AbleNetUniversity™

November 17, 2016, 12:00 pm CST - 60-minutes
TITLE: Using Skoog, an Accessible Music Interface, to Support Communication, Creativity, and Play!
DESCRIPTION:
This webinar will look at the role of music in development and communication, and how technology can be truly 'assistive' in supporting music activities with a particular focus on the Skoog platform.

November 29, 2016, 02:00 pm CST - 60-minutes
TITLE: Accessibility Features in Mobile Devices – What Is New in iOS and Android?
DESCRIPTION:
By law, mobile devices must include support for persons with vision, hearing, learning, physical, and motor disabilities. For example, did you know that you could set your device can be a "Switch" to help persons with severe physical limitations live a full and productive life? In this session, participants will be guided through the accessibility features offered on iOS 10 and Android-based devices, and will be provided with scenarios for applying accessibility features for personal and professional productivity.

Specialty Switches   https://goo.gl/5cCIFu

Specialty switches include string switches, lever switches, sip & puff switches, pillow switches, plate switches, grip switches and foot switches. Each perform the same functions of standard button switches, but come in a variety of shapes and sizes to accommodate complex mobility requirements.

Pillow switch   String Switch   Possum Chin Switch

Teaching Yes/No Responses

Yes/no is a cognitively demanding strategy.

Begin with the activity of acceptance versus rejection. "I want that" and "I don't want that" are early forms of yes and no. They are also concrete and directly related to the child. Yes and no can be introduced to the child with the same activity that deals with personal wants and desires.

By using questions that are related to wants, the child easily sees the consequences of his responses because he will or won't get the item being offered. Once the questions start becoming a little more abstract, the teacher must give short explanation and help the child to understand the question. She should also give him a second chance to correct his response once the explanation has been given. As the child's skill improves, give him a third choice, such as "I don't know" or "I don't care" or "I want something else".

Using an augmented method (such as pointing to a symbol) for responding yes and no is much more abstract than a head nod or a verbal response would be for a non-disabled three-year-old.

Note: A head nod or head shake for yes and no, as well as verbal approximations, should always be encouraged. It is only when these responses are unreliable that the use of symbols should be added for clarification and confirmation

http://atclassroom.blogspot.com/2009/04/yesno-responses.html

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Giving kids what they need to succeed.

Tana Donaghy, President, Educational Equity For All
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www.educationalequity4all.com

FEATURED IDEA OF THE MONTH

Virtual Manipulatives! By ABCya.com Another math-related app, Virtual Manipulatives! uses visuals to effectively teach fractions, decimals and percentages.

Virtual Manipulatives! ranks among the top 50 free educational apps and received honors as an Apple staff favorite. https://goo.gl/sh1JT

Breezy Special Ed
life skill resources for special education classrooms

How to use your iPad as a Switch Device (and other Accessibility Features)

http://www.breezyspeciale d.com/2016/04/how-to-use-your-ipad-as-switch-device.html

Cause and Effect Apps
Tap/Touch Anywhere
http://teachinglearnerswithmultipleneeds.blogspot.com/2012/09/ipads-for-learners-with-severemultiple.html?m=1

http://www.eat-rite.us/

Adapted Utensils to Make Eating Easier

Tableware to Make Dinnertime Easier for Everyone
Eat-Rite Utensils sells the KDS Series™ of utensils, which includes adapted forks, spoons, and sporks to help kids feed themselves.

PROFESSIONAL DEVELOPMENT

PRC Poetry Power: Creative Writing with AAC
Thu, December
01 11:00am - 12:30pm

https://www.prentrom.com/training/classes?type=making_aac_work&method=online&page=1

Three Levels of Communicative Abilities

Level 1--Emerging Communicators These are pre-symbolic communicators who may display reflexive/reactive behavior (laughing, crying) which is interpreted by the observer as communicative, and this level extends on through individuals who exhibit intentional goal-directed behavior (not necessarily directed towards another person), and finally on through those who exhibit intentional communicative behavior (goal directed behavior directed towards another individual) using gesture or natural non-symbolic means.

Level 2--Beginning Symbolic Communicators might be using some symbols: manual sign or sign approximations, vocalizations, stylized gestures (including pointing), and verbalizations or verbal approximations (one through approximately 503). They use the symbols one at a time and have not started combining them together much, if at all. They might use (or have tried) picture or object-based communications strategies, or a single or double-message speech generating device to indicate a simple greeting, the desire for reinstatement of a preferred activity or a choice between two activities.

Level 3--Intermediate Symbolic Communicators may be using a number of (about 25 or more) symbols: manual signs or sign approximations, vocalizations, verbalizations (or verbal approximations) one at a time—they may be combining the symbols (which would imply having close to 50 symbols in their repertoire) at least in a rudimentary syntax or word order, e.g., I want.... I like... I don't like... I go... etc.

http://www.swaaac.com/files/assessandimp/aacbasicsandimplementationbook.pdf