



Region 3 AT Center

A PROJECT OF THE LOUISIANA ASSISTIVE TECHNOLOGY INITIATIVE

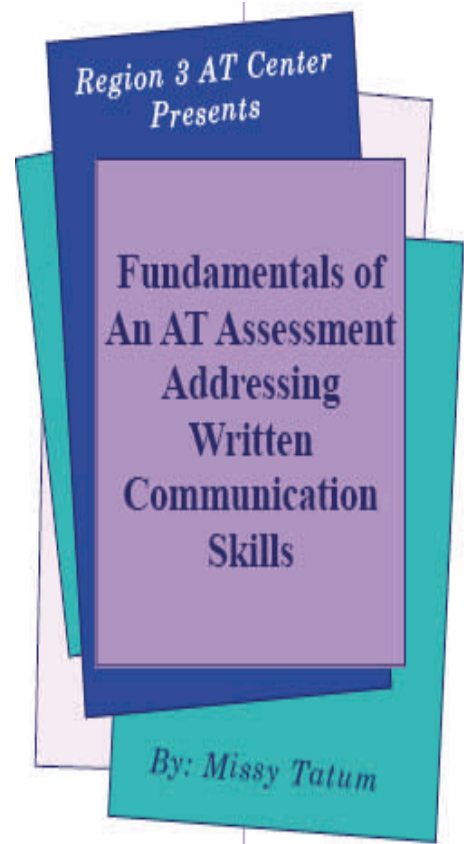
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The Region 3 AT Center is excited to bring in Missy Tatum to provide a comprehensive two day assistive technology workshop on the process of conducting an AT assessment addressing written communication skills. The workshop will be held at the Region 3 AT Center on June 14 and 15, 2006 from 8:30am–3:00pm. The format will be a combination of lecture, hands-on, and case studies. Topics to be covered include legal issues, theoretical frameworks for AT service delivery, team composition and roles, motor concerns and positioning issues, the assessment process, hands-on training with various hardware and software tools, report writing, recommendations, and case studies. Participants are encouraged to bring their own written or video case studies to be used during the workshop as long as confidentiality rules are observed.

To register contact:

Sharon Edwards, edwardss@apsb.org
 Kristie Stapler, staplerk@apsb.org
 (225)621-2538

SEATING IS LIMITED SO REGISTER NOW!!!



ASL ANIMATIONS

There is a great deal of evidence that visual supports benefit students of all ages, especially students with learning disabilities, language delay, and non-native English speakers. Images can benefit English language acquisition for students needing some additional support. Students who are deaf/hard of hearing benefit from sign representations associated with text. Using animations for representing signs has an important advantage over still images since movement plays an important role in sign language. An animated image more accurately represents signs thereby providing students greater understanding of the concept and increased access to the curriculum. ASL Animations is the only ready-made animated sign language resource that can help students learn word meanings and make connections between English text

and American Sign Language (ASL) and it can be used with other software programs that teachers are already using.

Volume 1 or 2	Prices:	\$79.95
Volume 1 & 2		\$150.00

Order from :
 Vcom3D, Inc.
 3452 Lake Lynda Drive, Suite 260
 Orlando, FL 32817

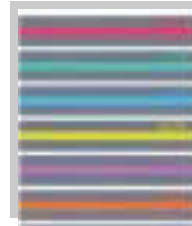
Fax to: 407-737-6821
www.vcom3d.com/ASL.htm

LOW TECH READING TOOLS

Do your students have difficulty with reading? Are the letters blurry, seem to be moving, reversed or is it simply that the student can't attend to the page because it is too bright? Studies have found that using color while reading can help students see the print more clearly. Examples of tools that may help your student while reading:



Transparency Files



Reading Helpers



Highlighting Tape



Heads Up Frame Set

Highlighter Tape (1-inch and 2-inch): Removable, reusable tape that comes in a variety of colors and sizes. Can be placed over text that has to be read and can assist with tracking.

Heads Up Frames: Color filter that can block in an entire area of important text or questions. Easy to use because they require less movement on the page, they help the overwhelmed student focus on one small part at a time and are particularly valuable for math problems.

Transparency Files: Comes in a variety of colors. Can slip one sheet of paper in to help student read.

Reading Helpers: Flexible reading guides with built in filters to assist with tracking.

For more information on using color:
www.irlen.com
www.onionmountaintech.com

LENDING LIBRARY

Need a specific device, software or tool to try with a student? The Region 3 AT center now has a short-term loan program to assist school systems in conducting AT assessments and/or recommending assistive technology for students. This affords the student an opportunity to try the technology before it is purchased for his or her use. Lending Library periods are limited to four weeks. This

program is not designed to provide long-term loans. The loan period will consist of thirty calendar days exclusive of school holidays.

We have various books, communication devices, keyboards, mounts, software, switches, switch toys, touch windows, trackballs and videos. Computers are not available through the loan program.

For more information contact our center at 225-621-2538.



Tech/Four & Partner Two



Intellikeys

BRAILLE INK

Braille Ink is a nonprofit organization promoting Braille accessibility and education for both visually impaired and sighted individuals. They publish existing high-quality children's books in a new format that adds Braille while maintaining the original print and illustration. The books facilitate shared reading between print and Braille readers. The top portion of the page contains the original print and



Little Nutbrown Hare, who was going to bed, held on tight to Big Nutbrown Hare's very long ears.

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illustration. The bottom portion contains the Braille and its one-to-one print translation. The print translation is placed directly above each of the Braille cells, so it's easy for sighted people to teach or learn Braille basics, and Braille readers' hands don't block what sighted readers are trying to see.

For more information go to:
www.brailleink.org

VISUAL SCHEDULE SYSTEMS

Visual schedule systems are an easy way to provide students with consistent cues about their daily activities. They provide a structure that allows a student to anticipate what will happen next, reduce anxiety by providing the student with a vision of his/her day and promote calmness between transitions. They are especially important for students who have a profile that includes difficulties with the understanding of oral language and directions. The **consistency** provided by a visual schedule is crucial in establishing an atmosphere of trust and security. Visual supports can also provide motivation to work through a less favored activity knowing a favored activity is to follow.



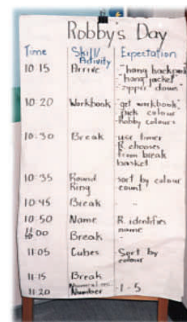
For example, using the **First This /Then That** strategy in visual form can provide high motivation for the student to work through one activity to get to a preferred activity. When dealing with students with behavioral difficulties, this can be a powerful strategy in maintaining appropriate classroom behavior. For non-verbal students a visual schedule can be a way to introduce symbols that the student can eventually use as an alternate form of **communication**. Through the consistent use of the schedule, the student can begin to pair the symbols presented with the activities that are occurring. A sure sign that this association is developing is seeing the student begin to rearrange their schedule to include all of their favorite activities. Establishing a visual schedule can also provide a structure for the student to begin to do some **choice making** as they are encouraged to provide some input as to the order of some of the day's events.

The student may also be introduced to choosing a specific activity from a teacher-selected group of activities.

The ultimate goal for all of our students is the development of **independence** and the enhancement of **self esteem**. This can be an automatic result of allowing students to participate in the design of their day. The ability to look at a schedule, find the materials for the next activity and get started with that activity without adult support is a big step toward a student's independence. Visual supports can be a way to work toward this goal.



Each system must be **uniquely tailored** to the student and the environment in which it is being used.



Information from:

<http://www.setbc.org/projects/vss/default.html>

Written by:

Lorraine Kamp and Therese McErlean,
Integration Support, Surrey School District

Free
Stuff

Great Boardmaker websites to download pre-made activity boards, communication boards, worksheets, adapted books, songs, recipes, seasonal activities and much, much more!!!!!!

<http://prekese.dadeschools.net/resourcepages/>

resources_teacher_resource_room_main.htm

<http://www.mcps.k12.md.us/curriculum/pep/teachercreate.html>

<http://www.angelfire.com/pa5/as/boardmakerfiles.html>

<http://www.speakingofspeech.com/generic26.html>

<http://www.angelfire.com/pa5/as/myprintables.html>

http://baltimorecityschools.org/boardmaker/adapted_library.asp

AT Tips

Readability Statistics

You can use readability statistics to track student growth in their writing or reading or use it to level material for readings, such as books and articles using the Microsoft Word. Microsoft Word will analyze the written material using the Flesch-Kincaid model and give you a grade level between 0-12 and reading ease between 0-100%.

1. On the Tools menu, click Options, and then click the Spelling & Grammar tab.
2. Select the Check grammar with spelling check box.
3. Select the Show Readability Statistics check box, and then click OK.
4. On the Standard toolbar, click Spelling and Grammar.

5. When Microsoft Word finishes checking spelling and grammar, it displays information about the reading level of the document.

Auto Summarize

AutoSummarize is a tool that looks for keywords within your document and those sentences that contain keywords get put into a summary. AutoSummarize works best on well-structured documents such as reports, articles, and scientific papers.

1. Click on the Tools Menu then AutoSummarize.
2. Choose the type and length of summary.

**REGION III
ASSISTIVE
TECHNOLOGY
CENTER**

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225-621-2538
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AT Facilitators

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Check us out on the web!
www.apsb.org/schools/lss/AsstTech/home.htm



UPCOMING EVENTS

May 3-5, 2006	Solutions for AT Conference Baton Rouge, LA www.adaptive-sol.com/conference.htm
May 9, 2006	Things You Want to Know About MS Word Region 3 AT Center
May 16, 2006	Low Tech Tools for Inclusive Education Region 3 AT Center
June 2-3, 2006	Louisiana Speech-Language-Hearing Association Conference Lafayette, LA
June 14-15, 2006	AT Assessment for Written Communication Region 3 AT Center
June 27-29, 2006	LATI 2nd Annual Summer Institute Baton Rouge, LA
July 5-7, 2006	National Educational Computing Conference San Diego, CA center.uoregon.edu/ISTE/NECC2006/
July 17-21, 2006	AT Assessment Training Project Region 3 AT Center
September 28-29, 2006	Speech Pathologists & Audiologists in LA Schools Conference Baton Rouge, LA