

Closing The Gap

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Solutions

**The Importance of
Play for Kids with
Disabilities**

**Building
Independence with
Picture Directions**

**I Just Bought the
New iPad... Now
what???**

**Physical Access and
Training to Use the
iPad**

**Help for THOSE
Classrooms**

DISKoveries

**30th Annual Closing
The Gap Conference
Details**

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Play is an activity that young children do every day, and we all know that it's important. But did you know that research shows that play is actually central to young children's learning? What can you do to help children get the most learning from their play, especially when there are special needs concerns?



SUE REDEPENNING Sue is a licensed occupational therapist with over 20 years of experience working with all age groups, settings and a variety of disabilities. She is currently working at Courage Center in Minneapolis and is the Supervisor of Assistive Technology. Sue is also a licensed driving instructor working to assist in the Driver's Rehabilitation Program at Courage Center.

JENNIFER MUNDL has over 20 years of experience working within the disability community with all kinds limitations. She began the Assistive Technology Program at Courage Center in Minnesota. By background, she holds a Masters in special education and an undergraduate in computer science. She has spoken throughout the nation and creates the newsletter on technology at Courage Center, which is available through the company Web site.

The Importance of Play for Kids with Disabilities

When you look at play, when you watch children play, it's pretty obvious that it's a really enjoyable, fun activity for children; it probably is what makes childhood so enjoyable. What is not as obvious, maybe, is how important play is for children's development. Research has found that play helps children to think creatively. They learn all kinds of different problem solving strategies when they play. Play has been linked to language development, and certainly it leads to positive social skills. One of the more important things that research shows is that play is related to reading and learning to write, as well as mathematical and other concepts.

One way that play helps children in literacy areas is that it's very symbolic. For example, when they're using a toy telephone to represent a real phone, they're using a symbol. That's not unlike looking at a word and seeing that it represents something that's not present or something in real life. One element of play that is important to observe in children is pretend or make-believe. One thing you want to watch for as you're watching children play is: do they engage in make-believe? Do they take on the roles of pretend characters or other people in their lives? Do they use objects in make-believe ways? Do they invent imaginative play situations to play out with their peers? There are a variety of ways that adults can enhance this kind of pretend. One really enjoyable way to do this is simply to play along with children, to actually take a make-believe role, play parallel or with children to make play suggestions, to ask questions, to kind of encourage this kind of role playing. Games, such as I Spy, can easily be adapted for disability concerns, as well as work on academic skills.

Play is the fundamental way children prepare for the future and learn

how to interact in their environment. Courage Center has witnessed that children who do not have an opportunity to play by the age of two will not progress at the same rate as their peers. The child will not be prepared for school and may require special education. When children create a make-believe world, build a tower of blocks or race a friend to the top of a hill, they acquire social and intellectual abilities needed to be successful in school and adulthood. Nearly all meaningful play includes toys. A single, engaging toy can transform a child's play from simple to academic, from repetitive to inventive, from solitary to social. Toys can be activated by switches, voice, proximity, touch, mounts and splitting. There are many do-it-yourself adaptations that can be made by therapists or parents. Creativity is needed by adults and children alike.

Many organizations have written about play and the importance of physical play in early childhood development. Not only does research suggest that play supports academic-related skills, but also physical skills and development. As many resources show, pressures on early childhood programs that come from funding concerns and a lack of understanding the role of play and how to best use it to support early childhood development will continue to result in decisions that devalue play.

Teachers, administrators and parents usually recognize the physical benefits of motor play. What is less obvious is the way that active play promotes learning. Engaging children in movement promotes attention, memory and overall brain development. The activity teaches an important mathematical ability – recognizing numerals.



Toy Adapted for Switch Access in Learning Cause-And-Effect



Autistic boy learning how to interact with touching a computer



Using robotics in a fun atmosphere allowing engineers to interact with younger people to enhance academic performance

MOTOR PLAY, THINKING AND LEARNING

Children's motor abilities in preschool are related to their intellectual skills when they reach elementary school. One theory is that movement in the early years helps the brain to develop and become better organized. Synapses – the microscopic connections between one brain cell and another – are formed when children spend time in active play. This explains why research has found motor abilities and play to be related to important learning processes, such as attention, memory, self-regulation and overall academic achievement throughout childhood. A child does not have to have physical abilities to benefit from active play. Active play can be adapted when there is a cognitive, physical, vision, auditory, social or learning disability. Many organizations and companies have products available for sale. Unfortunately, the cost of these items is more than going to Wal-Mart or Target and specialty shops may have more options. Companies to consider include Dragonfly, Enabling Devices, AbleNet, Special Toys for Children, Chester Creek and Don Johnston, to name a few. RJ Cooper is also a manufacturer of adaptations in which play and learning is highlighted with his products, and several have a 30-day download to allow exploration before purchase. Judy Lynn Software is another company whose Web site dedicated to adaptations for children with disabilities.

A good example of how learning and moving are connected relates to paying attention. Studies have found that right after active motor play, children are more attentive in the classroom than they are when they have been sitting for a long period of time. This may be because children have been able to expend pent-up energy and are now ready to learn – this is the “getting the wiggles out” theory. Another view is that during motor play, children learn to better regulate their thinking and behavior. They must control their own body movements and inhibit impulses on the playground, and these skills transfer to the classroom to help them better focus on learning tasks.

MOTOR PLAY IN THE CURRICULUM

Research has shown that children can more easily acquire academic knowledge when they are moving rather than sitting still. For example, preschool-aged children were found to better learn the names of letters when they were allowed to move around, play with plastic letters, write stories with different writing materials and talk to their peers. By monitoring children's brain activity, these researchers learned that more parts of their brains were activated when they were moving, compared to when they just listened to the teacher.

Children also learn new words and form complex sentences when actively playing. This is partly because motor play often includes much communication with peers. Children speak more often and in longer sentences in play. Also, motor activity affords

PLANNING ACTIVE PLAY TO SUPPORT LEARNING

All kids love new, cool, fun toys – and that includes kids with disabilities. But it's not always easy to find, let alone choose, the right toys for a child with special needs. How do you know if a toy will match a child's abilities, let alone enhance his or her skills?

According to government statistics, there are more than six million kids with disabilities in the U.S., which is more than 13 percent of the child population.

For those six million excellent reasons, teachers, parents and other family members can plan outdoor, active play time to help children focus on learning once they come back inside:

- Ensure adequate active play: Adults should make sure that children have an opportunity to spend at least 60 minutes engaged in active play outside every day. If weather does not permit going outside, adults can plan indoor activities, such as dancing to music, active games, motor challenges (“How many times can you jump before I say stop?”) and obstacle courses.
- Plan motor challenges: Adults can challenge children to incorporate movement throughout the day by planning a daily movement theme. (“Each time you get out of your seat today, touch your head, shoulders, knees and toes two times before you continue with what you got up to do.”)
- Schedule frequent “movement breaks”: Encouraging children to get up and move frequently throughout the day provides additional opportunities for children to engage in motor activity and may help to facilitate transitions between activities.
- Play self-regulation games involving movement: Adults can use games, such as “Stop and Go,” “Red Light, Green Light,” freeze races or Simon Says to encourage children to learn to control and inhibit movements. These games should be adapted to ensure that all children can participate the entire time, so that children remain active throughout the game – children should not be “eliminated” when they make a mistake.

adults opportunities to teach new words and concepts. When an adult states aloud the prepositions that describe children's actions – "You're crawling under the climber," "You climbed all the way up there," or "You went all the way around," – she is teaching language.

Teachers and family can integrate movement into any academic area in the curriculum. Below are a few ideas:

- Use active games to teach math
- Use movement to reinforce literacy concepts
- Teach new words and concepts through movement

COMPUTER RESOURCES PROMOTING PLAY

Many children with disabilities are unable to partake in childhood play activities, however, the computer provides a variety of adaptations and programs dedicated specifically to play. Even if a child has very limited movement, there are many options available for interactive play and learning. There are specific Web sites to meet special needs. One place to start your search would be <http://www.arcess.com/games-for-kids.htm>. Nanogames are designed for players with a very wide range of abilities. This enables a child with a disability to play and win a wide range of logic, arcade, educational and puzzle games. They can even compete with their parents, friends and siblings on the same game. (The parent, child or sibling can play at full speed while the child with a disability can play with customized settings to match their ability.) Each game can be accessed through a switch, joystick, keyboard or mouse input device. There is a free demo provided, allowing parents to try the software prior to purchasing it.

KidZui is a safe and fun online playground for kids ages 3-12 with over two million Web sites, videos and games approved by parents and teachers. With KidZui, kids can research topics for homework assignments, check out Web sites they're interested in and explore over 300 free games - including 30 educational games - just for kids!

ADAPTED INDOOR PLAY

There are many different resources dedicated to adapted indoor play. Learning to take turns and roll dice is one of the elementary skills kids learn at a young age. Many children may rely on someone to choose an option, however, AbleNet makes the all-in-one spinner, which is activated by a switch to promote independence for children with disabilities and can be utilized in many programs, such as Candyland and bingo.

RJ Cooper produces high-quality and affordable games for a variety of unique disability concerns. These programs are simple to utilize and work on a variety of platforms, including Windows, Macintosh and apps. A download demo for each is provided when it is software driven and there are hardware for some of them to work correctly. His programs include cause-and-effect with voice output and alternate access methods. He has a collection of environmental controls as well.

Do2learn provides thousands pages of social skills and behavioral regulation activities and guidance, learning songs and games, communication cards, academic material and transition guides for employment and life skills. To make the experience as pleasant and easy as possible, it displays no ads and does not require that you login to access the website.

ADAPTED OUTDOOR PLAY

<http://www.especialneeds.com/home.php> provides a wealth of information on creating accessible outdoor play sets with adaptive swings for low physical capabilities. Additionally, their merchandise includes bicycles that have been accommodated. It is for both commercial and backyard play devices. There are also resources for art and music with individuals that have special needs. Courage Center Shop Services makes customized devices and you can request a common technology, such as a cardholder, or, if you have ideas, you can discuss options with experts.

All sports can be adapted to fit the individual – from using a golf cart to using a mono- or sit-ski for skiers who cannot stand up. Skaters can even find walkers for ice skating and swimmers can access pools with a lift. Then there are assistive listening devices to make theater-going a success and raised beds rise up to meet seated gardeners. Thinking of seeing the great outdoors? Buy a guide to America's accessible parks.

SPECIAL NEEDS GAMES AND ART

The Picasso Series is a set of four cause-and-effect training program titles designed for use by children with cognitive or severe physical disabilities. Pressing a switch enables the user to draw and then color a picture while teaching switch use. The program enables the child to capture a paint palette for each picture.

DO IT YOURSELF

Courage Center has designed many different adaptations in their Shop Services, such as adapted tricycles and cardholders. There is a general catalog of common adaptations someone would need, but they do customize items for people who need something that is not currently on the market today. Also, Samson Preston has many simple adaptations for physical and sensory limitations. They provide many different leisure products, as well as recreational and daily living options that are unique and useful to all. It allows kids



Creating adapted toys at Christmas for children and adults with significant disabilities

with disabilities to adapt common games and recreational items for young and old alike. Older children, such as junior high and senior high, also benefit from adapted play activities with age-appropriate options.

GAME CONSOLE

Xbox 360 and other video controllers are the rage with elementary and junior high students. There are many built-in adaptations available and more information about these accessible products can be found at <http://www.ablegamers.com/reviews>. They have a listing of games available, based on capabilities and limitations. There are games for limited physical mobility, speed, deafness, blindness and cognitive issues. There are also many forums in which questions can be asked regarding a specific individual's need.

IMPORTANT RESOURCES

If you have a child with disabilities in your life for whom you would like to find just the right toy, several resources are available to help you.

For general guidelines on what to consider when selecting toys for differently-abled children, take a look at Lekotek's Top Ten Tips for Choosing Toys, which you can find on their Web site at <http://www.lekotek.org>. While you're there, check out the many other resources on play for children with disabilities, including downloadable information packets on many play topics.

A more comprehensive look at toys that fit well with particular disabilities can be found at <http://www.ableplay.org/>. Developed by the National Lekotek Center, toys are rated on several characteristics and you can search by disability, age of child, type of toy and more

AblePlay (<http://www.ableplay.org>)

AblePlay toy evaluations are the key to unlocking the magic of play for children with special needs! Choosing toys for children with disabilities can be difficult. There are thousands of choices, but finding just the right toy to match the varying abilities of each child with special needs can be a challenge. AblePlay's independent toy reviews and detailed information help you get "beyond the box" to understand each toy's unique features, creative ways each toy can be used with children with special needs and skills that will be enhanced as a result. Search for an AblePlay-Rated Toy today and unlock the magic of play for your children with special needs.

Let Kids Play! (<http://www.letkidsplay.com/>)

Founded in 2007 by Mara Kaplan, Let Kids Play! is a consulting firm that works with manufacturers, communities, non-profits, park districts, retail stores and parents on projects and strategies that ensure that all children have the best play opportunities possible, regardless of ability.

Let's Play Project (<http://letsplay.buffalo.edu>)

Look here for information on selecting toys for play, toys for children with disabilities, adapting toys to make them easier to use, locating specially designed toys as well as other resources to promote play.

RecTech Wiki (http://wiki.rectech.org/index.php/Main_Page)

RecTech Wiki is an online community for sharing adaptive equipment designs and methods that help enable greater participation in recreational and physical activities. It is a resource where people can post requests for designs they need, search for designs that will help them, edit and add comments to existing designs, and post their own design ideas. Projects designed by students from Northwestern University will be used periodically to populate the wiki, but the wiki is also open to the public and we encourage all to use.

CONCLUSION

Every child is unique. Each grows and learns in his or her own special way. And pretty much all children love to play.

Kids with disabilities are no different, of course. Whether a child's disability is mild or severe, obvious or not, that child is first and foremost a kid—which means he or she will have the natural instinct to explore the world through play, just like any other child.

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Using interactive play to enhance learning for boy with multiple disabilities and limited opportunities.

Building

INDEPENDENCE

With Picture Directions

Why Use Picture Directions?

The benefits of using visuals with all students, and especially those with special needs, have been well documented in recent years. Visual schedules, choice boards and communication boards are all commonly used to augment communication and clarify expectations. Another type of visual that can be highly beneficial, but is not as commonly used, is that of picture or **illustrated directions**.

Illustrated directions not only help nonreaders in completing tasks, but assist students who have difficulty processing verbal information or who need repeated reminders. Pictures are a constant prompt, available for as long as needed. Picture directions allow a student to complete a task with less adult assistance. This

helps the child to be more independent, improving his self-confidence and increasing the child's acceptance by other students. Research has shown that when a student receives frequent assistance from an adult, peers are more likely to view that student as "different." (Boutot, 2007)



PAT CRISSEY has worked as a special education teacher and autism specialist for over 20 years. She is the author of numerous special education and autism related educational materials, including two books of picture directions: *Picture Directions: Building Independence Step by Step* and *Science Step by Step*. Pat may be contacted at crissey55@yahoo.com.



image 1: These photo directions are taken from *Science Step by Step* (Crissey, 2012).

CHOOSE WHICH TASKS TO INCLUDE

Using picture directions may be beneficial, but providing them for all the various tasks that students do in a given day would be overwhelming, if not impossible. However, there are ways to include more illustrated instructions while still maintaining your sanity.

Begin by looking at the students' daily routines and make a list of tasks they need some help or prompting to complete. From this list, choose a few tasks to begin with. Keep in mind that the idea is to gradually build a library of picture directions that can be used repeatedly with different students. The following criteria is helpful in selecting tasks.

MOTIVATION

It's best to begin with tasks that students want to do. Students are much more likely to accept and use picture directions for fixing a snack than putting toys away.

BUILDING INDEPENDENCE

Decide which tasks would do the most to increase students' independence. Begin with tasks that are frequently repeated, such as preparing a snack or putting on a coat. More opportunities to practice will not only mean that the task will be learned sooner, but that the student will spend more time functioning independently.

NOT TOO HARD, NOT TOO EASY

Choose tasks that students need help completing, but leave tasks that would require considerable teaching time until later. Consider how many steps are involved. A task may seem easy until you break it down, step by step.

GETTING THE MOST FOR YOUR EFFORT

To make the best use of staff time, choose tasks that can be used by a number of students. Of course, there are exceptions to this. Sometimes there is that one student who really, really needs a particular set of directions for a task that others have mastered.

EASILY ILLUSTRATED

Some tasks are easier to depict with pictures than others. Fine motor activities or some actions, such as blowing or shaking, may be difficult to show in a still picture. Before deciding on a task, think about the different steps and how each step could be illustrated.

FROM TASKS TO PICTURE DIRECTIONS

Once you have chosen the tasks, you'll need to consider how to illustrate the directions. Again, think of what type of illustrations will work with the greatest number of students. Whether students are learning to read or not, it's a good idea to include text with each picture direction. This gives practice to emerging readers and also provides staff with exactly what to say, so the student is hearing the exact same directions from each staff member.

Iconic drawings can be easy to use and may work well for some students, but others may not understand exactly what the drawing is telling them to do. However, students can often learn to understand symbols or single item pictures by pairing them with more detailed pictures, as seen in Image 1. In time, the students may be able to transition to simpler iconic directions. With the software, Writing with Symbols (<http://www.attainmentcompany.com>, \$299) icons will automatically be added to the text as you type.

Once you have decided what type of pictures to use, you'll need to either find them or create them. There are sources available for ready-made, illustrated directions; some free, some for purchase. Some products include picture directions, for example cooking mixes and construction toys, such as Legos™. Often these directions are not complete enough for many of our students, at least not when they are first learning a task.

There are also a number of Web sites that offer a limited number of free picture directions, and if these meet your students' needs, then simply printing them out can save you considerable time.

WEB SITES FOR FREE PICTURE DIRECTIONS

<http://www.tinsnips.org> - Several picture recipes under the "What's Cooking?" section.

<http://www.seeitsayitwriteit.com> - A number of different recipes with simple written directions and corresponding photos.

<http://www.speakingofspeech.com> - Icon directions for cooking and craft activities. Look under "Materials Exchange."

<http://www.symbolworld.org> - Text with symbols for cooking directions and a few science experiments, plus photo directions for tooth brushing and doing laundry.

<http://www.visualrecipes.com> - Step-by-step photo directions for a variety of recipes, many rather complicated, but a few simple ones.

COMMERCIAL SOURCES FOR PICTURE DIRECTIONS

Picture Directions: Building Independence Step by Step (Crissey, 2012), Attainment Company, (<http://www.attainmentcompany.com>, \$49) Colored, step-by-step drawings for 54 cooking, arts and crafts, life skills, play skills and discovery activities.

Science Step by Step (Crissey, 2012), Attainment Company, (<http://www.attainmentcompany.com>, \$32) Colored, step-by-step photos for 67 simple science experiments.

Numerous picture cookbooks are available, such as; Look 'n Cook and Look 'n Cook Microwave Cookbook, (<http://www.attainmentcompany.com>, \$49 and \$34 respectively) and Visual Recipes: A Cookbook for Non-Readers (<http://www.aapcpublishing.net>, \$21.95).

Some teachers' preschool activity books and magazines, such as Totline Publications and Mailbox Magazine have simple picture directions for arts and crafts or cooking activities.

While most ready-made visual directions provide clear, detailed directions that can save you a great deal of time, you probably will not be able to find appropriate ready-made directions for each task you want to illustrate. Undoubtedly, there will be some picture directions that you will need to create to meet specific needs.

CREATING PICTURE DIRECTIONS

When creating visual directions, you will need to decide what type of pictures to use. The choices are to use ready-made icons, search for photos or drawings online or in print form, or take photos to illustrate each step. In making this choice, the most important criteria is which type of pictures are most readily understood by your students. As mentioned, some students may not understand iconic drawings. Realistic drawings or photos are more universally recognized.

Another consideration is whether you can find pictures or icons that show the specific action you want to illustrate. If the directions are general, such as put on your coat, get your backpack, etc., then icons or pictures can be easily found. However, if you want to give directions for making a cheese sandwich, you may not find specific pictures for unwrapping a slice of cheese, or placing the slice of cheese on bread, etc.

Undoubtedly, at some point you will need to take photos to illustrate a specific task. You don't need to be a trained photog-

rather with an expensive camera. You can take very adequate photos with your average digital camera by keeping the following in mind:

- Figure out exactly what you want to show by performing the task ahead of time, breaking it down, step by step.

In each photo, focus on the specific action you want the student to complete. For example, which of the following pictures shows clearly what to do?



USING THE DIRECTIONS ~ FROM LOW TECH TO HIGH TECH

The simplest, low tech way to use picture directions is to print out the pictures, cut them out, write simple text directions to accompany them, glue them onto a background and laminate. An alternative is to place them in a mini photo album.

ADDING AUDIO

Having the directions read aloud, as well as displayed visually, may be helpful in the beginning. The audio component may catch the student's attention and provide practice in following verbal directions. However, when possible, gradually fading the verbal directions will allow the student become more independent.

An easy, low tech way to add audio is to place the photos in a Talking Photo Album (<http://www.attainmentcompany.com>, \$29). The user squeezes a button to play a prerecorded message that accompanies each photo. Audio can also be added by displaying the directions on an iPad, iPod, computer or a simple AT device.

COMPACT, ACCESSIBLE PICTURE DIRECTIONS

With students who are able to use multiple sets of directions for different tasks, storing and keeping track of all the direction strips or books can become a challenge. That's where higher tech solutions can be handy. Using one of the following apps, picture directions can be presented on an iPad, iPod or iPhone, available at <http://www.apple.com>.

Pictello by AssistiveWare - With this app, you can create a talking photo album with imported photos, adding written and verbal directions. It can be used on an iPad, iPod Touch or iPhone. Available for \$18.99 at <http://assistiveware.com>

Video Scheduler by MRD - Can also be used to provide step-by-step written and verbal directions using imported photos. Available for \$12.99 at <http://www.look2learn.com>

SlideShark by Brainshark - This free app allows you to convert PowerPoint presentations so they can be accurately displayed on an iPad. Available for free download at <http://www.slideshark.com>.

PowerPoint (Microsoft Office, \$149, <http://www.microsoft.com>) can be a valuable program for creating picture directions, in a variety of ways. The simplest way is to create a slide show, importing pictures and adding simple text. Once completed, it can be printed out or navigation buttons can be added so the student can move through the directions independently on a computer or iPad. If used on a computer or iPad, audio may also be added with an icon students can click on to hear the directions read aloud. Directions abound on the Internet for "creating talking books using PowerPoint." A free online presentation describing the process is available at <http://www.kansasasd.com>. Look for "Creating Social Stories in PowerPoint with Voice" under the "Webinar Archives, Visual Supports" link.

Whether you choose high tech, low tech or something in between, picture directions can be a powerful tool for increasing students' independence.

REFERENCES:

Boutot, E. (2007) "Fitting In: Tips for Promoting Acceptance and Friendships for Students with Autism Spectrum Disorders in Inclusive Classrooms." *Intervention in School and Clinic* 42 (3): 156-61.



RESOURCES:

Attainment Company Inc., P.O. Box 930160, Verona, WI 53593-0160,

<http://www.attainmentcompany.com>, 800-327-4269, fax 800-942-3865.

AssistiveWare, Netherlands, email: info@assistiveware.com, fax +31-20-6128266.

Autism Asperger Publishing Company, 15490 Quivira Rd. P.O. Box 23173, Overland Park, KS, 66283-0173. <http://www.asperger.net>, 877-277-8254, fax 913-681-9473. ■

I Just Bought the New iPad...

Now what???



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Well I did it....I purchased the new IPAD last weekend! I was so excited! But where do I start? There is so much out there and so much the IPAD can do. I decided to call a "life line" to get some help. I called upon one of my favorite colleagues, Dan Herlihy (<http://www.connectivetehnologysolutions.com/>). Dan provided some great recommendations to get started.

First, and most importantly, if I were using this IPAD with students I needed to set up some restrictions. To do this, go into the "Settings", click "General" and go to "Restrictions". There are many restrictions that can be activated so that students can not go to sites you do not want them to, buy apps, delete apps, and much more. You simply slide respective bars over to "yes" for all the areas that you want restricted. If you scroll down on the same page under "Allowed Content" you can also indicate that you want "In-App Purchases" turned off. This means that if a child is using an app they will not have the ability to purchase the full version or additional parts of this app.

Another recommendation was to set up an iTunes account. In iTunes you can down load movies, books and music. This can be very useful for creating social stories, video modeling, and much more.

Now for the apps.....Wow this can be overwhelming. There are so many. Where do I start? What do I need? Which ones are good? First

you need to decide how you are going to use the IPAD. Will this be for one particular student? Multiple students? Or personal use? Or a little of each?

I am going to use mine for both multiple students and for personal use. Start by listing categories in which you think you are interested in. I listed the following: schedules, functional math, matching, ABA, sounds, social, communication, literacy, science, social studies, math, and motor teacher stuff. Many of these categories do have cross over and I will probably end up changing some of these as I go. Now I did two things: I asked for recommendations from friends and colleagues who are using apps and did some searches for the subjects listed above. Whenever possible, down load the lite version or free version first in order to see if the app meets your needs. Many apps then have an option to down load a full paid version if you decide that the app meets your needs and some full version are even free.



In order to keep things organized create folders where you would keep related apps. To do this, you touch one of your downloaded apps and hold it until it shakes (wiggles). Once this occurs you can drag an app onto another app that you want in the same folder. Once you do this, it creates a folder that you can then name. When apps are shaking you can drag apps in or out of folders. To stop apps from shaking you press your home space. Putting apps in folders not only keeps you more organized, but also allows for you to down load more because you only have 11 pages to visually store these on.



AN IPAD MAY NOT BE FOR ALL STUDENTS

Please consider the motor skills of your students before deciding to use one with a child. Some students can get very frustrated when they unintentionally rotate, delete, turn off, or swipe something. Many components of the IPAD can assist with students who may have less motor control. For instance, go to "Settings" then "General" then "multitasking Gestures" and turn these off. This will help with a tap being a tap and not activating anything else in the process. While you are in the "General" settings you can also lock the rotation of your device, allowing it to only be horizontal or vertical, whichever you choose. Also, while you are there, you can go to "Calendar" and turn off the notification center. That way, if your student swipes the full length of the device they will not activate this.

Additionally, go to "Accessibility" and then "AssistiveTouch" and turn this on. This will allow for your student to use all of their fingers or even just one if they would like. You can go from there to "Create new gesture". This is a really nifty feature. Here you can duplicate an action that your student produces (such as a pinch, circular movements, etc) and it will record the action. You can then name it, and it will then appear in your AssistiveTouch menu. You can now use this movement within a program.

As far as my professional use of the IPAD, I have set up my emails so that I can view both my personal and work emails. To do this, go to "Settings" and click on "Mail, Contacts, Calendars". In this section, click on "Add Account..." and add your email accounts, including passwords so with a push of a button (email envelope) you can view all of your email accounts at one time. I have also downloaded the free Drop Box app. I use this app when storing, sending or receiving large files, such as powerpoints or videos. It makes sharing these documents easy and quick. I also use the free Livebinder app. This is a great program to allow you to create and store various websites in an electronic binder and share with others. I also have found many great classes to view for free through my iTunes U. For example, Yale Autism Seminar which includes readings, resources, and video assessments.

As you can see, I have accomplished quite a bit in my first two weeks with my IPAD. So, close your laptops and start exploring the fascinating world of the iPad. Check in again to see what I've learned in the next couple of months!



After using some use of these apps with students and playing with them myself, here are some of the free apps I like so far:

- Worksystem. I like this for a child who is reading. You can type in their schedule, use time, and check off activities when complete. You can also limit how much of the schedule is on each page.
- CountingMoney. I like this app because the money looks real, there is a practice section, and there are quizzes. You can time sessions, change the difficulty, get a letter grade, and customize the number of problems.
- Quick Tap Words. The program says a site word and the student taps on the correct word. You can customize the number of words to choose from and the grade levels.
- SoundTechLite. There are two categories to choose from in the free version: animals and vehicles. The child can click on a cartoon picture and a real picture with real sounds will fill the screen.
- See.Touch.Learn. This program has multiple lessons where the student will be asked to "touch the picture that....". The pictures are nice. There is a reinforcing sound when correct. It also keeps data.
- Model Me Going Places. There are 6 video modeling experiences. There is also text.
- Talk Assist. This is a typing program that speaks when you press the speak button. You can save conversations. It also has the ability to record a message and it will type it out.
- Science360. The graphics are amazing. There is video, text, the ability to email the information, and a related topics section. The topics are endless!
- A Story B4 Bed. This app has multiple books to choose from, you can record and video tape your self reading it and save it.
- Aesop's Wheel of Fables. The child simply spins a wheel and whatever fable it lands on gets read. There are pictures and text. The reading is a little fast.
- Toy Story. Toy Story is read with great pictures, clear voice and text. The text is highlighted as read.
- Math Kid. You can choose from +, -, x, division, % or fractions. You can determine how numbers are written whether with decimals or fractions. You can choose what type of reward symbol or emotion displays when the answer is correct or incorrect.



U^{physical access and training to}se the iPad



PATRICIA BAHR Patti has worked at Gillette Children's Specialty Healthcare for over 20 years as a rehabilitation engineer. Currently she supervises the Gillette Mobile Outreach Clinic and provides AAC, EADL, and computer access consultations with therapists throughout the state. Patti is a current member of the RESNA board of directors and was one of the first credentialed as an Assistive Technology Practitioner and Rehabilitation Engineering Technologist. Patti's engineering degrees are from the University of Iowa.



KATIE DUFF Katie has a Certificate of Assistive Technology from the University at Buffalo OT program, OT master's from Springfield College, and BS Special Education from Texas Christian University. Katie has been an Occupational Therapist for 10 years addressing computer access, AAC access, electronic aids to daily living, powered mobility, and vocational adaptations. She has worked at Gillette Lifetime Specialty Healthcare for seven years.

Individuals of all ages and abilities want to draw and play games, access e-mail and the Web, listen to and play music, write and read books, take pictures and watch videos, learn math and keep a budget, speak to write and write to speak, and the list goes on.

With the plethora of apps now available for the iPad (and growing for other portable touch screen computers), we have more requests from individuals wanting to get in on the fun! In fact, some people with little control of movement come to a computer access evaluation with their own iPad, wanting to know what we can do to allow access or what apps are available to meet their needs.

We serve individuals with a wide range of physical and cognitive abilities, but in general, we've found that marginal iPad users can many times learn the skills for proficient access to the iPad by using a variety of apps, modifying access and mounting the iPad in various positions. The methods used to assess access are the focus of this article, but we will not address AAC or vision access issues.

During our evaluations, we often use free or very low cost apps to introduce each access piece, allow practice and measure success. Here is a hierarchy to iPad access skills and how we assess and work to improve them.



- 1. Tap** is the most widely used gesture for touch screen and home key interactions. Tap can be done with a finger, knuckle, thumb, nose, stylus, etc. We use cause-and-effect apps for this, such as Kid Fireworks by miSoft, where touching anywhere brings a resultant effect. Music apps, such as BaDaBing by Logic Consulting or Virtuoso Piano by Peterb, allow nice, error free exploration.
2. Touching targets with no right or wrong is practiced with apps, such as Sound Touch Lite by SoundTouch Interactive. “Flip-the-card” matching games – like Concentration apps, are available with as few as four cards, allowing individuals to practice touching a large area. Some of the preschool games are simply pictures of animals or symbols, which can be used with adults if the sound is off. Examples include Preschool Memory Match by Darren Murtha Design, which has settings with 12, 20, 30 and 100 choices or PCS Memory by Mayer-Johnson that has 4, 6, 8, 12, 16 or 20 choices. We sometimes start with the sound off in this activity to decrease spastic movements that may be aggravated by sound. As an individual hones their skill, we use apps with more choices and smaller target areas. Eventually, this skill allows access to a keyboard or apps with many keys, such as AAC apps or keyboarding. For example, we worked with one young child who had trouble accessing AAC touch devices. She was able to learn touch targeting through some fun iPad activities in one hour, and then was able to pursue AAC!
- 3. Touch and drag** is needed for drawing and power on. For touch and drag, we use drawing apps that are fun for all ages. There are a variety of free drawing apps – some with audio feedback as you draw. The audio feedback can be motivating for some and a distracter for others. Drawing apps allow individuals to practice finger isolation, the amount of pressure needed for activation and the “feel” of the screen as you drag.
- 4. Flicking** the screen is used to move to new screens in apps and to turn pages in books. Flicking is a quick movement to the right or left. We ask individuals to try this in book apps and when moving to different screens.
- 5. Drag and release** is needed for games, customization of some apps and to move apps around on the screen. Puzzle apps refine the need for finger isolation and allow individuals to practice tap, drag and release. Some puzzles, such as Magic Sorter Sea Tales by Igromatic, have six to nine pieces. Others, such as JigsawBox Lite by Sparkle Apps, have a snap together feature if the matching piece gets near. Others require movement that is more precise.
- 6. Double click, touch and hold** are higher level access skills used for powering on an iPad and managing apps that some can do, while others may benefit from training or settings changes. There are restrictions under the general settings that can prevent accidental deletion of apps, prevent app purchases, restrict adult content, etc. Turning on the iPad requires pressing a button and then a touch and drag on the screen. The app Slide 2 Unlock by RJ Cooper helps teach the touch screen touch and drag. There are some complex maneuvers, like double tap on home button and touch-hold-move-release, that require more refined fine motor skills. Stability and control impact these. Also, some people with physical and visual limitations may find it very difficult to use triple tap and triple drag. For these individuals, they might benefit from turning on AssistiveTouch in the Accessibility section of the settings menu. AssistiveTouch allows access to two to five finger movements with one finger.

ACCESS MODIFICATIONS

Finger isolation can sometimes be a challenge. We often see individuals that have a modified point with trailing fingers or thumb that abducts. The trailing fingers can sometimes inadvertently activate an area of the screen, causing missed hits. To gently assist individuals to keep fingers and thumb curled with just one finger pointing, we have developed a modified mitten. The mitten is made of neoprene, which is stretchy in both directions and is self-healing (it doesn't unravel after being cut). The mitten is made for the individual's fist and has an X cut above the first knuckle of the pointer finger. (Pictures 1-4). Once donned, the pointer finger can come through the cut X in the mitten. The neoprene is not conduc-

tive, so, if needed, the hand can rest on the touch screen surface, further stabilizing the limb. We have found that individuals can better relax when the stress of trying to point is removed. Some use the mitten long term, but most learn the motor planning of keeping the fingers and thumb in the fist position after a few weeks or a month. In this case, abandonment means success!

Some people need to rest their hand on the screen to target. A soft splint, such as a Benik BD88, may help.

If finger isolation doesn't work, we try a good quality conductive stylus – such as the Pogo Sketch from Ten One Design or the Capacitive Stylus from Box Wave, available through Amazon. If an individual has difficulty holding the stylus, it can be attached with Velcro to a strap on the hand.

For others, a modified mitten or splint can hold the stylus.

MOUNTING

If an individual plans to use their device in their lap, we typically recommend a case and “leash.” Most often, the case is used to protect the device, but we like it because it makes the device less slippery – decreasing the chance of slipping from the lap. The leash is a strap added to the case and attached to the arm of a wheelchair or chair to prevent a full fall to the floor. It may also deter theft. Some cases allow the device to be used at a 30- to 45-degree angle. If a higher angle is needed for access, wood blocks, foam wedges or bent plastic wedges can be made. Angle is sometimes very important for access. Without angle adjustment, some

individuals drag across the surface of the device or contort their arm to point. For these individuals, it may be easier to point away rather than down.

In addition, the angle of a mount can sometimes allow a compromise between touch and sight. For example, a woman needed access to an iPod touch. She could touch the device when in her lap but could not see it. When the iPod touch was close enough to see it clearly, she could not touch it. An angled wedge was fashioned that decreased glare on the device and brought it close enough to see. The angle also allowed easier access because she could stabilize at her elbow. A strap was added to the wedge to “leash” the device to the wheelchair, decreasing the chance of damage from a fall to the floor.

Sometimes the device is used on a wheelchair laptray, a desk or a table. Angled wedges with a non-skid base can allow stability and access. Commercially available wheelchair mounts or floor-rolling mounts are available from various sources such as Daedelus, Blue Sky Designs or CJT, and can also position the device appropriately and keep it safe from inadvertent damage. Sometimes a lap desk with the iPad attached by Velcro and a leash are enough.

CASE STUDY

Fifty-year-old Deborah came to us having recently realized the joy of reading. She has spastic cerebral palsy, drives a power wheelchair, wears glasses and has spastic hand function. These limitations have not stopped Deborah from marrying, managing her home, travelling and working at a medical clinic. Deborah’s limited hand function makes it difficult to hold a book and turn pages, so she never thought she could read for pleasure. She tried a Kindle, but found the on/off switch, as well as the small arrows used for navigation, difficult to activate.

Deborah came to us to explore computer access options to access e-text, e-mail and Facebook. She is computer literate and wanted a small and portable solution. She had never touched an iPad and was excited to come in for a computer access evaluation. Her excitement manifested itself with increased spasticity in her limbs, such that her legs were fully extended. We introduced the iPad by allowing Deborah to experience drawing, playing concentration, and putting a puzzle together – all before we had her try to read an iPad e-book. During our “play time,” we were able to determine that Deborah needed the device at an angle of 45 degrees to her left and 45 degrees from horizontal to allow her optimal access. By the time we



1. Make a mitten for the fist hand.



2. Identify the first knuckle.



3. Cut an X over the first knuckle.



4. Don the mitten and allow finger to extend out.

started looking at e-books, Deborah was relaxed enough that her feet were back on the wheelchair footrests. At the end of our evaluation, she was even able to point, hold, move and delete app icons on the screen.

Our recommendation for Deborah included an iPad and custom mount. The mount is made of moldable plastic, heated and bent to 45 degrees. This wedge is attached with Velcro to the laptray and the iPad attached with Velcro to the plastic.

Note that, with Deborah, we were able to go through the evaluation steps in one session. For others, we may get to one of the steps and find that practice is needed before moving to the next skill area. For some, full access may not be attainable or desired. Partial participation or partial access can still allow enjoyment, educational opportunities and socialization.

With access, the iPad can be used as a tool for learning a variety of skills to compensate for a difference in fine motor skills and conceptual understanding, for example, learning to color and draw when grasp or pressure is not developed. There are also practical multi-step apps, such as cake baking, tie dying, grilling, etc. There are some functional apps for alerting to reminders, creating grocery or other lists, managing finances, creating sequential directions with pictorial and auditory support, etc.

IPAD LIMITATIONS

Unfortunately, iPads are not for everyone. Other alternate access to the iPad is currently limited – mostly to Bluetooth compatible hardware. As more Bluetooth alternative keyboards and mice become available, this technology will become more available to individuals with difficulty with the current interface. There are keyguards and a few Bluetooth interfaces that allow single and dual switch scanning, but they work only with selected programs. Full access with switch scanning has been shown in prototype, but is not yet commercially available.

Another limitation is the lack of apps that read and highlight text in human voice. This type of app could benefit children learning to read, people with reading difficulties and individuals with limited vision.

Modifications to the screen are also limited. Sometimes the screen is too sensitive for people’s touch.

CONCLUSION

In our thirty plus combined years of experience providing computer access evaluation and treatment, we have never before found a computer that could be accessed by so many with such simple strategies. We hope this article helps you give more people access to this technology. ■

So, you have one of THOSE classrooms – the students in your classroom have diverse communication abilities, physical challenges and learning styles, and you have to teach them all! How can you meet each student’s needs, address learning standards, maximize student participation, make the best use of your classroom support staff ... and keep your sanity? The answer could be found in thematic unit instruction that is developed around simple and consistently formatted components, is easily adaptable and involves the whole educational team.



JULIE RICK is a parent of a daughter with significant challenges. She has 11 years experience, ranging from participation on an Assistive Technology Team to providing computer-based curriculum modifications and software training on a wide range of special education and authoring software programs. Currently, she is the technology facilitator at a school for children with significant challenges, facilitating alternate access and assisting education teams in implementing use of technology in the classroom setting. She is also founder of AIMEE Solutions, Inc. She can be reached at info@aimeesolutions.com

Help for THOSE Classrooms

Thematic units have proven to be beneficial with groups of students who have emerging literacy skills. DeCoste, D. & Jacobs, M. stated in 2002, “It is well documented that students with language deficits require more opportunities for repetition and practice than their normally developing peers. We have used the theme unit approach successfully with children with autism, the trainable mentally handicapped, and the severe

and profound population from early childhood through age twenty-one.”

Well thought-out thematic instruction benefits the entire classroom. Standard formatting and components facilitate lesson planning and increase comfort of support staff in using the materials with students. While the teacher is providing direct instruction to a small group of students, the classroom assistant and other support staff can use exten-

sion activities (games, songboards, computer programs, etc.) to provide repetition and reinforcement of the unit’s concepts and vocabulary. As students become familiar with the “process” and expectations of each type of activity, learning shifts from understanding how to complete the activity to understanding the content of the material in each unit.

Take and Teach Language Kits

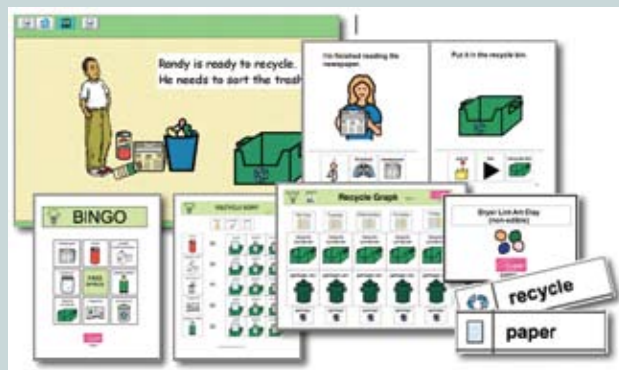
Take and Teach Language Kits (AIMEE Solutions) are theme-based units targeting students with moderate to severe language impairments, cognitive disabilities and those on the autism spectrum.

The units provide multiple opportunities for repetition and practice using proven instructional strategies. The materials are correlated to Learning Standards and conform to Universal Design for Learning with graphics, text, multimedia and kinesthetic activities. Student independence and success are encouraged with materials that are easily adapted for different needs.

The theme and target vocabulary are introduced in the anchor story written with limited vocabulary and repeated lines. Mayer-Johnson PCS and SymbolStix symbols provide visual support. In addition to the basic literacy experience of reading the story, there are numerous opportunities for the teacher to continue to actively engage students in the reading process. Recording the pages on a sequential message voice output device (such as a Step-by-Step) and the repeated line on a single-message voice output device

(such as a BIGmack) will allow students to participate in the reading process.

The anchor story may also be used 1:1 with an individual student. The key vocabulary words on each page have corresponding 2X2 picture symbol cards. These may be used to assess student understanding of symbol meaning or the content of the story by asking the student to choose the correct answer to a question or prompt (see photo



Take and Teach Language Kits provide theme-based curriculum support materials – print and assemble or Ready-to-Go

2). Other students may be given several 2X2 picture symbol cards and asked to independently match them to the pages in the book.

A songboard, following the model developed by Carol Goossens, Ph.D., CCC-SLP, puts thematic vocabulary to the tune of a simple nursery rhyme. Music and singing support literacy and learning in many ways, including the correlation between use of melody and memory, a high instance of repetition of vocabulary and exposure to sound patterns in rhyming songs. We have found that songboards are a motivating activity for students of all ages – if older students are not comfortable singing, the song can easily be adapted and spoken as a group in a rap rhythm (make sure to add drums or clapping to help keep the beat!).

The songboards are large, making this an excellent small group activity led by the speech pathologist or music therapist. Songboards can also support goals set by the classroom physical and occupational therapist. A child who is working on mobility can be positioned a distance from the songboard. When it is their turn to lead the next verse of the song, they rarely hesitate to navigate to the front of the room to place a symbol on the songboard. Strategic placement of the songboard can also encourage reaching or crossing midline without the student realizing “therapy” is occurring.

“We often adapt the book and songboards and use them on the SMARTboard with our students. The large display is engaging and helps some of our low vision students. Recorded text and songs, page-turn buttons and moveable songboard pieces provide additional opportunities for independent interaction with the materials,” says Beth Irwin, Speech Language Pathologist at Enger School in Franklin Park, IL.

A variety of language extension activities provide additional opportunities for repetition and practice of key vocabulary concepts. Favorite familiar games, such as BINGO and Concentration, require minimal set-up and are easily managed by classroom staff. When playing BINGO, one student can be the “caller” by using an All-Turn-It Spinner (AbleNet, see photo 3), random message voice output (such as a Randomizer) or soft dice with symbols attached with Velcro to the sides.

Each unit also includes a recipe for working on skills associated with

sequencing, following directions and measuring. Our high school and transition classes frequently extend the cooking activity by developing a grocery list and then shopping for the necessary items.

A simple survey relating to the theme is an excellent opportunity to teach math skills – counting number of responses to each question, graphing the results and discussing “most” and “least.” The need to ask questions and obtain a response inherently requires practicing communication skills, either verbal or with an augmentative communication device. Many of our classrooms use this opportunity to travel to various offices in the school to poll our administrative, clerical and custodial staff.

The final component of the Take and Teach Language Kits is an interactive computer book. Technology is becoming an increasingly common part of our students’ day, and for many students, this may be their only opportunity for independent access to reading. The combination of text, pictures, speech and sound may also be engaging for those students who show less interest in traditional print books. Students actively participate by using a mouse, touch window or switch to turn the pages in the book.

WHAT DOES THIS MEAN FROM A CLASSROOM MANAGEMENT STANDPOINT?

Lesson planning is simplified – because the components are the same with each unit, the plan itself is unchanged from month to month; only the content is different.

As support staff becomes familiar with the materials and how to use them, students benefit from the additional exposure to key concepts during therapy sessions.

Center-based instruction is possible and each student’s overall exposure to the curriculum material is increased.

As students become familiar with the materials, less time is required to teach and support the task – more time is available to support content.

There are over 40 Take and Teach Language Kit topics, and we have used these with students from early childhood through transition. Natalie Shamie, School Social Worker in Franklin Park, IL states, “I have finally found appropriate materials to use when I conduct my



Photo 2



Photo 3: Michael is the “caller” for a Community Helpers BINGO game using an All-Turn-It Spinner (AbleNet)

social work groups. Language Kits save me valuable time trying to develop my own materials, and my students’ participation and understanding has increased since I started using the units.”

Each topic is sold separately in media format (\$45) or Ready to Go (\$175). If purchased in media format, all materials are pdf files; no special software is required, but the materials may not be modified. Instructions are provided for printing, assembly, use with students and suggestions for adaptations.

PRODUCT CONTACT INFORMATION

Take and Teach Language Kits – AIMEE Solutions, Inc., www.aimeesolutions.com, 269 Bingham Circle, Mundelein, IL 60060, (847) 566-2292, FAX (847) 566-0722

Step-by-Step, BIGmack, All-Turn-It Spinner - AbleNet, Inc., www.ablenetinc.com, 2625 Patton Road, Roseville, MN 55113-1308, (800) 322-0956, FAX (651) 294-2259

Randomizer - AbleData, www.abledata.com, 8630 Fenton Street, Suite 930, Silver Spring, MD 20910. 1-800-227-0216

DISKoveries

What's New for Special Needs? Hardware, Software and Utilities

By Joan Tanenhaus

Celluon Magic Cube (Celluon: www.celluon.com) This is an amazing alternative keyboard and mouse system – it is a very compact and portable full-sized “virtual” laser projection keyboard. Just connect the Magic Cube to your Macintosh computer, Windows computer, iPad, Android or iPhone via USB or wirelessly with Bluetooth (with no drivers needed). When connected, the Magic Cube uses a red laser to project the image of a keyboard onto a flat surface in front of the Magic Cube and the typist. To change between keyboard and mouse modes, users just hold down the FN key and tap the mouse cursor key. Then you can move your finger anywhere on the laser projection to move the mouse, tap to click, double click, click and drag. When you tap the letters on the virtual keyboard, you will hear a key click (to let you know you are inputting to the computer). There are six levels of sound, including mute. You can also adjust brightness. Just think – you never again have to worry about spilling water on your keyboard. For users of the iPad who have difficulty with the on-screen touch keyboard, this is an excellent option to try. It is a full-featured keyboard so it isn't necessary to switch back and forth between letters and numbers, and it also contains the four arrow keys for editing.

PCI Reading Program (www.pcieducation.com) This new research- and evidence-based reading program was designed for non-readers, ages 5 to adult. It uses realistic illustrations of everyday objects and settings and features contemporary adolescent characters and age-appropriate story lines. It is a three-level system that first introduces whole-word visual discrimina-



Celluon Magic Cube (www.celluon.com)

tion and then develops basic decoding, using onsets and rimes. As students go through the three levels, they will learn to read 405 words and develop basic skills in decoding unknown words. The focus is on high-frequency sight words and real-world nouns and verbs. Phonemic awareness and phonics skills are added gradually. The PCI Reading Program is primarily print based and includes a variety of lessons, manipulatives and activity sheets. Each kit also includes a software version of the lessons for each word and all of the assessments. The Lesson Cycle, which is set in different environments and embedded in different story lines on each level, remains consistent throughout the series. It includes: Learn the Word (word building lesson – learn each word through visual discrimination); Trace The Word; Hands-On Practice (use word and picture cards to construct phrases, read-aloud activity); Real-World Connection (oral language activity that focuses on the word's meaning and usage); Independent Practice (activity sheets) and then repetition of each of above steps for four additional words. Level 3 is not published yet but is expected to be available soon. The

PCI Reading Program is intended for use as a one-on-one program. All of the lessons and materials are structured for an adult facilitator to use with one student at the student's own pace. All software activities can be accessed with a mouse or touch screen. Go to <http://www.pcieducation.com/PCI-reading-program-level1.aspx> for a video demonstration of the program.

FileMaker Pro 11 (FileMaker: www.filemaker.com) A database is a valuable tool for managing large amounts of information and improving your ability to organize and report this information. If you find yourself entering the same information into multiple documents and having to change information in several locations, you might consider a database. Creating a database lets you organize the information and also allows several people in your school or organization to view the data at the same time. It also allows you to generate reports, keep ongoing data, and educators find that it is helpful in tracking student and class progress towards standards attainment. FileMaker Pro 11 can be used on both Windows and Mac OS. And just add FileMaker Go, a database app for your iPhone and iPad, and you can view, edit and search your FileMaker Pro information on your iPhone, iPad or other mobile device. Filemaker Pro also allows you to create standalone runtime files that you can share with others who do not own FileMaker. You can create reports, add information and summarize data on the fly and also search for information just as you would in a web browser. FileMaker Pro comes with professionally designed templates to help you manage all your tasks in minutes.

Make Writing Exciting (Key Education: www.keyeducationpublishing.com) This informative book, available both in traditional book form and as an ebook, is full of motivating lessons, activities on specific skills and reproducible pages to help students in elementary grades develop writing skills. There are over 100 writing activities to help students master writing stories, reports, essays, lists, letters, directions, journals and forms. Using the lessons consecutively helps students construct a scaffold of skills, but you can also skip around, depending on skill levels, the writing curriculum and individual needs. There are also some suggestions for using the book for special needs. Chapters are all written with special tips, activities, cross-curricular assignments and evaluation ideas, followed by templates and worksheets that can be copied and printed out for student use.

Reading for Details (Key Education: www.keyeducationpublishing.com) This book is designed to increase comprehension of fiction and non-fiction for reading level 1.7-3.3 and interest level for ages 7-12. There are 49 leveled passages, each followed by questions. To strengthen reading comprehension skills, the five Wh questions are featured at the end of each activity. By answering these questions, students will learn to gather information from a reading passage. It is felt that this will encourage the readers to begin to ask these questions automatically as they read. You can also use the question sections to improve writing, as well as comprehension skills. Pages can be duplicated and/or printed and used as templates for students. Some of the pages have a section with a suggestion about the passage, encouraging the student to write more (i.e. Pick a season. Tell why you think it is the best time of the year. Write about your favorite things to do during that season.) Other suggestions include Read, Write and Draw; Be a Reporter; and Learn More About ... This book is a great resource to combine reading skills, comprehension and follow-up writing activities.

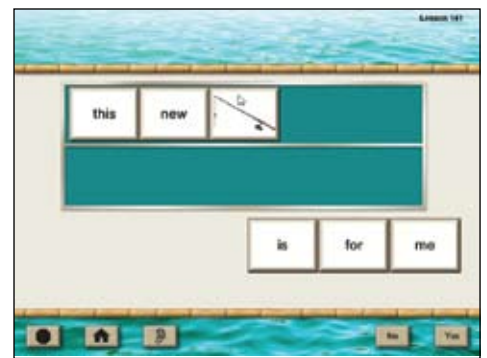
Luna Interactive Projection Camera (Learning Resources: www.learningresources.com) This is a digital projection camera with an adjustable gooseneck (20 inches high) that connects to a Macintosh or Windows computer and can also be used with a whiteboard. Just connect to a USB port, install the software and turn the camera on to focus on the objects you want to display on screen. It uses direct overhead lighting, but there are also eight LED lights

built in. You can focus on students' projects and create videos that can be narrated, saved and shared. You can use manipulatives that will display on screen as you move them around to achieve a teaching goal. You can also take single pictures (3.0 MP) of art projects and other documents, save them and upload as digital files that can be put into digital portfolios or displayed elsewhere. You can demonstrate concepts in action, student's work, real-life objects, pages from a book and more – while creating and narrating videos with the built-in microphone. There is also a Zoom feature in the camera. There is an SEN switch port (switch connector) for adaptive devices. Plugging a single switch into this port allows the user to press a switch to take the digital picture.

Easi-Speak USB Recorder (Learning Resources: www.learningresources.com) This is an MP3 recorder in the shape of a microphone – wireless, too. It is highly motivating and encourages even reluctant students to speak. Just press the button to record, then play back and listen to up to four hours of audio. It charges through the USB port of your computer (Windows or Macintosh). You can also upload these student-created files (WAV or MP3) to digital portfolios or share with other teachers, parents and specialists, upload to a Web site or play on an iPod. Great to encourage language skills, and very helpful for assessment, conferences, class trips and more. It's easy to use and has built-in volume control. The package also includes a USB extension cord and a clip holder that attaches to the microphone, allowing you to wear it around your neck.

Talk Boards (Learning Resources: www.learningresources.com) These 6 inch by 8 inch boards are double-sided with two write and wipe surfaces. They contain a simple voice recorder that can be used to record up to 10 seconds of sound – enough to record simple directions for the students to follow or for them to record their answer to the problem or task. The built-in power cell provides 500 playbacks. Just press the record button to record and the play button to listen. There is also a viewing pocket that you can attach, allowing you to put in a visual example, as well, such as an image/photo, card with any content, sticky note, even small objects or manipulatives. Nice multi-sensory tool for classroom work. Talk Boards come in packages of three or 12.

Hot Dots Jr. Beginning Problem Solving (Educational Insights: www.educationalinsights.com) These cards are clear and colorful and present children, ages 3-6,



PCI Reading Program (www.pcieducation.com)



Luna Interactive Projection Camera (www.learningresources.com)

with a problem or question. Children select the correct answer by placing the Hot Dots pen on their choice and pressing – the pen talks, laughs, lights up and even buzzes as children explore. It allows for independent, self-paced learning. This special pen plays 20 phrases and sound effects and glows green and red for answer reinforcement. The card set includes 72 problem-solving activities on 36 double-sided cards in a handled carrying case. Each card has one main picture and three choices – questions include: Who wears this hat? Match me with my vehicle. What belongs here? What goes together? Where do you see it? What tools do I use? and many more. You can also use the cards as traditional flash cards.

Hot Dots Laugh It Up! Vocabulary Cards: Homophones (Educational Insights: www.educationalinsights.com) This set of Hot Dots cards are for Grades 2 and up and are age appropriate for older users. They contain 100 homophones, from beginning to advanced, on 50 double-sided, fully illustrated cards. Each card presents one pair of homophones with two illustrated jokes, riddles, cartoons or other kid-friendly questions. For example, for the homophones bare and bear: "What do you call a

panda that's wearing no clothes?" Answer: A _____. Some of the homophones included are knows/nose, pear/pair, sail/sale, he'll/heal/heel, bawl/ball and many more. These work with the Hot Dots pen that signals whether the answers are correct, giving instant reinforcement and reward, and allowing for self-checking of answers. The cards can also be used as traditional flash cards. Fun and motivating – a good way to teach homophones and help users of all ages understand humor and word-play.

AbleNet Book Worm (AbleNet: www.ablenetinc.com) The new version of Bookworm lets you turn any book in your library into a switch-adapted audio book. The book is easily adapted with stickers that indicate which pages to read, and the voice/recorder can be the people important to the child. The book attaches easily by sliding the back cover under the built-in book clip. There is an SD memory card so you can record an unlimited number of books. Stories can be read aloud by pressing the touchpad or with an external switch plugged into the switch jack on the side of the unit. Pressing the switch will sequentially play through the pages. When using the switch, the pages of the book need to be turned manually by a helper or reading buddy. A headphone jack is also available for private reading in a group setting. See the AbleNet Web site for a video demonstration of Bookworm and the procedure for recording your books.

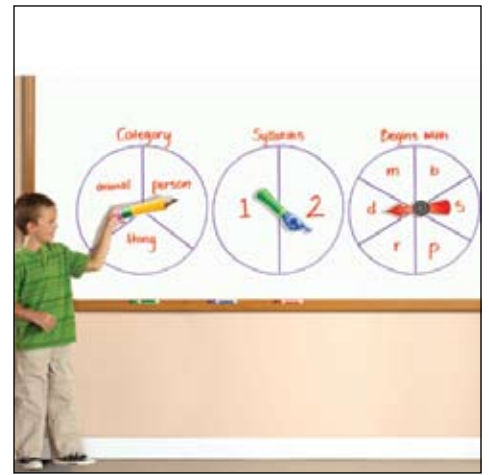
Hook iPod Switch Access (AbleNet: www.ablenetinc.com) This new interface from AbleNet connects directly to your iPod and provides simple to advanced single- and two-switch control for the iPod. With a switch, you can play/pause, skip forward and back and adjust the volume. It can also be configured to play/pause only for simple operations, as well as a mode to play music for a set duration of time upon switch activation. You can access music, podcasts and audio books, too.

Audio Notetaker (Sonocent: www.audionotetaker.com) is an audio-based software program that has been developed to help students with note taking skills. It displays audio phrases as colored bars, offering a visualization of the recorded audio. I haven't had the opportunity to review this personally but thought it sounded interesting – you can go to the Web site for more details, see a video demonstration and download a fully functional 30-day trial version for Windows.

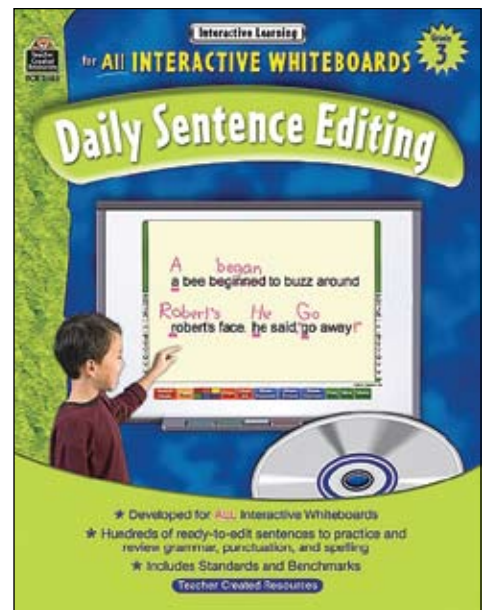
WHITEBOARDS FOR INTERACTIVE CLASSROOM LEARNING- PART II

SpinZone Magnetic Whiteboard Spinners (Educational Insights: www.educationalinsights.com) This set of three magnetic 11-inch spinners can turn your whiteboard into a custom game or activity. Just draw a circle, divide it into any number of spaces, write in content (numbers, vocabulary words, student names, etc.), attach a spinner in the middle and you're ready to play. Spinners are in the shape of a pencil, a pointing finger and a more traditional arrow. The manual includes groups of suggested activities in the areas of math, language arts, science, social studies and classroom management. The Jumbo Magnetic Spin Wheel is another way to turn your whiteboard into an interactive, whole-class game space. It measures 16 inches in diameter and comes with three double-sided write-on/wipe off multi-colored cards that slip into the wheel. The manual includes suggestions for classroom management activities, as well as learning activities in areas of readiness, language and math. SpinZone Magnetic Whiteboard Games: Readiness is a set of 53 magnetic pieces to use with your whiteboard to create interactive games. Again, teachers start with a circle or any fun shape they draw and divide it into any number of spaces to match the content they are teaching. The set also includes magnetic pieces of 10 animals, 10 things to wear, 10 shapes and 10 different colored crayons with 11 color labels (magnetic words) and two 10-inch magnetic spinners (in shapes of a paintbrush and toucan). Students can work on reading color names, identifying matching colors, finding object of given colors, sorting pictures into categories, understanding attributes, classifying by color and many more. Use both spinners with two circles to create even more challenging games (for example, spin one for color, one for category and find a picture that fits the description). All of these are excellent accessories to make your whiteboard an even more exciting interactive classroom tool.

Interactive Learning: Daily Sentence Editing (Teacher Created Resources: www.teachercreated.com) is an excellent series of six whiteboard programs, one designed for each grade, Grades 1-6. They work on all brands of interactive whiteboards and on Windows and Macintosh computers, as well. They can be used to teach students important skills in grammar, punctuation and spelling, as well as editing skills. Each grade level program has at least 180 sentences that need to be edited. Activi-



SpinZone Magnetic Whiteboard Spinners (www.educationalinsights.com)



Teacher Created Resources Daily Sentence Editing (www.shelleducation.com)

ties are fun and based on standards and benchmarks. New grammar rules are incorporated into each of the first 15 units of each grade so that grammar, punctuation and spelling concepts are introduced and then reinforced in a systematic manner. Editing can be done on the whiteboard using the pen tools, the computer keyboard or the on-screen keyboard with a mouse or mouse adaptations. The programs are also self-correcting. Just one click of a button and you can see the correct answers. The program will also show students the location of the sentence's errors but without revealing the actual answers. In addition to the sentences that come pre-loaded, the program lets you create your own sentences or paragraphs and save them. Each CD-ROM also comes with a workbook

that contains the same sentences as the CD. All workbook pages can be duplicated. These programs can be bought individually or as a set. They are very powerful learning tools, easy to use and very motivating – visit the Web site and view the demo video.

Carson-Dellosa Learning Spot Lessons (Carson-Dellosa: www.carsondellosa.com) In the April/May 2012 issue, I reviewed a group of Learning Spot Lessons. Below are a few more. As with the first group, each Lesson (program) is compatible with all interactive whiteboards and can be shared on up to five devices per purchase. Each has four major areas: The Teacher Notes (detailed information on the Lesson Plans), the Interactive Lessons (three to four different topics related to the program), Student Activities (whiteboard on-screen activities) and Practice Pages (worksheets that can be printed). The programs include an interactive pen mode with built-in pen and eraser tools. All programs also provide a link to Correlation with State Standards. Some of the programs include: Animals: There are lessons and activities for learning about Mothers and Babies, Animal Homes and Animal Coverings. Student Activities have two levels of difficulties with audio

directions available in English, Spanish or French. Weather and Seasons has lessons and activities for learning in the areas of Dressing For the Weather, Weather Descriptions and Seasons. Time has interactive lessons and student activities in the areas of Parts of the Clock and Telling Time. Introduction to Shapes includes lessons and activities for learning about eleven different shapes. Word Families contains four word family sets, each with eight word families. See and hear the word family and the name of an object, then choose the pictures that belong in the word family. Nice way to reinforce word endings. Short and Long Vowels is similar to Word Families and has lessons on short vowels and long vowels. In this unit students learn about the different sounds a letter can make.

Newmark Learning (Newmark Learning: www.newmarklearning.com) Part I in the April/May DISKoveries also had reviews of several of the Newmark Learning interactive whiteboard programs. This review is designed to give more of an overview of their different collections. 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. The stories are fully narrated, can be read manually or as auto-play and contain repetitive lines within each story for grades Pre K- 3. At the end of the stories, there are interactive activities that that can be completed with the whiteboard tools (highlighter and pens in four different colors). A zoom feature lets you zoom in on individual words, phrases, sentences or images and the shade tool lets the teacher cover up any word, phrase or sentence in the text so that the student uses the picture's context to fill in the word. The Sight Word Readers contain three series: Math, Science and Social Studies. Within each of these series, there are multiple volumes that teach and review sight words within the context of these three areas. Each book focuses on sight words that are presented within the context of a simple story with repetitive lines and animations. At the end of the stories, there are interactive learning activities. The Rising Readers Leveled Books contains four series – Fiction, Science, Math and Social Studies. Within these series, there are books on Reading Level A to I. Programs are available individually or in 12-program sets, and matching book sets are also available for carry-over into other settings.

Shell Education Interactive Whiteboard Activities for PreK-2 (Shell Education/Teacher Created Materials: www.shelleducation.com) is a group of five interactive whiteboard programs, designed for classroom use on the whiteboard. They contain a series of activity screens that are designed for teacher-directed lessons, not for independent student use. Each comes with a User's Guide that makes specific suggestions on use in the classroom along with suggestions for extended activities off-computer as follow up to each activity. There is a built-in Tool Bar that can be maximized when needed to provide a move tool, draw tool, drag/zoom tool, highlight tool, notebook tool and eraser tool. With the draw and highlight tools, you can change colors and size. If used together with teacher and student, these activities can also be used on a computer with a mouse or touch-screen. Social Studies has 15 different activities, and each activity has one to four activity screens. Phonemic Awareness and Phonics has 16 different activities, with up to eight activity screens for each. Science has 15 different activities, with up to five activity screens for each. Vocabulary has 15 different activities, and eight activity screens for each of these activities. Mathematics has 15 different

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activities, and up to 10 activity screens for each of these activities.

Interactive Learning: Reading Fiction & Nonfiction, Grades 1-4 (Teacher Created Resources: www.teachercreated.com) This is an excellent series of reading passages – each title (one for each grade) has a CD with 50 reading passages with 101 “drag and drop” activities that reinforce the reading comprehension and vocabulary of the fiction and non-fiction passages. Each passage is followed by activities of three types – matching, sorting and sequencing. These activities are self-correcting, providing immediate feedback. Each title also includes a book containing all the Fiction and Nonfiction passages. In the book, each passage is followed by three multiple-choice questions. The first question is focused on vocabulary. The second question tests recall and understanding of the material read. The final question requires the student to utilize higher-level thinking skills. The CD also contains a PDF of all the reading passages so they can be viewed on-screen or printed out. In addition to the books and CDs, Interactive Learning Reading Comprehension also includes a second CD, The Game Wizard, which can be used to create your own interactive games. They can be created using the same format as the three activities supplied. Just follow the directions and edit the included templates with text and/or pictures, using the included editing tools and 500 clip art images (or your own pictures or symbols.) There are also some sample games. Use these four templates to create matching, sorting or sequencing (circular or linear) games on other topics, such as phonics, vocabulary, time lines, science, social studies, etc. All activities can be played on the computer or on any whiteboard, Window and Macintosh computer. The programs and books can be purchased individually or in sets that contain the CD with passages/activities, the Game Wizard CD and the reproducible book.)

Interactive Whiteboard Charts (Daydream Education: www.daydreameducation.com) Each individual volume in this group of whiteboard programs presents a series of informative interactive charts on the topic. These charts help to explain the basic and more advanced concepts with text, images and animation. The rules are presented (i.e. in Plurals, “Plural mean more than one”). Six examples are given and then the statement “There are various spelling rules that are used when pluralizing nouns”. This initial chart is followed by 25 additional charts of rules and examples. The examples of these words (singular and

plural) can be spoken aloud by clicking the speaker icons. The entire chart can be displayed at the beginning or you can opt to have individual parts appear by clicking the blank lines when you are ready to introduce that concept. The charts also contains a TRY activity, an Activity Generator, which is interactive on screen and gives a suggested activity that can be done off screen, and a Fun Feature. There is also an interactive and printable quiz that contains 15 review questions – a great way to summarize and review learning. Printable worksheets can be used for classroom or homework activities. Some of the programs in the English series include: Word Building: This program covers the rules and activities for Word Building concepts with 26 whiteboard chart screens on Base (Root) words, Prefixes and Suffixes. The introduction shows how adding a prefix and/or a suffix changes the meaning of the base words. Other features include an Activity Generator, two multiple-choice Fun Features, two quizzes and two sets of printable worksheets for prefixes and suffixes and base words. Paragraphs has 11 chart board screens and related activities, including defining a paragraph, layout and presentation, when to start a new paragraph, organizing your writing, starting a paragraph, structuring a paragraph, conclusion sentences and linking paragraphs. Punctuation has 20 chart board screens and related activities, including punctuation marks and the importance of capital letters. There are Fun Feature activities for Pairs (match the punctuation to function)

and Missing Punctuation (drag & drop the punctuation mark from the bottom of the screen to their correct places in a paragraph), as well as three sets of printable worksheets. Confusing Words has 10 chart board screens, including charts on synonyms, antonyms, homophones, and homographs. There are two multiple-choice Fun Features, an Activity Generator game, two interactive and printable quizzes with 15 questions each and two sets of printable

Name _____ Date _____

Fancy Fireworks

Kaboom! It's the Fourth of July. Fireworks light up the night. Have you ever seen a willow firework? It has long trails of color that float to the ground. The pinwheel and comet are two other popular fireworks. One of the loudest fireworks is called the salute. After a bright flash, you hear a loud BOOM!

Read the paragraph. Then answer the questions.

1. Which firework has long trails of color? _____
2. Which firework makes a loud BOOM? _____
3. What is a popular firework? _____

Add three more details to the web.

MORE! What do you think a pinwheel firework looks like? Draw a picture to show your ideas.

Short Reading Passages with Graphic Organizers (www.scholastic.com)

Punctuation

As soon as we were out of the classroom, we took off like Olympic sprinters. We ran down the corridor through the doors and across the yard. Suddenly, I caught sight of the principal getting out of his car.

"Quick!" I said to Alex. Get behind the shed.

After a moment, I poked my head around the side of the shed to see if the principal was gone.

"Is he gone yet?" asked Alex.

Time: 82 Seconds

Score: 00/10

reset

Worksheet

Interactive Whiteboard Charts: Paragraphs (www.daydreameeducation.com)

worksheets, good for classroom follow-up or for homework.

Daily Paragraph Editing (Evan-Moor, www.evan-moor.com) This is a nice series of interactive whiteboard programs that focus on paragraph editing skills, for Grades 2-6. Each grade application includes 180 self-correcting lessons. Editing practice focuses on capitalization, punctuation, spelling and other grade-related goals. It's a great way to practice the mechanics and usage of grade-level language arts skills, while at the same time working on reading comprehension, language structure and vocabulary. It's also very helpful for students working on concepts related to sentence formation and run on sentences. The Daily Paragraph Editing unit contains four error-filled paragraphs on topics of interest for Monday through Thursday. These include a wide range of writing forms, including biographies, book reviews, news articles, letters and journal entries, personal narratives and more. Students correct the paragraphs daily. When a new paragraph is introduced, students are first instructed to correct only end punctuation and capitalization by dragging and dropping the correct marks into the paragraph. Students do not use the pen to make the corrections and correc-

tions can't be made using the keyboard. Following this (self-checking is available), they are instructed to make the rest of the corrections in each sentence. On Friday, they follow a series of prompts to create an original paragraph related to the skills and topic they studied all week. There are suggested topic sentences to help student begin the task. If you are interested in supplementing this series and extending the learning for individual student work, you can also get Student Practice Books and a Reproducible Teacher's Edition in e-book form that can be downloaded to your computer.

Scholastic Short Reading Passages with Graphic Organizers (Scholastic Teaching Resources: www.scholastic.com) This is an excellent series of books/CDs to engage students and build reading comprehension skills, both individually and within a group setting with the interactive whiteboard. There are three books/CDs in the series – Grades 2-3, Grades 4-5, and Grades 6-8. In each book, there are 40 short, high-interest passages, each paired with a graphic organizer that supports the text structure. The CDs contain interactive whiteboard activities that are ready-to-use Smart Notebook files to help your class read, write, highlight and underline key

text right on the board. Passages are grade appropriate, high interest and contain additional suggestions for language and writing activities to further enhance student skills. In the Short Reading Passages with Graphic Organizers for Grades 2-3, there are passages and graphic organizers for topic/main idea and details, sequence webs for sequencing, Venn diagrams for comparing/contrasting, charts for classifying and cause and effect maps for showing relationships. Short Reading Passages with Graphic Organizers for Grades 4-5 has passages and graphic organizers for concept webs for topic/main ideas and details, hierarchical webs for classifying information, Time Lines for Sequencing chronological events, Venn Diagrams for Comparing/Contrasting and cause and effect maps to show relationships. Short Reading Passages with Graphic Organizers for Grades 6-8 has paragraphs and concept webs for topic/main idea and details, hierarchical webs for classifying, time lines for sequencing, matrices for comparing, cause and effect maps to show relationships and outlines for organizing information. The workbooks for each grade level are available for individual work and contain the same passages and organizers and, in addition, have a Testing

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It Out page at the end of each section. This multiple-choice activity is designed to help students see the relationship between creating a graphic organizer and using that information on a test. The CD of each level also comes with a PDF version of the book, which allows teachers to make additional printouts of the reproducible pages for students.

Scholastic Writing Lessons for the Interactive Whiteboard (Scholastic Teaching Resources: www.scholastic.com) This is a series of two books/CDs, one for Grades 2-4 and one for Grade 5 and up. Each of the books has 20 whiteboard-ready writing samples (.jpg and PDF files) and mini-lessons that show how to teach the elements of strong writing. The writing samples demonstrate how writers can use specific strategies to make their writing more meaningful to a reader. For example, in one set of samples, both pieces describe an annoying little sister. One sample is written in a vague, confusing way, while the other piece is clearly written and easier to understand. Teachers are encouraged to help the students compare and contrast the two samples to help them understand how using specific details makes the writing more meaningful. Each section has a teachers' guide on introducing the element, and mini-lessons with discussion points and tips. The focus in Grades 2-4 is on Craft Elements, such as Meaning, Focus, Organization, Vocabulary, Details, Show – Don't Tell, Leads, Endings and Revision. The focus in Grade 5 and up is on Craft Elements, such as Focus, Vocabulary, Developing Thorough Ideas and Information, Fluency, Voice, Describing Voice, Show – Don't Tell, Organization and Leads.

Scholastic 5-Minute Proofreading Practice (Scholastic Teaching Resources: www.scholastic.com) This is a book and companion CD with 180 reproducible proofreading problems, covering 16 essential skills, such as spelling, capitalization, punctuation, usage, possessives, double negatives, pronouns and more. The companion CD features the same 180 proofreading problems that can be used with a whiteboard. This is a fun and motivating way to teach proofreading skills and to reinforce skills needed to master spelling, punctuation, capitalization, possessives, verb tenses, homophones and much more. Reading and Writing Lessons for the SmartBoard, Grades K-1, another book/CD combination, is divided into three sections (Reading & Phonics, Writing and Capitalization & Punctuation). There are mini-lessons for each file with a Getting Started activity,

a lesson plan, an independent work activity and a wrap-up activity. They are coordinated with Notebook files that are on the CD-ROM and can be used as group activities on the whiteboard, as well as reproducible activity pages that can be used for follow-up and carry-over of concepts. Concepts that are covered for the K-1 grade level include Words That Rhyme, Consonant Blends, Long Vowel Sounds, Silent e, Writing with Purpose, Sequencing, Plurals, Capital Letters, Retelling a Story and much more.

COMPUTER SOFTWARE PROGRAMS FOR GROUP LESSONS ON THE WHITEBOARD

A Busy Day (SEMeRC, available from www.toolfactory.com) has a group of fun activities that can be used at the computer for individual play or on the whiteboard as a group activity. In "Read," children hear the 13-page story read aloud and, on each page, play activities or just click on the objects in the picture to hear their names spoken. There are three levels of difficulty, with nouns only, simple sentences and more complex sentences. In Spot The Difference, they will see two similar pictures and find two to five differences. In Find the Word, a word is spoken out loud for the user to find (two to six words, timed or untimed) and in Match the Word, the users play a concentration-like game with two to eight pairs. The program can be used with single switch or two-switch scanning. This is an

excellent program for beginning literacy, especially for visual learners.

All About Weather and All About Ourselves (SEMeRC, available from www.toolfactory.com) All About Weather has activities, such as Months and Seasons, Food, Feelings, a Talking Story and an activity to make a pictogram to record the weather, month by month. All About Ourselves has activities about the five senses (Touch, Taste, Smell, Look and Listen), Growing and Changing, Same or Different and Activities, such as make a face, make a greeting card, write, listen to a story, use an x-ray machine and watch a slide show.

Attainment's Look 'n Cook DVD (Attainment: www.attainmentcompany.com) This is an interesting way to use the whiteboard in a classroom to introduce and/or reinforce other interactive classroom activities. This is a two-DVD set that brings Attainment's Look'n Cook cookbook to life. In it, you will see 63 recipes illustrated with live action video. Each recipe is presented as a separate video, about two to three minutes long. It's great to use together with the Look 'n Cook Cookbook and the Look 'n Cook Lesson Plans. Use the videos to introduce the cooking lesson, along with the cooking experience or as a follow-up review. DVD 1 includes an introduction segment, which is over 15 minutes long. It explains the color coding picture system in the Look n' Cook Book and helps to learn cooking terminology. Hear a definition and



A Busy Day (www.toolfactory.com)

see it too – see water boiling, how kitchen shears are used and much more. Setting the table, safety features, kitchen tools and cooking hygiene are all presented in video form. There are recipes for breakfast, lunch, vegetables, dinner, dessert and beverage. Cooking steps are illustrated with clear and concise live action video.

MATH, TIME AND MONEY

PCI Coin Abacus (PCI Education: www.PCIEducation.com) This hand-held math learning tool, measuring 9 inches by 15 inches, including the handle, is designed to help students count various combination of coins and dollar bills. The task is to experiment with different coin combinations in order to reach the target amount on the LCD screen. It is designed with five rows of realistic coins and bills (five pennies, five nickels, five dimes, four quarter and three \$1 bills). In Practice Mode, students slide the coins and bills to the right, as the abacus counts out the amounts of each. As each coin or bill reaches the right side, the abacus displays the new total on the LCD Screen and speaks the amount. When a coin or bill is moved back to the left, the amount is subtracted and a new total given.

Students see how different coin combinations change the amount of money. The coins and bills, which are easy to grasp and move, are firmly attached and there are no loose pieces. The Coin Abacus has a volume control and headphone jack. Batteries are included and there is an energy-saving, automatic shutoff feature.

PCI Coin-U-Lator (PCI Education: www.PCIEducation.com) This is a small hand-held coin calculator (6 inches by 5 inches) that counts money. Instead of numbers for amounts, realistic coins and a \$1 bill are the buttons to be pressed. Press the coin or bill and you will see the amount in dollars and cents on the LCD screen. This amount can be shown as a decimal (i.e. \$ 1.10) or in an alpha-numeric format (1 dollar and 10 cents). You can choose to add or subtract the amounts. On this level, students can experiment and use as a calculator to add up or subtract different amounts of money, up to \$99.99. In the game mode, an amount of money is shown and students press the different coins and bill to create the amount. Money amounts are not spoken. An "Oops" button clears the last entry and the mute button turns off all auditory sounds. There is an automatic shut-off to conserve battery.

MONEY CALC (PCI Education: www.PCIEducation.com) This calculator combines a traditional calculator with a money calculator, allowing the user to input either with the number buttons or with the penny, nickel, dime, quarter, \$1.00, \$5.00, \$10.00 or \$20.00 keys. In addition, the LCD display shows the dollar signs and ending zeros for money computations. Turning to Calculator mode allows the device to be used as a traditional calculator for working math problems that do not involve money. A toggle switch on the side lets the Money Calc display problems vertically, as well as horizontally.

Basic Menu Math Software (PCI Education: www.PCIEducation.com) is a fun program to use with students learning about money and other skills related to ordering in a restaurant. There are full color food illustrations and voice narrations that make the program good to use with individuals who have limited reading skills. It helps to understand money concepts, budgeting when in a restaurant, differences in costs between different sizes and practice at three types of restaurants (Fast Food, Restaurant, Cafeteria). Students are given lists of foods and drinks to buy – and then



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use the menus to select their choices and determine the total cost of the meal. The students select the type of food and the specific restaurant they want to visit. Upon entering the restaurant, the student hears a short introduction and a worksheet appears on the screen. As students select the first food or drink item, they hear the name of the menu areas read aloud. They can make individual choices of sizes, flavor, etc. After all items have been selected, three total amounts appear in the menu area. Students add the prices from the worksheet and click on the correct total price. Grocery Store, also by PCI Education, previously reviewed in DISKoveries, presents these same concepts in the context of a shopping game.

Also see above whiteboard feature for math programs from Carson-Dellosa, Newmark Learning, Shell Education and Teacher Created Resources. Daydream Education also has a full series of interactive whiteboard charts for math.

Other basic math programs reviewed in past DISKoveries, and excellent for beginning math skills include: Early Learning 1, Math Skills and Money Skills by Marblesoft (www.marblesoft.com), Show Me Math, Basic Coins, First Money, Match-Time, by Attainment (www.attainmentcompany.com), Learn More About Math, From 1 to 100, ChooseIt! Ready-mades Math Series by Inclusive (www.inclusivetlc.com).

IPAD APPS FOR LEARNING

AppWriter US (www.Lingapps.com) This is an excellent new app – it's a full-featured talking word processor with word prediction for the iPad – great for users of all ages who need auditory support and text-to-speech features (in English and Spanish). Once it is downloaded, it runs totally on the iPad with no need for WiFi or 3G connections. Words and letters are spoken as they are typed – the entire document can be read aloud, sentence by sentence, with each word being highlighted as it is spoken. There is a choice of an adult or child voice, both of very good quality. The word prediction feature offers context-based word suggestions as the word is being entered, and words can be chosen by touching them. All choices can be read aloud and there is an option to place a space after the word when it is chosen from the list. For assisted reading, copy and paste a sentence, paragraph or entire document into the program file, and read aloud, sentence by sentence. You can also scan a document by using the built-in tools – they allow you to take a picture of the document with the iPad camera, rotate, crop, change contrast/

whiten and then import into AppWriter. The built-in OCR software will then transfer to text that the app can read aloud. Text that is written can be saved, e-mailed, copied to clipboard for use in another application or exported directly to Dropbox or Google docs. See the Web site for video demonstrations.

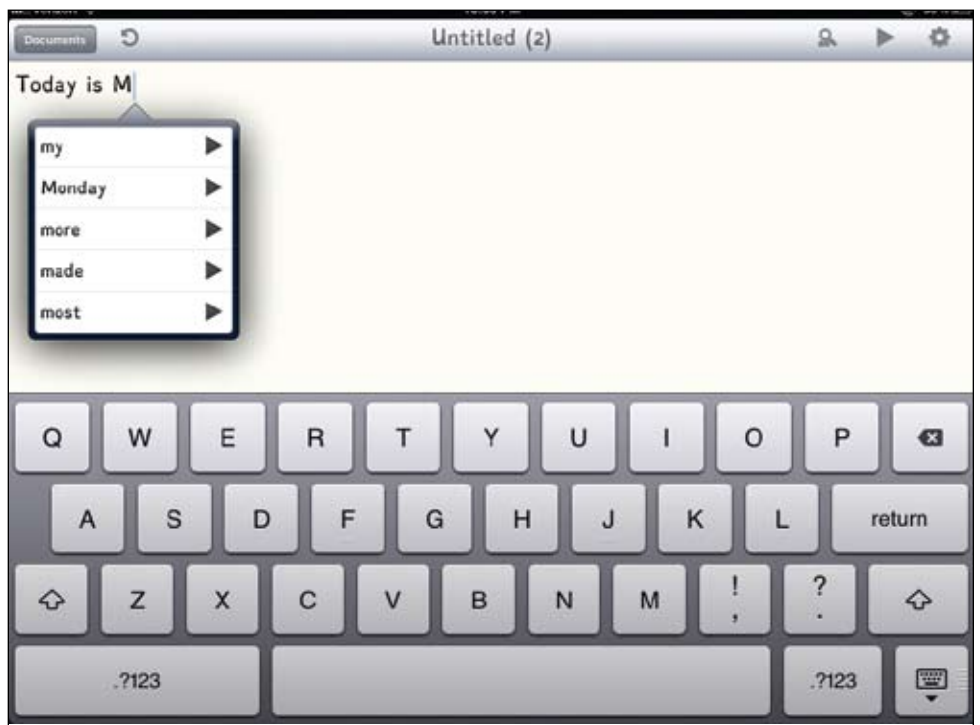
Write My Name (Injini:www.injini.net) This app was developed to help children, ages 4-6, learn to write their name, trace uppercase and lowercase letters and to write over 100 Dolch sight words. The app supports correct sequence and strokes and meets some of the basic reading and writing Common Core State Standards for kindergarten. The app records student progress as word cards are completed. There are three activities: ABC alphabet book focuses on learning and tracing the individual upper case and lowercase letters. Word cards introduce over 100 sight words that children trace and My Name lets parents and teacher create up to 36 nametags to trace, with pictures. (You can also use it to practice and learn other words.)

New Smarty Ears Apps (Smarty Ears: www.smartyearsapps.com) Some new apps from Smarty Ears: Categories Learning Center: This app has been developed to help categorization skills for individuals of all ages. It can be used to sort items into categories and can be used with up to four players. Five activities are included. Users answers and parent/therapist records if the answer is correct. Fun and Functional

is also a categorization app. It contains 10 categories and the teacher/therapist can select receptive (Point to object we use to ...), expressive (What is a ... used for?) or alternating receptive/expressive. (You can also choose items per screen and iPad's response when wrong – buzzer, keep going or remove item). Minimal Pairs Academy can be used by speech pathologists to help develop listening and discrimination skills and also to practice producing target words on the word and phrase level. The app targets the 23 most common phonological processes, with over 900 words in four different activities: auditory bombardment, auditory discrimination, production and phrase completion. The app also has data tracking capabilities. iName is designed for adults with word-finding difficulties secondary to aphasia. It contains 50 nouns within five different scenes that are



Swapsies (www.spinlight.com)



AppWriter US (www.Lingapps.com)

commonly found in the home. The target items are displayed within the context of the rooms where they are typically located. The object is to name the word. If the word is not named without cuing, help in eliciting the word is provided by five different types of cues. Record keeping options record when cuing was necessary to elicit the word and which was the most successful cue used. Results can be e-mailed or printed. Is That Silly? presents a group of 120 pictures and a spoken sentence – students decide if the pictures/sentences are Silly or Not Silly. If the picture is Silly, they are then asked to identify what was silly about the picture. The therapist can click the right, wrong or almost button if record keeping is desired.

Swapsies (www.spinlight.com) This is a fun program, great way to learn about 12 community helpers. It's a mix and match game – find the hat, jacket and pants that go together for the pilot, doctor, mail carrier, and others. Then play a related game (i.e. for pilot, fly the plane around the clouds, for the police officer, stop the traffic). The third game is Quiz Me. Children find the missing item. In AlphaTots, press a letter to see the letter (upper and lower case) and hear the sound it makes. Then play a game, (i.e., for T, turn the gears; for M; mix the colors, for D, dig for treasure). In Tally Tots, press the numbers 1–20 to count and then play a game with that number (i.e. play music with eight bottles; make nine small fish big – by touching each one). In Table Tots, pick a table top (blank top, various size grids, letters, shapes, etc.) and then select numbers, letters, shapes or things to place on the table. There are 12 table layouts built for sorting counting and matching. You can use upper and lower case letters, 26 common objects beginning with the letters A-Z, dollar and cent symbols, 16 shapes, dominoes, etc. This is a good app for educators/parents to work with sorting, matching and letter/number readiness skills.

eSkills Minimod (ESkills Learning: www.eskillslearning.net) Here are a few more apps in this excellent series of reading and language apps that are designed to improve reading skills for older students. As with all the apps in this series, there is a practice mode and a bingo-like game mode that can be played by a single player or in a multi-player mode. Students read the material and answer questions. There are three reading levels and the apps are also age appropriate for older students and adults. In Fact or Opinion, (reading levels 2.0-2.9, 3.0-3.9, and 4.0-4.9) some of the passages have students read a short group of sentences, then answer if the passage

is fact or opinion. Other activities present three statements and learners have to select the one sentence that states a fact. A detailed teacher's guide is available for download on the publisher's Web site. This is really a challenging and interesting app to motivate students and teach a higher level of learning concepts related to fact and opinion. In Figurative Language, the goal is to identify figurative language and differentiate among its various types. Student read a short sentence and then practice their understanding of simile-metaphor and personification; onomatopoeia-idiom-alliteration; and cliché-hyperbole-synecdoche. Minimod Cloze Science was developed to help students practice and master the important reading and language skills of constructing meaning from the context of the text. The three reading levels are 2.0-3.9, 4.0-5.9 and 6.0 to 6.9. In Practice mode, students are presented with a science topic story with five to seven blanks. The job is to select the best word (of four given words) to complete each sentence. The passages are science related, very interesting and will be very motivating for students of all ages. If you work with older students and adult learners, check out these apps – great for reading comprehension and language learning.

Super Duper Apps: (www.superdup-erinc.com) Here are seven new 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) and then gives a response. In some apps, the user selects the correct word. Responses can be tracked by pressing the green or red button to score the response. At the end, you view a data screen that can be e-mailed. What Are They Asking contains 56 photos that can be used to help improve inferencing, reasoning and conversational skills. Students can look at the pictures and answer the question "What are they asking?" Teachers can encourage the students to use the cues in the pictures to figure out what question the person or animal in the scene is asking. You can also use these pictures to encourage conversational speech or as writing prompts. You can select all 56 cards or just the ones you want. Good for helping students to formulate questions, to use context to understand meaning and to improve linguistic and articulation skills. Let's Predict has 56 picture cards – students look at the pictures, read the prompt or touch the screen and then give a verbal response.

Users get excellent practice in using the visual cues in the pictures to figure out what happens next. Compare & Contrast has 52 illustrated cards. Students look at the two items on the screen and touch the screen to listen to the prompt, which names the two objects. The student then gives a verbal response to the questions "what's the same?" or "what's the difference?" What's Being Said has 52 cards. Students use the cues in the pictures to figure out what the people or animals in each scene are saying. Great to use for encouraging conversational speech or as writing prompts. Do and Does has 52 photo cards to practice the verb forms "do" and "does." The prompts include statements or questions and the student responds by touching the right answer. The answers (do and does) are spoken aloud and users press the correct answer. There is automatic scoring. Using I and Me has 52 cards to practice the personal pronouns "I" and "me". What Does Miss Bee See? Has 56 illustrated picture cards, plus audio for each card, to help students improve their naming, describing, inferencing and visual skills. Each student looks at an illustration and either reads the prompt or touches the screen to listen to the prompt. The students then give a verbal response. Responses can be recorded by tapping the green (correct) or red (incorrect) button to score the response.

EBooks from Oceanhouse Media (Oceanhousemedia.com) This company continues to be a leader in bringing classic children's books to the iPad. Two of their new books are by Byron Barton – Planes and Boats. Children can interact with the many different ways we use airplanes and boats in these two new omBooks. The planes and boats can be moved around with the touch of a finger, with realistic sound effects and brightly colored illustrations. Individual words are highlighted as the story is read and words zoom up when pictures are touch. A great combination of the original texts and the interactive features that will entertain, encourage literacy, vocabulary and fun. There's also the Dr. Seuss book, The Shape of Me and Other Stuff where readers learn about shapes and words in a fun exploration of silhouettes and Seussian rhymes. Silly rhymes, funny images—just what children love. There are 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. Dr. Seuss at his best!

Social Stories by Touch Autism Apps (www.touchautism.com) This company has produced a comprehensive series of Social Stories, stories that break down a task or social situation into small and easy-to-understand steps, accompanied by descriptive pictures. All the apps in this series have the option to Read to Me or Read Myself. My Day with WH Words includes a social story about talking about one's day and a simple visual support for Wh questions (who, what, when, where, why and how). The story focuses on why it's important to tell people about your day and what each different WH question means. Conversation Social Stories and Simple PECS Communication Tool contains four social stories about different conversational skills and simple communication tools to go with them. The stories focus on greetings, asking someone to play, what to talk about in a conversation and tips for great conversations. Some of the stories have buttons that play examples of things to say when greeting people, when asking someone to play, how to end a conversation and more. Using My Words to Ask for What I Want Social Story includes a 13-page social story about using words to ask for what you want and a simple visual support for asking for different objects or activities. The story focuses on why it's important to tell people what you need or want, and there is a visual tool with nine pictures to use to ask for these (hug, help, bathroom, more, eat, etc.). Potty Training Social Story is an interactive social story about potty training that is customizable for boys or girls. It also includes a visual schedule for using the potty and a FAQ page that lists answers written by a board certified behavior analyst to common potty training questions. Calm Counter-Social Story and Anger Management Tool for Autism, Down Syndrome and Special Needs is a visual and audio tool to help people calm down when they are angry or anxious. There is a social story about anger. Emotions and Feelings Social Story is a social story about different emotions and feelings and a visual support for asking how someone is feeling or for identifying feelings or emotions. The story focuses on why or when a person may feel something and what can cause different feelings or emotions. JokeTelling-

A Social Story and Speech Tool includes a social story about how and why people tell jokes and a simple visual/audio support for telling knock-knock jokes. The story focuses on what a joke is and why it's important to tell people jokes, why a joke is funny and how you tell a joke. Going Shopping Social Story is a social story and visual tool aimed towards children who have behaviors in stores caused by always wanting to pick out a toy or treat to buy. It has a visual tool that can be used to show and tell children before they enter a store if they do or don't get to pick out a toy or treat. There are also instructions for using the app and a social story that explains good shopping behavior. Taking Care of My Device is a nine-page social story about proper care and handling of a device. The story focuses on why it's important to take care of the device and specific rules for properly caring for and handling a device. Compliments includes a social story about how and why people give compliments and a simple visual support for giving compliments. The story focuses on why it's important to give compliments and how you should react when a compliment is given to you. Staying Safe and Safer Strangers is made up of two community

safety social stories. One story focuses on safer strangers (those with uniforms, badges, police officers) and buildings (church, post office, bank) and the other focuses on what to do if you are lost.

Free apps: Somantics, WatchKnow, Joust K-5, Joust 6-8, Joust SAT, Play 1-2-3, Touch the Sound (Alligator Apps), Letter School Lite, Toca Monster Kitchen, Play 123, Talking Picture Board, Meet Biscuit, First Words International.

New Grasshopper apps: Things that Go Together, I Like Colors, Comparative Adjectives, Little Reader Three Letter Words, Sentence Maker, Little Matchups Opposites, Rhyming.

New My First Apps: Sort It Out, Series, What's Different 1, What's Different 2, My Holidays, Baby Chef,

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



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30th Annual CONFERENCE

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

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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.)



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 Mirenda, 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 Sillers, M.A., CCC-SLP, is a Speech Language Pathologist, Eric Sillers 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.

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

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.

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

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 Communicating, Park City, UT; Sue Alderfer, M.S., is a Speech Language Pathologist and

Assistive Technology Training Consultant, Montgomery County Intermediate Unit, Perkiomenville, PA; and Rachael Skinner, B.A., QCS, is the Director, Standing Tall, New York, NY.

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

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.

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

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.

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

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 rationales 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.

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

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 communication 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.

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

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



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

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 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, Orion 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 strate-

gies 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; Jennifer Perry, M.A., is a Special Education Teacher, Independence High School, Glendale Union High School District, Glendale, AZ; and Patty Ashby, MNS, CCC-SLP, is a Speech Language Pathologist and AT Specialist, Southwest Human Development, Phoenix, 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

AAC Institute

www.aac institute.org

Description not available at this time.

AAC TechConnect

www.aac techconnect.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, SoundingBoard AAC App, mobile device access, switches, environmental controls, computer access, software, mounting devices and curriculum designed for special education.

Adaptation

www.adaptation.com

Adaptation manufactures communication aids, switches and ECUs. Stop by our booth to see new products and application ideas!

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.

ATNAD

www.atnad.com

ATNAD is an international company that provides innovative European assistive technology products to the North American marketplace, fulfilling the unique requirements of children and adults with disabilities.

ATS, LLC

ATS manufactures powerful Windows 7 based speech and environmental control units suitable for home and clinical use. Our focus is to help users achieve greater independence

Attainment Company, Inc.

www.attainmentcompany.com

Attainment Company produces research-based curricula to meet standards, communication aids including 'GoTalk NOW' iPad app and 'GoTalks', e-pubs, videos, software, print and hands-on instructional materials.

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

Bookshare is the largest online accessible library for individuals with print disabilities and is free for all U.S. students with a qualifying print disability. www.bookshare.org.

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 represents an educational and training resource on demand!

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 Mayer-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.

Infogrip

The leading source in assistive technology for over 25 years. Accessible keyboards, mice, special education software and so much more!

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.

MyTalk, LLC

www.mytalktools.com

MyTalk AAC for iPad is easy, highly customizable and allows Web and device programming. Facilitate inclusion, engage families and enable multiple caseloads on one device.

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 It Once Again

www.readitonceagain.com

Read It Once Again offers 36 preschool curriculums based on familiar children's literature. Curriculums contain goals, objectives, 100+ activities and CDs with colored reproducible graphics.

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.

REHAdapt

www.rehadapt.com

REHAdapt is a worldwide leader in manufacturing of specialized mounting systems. Our virtual mounting solution services offer unique customizing to the individual user.

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.

Speranza Inc. dba InfoCor

www.infocor.com

The satalight 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.tbboxapps.com

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

Tech-Aid Institute

TechAid is an award winning company, developing scientifically proven interactive multi-media health and wellness software programs including emergency preparedness for people with intellectual disabilities.

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.

Thinking Moves

www.thinkingmoves.com

Thinking Moves produces innovative multimedia products that transform the mind and body. Our products are used in homes, hospitals, schools and therapy centers around the world.

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.mspairport.com/

For those interested in flying Delta, Closing The Gap has arranged for them to offer discounted conference rates. For the lowest possible air fares, in the United States and Canada, call Delta at 800-328-1111, Monday through Friday, 7:30 am - 7:30 pm Central Daylight Time and reference the **Closing The Gap Conference, I.D. code 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 <i>All group registrations must be received at the same time.</i>	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 37 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-3 - \$20 materials fee	PC-9 - \$30 materials fee
	PC-10 - \$10 materials fee
	PC-12 - \$20 materials fee

\$ _____

\$ _____

ACADEMIC CREDIT (See page 31 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 full-time student subscription - **\$50** **\$55** (To Canada) One-year PRINT and ONLINE subscription - **\$125** (US and Canada only)

\$ _____

(\$ _____) **RETURN DISCOUNT - \$30** (Not applicable after June 30, 2012)

\$ _____ **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.



will

I want to give every child the power to learn.

Intel® Reader

The Intel® Reader is changing the lives of people with reading-based learning disabilities such as dyslexia, low vision, or blindness. This extraordinary mobile device takes a picture of printed text and converts it to the spoken word. Based on extensive assistive technology research, the Intel Reader is making printed text accessible to children and adults, so they can participate fully and excel.

Consider making the Intel Reader part of your education strategy. Students using the Intel Reader increased reading comprehension test scores by up to 23 percent.¹

Learn more at
www.careinnovations.com/reader



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

The Intel Reader should not be relied on as the sole means of reading when a reading inconsistency or misreading of written text might put a person at risk for personal injury or economic harm. The Intel Reader is not intended for reading data that is primarily mathematical, scientific, or financial.

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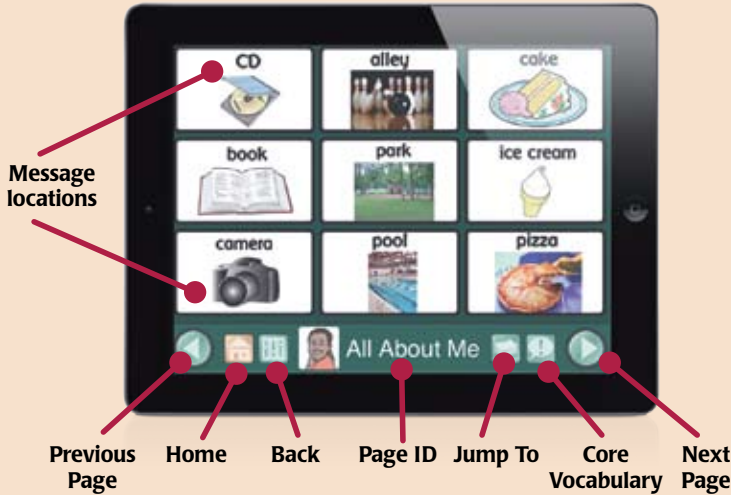
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Getting Better and Better

Turn your iPad into a GoTalk®!
GoTalk NOW is a full featured, easy-to-use AAC app ideal for the beginner and experienced communicator.

Standard Communication Page



Express Communication Page



Icons and Images

Use free Imagine Symbols, in-app Internet search, or your own photos. SymbolStix and Widgit Symbols available as in-app purchases.

Image Editing

Combine multiple images in a single location. Crop, scale, and rotate images with your fingers.

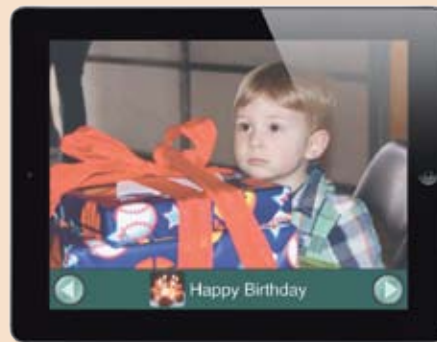
Scanning

Provides auditory and visual scanning by rows and columns, with single or double switch access. NOW also offers a unique self-scanning feature.

\$79.99



Scene Communication Page



Sharing and backup

Share Communication Books via WiFi. Back up to a computer, Dropbox account, PDF, or the Cloud.

Communication Pages

Choose Standard, Express, or NOW Scene Pages.

Button Actions

Choose recorded audio, text-to-speech, music player, video, or jump-to actions.

Introducing

A new light version of GoTalk NOW for you to try out—**FREE!** Download it to see how user-friendly yet powerful NOW is.



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