: DAN HERLIHY

Using iPad Apps in Special Education

TUESDAY, MAY 8, 2012

1:00 pm - 2:30 pm Central Daylight Time

The iPad has become a very popular device in special education. In this Webinar, participants will experience the iPad with the latest and greatest apps for augmentative communication, speech articulation, storytelling, reading/writing and more. You will learn the newest features for customizing and configuring the iPad for individual users. You will then explore various applications that can be used in special education classrooms. A wide variety of apps across many different categories will be covered. Alternate methods of access, such as switch interfaces for scanning purposes, will also be discussed.

PRESENTER: MARK COPPIN

Video Modeling and Visual Stories on the iPad

THURSDAY, MAY 10, 2012

10:00 am - 11:30 am Central Daylight Time

AND

THURSDAY, MAY 10, 2012

1:00 pm - 2:30 pm Central Daylight Time

Video modeling and visual stories can be very powerful tools when working with students with special needs. They can be used to teach appropriate social skills and behaviors. Video modeling and visual stories can also help to reduce anxiety and confusion of social events by letting the child see the sequence of events before they encounter them. The

iPod touch, iPhone and iPad are great tools for capturing and creating these visual supports. This Webinar will cover the basics of capturing and editing video and photos using the iDevice. We will then provide overviews of apps that can be used for creating video modeling activities and visual stories. This Webinar will also cover several video and video editing apps.

PRESENTER: MARK COPPIN

WEBINAR PRESENTERS:



MARK COPPIN, B.S., is an Apple Distinguished Educator and the Director of Assistive Technology, Anne Carlsen Center for Children, Jamestown, ND.



DAN HERLIHY is an Assistive Technology/Technology Resource Specialist, Connective Technology Solutions, Inc., Hoosick, NY.

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¹ *Evaluation of the Effects of the Intel® Reader on Improving the Reading Performance of Adolescents with Learning Disabilities*, SRI International, November, 2010.

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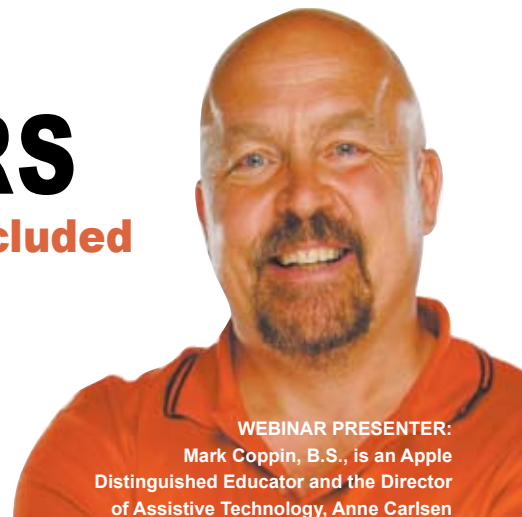
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WEBINAR PRESENTER:
Mark Coppin, B.S., is an Apple Distinguished Educator and the Director of Assistive Technology, Anne Carlsen Center for Children, Jamestown, ND.

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The iPad in Special Education: Is it time to get one?



DIANE GERADS-SCHMIDT has been a Speech Language Pathologist for District 287 in Plymouth, MN, for over 20 years, working with individuals having physical, cognitive and/or behavioral challenges. Diane's particular area of interest and expertise is in establishing augmentative communication systems for individuals that do not have a verbal way to express themselves. She can be contacted at: DMGerads-schmidt@District287.org.

JASON BACKES is an Occupational Therapist with over 20 years experience working with individuals with a variety of disabilities. He has been an Autism Specialist with District 287 in Plymouth, MN, for over five years and also serves in the role of Innovation Coach for North Education Center. His particular area of expertise is with students having significant cognitive, sensory and behavioral needs. He can be contacted at: JJBackes@District287.org.

Times are definitely changing!

For those of us who have been in the field of special education for some time, the struggle to introduce technology into our special education classrooms has been a challenging and expensive journey. Considerations for technology in our classrooms needed to include IEP related need, cost, durability, cost, ease of student use, cost, accessibility, cost ... you get the idea.

Although challenges in justifying the purchase to administrators may involve a few hurdles, we are now presented with a realistic option for many school districts – the iPad. The iPad is not an answer to all of our problems, but it does offer us a way to give students access to an inexpensive voice generating device, as well as educational and leisure materials, in an easy-to-use package. What's even more exciting is that this tool is one that may already be in their home environment! We hope to guide you on your decision-making process, giving you a bit of a "boost" in getting started with the iPad in your special education setting.

INITIAL CONSIDERATIONS: IPOD OR IPAD AND HOW MUCH STORAGE SPACE DO I NEED.

The first practical considerations in adding this technology to your classroom is to decide what "size" of a device you will need. Classrooms have demonstrated the pros and cons to both the iPod Touch and the iPad. The iPod Touch is an excellent tool for a particular set of students. They will need to have good fine motor skills in order to access the device, as well as good vision in order to benefit from materials presented on the screen. The iPod Touch is extremely portable and fits in your pocket. Keep in mind, it also fits in someone else's pocket just as easily, so be sure to enable the "Find my iPod" under the location setting. The iPod Touch can be an excellent augmentative communication tool for those students meeting the access criteria mentioned above. Although the original versions required an external speaker to make the voice output loud enough for communication purposes, the newest iPod Touch is fine without any modifications.

If vision and physical access issues are present (they are with many of our students), the iPad becomes the better option. The screen size is significantly larger, the speaker is adequate and the weight is not prohibitive. Keyguards, plastic grids to place over the iPad, are available and designed to work with specific apps. These keyguards are designed to guide the user's finger to specific locations, reducing the chances of misdirected or multiple hits. Keep in mind, it doesn't stop them completely, but it does reduce the likelihood of accidental hits. They are available through www.laseredpics.biz and may be ordered through their Web site. The keyguards will range from \$3 - \$40 and need to be ordered based on the app (usually augmentative communication apps) that your student will be using. To access other apps (games, books etc.) you will need to remove the keyguard. At this point in time, there are a few Bluetooth activated apps for use by individuals using scanning and switch access as their activation method. Although fairly limited at this time, I would expect more communication and special education apps



to offer this feature in the future. Bluetooth switches are currently available through the www.ablenetinc.com and www.rjcooper.com.

Before purchasing, determine the amount of storage needed. Most schools will decide between a 16GB or 32GB device. The amount needed will depend on the reason you're using the iPad. Music and video eat

up the largest amount of storage; apps and photos require less room. So, it really comes down to how you will be using the device. As a consulting therapist, I have a 16GB iPad. It has over 250 apps and 131 photos, and three videos. I still have 3GB left. Jason, as a travelling consultant, needs 64GB. He uses his iPad for demonstrations, productivity and, most importantly, video modelling. "Cloud"

storage is always an option. If you plan on replacing your computer with an iPad, larger storage capacity is a necessity. Starting with a 16 GB may be prudent until you determine what your needs really are. By then, the next iPad will be out ... version 3, 4 or even 5, and you'll want to buy a new one!

ACCESS AND POSITIONING

In order to determine the best position for your iPod/iPad, consider the age of your students, the cognitive and physical abilities reflected your student population, the number of students needing to access the device, the number of environments the device will be used in and any classroom safety concerns. See, it's easy!

The iPad may be used in either horizontal or vertical position; you will need to determine if you need both orientations or if you will lock the iPad to remain in only one position. iPod apps may have only one orientation. We all learn and remember things easier if they are not constantly moving and changing. Think of your driving skills. Chances are that if you've been driving the same car for over six months, you really don't think about the location of things, such as the pedals, the window and door latches, the lights and the windshield wipers. If you were to drive a new car, you would need to spend some time learning the locations and functions that you used automatically in your old car. The same is true of our students "driving" their device. If their augmentative communication app changes from landscape to portrait throughout the day, it not only takes longer to learn the locations of specific vocabulary, their speed will forever vary since they are essentially learning to drive two different cars at the same time. This is called motor memory and is what helps us daily in our texting, twittering and typing. So, by now, you may see our bias toward locking the orientation if expecting students to utilize the iPad as a communication tool. You lock the orientation of the device through use of the side switch (set through your general settings icon) or by double tapping the home button, sliding the bottom of the screen to the right and tapping on the arrow that that looks like a circle (a lock will then appear). To set the rotation option through the app, it will be either under the "settings" icon or within the app itself.

Using the iPad with students utilizing a wheelchair for mobility necessitates the use

of an iPad mount. The decision will partially depend on whether this is a personally owned iPad or one that will be used by other students as well. Mounting systems may be fairly permanent and attached to an individual's wheelchair or may be mounted with a clamp, allowing it to be moved from a table to the arm of a wheelchair. This allows for multiple uses in multiple environments. Personally owned iPads used as augmentative communication devices need to be mounted on the individual's wheelchair in a sturdy manner so that the pressure put on the device does not alter its position in relationship to the device user. Speed and accuracy are significantly affected by changes in position. If your user is able to adapt quickly, it is less of an issue. If their accuracy decreases significantly when moving the iPad between a table and wheelchair mount, the change should be discouraged. It's a challenge to move an iPad quickly if mounted tightly to a table or wall. If the device needs to move frequently between environments, consider whether your best "safety" option is a case with a strap that can be over the shoulder/ across the body of a teacher or staff member that will be moving with the students. It allows for student access, but also prevents dropping/throwing of the iPad during challenging instructional times.

Ambulatory students using the iPod Touch or iPad as a communication tool also have numerous options for carrying their device with them. Remember, if it's not always with them, it's not functioning as an augmentative communication system. iPod Touches may be carried in protective cases containing speaker systems, such as the iMainGo speaker case available through www.amazon.com or www.imaingo.com and

sometimes even at Target or Walmart. There are also lanyards and arm bands available to allow hands-free carrying throughout the school environment. If used as an augmentative communication system, iPad carrying cases should have a shoulder strap, allowing the student to carry it across their body "hands free" so that they can complete their daily tasks without having to find a table to put their iPad down safely. The "Sherpa" case, available at www.sherpacarry.com, is great, and cases from R.J. Cooper at www.rjcooper.com offer some options for students that may need significant device protection.

For general classroom use, consider the newest cases made from shock absorbing "foam," which offer excellent side protection and a "crumple zone." These include the Gripcase iPad case and the Big Grip Frame. The traditional looking Otterbox, Insipio Destroyer and Gum Drop cases are good options as well. All of these cases may be ordered from their specific Web site or through Amazon. Given the right case, iPads appear able to "fly" and "bounce" without damage (not that we're doing it on purpose!). The most vulnerable part of the device appears to be the screen or corners. The most likely breaking scenario seems to be the screen hitting the corner of something solid (like a teacher's desk), with some force behind it (i.e. throwing).

MANAGING YOUR APPS

Keeping your apps in some kind of "order" will reduce the stress you feel when you sit down to work with your students. There is nothing worse than needing to navigate through pages and pages of apps, looking for just the right one. Although bifocals are helpful, they seem to lack the radar system really needed. Apps can be put into folders under specific headings you define, such as "communication," "relaxation," "books," etc. In order to do so, hold your finger on an app until it "shakes." Once it's shaking, slide it on top of another similar app, creating a folder, which you then name. This puts similar apps together under headings that you decide. You can label folders by student name or class and insert apps accordingly.

If you just can't find an app that you know is on your device, from the first screen, tap the home button to get to the search menu. Type in the name of the app and tap on the app. To hide an app, place it on an over-

flow page that is unseen on the iPad, but can be seen in your iTunes account when connected to your computer. You are able to place 226 visible apps on 11 screens, 20 apps per screen with six dock apps (4406 with

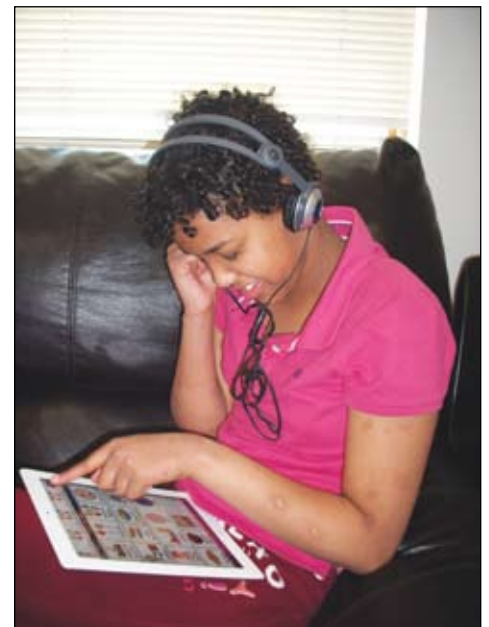
folders). An additional three screens worth of apps/folders are not visible. To access the "invisible apps," search as described above. Once you purchased the app is in your account forever.

USES

In justifying the purchase of an iPad for your classroom, the uses of the iPad are too numerous to count. Suffice it to say, the uses include the following: communication, literacy, math, leisure, behavior management, data collection, developing fine motor skills and productivity. We suspect there are significantly more uses than those mentioned. Although we'd like to have an app "discussion," we are limited by time and space, so we have done our best to give you Web sites to lead you to the apps best suited to your students needs.



Brandon waiting for his work day to start..



Bilan exploring new vocabulary before class...wait, is that gummi bears.

WHAT APPS SHOULD I BUY?

One of the greatest challenges in using an iPad for educational purposes is finding the time to "keep up" on an app market that continues to grow daily. App "sharing sessions" within individual buildings is terrific. You can also check out new apps through apps. Try these free apps: AppShopper, Discover Apps, Autism Apps and Moms with Apps. By using "Genius" in your app store, you will find app recommendations based on your prior purchases. In addition, there are Web sites that follow the app market

for us. Below, you will find some of the sites that have been helpful in deciding which apps we'd like to use with our students. They range from sites established by professionals and/or parents, to the "mom" based sites. They give us the information we need to determine whether a particular app could be helpful in our setting.

<http://livebinders.com>
<http://meesterc.wordpress.com>
<http://appsforaac.net>
<http://www.snapps4kids.com>
<http://assistivetech.ning.com>
<http://momswithapps.com>

<http://bestappsforkids.com>
<http://a4cwsn.com>
<http://www.nationaltechcenter.org>
<http://www.ipadsforeducation.vic.edu.au>
<http://slpsharing.com>

The technology of today was non-existent just three years ago! It has transformed the way we interact with our students and turned us all into lifelong learners. That, my friends, is a wonderful thing!

Have fun exploring! ■

Smart Inclusion

Breaking News

Glen Tay School is a Kindergarten to Grade 8 elementary school located just outside of Perth, Ontario - about an hour from Ottawa. It is a rural school of about 220 students. The school is one of two schools in the Board chosen to be a Smart Inclusion school.



HEATHER SNIDER has 25 years of experience teaching Kindergarten, Grade 2 and Grade 3 and has her primary and reading specialist qualifications. She is one of Upper Canada District School Board's lead Smart Inclusion teachers and her work in the area of inclusion has been shared internationally.

TANIA MASON is a teacher presently working as a Student Engagement Teacher (SET) supporting the Perth Family of Schools at the Upper Canada District School Board, working with teachers and students from Kindergarten to Grade 12. Tania has previously worked as a classroom teacher and Learning Resource Coach, with additional qualifications in Reading Recovery and Computers in the Classroom, and is a specialist in Special Education. Tania is one of UCDSB's lead Smart Inclusion teachers and has presented both in Canada and the United States on the topic of inclusion.

ALEX DUNN is a Speech-Language Pathologist for the Upper Canada District School Board (UCDSB), located in Oxford Mills, Ontario. She has been devoted over the last 16 years to exploring creative service delivery models to ensure ALL students, including those with severe communication challenges, achieve the goal of meaningful educational and social participation. Most recently, Alex has spearheaded the creation of Smart Inclusion, an initiative that combines assistive technology with emerging technology and pedagogy to support inclusion – making the impossible possible for ALL students. Alex has shared her passion for the inclusion of ALL students across Canada, United States, UK, Spain, Germany and Puerto Rico and has just been named the Smart Exemplary Educator of the Year for 2012.



Lights, camera, action! "Glen Tay Kids News" flashes across the screen as the news anchor takes her place and prepares to greet the students at Glen Tay Public School in Perth, Ontario, Canada. Instead of listening to the announcements over the PA system that morning, students in every classroom tune into their SMART Board to watch the local news. Students in the Grade 3/4 class report on school activities and events that occurred that month. Reporters share news about winter carnival, basketball teams, science experiments, birthdays and weather. A previously recorded interview and a recycling commercial are also included. It is a very exciting climax to an extensive literacy project.

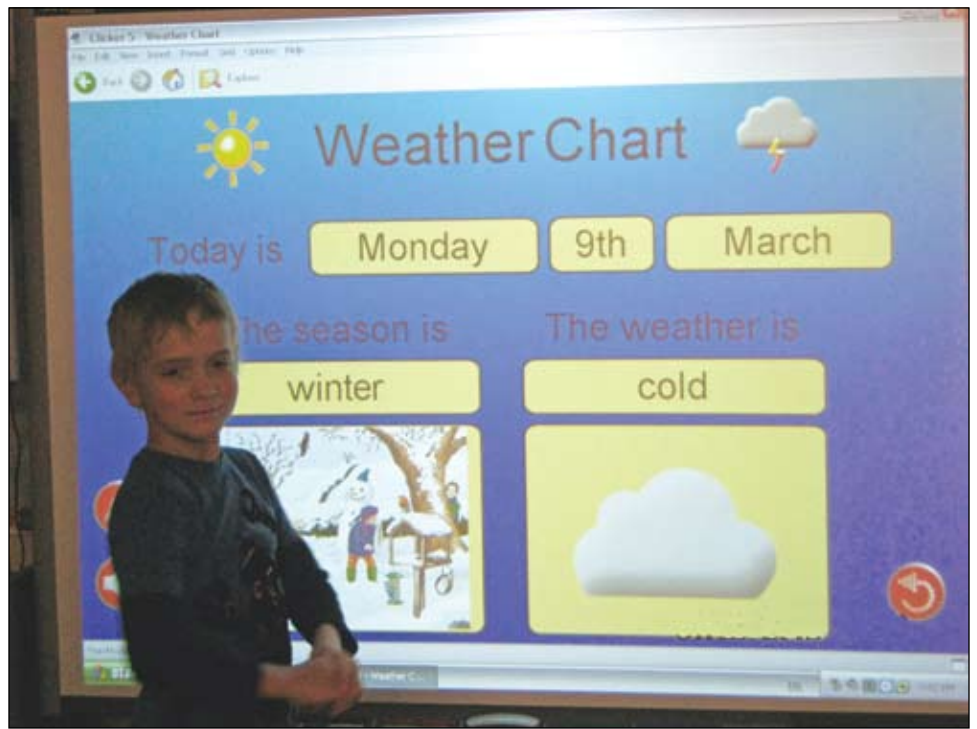
Smart Inclusion, which has become an integral part of programming at Glen Tay Public School, began four years ago when the team at the Upper Canada District School Board was challenged to include 12 students with the most severe needs into general education and system classrooms throughout the district. The team consisted of speech language pathologists, student engagement teachers, learning consultants, IT consultants and all those teachers, educational assistants and principals who were part of the Smart Inclusion team. Smart Inclusion involves using a Universal Design for Learning Toolkit, including SMART Boards and other SMART Solutions (SMART Table, SMART Document

Camera, SMART Response, SMART Sync [www.smarttech.com]), iPads (www.apple.com), Nintendo DSi (http://nintendods.com) and traditional teaching tools with what has historically been thought of as "special needs hardware and software." The tools are set within a framework of Universal Design for Learning (UDL), Differentiated Instruction (DI), Aided Language Stimulation and the Participation Model (PM) to support (1) communication and participation for students with significant communication disabilities and (2) inclusive educational programming. As educators, we try to improve our skills and teaching practices while refining our use of technology to meet the needs of all learners in

the classroom. We make every effort to step out of the way of our students by turning the technology over to them more often, giving them the opportunity to collaborate and create. We have challenged ourselves to create projects that will offer students opportunities to learn and produce work that has real purpose and an authentic audience. We also continue to look for innovative ways to use technology in the classroom to both engage students and find ways to accommodate their needs.

Collaborative inquiries involving the classroom teacher, learning resource coach (LRC) and the school principal provide an effective platform for planning. It was during one of these planning sessions that the idea of a newscast came about. The classroom teacher informed the group that the next comprehension strategy this Grade 3/4 class was going to be focusing on was questioning. The basic elements of lessons that would be taught during shared reading, read-aloud and guided reading were drafted but, before specifics were ironed out, the team wanted to decide what the culminating task would look like. Keeping authenticity in mind and giving the students a purpose for learning effective questioning techniques, the notion of conducting interviews emerged. Connecting this to a real-life situation, the group naturally thought of news reporters and the role they play in broadcasting the news. Applying these ideas to a classroom-based project would surely have a strong engagement factor, but what about the student with severe apraxia? How would they participate alongside the other students? Through the fusion of constructive collaboration, Universal Design for Learning, Aided Language Stimulation and the Participation Model, the team of educators envisioned a full-blown newscast in which ALL of the students would be involved. The project was set to move forward.

One of the first whole-group lessons the teacher planned was brainstorming a list of words that a person can use to start a question. The list was surprisingly extensive and lead directly into a subsequent lesson on the difference between thick and thin questions. Thick questions are those that have a complex answer and may require some research or high-level thinking in order to respond to. Thin questions, on the other hand, can be answered briefly with little detail or thought involved. Both types of questions were modeled by the teacher during read-aloud, and then, during guided reading, students were asked to share questions that came to mind while gaining



meaning from the text they were reading. These questions were recorded in a word processing document, then sorted during SMART Board and SMART Table activities into the categories of thick and thin questions. Once students showed competence with this reading strategy, their next task was to write and answer thick and thin questions as part of their reading response activities.

Soon afterwards, the newscast project was announced, which, of course, stirred up a great deal of excitement. Web-based examples of other newscasts produced by elementary students provided a model for this class to go by. Kidspiration (<http://www.inspiration.com/Kidspiration>) was an effective tool for recording aspects of a news broadcast and creating an organizational web of tasks that the children would perform themselves. Dividing into small groups, the children set out writing reports, creating background scenes, researching topics and preparing questions that could be asked during one of the school interviews.

Media literacy was an obvious curricular link, too, so a study of commercials ensued. The purpose and intended audience was examined through a homework assignment whereby the students and parents were asked to record the type of commercials that were shown during both a children's program and a news broadcast. Comparisons were made and characteristics noted. One group of students was then responsible for creating a commercial that would be appropriate for our newscast audience –

the student body. This advertising team set about using SMART Notebook for graphics, text, animations and sound in order to create an impressive commercial about recycling in our school.

Other students prepared scripts they would later read while reporting news from their angle. Learning effective research and summarization skills was also a necessary step in this process. These skills included gathering information from internet sources, conducting live interviews with staff and students in our school and recording them with the iPad2. Interviewing the basketball coach, for instance, provided the necessary facts and background information for the sports report. Getting a list of students' birthdays for the month allowed a group to develop an interactive SMART Notebook page of birthday wishes. To add some creative flair, backgrounds were made using graphics and creative tools, photographs of school activities were imported and music was added to introduce the news. There was no doubt that these students were reading and writing for a purpose every day.

Incorporated into this elaborate plan and every plan is, of course, inclusion. All activities need to be in the reach of all students. The Participation Model Matrix (PMM) (Beukelman & Mirenda, 1998) was completed at the beginning of the year with all team members (including, but not limited to, teachers, principals, educational assistants, parents, speech language pathologist, audiologist, occupational therapist, physiotherapist, physician and

consultants, depending on the student's needs) providing opinions and input around where students with special needs are starting from and gathering all pertinent information together for goal setting. Through this method, the team agrees on a small number of goals in the area of inclusion, participation and/or independence as a point of focus for a specified period of time for a given student. In this case, one of the student's goals was to become more independent during the literacy block.

Once the goal is established, the Activity Standards Inventory (ASI) (Beukelman & Mirenda, 1998) is the piece that takes the goal and, by comparing the target student to a peer, identifies environmental and student barriers to participation in order to design interventions and promote independence and successful participation. (Forms used and a case study example that reviews the Participation Model and how to complete the PMM and ASI can be found at: <http://smartinclusion.wikispaces.com/Smart+Inclusion+Pedagogy>.)

As a team, we identified that the special needs student in the class lacked the communication skills that would allow him to participate in the newscast in the same way as the other children – but he

needed to be involved, just like everyone else. Through some careful consideration and planning, we decided that this student would be responsible for reporting the weather, a topic he could easily relate to. Working alongside the rest of the class, he created a page in Clicker 5 (www.cricksoft.com) that would tell the date, the season and the kind of weather we were experiencing that day. With a touch of the screen, the words he wanted to say came out loud and clear. The look of satisfaction on his face was immeasurable. And to make it even more meaningful for this student, he drew a picture of himself using the tools in SMART Notebook and used images of clothing to dress himself appropriately, according to the weather. Now he had his own segment in the broadcast. What a proud moment!

Our debut performance was almost ready. The final step was to make sure the technological elements were looked after. Sharing images on multiple SMART Boards was a new venture for all of us, but where would we be without opportunities to grow. On the day of the broadcast, the set was a complicated array of equipment, cords and lights. One laptop ran the SMART Notebook pages of background



pictures that would appear behind the news reporters. Another laptop worked as a teleprompter so the reporters could read their scripts. A third laptop used a microphone and document camera to provide the lighting and sound and pushed the broadcast out to the other SMART Boards in the school, which were connected via Adobe Connect (<http://www.adobe.com/products/adobeconnect.html>).

It all worked. We did it – our own newscast – kid style! Everyone played a part in bringing to life the belief that inclusion really is the key to success for all learners.

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Oh behave!

ASPERGER EDITION



Students with Asperger Syndrome (AS) and related impairments can present with a myriad of strengths, including above average intelligence. Sometimes the intellectual assets of students with AS can mislead school staff into believing they should function differently than they do in reality. Characteristics inherent in AS (anxiety; lack of coping skills, social skills or the ability to apply skills; problems with self-regulation and executive skill dysfunction) can result in difficulties for children in the educational setting. In fact, some students with Asperger Syndrome may exhibit behavioral problems that can significantly impact their ability to access the curriculum and succeed at school.

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If school personnel lack an understanding of the characteristics of Asperger Syndrome, they may assume that because the students are intelligent, they should be “smart enough to know better” than to have problem behaviors. Staff may, therefore, interpret student’s lack of skills or success as willful. In our work as consultants for a large school district, we often hear presumptions regarding our students with AS, such as: “it’s not Autism, it’s being lazy,” “he could do it if he chooses,” “he just needs to apply himself” and “she can draw so she should be able to write.” Such presumptions interfere with the ability to effectively program and develop appropriate behavioral intervention for this population. School teams must work to build tolerance for students

with AS and the idiosyncrasies they demonstrate as this is vitally important to help facilitate acceptance and foster a respectful learning environment.

Students who lack social skills may have difficulty in school, as well as in the community, as they typically present with fewer friends and limited social opportunities. They can be isolated and ridiculed, which creates further challenge in finding the appropriate help and resources necessary to help them learn the social skills they lack. Students who are rejected by their peers or who stand out negatively in certain social situations need the opportunity to learn and practice behavior that is considered acceptable and expected by others.

Staff working with students with AS must strive to help them develop social competence to foster social acceptance. Having social competence translates not only to being able to function at school, but feeling positive about their participation in school and, hopefully, in the community. Social and coping skills are necessary for developing and maintaining friendships, learning in the classroom setting, accessing higher education and employment, and interpersonal interactions that carry on into adulthood. Behavior intervention can be a critical component to an overall plan to support the student for successful education and beyond.

PROBLEM BEHAVIORS

In the educational setting, problem behaviors are those that impact a student's ability to access his or her education or impede other students from learning. Teachers may complain that students are disruptive by blurting, dominating discussions, refusing to participate in activities or complete work, and engaging in an assortment of idiosyncratic behaviors, from removing shoes to pacing, or even leaving the room to find a spot to take a nap. A student's inability to divert attention from perseverative interests (e.g. Monarch butterflies, Wizard Math, railroad trains or Pomeranians) may prohibit task completion and can be problematic for teachers and other students as well. Some additional problem behaviors related to peers may include appearing argumentative or bossy, lacking tact in comments to others, antagonizing and being the "rule police" by holding others highly accountable for following rules due to a seemingly overdeveloped sense of justice, while failing to follow rules themselves.



WHERE DO WE BEGIN?

In our experience, when a student is exhibiting problem behaviors, staff members tend to focus on the child first, rather than beginning with an analysis of the bigger picture. Functional behavioral assessment for a child is an important part of special education law that enables us to analyze a particular problem behavior, develop a hypothesis as to why the behavior is occurring and determine replacement behaviors that can be taught to the student. However, before focusing on specific problem behaviors, there are some fundamental components of educational programming that those professionals serving students with AS should consider for preventing behavior issues.

Analysis of any problem behavior situation should begin, first, with an assessment of the curriculum and the classroom. Engagement, differentiated instruction and Positive Behavioral Supports are now mainstream initiatives designed to help all students learn. These initiatives are especially important in addressing needs of students with AS, as they can be more difficult to engage than other students and, therefore, professionals may have to be more creative in designing instruction to meet their needs. Fortunately, students with AS also have strengths and a wide variety of interests that can be utilized to involve them in learning.

Educational programs for students with AS should also be designed in consideration of certain barriers that may be present in a

majority of students with the disability. For example, given that the characteristics of the disability include social-pragmatic and executive skill dysfunction, supports for these areas should automatically be taken into account. In our experience working with students with AS, common behaviors related to these characteristics tend to interfere with our students' success overall in the classroom. By addressing general targets that may be problematic from the start, school staff can help avoid escalation and maladaptive behavior.

In coordination with staff members, we developed a list of classroom targets that outline pro-social replacement behaviors to address the problems our students frequently display. These general classroom targets include:

- Demonstrate "calm person"
- Follow teacher directions
- Speak respectfully
- Cooperate
- Work and learn

Students are taught how to demonstrate these desired behaviors and are given positive feedback and reinforcement on their progress across the school day. These classroom targets have been found to be so successful at pilot school sites that they are being used as school-wide targets for use with typical students as well.

EFFECTIVE TEACHING

In our work as consultants, we encounter a variety of teachers with different personalities and teaching styles and find that students with AS can be quite sensitive about the approach of their teachers. Following years of observations, we notice some commonalities among teachers with whom our students are successful. Though our students remain basically the same, related to their particular perseverative interests, academic strengths and unexpected behaviors, they may perform very differently from class to class overall. In our analysis as to why our students functioned well in one setting and poorly in others, we discovered that our students with Asperger Syndrome are most successful with teachers who offer:

- Tolerance
- Affection for the students
- Ability to embrace student strengths
- Differentiated instruction
- An engaging curriculum
- Reinforcement of desired skills
- Structured yet "flexible" style
- Social assistance/facilitation

When teachers are negative or have unrealistic expectations regarding the student with AS, problems become escalated. Teachers and educators who demonstrate understanding of the characteristics of AS are better able to facilitate acceptance and build tolerance among other people in their school setting.

Successful teachers spend more time teaching and reinforcing desired behaviors rather than expending energy reprimanding or reacting to undesirable behavior. Therefore, we encourage staff to “frontload” their students by using a preventative approach to behaviors to “cut problems off at the pass.” This approach undoubtedly requires time and energy, but reacting and punishing takes even more energy and can have an emotional toll for everyone involved. In addition, a reactionary approach usually translates into a lot of undesired after school meetings.

INDIVIDUALIZED BEHAVIOR PLANNING

Good teachers naturally reinforce and positively direct their students. Now, however, special education law specifically requires the use of Positive Behavioral Interventions and Supports (PBIS) wherein strategies and tools must be identified to create a framework for student success. The PBIS model is designed to serve as an alternative to the punishment model by requiring analysis of problem behaviors, as well as the determination of effective replacement behaviors that satisfy a student’s needs in a more acceptable way.

In order to analyze the problem behaviors of individual students with AS, staff must be very specific about those observable actions that interfere with access to education. Referrals we receive for consultative service on students with AS frequently contain some general descriptions and complaints about behavior. General complaints, however, are very difficult to target. In order to meaningfully address behaviors that impact students with AS, specific observable occurrences must be identified and a plan to replace the behavior with a more desirable one can be created.

For example, consider the following descriptions of problem behaviors:

- Disruptive
- Sniff’s others
- Annoying

Only one of these contains a specific observable behavior. Descriptions such as “annoying” do not allow us to target a particular behavior for which a replacement behavior can be taught. However, with some analysis, the very observable “sniff’s others” can hopefully be replaced with a pro-social way of getting attention, if that is,

in fact, a student’s purpose in engaging in the behavior.

CREATING BEHAVIOR PLANS THAT WORK

Though PBIS and behavioral analysis are required as part of the special education process when a student presents with problem behaviors that impact his or her education, we often still see a “consequence” model in place for students with Asperger Syndrome. A consequence-based model may serve to shape behavior under a certain set of conditions, but it does not afford students an opportunity to learn missing skills or build a bridge to generalize those skills.

When creating a behavior plan, frontloading with the use of positive behavioral supports and a plan to teach missing skills should make up the majority of the document. Methods for managing escalated situations are important, but the overall goal

should focus on supporting and teaching students what TO DO versus what NOT TO DO. Behavior plans should ensure we are not holding students responsible for not having skills and abilities which they have not been taught. Plans must specifically articulate the replacement behaviors for that students will receive direct instruction so they understand and are able to use their social and coping supports.

DIRECT SKILLS TEACHING

Social skills instruction is crucial because life’s demands are both cognitive and social, and students with AS lack the social expertise to be successful. It is vital that teachers and other educators employ direct teaching strategies to address missing skills in the areas of behavior and coping, perspective taking, understanding and expression, and academic and executive skills. Throwing a weekly “friendship” group toward social skill deficits will not match the intensity needed

Behavior Plan Accountability Checklist

Complete if student behavior becomes out of control or injuries occur

Student:	Date:	Grade:	Case Manager:
----------	-------	--------	---------------

Person completing form _____ Position _____

Description of incident:

Were the following positive behavioral supports listed on the behavior plan provided prior to the incident? (If not, describe why)

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	•
<input type="checkbox"/>	<input type="checkbox"/>	•
<input type="checkbox"/>	<input type="checkbox"/>	•
<input type="checkbox"/>	<input type="checkbox"/>	•
<input type="checkbox"/>	<input type="checkbox"/>	•
<input type="checkbox"/>	<input type="checkbox"/>	•
<input type="checkbox"/>	<input type="checkbox"/>	•

Is this a new behavior?

What was staff response?

Did staff stay calm and use quiet voice tone?

Did staff respect student boundaries?

Did staff give student time to respond?

Was response as agreed in behavior plan?

Action Plan (Revise behavior plan, train staff, etc.):

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to learn, understand, practice and use the skills that we are teaching. Strategies and tools to address behaviors for students with Asperger Syndrome will likely be effective only if they are presented in a cohesive and systematic approach to teach missing skills.

We should also ensure that direct teaching of the elements of the behavior plan to the child is conducted in a very positive way as the intent, after all, should be to support the child. When this is done poorly, useful tools and strategies can lose their potency and even be perceived as aversive. For example, we have encountered a number of students who have what we call "Social Narrative Post Traumatic Stress Disorder (SN-PTSD)." In other words, students reject the use of a very effective strategy because it has been used with them in a punitive way rather than as an actual positive behavioral support, as intended. Unfortunately, they no longer perceive the strategy as a tool for success, but as a form of punishment.

Direct skills teaching may require the identification of more individualized targets versus the general ones mentioned previously, especially as students mature. Such targets can be especially helpful for older students who may be more socially aware and, therefore, motivated to improve their social skills. The selection of specific targets comes through assessment, formal and/or informal. Randomly selecting social targets, such as "eye contact" will not result in meaningful application of an individualized social skills curriculum. Many useful assessment tools for identifying the intervention targets come in the form of a checklist or inventory that lists various social skills in isolation, completed by the teacher, caregiver, parents and even the student. After determining the missing or weak skills and establishing targets, instruction should be delivered with a systematic approach that includes guided understanding, opportunities for practice, feedback and support for generalization.

FOLLOW-THROUGH AND ACCOUNTABILITY

Problem behaviors exhibited by students with AS may be successfully managed with preventative approaches, such as front-loading and teaching general missing target skills. For some students, analysis of specific behaviors and direct skills teaching of individualized targets may be necessary. Regardless of the level of intensity in the behavioral intervention, however, accountability and communication among staff and parents are keys for success.

Behavior plans are dynamic systems that must be reviewed and adjusted based on consistent implementation and efficacy.

Relegating a behavior plan to a file drawer or failing to implement the plan consistently or at all will not result in favorable outcomes for students or staff. If a plan that is implemented with fidelity fails to serve a student, school teams should examine the interventions and develop new ways to support him or her.

Additionally, anyone coming in contact with a student with problem behaviors should be aware of the behavior plan, know how to set a student up for success and know what to do in case of escalation. One individual who is unfamiliar with the plan or who fails to implement can cause considerable upset to a student and sabotage a team's good intentions. For students with AS to be successful at school, behavior programming does, in fact, take a village.

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Behavior Cue Card	
Given to:	Date:
Student Initials:	
Case Manager:	
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 15%;"> <p>➔ <input type="checkbox"/></p> <p>➔ <input type="checkbox"/></p> </div> <div style="width: 85%;"> <p>I have read the IEP</p> <p>I have read the full behavior plan</p> <p>This student requires the following positive behavioral supports BEFORE behaviors occur (what/who/when/where)</p> <ul style="list-style-type: none"> • • • • • • • <p>Student sometimes has these behavior problems:</p> <ul style="list-style-type: none"> • • <p>If this student _____ do this:</p> <ul style="list-style-type: none"> • • <p>If this student _____ do this:</p> <ul style="list-style-type: none"> • • • <p>Signs of escalation:</p> <ul style="list-style-type: none"> • • • <p>What to do:</p> <p style="margin-left: 20px;">First step:</p> <p style="margin-left: 20px;">Second Step:</p> <p style="margin-left: 20px;">Third Step:</p> <p style="margin-left: 20px;">If you need help call:</p> </div> </div>	
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Navigating the world of technology to meet the learning and behavioral needs of students with

Autism Spectrum Disorder



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Students with autism spectrum disorder (ASD)

can present with unique learning and behavioral challenges in relation to the features and characteristics of their neurological disability. Behavior management strategies designed for typically developing children, such as consequence-based strategies, are often not effective in changing, shaping or extinguishing the challenging behaviors of students with ASD.

Research supports what has become fairly common knowledge amongst the autism community, that people with ASD tend to learn and process information best through their visual processing channel (O'Reilly, M., Sigafoos, J., Lancioni, G., Edrisinha, C., & Andrews, A., 2005; Dauphin, M., Kinney, E. M., & Stromer, R., 2004; Johnston, S., Nelson, C., Evans, J., & Palazolo, K., 2003; Morrison, R., Sainato, D., BenChaaban, D., & Endo, S., 2002).

This means that people with autism spectrum disorder generally understand what they see better than what they hear. However, a common method of instruction used by educational professionals is a verbal presentation of information, thus requiring students with ASD to comprehend and learn information through their weakest processing channel.

In considering meeting the unique learning and behavioral needs of students with ASD, research supports the use of visual support strategies as an evidence-based practice (National Professional Development Center on ASD, 2010). As various modes of technology are visual in nature, the use of technology offers a "best practice" approach for teaching students with ASD skills in all areas, as well as addressing challenging behaviors in a proactive manner, as positive behavioral interventions and supports (PBIS). The National Professional Development Center on ASD has identified numerous low to high tech strategies as evidence-based practices for meeting the unique learning, thinking and processing needs of students with ASD, as well as decrease the occurrence of challenging behaviors (National Professional Development Center on ASD, 2010).

Students with ASD are often highly interested and thus motivated by technology, possibly due to the predictability and consistency that technology provides, compared to the unpredictable nature of human responses. According to research, use of technology, such as video-modeling or computer aided instruction with students with ASD, shows an increase in focused attention to relevant stimuli, which can be extremely difficult in "real-life" situations; alleviates discomfort/anxiety of "live" social interactions; and reduces speed and distractions of "real-life" social interactions (can replay/pause). (Bellini, 2006, 2007; D'Ateno, et al, 2003; Charlop-Christy et al, 2003). Most importantly, the use of technology increases self-



efficacy by allowing the student with ASD to believe that they can succeed!

The use of visual schedules, social scripts and many low tech strategies have become mainstays in our programs for students with ASD. However, imagine the power of using picture icon creation software (e.g., Boardmaker, Picture It, Picture This, etc.) to create visual schedules and then using an interactive digital whiteboard (e.g., SmartBoard, Mimio, Promethean, etc.) to allow for interaction with the actual schedule. Consider the use of Glogster (free multi media Web-based poster tool) to assist with an oral presentation or to present a research project.

Join us as we navigate through the myriad of technology to discover a few examples of practical solutions to meet the learning and behavioral needs of students with ASD. We are hopeful these examples will get your creative juices flowing for utilizing various modes of technology for educating students with ASD!

The Low Tech and Mid Tech strategies noted in the following table have become fairly routine when programming for students with ASD and are generally easy to understand and implement. However, high tech strategies to address these same skill areas are used to a lesser degree and, thus, will be defined below. A few examples of how to use these high tech strategies to address skill areas will also be given, corresponding to comparable low and mid tech strategies noted in the following table.

KEY:

Low Tech = Cheap, easy to make and use, non-electronic systems	High Tech = Sophisticated electronic devices	VM/VSM = Video Modeling/Video Self-modeling
Mid Tech = Simple electronic or battery operated devices	Apps = iOS device apps	CAI = Computer Aided Instruction

Skill	Low Tech	Mid Tech	High Tech
Organizing and Sequencing	Schedules "First – Then" (See image 1)	Sequencing AAC devices (e.g., AbleNet - Talking Brix™/iTalk2™/TAlkTrac™)	Apps, VM/VSM, CAI (See image 2)
	"Wait" Time Management (See Image 3)	Time Timers (www.timetimer.com)	Apps, VM/VSM, CAI
	Name/letter stamps	Electronic labelmaker (See image 4)	Apps, VM/VSM, CAI, Livescribe Smartpen
Comprehension/ Attention	Lanyard Directions (See image 5)	Talking Picture Frames; single message AAC systems (e.g., AbleNet's Big Mac)	Apps, VM/VSM, CAI
	Procedural Step-by-Step Checklists (e.g., bathroom routines; morning arrival procedure)	Sequencing/multi-message AAC devices (e.g., Attainment's Talker)	Apps, VM/VSM, CAI
Social Relations	Social narratives	Mult-message AAC devices (e.g., Attainment's GoTalk; Dynavox's Tango!™)	Apps, VM/VSM, CAI
	Cartooning		Apps, VM/VSM, CAI
	Social Rule cards (See image 6)	WatchMinder (see image 7)	Apps, VM/VSM, CAI
Self-Regulation	Square Breathing (See image 8)	WatchMinder	Apps, VM/VSM, CAI
	Lanyard self-regulation reminders (See image 9)		

HIGH TECH STRATEGIES DEFINED

Video-modeling/video self-modeling (VM/VSM): Video-modeling is a method of teaching or reinforcing a target skill by providing students with ASD a visual, interactive model of this skill being performed by others (VM) or themselves (VSM). If a student is unable to perform a skill without support or prompts, these supports and prompts can be edited out so that the student only sees a video of them performing the target skill. VM/VSM can be used across the autism spectrum for all ages of students.

Computer Aided Instruction (CAI): While we have traditionally thought of computer aided instruction as the use of software on a computer, we now have use of "cloud" based applications or Web-based tools. Any of these Web-based tools can also be used with interactive whiteboards (e.g., SmartBoard, Mimio, Promethean), increasing the attention, motivation, and, thus, learning of students with ASD. The advantage of the new Web-based tools is that they are available from any Internet available device. Some examples of these tools include:

Talking Avatars

- <http://www.voki.com>

Interactive PowerPoints

- http://www.autism4teachers.com/autism4teachers_060.htm
- <http://www.kansasasd.com>
- <http://region2library.org/SocialStories.htm>

Zac Browser

- <http://www.zacbrowser.com>

Kahn Academy

- <http://www.kahnacademy.org>

Glogster

- <http://www.glogster.com>

Animoto

- <http://animoto.com>

Apps - Apps is an abbreviation for applications. For the purpose of this article, we will be offering examples of apps for iOS devices (iPhone, iPad, iPod Touch).

High Tech Strategy Examples to Address Skill Areas (from table)



Image 1



Image 2



Image 3



Image 4

ORGANIZATION/SEQUENCING

APPS:

- **Choiceworks by Bee Visual, LLC:** This app is designed to help children complete daily routines and foster their independence, positive behavior, and emotional regulation (\$14.99).
- **DialSafe Pro by Little Bit Studio, LLC:** This app is designed to teach students proper phone usage and safety through the use of animated lessons, skill building games, practice sessions and even a realistic phone simulator (free to \$4.99).
- **Dragon Dictation by Nuance Communications:** This easy-to-use voice recognition application allows the user to speak and instantly see their text, e-mail or social network messages (free).
- **Dragon Go by Nuance Communications:** This app conducts web searches to find information requested by the user (free).
- **First Then Visual Schedule by Good Karma Applications:** This customizable app is designed to visually communicate to students the current expectations ("First"), followed by what is coming up next ("Then"), which has proven to lower anxiety regarding expectations and during transitions (\$9.99).
- **Pocket Schedule Pro – by Blue Tags:** This app tracks and manages all courses, classes, exams and assignments and features an alert and notification system (\$.99).
- **Time Timer by Time Timer, LLC:** This app is designed to teach students to understand time management by developing a sense of the passing of time (\$1.99).
- **Video Scheduler – by MDR:** This customizable app allows for the easy construction of picture and video schedules (\$12.99).

CAI:

- **Interactive whiteboards:** Picture symbol generation software can be used with the interactive whiteboard to display whole

class or individual student visual schedules.

- **Interactive PowerPoints:** Consider making a PowerPoint presentation to teach the student with ASD a sequence of steps, such as eating breakfast at school.
- **Talking Avatar (www.voki.com):** Create a talking avatar to provide instruction or steps for a sequenced activity, such as an end-of-the-school-day routine. Talking avatars can also be used to present oral presentations, class announcements, etc.
- **Web-based calendars:** Use of calendars, like Google Calendar, to schedule personal and school related events that can be shared with others.

VM/VSM:

- A video can be made to teach students how to use a Time Timer to regulate and teach the passing of time for activities that do not have clear endings and are highly motivating and possibly difficult to transition from (e.g., interacting with an iPad or computer).

High Tech Strategy Examples to Address Skill Areas (from table)



Image 5



Image 6



Image 7

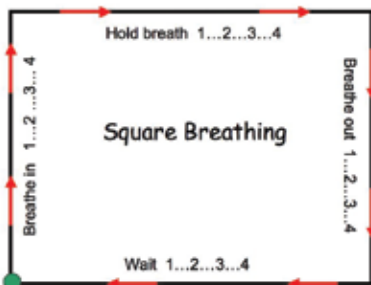


Image 8

COMPREHENSION AND ATTENTION

APPS:

- **iDress for Weather by Pebro Productions:** This app provides the weather conditions that are essential for daily use, as well as the ability to put photos or images into the iDress customizable closet to personalize the connection between weather and clothing. This app has been very useful for helping students with ASD understand what clothing items are necessary, dependent upon the weather. For example, needing to wear a coat, hat, mittens and boots outside for recess, depending upon the current weather condition (\$1.99).
- **Functional Skills System Apps by Conover Company:** Over 40 individual apps that provide video models of numerous activities of daily life and functional living skills (free - \$1.99).
- **Model Me Going Places by Model Me Kids, LLC:** This app teaches children the expectations for six different community activities locations, such as a restaurant, grocery store, etc. (free).

CAI

- **Interactive PowerPoints** can be created by using photos or videos of students performing sequenced activities like, washing hands, morning arrival routine, getting ready for school, getting on the bus at the end of the school day, etc.
- **iAuthor – by Apple Computer:** A free authoring program for the Macintosh platform that can be used to create interactive iBooks. This program could also be used to create social stories with actual videos of student(s) engaged in target skills.
- **Interactive whiteboards:** Any low tech manual display can be duplicated within the interactive whiteboard software to increase the comprehension skills of students with ASD for many skill areas, such as how to play kickball; going outside for recess – how to put on winter outerwear; sitting for Morning Meeting; etc.

- **Animoto (<http://animoto.com>):** For a quick and easy way to create simple videos from pictures, sound, text and existing video clips, try Animoto. This Web-based tool makes it possible to quickly create a

video using still images, music, video and text, which can be used to increase the comprehension skills of students with ASD, such as brushing teeth, getting ready for school, etc.

- **Kahn Academy <http://www.khanacademy.org/>** has over 2,600 videos covering K-12 topics, such as math, history etc. Each video is approximately 10 minutes long. Students can make use of the extensive video library, practice exercises and assessment tools from any computer with access to the Web. The Kahn Academy now also has an app for iOS devices.
- **Zac Browser <http://zacbrowser.com/>** is a free Web browser/software program designed specifically for young children with autism spectrum disorder. Once downloaded to a computer, this browser limits the user's access to the Start Menu of a Windows computer, while still providing access to videos, puzzles, games, music and drawing tools, many of which are accessed via the Internet. It is currently available in English, Spanish and French. Mobile apps and Mac compatibility are coming in 2012.

VM/VSM:

Videos can be made to teach any self-help skill or classroom or school-based routine, such as arrival, departure, class meeting, recess, passing periods, etc.



Image 9

High Tech Strategy Examples to Address Skill Areas (from table)

SOCIAL RELATIONS

APPS:

- **Middle School Confidential 1:** Be Confident in Who You Are by Electric Eggplant: This app is based on a book with characters experiencing the adventures and challenges that exist in middle school and tools to survive the social scene (\$2.99).
- **Hidden Curriculum for Adolescents and Adults/Kids by AAPC:** This app provides users with the unstated social rules and codes of conduct that are experienced on a daily basis through real-life examples and suggestions (\$1.99).
- **Look in My Eyes! apps By FizzBrain:** These apps focus on the skill of eye contact through motivating games and activities (\$2.99).
- **QuickCues by Fraser:** This is a social script app that helps teens and young adults on the autism spectrum learn how to handle new situations and learn new skills (\$4.99).
- **Social Skills by MDR:** This app allows the user to individualize and interact with six social narratives (broken into two levels, giving a total of 12 possible social narratives) targeting instruction in the following core areas: joint attention, non-verbal communication, greetings, structured game play, turn taking, classroom rules and imitation. (\$3.99).
- **Stories2Learn by MDR:** This app allows the user to create personalized social narratives, using photos, text and audio messages. This app also comes preloaded with 12 social narratives that can be customized (\$13.99).
- **Strip Designer by Vivid Apps:** This app allows the user to create personalized comic strips/cartoons for social skills instruction (\$2.99).
- **Conover Company Apps:** These apps provide video-modeling to teach a variety of social skills (www.conovercompany.com).
 - Social Skills Sampler (free)
 - Everyday Social Skills (\$.99)
 - Manners (\$1.99)

CAI

- **Glogster** (<http://edu.glogster.com>): Glogster EDU is a multimedia poster creator designed for schools and students, and can be a great tool for students to share what they know in a particular subject area or to display a piece of writing. Over 800 free graphics, beautiful styles for backgrounds and titles, ability to upload and add pictures, video and audio are included in the free education version. Teachers can create up to 100 student accounts with the free version and control/monitor student work. Glogster can be used for students with ASD to teach social skills by creating social narratives or cartooning.
- **Storyjumper** (<http://storyjumper.com>): Storyjumper is a Web-based tool that lets students create an online book with back-



ground scenes, props and characters, uploaded images and text on digital pages. There is a free education version that allows teachers to create student accounts. Social narratives and social rule sets can be created using this Web-based tool for students with ASD.

- **Interactive PowerPoints:** Numerous social narratives can be created using PowerPoint, embedding photos and videos that address skill areas, such as perspective-taking (e.g., how to deal with winning and losing; expected versus unexpected behaviors for learning); social rules and codes of conduct (e.g., social rules for church); and social awareness (e.g., watching my peers to help me figure out what to do).

VM/VSM:

- **Videos** can be made to teach various social relation skills such as initiating appropriate social interactions with others by greetings; engaging in turn-taking/reciprocal interactions for game playing or conversational speech; playing with peers at recess; etc.

High Tech Strategy Examples to Address Skill Areas (from table)

SELF-REGULATION

APPS:

Please note that there are tens of thousands of apps designed to address relaxation/self-regulation skills, as well as numerous apps that might serve this purpose, depending upon the individual person. These are just a few identified by students with ASD as being beneficial.

- Fluidity by Nebulous Design: A beautiful interactive real-time fluid dynamics simulation, with fluid flow control and stunning colors at the tips of your fingers (free).
- BubbleFREE by Orsome: This app simulates popping bubble wrap (free).
- Pocket Pond by John Moffett: Create relaxing ripples while enjoying the sounds of nature by interacting with the fish in the pond (free).
- Silent Island Relax by Gregor Czempiel: This relaxation app offers relaxing melodies grouped by theme, as well as nature and ambience sounds (free - \$1.99).
- Shrinky: Anxiety by Berger LCSW Enterprises, P.C.: This app is used when feeling anxious, fearful or panicky, for immediate relief (\$2.99).

CAI

- **Talking Avatar** (www.voki.com): A talking avatar can be created, based on the attributes of the student, to teach the student self-regulation skills, such as what to do when feeling anxious or stressed.
- **Interactive PowerPoints**: Self-regulation/relaxation skills can be taught using this interactive format, embedding photos and videos to help students with ASD learn skills for emotional regulation.
- **Interactive whiteboard activities (IWB)**: Most of the interactive whiteboard software includes popular game templates, such as checkers, chess and Soduko. Other Web-based calming Web sites can also be accessed and used with the interactive white board.
- <http://thisissand.com/> - touch your IWB while on the island and it will drop digital sand onto your island.
- <http://www.litebriteonline.com/> - online version of Lite Brite – predesigned templates allow students to have a “paint by letter color” experience.
- <http://www.papervision3d.org> - touch the screen to surprise the fish.
- <http://www.jacksonpollock.org/> - Every touch on the IWB results in a splatter of paint on the screen.

VM/VSM:

Videos can be made to teach students specific self-regulation skills, such as regulated breathing, appropriate ways to get deep pressure/heavy work input to stay better regulated throughout the day and accessing/using a Chill Spot.



The wide array of free and low cost Web-based tools to encourage writing, reading and communication can also be beneficial in working with students on the spectrum. Tools like talking avatars, special browsers, interactive whiteboards and interactive apps are providing new and exciting opportunities for engagement in the curriculum for students with ASD.

Therefore, it is critical to consider the range of technology for meeting the learning and behavioral needs of students with ASD. While low tech strategies have become standards for programming (e.g., visual schedules, checklists, social narratives, etc.), higher levels of technology tools can further increase the motivation, attention and independence of students with ASD.

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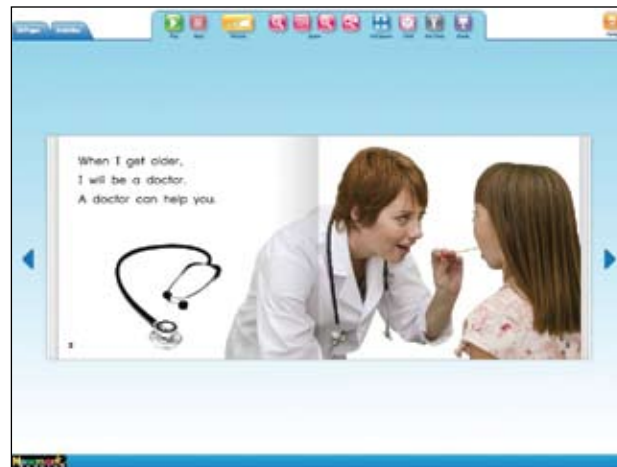
Whiteboards for Interactive Classroom Learning ~ Part I

By Joan Tanenhaus

The introduction and use of the whiteboard into special education classrooms has made a great impact on the learning of children with Special Needs. There are many ways to develop interactive lessons for the Whiteboard. They can be developed individually by the teachers using the whiteboard tools and many can be downloaded from resource sites that are designed for teachers to share their creations. There are also many Web sites that have lessons available on specific topics. In addition, there are now companies developing software specific for this learning technique. These will be the focus of this feature. This is a two-part article - the second part will appear in the June/July issue.

Newmark Learning (Newmark Learning: www.newmarklearning.com) This company has developed a wide range of excellent interactive whiteboard resources for areas of learning, like math, social studies, science and literacy for PreK to Grade 6. All interactive features are built into the programs and can be used on any brand of whiteboard, Macintosh or Windows computer or on overhead projectors. They are appropriate for whole class activities, small group or individual learning. Following are some reviews of a few of their popular packages. The Sight Word Readers Interactive Book Collection has four volumes in the series. Each volume contains 12 individual programs that each focus on two to three early sight words. These words are presented within the context of a simple story with repetitive lines and animations. The first page of the book displays the sight words along with the picture words. For example, in I Like the Spring!, one of

the individual programs, the key sight words are I, like, the and the picture words (words that are always accompanied by the picture are leaves, flowers, bushes, eggs and spring. The illustrated and narrated story is then presented with pages like "I like leaves (with picture of leaves), I like flowers (with picture), etc. The text is on the left hand page and the illustration is



Newmark Learning Rising Readers (www.learninglearning.com)

on the right hand page. Features built into the program include the ability to auto-play the entire story (the story is read aloud, page by page, with individual words highlighted as they are spoken.) The program can also be shown page by page, with the user manually turning the page by clicking the arrow. When the text on a page is read aloud, the page is automatically turned to the next page. At the end of the story, there are three of the following activities: word search puzzle with the sight words, matching sight words, typing words to the sentence strip (finish the sentence), word

scramble activities and multiple-choice finish the sentence. Tools that are included to use with the whiteboard include a highlighter and pens in four different colors that let you write on the on-screen book pages or highlight words. A zoom feature lets you zoom in on individual word, phrases, sentences or images. The shade tool lets the teacher cover up any word, phrase or sentence in the text so that the student uses the pictures context to fill in the word. They can also do word activities, like thinking of synonyms, alternate endings, and other language activities. The Rising Readers Fiction set has two volumes, each with 12 programs. This series is structured essentially the same as the Sight Word Readers, except for the content and activities. Volume 1: Animal Adventures has 12 programs, each with a different animal theme (i.e. A Day at the Farm, Gone Fishing, Little Chick is Lost, etc.) The stories are fully narrated, can be read manually or as auto-play and contain repetitive lines within each story. Three

activities are included in each story, from the following: preposition use, vocabulary, sequencing activity, analyzing story elements (character, setting, plot), auxiliary verbs, making predictions, past and present tense verbs, nouns, making inferences, word order, subject verb agreement and analyzing character. The reading level ranges from Level A to E. The Rising Readers Social Studies set also has two volumes of 12 programs each. These range in reading levels from A-I, with the story material becoming increasingly complex with each level. There are pictures and text on same

page and text can be several sentences long. Volume 1 titles include subjects such as Follow the Signs, Look at Me!, Family Fun, How We Help, Our Rules, A Visit to Town. Three activities are included in each story, from the following: word order, vocabulary, main idea and support details, infinitive verbs, making inferences, pronoun, nouns, sequencing events, past and present tense, summarizing information, drawing conclusions, sentence structure, cause and effect, auxiliary verbs and complex sentences. Volume 2 titles include subjects such as Being a Good Citizen, Bread Around the World, My Maps, My New School, Spend It or Save It?, Who Works in My Neighborhood, etc. Reading Level is from Level D- I. Activities following the stories include past and present tense, vocabulary, main idea and support details, word order, evaluating the author's purpose, comparing and contrasting, summarizing, comprehension questions, making predictions and complex sentences. For more information and more details on the different programs available, see the Web site and watch the demo video, which shows actual pages from the stories and the activities. Programs are available individually or in the 12-program sets and matching book sets are also available for carry-over into other settings. More about Newmark programs in Part II.

Carson-Dellosa Learning Spot Lessons

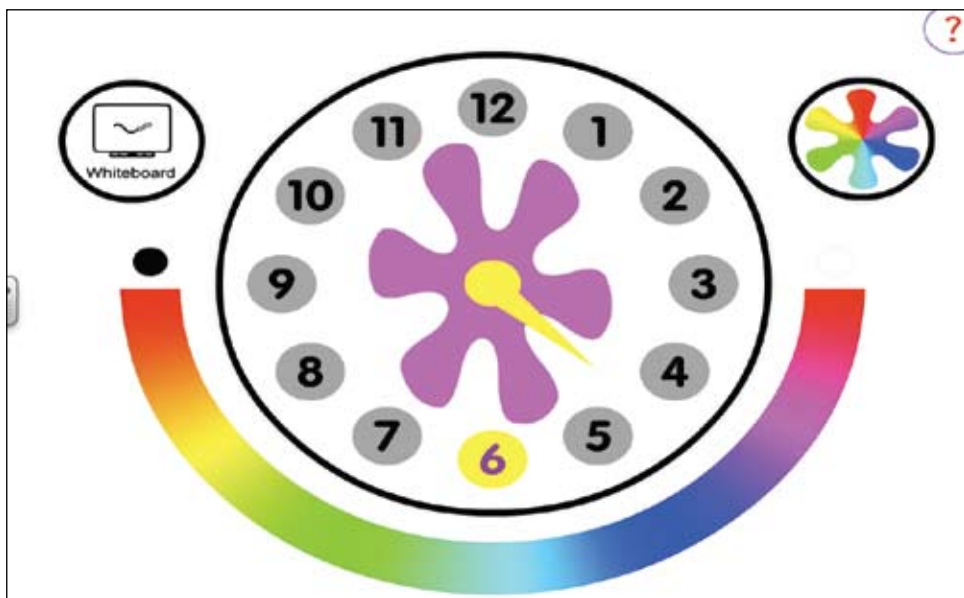
(Carson-Dellosa: www.carsondellosa.com) This company has a series of interactive whiteboard programs, in a wide range of educational areas. Each program has four major areas: The Teacher Notes section gives detailed information on the Lesson Plans (objectives, activities to introduce the topic, instructions on how to use the guided practice and the independent practice, and then instructions on using the student activity and practice pages to determine mastery of topics.) The Interactive Lessons follow with three to four different topics related to the program. They are primarily matching and/or go/together activities on the lesson goal. Student Activities are the third activity, with options to set level of difficulty, number of student attempts and audio direction language (English, Spanish, French). There is a preview mode and a student mode. In the student mode, students can click on the speaker icon to hear the direction read aloud and all answers can be checked. The fourth activity is Practice Pages that includes worksheets that can be printed for additional practice in the classroom or at home. The program includes an interactive pen mode where you can write on-screen.

Whiteboard pen and eraser are built into the program. All programs also provide a link to Correlation with State Standards, where you can select your own state to see the standards that apply to your students. All programs are compatible with all interactive whiteboard technology and can be shared on up to five devices per purchase. Some of the programs include Beginning and Ending Consonant Sounds: In the Interactive Lessons, teachers can pick Beginning Consonant Sounds, Ending Consonant Sounds or a combination of both. The screen then shows all of the consonant sounds (21) and the student can select any one. The speaker icon appears, and when touched/clicked, the sound is spoken. Following pages show six pictures and students have to select the three that begin with the given consonant sound. Each picture can be spoken aloud. The activity can be replayed by the student/teacher when necessary or desired. Student activities follow the same format with two levels. On Level 2, students are presented with two consonant sounds and are required to sort the pictures. Again, each word can be spoken aloud. Blends and Digraphs 1 and 2 is structured similarly with beginning blends, ending blends, beginning digraphs and ending digraphs. Blends and Digraphs 1 includes fl,cl, bl, gl, pl, br,cr,cr, fr, pr, sm, sn, sp, st, sw and digraphs ch, ph, sh, th, wh. Blends and Digraphs 2 includes blends such as gr, tr, tw, sc, sk, sl, scr, spl, spr, squ, str, thr, digraphs ch, ph, sh, th, wh and additional ending blends dge, tch. Compound Words shows "picture equations" (dog + house = doghouse), Making Compound Word (from groups of two to eight words) and Identifying Compound Words (which word within a given sentence is a compound word). The same activities are in the Student Activities with two levels. All individual words in the activities can be read aloud for reading support, but sentences in the Identifying activities are not. Synonyms and Antonyms has three activities: (1) one picture with printed word is presented and a choice of five others is shown and user needs to find an antonym or synonym; (2) from a group of four pairs, select the one pair that shows synonym or antonym; and (3) change one word in the sentence (highlighted) with another word (synonym or antonym) from a group of words. The teacher can also write in their own synonyms and antonyms for additional practice. There is no option to read any of the words aloud but the directions in the Student Activities are read aloud. In Money, there are interactive



Learning Spot Lessons Blends & Digraphs (www.carsondellosa.com)

lessons on topics of Money Recognition (see coins and names and values on screen), Counting Coins (count the value of four to 10 coins and write in the value with built-in pen – click to see the correct amount and compare answers) and Money Values (find the right coins to make the value given, i.e. 46 cents). Student activities, with two levels of difficulty, include matching coins or bill to correct money name or value, matching each coin set to the correct value and use the coins and bill in set to equal the money value shown. The only speech output in the program is the speech icon that reads the directions. In Sequencing, the interactive lessons are for three-, four- and five-scene sequences. The three-part sequence is shown, one picture at a time, giving the instructor opportunity to talk about it and point out the relevant parts. Then two pictures are shown and the students find the third (from a choice of two). The four-part scene shows the third picture in correct place and students find the first, second and fourth to complete, then all the pictures out of order and students rearrange to put them in the correct sequence. In six-scene, students put six pictures of a sequence in correct order. The only speech output in the program is the speech icon that reads the directions. In The Five Senses, students see a page on each sense, the word for the sense (i.e. sight), a descriptive statement about the sense and five things you associate with that sense (i.e. five things you hear, five things you see, etc.). This is followed by a page for each sense, which can be filled in by the student and the class, giving additional things. In the second activity, students see a complex picture and five icons (one for each sense). Concepts related to the five senses can be explored by moving icons to things related (what do we hear, see, touch, etc.). In the third activity, there are riddles presented and clues can be revealed, one at a time (i.e., I am yellow, my skin feels bumpy, I taste sour). When the answer button is touched, a picture is revealed. There is also a box for



Reactickles2 (www.toolfactory.com)

the students to draw their guesses. In the student mode, the students are presented with a riddle that they must read (no voice output). They then pick the object that fits. Watch for more reviews of some of the other available Learning Spot Lessons from Carson-Dellosa in Part II.

Reactickles2 (Sherston, available from Tool Factory: www.toolfactory.com) Reactickles2 has been specifically designed for children with autism to encourage play and exploration with no negative reinforcement. It uses simple shapes and colors to encourage a range of body movements for playful learning with no rules. There are a set of screens that encourage tapping, smoothing, clicking, dragging, circling and vocalization (with a microphone), using keyboard, touch screen, interactive whiteboard or switch. The Reactickles interface for choosing activities has been designed to resemble a clock. The program itself represents an advanced form of cause and effect, encouraging exploration and creative engagement. It can be used to encourage joint attention, mirroring and imitating, turn taking, fine motor skills and increased focus and attention. There are 12 different activities: Springy Tiles (disturb the tiles with touch, mouse, keyboard, microphone, etc. and watch the effect of inertia as they settle); Bubblewrap Poppers (pop the bubble wrap and hear the popping sound); Tile Slider (slide the tiles and when this stops, the tiles return to their original position); Painting Worms (create a pattern on screen); Popping Bubbles (click on/touch the bubbles to make them jump and pop); Dancing Ball (ball will follow touch,

mouse movement, etc.); Springy Shapes (drag the shape and let go to see it spring and bounce); Dancing Petals (watch the petals dance as you touch); Disappearing Balls (touch to create a trail of exploding balls); Shape Splitter (touch and the shapes will spring toward it – touch to duplicate); Animated Shapes (touch to see the shape change as it enters different boxes and hear different sounds); and Slinky (touch to make a slinky trail and sound). Besides touch or the mouse, you can use the keyboard or sound through a microphone – vocalization – to create similar or slightly different effects. With the microphone, changes in volume cause changes in patterns. Reactickles contains Guidance cards that give ideas and guidance about how to use the software and to help make it easier to plan a lesson; Pupil Choosing Cards that children can use to request particular Reactickle activities; Teacher Activity Cards that describe individual activities and effects when using different input. These activities were inspired by real world objects that children love (i.e. slinkies, tops, bubbles, etc.). For an excellent video on children using Reactickles, try <http://www.youtube.com/watch?v=kwfpopbGok4>.

Mi-Stories (www.mi-stories.org) Mi-Stories are a group of excellent short videos that were designed to help individuals with autism. They present social stories that model positive behavior and language skills that are appropriate in specific situations. They can be viewed on a whiteboard, on an iPad or iPod or on a computer or television, and can be viewed repeatedly to facilitate appropriate behavior, offering

help for those facing problems and unfamiliar situations. There are eight videos in the Community Series and five in the Transition to Work Series. These include Relationships at Work, Problems on the Job, The Job Interview, Preparing for a Job Interview, Break Time, Calming Techniques, Crossing The Street, Going to a Restaurant, Riding in the Car, Getting Dressed, Going to the Grocery Store, Using the iPod and Training Protocol. If you go to the Web site www.mi-stories.org you can see a sample from each of these videos and get a sense of the clear narration, the step-by-step sequencing and the way they can be used to help model and reinforce positive behaviors. The Mi-Stories are available directly from the iTunes store to download on your iPod or iPad or purchased and downloaded to your computer and then viewed either on the computer or on the iPad, or as a DVD to watch on your television. You can order single episodes or the entire series.

Another way to use an interactive whiteboard for a classroom is to use computer software that works well for the group, even if it was not specifically designed for the whiteboard. Following are some reviews of computer programs that work well on the whiteboard.

Focus on Feeling (Attainment: www.attainmentcompany.com) This eReader software program contains 19 photo-illustrated stories designed for adolescents and young adults with developmental disabilities. They are designed to help the reader understand the way people feel in a variety of real situations. They are also excellent for working on assisted reading and reading comprehension. The stories are read aloud as the text is highlighted word by word, line by line or by complete sentences. Even the speech balloons, signs, labels and other words on the page are spoken when clicked. Slower, word-by-word speech is also available if preferred (or narration can be turned off). With excellent speech and graphics, these stories explore real-life feelings and illustrate the skills to handle them. Topics include A New School, A Big Mistake, Board Game Fun, My Birthday, My Camping Trip, What is Wrong with Me, When Can I Drive and more and can be selected from a picture menu. A really nice feature is the "Glossary Words" feature – these words have a gray underline and when the word is clicked, a definition appears and the word and its definition are spoken. There is a multiple choice question after each page of the four-page stories. Using symbols of faces, the question asks the reader what

emotion the narrator is feeling. Clicking on the emotion word will bring up its definition. There are four emotions featured per story. Following the story are two additional activities (connecting emotion symbols to words and a matching game). A hint feature directs students to the page that addresses each question. Options management allows teachers to customize the program for each student and to track their progress. In addition to use with a whiteboard, the program can be used with a mouse, touch screen, keyboard or single switch.

Super Duper Software (www.superduperinc.com) These programs from Super Duper can be used both on the computer or on the whiteboard for individual or classroom learning. They are based on the Fun Decks and are similar in design to the apps for the iPad (see below). Students can randomly play a partial deck of 10 cards, an entire deck or two or more decks at a time, with or without sound. With the sound on, a narrator reads all items and answer choices aloud and tells if the answer is correct or incorrect. If the sound is off, the student would read all the items and answers and an image on the screen will show if the answer is correct or incorrect. The programs track data for an unlimited number of students. Ask & Answer Wh Cards Software contains 10 WH Question Fun Decks (five in English and five in Spanish – one each for Who, What, Where, When and Why. Each deck has a total of 28 questions. On screen, the students will see an illustration and question on the left side (i.e. a picture of a hat with the question “Where do you wear a hat?”). On the right will be the three answer choices, each with an illustration (i.e. on your head, in the ocean, on your feet). All questions and answers can be re-read by placing the cursor on the words. WH Inference Question Cards Interactive Ring Talker Decks Software has five decks – Who? What? Where? Why? and When? Inference Question Cards. In this program, students have to use clues from the picture to answer the questions. Pronouns Interactive Fun Decks Software includes four fun decks – I and Me, He, She and They, His, Her and Their and My, Mine and Me. Students are instructed to look at the picture and listen to the sentences spoken aloud. The same sentences are spoken with the different pronouns, and students select the correct pronoun. The correct sentences are repeated. Verbs Interactive Fun Decks has seven fun decks with the following verbs included: Do and Does, Has and Have, Is and Are, Was and Were, Present Progressive, Irregular Verbs and Regular Past Tense. As

in the other program, a picture is shown and each sentence is read aloud with the different verbs. Students then select the correct verb to fit the picture/sentence. Grammar Word Level interactive Fun Decks include Adjectives, Adverbs, Comparatives, Irregular Plurals, Plurals and Using Proper and Common Nouns. Grammar Sentence Level has six fun decks in which students work on Changing Nouns to Adjectives (i.e., The beach has lots of sand. It is a sandy beach), Changing Statements to Questions (Ben is smiling.. Is Ben smiling?) and Changing Verbs to Nouns (Someone who gardens is a ... gardener). There is a Fun Deck on Understanding Double Negatives, Subjects and Predicates and Sentences and Fragments.

Talking Topics (Sherston – available from Tool Factory: www.toolfactory.com) This is a collection of talking reference books for young students and is age-appropriate for older students with special needs. Each book explores a different topic, within the categories of Plants, My Body, Pets, Homes, The Seashore and Transportations. With the goal of practicing reading for information, there are a total of 60 books, 10 in each category. Each page has a large, colorful picture, with text that can be read aloud. The books have two to three pages of one to three sentence texts. When you click an on-screen button, there is an animation/illustration/sound effect that reinforces the text that was read aloud. The story is followed by a Do You Know? task to reinforce and extend comprehension of the topic. There are five different types of tasks: select the missing word, select the correct picture, identify the image, label the picture and true/false. The program is published in England and some of the vocabulary is unique to that country (i.e. manor house, budgerigars), but most of the program language is familiar to all. There is also a search option that can be a very simple way to begin to understand the process of searching by keywords. A record keeping option is included. Other options include the ability to select the books that are available to students, to select the font style, color, text box color, the cursor size and to turn the Do You Know? task on or off. Switch access with scanning is also available.

Scholastic Storybook Treasures (www.newkideo.com) You can also use the whiteboard to play read along books on DVD, such as those from Scholastic. Some of the newest and best are: The Caldecott Favorites, Scholastic Storybook Treasures, which contains three Read-Along DVDs with a total of 20 story books. These include The



Fact or Opinion (www.superduperinc.com)

Ezra Jack Keats collection of The Snow Day, Whistle for Willie, Peter's Chair, The Pet Show!, A Letter to Amy, The Trip and Apt. 3. The second DVD has Antarctica Antics (funny animal stories) and includes In the Small, Small Pond, Bear Snores, Bark, George, Caps for Sale, The Hat, The Little Red Lighthouse and the Great Gray Bridge. The third DVD in the collection is Make Way for Ducklings and more delightful duck stories such as The Story about Ping, The Ugly Duckling, Angus and the Ducks, Cat and Canary, and Wings: a Tale of Two Chickens. Included, also, are the Spanish versions of The Snow Day, Whistle for Willie and Make Way for Ducklings. Individual stories can be selected from the menu or all stories can be selected to read. Read-Along (highlighted text on screen) can be turned on or off. An excellent literacy experience for young children. Another collection from Scholastic Storybook Treasures is the Spoon collection, also containing three DVDs with 13 stories, narrated by Mia Farrow and others. One volume, Spoon, has four stories, all related to friendship, cooperation and problem solving. These include Spoon; A Boy, A Dog and a Frog; Otto Runs for President and Bugs! Bugs! Bugs! The second volume, Dem Bones, has sing-along stories such as Dem Bones, Dinosaur Bones, Hush Little Baby, The Fox Went Out on a Chilly Night and The Eerie Canal. These support music appreciation, anatomy and rhyming. The third volume is That New Animal and more stories about the new baby, including The New Animal, I Love You Like Crazy Cakes, Smile for Auntie and Blueberries for Sal. The Valentine Collection has One Zillion

Valentines, A Letter to Amy, Goggles, Wilfrid Gordon McDoanl Partridge, and Will I have a Friend? Stellaluna, the beloved and classic children's story, is another new DVD from Scholastic and NewKideo. It can be played as an animated storybook, showing text on screen that is read aloud. Individual words are highlighted as spoken. The animation is accompanied by sound effects and music and is beautifully done. All these DVDs can also be played on your computer or on the television, as well as the whiteboard. They are very powerful ways to encourage literacy and set a context for learning language and discussing childhood themes.

Other excellent programs for the whiteboard are the following, previously reviewed computer software programs.

HearBuilders Series (www.superduper.com) This series includes HearBuilder Sequencing, HearBuilder Following Directions, HearBuilder Phonological Awareness, HearBuilder Auditory Memory. These are outstanding programs.

Premade Boardmaker Activities (www.mayer-johnson.com) These were reviewed in detail in the February/March 2012 issue of CTG – they work great on the whiteboard for classroom use.

SwitchIt Series (www.inclusivetlc.com) This series includes SwitchIt! Hygiene, SwitchIt! People, SwitchIt! Weather, SwitchIt! Farm, SwitchIt! Sports, SwitchIt! Wildlife, SwitchIt! Dinosaurs, SwitchIt! Transport and SwitchIt! Christmas.

Counting Songs, Monkeys, Ducks & Frogs, Young Mac Donald's Farm (www.inclusivetlc.com)

Songs I Sing In Preschool (www.soft-touch.com)

Sherston Skillbuilders (Sherston available from www.toolfactory.com) This series includes Sherston Matching, Identification, Memory Skills, Observation Skills, Listening Skills.

Daily Reading Comprehension (Attainment: www.attainmentcompany.com)

Listen and Respond (www.judylynn.com)

Click to Read (www.marblesoft.com) This series includes All About Me, Animal Habitats, Citizenship and Life Skills.

IPAD ACCESSORIES AND APPS FOR LEARNING

Bamboo Panel iPad 2 Stand (www.boxwave.com): This is a great way to support your iPad for hands-free viewing and for interactive use. Made of two interlocking pieces of real bamboo, the stand is easy to set up and is sturdy and lightweight. The iPad can be placed on it in either

portrait or landscape view. There is a velvet liner on the top, which protects the back of your device, and, on the bottom, two notches that allow you to select the optimal viewing angle. The pieces can then be separated for easy storage and portability – very small and lightweight and great for travel.

Fun With Directions HD (Hamaguchi Apps for Speech, Language and Auditory Development: www.hamaguchiapps.com) This is a great new app, designed to teach and reinforce listening skills, language comprehension, following directions, learning spatial concepts and much more. Directions vary from very simple (i.e. Touch the cat.) to more complex (i.e., With the orange crayon, color the large one that is a furry pet and likes to chase mice.) Graphics are clear and well designed and placed against a white background that reduces figure background confusion. Ten concepts are included in this app: give, touch, open, close, top, middle, bottom, push, color and erase, but the amount of language learning is limitless, as these concepts are combined with nouns, verbs, prepositions, etc. The required responses can be to touch the object described or to drag it to another location. There are many options available to customize the app, including turning voice on/off, text on/off, selecting specific concepts or playing with all, and using text only to reinforce early reading. Options are also available on screen to select new directions, new concepts and a "Hear Again" button to hear the directions repeated. There are user log-ins and data tracking. There are three levels of play: easy level has one simple direction; intermediate level has at least three choices from which to choose; and the advanced level includes more complex directions and choices and often integrates several concepts at the same time and requires more developed auditory memory and language processing skills. The "Superstar" option allows additional practice and an expressive language component to the app as well. When this option is on, periodically the user is told to listen carefully to the next direction. After the direction is played and completed, the user is asked "What did you have to do?" and their response can be recorded and played back. The creator of this app (and others to follow – see below), Patti McAleer Hamaguchi, Speech-Language Pathologist, also includes some valuable suggestions on how to make the activities more challenging and to help increase auditory memory. More Fun With Directions, the second app in the Fun with Directions series, is similar in design and includes the following concepts: above,



Bamboo Panel iPad Stand (www.boxwave.com)



Fun with Directions (www.Hamaguchiapps.com)

below, behind, front, on, under, put in, take out, turn on, turn off, up and down. These are outstanding apps and excellent for speech therapy, classroom and home use.

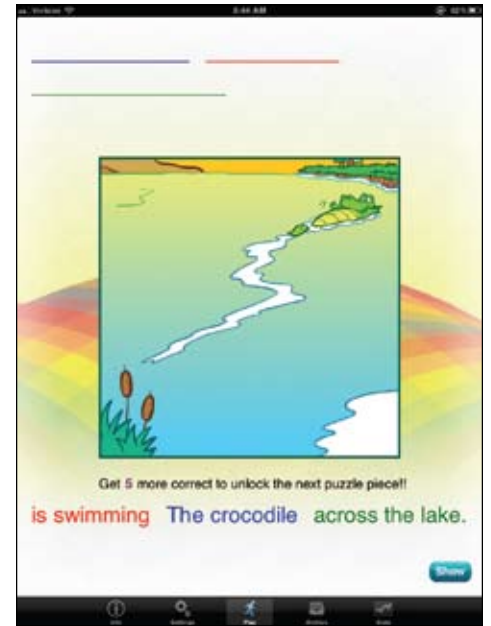
First Phrases (Hamaguchi Apps for Speech, Language and Auditory Development: www.hamaguchiapps.com) This app is designed for young children who are learning to put English phrases together and appropriate for children with autism and developmental delays, for those working on articulation, fluency, "wh" questions, language processing and auditory memory. It features a verb + noun phrase syntax pattern (i.e. eat the apple). The opening screen shows the subject (mouse, boy or girl) and symbols for the verb and object (i.e. pull the wagon). The app instructs the child to "Tell the boy what to do" (boy, girl or mouse). In the Normal play mode, the child then touches each part of the phrase in order. As each word/part is touched, a pre-recorded voice says the words. The character then indicates they will perform the desired action and an animation of that phrase will then automatically pop up so the child can see what the phrase looks like. Easy Play mode is for children who have difficulty with fine motor control. All they need to do is touch any part of the phrase and it will activate the narration. For

the Challenge Play mode, the child needs to touch and drag each part of the phrase to the boxes above in the correct order. If chosen as an option, the next screen is a microphone and recording activity where the user has the opportunity to repeat the phrase. There are 17 simple verbs (i.e., cut, drink, kick, etc.) and 12 verb + preposition forms (i.e., put away, sleep on, jump off, etc.) with girl and/or boy voice options, and a total of 228 animations. Data can be tracked for up to 15 children. This is another excellent app from Hamaguchi!

Picture The Sentence (Hamaguchi Apps for Speech, Language and Auditory Development: www.hamaguchiapps.com) Another excellent app from Hamaguchi, this one designed to practice language and auditory processing tasks at the basic sentence level with emphasis on attending to the important elements of a sentence presented at varying rates, with and without visual support. There are three levels of difficulty. At the easy level, there is a slow presentation rate, visual icons present that stay on screen. The sentence is spoken (i.e. The girl is crawling), icons for girl and crawling are presented, and directions are spoken to "Picture the sentence in your mind and try to remember it." The next screen shows three pictures, one of which shows the meaning of the sentence. Users drag the correct picture to the picture frame. As with all Hamaguchi apps, the pictures are clear and there is a plain white background to decrease distractions. The Intermediate level includes the same elements as the Easy level, but the presentation speed is faster, pauses are shorter and the picture icons are only shown very briefly. There are five picture choices. The Advanced level does not have picture icons. The presentation rate is a bit faster, has no pausing between words and requires faster processing. There are 10 pictures choices that the child must scroll through. Other options available include: text on/off, use of color drawing, stick figures or no images, wait time before choice (none, 10-40 seconds), subject (he/she/they or the boy/girl/children or mixed). Choices for target sentences include subject-verb, subject-verb-object, subject-verb-prepositional phrase, subject-verb-object-prepositional phrase or all. There is also a reward game that can be selected after three, five or 10 correct responses (Pick-a-Door! Find the animal that's hidden behind one of the eight colored doors). This game can be played over and over, until the user is ready to return to the listening activity. There are Lite versions of all the Hamaguchi apps so

you can try them before you buy the full versions. Try these ... they are a very impressive group of apps.

Rainbow Sentences (Mobile Education Tools: <http://mobile-educationstore.com>) An excellent new app from the publishers of the wonderful Builder series (SentenceBuilder, StoryBuilder, Question Builder, LanguageBuilder, ConversationBuilder, PrepositionBuilder, all previously reviewed in DISKoveries). Rainbow Sentences is designed to help students construct grammatically correct written sentences. The who, what, where and why parts of the sentence are color coded to help students understand how these parts fit together to create a grammatically correct sentence. As students begin the program, a picture appears and below it is the sentence, in scrambled written sequence. The task is to drag the color coded words to the color coded lines to make a sentence. As the word or words are selected/dragged, they are read aloud. When the sentence is complete, the student presses the "I'm Done" button to check their sentence. Correct words remain in place but incorrect placements are returned to the bottom of the screen. If the sentence is correct, they



Rainbow Sentences (www.mobile-educationstore.com)

are then rewarded and are able to record the sentence in their own voices. There are three levels of sentence complexity, each with 55 sentences. In Level 1, the students build sentences that describe who the sentence is about and what they are doing.



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In Level 2, they will build sentences that describe who the sentence is about, what they are doing and where they are doing it. In Level 3, the students build sentences that describe who the sentence is about, what they are doing, where they are doing it and why they are doing it. There are several other options that increase the learning capabilities of this app. Line color coding and word color coding can be turned off as students master the sentence construction. Word grouping (i.e. The plane, is flying), which helps beginning students, can also be turned off so that they have to put each individual word in the correct order. Audio and reinforcements can also be turned on/off. There is a full data tracking system for individual students using the app. It gives details on how many attempts were needed and can be emailed to parent or teacher.

Lexico Cognition (www.pappy.ch) This excellent app was designed to enhance language skills, including comprehension, vocabulary, memory and auditory skill, in a fun interactive way. The user is presented with a matrix of 12 pictures. All questions are read aloud (for reading practice you can turn the sound off). All the exercises consist of a series of questions to which the answer must be found. Touching the correct answer reveals a part of a puzzle. The levels A (Pairs – transport, profession, conversation, thoughts, places) and B (Relation – objects, animals, before/after, form, function) use images exclusively. In Levels C (Verbs), D (Description), E (Position) and F (Opposites), the questions are read aloud and shown as text. The answers are images. Lexico Cognition with the Level E is free – try it – it's really a great app. All other levels can be unlocked through an in-App purchase.

Inclusive Apps (www.inclusivetlc.com) Peeping Musicians is a fun, new app – touch the musicians as they appear and then listen and watch them play their instruments. Great for attention and focus, learning touch skills and lots of fun. In Hidden Grid, users touch the screen to make patterns and hear music – touch or touch and drag. Aunty Maggie's Recipe lets players pick a character, mix different ingredients and take a drink for a spooky surprise. In Smarty Pants, pick an expression to watch your character act it out. Feelings are shown as symbols along the bottom of the screen – pick one and the main screen demonstrates the expression. (Aunty Maggie and Smarty Pants can be adapted and used with a switch.) Five Sharks Swimming is one of the songs from Counting Songs and fun on the iPad too.

Super Duper Apps: (www.superduperinc.com) Here are the latest apps from Super Duper, a well-established company that develops excellent learning materials for children with special needs. These are also based on their fun deck series. In each of the apps, a user looks at the picture, touches the screen to hear the prompt (or reads it), then gives a response. In some apps, the user selects the correct word. If you wish, you can track the responses by pressing the green or red button to score the response. At the end, you view a data screen that can be e-mailed. One of the newest is the Fact or Opinion Fun Deck. A student is presented with a picture and a statement below. Touching the printed sentence will read it aloud. Students then have to select either the Fact or Opinion button. When first using the app for a particular student, the teacher can select the cards to be used or use all of them. There are 52 picture cards and sentences such as "The President made a speech about the environment." and "The President made a good speech." This app provides an excellent context for learning this concept. How? Fun Deck App has 52 illustrated pictures that ask questions, such as: How do you bake a cake? How do you make a sandwich? How do you help your teacher? Opposites Fun Deck App includes concepts, such as big/little, in/out, before/after, happy/sad, over/under, etc. Plurals Fun Deck App has students look at pictures and hear the sentences read aloud. The choices are also read. Some of the prompt sentences are "All of the ..." and "Sarah has a new ..." Homophones Fun Deck App has illustrated concepts and vocabulary, such as hair/hare, cent/sent, one/won, bye/buy, sum/some and others. In Regular Past Tense Verbs Fun Deck App (such as bake/baked, cry/cried, hug/hugged, climb/climbed), after selecting the cards you want to use, students can read the sentence and pick the right word to fill in the blank. Some of the sentences have prompts, such as "Becky will _____ a cake" or "Yesterday, Becky _____ a cake." Irregular Verbs Fun Deck App is similar, but contains irregular verbs, such as run/ran, eat/ate, catch/caught, drive/drove and more. Has & Have Fun Deck shows and speaks picture/sentences with the option to select the correct verb "has" or "have. And Was & Were Fun Deck shows the use of was and were in the context of picture cards. In Yes or No? Fun Deck App, there are 52 illustrated picture cards and audio that students can answer yes/no to practice question answering skills, as well as reasoning skills. There are questions, such as Can a chair go

to sleep? Can you write with a pencil? Do mittens keep your feet warm?, etc. Super Duper Data Tracker is an advanced tool for monitoring and documenting your students' progress. It allows you to create multiple goals for each student, store data for an unlimited number of sessions, choose from various response types (tally, correct, incorrect, approximated and cued), write notes for each student in a session, e-mail results and graph results for each goal.

Sequential Spelling (www.wave-3learning.com) This is a spelling app based on the Orton-Gillingham approach with instruction through the use of patterns known as "word families" (consonant-vowel combinations that are common to a given set of words). The program says the word to be spelled, gives it in a sentence and then repeats the word. The student then enters the word. If they are successful, they move on to the next word. If they are not successful, the program shows the correct spelling and the student must re-enter the word. There are three different levels, each with multiple sections and daily spelling words. There is also an evaluation test. Tracking is available over an Internet connection, with e-mails sent to the registered address.

The Speech-EZ Apraxia Program Apps (www.speech-ez.com): The Apraxia Picture Sound Cards APSC app is a therapy tool for the Speech-EZ Apraxia Program (it is not the program itself). It is created for individuals with childhood apraxia of speech and severe phonological disorders. The full program includes a formal, full-day training and a comprehensive manual. It should be understood that the Apraxia Picture Sound Cards app is not a substitute for speech therapy with a certified speech-language pathologist. The training program and the app are based upon the program developed by Lynn Carahaly, M.A., CCC-SLP, and the Foundations Development House. It uses multisensory strategies that incorporate visual, auditory, proprioceptive, gestural and tactile input in order to teach the child the correct movement sequences for speech. The app is equivalent to the Speech-EZ Materials Kit. It contains three sections (Picture Cards, Sound and Number Cards and Hand Cue Cards). You are able to sort the Picture Cards by CVC word initial, CVC word final and by place of articulation; it also includes CVCV words and one- to four-syllable words. There are over 775 pictures that you use to customize your sessions according to the child's performance and ability level. Tapping once on the image will flip the card and display the spelled word.

The lower left corner displays data collection icons. This application is meant to be used with a certified speech-language pathologist who has been trained and is a certified practitioner. The Sound and Number Cards consist of 45 grapheme cards (the most frequently occurring phonograms in entry-level literacy development) and the number cards, 1-10. The Hand Cue Cards help children learn specific hand gestures that represent various speech sounds. It is felt that moving one's hands helps the individual recall, plan for and execute the appropriate articulatory posture for speech production. Users select the appropriate hand cards for 23 phonemes in video format. Each sound/hand card has a short video that shows the hand movement, plays the sound and shows the written sound. There are other apps that are therapy tools in support of the Speech-EZ Apraxia Program. They, however, are not intended to be self-guided by the child. The parent, teacher or specialist is to provide support and feedback as needed. Hand Cue Sound Matching is designed to help children associate a Speech-EZ Hand Cue to a specific phonogram or grapheme. The purpose is to bridge the hand cue to the phonogram that represents that sound, building sensory and phonological awareness. The child sees the Hand Cue Card and matches it (visually) to the letter that represents the sound. The goal is to see the image, pull the sound in their mind and attach it to the phonogram. If an inaccurate selection is made, the letter will dim, giving the therapist opportunity to discuss and then repeat. Sound Matching is designed to help the child identify which word, out of a field of two, either begins or ends with the same sound as the target card, for example, if the target card is loaf, the child will also see a picture of a leash and a tub below the picture and will hear "Which picture starts with the same sound as loaf? The focus of this skill is on the sounds of the words, not necessarily how the words are spelled. You can choose initial sound matching, final sound matching or initial and final randomized. Auditory Rhyming is designed to enhance the recognition of rhyme, an important part of phonological awareness. There are three different rhyme presentation options: Inclusion (Which two words rhyme?), Exclusion (Which one does not rhyme?) and Random (a mixed presentation of inclusion and exclusion). Target Sound Identification increases the ability to break words into smaller parts and to recognize smaller parts in words. The child is presented with a picture card and a field of three sound (phonogram)

cards. The child needs to identify a sound in the requested position of the word. For example, point to the first sound you hear in the word. You can work on the initial, final or initial and final randomized. Syllable Counting includes over 250 picture cards: one-syllable words with blends, two-syllable words, three-syllable words and four-syllable words. The goal is to analyze how many syllables they heard in the target word. Tap the sound icon to hear the word. For more detailed information and comprehensive videos on the program and the apps, see www.speech-ez.com.

Night and Day Studios (www.night-and-daystudios.com) Some great new early learning apps from the maker of the Peekaboo series and other fun apps. Go Away Big Monster is a fun, Read Along interactive story. With each tap of the arrow to turn the page, another part of the Big Monster appears (two big yellow eyes, long bluish-greenish nose, etc.) and when he's all finished, another tap will take away each part in reverse order. Turns scary into silly! You can also read along with a friend (narrated by a young child) or sing along or read with no narration. Counting with the Very Hungry Caterpillar is another fun app with five levels to help teach the basics of numbers and counting. Level 1 is simple cause and effect – touch the picture or pictures to see the hole the caterpillar made! Players will see the numbers and hear the number spoken. Level 2 – touch the food or foods that are named. In other levels, children follow the directions as they become more complex: for example, see twelve plums but only eat five, see five apples, two slices of salami, one ice cream cone and four lollipops and just eat one lollipop and two apples. Great for following directions and listening skills, too. In Caillou's World, children pick a scene from seven choices (playground, barn, crosswalk, egg hunt, etc.). Then they see a black and white drawing and an object that highlights. Touch the object and find the initial sound. When six objects are found, the whole scene will light up. Next time your child plays, there will be new items mixed in with the items that were difficult the time before. Richard Scarry's Busytown: In this fun app, players choose their animal (bunny, cat, fox or pig), name him, dress him up by selecting his clothes and pick the room to play in. Then players are given an object to find and they explore and search each room to find the item. Many items in each scene are interactive – touch it to hear its name and watch if it does something.

Custom Boards - Premium (Smarty Ears: www.smartyyearsapps.com) This is a symbol-based board and activity creator for speech pathologists and special education teachers, as well as parents. You create your own boards and print them out. The symbols used are called Smarty Symbols and include over 11,000 built-in symbols. Vocabulary is organized into semantic and meaningful categories and features a wide range of vocabulary in English, Spanish and Portuguese. Custom Boards contains a large selection of templates (over 100), including Activities & Games (i.e. bingo, matching cards, go-togethers, board games and many others); Devices & Switches (AMDI, Big Mac, Big Step, Go Talk, Voice Pal and many more); Signs & Labels (traffic lights, speech bubbles, Label Sets, Billboard, etc.); Grids & Boards (i.e., 2x2, 2x4, 16 grid, placemat, etc.); Schedules & Calendars; as well as Worksheets. When creating a new board, just select your blank template, press an empty spot and search for the symbol you want. It's very easy and fast. With the Smarty images, you can customize background color and edit text. You can also use your iPad library images when creating boards. When you are finished, you can print your board, e-mail as a PDF or just save to the iPad for future use. Great for creating and printing out boards that can be used for games, artic practice, language concepts, AAC and vocabulary development.

Listen, Talk, Draw Apps (www.listen-talkdraw.com) There are two apps in this series. Both are story-telling and sequencing applications developed by Mary Fitz, a speech-language pathologist. Each sequence begins with a story that can be read aloud or by the student. After the story is completed, the user is presented with four pictures that have to be placed in the correct order. School Sequences includes seven different sequences (Art Class, Bathroom, Lunch, Morning, Recess, Running and Snack.) Community Sequences includes seven others (Go Home, The Car, Library, Pool, School, Visit and Grocery). Other apps that work with sequencing skills include Making Sequences (Zorten) and Speech With Milo Sequencing (Doonan Speech Therapy).

eSkills Minimod (ESkills Learning: www.eskillslearning.net) This is a series of reading and language apps that are designed to improve reading comprehension skills for older students. There is a practice mode and a bingo-like game mode that can be played by a single player or with another student. Students read the material and answer questions. There is no voice output

for the reading passages, which is available on three levels (reading level 2.0-3.5, 3.5-5.0 and 5.0-6.5). In MiniMod Reading for Details, there are 100 passages for each level (300 passages total) about an inventor and his/her invention. Each passage has a wh question with three answer choices. An incorrect response allows the student to read the passage again and select a different answer. In Reading for Inferences, there are stories (about 100 words) about the cultures of the Incas, Mayas and Aztecs. The questions following the passages focus on reading for inferences. Vocabulary Builder was developed to help students master and expand their vocabulary. The student is shown a vocabulary word, a sentence with the word and a choice of definitions. An incorrect reply will give the student an opportunity to review the sentence with the vocabulary word and definitions and answer correctly the next time. Basic Cloze Practice will present a story with five to seven blanks. The reader's job is to select the best word for each blank (four words given for each blank) to complete the sentence giving sense to the story. An incorrect response allows the student to read the passage again and select another answer. In Homophones, a student will read a sentence and will be asked to fill in the missing word. The word choices will be two words that sound alike but are spelled differently. An incorrect response allows the student to read the sentence again and select a different answer. In Analogies, students will read an analogy and will be asked to fill in the missing word from three choices. Analogies are in the categories of antonyms, synonyms, descriptive and parts to whole. The analogies are present in both the missing word format and the colon format so that they become accustomed to both presentations. If a wrong answer is selected, students can read the analogy again and select another answer.

Spell A Word (www.rjcooper.com) RJ Cooper has converted his software program Spell A Word into an app for the iPad. A picture is presented and the word is spelled out and letters displayed. The iPad on-screen keyboard appears and users can then type in the letters by copying, letter by letter. The letter name is spoken as typed. Options include adding your own words and spelling, number of drills/tests and pace and choices for verbal correction and prompts. User's name can be added so that it is spoken at various times in the program for cuing and focus. Several word lists are included, the font can be changed and an external keyboard can be used. If you want



Odd One Out (www.tboxapps.com)

to present the letters in lower case, you can enter them in a list in that form. Good also to help teach keyboard familiarity, as well as simple spelling.

EBooks from Oceanhouse Media (Oceanhousemedia.com) This company continues to be a leader in bringing classic children's books to the iPad. 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. Some of the new stories they have created recently include If I Ran the Zoo, the classic from Dr. Seuss, Ellison The Elephant and And to Think That I Saw It on Mulberry Street. One of the newest, A Frog Thing from the Kidwick Book Series, is about the frog who is determined to do things ordinary frogs don't do, even when other frogs laugh at his unsuccessful attempts. Great life lessons! Five Little Monkeys Go Shopping by Eileen Christelow is a cute new story with great illustrations, narrated text and simple math lessons incorporated into the story. Five little monkeys go wondering

off, alone or in pairs, but Mama finally gets all five back together again.

Odd One Out (TBoxApps: tboxapps.com) This app, from the makers of Predictable, is designed to work on semantic reasoning skills – which one does not belong. There are six sets of cards per level, three difficulty levels and the option to play with three or six cards. On the easy level, the semantic relationships are distant (i.e. apple, banana, pen); on the medium level, the semantic relationships are moderate (i.e. cupcake, cake, chocolate); and on the hard level, the semantic relationships are close (i.e., plate, bowl, fork). There are both visual and auditory feedback, clear and colorful pictures against a white background and a wide range of semantic categories. There are also options to use symbol only, word only or symbol and word together. There is a pause button that can be used by the clinician to further discuss the semantic relationships between pictures. There is an individual log-in for each student and a data tracking system. Result summaries can be e-mailed directly from the application. This is an excellent and well-done app.

Smart Kids First Grade and Smart Kids Second Grade: (Sumasolutions.com) These two apps were designed to present basic first and second grade concepts in Math, English, Science and Social Studies. All U.S. states' curriculum has been taken into consideration. Performance cards are provided to keep track of each subject score. Subjects covered include Math (addition,

subtraction, geometry, fractions, time, even-odd numbers), English (grammar, sentence, spelling, plurals, antonyms, synonyms) Science and Social Studies (geography, civics, history). The material is presented as multiple choice questions. Explanations are provided for some hard questions, to guide the children in learning the concepts. (Questions and answers are not read aloud.) More content will be added on a regular basis so check regularly for updates.

AAC APPS

GoTalk Now (Attainment: www.attainmentcompany.com) GoTalk Now is a full-featured, customizable AAC app for the beginner to experienced communicator. It turns your iPad into a dynamic GoTalk in seconds. It is easy to use and has a touch-based editor. It is customizable to one to 25 locations per page, with the capability of also creating Jump-to locations that will take you to another page. You can use pictures from your iPad camera, the iPad's photo library, the GoTalk image library (GoTalk images plus Imagine Symbols) or from the built-in Internet search capabilities. This built-in Internet search lets you find unlimited images without having to leave the app. (Wireless Internet must be available). You also have the option to have a video play (from camera roll) when a button is selected. You can crop, scale and rotate your photos and edit your videos using the iPod's touch capabilities and your fingers. You can also customize the backgrounds, borders and text. Speech can be recorded or you can use text to speech. (Other voices are available in over 20 languages). Auditory cues are available throughout, giving a brief verbal reinforcement before the selection of the desired button. Auditory Cues can be used for scanning, for introduction of new vocabulary, for those with visual impairment and for a Jump-to message. In Core Vocabulary, there is an option to add four additional buttons that can be accessed from any page within a book. Navigation tools are also customizable so that the interface can be made as simple or as complex as the user needs. Integrated within this outstanding AAC app is scanning (auto scan, step scanning, row-column). You can use another iPad or iPod touch as an accessibility switch (using Attainment's Switch App – see below) or your own switch with a switch interface by RJ Cooper or AbleNet. You can download a detailed and comprehensive GoTalk Now manual from the Attainment Web site with step-by-step instructions on how to set up and use the app. This manual is also part of the Go Talk Now app so it will

be installed on your iPad as well. Attainment Switch turns your iOS device into a wireless accessibility switch. You can then use it to communicate with scanning enabled software running on any Mac or Windows PC (available for free at <http://switch.attainmentsoftware.com>) or the GoTalk Now App. It requires a wireless connection. You can use the Attainment Switch as a one-button or two-button switch and use images from your picture library or from the Attainment library for each button.

QuickTalk (Digital Scribbler: www.digitalscribbler.com) This AAC app has a two-button design. Swiping left-right switches categories and swiping up-down switches between two phrases (within the category.) There are also arrow buttons for those who cannot swipe. Every button can be personalized and customized – with color, picture and audio. QuickTalk uses high-quality text-to-speech voices or you can record your own audio. The app contains the 11,000 Smarty Symbols (see Custom Boards, above) and you can also add pictures from your device camera. QuickTalk works with the iPad, all Android tablets and the Kindle Fire. There are 11 categories included, with the ability to add unlimited categories and buttons as needed. Visit the iTunes store to see examples of some of the Smarty Symbols.

Scene & Heard (TBoxApps: tboxapps.com) In this app, users can import photos and make their scenes interactive. You can add your own voice messages to the scenes to tell stories, make requests, etc.; and create hotspots so that the picture is interactive. Scenes can be linked to create a sequence of events and to support language skills. There are pre-built scenes included, as well as over 10,000 Widget symbols. Switch use is supported. Scene & Heard Lite is free and lets you try out and see the capabilities of this app, such as a single message communication aid, to create step-by-step videos and instructions for completing daily tasks, use in the community (for ordering, purchasing), for creating therapy tools, social stories and interactive educational games.

PRC Core Words (Prentke Romich: www.prentrom.com) This is a free app and is the first in a series of apps featuring the six Stages of Language Development. This app focuses on Language Stage 1 and can be used with augmentative communicators. It's intended for children ages 2-10 who speak in single words and was developed for children who use PRC augmentative communication devices, to help build expressive vocabulary to direct activities,

make requests, reject, and label. Core vocabulary used in these lessons include: go, stop, more and help. It's free so download, watch the video and read the written directions.

PCS Apps (Mayer-Johnson: www.mayer-johnson.com) There are four new free apps from Mayer-Johnson using Picture Communication Symbols. In each, there is one set of PCS cards/symbols included free and you can order more sets if you like through iTunes. In PCS Rhyming Flash Cards, a deck of 10, you can choose from categories that target specific rhyming patterns. Just press the turn around symbol to see a rhyming word for the displayed picture or swipe for a new picture. In PCS Language Flash Cards, you can purchase language categories like opposites, adjectives, synonyms and the alphabet. The Alphabet (large letter on one side/picture that starts with the letter on the other side) is included free. There are two pictures for each letter. In PCS Articulation Flash Cards, there are 20 articulation sounds. The B deck is included free and you can choose to display initial, medial or final B from a combination of 60 picture cards. In PCS Sign Language, one side of the card has the PCS Symbol and the other side has the sign language symbol for that PCS. The Basic Concepts deck, provided free, includes the alphabet, numbers to 20, colors, shapes, days of the week, months and weather and seasons. An additional deck with 500 PCS and sign language symbols is available.

Other AAC Apps: Gabby (EnabledSoftware: www.enabledsoftware.net) In this AAC program, users can create and modify the vocabulary, add pictures, use text-to-speech or record their own voice, and create multiple users with passwords. Vocabulary can be organized into folders. There is also a text-only mode and a sentence mode (build a sentence using images and the program will speak it). For more detailed information, visit the Web site for videos on basic navigation, adding vocabulary, other setting and modes. So Much 2 Say (www.close2home-apps.com) This is a picture communication AAC iPad app designed for individuals with cognitive and language impairment. Layout options range from a single card per page to multiple pages of categories. Customize how many cards you want visible per page and add more as the student progresses. New cards and categories can be created using the iPad's built-in camera, from your own photo library or from the included images. For more details, visit the Web site for videos, tutorials and FAQ. I Click I Talk Single Student (Tookty: iclickitalk.com) This is an AAC app that allows you to monitor progress by looking at the frequency of

usage of each of the images. There are options for several layout, text and image sizes. It includes 70 images with audio files and recording options are available for your own images. The Web site contains videos and tutorials to help you further understand and use the app, which is available in compact, single student and multi-student versions. SpeakAll (Purdue University) This is a free app that was developed by the Purdue University EPICS Department to help children learn the process of constructing sentences.

Free and Lite Apps: Articulation Station (www.littlebeespeech.com), iLearn With Poko: Seasons and ILearn with the Mighty Jungle (ilearnwith.com), Phonics Consonants Free Beginning Sounds (abitalk.com), QuickVoice (nfinityinc.com), Louie's Letter Challenge (www.northsouthstudios.com), Cut the Buttons (openname.su), Little Finder (Innovative Mobile Apps: alligatorapps.com), Scholastic eReading app with five free ebooks (Scholastic).

INTERACTIVE ENTERTAINMENT SYSTEMS

New fun and interactive games to enhance social interaction, turn taking and

peer relations while providing fun too. Great also for those who, because of disabilities, might not be able to play the real game.

NBA 2K 12 (2k: www.2ksports.com) In this new game, for Xbox, Playstation, Wii and PSP, users play with 15 basketball legends (Larry Bird, Wilt Chamberlain, Magic Johnson, Michael Jordan and others), with team uniforms, signature moves and historically accurate broadcast styles. Shoot, steal, pass, dunk and dominate your opponents on the floor with all-new control mechanics for post play and ball control to offer intuitive gameplay. The program adds more than 1,000 new animations for realistic and life-like gameplay. My Player mode has been overhauled to make it much more accessible. You play in one exhibition game, get drafted and quickly get to play against the best players in the world. Great fun.

Fifa Soccer 12 (EA Sports: www.ea.com) This is an exciting title for fans of console sports games, especially soccer. There are 500 officially licensed clubs and more than 15,000 players. You can build your own team from the best stars by earning, buying, selling and trading players and interns. Create and manage multiple squads and turn them into compete in

online and single-player tournaments. There is a new physics engine that will help with more precise movements and interactions, including precision dribbling and tactical defending. In addition, the lighting, authentic crowds and sounds make every game feel special. The Player Impact Engine now monitors contact between players in real-time, analyzing the force of the collision and impact on the body to detect real injuries. There are also two new commentary teams. EA has also introduced a challenges feature. The basic idea is that you have a chance to re-write history by assuming the controls of a scripted match scenario from a recent real life match. This is the best soccer game out there, and you will enjoy this fun and well-designed game.

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AUTHENTIC VOICES OF AMERICA:

One Man's Dream to Empower Students Through Augmentative and Alternative Communication

SHARON M. KOLB, Ph.D. is an Associate Professor in Special Education at the University of Wisconsin-Whitewater, where she teaches courses on multiple disabilities, medical aspects, and working with families. She has published and presented on such topics as assistive technology, self-determination, social skills development, person centered planning techniques and transition planning. As a former middle school teacher for 12 years, Sharon is committed to providing practical techniques and tools to practitioners and consults with public school districts, state departments of education, and international universities.

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JON FEUCHT earned his Master's Degree in Special Education at the University of Wisconsin-Whitewater and is founding director of Authentic Voices of America, a summer camp for adolescents and young adults learning to use augmentative communication devices. His previous publications include *Straight Talks from My Desk*, a book of his speeches, and *The Tan Car*, a book of his poems.

In classrooms across America and the world, there are students with speech disabilities who often go without the proper instruction to learn how to successfully augment their speech disabilities to become productive members of society (Kolb & Griffith, 2012). To address this need, Jon Feucht founded a camp designed specifically for teenagers and young adults who use communication devices. "Authentic Voices of America" is a week-long residential camp for teenagers and young adults who use communication devices. It combines activities that are based around communication, with discussions about issues these young people either have or will face in the real world. The camp is held on the campus of the University of Wisconsin-Whitewater, which has a specific mission to provide services to persons with disabilities, resulting in many services unique to the UWW campus or available at only select institutions of higher education in this country (UW-Whitewater, 2009). This accessibility allows campers to experience a great level of independence (often for the first time), due to the fact that they can move around campus with little or no assistance. In this article, we will define augmentative and alternative communication (AAC), introduce the reader to Jon Feucht and then detail how Authentic Voices of America camp is designed and implemented, giving first person accounts by Feucht, as well as individuals who have attended the camp. The paper will conclude with Feucht's recommendations for educators and other professionals who work with individuals having AAC needs, as well as for families.

Augmentative and alternative communication (AAC) is the supplementation or replacement of natural speech and/or writing by using aided or unaided communication systems. Aided systems involve the use of communication devices or materials. Examples of aided systems include communication boards that may be comprised of letters, words, pictures or line drawings; use of small objects as reference objects; and speech generating devices, sometimes referred to as voice output communication aids or VOCA (Sigafoos & Drasgow, 2001). Speech generating devices are typically portable electronic devices that offer graphic symbols or alphabet keys for input and produce speech, either synthetically or digitally (Franzone & Collet-Klingenberg, 2008). Unaided communication systems do not require objects or devices, instead,

they employ the use of sign language and/or gestures (Sigafoos & Drasgow, 2001).

One unique aspect of Authentic Voices of America is that the founder and executive Director, Jon Feucht, has cerebral palsy with a related speech disability and uses AAC himself. Jon is an excellent role model for those attending the camp in that he has his bachelors degree in Psychology and his masters in Special Education. Below, Feucht shares in first person about his own experiences with AAC:

"I would like to get into how I communicated in my own childhood and throughout my life to date. First of all, I started with Bliss symbols when I was three, and that turned into just a word board. I did have an Epson, but I did not really use it. I didn't like it because you had to spell everything out and I am a very poor speller. So I accomplished everything until I was 20

with a word board. I graduated from high school and got into college with it. Everybody knew I needed voice output but I thought I communicated just fine. Then one day during my first year of college, I pulled up to a service desk and started to point at words on my board. The person behind the desk couldn't even see what I was doing, let alone know how to communicate with me, so they called the police and I ran. I knew then that I needed something more than my word board.

During high school and my first year of college, I tried every device available and nothing worked. Then my assistive technology support person from the college said I should try a particular device. I said I would but if I was disappointed, I wouldn't try another device for a long time. So I tried the device and had instant success. The key to the success for me was that I did not have to spell or use word prediction for most of what I said. My system is fun to use and much faster.

ORIGINS OF AUTHENTIC VOICES OF AMERICA

Feucht started Authentic Voices of America a couple of years after he started college. He began college as a computer programming major, which, by his own accord, was not a good career choice for him. He had always wanted to help people with disabilities, and once he got a communication device that worked for him, his passion turned to helping people with disabilities to communicate better so they wouldn't have to struggle as he had. After leaving computer science, Feucht spent a few months trying to figure out what he wanted to do with his life. One night he was talking to a friend of his whom he met at an AAC camp. They began dreaming about the possibility of starting a camp at Whitewater; Feucht spent the next year writing the preliminary itinerary for the camp. Ultimately, he presented it to the Dean of Continuing Education at UW-Whitewater, who agreed it was worth a try. Feucht recalls, "The first thing we did was to put together a camp planning committee to help me plan the camp. There are representatives on the camp planning committee from the university's Center for Students with Disabilities and the Communicative Disorders department. After two years of preparations, the first camp was held in 2001."

CAMPERS AND CAMP DETAILS

Potential campers were sent a mailing that included an Authentic Voices of America

brochure and an agenda for the week, along with contact information to request an application or seek further information. The number of campers was set to no more than 20 to ensure that there would be enough assistance provided for each individual. The cost of attending the summer camp is approximately \$1,400, with financial assistance for those who qualify. The camp fee includes room and board, instructional costs, insurance, camp T-shirt, administrative costs, transportation and admission to off-campus activities and room and board for one attendant.

The mission of the camp is: "The Authentic Voices of America Camp provides young people with severe speech impairments the opportunity to enhance their communication skills using augmentative devices. This week-long residential camp, held at the University of Wisconsin-Whitewater campus, offers participants the chance to gain a greater awareness of their abilities and to build their independence and self-confidence while having fun. Camp activities are designed to "unlock" the unique voice within each participant (School of Graduate Studies and Continuing Education, 2009)."

Jon shared how the focus of the camp is centered on two primary areas identified as straight talk and communication activities.

Straight talk. We start each day of camp with an hour-long lecture called Straight Talk, which covers topics that people with disabilities will encounter in their lives. Some of the Straight Talks that I have done in the past are about dreams we have in life, why we use communication devices and what free speech is. I really believe in these Straight Talks for several reasons. First, they are spoken to people with disabilities from a person with disabilities who has been through a lot of similar experiences that they will face. For them, these discussions could be the first time they heard and discussed real life issues with another person with similar disabilities. I feel Straight Talks are the most important part of the camp.

Communication activities. The second major part of the camp is activities that get campers to communicate with each other. I believe in doing this because, quite often, young communication device users have never communicated with anybody else who also uses a device. Think about that concept; I don't know about you, but I find it amazing. Imagine what it would be like to never have met another person that spoke English and how frustrating communication would be. It's truly special to see the bonds that form between campers. For the first



time they know that they aren't alone in the world; and we foster this through an activity that the campers must work on together. This usually takes the form of having them write a play that they perform the last day of the camp. Ultimately, it gives the campers an understanding of what other people go through while communicating with them, allowing them to get a feel for what it's like to communicate with somebody that uses a communication device.

REFLECTIONS ON AUTHENTIC VOICES OF AMERICA CAMP

It is important that all persons have the opportunity to have their "voice" heard, to be able to express their thoughts and needs and realize they have control over choices in their environment and lives (Kolb & Griffith, 2009). Jon and his camp staff use the feedback forms submitted by past participants to improve the camp discussions and format. This is another way that he makes sure the camp reflects the needs of the participants. Jon selected a few comments from camp participants and their parents that had a special impact in reinforcing what he hoped would be positive outcomes from attending the camp.

The camp participants shared their comments using an AAC device.

"Before AVA camp I think I not go to college. Now I know I can go to college. I love Jon. Thank you Jon from my heart," (Mike, camp participant).

"My son felt lost, not knowing where he belonged in the world. What he could do?"

Jon and other older AVA campers like Sarah, Molly, Derrick, Tom, Michael E. and Casey were great role models. He now is doing well in school, has improved his writing skills and has a goal to be a teacher. Camp provided him with hope and a sense of purpose," (Mike's mother).

"We had a great time and met some very fascinating people. My daughter enjoyed seeing how others communicate with their devices and loved being in a campus atmosphere that was filled with a lot of learning and fun all mixed together. Thank you, Jon (and to Sarah) for creating such a wonderful week!" (Amber, camp participant, and Amber's mother).

Feucht sums it up, "The camp itself has always been extremely popular with the vast majority of the campers. It has not really needed a major overhaul, because the curriculum has been solid from day one. The atmosphere of the camp has changed dramatically from a camp that was meant for people with disabilities who could go on to higher education to pretty much anybody with AAC. This change made for a catalyst for even more fun, which in turn lead to more communication."

RECOMMENDATIONS FOR PROFESSIONALS AND FAMILIES

Authentic Voices of America contributes to the field of special education field in several ways. First, it could be and should be another resource to help school districts prepare their students for life after high school because it gives the students a taste of the real world. It also could be an alternative to the extended school year if the school district feels the student needs to work on life skills. Another aspect that the camp helps with is self-determination of the campers. Self-determination is the right to make one's own decisions about important aspects of one's life, including where to work and live, with whom to become friends, what education to pursue and to be a self-advocate and regulate one's own life (Sitlington & Clark, 2006; Wehmeyer & Powers, 2007).

At camp they come and see people with disabilities actually achieving their dreams and, in turn, believe in their own life's dreams. Feucht believes that for many of the campers, it is the first time they realize that they can achieve their dreams and set attainable goals. In order to help individuals who use AAC devices succeed outside of the Authentic Voices of America camp, Feucht offers recommendations to those who work and live with them.



EDUCATORS AND OTHER PROFESSIONALS

Jon identifies strategies that educators can use to assist students in trying and implementing AAC successfully. He argues that professionals on every level of education need, "to know something a little different about people with disabilities and AAC. On the elementary level, they need to know that it is never too early to start AAC with people with disabilities. Also, they need to encourage the students with disabilities to use all the parts of speech properly; this will make the students a lot more understandable to the general population."

Jon believes that there is important information for professionals working in secondary and post-secondary settings as well. He argues that at the middle school level, professionals should start working with students on community interactions, such as going to the grocery store and other public places, and learning skills, such as giving food orders and asking for help. At the high school level, professionals need to focus on career exploration in order to give the student a strong sense of what is possible for their career. Students should have two or three viable career choices, so that if one path does not work out, they have something else to turn to, instead of giving up on the idea of being employed. If the student has the intellectual ability of going to college, he or she should be in classes that will support the transition to college.

At the college level, professionals need to know that it is never too early or too late to get the proper communication device for the person. The role of the professional at this stage is to set the person up with the knowledge of how to obtain the proper assistive technology to meet not only the needs in their education and career, but also for every day life

FAMILIES

Parents have commented that the camp has offered educational and recreational opportunities for their sons and daughters in an age-appropriate environment – the college campus setting at University of Wisconsin-Whitewater. This is an opportunity for the students to spend some time away from home and work on independent living skills and communication/socialization skills.

IN CONCLUSION

Feucht teaches those who come to camp how to better use their communication options and their ideas to get ahead in the world and to not just settle for living off of government benefits (Feucht, 2004 & Feucht, 2008). It's Feucht's belief that communication is one of the most unappreciated natural resources there are, and for people with disabilities, communication can be the greatest equalizer because they can communicate to other people what they are not able to do themselves, in order to have the other people do the tasks to the person's specifications. Feucht sums it up:

We want the campers to go home from camp with a new confidence in themselves and what they can achieve in life. As the cliché goes, life should be everybody's oyster, and it should not be any different for people with disabilities. They should have big dreams and be able to achieve anything and everything that is possible!

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Closing The Gap

OCTOBER 17-19, 2012

Preconference Workshops

October 15-16, 2012

DoubleTree by Hilton Hotel Bloomington

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 30th Annual Conference runs Monday, October 15th through Friday, October 19th and is held in Minneapolis, Minnesota.

Preconference workshops are scheduled for Monday and Tuesday, October 15th and 16th, 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 46.

Inside the next few pages, you will find detailed listings of the 21 all-day preconference workshops, exhibitors contracted to date and academic credit/CEU, air travel, hotel and registration information. The titles and descriptions of the 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.

21 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 PRESENTATION HOURS

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 presentation hours will be available on or about August 1, 2012. 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
- AT Consultants
- Physical Therapists
- Occupational Therapists
- 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 14

5:00 pm - 8:00 pm ..Registration Desk Open

Monday, October 15

7:00 am - 8:00 pm ..Registration Desk Open
8:00 am - 4:30 pmPreconference Workshops

Tuesday, October 16

7:00 am - 9:00 pm ..Registration Desk Open
8:00 am - 4:30 pmPreconference Workshops
5:00 pmComplimentary Hors d'oeuvres
Sponsored by Care Innovations an Intel • GE Company
5:30 pm - 8:00 pmPreview of Exhibits

Wednesday, October 17

7:00 am - 5:30 pm ..Registration Desk Open
8:00 am - 4:30 pm Presentations
*10:00 am - 5:30 pm..... Commercial Exhibits

Thursday, October 18

7:30 am - 5:30 pm ..Registration Desk Open
8:00 am - 4:30 pm Presentations
*10:00 am - 5:30 pm..... Commercial Exhibits

Friday, October 19

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 work-

shops are offered for up to 1.4 CEUs. The conference is offered for up to 2.0 CEUs. For additional information visit www.aac institute.org/CEUs.

CEU details and self-reporting forms will be available at the Closing The Gap registration desk located on the second floor of the DoubleTree.

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: \$150

Requirements:

- 12 contact hours
- An outside assignment (12 contact hours require conference participation or two preconference workshops.)

TWO FULL SEMESTER CREDITS

Cost: \$300

Requirements:

- 24 contact hours
- An outside assignment (24 contact hours require conference participation AND at least one preconference workshop.)

THREE FULL SEMESTER CREDITS

Cost: \$450

Requirements:

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

CALL FOR PARTICIPATION

Share your expertise, learn and network at what has become known as the best educational AT conference in North America.

The Call for Participation for Closing The Gap's 30th Annual Conference, October 17-19, 2012 is now available online. A pdf of the Call is available as well.

Deadline to submit is 2:00 pm Central Daylight Time, Thursday, May 3rd.

www.closingthegap.com/conference/call_for_participation.lasso





PRECONFERENCE WORKSHOPS

Monday and Tuesday, October 15-16, 2012

**Monday and Tuesday,
October 15-16, 2012
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 15, 2012
8:00 am - 4:30 pm**

PC-2 Beyond Wants and Needs: Supporting Social Interactions Between Students with Autism and Their Peers

This workshop will focus on strategies for supporting social-communicative interactions between students with ASD and their peers. Using the structure of the Participation Model, we will first discuss the importance of participation in the peer culture as a critical component for the development of social communication. We will then focus on a variety of strategies that can be used to support students in this area. These strategies include video modeling and conversation books that can be used to support verbal students with autism in social interactions. For students with limited or no speech, who use augmentative or alternative communication (AAC), strategies

will include talking photo albums, conversation books and speech generating devices (SGDs) for social interaction. Case studies and videotaped examples will be used to illustrate each of the strategies.

Pat Miranda, Ph.D., is a Professor in the Dept. of Educational and Counseling Psychology and Special Education at the University of British Columbia, Vancouver, British Columbia, Canada.

Monday, October 15, 2012 8:00 am - 4:30 pm

PC-3 iCreate: Customizing iPad Content for Students with Special Needs

In this hands-on workshop, participants will learn about a number of apps that facilitate iPad content creation in order to engage and empower students of all abilities. The apps will cover several categories, including reading, storytelling, e-book authoring, video modeling and tutorials, communication, organization and more. Participants will view demonstrations of the apps and learn about implementation strategies via case studies. Participants will also experience a great deal of hands-on time using iPad apps to create content for their students with special needs. During the hands-on portion, participants will have opportunities to share their content. Sharing will provide a fun, collaborative environment in the session, and it will enable later use with students. (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.

Eric Sailors, M.A., CCC-SLP, is a Speech Language Pathologist, Eric Sailors LLC, San Diego, CA; Luis Perez, M.Ed., is a Technical Specialist and Graduate Assistant, iTeach Initiative, University of South Florida, College of Education, Tampa, FL; and Cathy Kingeter, M.A., is the Director of Sales and Marketing, Origin Instruments Corp., Grand Prairie, TX.

Monday, October 15, 2012 8:00 am - 4:30 pm

PC-4 The Challenges of Developing Consistency of Access to AT

Access is truly a part of an activity for children, within which, consistency will develop, rather than "occur" or "be found." Control of access and its mastery come with activity engagement. Activity engagement occurs when the child's interests and learning are married and access techniques are transparent to the activity. This workshop will focus on students who present the biggest challenges: those who are non-speaking, non-ambulatory, have difficulty demonstrating control and appear to exhibit inconsistent behaviors of intention. It will focus on assessment techniques, and it will support our need to focus on activity, task analysis and learning environments.

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.

PC-5 Mastering the Cloud: Moving Content Between iPads and Other Classroom Technologies

Wondering how to move that story your student created on an iPad into another app, print, e-mail, send it to another computer, another iPad or access it at home? Solutions to move images, files, video, fill-in forms, quizzes, e-books and more between all of your technologies and applications will be presented. Learn how to push, send and provide access to quizzes, social stories, learning activities, books, assignments or video modeling clips to any technology your student is using, such as iPads/iPods, wherever they may be, track progress or utilize as an alternate means for classroom communication, giving your student a voice. From switch accessible solutions, broadcasting or recording your iPad screen and creating accessible eBooks to multimedia tools for creating activities for learning and communication, it's all here using a variety of solutions! Master these emerging technologies so all of your devices become shared tools for learning and communication. Hands-on, Mac/PC lab provided; participants are welcome to bring their own devices..

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.

PC-6 Jumpstarting AAC: From Light Tech to iPad to Devices

This workshop will focus on a systematic approach for teaching communication/AAC using an integrated model of communication instruction, moving students from no tech to high tech communication systems. This highly successful program is supported by a pilot study conducted over two years with students who have severe and multiple disabilities. Participants will learn the importance of instructional lessons that focus on teaching social skills, linguistic skills and literacy skills while developing operational (access) skills. Also covered will be step-by-step instructional strategies, including motivating older and younger students, creative instructional materials, delivery models for the consultant, teacher and/or therapist, including coaching and scripting ideas. Participants will make and play with a selection of materials, including a starter light tech book professionally printed, a video for modeling conversational language, time using the iPad to create learning supports, electronic lesson supports, a portable word wall, adaptive tools to access the iPad for students who cannot use their hands, other supportive communication tools and a CD with a selection of ready-to-use support materials. There is a \$20 materials fee in addition to the cost of the workshop.

Pati King DeBaun, M.S., is a Speech Language Pathologist/Consultant specializing in assistive technology, Creative Communicat-ing, Park City, UT, and Sue Alderfer, M.S.,

is a Speech Language Pathologist and Assistive Technology Training Consultant, Montgomery County Intermediate Unit, Perkiomenville, PA.

PC-7 Effectively Implementing iPads in Schools: Building on Lessons From Across the Country

Apple's iPad has led to a true revolution in education. Never before has a new technology been adopted in schools so quickly and so widely. While, without doubt, iPad offers a myriad of possibilities for learning, interaction and communication, the rapid adoption has also overwhelmed educators and school administrators. Buying iPads is one thing; effectively implementing them in schools is entirely different. This workshop focuses on sharing the failures and successes of implementing iPads in several different school systems across the United States. Based on these lessons learned, a number of effective strategies will be identified that can help participants make the use of iPads a success in their own schools.

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; Bonnie Johnson, M.S., is a Speech Language Pathologist and AT Consultant for Eden Prairie Schools, Eden Prairie, MN; Vicki Haddix, M.S., is a Speech Language Pathologist and AT Specialist, Boston Public Schools, Boston, MA; Melissa Cantwell, M.S., is a Structured Communication Center Teacher, Hough Elementary School, Vancouver, WA; and Kathryn McLachlan, M.S., is a Speech Language Pathologist, Anoka Hennepin School District, Anoka, MN.

PC-8 Quantifying the Benefits of Assistive Technology and Universal Design for Learning Interventions

Increased expectations that schools demonstrate that all students are achieving high academic standards raises questions about the value of technology tools. The purpose of this workshop is to introduce participants to data collection protocols that will enable educational leaders to quantify the benefits of technology interventions for individual students or groups of students within general classrooms. Particular attention will focus on measuring performance in three phases: access, engagement and learning outcome. In addition, participants will learn how to embed data collection within classroom routines and how to visually represent the evidence in ways that will inform decision-making and response-to-intervention planning in grades four through college. Participants will return to their school/agency with resources, strategies and tools for quantifying and reporting the benefits students are experiencing as a result of specific AT or UDL technology interventions. Given the practical nature

of this hands-on workshop, participants MUST bring their own tablet computer or laptop computer (Windows 7 or Macintosh OS X) that includes a wireless network card, a Web browser and Microsoft Word, to the workshop.

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

PC-9 From Board Books to Story Apps and Everything in Between

This workshop will assist in learning imaginative approaches to developing your own library of literacy materials, as well as multiple strategies designed to provide engaging literacy opportunities. Creative methods will include writing your own books, making board books, adapting traditional books and text, utilizing lite tech to adapt literacy materials, using software programs to develop literacy materials for traditional technologies, learning how to create e-books and acquiring and viewing story apps created just for the set of materials you will make during this workshop. Gain insight into the implementation of these materials, as well as rational for their use. Receive sample learning objectives to know what to teach, assemble two books - one informational and one fictional - in an array of formats - to know what to use to teach it, and get corresponding mini lesson plans to know how to teach it. Bring your iPads or other devices since there will be story apps to go with each book. (Don't worry, these apps will be available to download free for a month after the workshop also.) Participants will receive a resource CD, including numerous resources and copies of all books/materials that can be used to assemble other sets of literacy materials. There is a \$30 materials fee in addition to the cost of the workshop.

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; Lori Dahlquist, M.A., is the Speech/Education Coordinator, Adaptation, Inc., Sioux Falls, SD; and Phyl T. Macomber, M.S., ATP, retired SLP, is a Curriculum Strategist and AT Specialist, Make a Difference, Inc., West Windsor, VT.

PC-10 Using Assistive Technology with Young Children: Fun, Functional and Family Friendly

On our journey with families, we will look at how to enhance social, conversational and literacy skills in young children with motor impairment and significant disabilities, autism spectrum disorders or those who are ambulatory or delayed. Let's provide all children with opportunities to move beyond basic choices! Sample multi-page communication systems will be demonstrated. See extensive videos of young children and their families having fun using various com-

munication and adapted play tools. View specific intervention strategies and adapted language and literacy materials for those with motor and vision challenges. Videos will spotlight children 0-5, but strategies and resources also apply to young school-age children. Participants will receive a resource CD with print and Web resources, multi-page communication books and PowerPoint templates and make-and-take projects to print later. There is a \$10 materials fee in addition to the cost of the workshop.

Karen M. Casey, M.A., CCC-SLP, is an AT Consultant, Durham Children's Developmental Services Agency, Durham, NC.

Tuesday, October 16, 2012 8:00 am - 4:30 pm

PC-11 Advanced Course in Cortical Visual Impairment

This workshop will provide participants with an overview of The CVI Range and then provide them with multiple opportunities to practice and refine their skills in conducting The CVI Range. The CVI Range is a reliable, valid functional vision assessment (Newcomb, 2010) used to determine the degree of affect of CVI on a zero-10 continuum. The CVI Range score also places the degree of CVI into three phases. Each phase has its own guidelines for the development of interventions designed to increase use of vision in routines that occur throughout the daily routine of the individual. Participants are encouraged to submit a video sample of a child with CVI to be used in this workshop. Each video sample will be used for both assessment and the development of intervention samples.

Christine Roman Lantzy, Ph.D., Allison Park, PA, is an Educational/CVI Consultant, the Director, Pediatric View, The Western Pennsylvania Hospital, and the CVI Project Leader, The American Printing House for the Blind and The Western Pennsylvania School for Blind Children.

PC-12 Implementing Proloquo2Go 2: How to Customize Vocabulary and Teach AAC Use

Too often, an AAC system is obtained and its user is not able to utilize it effectively because the team does not have experience in implementing AAC. First, the system must be customized appropriately to best fit the user's needs. Next, the user must learn where vocabulary can be found, as well as the linguistic, operational, strategic and social skills needed to be an effective AAC communicator. AAC implementation is an on-going task that requires the skills and cooperation of family members and educational and therapeutic personnel working with the individual. This workshop will use case studies and the new vocabulary organizations and multi-user supports built into Proloquo2Go 2 to provide an introduction to this exciting and complex topic. This session requires basic knowledge and experience with iTunes, iPad/iPod touch/iPhone and AAC and will focus on

how to implement an AAC system using Proloquo2Go 2. (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; Jennifer Marden, M.S., M.A., is a Speech Language Pathologist, Technically Speaking, Roslindale, MA; Vicki Haddix, M.S., is a Speech Language Pathologist and AT Specialist, Boston Public Schools, Boston, MA; Mark Coppin, B.S., is an Apple Distinguished Educator and the Director of Assistive Technology, Anne Carlsen Center for Children, Jamestown, ND; Cathy Kingeter, M.A., is the Director of Sales and Marketing, Origin Instruments Corp., Grand Prairie, TX; Pam Harris, ATACP, is a Customer Support Team Member and Parent, AssistiveWare, Winthrop Harbor, IL; and Anne Verhulp, B.A., is a Marketing and Customer Support Team Member, AssistiveWare, Amsterdam, Netherlands.

Tuesday, October 16, 2012 8:00 am - 4:30 pm

PC-13 The Switch is Not the Activity: Using Electronic Switch Access for Transparency to AT Use for Those Students with Complex Bodies: A Hands-On Lab

Switches, their placement and expectation of use can frequently alter actual learning. Access (e.g., automatic single-switch scanning) to activity is frequently decided upon by the switch chosen. Then, the activity itself is altered (smaller scanning array, slower speed) as well. This seems to be backwards. Shouldn't we first be interested in the child's engagement in the activity and then her management of the activity? With the use of electronic switches (zero pressure), we can provide children with the most complex bodies with more direct involvement in the activity the switch is controlling. This will be a hands-on lab, too!

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.

Tuesday, October 16, 2012 8:00 am - 4:30 pm

PC-14 Integrating the iPad/iPod in Classrooms: From Alternative Access to Struggling Learners

In this hands-on workshop, participants will learn how to utilize mobile technologies with struggling students, as well as those with a variety of disabilities. For struggling learners, learn creative and motivating methods to improve independence and learning opportunities for written communication, literacy and math skills. For students with severe and multiple disabilities, learn about accessible apps and supports for the iPad, including how to select apps and how to provide switch access. Ideas will be presented for

collaboration in learning activities, learning stations, creating accessible materials using existing apps, creating e-books, as well as learning how to create your own playable app! Mac/PC lab with a variety of iPads/iPods. Participants are welcome to bring their own technology also.

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 16, 2012 8:00 am - 4:30 pm

PC-15 Free and Low Cost Technology to Facilitate Access, Differentiate Learning and Implement UDL

This workshop will explore some of the amazing free and low cost digital technology that is available to improve the functional ability of individuals who face a wide range of challenges. This will include specialized technology to support specific special needs, as well as more general tools, such as those needed by individuals who struggle with reading or writing. The workshop will be organized around the principles of Universal Design for Learning. In addition to looking at tools that facilitate access, options for increasing flexibility in presenting information, for personal expression and for engaging individuals of all ages will be considered. The exploration will cover online resources, computer programs (PC/Mac/Linux), as well as apps for hand-held devices and tablets (iOS and Android). The format of the workshop will be presentation, interspersed with opportunity for hands-on exploration. Participants MUST bring their own laptop computer (PC or Mac, preferably with Google Chrome installed) for the hands-on exploration. (A laptop alone will be preferable to an iPad without a laptop.)

Paul Hamilton, M.Ed., is an Assistive Technology Consultant, SET-BC (Special Education Technology), Courtenay, British Columbia, Canada.

Tuesday, October 16, 2012 8:00 am - 4:30 pm

PC-16 Rett Syndrome: Communication and Learning (Tots to Women)

Rett Syndrome is a complicated disorder that often baffles the most seasoned of special service providers. Understanding the core deficits is key to a girl's ultimate success; engineering the environment to support and respond to fluctuating sensory needs is paramount. Add to that the daunting task of building communication that is truly communicative and can support literacy and world learning, and now we have a workshop! Come and be inspired! See extensive videos of babies, girls and woman communicating and learning that will help you to see what is possible. Leave with strategies for sensory supports, communication set-ups and a working literacy framework for instruction. You will see girls, ages 2 to 30, as they learn to communicate using everything from soft tech to high tech eye gaze devices. Girls with Rett Syndrome

are complicated in that their severe apraxia masks ability that is often underestimated and untapped. Yet shining through their very real and pervasive issues is this eye gaze that often pierces the hearts and minds of those that work with them. Come spend a fast-paced day of immersion in Rett Learning and Communication Strategies.

Susan Norwell, M.A., is an Educational Specialist in private practice/Focused Learning Solutions and Instructor, Northeastern Illinois University, Buffalo Grove, IL, and Judy Lariviere, M.Ed., OTR/L, is a Senior Occupational Therapist/Communication Specialist, Children's Hospital and Research Center (Katie's Clinic for Rett Syndrome), Rancho Cordova, CA.

Tuesday, October 16, 2012 8:00 am - 4:30 pm

PC-17 Reading and Writing Accommodations: Assessment, Tools and Professional Development

How confident are you that teachers in your district are making accurate accommodation decisions for students with disabilities and English Language Learners? This workshop is intended to give participants a thorough understanding of reading and writing accommodations. The day will begin with a current review of the literature on reading and writing accommodations for ELL students and students with disabilities. A new formative assessment protocol developed by DeCoste and Wilson, called the Protocol for Accommodations in Reading (PAR), will be demonstrated, step by step. The Written Productivity Profile, which is used nationwide, is being updated, and the revisions will be shared with participants during this workshop. Online- and software-based tools that support struggling readers and writers will be described. Mobile device apps will also be described. And lastly, best strategies for professional development on accommodations will be discussed. Participants will leave this workshop with up-to-date information that can serve as an accommodations guide to stakeholders in their districts. Participants are encouraged to bring personal laptops to explore online tools throughout the day.

Denise C. DeCoste, Ed.D., is an Assistive Technology Specialist and Education Consultant in private practice, Chevy Chase, MD, and Linda Bastiani Wilson, MA., Ed., is the High Incidence Accessible Technology Team Leader, Montgomery County Public Schools, Bethesda, MD.

Tuesday, October 16, 2012 8:00 am - 4:30 pm

PC-18 i (Need To) Customize

The iPad is an exciting educational tool for so many students with special needs. But finding the right app and then customizing it to fit a particular student isn't as easy as it should be. This workshop will look at apps that can be customized for your students through the addition of photos, clip art, sounds, recorded speech, video clips and more. (This goes beyond changing the settings in an app. It, in essence, is creating an app that no one else would have because the added content fits a certain student, location or time.) In addition, we'll



4th ANNUAL ACCESSING THE ARTIST WITHIN

ART CONTEST AND ADAPTED ART SHOW

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

SUBMISSIONS ACCEPTED:

- Paintings
- Video
- Drawings
- Film
- Photography
- Musical Composition
- Digital Art

Submissions are currently being accepted by the Anne Carlsen Center and they will be posted as they are received.

Requirements: Age 5 - 21.

Each artist must use some type of assistive technology to create his/her work of art.

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

Closing The Gap

Conference: October 17-19, 2012

For more information

www.accessingtheartistwithin.org

1-800-568-5175

look at external Web sites that allow you to create content for apps and upload that content to your iPad, as well as Web sites that allow non-programmers to create their own app games. You will leave with an extensive database handout to help you find the app that can best be customized for your student's needs. Note, participants are welcome to bring their own iPads, but bringing one is not necessary to still learn and gain much from participating.

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

Tuesday, October 16, 2012 8:00 am - 4:30 pm

PC-19 "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.

Tuesday, October 16, 2012 8:00 am - 4:30 pm

PC-20 Secrets of the Balanced Literacy Club: Apps Included!

The prospect of teaching students with moderate to significant disabilities to read and write may seem daunting. The Balanced Literacy Project includes kickoff presentation; short monthly presentations, including make-it projects, in-class modeling and coaching; and team celebration of successes. Clubs have spanned to multiple school districts and over 90 classrooms and include a range of students (with cognitive impairments, autism spectrum disorders, physical impairments and using AAC devices). Throughout the workshop, we will share assessment ideas, videos, data,

specific strategies for all parts of balanced literacy (word study, guided reading, writing and self-selected reading) and tips for getting EVERYONE on board and excited about pushing for quality, research-based literacy. For each area, we will share our Top Ten Apps, plus ideas for how to USE those apps interactively. Presenters will also focus on ideas for replicating this project. Participants will receive a CD with multiple forms for setting up their own club and sample intervention templates.

Caroline Musselwhite, Ed.D., CCC-SLP, is an Assistive Technology Consultant and Author, AAC Intervention, Litchfield Park, AZ; Deanna K. Wagner, M.S., CCC-CLP, is an Assistive Technology Specialist, Madison Elementary School District, Phoenix, AZ; Laurel Richardson Buell, M.A.Ed., OTR, is an Occupational Therapist/AT Specialist, Southwest Human Development, Phoenix, AZ; and Jennifer Perry, M.A., is a Special Education Teacher, Independence High School, Glendale Union High School District, Glendale, AZ.

Tuesday, October 16, 2012 8:00 am - 4:30 pm

PC-21 Enhancing the Universally Designed Classroom for Students with Autism with (Free or Inexpensive) Cloud-Based Tools

We are all working with a tight AT budget in this era of cost cutting and accountability. However, many of us are also looking to

provide students with autism, teachers and parents with tools to use and access, both in the classroom and at home. In this session, we will explore a variety of free (or inexpensive) cloud-based or Web 2.0 tools for the learner with autism. Cloud-based means we can access them equally, no matter where we are or what device we choose to use. The tools we will review include Web-based applications, apps for iPads and mobile devices and also some off-computer activities that can be printed from the Web. The tools fit within a current model of a universally designed classroom for learning (UDL), enabling students with autism to succeed in today's classroom and beyond. Learn how to maximize the power of online and emerging cloud technologies. Walk away with solutions to support curriculum, address social, behavioral and communication issues, as well as increase engagement and learning for students with autism.

Mo Buti, M.Ed., is a Special Education Administrator: Placement, Reintegration and Special Projects for Children with Autism and Low Incidence, Chicago Public Schools, Chicago, IL, and Katharina I. Boser, Ph.D., is the Technology Coordinator, Lower School, Glenelg Country School, Ellicott, MD.

STATE-OF-THE-ART COMMERCIAL EXHIBITS (Contracted companies to date.)

Tuesday evening through Friday, October 16-19, 2012

controls. Stop by our booth to see new products and application ideas!

Adaptive Solutions

www.adaptive-sol.com

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 computer/communication access.

Alexicom Tech

www.alexicomtech.com

Alexicom AAC and "Elements" apps work on iPad, Android, PC/Mac anytime, anywhere. Features include AT&T voices, scanning, text-to-speech, direct camera acquisition, 1500+ premade pages and word prediction.

AMDi

www.amdi.net

AMDi has been manufacturing mid tech communication devices for over 15 years, providing simple-to-use communication solutions. Visit our Web site at www.amdi.net

AssistiveWare

www.assistiveware.com

AssistiveWare is the leader in innovative assistive technology for Mac and iOS, offering a portfolio of award-winning solutions for physical, vision and communication impairments.

Attainment Company, Inc.

www.attainmentcompany.com

Description not available at this time.

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.

Benetech / Bookshare

www.bookshare.org

Description not available at this time.

BlueSky Designs, Inc.

www.mountnmover.com

BlueSky Designs is focused on the development and manufacturing of innovative and accessible technology. Their products include the Mount'n Mover, the most accessible mounting system available.

Cadan Computers dba Technology for Education

www.tfeinc.com

Leap Pad, iPad accessories, iPad adjusting / mounting arm, Atomic Learning, Beamz, Papoo Switch, Papoo Touch, Proxtalker Braille Coach, Deaf/HOH software.

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.

CJT Mounting

www.cjtmounting.com

Description not available at this time.

Closing The Gap

www.closingthegap.com

Try, first-hand our online edition with its archived articles, assistive technology product guide, searchable content, and now archived Webinars that offer unique learning opportunities and truly represent an educational and training resource on demand!

AAC Institute

www.aac institute.org

Description not available at this time.

AAC TechConnect

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 information.

AbleNet

www.ablenetinc.com

AbleNet offers communication aids, Sound-ingBoard AAC App, mobile device access, switches, environmental controls, computer access, software, mounting devices and curriculum designed for special education.

Adaptivation

www.adaptivation.com

Adaptivation, Inc. manufactures switches, communication aids and environmental

Creative Communicating
www.creativecommunicating.com

Creative Communicating by Pati King-Debaun specializes in universally accessible materials for children with disabilities. Including books, software, apps and online resources.

Crick Software, Inc.
www.cricksoft.com
Crick Software is dedicated to raising literacy levels. Our products Clicker 6, ClozePro and WriteOnline are powerful tools designed to support students of all abilities.

Daedalus Technologies Inc.
www.daessy.com
DAESSY Mounting Systems "Making Technology More Accessible." The leader in mount systems for AAC devices and computers. Visit Booth #500 to see the latest.

DO-IT
www.uw.edu/doi/
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
Don Johnston develops assistive technologies including Read:OutLoud, Start-to-Finish, Bookstream and Co:Writer that help students read and write.

DynaVox Mayer-Johnson
www.dynavoxtech.com
DynaVox May-er-Johnson is the leading provider of communication devices and symbol-adapted software designed to assist individuals in overcoming their speech, language and learning challenges.

EnableMart
www.enablemart.com
Description not available at this time.

Enabling Devices
www.enablingdevices.com
Enabling Devices is a company dedicated to developing affordable learning and assistive devices to help people of all ages with disabling conditions.

Inclusive TLC
www.inclusivetlc.com
Internationally recognized in the special education needs field, providing the best software, wireless access, curriculum based apps and communication aids, as well as a Web based resource site.

Intel-GE Care Innovations
www.careinnovations.com
For everyone who needs to read, Intel-GE Care Innovations delivers revolutionary reading technologies that provide personalized, adaptive access to text content.

Jabbla
www.jabbla.com
Jabbla develops AAC devices and software that assist people with communication challenges. Jabbla products are known for their industry leading innovative technology.

Judy Lynn Software, Inc.
www.judylynn.com
Special needs age-appropriate software covering cause and effect, scanning, choice making, matching, sequencing and transition. Stop by booth 404 for a catalog and demo.

KEM Ventures, Inc.
www.biggrrips.com
KEM Ventures Inc., makers of the wildly popular Big Grips line of mobile device protection accessories.

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
www.lingraphica.com
Lingraphica develops speech-generating devices and apps for people living with aphasia, apraxia of speech and dysarthria.

Marblesoft-Simtech
www.marblesoft.com
For over 29 years, Marblesoft-Simtech has produced outstanding special needs software for infants through adults. Stop by booth #305 and play to win software!

ModularHose.com
www.modularhose.com
Loc-Line Modular Hose is a plastic hose system that is flexible but yet self-supporting and repositionable. Great for holding switches and small devices.

MyVoice Communication Aid
www.myvoiceaac.com
A complete speech aid for Apple and Android devices. Overcome communication challenges through groundbreaking features. MyVoice is the affordable solution you've been waiting for.

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.

Point-and-Read, Inc.
www.simtalk.com/PnR
Point-and-Read develops apps for people with speaking difficulties, as well as talking e-mail, instant messaging and Twitter for those who also have difficulty reading.

Prentke Romich Company
www.prentrom.com
PRC believes that everyone deserves a voice. See PRC's complete line of communication devices: ECO2, ECOpoint, Vantage Lite and SpringBoard Lite.

ProxTalker.com LLC
www.proxtalker.com
Logan ProxTalker AAC Device provides moveable picture sound tags to form sentences and produce voice output. Logan BrailleCoach offers independent self-teaching of Braille, accelerating attainment of Braille literacy.

Quick Caption, Inc.
www.quickcaption.com
QuickCaption offers reliable, high-quality real-time captioning/CART services nationwide, as well as professional video/media captioning services. Ask about "mobile" remote CART!

Quilted Illusions
www.quiltedillusions.net
Deep-pressure therapy products. Handmade weighted quilts, textured quilts, weighted laps, weighted animals and weighted vests.

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 and Associates
www.rjcooper.com
Known around the world as someone to speak with concerning unique situations, since 1984, RJ has created needed tech (devices/programs/gadgets) at your request.

Salttillo Corporation
www.salttillo.com
Salttillo Corporation manufactures and distributes portable augmentative communication for individuals who cannot speak. Visit our booth to see the TouchChat app and the Nova Chat.

Slater Software, Inc
www.slatersoftware.com
Picture It and PixWriter automatically match words with 10,500+ pictures for beginning/struggling readers and writers. Ready-to-use curriculum materials: Simply Science, Read and Tell, C.L.A.S.S.

Smarty Ears Apps
www.smartyearsapps.com
Description not available at this time.

SoftTouch
www.softtouch.com
Description not available at this time.

Speranza Inc. dba InfoCor
www.infocor.com
The satelight is a series of height and angle adjustable interactive touch screens. This assistive technology tool provides computer access for many low incidence uses.

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

TAP • it
www.teachsmart.org
TAP • it, touch accessible platform for interactive technology, revolutionizes accessibility and easily integrates with educational assistive software to foster transformative learning for individuals with special needs.

TBox Apps
www.tboxapps.com
TBox Apps develop AAC and SLP apps for the iPad with sophisticated features and accessibility.

Ten Sigma
www.tensigma.org
Ten Sigma provides materials and consulting for special education transition coordinators to help students achieve independent living.

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

The 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.

Tobii ATI
www.tobiiati.com
Tobii ATI is the premier developer of hardware and software solutions for people with physical, cognitive and speech disabilities. Let us help you find your voice!

Toby Churchill, Ltd.
www.toby-churchill.com
Toby Churchill, Ltd. designs dedicated communication aids that help people when they have little or no ability to speak.

Vizzle by Monarch Teaching Technologies
www.monarchtt.com
Award-winning Web-based autism software for technology-based, visually supported access to curriculum. Customize peer-reviewed, pre-made lessons or create your own. Track improved outcomes by IEP goals.

Widgit Software
www.widgit.com
Widgit software, creators of Writing with Symbols, will show new symbol software and online solutions for creating supported learning materials and accessible information.

Words Plus, Inc.
www.words-plus.com
Description not available at this time.

Writer Learning Systems
www.writerlearning.com
New from Writer Learning, the Forte has outstanding battery life, a cool new look and a very low price tag. Come by and check out what's new!

Conference - Wednesday, Thursday, Friday, October 17-19, 2012 Includes Preview of Exhibits – Tuesday, October 16, 5:30 pm - 8:00 pm

Registration Received	On or Before June 30	July 1 - September 6	September 7 - September 27	September 28 - Onsite
Standard Rate Group Discount - 5 or more Group Discount - 8 or more <i>All group registrations must be received at the same time.</i>	\$425 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)				\$275
Presenter Rate (Presentation title: _____)				\$325
Exhibitor Rate (Company name and booth number: _____)				\$325

Single Day and Exhibit Hall Only Registration	Price
Thursday Only - October 18	\$275
Friday Only - October 19	\$125
Exhibit Hall Only - Tuesday evening through Friday, October 16-19	\$175

Preconference Workshops - Monday and Tuesday, October 15-16, 2012 (Includes Preview of Exhibits – Tuesday, October 16, 5:30 pm - 8:00 pm)	Price
Monday, October 15 (Some preconference workshops carry an additional fee for materials)	\$275
Tuesday, October 16 (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, 2012. 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 and apply code **RETURN** at checkout.

CONFIRMATION

All who register by October 1, 2012 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, 2012. 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, 2012. 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

DoubleTree by Hilton Hotel Bloomington, 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 DoubleTree Hotel.

TRAVEL

Minneapolis-St. Paul International Airport (MSP) has one airfield and two terminal buildings - Terminal 1-Lindbergh and Terminal 2-Humphrey. Numerous 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.msppairport.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 NM8QH**.

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 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.

CONFERENCE SITE HOTEL
DoubleTree by Hilton Hotel Bloomington

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
(South Tower.)
(Plus applicable state and local taxes.)
Complimentary Internet in all guest rooms
Complimentary airport shuttle service

CONFERENCE OVERFLOW HOTEL
Hotel Sofitel (a one-block walk from the DoubleTree)

5601 W. 78th St.
Bloomington, MN 55439
Phone: 952-835-1900; **Fax:** 952-895-0545

\$159 - single, double, triple or quad occupancy
(Plus applicable state and local taxes.)
Complimentary Internet in all guest rooms

Cancellation policy for both hotels: Guest rooms may be cancelled up to two weeks prior to arrival with no cancellation penalty and your total deposit refunded to you. Any guest room cancelled less than two weeks prior to arrival will be subject to forfeiture of the entire deposit.

2012 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, 2012.*

Conference - Wednesday, Thursday, Friday, October 17-19, 2012 Includes Preview of Exhibits – Tuesday, October 16, 5:30 pm - 8:00 pm				
Registration Received	On or Before June 30	July 1 - September 6	September 7 - September 27	September 28- Onsite
<input type="checkbox"/> Standard Rate	\$425	\$455	\$495	\$525
<input type="checkbox"/> Group Discount - 5 or more	Groups 5+ Deduct \$30	Groups 5+ Deduct \$30	Groups 5+ Deduct \$30	Groups 5+ Deduct \$30
<input type="checkbox"/> Group Discount - 8 or more <small>All group registrations must be received at the same time.</small>	Groups 8+ Deduct \$50	Groups 8+ Deduct \$50	Groups 8+ Deduct \$50	Groups 8+ Deduct \$50
<input type="checkbox"/> Parent Rate (A letter describing your child's disability must accompany registration)				\$275
<input type="checkbox"/> Full-time Student Rate (Proof of full-time student status must accompany registration)				\$275
<input type="checkbox"/> Presenter Rate (Presentation title: _____)				\$325
<input type="checkbox"/> Exhibitor Rate (Company name and booth number: _____)				\$325

\$ _____

Single-Day and Exhibit Hall Only Registration	Price
<input type="checkbox"/> Thursday Only - October 18	\$275
<input type="checkbox"/> Friday Only - October 19	\$125
<input type="checkbox"/> Exhibit Hall Only - Tuesday evening through Friday, October 16-19	\$175

\$ _____

CONFERENCE SCHOLARSHIP (See page 46 for complete information.)
 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.

\$ \$0.00

Preconference Workshops - Monday and Tuesday, October 15-16, 2012 (Includes Preview of Exhibits – Tuesday, October 16, 5:30 pm - 8:00 pm)		Price
<input type="checkbox"/> PC-1 Two-day PODD Workshop, Monday and Tuesday, October 15-16		\$490
<input type="checkbox"/> Monday, October 15	1 st Choice PC- _____ 2 nd Choice PC- _____	\$275
<input type="checkbox"/> Tuesday, October 16	1 st Choice PC- _____ 2 nd Choice PC- _____	\$275
<input type="checkbox"/> BUNDLED PRICING! Monday and Tuesday Bundle (\$60 savings)		\$490
Participants in PC-8 and PC-15 MUST bring their own computer.		
<input type="checkbox"/> MATERIAL FEE(S), IF APPLICABLE (The materials fee equals the cost of the materials provided.)		
PC-1 - \$15 materials fee	PC-6 - \$20 materials fee	PC-10 - \$10 materials fee
PC-3 - \$20 materials fee	PC-9 - \$30 materials fee	PC-12 - \$20 materials fee

\$ _____

\$ _____

ACADEMIC CREDIT (See page 40 for complete information and requirements.)

\$ _____ One Semester Credit **\$150** Two Semester Credits **\$300** Three Semester Credits **\$450**

SUBSCRIPTION - AN ADDITIONAL NON-CONFERENCE OPTION

Archived Webinars now included as part of any online subscription! FREE 2-day trial available at www.closingthegap.com

\$ _____ One-year ONLINE subscription – **\$110** One-year PRINT subscription – **\$39** (In the US) Combination subscription
 One-year ONLINE student subscription – **\$50** **\$55** (To Canada) One-year PRINT and ONLINE subscription – **\$125**
 US and Canada only

\$ _____ **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.)

Mail or fax form with payment or purchase order to: Closing The Gap, P.O. Box 68, Henderson, MN 56044; Fax 507-248-3810. **Or register online at:** <www.closingthegap.com>. All who register by October 1, 2012 will receive confirmation by mail. The official Closing The Gap Conference Directory will be given to registrants at the conference site; many of the conference details will be posted on Closing The Gap's Web site. For additional information call 507-248-3294 or e-mail <info@closingthegap.com>.

Cancellations must be received in writing by Closing The Gap on or before October 1, 2012. \$75 cancellation fee for each one-day preconference workshop, each one-day conference registration, or each exhibit hall only registration; \$125 cancellation fee for each three-day conference registration. No refunds after October 1, 2012. Unpaid balances are due in full. Replacements are welcome and must be submitted in writing.

Introducing Attainment's



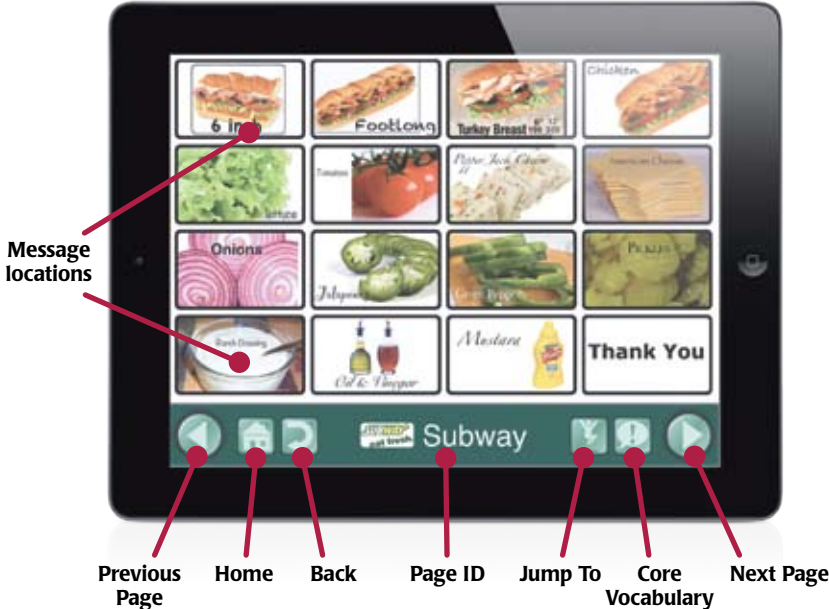
new App!

Turn your iPad into a GoTalk®!

A full-featured, customizable AAC tool ideal for the beginning or experienced communicator

GoTalk® NOW App features

- Easy-to-use editor
- 1–25 message locations per page
- Use images from your iPad camera, photo library, or the built-in internet image search
- Includes Imagine Symbol Library
- Delete, crop, and scale images
- Place single or multiple images per location
- Record your own speech, or use text-to-speech voices for 99¢ each (20 languages)
- Auditory cues throughout
- Customizable navigation tools
- Core vocabulary option
- Unlimited menu and communication pages
- Scan using iPad or iPod Touch as a switch (with Attainment Switch App)



Intuitive, touch-based editor



Create unlimited communication pages



Scanning capable with the new Attainment Switch App



www.AttainmentCompany.com

1-800-327-4269

GoTalk® NOW App
\$79.00
Coming to the
App Store fall 2011