



The World of A.T. Assistive Technology



Educational Equity For All

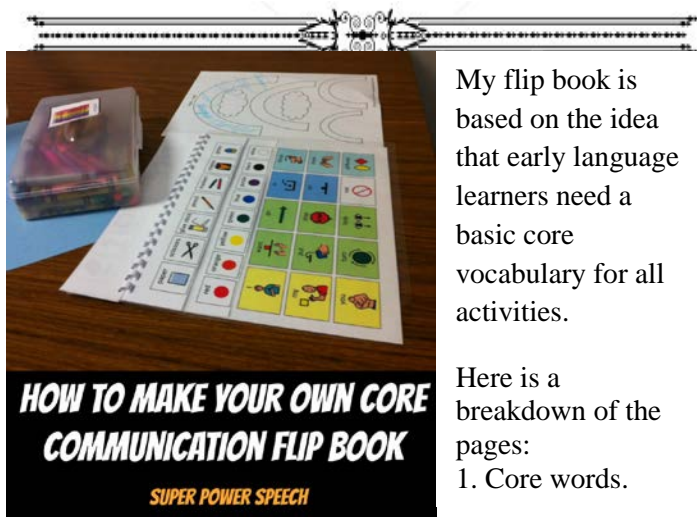
October 2018



September 18, 2018, 02:00 pm CST - 60-minutes
TITLE: How Do I Determine What Type of Switch the Student Can Use?

September 26, 2018, 02:00 pm CST - 60-minutes
TITLE: Accessibility in Mobile Devices: Updates from the Field

https://www.ablenetinc.com/resources/live_webinars/



My flip book is based on the idea that early language learners need a basic core vocabulary for all activities.

Here is a breakdown of the pages:

1. Core words.

2. The fringe vocabulary closest to the core words is colors.
3-5. Fringe vocabulary strips are then created and stacked on top I have 7 layers of vocabulary including words for: iPad, crafts, work, emotions, books, eating, etc.

After all of the pages were printed, I laminated them, placed them in my desired order, and used comb binding to make it into a flip book.

<https://superpowerspeech.com/2015/03/how-to-make-your-own-core-communication-flip-book.html>

Top 10 Traits of an AAC Classroom

1. Students who do not have sufficient verbal language skills to meet all of their communication needs have an AAC system that offers them at least basic core vocabulary.
2. Staff are consistently using Aided Language Stimulation and modeling, and are familiar enough with the students' systems to do so effectively.
3. Staff redirect students to their AAC systems if they are not understood, or if they are relying on gesture and body actions when they are able to use more standard modes.
4. Staff model and require communication for a variety of functions - not just requesting.
5. AAC users are being taught literacy skills using effective teaching strategies.
6. Staff repeat, affirm and then elaborate student responses.
7. AAC skills are taught and reinforced in natural, contextual activities, not drill formats.
8. Core vocabulary is taught, reinforced and expanded continuously, and topical materials for the classroom are modified to use core words. Teachers are teaching descriptively, not referentially.
9. Student narrative skills are a focus of classroom activities.
10. Conversational interactions are a focus of classroom activities.

<http://kidzlearnlanguage.blogspot.com/2016/08/top-10-traits-of-aac-classroom.html?m=1>



Teachers Pay Teachers

FREE Preverbal Communication & AAC Checklists

<https://goo.gl/KTVbu5>

EDUCATIONAL
EQUITY FOR ALL
..... Giving kids what they need to succeed.

Tana Donaghy, President, Educational Equity For All
Misstanad@educationaequityforall.org; 909-964-5057
www.educationalequity4all.com

FEATURED IDEA OF THE MONTH



<https://goo.gl/diUrPk>

Examples of students using assistive technology

Find out who uses assistive technology in class to participate and engage in learning. Six student examples, covering disabilities like dyslexia, vision impairment, cerebral palsy, hearing impairment and Autistic Spectrum Disorder (ASD).

Example 1: Dyslexia and written communication

Example 2: Vision impairment and curriculum access

Example 3: Cerebral palsy, global developmental delay and early learning

Case study 4: Hearing impairment and curriculum access

Case study 5: Physical disabilities and written communication

Case study 6: Learning and communication difficulties and ASD, staying on task and written communication

<https://goo.gl/iZ4hBh>

Technology in the Classroom: Pros & Cons

Pro — Technology Can Streamline Tedious Tasks

Con — Teachers Fear Adding More Screen Time

Pro — Technology Is a Part of Modern Life

Con — Technology May Not Be Utilized to the Fullest

Pro — Technology Can Increase Student Engagement

Con — Technology Can Be a Distraction

<https://www.learnersedgeinc.com/blog/technology-in-the-classroom>

FREE OR LOW COST ASSISTIVE TECHNOLOGY FOR EVERYONE <http://www.augsburg.edu/class/groves/assistive-technology/everyone/>



WEBSITES AND RESOURCES

<https://iod.unh.edu/sites/default/files/media/InclusiveEd/udl.pdf>

<https://goo.gl/size9ip>

<https://www.washington.edu/doit/book/export/html/527>



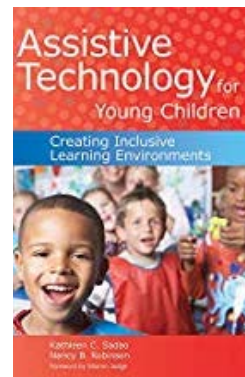
PROFESSIONAL DEVELOPMENT



Special Education Technology Center (SETC) will continue offering FREE webinars on a variety of AT topics. There are webinar training opportunities available for all levels of AT knowledge. The webinar presenters are SETC staff, state and regional AT Specialists and guest speakers from national conferences and software companies.

Webinars are available for clock hours. You must take at least three, one-hour webinars in the series to be eligible for clock hours. We offer two webinar series; September through December and January through May.

<https://www.specialedtechcenter.org/training/webinars/>



Assistive Technology for Young Children: Creating Inclusive Learning Environments

Assistive technology (AT) can help young children with disabilities fully participate in natural, inclusive learning environments—but many early childhood professionals don't get the training they

need to harness the power of AT.



Interactive Whiteboard Resources

Looking for some ideas on how to use your Interactive Whiteboard? Below are a variety of web sites and resources that UEN gathered just for you. [Preschool Interactives](#), [K-2 Student Interactives](#), [3-6 Student Interactives](#), [7-12 Student Interactives](#), [WickED Science Interactives](#), [National Library of Virtual Manipulatives](#)

WebCams

Animal web cameras are a great way to engage your students in inquiry learning. Check out this [ReadWriteThink lesson plan](#) for great classroom ideas, such as using this online [Interactive Animal Observation Chart](#) to record information about animals you are observing.

<https://www.uen.org/whiteboards/>