

# 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

Limited broad experiences  
Difficulty ambulating, exploring items  
Limited language experiences  
Restricted use of selecting pictures/  
slow rate of communication  
Lack of expressive language events  
Limited literary experiences

Reduced parent expectations  
Can't participate in read alouds  
Difficulty asking questions about the  
literary experience  
Motoric constraints with written material  
and writing  
Little experience scribbling or writing

## 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?"
- Hearing books on tape
- Having high parental/teacher expectations
- Being personally motivated

## 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

<b>4 Blocks ( Cunningham &amp; Hall)</b>	
<p><b>Guided Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>Reading is thinking</li> <li>Making meaning from text</li> <li>Comprehension strategies</li> <li>Connecting background knowledge</li> <li>Study skills</li> <li>Variety of books &amp; print types</li> </ul>	<p><b>Self-Selected Reading</b></p> <ul style="list-style-type: none"> <li>Daily opportunities to read</li> <li>Self-selected books</li> <li>Talk about &amp; share</li> <li>Guide students in selecting easy materials</li> <li>Enjoyment of reading</li> </ul>
<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Sight words</li> <li>Decoding skills</li> <li>Analogical phonics</li> <li>Unknown word attack strategies</li> <li>Apply phonetic rules</li> <li>Vocabulary meaning</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write to read better</li> <li>Daily opportunities to write</li> <li>Write a variety of text</li> <li>Support writing with pictures</li> <li>Model conventions</li> <li>Write without standards to progress in the process of composition</li> <li>Copying is not writing</li> </ul>

<b>Your perspective</b>			
<i>What literacy activities are going on in the 4 blocks?</i>			
<b>Reading Comprehension</b>	<b>Word Study</b>	<b>Self-Selected Reading</b>	<b>Writing</b>

**Participating in Literacy Activities**

**Physical Aspects of Literacy Participation**

- Handling of Materials
  - Literacy Manipulatives
  - Paper books
  - Electronic Books

**Writing**

- Handwriting
- Portable Writing Aids
- Computer Access to Writing Tools

**Cognitive Aspects of Literacy Participation**

- Concepts of Print
- Phonemic Awareness
- Sight Word Recognition
- Phonic/Decoding
- Vocabulary Understanding
- Memory
- Understanding (Connecting)
- Writing
  - Spelling
  - Sentence Construction

**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

Reflect upon the tools that you have

Make a list of software and hardware products that are available to you

Your own computer	Classroom computer	Computer lab	Loan Programs

**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
- Brailled 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 Labels
- 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
- Reference Materials - American Heritage Electronic Dictionary, Grolier Multimedia Encyclopedia, The Way Things Work, The Ultimate Human Body, Street Atlas

### **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

### **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

- Browder, D.M. (2001). **Curriculum and Assessment for Students with Moderate and Severe Disabilities**. New York, NY: The Guilford Press.
- Browder, D.M., & Spooner, F. (2006). **Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities**. Baltimore: Paul Brookes Publishing Co.
- Calculator, S.N., & Jorgensen, C.M. (Eds.). (1994). **Including students with severe disabilities in schools: Fostering communication, interaction, and participation**. Singular Publishing Group, Inc.: San Diego, CA.
- Deschenes, C., Ebeling, D.G., & Sprague, J. (1994). **Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference**. Bloomington, IN: An ISDD-CSCI Publication
- Downing, J.E. (2002). **Including Students with Severe and Multiple Disabilities in Typical Classrooms: Practical strategies for teachers, 2<sup>nd</sup> ed**. Baltimore: Paul Brookes Publishing Co.
- Downing, J.E. (2005). **Teaching Literacy to Students with Significant Disabilities**. Thousand Oaks, CA: Corwin Press.
- Erickson, K., & Koppenhaver, D. (2007). **Children with Disabilities: Reading and Writing the Four-Blocks Way**. Greensboro, NC: Carson-Dellosa Publishing Company.
- Ford, A., Schnorr, R., Meyer, L., Davern, L, Black, J., & Dempsey, P. (1989). **The Syracuse Community-Referenced Curriculum Guide**. Baltimore: Paul Brookes Publishing Co.
- Karten, T.J. (2005). **Inclusion Strategies That Work!** Thousand Oaks, CA: Corwin Press.
- King, T.W. (2000). **Modern morse code in rehabilitation and education: new applications in assistive technology**. Allyn and Bacon: Boston.
- Koppenhaver, D.A., Spadorcia, S., & Erickson, K.A. (1998). **Inclusive early literacy instruction for children with disabilities. Children achieving: Instructional practices in early literacy**. International Reading Association: Newark, DE.
- Levin, J., & Enselein, K. (1990). **Fun for everyone: A guide to adapted leisure activities for children with disabilities**. Ablenet: Minneapolis, MN.
- Sigmon, C.M. (2001). **Modifying the Four-Blocks for Upper Grades**. Greensboro, NC: Carson-Dellosa Publishing Company.
- Van Garderen, D., & Whittaker, C. (2006). **Planning differentiated, multicultural instruction for secondary inclusion classrooms**. Teaching Exceptional Children, Jan/Feb 2006, pp. 12-20. Council for Exceptional Children: Reston, VA.
- Wang, M.C. (1992). **Adaptive education strategies: Building on diversity**. Paul H. Brooks Publishing Co.: Baltimore, MD.

### Assistive Technology

- Alliance for Technology Access. (2004). **Computer resources for people with disabilities: A guide to exploring today's assistive technology (4<sup>th</sup> ed.)**. Hunter House Publishers: Alameda, CA.
- Anson, D.K. (1997). **Alternative computer access: A guide to selection**. F.A. Davis Company: Philadelphia, PA.
- Bausch, M.E., Ault, M.J., & Hasselbring, T.S. (2006). **Assistive Technology Planner From IEP Consideration to Classroom Implementation**. Lexington, KY: National Assistive Technology Research Institute
- Burkhart, L. (1980). **Homemade battery powered toys and educational devices for severely handicapped children**. Linda J. Burkhart: College Park, MD.
- Burkhart, L. (1982). **More homemade battery devices for severely handicapped children with suggested activities**. Linda J. Burkhart: College Park, MD.
- Canfield, H., & Locke, P. (1998). **Book of possibilities: Activities using simple technology (Elementary & Secondary editions)**. Ablenet: Minneapolis, MN.
- Cook, A.M., & Miller Polgar, J.(2007). **Assistive technologies: Principles and practice, 3<sup>rd</sup> ed**. Mosby: St. Louis, Missouri.

## Resources for Students with Severe Disabilities

- Finley, D. (1997). **Morse code: Breaking the barrier**. MFJ Publishing Company: Starkville, MS.
- Goosens, C., & Sapp Crain, S. (1992). **Utilizing switch interfaces with children who are severely physically challenged**. Pro-Ed: Austin, TX.
- Judge, S. L., & Parette, H.P. (1998). **Assistive technology for young children with disabilities**. Brookline Books: Cambridge, MA.
- King, T.W. (1999). **Assistive technology: Essential human factors**. Allyn and Bacon: Boston.
- Levin, J., & Scherfenberg, L. (1990). **Breaking barriers: How children and adults with severe disabilities can access the world through simple technology**. AbleNet: Minneapolis, MN.
- Levin, J., & Scherfenberg, L. (1987). **Selection and use of simple technology in home, school, work and community settings**. AbleNet: Minneapolis, MN.
- Male, M. (2003). **Technology for inclusion: Meeting the special needs of all students**, 4th ed. Pearson Education Group: Boston.
- Mates, B. T. (2000). **Adaptive technology for the internet: Making electronic resources accessible to all**. American Library Association: Chicago.
- Musslewhite, C., & King-DeBaun, P. (1997). **Emergent literacy success: Merging technology and whole language for students with disabilities**. Creative Communicating: Park City, UT.
- Nordic Committee on Disability. (1985). **The more we do together: Adapting the environment for children with disabilities**. World Rehabilitation Fund, Inc: New York, NY.
- Purcell, S.L., & Grant, D. (2004). **Using Assistive Technology to Meet Literacy Standards for Grades K-3**. Verona, WI: IEP Resources.
- Purcell, S.L., & Grant, D. (2006). **Using Assistive Technology to Meet Literacy Standards for Grades 4-6**. Verona, WI: IEP Resources.
- Purcell, S.L., & Grant, D. (2007). **Using Assistive Technology to Meet Literacy Standards for Grades 7-12**. Verona, WI: IEP Resources.
- Rose, D., & Meyer, A. (2002). **Teaching every student in the digital age: Universal design for learning**. ASCD: Alexandria, VA.
- Wershing, A., & Symington, L. (1995). **High tech small folks: Learning and growing with technology**. LTVEC: Loudon, TN.
- Woodward, J., & Cuban, L., eds. (2001). **Technology, curriculum and professional development: Adapting schools to meet the needs of students with disabilities**. Corwin Press: Thousand Oaks, CA.

### Augmentative Communication

- Beukelman, D. R., & Mirenda, P. (2005). **Augmentative and alternative communication: Supporting Children & Adults with complex communication needs**, 3<sup>rd</sup> ed. Paul H. Brookes: Baltimore.
- Hodgdon, L. A. (1995). **Visual strategies for improving communication. Vol1: Practical supports for school and home**. Quirk Roberts Publishing: Troy, Michigan.
- Savner, J.L., & Smith Myles, B. (2000). **Making visual supports work in the home and community: Strategies for individuals with autism and asperger syndrome**. Autism Asperger Publishing Co: Shawnee Mission, KS.

### 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)



# Resources for Students with Severe Disabilities

## Research References to Switch Access & Literacy (from S.Blackstein-Adler)

- Higgins, N. & Cocks, P. (1999). **The effects of animation cues on vocabulary development.** Journal of Reading Psychology, 20: 1-10.
- Leong, C. (1995). **Effects of on-line reading and simultaneous dectalk aiding in helping below-average and poor readers comprehend and summarize text.** Learning Disability Quarterly, 18: 101-116.
- Lewin, C. (2000). **Exploring the effects of talking book software in UK primary classrooms.** Journal of Research in Reading, 23(2): 149-157.
- Schlosser, R.W. (2003). **The efficacy of augmentative and alternative communication: Toward evidence-based practice.** San Diego, California: Academic Press.
- Torgesen, J. & Barker, T. (1995). **Computers as aids in the prevention and remediation of reading disabilities.** Learning Disabilities Quarterly, 18:2, 76-87.

## 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.everymovecounts.us/>
- Infinitec Project  
<http://www.infinitec.org>
- Microsoft Accessibility  
<http://www.microsoft.com/enable/>
- National Assistive Technology Research Inst.  
<http://natri.uky.edu>
- 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

**Assistive Technology/Tobii, Inc.** <http://www.assistivetech.com>

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>

CheapTalk & other AAC devices, variety of switches & adapted toys

**Great Talking Box Co** <http://www.greattalkingbox.com/>

Communication Devices

**Gus! Communications Inc** <http://www.gusinc.com>

OverBoard, Variety of Communication devices & software for computers & PDAs

**Inclusive Technologies** - <http://www.inclusive.co.uk/>

Chooselt! Maker 2, SwitchIt! Maker 2, Switch It series, & variety of keyboards, switches

**Infogrip, Inc.** <http://www.infogrip.com>

Big Trac, Switches, Computer Keyboards, Adapted Software

**Inspiration Software, Inc.** <http://www.inspiration.com>

Inspiration, Kidspiration, InspireData

**Judy Lynn Software** - I <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.** <http://www.LaureateLearning.com>

ATLAS, Sterling Editions, Creature Antics, Chorus, First Words, Verbs, etc. -Silver Editions, Sentence Master

**Learning Magic** - <http://www.learningmagicinc.com>

The Magic Bookshelves, Comprehension, The Writing Bin CD, The Wonders & Magic of Nature & other titles for Classroom Suite, Clicker, & My Own Bookshelf/Test Me Score Me

**Madentec Limited** <http://www.madentec.com>

Discover, Envoy, IntelliSwitch, ScreenDoors, Telepathic, WISP, Tracker, Magic Cursor

**Marblesoft** <http://www.marblesoft.com>

Switch accessible software for switch training & educational goals, Marblesoft & SimTech

**Mayer-Johnson LLC** - <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** <http://news-2-you.com>

Unique Science Curriculum, News-2-You, Joey's Locker

**Onion Mountain Technology, Inc.** <http://www.onionmountaintech.com>

Variety of reading and writing adaptations, training

**Origin Instruments Corp.** <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>

Scan & Read Pro, Word Predictor, & other electronic reading & writing software

## Resources for Students with Severe Disabilities

**Prentke Romich Company** <http://www.prentrom.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

**Salttillo Corporation** <http://www.salttillo.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.

## Assistive Technology Integration Planning Sheet \* Student Learning Targets and Adaptations

**Student:**                   Maria Jones                        **Learning Style/Strengths:**           strong auditory learner                        **Grade:**           9                  

**Planning Team:**                   S. Stevens, J. Ryan, B. Wells, J. Byrd                  

**Today's Date:**           Sept 17, 2007                        **Implementation Dates:**                   Sept. – Nov.                        **Review Date:**           December 3, 2007                  

Target Skills	Activity/Class	Adaptations/Materials/Assistive Technology	Support Person(s)
Target skills for across the school day 1. Be to classes on time 2. Follow school rules 3. Participate in group activities 4. Have necessary materials 5. Greet peers at various times 6. Use materials appropriately 7. Move independently in environments	 All Day 	personal schedule  picture communication book  adapted eating utensils  classroom arrangement for wheelchair accessibility	teacher  peer teaching assistant Speech/lang/ therapist  physical therapist
1. Use computer (reading software) 2. Use recorder 3. Select book, look at it independently 4. Listen to story, retell story 5. Learn 5 spelling words, use in sentence	Reading/ Language Arts	Tape/digital recorder, headphones stories on tape computer, software, books/magazines	peer  teacher speech/lang. therapist
1. Use a calculator 2. Use computer with math software 3. Solve single-digit problems 4. Answer questions in class 5. Identify & add coins	Math	calculator with large buttons  computer, software, MathPad  coins	peer  teacher
1. Participate in cooperative groups 2. Answer questions in class 3. Name parts of the body (head, shoulders, arms, hands, fingers) 4. Nutrition - Develop menu of healthy foods	Science	pictures and labels  sample menus	peer  teaching assistant

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Student: \_\_\_\_\_ Learning Style/Strengths: \_\_\_\_\_ Grade: \_\_\_\_\_

Planning Team: \_\_\_\_\_

Today's Date: \_\_\_\_\_ Implementation Dates: \_\_\_\_\_ Review Date: \_\_\_\_\_

Target Skills	Activity/Class	Adaptations/Materials/Assistive Technology	Support Person(s)
Target skills for across the school day 1. 2. 3. 4. 5. 6. 7.	All Day 		
1. 2. 3. 4. 5.			
1. 2. 3. 4. 5.			
1. 2. 3. 4. 5.			

Target Skills	Activity/Class	Adaptations/Materials/Assistive Technology	Support Person(s)
1. 2. 3. 4. 5.			
1. 2. 3. 4. 5.			
1. 2. 3. 4. 5.			
1. 2. 3. 4. 5.			
1. 2. 3. 4. 5.			