



The World of A.T. Assistive Technology



Educational Equity For All

April 2016



April 12, 2016, 02:00 pm CST - 60-minutes

Wearable Technology as AT

The latest trend in technology is wearable technology. From fitness trackers to the Apple Watch to the Internet of Things, this market is poised to explode. Market research shows that wearable device shipments will surpass 140 million and account for nearly \$16 Billion in revenue by the end of 2016. With these devices comes new opportunity to meet the needs of individuals with disabilities. Learn how these devices can assist with organization, independence, communication and so much more.

April 20, 2016, 11:00 am CST - 45-minutes

Personalized Behavior Supports for Preschool Children with Autism Spectrum Disorders

This webinar session will focus on addressing the behavioral challenges that young children with Autism Spectrum Disorders (ASD) may exhibit. Using child and situation-specific case scenarios, the session will demonstrate how to structure the environment to decrease the probability of problem behaviors occurring and to offer creative adaptations to increase engagement and participation in activities and routines. Both early childhood educators and families of children with ASD will gain helpful strategies to cope with a number of behavioral issues.



Skoog 2.0 - A Hands-on Accessible Music Instrument

Skoog is a lightweight, portable, hands-on accessible music instrument.

<https://mail.google.com/mail/u/0/#label/business%2FAblenet%20Fabenet+marketing+information/153610e135b7b52c>

How to Help Teachers Integrate Assistive Technology in the Classroom

Follow these best practices to help special-needs students use technology for meaningful learning experiences.

To equip teachers with the knowledge and skills they need to effectively integrate these tools into their curriculum, educators recommend the following best practices.

- Make It Ongoing
- Foster Peer-to-Peer Learning
- Go Outside
- Let the Students Teach
- Know What Works

<http://www.edtechmagazine.com/k12/article/2013/04/how-help-teachers-integrate-assistive-technology-classroom>



iPod as an Educational Tool



1iPod Applications

- 1.1 iPod as an Educational Tool
- 1.2 iPod Touch as an Assistive Technology Device
 - 1.2.1 Visual Impairments
 - 1.2.2 Hearing Impairments
 - 1.2.3 E.S.L. Learners/Early Childhood
 - 1.2.4 Other Learning Disabilities
- 1.3 Conclusion
- 1.4 Apple/iTunes Information
- 1.5 References

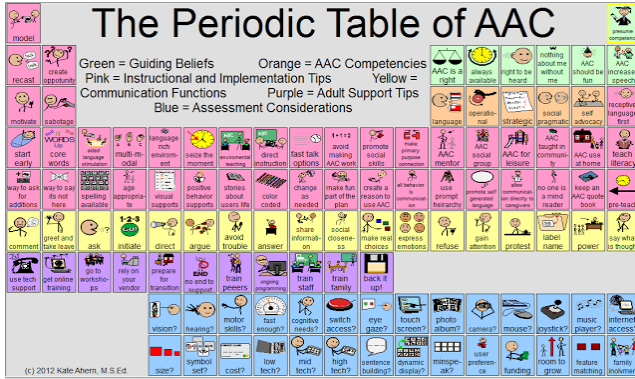
https://en.wikibooks.org/wiki/Assistive_Technology_in_Education/iPod



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FEATURED IDEA OF THE MONTH

The Periodic Table of AAC



<http://teachinglearnerswithmultipleneeds.blogspot.com.au/2012/10/the-periodic-table-of-aac.html>



Homemade Assistive Technology

- Battery Interrupters
 - Card Holder
 - Colored Reading Helpers
 - “Cutting Edge” Communication Board Display
 - Desktop Visual Schedule
 - Foam Core Page Fluffers
 - Milk Jug Crayon/Marker Holder
 - Mouse House
 - Party Ring Mouse
 - Pencil with Built up Handle
 - Pringles-can Tri-Pod Display
 - PVC Bookstand
 - Soldering Instructions
 - Stay Put Folder
 - Talking Picture Frame with PVC Stand
 - The Glad Pad
 - Turn your Tap Light into a Switch
- <http://www.theoatc.org/resources/HomemadeAssistiveTechnology.asp>



The mission of the Adaptive Design Association (ADA) is to ensure that people with

disabilities receive the custom adaptations they need to fulfill their developmental, social, academic, and vocational potential; and to instigate widespread replication by providing a full range of hands-on education, from basic introduction to rigorous apprenticeships, for people wanting to establish Adaptive Design Centers within their schools, organizations, and communities across the globe.

<http://www.adaptivedesign.org/#!our-mission-and-vision/c1q4x>

WEBSITES AND RESOURCES

- <https://adambowker.wordpress.com/2010/04/09/conferenc-e-poster/>
- <http://myeverydayspeech.com/ultimate-guide-ipad-speech-pathology-special-education/>
- <http://www.pathstoliteracy.org/blog/students-low-vision-using-ipads-view-interactive-whiteboards>



PROFESSIONAL DEVELOPMENT



Assistive Technology Network
California's Tech Act Project

AT Training Library

Welcome to the Ability Tools (formerly AT Network) training library. Many of the trainings were recorded live. All trainings are open captioned and available for you to view on YouTube at your leisure.

- All Categories
- AT Basics
- AT Product Demonstrations
- AT Professional Development
- Children & Youth to 18
- Communication Devices & Apps
- Computers, Tablets, Software & Apps
- Disability Specific
- Evaluation & Assessment
- Funding
- Law & Advocacy
- Learning & Literacy
- Professional Development
- Reuse
- Transition & Community Living
- Walk, Marathon, Activity

<http://abilitytools.org/training/training-library.php>



AAC Prompting Hierarchy

(From Positive AACtion - Rocky Bay 2010; Senner 2010; YAACK 1999)

1	Expectant Pause	Give the child time to respond or the opportunity to initiate communication.
2	Indirect Nonverbal Prompt	Use your body language to indicate to the child that something is expected (e.g. expectant facial expression, questioning hand motion with a shrug, etc).
3	Indirect Verbal Prompt	Use an open-ended question that tells the child that something is expected but nothing too specific (e.g. "Now what?", "What should we do next?").
4	Request a Response	If there is still no response, you can try to direct the child more specifically (e.g. "Tell me what you want." "You need to ask me.").
5	Gestural Cue	You can point to the symbol or leave/tap your finger there for several seconds to get the child started with his message.
6	Partial Verbal Prompt	If there is still no response, give them part of the expected response (e.g. "You went to the...").
7	Direct Model	If still no response, model on the student's device (e.g. "The bear is sad."). Pause and wait for the child to imitate or respond.
8	Physical Assistance	Provide hand-over-hand assistance to help the child to form the message using their device.

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