



The World of A.T. Assistive Technology



Educational Equity For All

May 2016



LIVE WEBINARS

May 18, 2016, 11:00 am CST - 45-minutes

TITLE: **Games to Promote Student Learning**

Games are a regular part of students' lives; they play games throughout the day on their computers, the Internet, and their cell phones. But what about the classroom?

Academic games can have an effect on student achievement. This session will showcase some mathematics games that can have a significant effect on your students.

<https://cc.readytalk.com/cc/s/registrations/new?cid=rwpsbbh05kpb>

RECORDED WEBINARS

Switch Assessment, Part 1: Determining the Best Switch Type and Location For Clients With Muscle Weakness

This webinar will present assessment strategies to determine the optimal switch location and switch type to provide access for clients with muscle weakness. These clients require a switch placement and type that can capture very limited movement and force. Case studies will be included.

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

REMARKABLE IDEAS

Developing Self-Awareness and Self-Advocacy

In this Remarkable Idea, students will take a look at themselves to realize that despite any disability they might have, they still have abilities that other people do not.

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



Bookshare:
Providing
Accessible
Materials for
Students with
Print Disabilities



This Module presents an overview of Bookshare, a project supported by the U.S. Department of Education and OSEP, which provides books in digitized formats to individuals who have print disabilities. On hand is information about how such students can access textbooks, other instructional materials, and text-reader software at no cost, as well as how teachers can use this information in their daily instructional planning.

<http://iris.peabody.vanderbilt.edu/module/bs/>



Assistive Technology Planner From IEP Consideration to Classroom Implementation

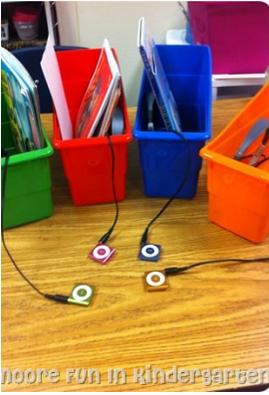
The Assistive Technology Planner is here. It is designed to support teachers, families, and administrators as they work in collaboration with other IEP team members in planning and implementing assistive technology (AT) services. The planner consists of a separate booklet for teachers, families, and administrators. It is accompanied by a user's guide that contains a reproducible AT implementation plan form.

<http://natri.uky.edu/>



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FEATURED IDEA OF THE MONTH



Ipod shuffles for listening station. Each color ipod matches the color book box it goes in. Very easy, start, volume and switch off were the only buttons they really needed. At the end of two weeks, unplug the ipods, switch out the books and charge them over the weekend.

<http://www.moorefuninfirst.com/2013/06/5-must-haves-for-my-classroom.html>

Assistive Technology and Universal Design for Learning

Posted on February 16, 2012 by ehasti2

It is not that one cannot be used without the other; rather, one should be used with the other. Universal Design for Learning (UDL) is the concept and teaching method that helps explain the complexities of our educational brains. Simply put, UDL helps make education accessible to all students. By looking at how our brains process and retain information, we as educators become well equipped in constructing successful and meaningful lessons. Assistive Technology (AT) are tools, whether high-tech or low tech or both, that help make UDL possible for students. AT is not meant to segregate students with disabilities from those who do not. AT can be a device, from a pencil holder to an eye reader that assists the student in their learning objective.

<https://thastingssped646.wordpress.com/2012/02/16/assistive-technology-and-universal-design-for-learning/>

Positive Reinforcement

Assistive technologies help special-needs students thrive academically and keep up with their peers. But they're also helping students achieve additional — sometimes unexpected — rewards.

Educators say that special-needs students who regularly use assistive technologies:

- achieve greater levels of independence;
- gain confidence;
- more willingly reach out to their teachers and peers to ask questions and collaborate;
- self-advocate;
- challenge themselves; and
- seek out new opportunities.

<http://www.edtechmagazine.com/k12/article/2013/03/how-technology-helping-special-needs-students-excel>

WEBSITES AND RESOURCES

http://www.awesomelibrary.org/Awesome_Talking_Library.html
<http://www.gpat.org/Georgia-Project-for-Assistive-Technology/Documents/Consideration/GPAT%20AT%20Resource%20Guide.pdf>
<http://www.teachingvisuallyimpaired.com/assistive-technology.html>



PROFESSIONAL DEVELOPMENT



Assistive Technology Professional Certification
The Assistive Technology Certification (ATP) recognizes demonstrated competence in analyzing the needs of consumers with disabilities, assisting in the selection of appropriate assistive technology for the consumer's needs, and providing training in the use of the selected device(s).

The ATP examination is a 200 item multiple choice exam tests competency in the broad field of assistive technology practice.

[Click here to visit the ATP section of the website.](#)



Teacher Tips to Adapt Art Projects for Special Ed

Modifying the Position of the Activity

Children with physical disabilities need to be in a comfortable position to work well. Use special chairs, adjustable tables and pillows to help the child do his art work comfortably. Children with sensory integration problems may prefer sitting on a swing, or lying on their belly. Allow the children to choose where and in which position they want to do the project. Stabilising the body helps children with coordination difficulties to control their hands more easily.

Modifying the Equipment and Medium

[Modifying art supplies](#) can make art accessible to all children. Children with hand function difficulties may need thick handled brushes and markers to be able to hold them easily. Some children may need Velcro wrapped around to hold the brush or marker in place. Children with tremors or coordination problems will benefit from heavier art materials. They may also do well with a weighted cuff on their forearm, wrist or shoulders.

<http://www.brighthubeducation.com/special-ed-inclusion-strategies/69301-adapting-art-projects-for-special-needs-students/>