Literacy for Students with Severe Disabilities

Our Agenda…
Focus on Literacy for all Students
Participation in Literacy Activities
Technology Tools for Literacy

Why teach literacy skills to children with significant disabilities?

- Partial participation
- Quality of life
- If not - we separate, segregate and isolate
- Entertainment and leisure time activities
- Information for everyday life
- Employment opportunities
- Communication
- Skill development and self-concept

"Literacy provides the following: increased face-to-face communication, increased academic achievement, increased socialization skills, increased independent living skills, increased likelihood of successful competitive or supported employment, increased opportunities for language learning."

Margery Dziwulski, Developing Literacy Skills for Persons with Developmental Disabilities: Some Considerations

“One of the most powerful tools available to AAC users is literacy. It allows AAC users to demonstrate often otherwise hidden competencies and to communicate precisely what they are thinking. It provides individuals with cognitive delays and additional means of developing oral language and communication skills in a meaningful context. It enables AAC users to take full advantage of the legal and educational rights they have now been granted.”

D. Koppenhaver, “Literacy Issues Related to AAC Intervention, 1992

Traditional View

- Learning to read and write can only happen after a firm foundation in oral language has been built.
- “Readiness” concepts must be taught
- Meaning that Auditory and visual discrimination needed to read.
- Knowledge of the alphabet is necessary
- Writing follows reading

Emergent View

- Reading, Writing, Speaking and Listening are all interrelated
- Speech and oral language can be taught through print. (Miller, 1994)
- “Written language learning is not dependent upon speech or any other prerequisite skills” (Koppenhaver, Coleman, Kalman & Yoder, 1991)

Which comes first?

- We know that good readers read more than poorer readers.
- Do they read more because reading is easy for them - or is reading easy because they read more?
- Children who read easy material - defined as materials that they can read with 80% accuracy - improve their reading skills.
- It may be hard for the struggling readers to read material at the easy-reading level.
- What is the easy level when there is no level of reading?

- If adaptations enable a learner to be successful in literacy activities, then more reading and writing will occur, and the student will be more successful.
Studies

• Studies of home-based literacy experiences for children with disabilities suggest that there are fewer literacy opportunities and that literacy opportunities are qualitatively different. (Light, Binger & Smith, 1994)

• Studies suggest that students with disabilities may receive quantitatively and qualitatively less literacy instruction, and more time is provided on reading than on writing. (Koppenhaver & Yoder)

Problems

<table>
<thead>
<tr>
<th>Limited broad experiences</th>
<th>Reduced parent expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty ambulating, exploring items</td>
<td>Can’t participate in read alouds</td>
</tr>
<tr>
<td>Limited language experiences</td>
<td>Difficulty asking questions about the literary experience</td>
</tr>
<tr>
<td>Restricted use of selecting pictures/slow rate of communication</td>
<td>Motoric constraints with written material and writing</td>
</tr>
<tr>
<td>Lack of expressive language events</td>
<td>Little experience scribbling or writing</td>
</tr>
<tr>
<td>Limited literary experiences</td>
<td></td>
</tr>
</tbody>
</table>

Teaching Reading to Students with Severe Speech and Physical Impairments

Using the NonVerbal Reading Approach

• Nonverbal reading approach of internal speech
• Diagnostic distractor arrays
• Error analysis
• Direct Instruction

Helpful Strategies

• Being in environments with large amounts of reading and writing material
• Having experiences with print
• Being read to by others and seeing text as it is read
• Use of internal speech
• Array of choices for answers
  Indicate if they know or don’t know the answer
  If they don’t know why
• Learning the word “ball”
  bill, ball, doll, bat
  cat, ball, dog, tree
• Assistive Technology
• AAC devices
• Picture cues
  Pairing picture with printed text. Reading back with symbols
• Questioning meaning by filling in the blank
  Asking questions such as “Is the story about a girl or a boy?” “What word told you that?”

A Comprehensive Balanced Literacy Approach

• No single intervention works for all
• Develop decoding and spelling fluency
• Students need to read and write about “real things”
• Guide students reading and thinking
Components of a Comprehensive Balanced Literacy Program

- Best techniques of both Phonics and Whole Language
- Equal instructional Time

Word Skills
Guided Reading Comprehension
Independent Reading
Writing

<table>
<thead>
<tr>
<th>4 Blocks (Cunningham &amp; Hall)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guided Reading Comprehension</strong></td>
</tr>
<tr>
<td>Reading is thinking</td>
</tr>
<tr>
<td>Making meaning from text</td>
</tr>
<tr>
<td>Comprehension strategies</td>
</tr>
<tr>
<td>Connecting background knowledge</td>
</tr>
<tr>
<td>Study skills</td>
</tr>
<tr>
<td>Variety of books &amp; print types</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Word Study</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight words</td>
</tr>
<tr>
<td>Decoding skills</td>
</tr>
<tr>
<td>Analogical phonics</td>
</tr>
<tr>
<td>Unknown word attack strategies</td>
</tr>
<tr>
<td>Apply phonetic rules</td>
</tr>
<tr>
<td>Vocabulary meaning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Writing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Write to read better</td>
</tr>
<tr>
<td>Daily opportunities to write</td>
</tr>
<tr>
<td>Write a variety of text</td>
</tr>
<tr>
<td>Support writing with pictures</td>
</tr>
<tr>
<td>Model conventions</td>
</tr>
<tr>
<td>Write without standards to progress in the process of composition</td>
</tr>
<tr>
<td>Copying is not writing</td>
</tr>
</tbody>
</table>

Your perspective

*What literacy activities are going on in the 4 blocks?*

<table>
<thead>
<tr>
<th>Reading Comprehension</th>
<th>Word Study</th>
<th>Self-Selected Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Participating in Literacy Activities

<table>
<thead>
<tr>
<th>Physical Aspects of Literacy Participation</th>
<th>Cognitive Aspects of Literacy Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Handling of Materials</strong></td>
<td><strong>Concepts of Print</strong></td>
</tr>
<tr>
<td>Literacy Manipulatives</td>
<td><strong>Phonemic Awareness</strong></td>
</tr>
<tr>
<td>Paper books</td>
<td><strong>Sight Word Recognition</strong></td>
</tr>
<tr>
<td>Electronic Books</td>
<td><strong>Phonic/Decoding</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Vocabulary Understanding</strong></td>
</tr>
<tr>
<td>Handwriting</td>
<td><strong>Memory</strong></td>
</tr>
<tr>
<td>Portable Writing Aids</td>
<td><strong>Understanding (Connecting)</strong></td>
</tr>
<tr>
<td>Computer Access to Writing Tools</td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Cognitive Aspects of Literacy Participation</strong></td>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sentence Construction</strong></td>
</tr>
</tbody>
</table>

### Types of Technology used in Literacy Instruction

- Tape Recorders
- Electronic Books
- Text Readers
- Portable Tools
- Word Processing
- Talking Word Processors
- Graphic Organizers
- Multi-Media
- Text to Picture Processors
- Spell Checkers
- Voice Output Devices

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Reflect upon the tools that you have
Make a list of software and hardware products that are available to you

<table>
<thead>
<tr>
<th>Your own computer</th>
<th>Classroom computer</th>
<th>Computer lab</th>
<th>Loan Programs</th>
</tr>
</thead>
</table>

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### Technology Resources for Literacy Experiences

#### Types of Technologies used in Literacy Instruction

- Electronic Books
- Text Scanning & E-Readers
- Tape & Digital Recorders
- AAC Devices
- Portable Writing Tools
- Portable Dictionaries
- Word Processing
- Talking Word Processors
- Text to Picture Processors
- Symbols to Text Systems
- Graphic Organizers
- Multi-Media Programs
- Music, Song & Lyrics
- Spelling Checkers
- Page Turners
- Specialty Software
No, Lo, & Hi Tech Ideas for Handling & Adapting Books

- Stabilize Book
- Page Fluffers
- Large Print Books
- Brailed Text & Tactile Graphics
- Texturizing Books
- Provide additional input to students
- Highlight important concepts and vocabulary
- Add meaning for students with sensory impairments
- Make books more fun to interact with
- Electronic Page Turners
- Electronic Books
- Books on CD
- Auditory text through players & E-readers
- Student authored stories
- Make Your Own Electronic Book with Multi-Media Software
- Symbolized Text
- Premade Symbolized Books
- Online Symbolized Magazines
- Make your own with Text to Symbol Processor

Technologies in Independent Reading

- Pre-Recorded Stories
- Electronic Books
- Internet E-Books
- Multi-Media Software
- Music & Lyrics
- Page Turning Support
- Color Visual Supports
- Symbol Supports
- Tactual Supports
- AAC Devices
- Databases/Charts

Ready-Made Software Examples

- Creative Communicating – Adapted Stories to Go, Storytime
- Crick Software - Planet Wobble
- Don Johnston - Start to Finish Books
- IntelliTools - Animal Habitats, Balanced Literacy
- Mayer Johnson - Simple Symbol Stories
- River Deep - Living Books, Bailey’s Book House
- Scholastic Read 180, Wiggle Works

Switch Interfaces

- Crick USB Switch Interface
- Don Johnston Switch Interface Pro
- IntelliTools IntelliKeys Switch Ports, IntelliSwitch
- Madentec IntelliSwitch
- PRC Switch Interface Box USB
- Quizworks Infrared Switch Interface
- RJ Cooper Switch Hopper
- Tash Switch Click
- Words+ SoftKey

Creating Talking, Illustrated, Electronic Books

- Crick Software – Clicker 5
- Don Johnston- ReadOutLoud, Write OutLoud
- Educational Resources - M-Power, Easy Book Deluxe
- Freedom Scientific - WYNN
- IntelliTools - IntelliPics Studio, IntelliTalk
- Kurzweil Education Systems - Kurzweil 3000
- Mayer Johnson - Speaking Dynamically, Board Maker Plus
- MicroSoft - PowerPoint
- Premier Assistive Technology - Scan & Read Pro
- River Deep - Imagination Express, Stanley’s Sticker Stories
- Slater Software – Picture It
- Text Help - Read & Write Gold
- Widgit/Teach Grid – Communicate:In Print
Some Pre-Reading Technology Implementation
- Symbol/Picture Systems – Picture Walk, Symbol Vocabulary Preview
- Electronic Reading Systems - Skim Headings, Turn headings into pre-reading questions
- Highlighting – New Vocabulary, Mark Main Ideas ahead of time
- Graphic Organizers - KWL, Story Mapping
- Bookmarking – mark main sections, breaks in reading time

Some During Reading Technology Implementation
- Timers
- Post-It Notes
- Post-It Tape
- Flags
- Hi-Liter Pens
- Highlighter Tape, Tabs, Wide Tape
- Rubber Stamps
- Mailing Stamps
- Colored Tabs
- Symbol/Picture Systems – Symbolized Vocabulary, Picture Sequences, Symbolized Text
- Graphic Organizers – Mesh new ideas with old ideas, Character Webs, Concept
- Timers
- Post-It Notes
- Post-It Tape
- Flags
- Hi-Liter Pens
- Highlighter Tape, Tabs, Wide Tape
- Rubber Stamps
- Mailing Stamps
- Colored Tabs
- Symbol/Picture Systems – Symbolized Vocabulary, Picture Sequences, Symbolized Text
- Graphic Organizers – Mesh new ideas with old ideas, Character Webs, Concept
- Maps, C-SPACE, KWL-Notes, Prediction Check in, Episode Mapping, Timelines
- Electronic Reading Systems – Talking Text, Dictionaries, Synonyms, Thesaurus, Summarize through voice/text notes, answer built-in questions, bookmark sections, highlight main ideas or sections
- Multimedia systems - Picture settings, characters

Some After Reading Technology Implementation
- Tape Players/Digital Recorders – Return to key sections, reread from counters
- Symbol/Picture Systems – Symbol Writers to review, demonstrate knowledge
- Graphic Organizers – Map whole to parts and parts to whole, emphasize main idea, aid discussion, memory flash card reviews, Venn Diagrams
- Electronic Reading Systems – review notes and summaries, skim headings,
- Multimedia systems – Create review games, fortune tellers
- Tape Players/Digital Recorders – Return to key sections, reread from counters
- Symbol/Picture Systems – Symbol Writers to review, demonstrate knowledge
- Graphic Organizers – Map whole to parts and parts to whole, emphasize main idea, aid discussion, memory flash card reviews, Venn Diagrams
- Electronic Reading Systems – review notes and summaries, skim headings,
- Multimedia systems – Create review games, fortune tellers

Finding a pencil for EVERY learner…
- Stamps
- Etch-a-sketch
- Whiteboards
- Markers
- Crayons/Chubbies
- Chalk attached to wheelchairs
- Pen/Pencil Size
- Pen/Pencil Grip
- LoTech Alphabet displays
- Keyboard & Alternative Keyboards
- Keyboards activate by a Mouse/Mouse Alternatives
- Keyboards activate by Switches
- Microsoft Windows OnScreen, Magnifier, Mouse Keys, Sound Sentry, Keyboard
- Macintosh Disability Options for Keyboard, Mouse, Seeing and Hearing
Resources for Students with Severe Disabilities

Resource Books

**Instruction/Curriculum**


**Assistive Technology**

Resources for Students with Severe Disabilities


Augmentative Communication


Assistive Technology Journals & Periodicals

- **Assistive Technology** from RESNA Press, Arlington, VA [www.resna.org](http://www.resna.org)
- **Closing The Gap** from Closing The Gap; Henderson, MN [www.closingthegap.com](http://www.closingthegap.com)
- **Journal of Special Education Technology** from CEC/Technology and Media Division, Las Vegas, NV [www.jset.unlv.edu](http://www.jset.unlv.edu)
- **Special Education Technology Practice** from Knowledge by Design, Inc., Whitefish Bay, WI 414-962-0120 [www.knowledgebydesign.com](http://www.knowledgebydesign.com)
- **Technology and Disability** from IOS Press, Amsterdam [www.iospress.nl](http://www.iospress.nl)
Research References to Switch Access & Literacy (from S.Blackstein-Adler)


Internet Resources

- AAC Intervention http://www.aacintervention.com/
- Abledata http://www.abledata.com
- Alliance for Technology Access http://www.ataccess.org
- Am. Occupational Therapy Association http://www.aota.org
- Assistive Technology Industry Association http://www.atia.org
- Assistive Technology On-Line http://www.asel.udl.edu/at-online
- Assistive Technology Training OnLine http://atto.buffalo.edu/
- Center for Applied Special Technology http://www.cast.org
- Center for Accessible Technology http://www.el.net/CAT/index.html
- Center for Rehabilitation Technology http://www.arch.gatech.edu/crt/
- Center on Disabilities, CA State University-Northridge http://www.csun.edu/cod
- Closing The Gap http://www.closingthegap.com
- Equal Access to Software Information http://www.rit.edu/~easi/
- Every Move Counts http://www.everymovcounts.us/
- Infinitec Project http://www.infinitec.org
- Microsoft Accessibility http://www.microsoft.com/enable/
- OVEC Ride Project http://www.ovec.org/ride/Links/links.htm
- Project Participate http://www.projectparticipate.org
- RESNA http://www.resna.org
- TASH(Assoc. for Persons with Severe Disabilities) http://www.tash.org

Company Resources

AbleLink - http://www.ablelinktech.com
Discovery Desktop, Web Trek & Web Trek Connect, Visual Impact, Schedule Impact

Ablenet - http://www.ablenetinc.com
MEville to WEville, Star Reporter, Weekly Reader BookWorm, Switches, Step-by-Step

Adapted Switch Labs http://www.asl.com
Switches

Adaptivation - http://www.adaptivation.com
Sequencer, Randomizer, Communication devices & Switches, Recipes for Success,

Advanced Multimedia Devices http://www.amdi.net/
Tech Talk, Tech Scan, and other communication devices & switches
Resources for Students with Severe Disabilities

AIMEE Solutions - http://www.aimeesolutions.com
Adapted Instructional Units, Simple mounting systems

Applied Human Factors http://www.ahf-net.com
Reach Interface Author, Cursor Buddy, Scan Buddy

Communication Aids, Eye Gaze System

AssistiveWare http://www.assistiveware.com
Switch XS, Kitchen Layout

Attainment Company- http://www.attainment-inc.com
Math Software, Plan Your Day, Telling Time, etc., Social Networks, Early Literacy Skill Builder,
Using Assistive Technology Solutions to Meet Literacy Standards K-3, 4-6, 7-12, Build Ability, Early
Learning Skill Builders, Go Talk communication devices, Timer devices

Linda J. Burkhart http://www.lburkhart.com
Switch adaptations, Communication and Switch training activities for Classroom Suite

Beacon-Ridge http://www.beacon-ridge.com
Writing and reading adaptations, handwriting tools

Bridges Canada http://www.bridges-canada.com
Variety of assistive technology and adapted curriculum, training

Cambium Learning Systems http://www.cambiumlearning.com
IntelliTools Classroom Suite, MathPad Plus, IntelliKeys, IntelliSwitch, Stages & EvaluWare,
Kurzweil 3000 & 1000

CJT Enterprises http://www.cjt.com
Device Mounts for Wheelchairs and Walkers

Compusult Ltd. http://www.compusult.net
Computer Switch interfaces, Jouse & other computer access products

Cognitive Concepts http://www.earobics.com
Earobics & other learning software

Creative Communicating http://www.creativecommunicating.com
Storytime Songbook, Storytime, Just for Fun, On the Farm

Crick Software - http://www.cricksoft.com
Clicker 5, Cloze Pro, WordBar, Clicker Paint, Find Out & Write About, Planet Wobble

Cyrano http://www.cyrano.com/
Communication Devices

Daedalus Technologies Inc  http://www.daessy.com
Device Mounts for Wheelchairs and Walkers

Don Johnson, Inc. - http://www.donjohnston.com
Literacy Starters, Start-to-Finish books, Switches, switch interface, Solo, CoWriter, Speedy

Dynavox Technologies http://www.dynavoxtech.com
DV5, DynaWrite & other communication devices
## Resources for Students with Severe Disabilities

### Enabling Devices  
[http://www.enablingdevices.com](http://www.enablingdevices.com)  
CheapTalk & other AAC devices, variety of switches & adapted toys

### Great Talking Box Co  
Communication Devices

### Gus! Communications Inc  
[http://www.gusinc.com](http://www.gusinc.com)  
OverBoard, Variety of Communication devices & software for computers & PDAs

### Inclusive Technologies  
[http://www.inclusive.co.uk/](http://www.inclusive.co.uk/)  
ChooseIt! Maker 2, SwitchIt! Maker 2, Switch It series, & variety of keyboards, switches

### Infogrip, Inc.  
[http://www.infogrip.com](http://www.infogrip.com)  
Big Trac, Switches, Computer Keyboards, Adapted Software

### Inspiration Software, Inc.  
[http://www.inspiration.com](http://www.inspiration.com)  
Inspiration, Kidspiration, InspireData

### Judy Lynn Software - I  
[http://www.judylynn.com](http://www.judylynn.com)  
Sequence, Daily Living Skills, Illustrated Stories, Switch Accessible Boombox, Cinema II - Life Skills & other switch training and early learning software

### Koester Performance Research  
Compass Assessment Software

### Laureate Learning Systems, Inc.  
ATLAS, Sterling Editions, Creature Antics, Chorus, First Words, Verbs, etc. -Silver Editions, Sentence Master

### Learning Magic  
[http://www.learningmagicinc.com](http://www.learningmagicinc.com)  

### Madentec Limited  
[http://www.madentec.com](http://www.madentec.com)  
Discover, Envoy, IntelliSwitch, ScreenDoors, Telepathic, WISP, Tracker, Magic Cursor

### Marblesoft  
[http://www.marllesoft.com](http://www.marblesoft.com)  
Switch accessible software for switch training & educational goals, Marblesoft & SimTech

### Mayer-Johnson LLC  
[http://www.mayer-johnson.com](http://www.mayer-johnson.com)  
BoardMaker, Schedule It! Sequence It!, Beyond Boardmaker Plus, From the Classroom to the Workplace, Main Street: Community Science

### News-2-You  
Unique Science Curriculum, News-2-You, Joey’s Locker

### Onion Mountain Technology, Inc.  
[http://www.onionmountaintech.com](http://www.onionmountaintech.com)  
Variety of reading and writing adaptations, training

### Origin Instruments Corp.  
[http://www.orin.com/access](http://www.orin.com/access)  
Head Mouse & variety of Switch Access products

### Pogo Boards  
[www.pogoboards.com](http://www.pogoboards.com)

### Premier Assistive Technology  
[http://www.readingmadeeasy.com](http://www.readingmadeeasy.com)  
Scan & Read Pro, Word Predicter, & other electronic reading & writing software
Resources for Students with Severe Disabilities

Prentke Romich Company  http://www.prentrich.com
Springboard, Vanguard, Vantage, Pathfinder & AAC devices, switches, environmental controls

Quillsoft, Ltd.  http://www.wordq.com
WordQ, SpeakQ

QuizWorks  http://www.quizworks.com
Switch Interfaces, Instructional Quiz System

RJ Cooper & Associates  http://www.rjcooper.com
Switches, Switch interfaces, switch training software, Auggie & other communication tools

Saltillo Corporation  http://www.saltillo.com
Chat Box, Chickadee, ChatPC, and other communication devices

Slater Software -  http://www.slatersoftware.com
Picture It, PixWriter, Read & Tell, PAL, Science Curriculum

SoftTouch  http://www.softtouch.com/
Teach Me About Series, TestMe ScoreMe, Task Builder, My Own BookShelf & variety of software

Widget Software  http://www.widgit.com
Communicate: In Print, By Choice, Webwide, SymWriter, Music Factory Writing with Symbols

Technos America LTD  http://www.mctos.com
MCTOS switch

Westest engineering Corp  http://www.darci.org
Darcii morse, & other switch access products

Words+ Inc  http://www.words-plus.com
Say it Sam, variety of communication devices, EZ keys & computer access products

Zygo Industries Inc  http://www.zygo-usa.com
Macaw, variety of communication devices, Gewa & variety of environmental controls

Open Source Assistive Technology Software  -  http://fullmeasure.co.uk
- **PowerTalk** automatically speaks the text on any PowerPoint presentation making it more accessible.
- **TouchCD** play a CD using a single switch or the keyboard spacebar; press to play next track and press again to stop.
- **ClipTalk** a very simple program that speaks text as it is copied to the clipboard.
<table>
<thead>
<tr>
<th>Target Skills</th>
<th>Activity/Class</th>
<th>Adaptations/Materials/Assistive Technology</th>
<th>Support Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target skills for across the school day</td>
<td>All Day</td>
<td>personal schedule</td>
<td>teacher</td>
</tr>
<tr>
<td>1. Be to classes on time</td>
<td></td>
<td>picture communication book</td>
<td>peer</td>
</tr>
<tr>
<td>2. Follow school rules</td>
<td></td>
<td>adapted eating utensils</td>
<td>teaching assistant</td>
</tr>
<tr>
<td>3. Participate in group activities</td>
<td></td>
<td>classroom arrangement for wheelchair accessibility</td>
<td>physical therapist</td>
</tr>
<tr>
<td>4. Have necessary materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Greet peers at various times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Use materials appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Move independently in environments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Use computer (reading software)</td>
<td>Reading/Language Arts</td>
<td>Tape/digital recorder, headphones stories on tape</td>
<td>peer</td>
</tr>
<tr>
<td>2. Use recorder</td>
<td></td>
<td>computer, software, books/magazines</td>
<td>teacher</td>
</tr>
<tr>
<td>3. Select book, look at it independently</td>
<td></td>
<td></td>
<td>speech/lang. therapist</td>
</tr>
<tr>
<td>4. Listen to story, retell story</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Learn 5 spelling words, use in sentence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Use a calculator</td>
<td>Math</td>
<td>calculator with large buttons</td>
<td>peer</td>
</tr>
<tr>
<td>2. Use computer with math software</td>
<td></td>
<td>computer, software, MathPad</td>
<td>teacher</td>
</tr>
<tr>
<td>3. Solve single-digit problems</td>
<td></td>
<td>coins</td>
<td></td>
</tr>
<tr>
<td>4. Answer questions in class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Identify &amp; add coins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Participate in cooperative groups</td>
<td>Science</td>
<td>pictures and labels</td>
<td>peer</td>
</tr>
<tr>
<td>2. Answer questions in class</td>
<td></td>
<td></td>
<td>teaching assistant</td>
</tr>
<tr>
<td>3. Name parts of the body (head, shoulders, arms, hands, fingers)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Nutrition - Develop menu of healthy foods</td>
<td></td>
<td>sample menus</td>
<td></td>
</tr>
</tbody>
</table>
Assistive Technology Integration Planning Sheet * Student Learning Targets and Adaptations

| Student: __________________________________________ | Learning Style/Strengths: __________________________________________ | Grade: ________ |
| Planning Team: _____________________________________ |
| Today’s Date: __________________________ | Implementation Dates: ________ | Review Date: ____________________ |

<table>
<thead>
<tr>
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<th>Activity/Class</th>
<th>Adaptations/Materials/Assistive Technology</th>
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