



The World of A.T. Assistive Technology



Educational Equity For All

May 2017



May 02, 2017, 01:00 pm CST - 60-minutes

TITLE: **Classroom-wide Core Vocabulary Instruction for Students with Significant Cognitive Disabilities**

May 09, 2017, 12:00 pm CST - 60-minutes

TITLE: **From Portable to Wearable Supports for Daily Living**

May 17, 2017, 03:00 pm CST - 60-minutes

TITLE: **Revolutionizing Sensory Integration: Squease Therapeutic Applications and Tutorial**

May 22, 2017, 10:00 am CST - 60-minutes

TITLE: **How to Create the Right Environment for Successful AAC use in the Classroom**

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



Remarkable Ideas

TITLE: **Classroom Baseball**

DESCRIPTION: In this Remarkable Idea, your students will be able to participate in a modified game of America's favorite pass time. This is a classroom based activity that doesn't involve bats, balls, or broken windows! <https://goo.gl/PKqkxo>



Assistive technology locks in life lessons

Dory Chamas

Car Seat/Seatbelt Setup

The idea for an AT seatbelt device came to mind because my class had been going on field trips regularly, and none of my students knew how to fasten their seatbelts. Because society is in a hurry all the time, sometimes it's easier for someone to say, "Here, let me help you" — but that isn't always the best answer.

Using part of a discarded chair, a sturdy wooden base with locking wheels, a seatbelt and a metal post, Steve got to work. The finished product sits at the same height as a regular car or van seat. The seatbelt is linked to the post (slightly behind and above a passenger's left shoulder) and to the box — much as the double straps on a car seatbelt are positioned — and my students can take turns sitting down, drawing the strap across their laps and clicking the latch into place.

Being able to practice in class without the imminent excitement of a trip allows the students to take their time and really focus on what they're learning.

<http://gompers.org/assistive-technology-locks-life-lessons/>



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FEATURED IDEA OF THE MONTH



Story
Retelling
with AAC

| Literacy

Strategies for Students with Significant
Cognitive Disabilities

<https://www.youtube.com/watch?v=K2VIH1Jdubl>

Assistive Technology in the Classroom

Text to Speech (TTS)

Basic Text to Speech (TTS) capabilities come with the OS X operating systems and can be used to have the computer read text to you. There are several 3rd party applications both free and for sale that can be added to your computer that will also do TTS. For Windows 10, there are Balabloka, Natural Reader and WordQ (amongst others). In the Chromebook environment "Read & Write", a 3rd party extension, can be purchased,

Text to speech allows the user to select a body of text on the screen and then have the computer read that text out loud. The voice, rate of speech and in some cases inflection can all be customised to the needs of the user.

Any text that can be "selected" on your computer can have TTS applied to it. (pdfs, word processor documents, webpages...)

<http://www.learnquebec.ca/assistive-technology-in-the-classroom>



ATSTAR (Assistive Technology: Strategies, Tools, Accommodations & Resources) is an online curriculum designed to improve educational outcomes for students with disabilities by helping teachers learn to use assistive technology in the classroom. At the core of ATSTAR is a series of online teacher training modules with supporting expert videos. The curriculum brings assistive technology expertise directly into the school and classroom; it prepares instructional staff to conduct assessments, collect data, and integrate assistive technology into the educational process. ATSTAR also provides an online network of ongoing support as educators learn to use assistive technology to include students with disabilities in classroom learning activities.

ATSTAR Course: The Individual registration costs \$50. If you want to try it before you buy it, you may request a demo. <https://atstar.org/atstar-course>

WEBSITES AND RESOURCES

<https://yntepecmp355.com/week-10-assistive-technologies/>

<https://goo.gl/wTwdpd>

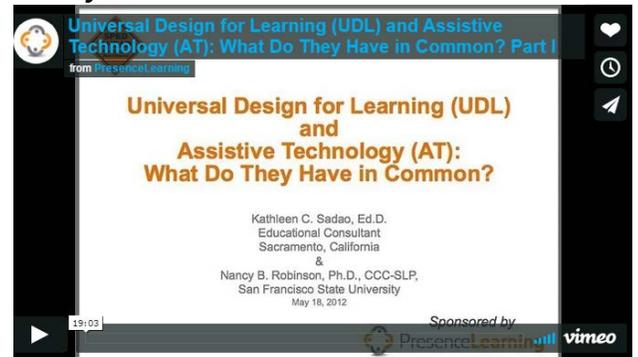
<https://goo.gl/FzzobY>



PROFESSIONAL DEVELOPMENT



Universal Design for Learning &
Assistive Technologies: What Do
They Have in Common?



<https://goo.gl/OGNd1f>

Core and Fringe Vocabulary in AAC

Core Vocabulary

- Core words are high-frequency words that can be used in a variety of situations and with various communication partners.
- They make-up about 75-80% of the words we use every day.
- Think about it- you cannot form a sentence without using core words.
- You can, however, create a sentence using only core words.
- They are definitely more difficult to visualize and to come up with a picture that represents them.
- Usually includes pronouns, helping verbs, prepositions, articles, and common verbs.
- Examples: I, he/she, like, play, have, on, open, help, more, can, do, it (see below.)
- Sentences using only core vocabulary – "I like to play", "I need help", "I can do it", "Can you help me?"

What we have learned over the years is that core vocabulary is a crucial part of all AAC systems because it allows for most flexibility across most situations. We should teach it as soon as possible. We should model it every day. We should emphasize core words when we speak.

<http://atclassroom.blogspot.com/>

<https://goo.gl/fz5Ypn>