

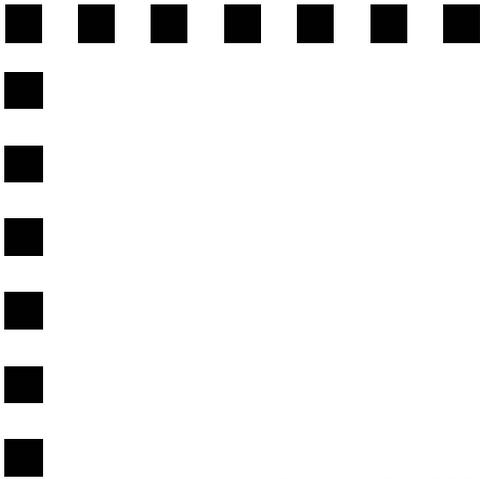


Recipes for AT Success:

Sharing Wisconsin's Assistive Technology Successes

Compiled by
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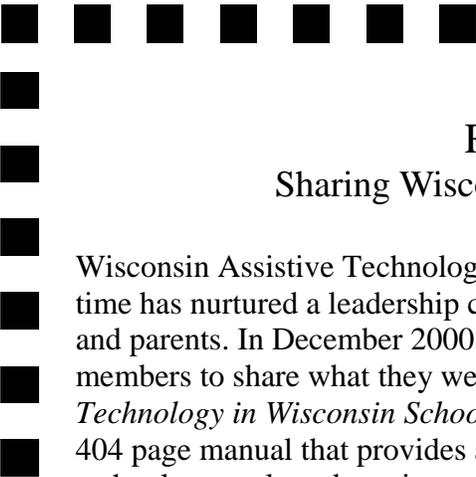




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Recipes for AT Success: Sharing Wisconsin's Assistive Technology Successes

Wisconsin Assistive Technology Initiative (WATI) was established in 1993 and since that time has nurtured a leadership community consisting of teachers, therapists, administrators and parents. In December 2000 WATI called upon the Assistive Technology Leadership members to share what they were doing within the state, thus *Showcasing Assistive Technology in Wisconsin Schools* was created. The response was tremendous! WATI has a 404 page manual that provides a snapshot of what Wisconsin is doing to provide assistive technology tools and services to children in Wisconsin. It is a valuable resource and a testament to the dedicated and creative professionals supporting students through the use of assistive technology.

So much has changed since then. The law was rewritten and No Child Left Behind (NCLB) created. Now there is a greater focus on how children learn rather than how teachers teach. High stakes assessments, and the phrase “*universal design for learning*” (UDL) has entered conversations on all levels of education. This emphasis on the importance of assistive technology as a vehicle to the success of students has never been more critical. Our Assistive Technology Leadership community again was asked to share their successes to create a new manual, Wisconsin's *Recipes for AT Success*. The manual is organized into activity areas that are vital for creating change in the educational environment. These categories include; administrative/district level activities, teacher/adult level activities, student level activities and other activities.

Recipes for AT Success is a combination of hard copy and digital format including handouts, tutorials and videos. Our hope is that this resource will assist you in providing appropriate assistive technology tools and services to support instruction for students in need.

We wish to thank all the Leadership members in this project. You are the most important ingredient in Wisconsin's recipe for success. This work could not be accomplished without the continual support and leadership of the WATI Consultants. And last but definitely not least, thanks to WATI Staff; Mary Chapin, Sharon Rhode, and Kelly Brodhagen who made the publication and distribution of this manual possible.

Co chairs for *Recipes for AT Success*
Cindy Nankee and Jill Gierach
Wisconsin Assistive Technology Initiative Consultants

What is your recipe for the successful use of assistive technology?





CD of Supporting Materials



The CD that accompanies this book has many additional resources related to specific recipes. An index by first author's last name is included in the back of the book. If viewing the book electronically, the author and title are linked directly to the folder for that recipe.



The people who submitted these supporting materials are glad to share their work in hopes that it will help others implement assistive technology in new ways. There is a wide variety of files on the CD. Since we don't know exactly what applications created the files, we have tried to list what programs go with what extension.



.bm2	Boardmaker [®]
.doc	Microsoft [®] Word
.hqx	Compressed file (Unzip)
.idt	IntelliTalk [®]
.jpeg	Image file
.jpg	Image file
.kes	Kurzweil 3000
.mov	QuickTime Movie
.nre	Unknown (true speech format?)
.nri	Unknown (Nero?)
.oms	IntelliTools [®] Overlay maker
.pdf	Adobe [®] Acrobat Reader
.ppt	Microsoft [®] PowerPoint
.pub	Microsoft [®] Publisher
.txt	Text file
.wid	Writing with Symbols [®]
.wmv	Windows Media Player
.xls	Microsoft [®] Excel
.xsd	IntelliTools [®] Classroom Suite
.xst	IntelliTools [®] Classroom Suite
.zip	Compressed file (Unzip)



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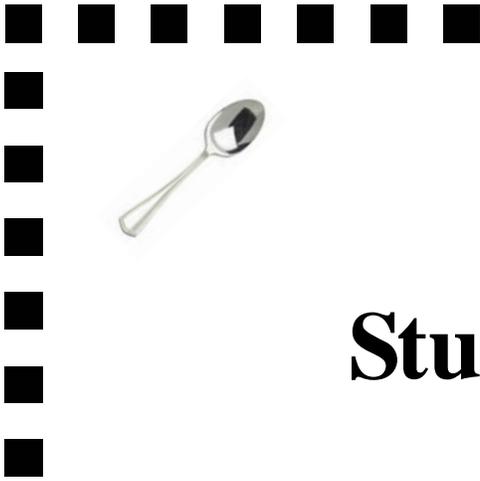
Staff Development 101

Keyword Matrix Appendix

Disability A1

Assistive Technology B1

Education Level and Curriculum Area C1



Student Recipes

The following recipes demonstrate assistive technology implementation with individual students or groups of students.



Speech and Occupational Therapist Group Activities

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This is a weekly group activity where the speech pathologist, occupational therapist and early childhood teachers collaborate and plan together. The team tries to plan once a week and work our plan around the theme for the classroom. The students are in an Early Childhood/Orthopedically Impaired Program and they receive speech, occupational and physical therapies along with adaptive physical education and art, library, adaptive aquatics as well as their classroom routines. A number of the students have sensory issues and appear to need a mix of movement and change in position to stay engaged in an activity. Many are nonverbal or minimally verbal.

Ingredients (Assistive Technology Used):

- Picture communication device
- CheapTalk 8
- Boardmaker[®] picture symbols
- Tape player
- Rockin' with Robin CD for Spring and the pictures in the coordinating activity book to complement the theme
- Glue stick
- Scooter board
- Bean bags
- Bucket
- Book (child's choice)

Instructions

An example of an activity is:

1. As the students enter the physical/occupational therapy area in the school they are greeted by the speech therapist with a simple speech output device. They may respond to the greeting using the device and choose to comment about the theme. They are praised highly for their nice greeting.
2. The classroom teacher plans a warm-up activity which usually includes a song/ finger play and sometimes a few props. (e.g., the theme is green, so, we sing the color song "Green" and props are used to enhance comprehension and activity.)
3. The students have an opportunity to engage in a movement activity where they may ride on a scooter board and request who should have a turn first. They may request this with a gesture, they may put green objects "in" a container, or move around and look for green objects.
4. All regroup and rock on a green balance board and we can again sing a song about green.
5. A story is often read about something green. An adapted book about "Green" would be an appropriate one for this group.

(Continued on page 2)



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6. A fine-motor activity used was to move to a table and chair activity and complete a very simple project that the children can take home. This activity is one where the children must request items that they need: paper, glue stick, a green picture of a leaf, grass, pear, ball, or whatever they may want to put on their green collage. Then each child's name is spelled as it is written on their project.



The children were very proud of their completed projects that they had worked on: turn-taking skills, requesting, comprehension of objects that are in their environment that are green. Colors can be an abstract concept for some children to learn, but this format puts a practical emphasis on it. With the movement piece throughout the group session, they generally stay quite engaged.



Keywords	
Student	Birth to 5
Speech/Language	Communication



Visual Supports for Students on the Autism Spectrum

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Visual supports should be an integral part of the educational program for each student on the autism spectrum. Research demonstrates that for students with autism, visual processing is far superior to auditory processing. Studies show that children on the spectrum who are provided with visual supports: learn more quickly, may show reductions in their challenging behavior, may show decreased frustration and anxiety levels, can transition from activity to activity quicker and with greater understanding of expectations, and can learn to complete tasks by themselves to gain greater independence. Visual supports are vital in helping a child organize information, defining specifics of tasks or procedures, giving social information to clarify behavioral expectations and for assisting in regulating behavior.

Ingredients (Assistive Technology Used):

- Boardmaker®
- Cardstock
- Velcro®
- Laminator/laminating materials
- Clear contact paper
- Clipboards
- Dry erase boards
- Three-ring binders
- Photo albums
- Calendars
- Manila folders
- Digital camera

Instructions

Ideas for the use of visual strategies are virtually unlimited. Visuals can be used across all environments and by students of all ability levels. The visual designer must determine the level of the student's understanding in order to create the most appropriate visual support system (e.g., objects, photographs, line drawings, words). The following are common types of visuals that can be used in areas such as academic task production, social interaction guides, sensory regulation, unstructured time assistance, and working through behavioral issues.

- Visual schedules: Schedules help with organization, sequencing and predicting future events, provide assistance with transitioning from task to task, can add structure to unstructured times such as recess, lunch and passing in the halls, and help a child understand what is expected in the environment. Increasing predictability in the environment can decrease anxiety and challenging behavior.
- Information sharers: These visuals assist students in sharing information across

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multiple environments. Many students with autism are not able to recall daily activities or organize their thoughts well enough to respond to questions. Information sharers can serve as conversation starters and assist the student in remembering and talking about what they did that day.

- Checklists/organizers: These supports break down the steps necessary to complete an activity. Many children on the spectrum are capable of doing part but not all of an activity. Checklists and organizers detail step-by-step directions that help the student complete the procedure with minimal adult assistance.
- Behavior supports: These supports assist a child in understanding what is expected of him/her in the environment. They may consist of social rules for a variety of situations; lists of options for behaviors in different social contexts; ideas for calming activities when a child's anxiety is escalating due to social or academic demands or stories/drawings that show the perspective of others.

Supporting Materials:

CD Folder: Bartman

Keywords	
Student	Language Arts
Speech/language	Math
Cognitive disability	Science/Social Studies
Significant Development Disability	Art/Music
Autism	Play/Participation (Early Childhood)
Specific Learning Disability	Writing
Birth to 5	Communication
Elementary	Reading, Studying, Math
Middle School	Recreation and Leisure
High School	Activities for Daily Living (ADL's)



The Use of IntelliTools® Classroom Suite

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IntelliTools® Classroom Suite is a powerful software program that can be used for many students from early childhood into high school. It consists of three programs in one. IntelliPics® Studio 3 is a multimedia presentation tool. IntelliMathics® 3 is a virtual math manipulative program, and IntelliTalk® 3 is a talking word processor and writing tool. This recipe shows how this program was used in three settings. IntelliPics® is integrated into the Early Childhood Program where children can use the program to color, complete puzzles, perform cause and effect activities, and painting.

Ingredients (Assistive Technology Used):

- IntelliTools® Classroom Suite
- IntelliKeys®
- Switches
- Tutorials for use of program for teacher and aide

Instructions

The IntelliTools® Classroom Suite was used with a first grader with Cerebral Palsy along with her peers in an inclusion classroom. She utilized IntelliTalk® 3 for all her written activities with success. She utilized a regular keyboard and mouse for access. Her worksheets were adapted with the use of IntelliTalk® 3. She used the IntelliStudio® 3 for drawing and creative activities, including creating electronic books. She worked with other students in the classroom on various projects. Her classmates took turns working on activities created by IntelliMathics®. The program was also used for a student with a cognitive and physical disability to read books, and cause and effect activities, in which she accessed the program using a switch or IntelliKeys® device. The teacher and aide were instructed in the program and integrated it.

- Outcome: Given the opportunity to utilize this program, this particular student has developed greater independence, a sense of accomplishment, enthusiasm for learning, and has increased in socialization with peers. It has also assisted many other students in improving their math and writing skills.

The IntelliTools® Classroom Suite Program was also used for children in the Early Childhood Program. They activated the activities with a switch, mouse or IntelliKeys® device. The activities that they engaged in were cause and effect, puzzles, and painting/coloring activities.

- Outcome: An improvement in their attention to task and behavior was noted, as it was added as a station and was also used to reinforce good behavior. All the children love the activities.

(Continued on page 6)

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This program is also used for a student with physical and cognitive disabilities at the high school level. Activities that included talking books, IntelliKeys® activities, involving cause and effect and music were integrated into his program.

- Outcome: The student became very excited and attentive when engaging in these computer activities. He asked for the computer on his Cheap Talk device.

Supporting Materials:

CD Folder: Bauer

Keywords	
Student	Reading, Studying, Math
Speech/Language	Elementary School
Cognitive Disability	Middle School
Autism	High School
Orthopedic Impairment	Language Arts
Birth to 5	Math
Computer Access	Play/Participation (Early Childhood)
Writing	




Research-Voice Recognition Software



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Research Questions:

- 
- 
- How does the use of voice recognition software impact a student with disabilities' performance on classroom assignments when they are experiencing significant delays in written communication?
 - How do teachers view the use of voice recognition software with students identified as having physical, cognitive, emotional-behavioral or learning disabilities?

Ingredients (Assistive Technology Used):

- Augmentative communication devices
- Software such as Boardmaker[®], Picture It , Kidspiration[®], Inspiration[®]
- Trifold poster board
- Samples of visual materials used
- Map of classroom set up with visuals
- Computer microphone
- Dragon Naturally Speaking[®]

Instructions (Strategies and Results):

Research Methodology:

1. Survey individuals who train school staff to use voice recognition software
2. Survey students who are using voice recognition software
3. Parent interview
4. Self-training
5. Review of relevant literature/research

Results:

Reasons why software is not being used following training (in order of significance)

1. Teacher support/motivation
2. Student motivation
3. Computer difficulties
4. Student reading deficits
5. Student organizational deficits
6. Difficulty with dictation
7. Inadequate practice/time constraints
8. Computer availability
9. Software doesn't meet expectations
10. Software difficult to understand
11. Inadequate training
12. Microphone problems
13. Cost

(Continued on page 8)



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- Suggestions for improving software use/effectiveness:
- • Appropriate training—it is imperative to train a staff person who is on-site and knowledgeable about the software. The staff person must be available to support students while dictating
 - • Upgrade microphone
 - • Private stations for students to dictate
 - • Refresher lessons following summer
 - • Graphic organizers/instruction in writing techniques (dictation is not conversational speech, it is "writing out loud.")
 - • Know the "tricks" ("correct that" command instead of "select..." when making corrections, when selecting misspelled word, say the word you "said" not the word that was typed, the program is more accurate if you select the last "phrase" you said, as opposed to isolating the single misspelled word, utilize pre-teaching options for difficult words)

Keywords	
Student	Reading, Studying, Math
Specific Learning Disability	Writing
Middle School	Computer Access
Language Arts	



Preparing a 10-Year-Old Nonverbal Student for School Using Visual Supports and Voice Output Devices

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This recipe was for a 10-year-old student who was new to the classroom and had no organized form of communication for getting him ready to function in a school setting. He had never been in school and had no medical evaluation or formal assistance with communication. He lived in a trailer with his parents and grandmother all of his life. His parents did not enroll him in school for fear that someone would take him away. As the result of a visit with a local physician the school district was notified. His parents were reticent to send him but eventually came around.

Ingredients (Assistive Technology Used):

- Dynavox
- Boardmaker[®] picture symbols
- Cheap Talk
- True Object Based Icons (TOBI's)
- GoTalk[®]
- Personal talker
- Talking picture frame
- Handwriting Without Tears[®] wood letters
- Anything we could find to get him to communicate with us

Instructions

The student's first day of school he was handed a Big Mac switch with his picture on it. He (hand over hand) hit the switch which said, "Hi, I'm Larry!". This demonstrated that he was going to have some control over his environment right away. He began his first day swinging and doing simple work so that we could assess his basic skills knowledge and his behavior. Mom and Dad expressed concern about his behavior at home. He hits, scratches, and pinches. Additionally he smears and eats his own feces. After his first week his program was continually changed to come up with new challenges because he learned so fast. He demonstrated an interest in counting and numbers right away. Another student's Dynavox was used so he could speak the numbers as he counted. A Cheap Talk 8 was set up for basic needs. A "helping hand" with a small voice output device under it was set up for him to ask for a "push please" on the swing. TOBI's were used for him to request toys and food. He learned to use a Boardmaker[®] symbol for "finished" in just over an hour his first day. His work is set up using a modified Treatment and Education of Autistic and Communication Handicapped Children (TEACCH) method utilizing numbered workboxes. It took several weeks to take him to recess. His parents expressed that they "couldn't take him anywhere" as he would run away. He's big and he's fast. At

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the advice of his physician to get him some fresh air we finally braved recess. He really enjoyed it and utilized more of the equipment each day.



At this time he is attending music and physical education classes with same age peers. He attends lunch in the lunchroom and recess daily. Music is his favorite part of the week. He has a visual schedule for his day which he tries to adjust to include music every day. He uses a GoTalk[®] and the Picture Exchange Communication System for requesting. He is initiating requests for help, to go to a different location in the building, or change to a different activity. He is tracing letters and copying his own letters (using the Handwriting Without Tears writing program) on the chalkboard. He uses a talking picture frame to let Mom and Dad know about his day. He is now able to use a mouse to navigate a Living Book[®] and the computer.

Keywords	
Student	Language Arts
Speech/Language	Math
Cognitive Disability	Art/Music
Emotional/Behavioral Disability	Play/Participation (Early Childhood)
Significant Development Disability	Communication
Recreation and Leisure	Reading, Studying, Math
Elementary School	Recreation/Leisure



Implementation of an Assistive Technology Lab for High School Students

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At Beaver Dam High School we have an assistive technology lab that is equipped with various hardware and software to assist students to overcome barriers they face due to a disability. Students utilize this technology to assist them to independently complete work for their general curriculum classes. Students who require more in depth training attend this lab on a daily basis and receive a high school elective credit. Students are also offered the opportunity to help in the lab and earn school service credit. This lab also serves as an assistive technology training location for staff as well as students, houses our lending library, and is utilized by English Language Learners (ELL) students to improve their understanding and expression of English.

Ingredients (Assistive Technology Used):

- Eleven computer stations equipped with Microsoft® Windows XP
- Dragon Naturally Speaking®
- Microsoft® Office including Publisher
- Kurzweil
- Draft Builder® and Inspiration®
- Write: OutLoud®
- Boardmaker®
- Successmaker®
- Rosetta Stone®
- Co:Writer®
- Discover Series
- AlphaSmart™
- Talking Electronic Dictionaries
- Mathpad™ etc.
- Canon high speed scanner
- 2 Epson stand alone scanners
- LCD projection Unit

Instructions

Initiation, First Year:

An assistive technology team is initiated. The team consists of special education teachers from each division, occupational therapist, speech/language therapist, physical therapist, school nurse, director of special education and teaching assistant. A Beaver Dam assistive technology policies and procedures manual is created.

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Third year:

Assistive Technology Team was changed to Assistive Technology Team Leaders. On this team there is one representative from each school to oversee the assistive technology needs and equipment of the special education students served within their school building.

Fifth year to present:

Implementation of an assistive technology lending library. Intended for assistive technology trial and evaluation purposes. Various software and hardware are purchased on a yearly basis with recommendations from district assistive technology team leaders.

Sixth year to present:

Proposed and implemented Reading/Writing Station Pilot Program at the high school as well as at middle school and one elementary school.

Eighth year:

Proposed the implementation of an assistive technology lab at the high school to the Director of Special Education. Initial start-up computer equipment and assistive technology hardware/software are determined. Ongoing meetings between Director of Special Education, Assistive Technology Coordinator, and High School Principal to determine lab utilization, high school location, and staffing recommendations.

Eighth year to present:

Initiation and implementation of an assistive technology lab at the high school. This lab is staffed full time with a teaching assistant with supervision from the Assistive Technology Coordinator.

Supporting Materials:

CD Folder: Chapman

Keywords	
Student	High School
Speech/language	Language Arts
Cognitive disability	General Curriculum
Emotional/Behavioral disability	Computer Access
Significant Development Disability	Writing
Other Health Impairment	Composing Written Materials
Autism	Communication
Specific Learning Disability	Reading, Studying, Math
Hearing Impairment	Recreation and Leisure



Using PowerPoint to Create a Single Switch CD Track Player

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Students can access audio CD tracks for varying lengths of time using a Microsoft® PowerPoint slide show to provide access and visual input. By creating slides with animation together with single switch input, single switch users are able to select specific music and gain practice using a single switch.

Ingredients (Assistive Technology Used):

- Switch interface
- Microsoft® PowerPoint
- Jelly Bean switch
- Slim Armstrong switch holder
- Music CD (optional)

Instructions

To create this single switch program:

Open a blank Microsoft® PowerPoint, put a music CD in the disk drive.

On the blank slide, choose “Play CD Audio: track from the “Insert” pull-down menu. Choose to start and end at track 1. Duplicate this slide. On slide 2, open “Edit Sound Object” and select track 2. Continue creating additional slides until all tracks have been selected. If you wish to create a slide that will play portions of a track to require the student to use the single switch more often, you may set the time to play from 1 to 15 seconds (more if desired). Copy this sound object and paste it to the same slide. Set the timing for this sound object to go from 15 seconds to 30 seconds, etc.

The Microsoft® PowerPoint custom animation settings should be:

“Play Using Animation Order” and “Continue Slide Show”. Under the “Effects” tab, select “Appear”. You may resize the sound object and add colored borders to provide additional visual feedback. Once this slide show is saved, it may be used to play tracks from any music CD. It will work on any computer that has Microsoft® PowerPoint. By using a switch interface, this becomes a personalized single switch activation program for students with severe physical disabilities.

Supporting Materials:

CD Folder: DeBruin

(Continued on page 14)



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Keywords	
Student	High School
Traumatic Brain Injury	Art/Music
Orthopedic Impairment	Play/Participation (Early Childhood)
Birth to 5	Computer Access
Elementary School	Communication
Middle School	Recreation and Leisure



Student, Self-Advocacy Letters to Teachers Describing Their Visual Impairment and Necessary Accommodations

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The student with a visual impairment or blindness writes a letter to their upcoming classroom teachers describing their eye condition, implications of the eye condition, materials and tools used in the classroom and appropriate accommodations in the classroom.

Ingredients (Assistive Technology Used):

- Computer
- Braille writer
- Tape player/recorder
- Model of the eye
- Writing and reading aids

Instructions

The student with a visual impairment defines their eye condition, state visual acuity and visual field loss, prognosis, etc., in written format by using a computer, Braille writer, tape recorder/player, large print or dictated letter. The letter includes materials the student uses for reading and writing in the classroom. Their self-advocacy letter states personal student preferences as well as effective classroom solutions.

CD Folder: Dear

Keywords	
Student	Middle School
Vision Impairment	High School
Elementary School	Reading, Studying, & Math



Daily Recall and Journal Writing Activities

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The Daily Recall activity was created so that a student could write and print out a paper about their day at school. The journal activity was created so that a student could write and print out a paper about their weekend at home.

Ingredients (Assistive Technology Used):

- Intellitalk II[®]
- IntelliTools[®] Classroom Suite

Instructions (Strategies and Results):

Although these two writing activities were designed for a student with visual, hearing and motor impairments, they can also be used with other students. We chose to make the palettes large enough to clearly see the item name and picture. When printing, however, we needed to hide the palettes. We decided to include a "hide palettes" button, as well as a "show palettes" button on these activities. The students like to share the printed copy of each story with their peers, teachers and family.

Supporting Materials:

CD Folder: Donley-Journal

Keywords	
Student	Autism
Speech Language	Specific Learning Disability
Cognitive Disability	Hearing Impairment
Traumatic Brain Injury	Composing Written Material
Emotional/Behavioral Disability	Communication
Orthopedic Impairment	Elementary
Significant Developmental Delay	Language Arts



Scanner and Paperport Software to Complete Classroom Worksheets

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The Visioneer[®] scanner with Paperport software allows a worksheet or packet of worksheets to be scanned and completed on the computer. This technique works best with worksheets that have fill-in-the-blank, short answers, labeling a diagram/map, multiple choice or drawing lines. If typed responses are longer than a sentence, then a different writing tool should be used (e.g., Microsoft[®] Word, Write:Outloud[®], Co:Writer[®], WYNN software, etc.)

Ingredients (Assistive Technology Used):

- Visioneer[®] Scanner with Paperport software
- Computer
- Printer

Instructions (Strategies and Results):

Classroom materials were used with this process. The goal was to have the page(s) scanned by the student, however sometimes a paraprofessional or teacher would do the scanning ahead of time. The files can be used immediately or saved for future use. When completing the page(s), the writing tools that were used most often in the Paperport software include magnification, text writing, highlighting, drawing (pencil) and the line tool. The scanned image is treated like a picture and the tools "write" over the picture. When a student wants to write in a specific location, they select the text tool and click on the spot that they want to type. When a student wants to highlight, they select the highlighting tool. To choose a specific color highlighter, the student just needs to right click and choose a color from those shown. To increase the size of the images on the document, the student selects the magnifying glass with the + sign. When a student's work is completed, it can be printed and turned in to their teacher. This technique has been highly successful with students with autism, learning disabilities, and with some students who have cognitive disabilities. These students were able to complete the same work as their peers, but on the computer rather than with a pencil. The "downside" to using the scanner and software is that there is no integrated text reading or word prediction available. The software does have an option to scan and convert the page to a Microsoft[®] Word document though. This text file could then be read by a text reading program. This is not done as frequently however, since there are often errors that need to be fixed in the conversion process.

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Supporting Materials:

CD Folder: Donley-Scanner

Keywords	
Student	Math
Cognitive Disability	Science/Social Studies
Autism	Writing
Specific Learning Disability	Elementary
Vision Impairment	Middle School
Language Arts	High School



Writing Templates Designed for a Student Using an Auditory Scanner

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A number of writing templates were created, using Intellitalk II[®], to be used by a student with a visual impairment who uses auditory scanning and a head switch to access the computer.

Ingredients (Assistive Technology Used):

- Intellitalk II[®] or IntelliTools[®] Classroom Suite writing templates
- Head switch
- Computer access auditory scanning
- Switch interface box

Instructions (Strategies and Results):

When the appropriate text is entered into the buttons on the palettes, the student is then able to make selections to compose and print various documents. Individual palettes appear in a particular sequence so that the scanning time can be more efficient. Classroom content is used to create the text in the templates. On several of the templates (book report and short story), several choices are given for telling the beginning of the book/story, several for the middle and several for the ending. Two of the templates, vocabulary and vocabulary 2, can be used with words/definitions, or questions with possible answers. These templates were created for a student with a visual impairment, but pictures could be added for other students who could benefit from them.

Supporting Materials:

CD Folder: Donley-Auditory Scanning

Keywords	
Student	Middle School
Orthopedic Impairment	High School
Vision Impairment	Language Arts
Elementary School	Composing Written Material



Using Assistive Technology to Prepare a Thanksgiving Feast for Our Families

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A variety of assistive technology was used to plan and prepare a Thanksgiving Feast for the families of students in the Children with Multiple Disabilities (CMD) program at Nicolet Elementary School in Menasha. This project took several weeks to complete the invitations and decorations, cook the food, and host the families for lunch.

Ingredients (Assistive Technology Used):

- Clicker 4
- TouchScreen
- Boardmaker®
- PowerLink®
- Salad shooter
- Mixer
- Switches
- Adapted scissors
- Computer
- Easels
- Papers
- Crayons
- Toilet paper tubes

Instructions (Strategies and Results):

Week 1: Invitations were made using Clicker 4 software and TouchScreen. Table decorations were made using construction paper/toilet paper tubes. Some used tabletop spring scissors to cut the paper.

Week 2: Muffins were made using a Boardmaker® recipe and switches/PowerLink®/mixer. Muffins were frozen to save for our feast.

Week 3: Pumpkin cookies were made using a Boardmaker® recipe and switches/PowerLink®/Mixer. These were frozen. Placemats were made with construction paper/crayons using leaf rubbings - using easel boards

Day before: Prepared chili and shredded cheese using salad shooter & PowerLink® to cut vegetables. Vegetables, pre-browned meat, and ingredients were cooked in a slow cooker.

Morning of: Set up library and welcomed the families for lunch.

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Keywords	
Student	Communication
Speech/Language	Activities for Daily Living (ADL's)
Cognitive Disability	Elementary
Orthopedic Impairment	Language Arts
Significant Development Disability	Math
Computer Access	Art/Music
Composing Written Materials	



AT with a Student with a Bipolar Disorder

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A student with bipolar disorder was enrolled in the middle school and was having a difficult time with the transitions. The focus with him was working and making transitions and recognizing when he needs to take breaks. Bipolar children have difficulty with executive functions so written expression is very difficult.

Ingredients (Assistive Technology Used):

- Dana with Write:Outloud®
- Checklist
- Computer
- Binder
- Bipolar websites

Instructions (Strategies and Results):

No conclusive results were reported. The Dana was a good aid in implementing assistance for written expression. Currently it is being used to aid in any writing tasks which happen to be very difficult for him. Incorporation of the calendar and date book to aid with his organizational difficulties will be implemented.

A binder that holds his checklists, mood charts, his mood thermometer, and time out charts was created. A lot of low tech has also been used to help him throughout his day.

Trainings with regular education staff on integrating different tools that would aid him and the staff that work with him are being done.

Keywords	
Student	Middle School
Other Health Impairment	High School
Emotional/Behavioral Disability	Language Arts
	Writing



The Use of Personal Desktop Accessories (PDA's) or Palm Pilots in the School Setting

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A high school team has been interested for some time in developing ways for students to increase their level of independence. Many of the standard ways of accessing the curriculum have not been successful for a variety of reasons. This might include limited language, computer ability, not wanting to stand out, or simply trying to fit in with the crowd. The potential PDA's had for high school students was intriguing.

Ingredients (Assistive Technology Used):

- Various Palm Pilots
- Documents to Go software
- Microsoft® PowerPoint presentation with Presenter-to-Go
- Digital camera
- External wireless keyboard
- USB cables
- Microsoft® Office
- Printer
- Computer
- www.palmone.com
- www.microsoft.com
- Bauer, A., & Ulrich, M. (2002). "I've got a Palm in my pocket": Using handheld computers in an inclusive classroom. *Teaching Exceptional Children*, 35(2), 18-22.
- Gentry, T. (2005, October 17). A brain in the palm of your hand: Assistive technology for cognition, *OT Practice*.

Instructions (Strategies and Results):

1. A high school student with a traumatic brain injury (TBI) from a car accident used a PDA for reminders about taking his medication, remembering assignments that are due, recall of appointments for outside therapy, general days of the week, etc. He also lists names, phone numbers, and email addresses of friends and teachers.
2. A high school student with autism used Microsoft® PowerPoint presentation with Presenter-to-Go, a slide show which depicts visual support to the steps of an outside job that she is involved with during her work experience class. This PDA has a camera so that any new jobs or updates to current job assignment can be added to the sequential slide show. In addition, this student uses the PDA on shopping trips, utilizing the slide show feature to make a visual shopping list and to recall what to buy. Slideshows are updated and sequencing altered as

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necessary.



3. A high school student with Asperger syndrome uses a PDA with external keyboard to write notes to his parents about the things that he did during school. This student emails his document to his parents. It works better this way to enter each class right when it is happening rather than trying to do this all at once at the end of the day during a resource class. This provides for some communication and conversation between student and family. Otherwise he had little if anything to report to them about how the day went.



Keywords	
Student	Language Arts
Cognitive Disability	Computer Access
Traumatic Brain Injury	Writing
Autism	Composing Written Materials
Specific Learning Disability	Communication
High School	Work Experience



Access to Early Childhood Curriculum

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Using a Rifton Pacer Gait Trainer with appropriate supports has opened up a world of exploration opportunities for an early childhood student with significant motor delays. Prior to acquiring the Pacer, this student was dependent on an adult to transition from place to place. She is now ambulating around her classroom independently and has increased her social interactions. For her to have access to her communication system while in her Pacer, a Magic Arm mounting system has been attached to the tubing for various switch access.

Ingredients (Assistive Technology Used):

- Rifton Pacer Gait trainer
- Magic Arm mounting system
- Jelly Bean switch
- Big Mac[®] switch with voice output
- Step-by-Step with levels
- Positioning schedule

Instructions (Strategies and Results):

A student in one of the early childhood classes has cerebral palsy, which affects control of all four of her extremities as well as her postural stability. This student is incredibly motivated to move. In her classroom she is trained on unweighted gait training with her in a Walkable. The Walkable is too bulky and does not provide appropriate supports for her to move it without adult assistance. She needed a better mobility system. The Rifton Pacer Gait Trainer has enough support for this student to be upright without adult assistance. The student can be put in a front-leaning position to encourage forward walking. Prior authorization to Medical Assistance was submitted and approved. A small Pacer Gait Trainer was ordered through Meriter Home Health. The first walk the student took in her Pacer brought many smiles and tears! It has allowed her to reach a new level of independence. The swivel casters can be locked to ensure movement in a straight line or just unlock the front casters to allow for steering. The drag on the Pacer is also adjustable. Just as the Pacer can be adjusted to a front-leaning position by moving the hip positioner back, or by moving the hip positioner forward a more upright posture for standing in place can be attained. A Magic Arm mounting system is positioned on the tubing to allow her to access to her communication system while in her Pacer.

Keywords	
Student	Play/Participation (Early Childhood)
Orthopedic Impairment	Mobility
Birth to 5	Positioning and Seating



AT for a Student with Agenesis of the Corpus Callosum (ACC)

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Assistive technology helped unlock written language for a student with ACC. The student has severe dysgraphia and very poor bilateral motor skills. As a kindergarten student in the Core Knowledge Charter School, he started to use a number of AT tools to modify the way he did the structured program used at the school.

Ingredients (Assistive Technology Used):

- IntelliKeys®
- Overlay Maker
- Keycaps
- Visioneer® scanner with Paperport software
- WYNN™ with word prediction is used at times
- Colored background and a large font

Instructions (Strategies and Results):

The school teaches kindergarten students lower case letters only and letter sounds, not names. Letter blends are taught as one symbol. Because this student cannot write, an IntelliKeys® overlay was made with the letters and symbols he needed. All of his worksheets were scanned with a Visioneer® scanner and opened with Paperport software. He was able to type all of his work. He learned how to use the tools in Paperport to highlight, draw lines, and erase. He is now in 5th grade and uses a regular keyboard with special key caps to accommodate his visual difficulties. He continues to use scanned workbook pages, but is able to use Microsoft® Word and Wynn™ with word prediction. He is reading at grade level and does modified work with an exceptional education needs (EEN) teacher. He is able to use a pencil to write his first name, but all other writing is done on a computer. He has a workstation in his regular classroom, EEN classroom and at home.

Keywords	
Student	Language Arts
Speech/Language	Math
Cognitive Disability	Science/Social Studies
Other Health Impairment	Writing
Specific Learning Disability	Composing Written Materials
Vision Impairment	Reading, Studying, Math
Elementary School	Vision



Switched on Sewing

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Using a PowerLink[®], students use an electric scissors and sewing machine to participate in regular Family & Consumer Education sewing class and as a lifelong switch activated activity.

Ingredients (Assistive Technology Used):

- PowerLink[®]
- Switches
- Velcro[®] tie down
- Sewing machine (non-computerized)
- Heavy duty electric scissors
- Extension cord
- Fabric

Instructions (Strategies and Results):

In regular education, students in middle school learn to use a sewing machine. Students with significant disabilities have become successful in this activity with use of assistive technology. The activity has been continued with students into high school as a prevocational activity and as a motivating use of a switch. One student has learned to control his head mounted switch with 100% accuracy while sewing. The multisensory task (vibration of machine, light and sound of machine, feel and smell of cloth) and the finished end product have provided students with a meaningful activity to do throughout their lives. An electric scissors and a non-computerized sewing machine were connected to a PowerLink[®] device that is set to specific times. The treadle of the sewing machine was tied down with a Velcro[®] strap. Non-disabled students or adult attendant cued the student to turn on each device at the appropriate time. The non-disabled students held the scissors and guided the fabric through the sewing machine. Many students have had the opportunity to participate and learn from each other using Switched on Sewing. Students have made mittens, headbands, hats, blouses, pants, napkins, and table runners for their friends and family.

Keywords	
Student	Middle School
Cognitive Disability	High School
Autism	Home Economics
Vision Impairment	Leisure Skills
Orthopedic Impairment	Recreation and Leisure



Language and Literacy Strategies for Students with Cognitive Disabilities

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Getting young students with cognitive disabilities interested in reading and improving their vocabulary development becomes easier when you design electronic storybooks with the students as the stars! After each storybook was introduced, the book was put into the classroom computer so that the students could view them as much as they wanted. A hard copy of the book was also made. The students absolutely love these books and use most of their free time looking at the storybooks on the computer or in book form.

Ingredients (Assistive Technology Used):

- IntelliPics®
- Writing with Symbols™ 2000
- Quizworks
- USB switch interface
- Jelly Bean switch for students needing switch access
- Overlay Maker®
- IntelliKeys® board
- IntelliPics® Studio
- IntelliPics® Studio 3
- Boardmaker®
- KidPix® Deluxe 3
- Microsoft® Paint
- Internet
- Clip art programs

Instructions (Strategies and Results):

1. Digital pictures of each student that would be in the stories were taken. Using the Microsoft® Paint program (in Accessories), the pictures were trimmed down so that only the students' heads were showing, then saved on the computer. This part takes time, but it is well worth the effort.
2. Using IntelliPics® and pictures from IntelliPics® Studio, IntelliPics® Studio 3, Boardmaker®, KidPix® Deluxe 3, the Internet, and clip art programs, electronic storybooks were designed. (NOTE: Classroom Suite Player is not available as a free download, so it is better to develop your stories in the older version of IntelliPics®.) Two storybooks were shown each week during our group language/phonemic awareness class to supplement the 'letter of the week' that was being taught. Each letter had a song and also words that began with that letter. (e.g., The 'A' Song, and 'A' Words).

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- 3. In addition to making the electronic storybooks, a picture of each screen in the storybook was printed and put in book form. The words are printed on each page with the graphics.
- 4. Since most of the students have a computer at home, all the storybooks and IntelliPics® Player were burned on a CD and given to each family at the end of the school year.
- 5. Although the storybooks took a long time to make the first year, a template was developed to speed the process for each new group of students.

Keywords	
Student	Birth to 5
Speech/Language	Elementary School
Cognitive Disability	Language Arts
Significant Development Disability	Reading, Studying, Math
Autism	Recreation and Leisure
Orthopedic Impairment	



Ideas for Students with Autism with Visual Impairments

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Students with autism present with very different challenges. Most students with autism learn best visually. What happens when their primary mode of learning is not available? This recipe contains three areas to consider: Team/communication strategies, use of assistive technology combined with tangible symbols, and sensory diet.

Ingredients (Assistive Technology Used):

- Book Worm™
- Go Talk® 9+
- IntelliKeys®
- My Own Bookshelf™
- Big Mac®
- Little Mac
- Books on tape
- Communication binder
- Colored lights
- Tangible symbol board
- *Every Move Counts*
- Smells
- Posted goals in doorway
- Digital camera

Instructions (Strategies and Results):

Team communication: The most integral part of successfully educating a student with a visual impairment and autism is to have an effective team! Realize that a nonverbal student is communicating through behaviors. Develop a communication notebook to: document successful and unsuccessful activities, keep verbal and physical prompts consistent, communicate expectations etc. IEP goals are placed strategically around the room to document student progress. Initially, meet on a weekly basis to discuss questions, brainstorm, and refresh yourselves. What is the old Nike saying?... "Just do it!"

Assistive Technology: Integrate tangible symbols throughout the student's school environment. Make a poster of tangible symbols so everyone can see what each symbol means. Velcro tangible symbols to a variety of feedback: Big Mac®, Go Talk® 9+, IntelliKeys® overlays, appliances, boom box (i.e. "music" symbol on play button and "all done" symbol on stop button), Bookworm™ (to activate correct message area "more" symbol). Symbols can also be applied to other items such as: locker, doors, food containers, cupboards, etc.

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■ Sensory Diet: This ingredient will depend on the child's sensory needs. A wonderful tool to evaluate sensory needs is *Every Move Counts* by Jane Korsten, Dixie K. Dunn, Teresa Vernon Foss, & Marty Kay Francke.

■ **Supporting Materials:**

■ CD Folder: Kreyer-Churchill



Keywords	
Student	Communication
Speech/Language	Reading, Studying, Math
Cognitive Disability	Recreation and Leisure
Autism	Activities for Daily Living
Vision Impairment	Mobility
Computer Access	Vision



Using Picture It for Independent Living

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The Picture It Version 4 program from Slater Software Inc. can be used in many ways. For this activity, middle and high school students learned to adapt typical print food recipes into a visual format so students could make the food items independently in their homes.

Ingredients (Assistive Technology Used):

- Picture It Version 4
- Microsoft® PowerPoint
- Microsoft® Word
- Internet

Instructions (Strategies and Results):

The student understands that they have the ability to locate various recipes on the Internet, which can be downloaded and converted into picture format so it is easier for them to read and understand. The more students read a recipe, the better they will understand it.

The students learned:

- How to use the Internet to locate recipes
- How to convert a recipe to picture format
- How to make a Microsoft® PowerPoint presentation of the recipe using copy/paste of text and graphics

Supporting Materials:

CD Folder: LaBerge-Lasek

Keywords	
Student	Hearing Impairment
Speech/Language	Orthopedic Impairment
Cognitive Disability	Middle School
Traumatic Brain Injury	High School
Emotional/Behavioral Disability	Language Arts
Orthopedic Impairment	Life Skills
Significant Developmental Delay	Writing
Other Health Impaired	Composing Written Material
Autism	Reading, Studying, Math
Specific Learning Disability	Activities of Daily Living (ADL's)



Literacy Assessment

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Denise DeCoste conducted a literacy workshop in CESA 10. Participants assembled a kit for assessing the early literacy skills of students who are nonverbal and/or have significant physical limitations.

Ingredients (Assistive Technology Used):

- Boardmaker[®] symbols
- Literacy Assessment Kit consisting of Boardmaker[®] symbols laminated and attached to file folders with Velcro[®]
- Assessment sheets
- Computer with Microsoft[®] PowerPoint

Instructions (Strategies and Results):

The Literacy Assessment Kit has been used to systematically evaluate the early reading skills of students in an elementary Cognitive Disabilities classroom. This assessment is divided into the following areas:

- Concepts of Print
- Letter Identification
- Phonemic Awareness
- Sight Words
- Reading text
- Reading Comprehension
- Listening Comprehension

When administering the assessment, each section is completed in the order listed above. A data sheet is used to record student responses. This assessment is used primarily with students who do not have the ability to verbally produce a response. Their answers are given by either pointing to Boardmaker[®] pictures or using those same pictures with an eye gaze frame. Once the assessment is completed, an implementation plan is created to assess the student's area(s) of greatest need. A Microsoft[®] PowerPoint file was also created to assess student's sight word recognition skills.

Keywords	
Student	Autism
Speech /Language	Elementary School
Significant Developmental Delay	Language Arts
Cognitive Disability	Communication
Other Health Impairment	Reading, Studying, Math



Strategies for Teaching Reading and Sign Language to Students with Cognitive Disabilities and Hearing Impairments

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Resulting from a frustration with what is currently available for teaching reading to students with hearing impairments/cognitive disabilities, this recipe demonstrates the use of a combination of programs, websites, PowerPoint, and low tech to create reading materials. PowerPoint has been used for hands-on matching activities. The low tech materials involve using Velcro[®] to create reusable Velcro[®] worksheets.

Ingredients (Assistive Technology Used):

- Trackball
- Laptop
- Boardmaker[®]
- Sign discs
- Velcro[®]
- Microsoft[®] PowerPoint
- Internet sign websites
- Sentence strips.

Instructions (Strategies and Results):

Microsoft[®] PowerPoint is set up to be a more interactive/higher level experience. A student uses the pen feature of Microsoft[®] PowerPoint to match signs to objects, or signs to words. Books are also created by importing Boardmaker[®] signs into Microsoft[®] PowerPoint. The student is able to read their book with both signs and words. Low tech "Velcro[®] worksheets" are used to get students to sequence signs into sentences, or to again match signs to words. A student who is deaf is able to have a "parallel academic" program in general education classes. All of the materials are on school's network drive. All that is needed is a laptop, and the Velcro[®] worksheet packets to enable a student to do meaningful academic work in general education settings.

Keywords	
Student	Math
Speech/Language	Computer Access
Cognitive Disability	Communication
Hearing Impairment	Reading, Studying, Math
Elementary School	Hearing
Language Arts	



iPod and Voice Recorder

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A voice recorder was used to reduce the written load for a student with cerebral palsy.

Ingredients (Assistive Technology Used):

- Belkin® Voice Recorder
- iPod®
- Laptop Computer

Instructions (Strategies and Results):

This 8th grade student used various AT equipment for the last 8 years. He currently uses a stand-alone computer with voice recognition, a scanner, a cordless mouse and keyboard, and a touch screen. The student uses all of the above to access the computer to complete assignments using Microsoft® Word, Excel, PowerPoint, and Publisher. Because he fatigues easily and was not successful using the voice recognition program, a digital voice recorder was introduced to reduce his written load. He had difficulty accessing the voice recorder's buttons so an iPod® with a voice recorder was introduced. He was able to access the iPod® and use it to record notes, simple assignments, and record important information the teacher says during class. His instructional assistant manages transfers of the .wav files to his computer. A laptop computer was also introduced since his stand-alone computer is not practical in the high school setting. He is using both at the present time.

Keywords	
Student	Writing
Middle School	Reading, Studying, Math
Orthopedic Impairment	Language Arts
Other Health Impairment	Math
Computer Access	Science/Social Studies



Video Modeling Made Easy

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Video modeling is a proven strategy for teaching skills, particularly to students on the autism spectrum. By using the simple software that comes with a Microsoft® Windows XP package and partnered with a digital video device, instructors can create a valuable and exciting teaching tool that can result in progress in a short period of time.

Ingredients (Assistive Technology Used):

- Microsoft® Windows XP moviemaker software
- Digital video camera
- Digital camera
- Currently working with UW-Madison Waisman Center researcher to formalize and further test this process.
- Variety of research papers on video modeling used for reference.

Instructions (Strategies and Results):

Short video vignettes were created using naturalistic teaching techniques with a young student with autism. Autism service providers and parents provided input into ideas that may be teachable via video modeling. Team members created a simple script and Windows XP moviemaker software and a digital video and still camera were used to create teaching videos. The child learned to stop at the corner of a street on walks rather than running without assistance and also appropriately demonstrated her feelings (signed "sad", "happy", "mad") instead of using behaviors following repeated viewing of these videos. Results were apparent in just two weeks and the child successfully met medical assistance daily living goals. Individual motivators and literacy components were included in each video.

Keywords	
Student	Autism
Speech/Language	Birth to 5
Cognitive Disability	Elementary School
Traumatic Brain Injury	Play/Participation (Early Childhood)
Emotional/Behavioral Disability	Communication
Significant Development Disability	Reading, Studying, Math
Other Health Impairment	Recreation and Leisure



AT and Composing Written Language

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The voice recognition program, SpeakQ™, was implemented with a high school age student who has verbal abilities 5-6 grades above his written language abilities -- WOW! It is discrete speech recognition, not continuous, and offers word prediction with auditory feedback. For the first time, this junior was able to complete some papers at an independent level. He actually wanted to write, which is something that never occurred before. Granted, it is a slow process, but he is doing it!

Ingredients (Assistive Technology Used):

- SpeakQ™ with WordQ™
- Computer and software

Instructions (Strategies and Results):

This student has verbal abilities near a high school level as well as comprehension, but reading is at a first and second grade level. He would be so frustrated because he could never spell what he wanted to write. Severe dyspraxia with close to illegible handwriting did not help. At this time he is using it for his history class and he is encouraged to use it whenever he needs to type a paper.

Keywords	
Teacher/Adult	Middle School
Cognitive Disability	High School
Other Health Impairment	Language Arts
Specific Learning Disability	



AAC and Literacy: A Long Range Plan for Literacy Instruction with an Adolescent

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A Vantage™ communication device was successfully used with a 15-year-old Hmong student. The instructional method, Phono-Graphix (Reading Reflex by McGuiness & McGuiness), was chosen because of its high success rate and developmental approach to literacy instruction.

Ingredients (Assistive Technology Used):

- Vantage™
- Speaking Dynamically Pro™
- Boardmaker®
- Computer
- Single switch for row-column scanning
- Reading Reflex lessons and materials modified for Velcro® display
- Prentke Romich Company (PRC) icons

Instructions (Strategies and Results):

The subject of this recipe is a 15-year-old Hmong student with athetoid cerebral palsy. She has been placed in the Cognitive Disabilities Program since kindergarten. She demonstrates language comprehension in both Hmong and English that exceeds her expressive means, and she has an excellent sense of humor. A Vantage™ communication device (PRC) was obtained for her in 2004.

Rationale: Literacy skills are considered an important long range goal in the student's acquisition of communicative competence. Communicative competence has been defined as "the ability to functionally communicate within the natural environment and to adequately meet daily communication needs". It is the goal for every student. As long as a student's communication is limited to certain topics, settings, or activities, the student remains a context-dependent communicator. The long-range goal should perhaps be that a student achieve independent communication, or the ability to communicate regardless of intent, topic, partner or context. In the absence of pre-programmed vocabulary, this involves the use of spelling.

Lessons-Teaching the Basic Code: This level involves teaching the most common sounds which can be represented by only one letter. The materials demonstrate how the following goals are being achieved using assistive technology and customized displays.

- Goal 1: Letters and 'pictures' of sounds
- Goal 2: Correspondence between basic sounds and 'sound pictures'
- Goal 3: Spoken words are made up of sounds
- Goal 4: Written words are made up of 'sound pictures'
- Goal 5: Sounds are sequenced from left to right

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■ **Supporting Materials:**

■ CD Folder: Retzlaff

Keywords	
Student	Computer Access
Speech/Language	Writing
Other Health Impairment	Composing Written Materials
Orthopedic Impairment	Communication
High School	Reading, Studying, Math
Language Arts	



Creating Communication Environments

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Creating Communications Environments (CCE) presented by WATI is a four day workshop that supports teams in the use of augmentative and alternative communication (AAC) within existing classroom activities. It is designed for teams of three to explore strategies for developing communication skills in students with limited skills in classroom settings. This program gives educators the tools necessary to create communication opportunities for students who struggle to verbally express their wants and needs, initiate conversation and share with others past, present or future activities. CCE is for staff struggling with the implementation of AAC. The student of focus in this recipe is a 4-year-old with significant developmental delay and 10% intelligibility with 1-2 word speech.

Ingredients (Assistive Technology Used):

- School to home picture supported notes
- Big Mac[®]
- Boardmaker[®] created boards for snack time and a picture note to home.

Instructions (Strategies and Results):

Choose one student to focus on in two different activities.

The objective of the activities is to create communication environments that allow for many opportunities for the students to verbally express themselves.

The activities utilizing assistive technology, speech, and gestures.

Activity 1: Snack Time

The student was given a communication board that was specific to the snack that was being offered. She was prompted to use the board as well as verbalize when requesting items for snack. Example: "I want milk please." As success was observed prompting was faded and task complexity was increased. In the final activity, the students made their own snack. Pre-teaching of the activity was done at circle time. The children were presented with the visual sequencing aid along with demonstration. At snack time they were expected to request items needed to assemble their snack. In this activity the student was not given the communication board, only the sequencing aid.

Changes in behavior from implementation of low tech communication boards and the CCE strategies:

- The student increased her sentence length from one-word utterances to an average of four to five words.
- The student increased her overall vocabulary.
- She demonstrated an increase in her desire to verbally communicate.
- Her self-confidence grew through her ability to verbally express herself in all

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settings and with multiple communication partners.

- • The student appears to be a much happier and independent child.

■ **Activity 2: Communication Note Home**

- • The student uses communication note to tell her family about her day at school.
- • The student is assisted by an adult when identifying her daily activities. This note is then taken home and Mom or family member goes over the note with her to learn and share her day.

■ **Changes in behavior:**

Initially this activity was very challenging and time consuming for the student. Adult prompting and cuing was needed in order to fill the data sheet out correctly. The student relied on visual cues from around the classroom to make a decision on each given choice. Through this process the student became more independent in making choices on the communication note and could elaborate on her school day, naming her friends, and telling who she did and did not play with, as well as more specifics about her play schemes.

Supporting Materials:

CD Folder: Rider

Keywords	
Student	Birth to 5
Speech/Language	Play/Participation (Early Childhood)
Significant Development Disability	Communication
Autism	



Book Adaptations with Boardmaker®

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Boardmaker® can be extremely useful when adapting curriculum and therapy materials for students who are hearing impaired. Students learn the sign language symbol along with the printed words. If sign language is already known, the student can pair the printed words with the sign which facilitates learning to read.

Ingredients (Assistive Technology Used):

- Boardmaker® software
- Scanner and computer
- Houghton Mifflin materials from the first and second grade reading, language, and arts curriculum.

Instructions (Strategies and Results):

First grade reading materials and books were adapted using Boardmaker® to add sign language symbols to the books. Worksheets and other materials were also adapted by adding sign language symbols. The pages from the books were scanned into the computer and the sign language strips were added to the new pages. As the student gained reading skills, signs were reduced to only new vocabulary. Worksheets were created to reinforce both the signs and the new reading vocabulary words. The student who used these adapted materials was a non-reader for most of first grade. Through the use of this type of adaptation by the time he finished third grade he was at grade level.

Supporting Materials:

CD Folder: Schneider

Keywords	
Student	Language Arts
Hearing Impairment	Reading, Studying, Math
Elementary School	



Staying Focused with Assistive Technology

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Repeated requests have been made to assess student's assistive technology needs in the area of attention deficits. One student's assistive technology interventions were so successful, that within one week five additional referrals were received, all with similar student needs related to sustaining attention to task. When faced with the prospect of assisting five students in the same area, and with limited time, it was decided to serve the students as a group. Five of the students struggling with attention deficit disabilities were in the same two classes for language and math. The special education teacher that referred the students supported those students in math and language classes as well. After observing the class, it was clear that the same tools could benefit all students. An opportunity was presented to the all 20 students in the class to become part of a "study" and assess the benefits of assistive tools, all designed to increase student's concentration on their school work. The tools included, Sissel™ SitFit Ergo Sit™, Time Timers®, personal magnetic pocket timers, fidgets, and other intervention strategies. The students were challenged with gaining control of, and regulating their own learning. Each day the student selected one of the assists as indicated on the chart, and after that day's trial completed a 1 to 3 rating scale indicating the benefits of that tool for them (no help, some help, a big help). In the end, each student wrote a personal learning plan indicating their preference for certain tools. These plans will follow them the next year to the middle school.

Ingredients (Assistive Technology Used):

- Sissel™ SitFit Ergo Sit™
- Time Timers®
- Personal Magnetic Pocket Timers
- Fidgets, and other intervention strategies
- Classroom Chart
- Group Rewards
- Poker Chips adhered to the desk with Velcro®

Instructions (Strategies and Results):

Positive interventions to increase attending behaviors and teach more appropriate alternatives to channel their excessive activity were:

- Using a visual reminder on their desk or folder (personally chosen Mayer Johnson symbols; raise hand, stay in seat, etc.).
- Setting up clear structure and expectations from the teacher including a prearranged visual symbol to start, stop, or regain student attention.
- Set up predictable intervals of "no work periods" as a form of positive reinforcement for implementation of the assists.

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- • Use of a visible method so the student can directly measure his own success (poker chips adhered to the desk with Velcro®).
- • Use of a small individual timer, like Attainment Company's magnetic pocket timer, to help monitor, during independent work time.
- • Use of assorted fidgets; squeeze balls, paper clips linked, sticky notepads for doodling -Sissel™ SitF, Ergo Sit.
- • The success was closely attributed to the collaboration and commitment between the regular and special education teacher. Those students with specific attention deficit disabilities were not singled out, in that all students participated in the self assessment. The individual results are inconclusive at this time. We are still gathering data based on their ratings of the assistive technology.

Keywords	
Student	Language Arts
Other Health Impairment	Math
Elementary School	Science/Social Studies
Middle School	Computer Access



Use of Visual Strategies with a 4th Grade Student with Autism

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The focus of this recipe is the transition of a 4th grade student with Autism to intermediate school. This was a major step, coming from a small K-3 school where she had been for four years. Her frustration was increased, apparently due to the schedule and transitions in the day. The lunch routine was especially challenging, since she needed to make choices for entrees, etc., in the busy lunch line. The goal was to find a way to increase her independence and decrease the frustration.

Ingredients:(Assistive Technology Used):

- Boardmaker[®]
- Notebook/Schedule Organizer
- Cardstock
- Laminate
- Velcro[®]
- 3 ring binder

Instructions (Strategies and Results):

This student was familiar and successful using Boardmaker[®] pictures. She had some beginning reading skills, some sight words, and ability to match letters and words.

A "Notebook/Schedule" organizer was introduced for her days. The schedule needed to be very portable and have a separate page for each "day" (day 1-5, not necessarily M-F).

A three column page was designed. The first column represented the morning classes, the middle column was lunch choices, and the third was afternoon.

At the beginning of each day, the teaching assistant would help the student organize her schedule as a part of calendar/opening. First, the student would take a Velcro[®] piece and label the number day as Monday, Tuesday, etc. Then she would use the menu of lunch choices for the day. She would word match the word with the picture (from previously prepared pictures of lunch options). From those selections, she would make her choices and Velcro[®] them on the center (removable) lunch column. The day would be discussed and any changes (substitutes, assemblies, etc.) would be put into the schedule. She then started her day and after the first class/period, she would mark it off with a marker, and go to her next pictured class. At lunch she removed the center column so she could set it on her tray when she went through the lunch line. She was able to take what was pictured and to put it on her tray independently without confusion. Back at her table, she put her lunch column into

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■ her schedule notebook. After her tray was "dumped" she went to her first afternoon class in the third column.

■ The notebook went home with the student so that the parents can talk to her about what she did during the day and have accurate feedback from her. This improved her communication skills with her family. The notebook also gave her independence within a larger school setting. If another adult/supervisor saw the student, they could immediately glance to see where the student was going and provide any necessary prompts.

■ This system is a work in progress that is constantly being refined. Most recently a new page of pictures were added for emotions/feelings that became instantly available to the student to help express feelings.

Keywords	
Student	Language Arts
Cognitive Disability	Communication
Autism	Reading, Studying, Math
Elementary School	Recreation and Leisure
	Behavior



Motor Aspects of Writing for Students with ASD: Handwriting to AT

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Students with Autism Spectrum Disorder (ASD) present unique challenges when learning how to write. A handwriting program was developed using the software program Boardmaker[®] to individualize instruction based on the high interest areas of students with ASD. Additional assistive technology to help with writing was also used.

Ingredients (Assistive Technology Used):

- Boardmaker[®]
- Alphasmart[™]
- Portable word processors.

Instructions (Strategies and Results):

Based on the unique needs of students with ASD a program was developed to teach handwriting skills and handwriting prerequisite skills to these children to enable them to develop this important educational skill.

Using the software program Boardmaker[®], worksheets were made to work on the following areas:

- Making high interest pictures to develop coloring skills
- Drawing lines to connect pictures, match pictures, and make shapes
- Making individual letter patterns using high interest pictures
- Making letter, number, and name practice worksheets.

These worksheets were assembled into a three ring binder to use as a resource for teaching writing. Each worksheet was put into a protective sheet to maintain the ability to keep it in good condition and to allow multiple practice on it. The protective sheet allows the student to use the sheet over and over with write on wipe off markers.

Also the sheets can be removed and copied to provide a paper copy to work on, giving a permanent record of the child's progress. In the case of performance that needs to be captured on the wipe off sheet, the sheet with the child's work can be copied and then erased.

Additional AT resources for students who can not master handwriting or who can not keep up functionally with handwriting in the classroom include using stamps, label makers, Alphasmart[™] or other portable word processors.

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■ **Supporting Materials:**

■ CD Folder: Stindt



Keywords	
Student	Orthopedic Impairment
Cognitive Disability	Birth to 5
Significant Development Disability	Elementary School
Autism	Language Arts
Specific Learning Disability	Writing



Teacher Recipes

The following recipes demonstrate assistive technology training, team management, and planning for service providers charged with implementing assistive technology with students.



Get to the Point: Teaching Microsoft® PowerPoint

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The Core Assistive Technology Team (CATT) from Medford Area Public School District presented to special education teachers during an in-service day. The CATT team was comprised of three speech and language pathologists, one occupational therapist, and one physical therapist. The presentation was a hands-on format in the computer lab where each teacher created Microsoft® PowerPoint activities to be used for their students. There were two types of Microsoft® PowerPoint programs demonstrated: a cause-effect story and a choice-making activity. Students would access these programs using a touch screen or a mouse.

Ingredients (Assistive Technology Used):

- Microsoft® Power Point
- Touch screen
- Switches
- Mouse house

Instructions (Strategies and Results):

The CATT team informed all special education staff in spring of a fall staff development opportunity. It was suggested to them that they could use this as their technology professional development goal for the school year. Those that attended the fall presentation included teachers from the cognitive disabilities and learning disabilities programs across various grade levels as well as from early childhood and preschool programs. Each teacher had a computer and step-by-step handouts. The CATT team used two projection systems during the training. One computer was used to demonstrate how to complete the task while the other demonstrated the steps involved in creating the Microsoft® PowerPoint. The presentation included:

- Basics of Microsoft® PowerPoint using pictures from clip art or from a digital camera
- How to record sounds or how to use a sound in the Microsoft® PowerPoint libraries
- Using action buttons
- How to hyper-link
- How to make the computer not respond when the student chooses a wrong answer

Outcomes:

1. Increased use of Microsoft® PowerPoint to create cause and effect and choice making opportunities for students.
2. Increased use of Microsoft® PowerPoint programs by students to enhance their learning experience.
3. The school district supported this training and included assistive technology in the staff development schedule
4. This in-service brought many special education teachers together to learn a new approach

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to using readily available technology to support targeted students.

5. One goal that remains is to put Microsoft® PowerPoint players onto the Mac computers to allow the students to access these programs on all workstations

Supporting Materials:

CD Folder: Balciar

Keywords	
Teacher/Adult	Elementary School
Speech/Language	Middle School
Cognitive Disability	High School
Traumatic Brain Injury	Language Arts
Emotional/Behavioral Disability	Math
Significant Development Disability	Play/Participation (Early Childhood)
Other Health Impairment	Computer Access
Autism	Communication
Specific Learning Disability	Reading, Studying, Math
Orthopedic Impairment	Recreation and Leisure
Birth to 5	



Collegial Study Group for Clicker 4/5 Software

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Twenty special and regular education teachers, occupational therapists, and speech/language pathologists met between the end of February and the middle of May for a self-directed study group. The group met for a total of 45 hours after scheduled work hours. The purpose was to learn the features of Clicker™ to develop curricular activities and collaborate on ways to integrate Clicker™ into the curriculum. This course was approved by the district's Instructional Services Supervisor.

Ingredients (Assistive Technology Used):

- Clicker™ 4 (upgraded to Clicker™ 5 during study) with PCS Symbols
- School district Internet access
- Data projectors
- Tutorials (commercially available or embedded in software)
- On-line resources

Instructions (Strategies and Results):

The School District of Waukesha has developed a partnership with a local college to provide an opportunity for professional staff to create collegial study courses for college credit. This method was effective for small group study around a specific topic. This model can be replicated by other professionals. Professional staff appreciated the flexibility of applying practical knowledge to their classrooms and obtaining college credit or credit hours for their license renewal. A course syllabus was developed. Participants met eight times in a large group. At these sessions, current users of Clicker™ demonstrated the features listed on the course syllabus. Each participant had a laptop with Clicker™ installed, and was able to apply what is being demonstrated or taught. Each participant had access to their personal district server to store their data. Between scheduled large group meetings, participants would meet in self-selected small groups (school teams, discipline-specific groups, etc.) to create materials using features presented in the large group. For example, following the large group presentation of how to set up individual student profiles on Clicker™, participants with the support of their small group began to set up student profiles. At the beginning of each large group meeting, participants shared what they had learned or tried, before learning new information. When the course was completed, participants met with the supervisor to answer the question studied, and to present how this was integrated into the curriculum. The participants also were available to share their excitement and awareness of this tool with other professionals in their building and/or department.

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■ Outcomes:

- • A core of staff know features of Clicker™ software and began to use this as a curriculum tool, where appropriate
- • Staff have an additional tool to use to build literacy skills in students
- • Staff know other Clicker™ users, and are able to network and share resources



Keywords	
Teacher/Adult	Orthopedic Impairment
Speech/Language	Elementary School
Cognitive Disability	Middle School
Traumatic Brain Injury	High School
Emotional/Behavioral Disability	Language Arts
Other Health Impairment	Writing
Autism	Composing Written Materials
Specific Learning Disability	



Getting Started: Presenting Kurzweil to Staff

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The primary purpose was to show all teachers how easy it was to scan any document. We demonstrated this using a junior high math page, a second grade workbook page, and a fourth grade social studies page. Demonstrations included important features of the program such as: different reading speeds, the "fill in the blank" feature, "adding text" and the variety of reading text features. The ability to change text to WAV and MP3 files was also explained. Other features were demonstrated. Questions were fielded.

Ingredients (Assistive Technology Used):

- Kurzweil software
- Scanner
- Projector & screen
- Computer
- Giveaways
- Treats

Instructions (Strategies and Results):

A meeting was held with the elementary principal and the director of special education to discuss training dates. Meetings were held during winter break to plan this after school in-service for all staff. The physical layout of the room was changed, moving tables and chairs, setting up a screen, projector, external set of speakers, and a portable speaker system with microphone. A handout was prepared for staff as well as one that the trainers followed as they talked. This was a mandatory, after school hours in-service. The demonstration showed staff how to login to Kurzweil as a new user. Prizes were awarded. Staff were encouraged to sign up for a two day training to be held for more in-depth training on Kurzweil. Pictures were taken.

Contact was made with the vendor from whom we had purchased Kurzweil. They agreed to provide a two day training. After that was all set up, staff was encouraged to get their professional leave forms turned in so substitute staff could be called. Funds from special education were used for the substitute staff costs and treats. The two day in-service started at 8:00 a.m. with 17 teachers/associates present. A tutorial was available for them to follow as the presenter showed them varying aspects of the software.

Along with all this, a table of assistive technology items was created for staff to view. This provided the opportunity to see the range of assistive technology that was available in the district. These examples covered a wide variety from handwriting to math to reading. Treats and sweets were also served. The vendor also brought giveaways and had prize drawings. The first day was primarily a learning experience.

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The toolbars were the first things to learn, followed by the menu items. Occasional breakout groups were asked questions. One set of questions asked staff to discuss how this software would be used and what would be the most difficult aspect of implementation. This discussion was opened up to large group discussion. The second day included more detailed features such as underlining text and re-organizing sections of documents as well as hands-on practice scanning something of each person's choice. A little technical difficulty with the server occurred but we had no control over that. In the afternoon of day two each participant was asked to bring one student down to work with a scanned document. Some sixth grade students with learning disabilities experienced having a science test being read to them for the first time. A kindergarten student heard one of his stories read to him. A first grade student with autism listened to a poem that had been scanned.

Outcomes:

- There was an increase in staff who knew how to scan, save to the server and open Kurzweil for students who may need to have text read to them.
- Students began to be introduced to scanning and the layout of the Kurzweil toolbar and menu.
- Special education support was phenomenal for all aspects of this training!
- This in-service brought regular education teachers from elementary and high school levels, associates, Title and special education teachers together to support each other and to learn a new technology.

Supporting Materials:

CD Folder: Meade-Entler

Keywords	
Teacher/Adult	Orthopedic Impairment
Speech/Language	Elementary School
Cognitive Disability	Middle School
Traumatic Brain Injury	High School
Emotional Behavioral Disability	Language Arts
Other Health Impairment	Math
Autism	Science/Social Studies
Specific Learning Disability	Computer Access
Vision Impairment	Reading, Studying, Math



Assistive Technology Leadership Training I, II, II+

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Assistive Technology Leadership courses were offered to staff through the Kenosha Unified School District's staff development office. The primary goal of each leadership course was to provide participants with information, materials, and AT tools so that they could become an AT resource person in their individual school buildings. Class content focused on AT to support special education students with high incidence disabilities. Leaders received information and/or tools that supported reading, writing, math, and organizational skills. The courses built upon each other, and needed to be taken consecutively. Leaders were encouraged to explore and use the tools they received in class and were expected to share information and resources with co-workers.

Ingredients (Assistive Technology Used):

AT Leadership I:

- AT Consideration Wheel
- CIRCUIT CD
- Assessing Students' Need for Assistive Technology (ASNAT) Manual
- Visual Strategies for Improving Communication (book) by Linda A. Hodgdon. (1995). QuirkRoberts Publishing.
- Franklin Speaking Homework Wiz™
- Write:Outloud®

AT Leadership II:

- How Do You Know It, How Can You Show It? by Reed, P., Bowser, G., & Korsten, J. (2002). Wisconsin Assistive Technology Initiative
- Switch Adapted Digital Video and Camera
- Flashdrive

AT Leadership II+:

- Resources and AT tools are provided on an individual basis from the district's lending library to support leadership activities.

Instructions (Strategies and Results):

The district's AT team progressed through various steps in its implementation plan:

- Identified needs of the district:
- Identified the need for staff development in the area of assistive technology.
- Identified the need to support the high incidence populations of special education students

Researched and Brainstormed Ideas:

- Researched existing models in the area of staff development.
- Discussed and prioritized areas of focus for staff development.

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- Decided to offer district in-service classes for college credit. These classes would be offered in consecutive semesters.

Outlined a Long Term Plan; AT Leadership I Class (2003-04)

First year leaders were provided with the following information:

- Overview of assistive technology: definition, roles and responsibilities
- AT in the IEP
- Evaluation of students needing assistive technology
- Tools to support writing: brainstorming and organizing, word processing, word prediction software, accessibility features
- Tools to support reading: assessment, discussing the concept of literacy for all, Start-to-Finish Books™, exploring electronic text
- Tools for math and organization: Lottie™ Kit for Math, math software, organization tools
- First year leaders were provided with resource materials and assistive technology tools
- First year leaders were expected to share resources and information with others and survey their staff regarding the AT needs in their buildings.

AT Leadership II Class (2004-05)

Second year leaders were provided with the following information:

- Demonstration of Clicker Evidence-based practice
- Data collection
- Augmentative and alternative communication
- Principles of effective implementation
- Universal design features
- Organizational tools and strategies
- What's new and cool in assistive technology
- Microsoft® PowerPoint tips

Second year leaders were expected to prepare a Microsoft® PowerPoint presentation on an assistive technology tool and share it with the class. Leaders were encouraged to present their Microsoft® PowerPoint presentation to staff in their buildings. Second year leaders received resource materials and assistive technology tools.

AT Leadership II Plus Special Project (2005-06)

Participants who took both Leadership II classes and I were offered to be paid 10 hours each to complete assistive technology leadership activities within their own schools. Sample leadership activities could include teaching a co-worker how to use a piece of software or creating materials for student/classroom use:

- Submitted plans to administration for approval
- Received approval from administration
- Carried out plans
- Purchased resource materials and equipment
- Taught leadership I & II classes

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- Trained on equipment
- Monitored participants' leadership activities for Leadership II Plus Project



Keywords	
Teacher/Adult	Birth to 5
Speech/Language	Elementary School
Cognitive Disability	Middle School
Traumatic Brain Injury	Language Arts
Emotional/Behavioral Disability	Math
Significant Development Disability	Science/Social Studies
Other Health Impairment	Professional Development
Autism	Writing
Specific Learning Disability	Composing Written Materials
Hearing Impairment	Communication
Vision Impairment	Reading, Studying, Math
Orthopedic Impairment	



Facilitated Instruction: Embedding Assistive Technology Practices With Research-Based Instructional Strategies

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This project was about utilizing a coaching and observing cycle to enhance teaching practices through the collaboration of two learning partners, an assistive technology (AT) facilitator, who was a speech and language pathologist, and a teacher. This model included an innovative module of “facilitated instruction,” which provided embedded practice of the assistive technology within instructional strategies. Goals were established to implement assistive technology utilizing research-based instructional strategies (elements). Improved student learning was measured through reflective practice. Self-assessment measures were built into the model and measured using developed rubrics.

Ingredients (Assistive Technology Used):

- Boardmaker®
- Writing With Symbols™
- Kidspiration®
- Alphasmart™ 3000
- IntelliKeys®
- Low tech items
- Digital Camera

Instructions (Strategies and Results):

This model was formed based on research-based instructional strategies to help mentor new teachers and coach experienced teachers in implementing assistive technology within their classrooms. It met the following Wisconsin Standards for Teacher Development: 1, 3, 4, 7, 8, 9, and 10, and Pupil Service Development standards: 1, 2, 3, and 7. The model was based on the work of Robert Morzano, Debra Pickering, and Jane Pollock who identify nine research-based strategies as teaching strategies that had a strong effect on student learning for students of all ages. They included:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Questions, cues and advance organizers

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In a common observation of a teacher, a supervisor or facilitator observes a teacher and then holds a post-conference to provide feedback. This method proves little teacher growth and minimal change in teaching strategies. When the Facilitated Instruction model was utilized, research-based strategies guided how AT was used. Modules of ensuring the implementation of AT were built in through "facilitated instruction" and reflective practice. Please refer to the example attached. The Facilitated Instruction model added research-based implementation strategies, a pre-conference, and followed the first observation, with two other key components; the facilitated instruction session and second observation. These key components help teachers learn to implement and use AT through coaching, guided instruction, reflection and practice.

Outcomes:

- Staff were more comfortable using AT in their classrooms
- Special education staff and regular education staff were working together to promote student learning
- Administrators increased their support of AT
- Staff increased their use of AT within the district

Supporting Materials:

CD Folder: Gneiser-Lien

Keywords	
Teacher/Adult	High School
Speech/Language	Language Arts
Cognitive Disability	Science/Social Studies
Traumatic Brain Injury	Art/Music
Emotional/Behavioral Disability	Play/Participation (Early Childhood)
Significant Developmental Disability	Computer Access
Other Health Impairment	Writing
Autism	Composing Written Material
Specific Learning Disability	Communication
Birth to 5	Reading, Studying, Math
Elementary School	Recreation and Leisure
Middle School	Activities of Daily Living



Applying Assistive Technology to Basic Interactive Strategies for Special Education Students

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Curricular materials and supports for special education teachers were often in short supply in many school districts. The Eau Claire Area School District assistive technology (AT) team attempted to fill this need by dividing our assistive technology resources into three broad areas of Learning: Basic Interactive, Language/Communication, and Reading/Writing/Math. We developed an AT integrated resource list and have completed the Basic Interactive section. We will share our resource list and demonstrate how we are making it available to the teachers in our district. The goal was for teachers to use an expanded variety of resources/activities with their students and that assistive technology played an integral part in learning.

Ingredients (Assistive Technology Used):

- Powerlink[®]
- Crick USB Switch Interface
- Ablenet[™] Switches
- Step-by-Step[®]
- Big Mac[®]
- All Turn It Spinner[™]
- Whiz Bang Technology for the Disabled
- Fan/blower
- Ramp
- Small appliances
- Radio/tape player
- Lights
- Sensory materials
- Art & craft materials
- Phonograph

Instructions (Strategies and Results):

Students who are at a Basic Interactor stage have been defined by Musselwhite and King-DeBaun (1997) as students with short attention spans, who communicate primarily by facial expressions and vocalizations. Choice making can be purposeful. They may show recognition of familiar objects or people, have a beginning awareness of cause-effect, and minimal art/writing opportunities. Many assistive technology tools are ideally suited to support these students within their educational programs. The Eau Claire Area School District assistive technology team has created a handout of resources for special education teachers that target this population. The Basic Interactive handout serves two main functions. It highlights where staff can find assistive technology tools/resources (including software, staff created resources

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■ on our district public drive, web resources, and assistive technology team district
■ lending library resources.). And it provided a compilation of activity/lesson ideas for
■ this population that demonstrates the integrated use of assistive technology. This
■ resource was shared as part of our assistive technology consultations and was
■ developed because it was repeatedly used after each on-site consultation. Feedback at
■ the end of the school year was positive. The special education staff was more aware
■ of the resources that are housed within our district as well as resources that are
■ available on the web. In addition, staff used the lesson/activity ideas as part of their
■ programming to help foster the use of assistive technology within classrooms.

■ **Supporting Materials:**

CD Folder: Jankowski-Tufte-Paul

Keywords	
Teacher/Adult	Middle School
Speech/Language	High School
Cognitive Disability	Functional Learning
Significant Development Disability	Computer Access
Other Health Impairment	Communication
Orthopedic Impairment	Recreation and Leisure
Elementary	



Instructional Technology Staff Development

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Sun Prairie Area School District took steps to update computer technology and increase proficiency in each educator's awareness of technology, use of technology as a teaching tool, and integration of technology into the curriculum as both a teaching and learning tool. The district's instructional technology staff development opportunities have been aligned with the standards and organized by competency levels. Assistive technology was a part of the overall organization of staff development and was a part of all competency levels.

Ingredients (Assistive Technology Used):

- Boardmaker®
- Kurzweil
- Screenreader
- Alphasmart™
- Dana™
- Writing with Symbols™
- Typing Tutors
- Dragon Naturally Speaking®
- Microsoft® Windows accessibility features
- Earobics™
- Draftbuilder™
- Co:Writer®
- WriteOut Loud®
- Augmentative communication overview
- Hands on lab experiences

Implementation Strategies and Results:

In the year 2003, as part of the district's overall technology plan, a global instructional technology staff development plan was created. A small committee, which was a subcommittee of the district's technology team, created the plan for this structure of staff development. The plan was meant for all staff including secretarial, teaching, and assistants. Essentially, three levels of competency were created.

Level I: Basic Literacy Level was defined as demonstrating basic computer skills in using district supplied software and hardware necessary to perform routine job duties. The courses offered at this level were basic computer skills, basic internet skills, introduction to GroupWise®, introduction to word processing, introduction to CLASSxp, introduction to electronic gradebook and introduction to assistive technology.

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■ If a staff member felt that they are already competent in an area they were not asked to complete the course.

■ Level II: Application was defined as demonstrated proficiency and knowledge of applications that were pertinent to their current job assignment. There were five strands of courses in this level. They were:

-
- • Productivity software which included programs such as advanced word processing, spread sheets and data base;
 - • Graphics and peripherals which included digital cameras, scanners, and Corel[®] Paint Shop Pro[®];
 - • Presentation software such as Kidpix[®], Microsoft[®] PowerPoint, Inspiration[®] and web page creation;
 - • Student data software;
 - • Assistive technology tools. The assistive technology tools strand included beginning Boardmaker[®], Kurzweil, Screenreader, Alphasmarts[™], Danas[™], Writing with Symbols[™], typing tutors, Dragon Naturally Speaking[®], Microsoft[®] Windows accessibility features, Earobics[™], Draftbuilder[™], Co:Writer[®], WriteOut Loud[®], and augmentative communication overview.

Level III: Immersion Applications of technology in instruction. This included courses that demonstrated integration of technology into the classroom. Courses offered here were more advanced courses on software with inclusion ideas, internet resources, course management software, technology rich lessons and tasks and characteristics of effective schools.

This was the first time that all offerings were presented in a plan and feedback was requested. Many staff were overwhelmed by the number of offerings and amount of information included. All courses were offered one time per year, but even so, if one could not attend a course, it would not offered again for another year. Staff had also been confused on level completion. Another small subcommittee was formed to re-look at the instructional technology staff development plan to address some of these issues.

Supporting Materials:

CD Folder: Klund

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Keywords	
Teacher/Adult	Elementary School
Speech/Language	Middle School
Cognitive Disability	High School
Traumatic Brain Injury	Language Arts
Emotional/Behavioral Disability	Math
Significant Developmental Delay	Science/Social Studies
Other Health Impairment	Play/Participation (Early Childhood)
Autism	Computer Access
Specific Learning Disability	Writing
Hearing Impairment	Composing Written Material
Vision Impairment	Communication
Orthopedic Impairment	Reading, Studying, Math
Birth to 5	Vision



Assessment Using Stages Software

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An "at a glance" sheet was developed to facilitate administration of the Stages: Software Solutions for Special Needs. This helped educators determine what level a student was currently functioning. Stages: Software Solutions for Special Needs by Madalaine Pugliese consists of seven stages that define students' cognitive and language skills. Educators use it to determine the stage the student currently works. The data are used to recommend software that builds identified skills.

Ingredients (Assistive Technology Used):

- Stages: Software Solutions for Special Needs

Implementation Strategies and Results:

Educators who used the Stages: Software Solutions for Special Needs found the first step encountered was determining where their student currently functions. There are seven stages:

- Stage 1 Cause and Effect
- Stage 2 Language Readiness
- Stage 3 Emerging Language
- Stage 4 Early Concepts
- Stage 5 Advanced Concepts and Communication
- Stage 6 Functional Learning
- Stage 7 Written Expression

An "at a glance" sheet provided a brief description of each stage, the focus of the stage, recommended activities, and criteria that must be met before moving on to the next stage. The first three stages were sequential, meaning they build upon one another and had to be done in the order indicated. Stages four through seven are concurrent, meaning they could be worked on at the same time.

Supporting Materials:

CD Folder: Lees

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Keywords	
Teacher/Adult	Elementary School
Speech/Language	Middle School
Cognitive Disability	High School
Traumatic Brain Injury	Language Arts
Significant Development Disability	Math
Autism	Computer Access
Specific Learning Disability	Writing
Vision Impairment	Communication
Birth to 5	Reading, Studying, Math



Communicating with Assistive Technology in the Music Classroom

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This recipe for success provided low technology to high technology communication strategies for music activities. They can be used by music teachers and classroom teachers who use music in their classroom instruction. Music teachers are not always prepared for students in the music classroom that use augmentative communication strategies. Since most music instruction includes vocal activities as well as instrument playing, strategies for engaging all the learners that need vocal output assistance will be the focus of this recipe for success. Low to high tech communications for music activities will be provided for music and classroom teachers using music in their classrooms.

Ingredients (Assistive Technology Used):

- Boardmaker[®]
- Big Mac Switch[®]
- Step by Step[®]
- Writing With Symbols[®]
- Lamination capability
- Music folders

Implementation Strategies and Results:

Assistive technology communication ideas for music:

1. When the class was discussing a musician, music style or song, the student with communication needs was involved by using a Big Mac Switch[®] or Step By Step[®] device. A simple phrase or sequence of information was quickly and easily recorded. It was critical to add an image or words to the device so the student was aware of what they were communicating.
2. Some students had a specific device that asked for assistance from the teacher, assistant, or peer when available. Some students had another strategy to request assistance.
3. Labeled musical instruments/materials in storage with words AND pictures.
4. Provided communication boards and routine boards throughout the music room for the student to use when gathering materials (e.g., songbooks or instruments) or storing materials for the next class.
5. Created communication boards that were generic to the music room. They were placed in music folders to blend into to the music room. Extra phrases or materials were stored in the folder.
6. Created communication boards that were specific to music classroom activities such as singing, playing, listening.
7. For some students that had difficulty reading the words in music, Boardmaker[®]

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■ icons were used to re-write the music. Writing With Symbols[®] is another
■ computer program that recreates the words of music in images.

- 8. Used a Step By Step[®] to program song phrases, made note of tempo so the
■ student could stay with the peers as they “sung”. For songs that had a repetitive
■ phrase, a Big Mac switch will work well.

■ **Supporting Materials:**

■ CD Folder: Loesl - Music

Keywords	
Teacher/Adult	Orthopedic Impairment
Speech/Language	Birth to 5
Cognitive Disability	Elementary School
Traumatic Brain Injury	Middle School
Significant Development Disability	High School
Other Health Impairment	Art/Music
Autism	Communication
Hearing Impairment	Recreation and Leisure
Vision Impairment	



Communicating with Assistive Technology in the Art Classroom

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This recipe focuses on assistive technology (AT) options, from low tech to high tech, that art teachers utilize with students who needed communication support in the art classroom. Art teachers are not often aware of or comfortable with augmentative communication strategies in the art room. Many times, the student doesn't bring along the device or strategy, as it might get dirty or ruined with the materials used in the art room. Because art is so visual, it was easy to show the students the materials to make choices, but there was little room for communication initiation.

Ingredients (Assistive Technology Used):

Boardmaker®
Big Mac Switch®
Step by Step®
Empty watercolor palette
Lamination capability

Implementation Strategies and Results:

Assistive technology communication ideas for art:

1. When the class discussed an artist, art movement or artwork, the student with communication needs was involved by using a Big Mac Switch® or Step By Step® device. A simple phrase or sequence of information was quickly and easily recorded. It was important that an image or words was added to the device so the student was aware of what they were communicating.
2. Some students had a specific device to enable them to request assistance. When assistance from the teacher, assistant or peer was available, the student could use another strategy to request or to inquire.
3. Labeled art materials in storage with words AND pictures.
4. Provided communication and routine boards throughout the art room for the student to use when gathering and storing materials and projects for the next class. The boards included vocabulary for proper care and cleaning of art materials
5. Created communication boards that are generic to the art room. Put them on empty watercolor palettes to blend into to the art room. Extra phrases or materials can be stored in the palette case.
6. Created communication boards that were kept in a folder for the students. Each one could be different (e.g., shapes, materials related to specific art procedures-painting, drawing, sculpture, clay, etc.) These strategies have worked well with art teachers in Milwaukee Public Schools.

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■ **Supporting Materials:**

■ CD Folder: Loesl - Art

Keywords	
Teacher/Adult	Elementary School
Speech/Language	Middle School
Significant Development Disability	High School
Hearing Impairment	Art/Music
Birth to 5	Communication
	Recreation and Leisure



Assistive Technology Collaboration Between Milwaukee Public Schools and Milwaukee Institute of Art and Design (MIAD)

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Students from the Junior Level Design course at MIAD in the Industrial Design program were introduced to students from Riverside University High School. The Riverside students were chosen because they had significant physical challenges and were able to articulate their needs for new devices to help them access their school and home tasks. Cooperatively, the college and high school students worked together to create adaptive devices that met specific needs such as accessing an elevator button, stapling papers with one hand, folding towels and shirts, and putting paper easily into a paper shredder.

Ingredients (Assistive Technology Used):

- Adaptations of existing tools and devices
- Stapler
- Three hole punch
- Paper shredder
- Various materials for creating the adaptive devices

Implementation Strategies and Results:

This project lasted for four weeks. Initially, the MIAD students were introduced to assistive technology devices and low tech tools that students in the high school were using. Next, the students from MIAD and the students from Riverside met at Riverside to discuss what needs the Riverside students had that possibly the MIAD students could create into adaptive tools. The Riverside students demonstrated how difficult some tasks were, and how that maybe just simple adaptations could make it possible to complete the task as independently as possible. Off to the drawing boards went the MIAD students and two weeks later they were back at Riverside with mockups (foam core and cardboard samples of the designs) for the Riverside students to try. Many of the designs were right on target, and with a little tweaking with size and color, they would work great! Others had to go back to the drawing board, as the designs just didn't work out when in practice. Another two weeks flew by for the MIAD students and trudged slowly for the Riverside students as the projects were readied for the final presentations. Riverside was the host site for the final presentations, which were shown on three local television stations and in the local newspaper. The MIAD students proudly demonstrated and discussed their creations, as the Riverside students eagerly tried them out. Students were now able to access the elevator independently, stir a pot on the stove with only one hand, fold t-shirts and towels with one hand, staple papers perfectly in the corner, and easily shred or punch

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holes in paper. It was an exciting and heartfelt project as the MIAD Design students were sensitized to working with potential clients with disabilities, and the Riverside students were actively engaged in creating assistive devices for the potential benefit of themselves and others. It was evident that both groups of students had an impact on the other in incredible ways.

Supporting Materials:

CD Folder: Loesl & Werner

Keywords	
Teacher/Adult	Transition
Cognitive Disability	Communication
Other Health Impairment	Recreation and Leisure
Orthopedic Impairment	Activities for Daily Living (ADL's)
High School	



Effective Implementation of Boardmaker[®] in the West Bend School District

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Teachers in regular education and special education were expressing a need for Boardmaker[®] in their classrooms and were interested in sharing materials that had been created. By providing trainings in the appropriate use of Boardmaker[®] and in the implementation of materials created from using Boardmaker[®], teachers were able to effectively use this tool. Also, through the creation of a Boardmaker[®] file on the West Bend School District Network, teachers were able to store and share materials that they had created and access materials that others had made.

Ingredients (Assistive Technology Used):

- Boardmaker[®] Software and Materials Created with Boardmaker[®]
- Video Camera

Implementation Strategies and Results:

In order to effectively implement Boardmaker[®] in the West Bend School District the following steps have been identified:

- Created a Boardmaker[®] file on the West Bend School District Network
- Set up folders within the Boardmaker[®] file where teachers could save and share their Boardmaker[®] creations
- Trained West Bend School District Staff in the appropriate use of Boardmaker[®]
- Trained West Bend School District Staff in the possible uses of Boardmaker[®] materials
- Created a training video demonstrating effective use of Boardmaker[®] in the classroom
- Moved to a network version of Boardmaker[®] in the West Bend School District in order to provide efficient and dependable access to the software
- Managed the Boardmaker[®] file on the West Bend School District Network in order to allow for efficient access to materials that had been created and shared

Supporting Materials:

CD Folder: Moehn

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Keywords	
Teacher/Adult	High School
Speech/Language	Language Arts
Cognitive Disability	Math
Traumatic Brain Injury	Science/Social Studies
Emotional/Behavioral Disability	Art/Music
Significant Development Disability	Play/Participation (Early Childhood)
Autism	Writing
Hearing Impairment	Communication
Birth to 5	Reading, Studying, Math
Elementary School	Recreation and Leisure
Middle School	Activities for Daily Living (ADL's)



Assistive Technology Tools and Software Course for Credit

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Assistive Technology Tools and Software course was a four session, one credit course. This course was designed for educators, occupational therapists, and speech/language pathologists of struggling students who may benefit from assistive technology in the areas of assessment, writing, reading, and augmentative communication. Each session presented assistive technology tools and software, followed by hands on experience. Materials were be available for checkout from the WATI (Wisconsin Assistive Technology Initiative) Lending Library for trial use onsite at their school. This course, in collaboration with WATI, has also been supplemented by the Cooperative Educational Service Agency (CESA) Foundation Grant, providing for the purchase of tools and software for the participants of this course.

Ingredients (Assistive Technology Used):

- Low, mid and high tech assistive technology for assessment, writing, reading and augmentative alternative communication
- Low tech pencil kit
- Low tech reading kit
- WordQ software
- Computer
- Speakers
- Projector, screen
- Company catalogs
- Demos
- Assessing Students Needs for Assistive Technology (ASNAT); A resource Manual for School District Teams, (2004) 4th Edition, Penny Reed, Ph.D., Elizabeth Lahm, Ph.D. Wisconsin Assistive Technology Initiative
- Using Assistive Technology to Meet Literacy Standards for Grades K-3, Sherry L. Purcell, Ph.D., Debbie Grant, M.A.
- Using Assistive Technology to Meet Literacy Standards for Grades 4-6, Sherry L. Purcell, Ph.D., Debbie Grant, M.A
- The Monitor (Wisconsin's Assistive Technology Newsletter)
- Closing The Gap (Computer Technology periodical)
- Various software tutorials as designated

Implementation Strategies and Results:

Assistive Technology Tools and Software course was developed from a collection of previous year lab sessions and in-services. The four topic areas of assessment, writing, reading and augmentative and alternative communication (AAC) were selected from past attendance history. The basic outline of each session follows the

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WATI assistive technology (AT) continuum of low, mid and high tech. Funding: Funding for the instructor position was part of the WATI consultant position. The CESA Foundation Grant was applied for to provide additional funding for materials, low tech tools and software to the participants of this course. The CESA Foundation Grant awarded \$2000 to supplement this course in collaboration with WATI. Additional funding was provided by the CESA Regional Services Network grant. College Credit: A course proposal was submitted to Viterbo College Off Campus Center. The proposal included a course description, credit objectives, Interstate New Teacher Assessment and Support Consortium (INTASC) standards addressed, course content outline, course methodology, assignments, evaluation method and rubrics, text, readings and bibliography. Scheduling: A survey was sent out to school administrators for schedule recommendations. Approximately a 50/50 response was received as to the school policy on teachers attending a for-credit class during paid school hours. The course was set to provide one full day session on assessment with the remaining half day sessions scheduled in two time slots, afternoon and evening. Class Prep: Planning for each session involved: Develop materials list Create handout with materials, platform information, current pricing, and vendor information. Check out materials from Lending Library. Contact companies for catalogs, pamphlets, demos, door prizes. Purchase materials for participants.

Course Assignments

Session 1: Select a target student, target task, acquire a signed photo release. Assess student using 1 or more assessment tools from this session. Formulate list of needs and possible AT that may benefit your student. Video tape student performing task w/o AT tools or software.

Session 2: Check out from lending library one or more AT tools or software and try with student.

Session 3: Check out from lending library one or more AT tools or software and try with student. Instruct target student on selected AT tools.

Session 4: Check out from lending library one or more AT tools or software and try with student.

Integrate AT tool or software into the classroom.

Complete a post assessment on target student using AT tool or software.

Video tape student performing task with AT tools or software. Present to class pre and post finding.

Online Course: At this point because of the hands on component this course lends itself to a face to face setting. With planning and modification the format could be adapted for an online course.

Supporting Materials:

CD Folder: Nankee

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Keywords	
Teacher/Adult	Middle School
Speech/Language	High School
Cognitive Disability	Language Arts
Traumatic Brain Injury	Assessment
Emotional/Behavioral Disability	AAC
Significant Development Disability	Computer Access
Other Health Impairment	Writing
Autism	Composing Written Materials
Specific Learning Disability	Communication
Vision Impairment	Reading, Studying, Math
Orthopedic Impairment	Positioning and Seating
Elementary School	Vision



Using Visual Tools for Students with Communication Challenges

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This presentation provided information regarding the use of visual tools for individuals with communication issues. Examples were shared.

Ingredients (Assistive Technology Used):

- Low tech visual tools and software
- Boardmaker[®]
- Picture This
- Microsoft[®] PowerPoint
- Line drawings
- Colored icons
- Plastic cubes
- Magnets
- Velcro[®]
- Page protectors
- Laminating sheets

Implementation Strategies and Results:

This session provided background information regarding the use of visual support strategies and tools with students with communication issues, including autism spectrum disorder. A variety of visual tools were discussed and displayed.

Supporting Materials:

CD Folder: Pallaske

Keywords	
Teacher/Adult	Birth to 5
Speech/Language	Elementary School
Cognitive Disability	Middle School
Traumatic Brain Injury	High School
Emotional/Behavioral Disability	Language Arts
Significant Development Disability	Play/Participation (Early Childhood)
Autism	Communication
Specific Learning Disability	Reading, Studying, Math



Premier Assistive Technology Software: In-service to Staff of Students with Disabilities

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A grant from Premier Assistive Technology Software was received by the Kettle Moraine School District. An in-service training was set up to introduce the staff to Premier Assisitve Technology products, specifically the Talking Word Processor[®] with Predictor Pro and the Universal Reader .

Ingredients (Assistive Technology Used):

- Premier assistive technology software
- Talking Word Processor[®] and their Universal Reader
- Computer
- Projector
- Screen
- Laptop computer

Implementation Strategies and Results:

Due to time constraints, time was granted at an all special education teacher in-service. The purpose of this 45 minute presentation was to introduce the staff and special education director to the software recently acquired for the district through a grant. It provided an overview of the software and more specifically, the Talking Word Processor[®] and their Universal Reader. Features of the programs were demonstrated and the audience was asked to share how they may be used with a student in their classroom. In addition, features of the Premier software were compared to the program currently in use. Following the overview, teachers were offered individualized instruction if needed. A learning disabilities teacher at the high school requested a training in her Read 180 class to teach the students how to use the Talking Word Processor.

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Keywords	
Teacher/Adult	Vision Impairment
Speech/Language	Elementary School
Cognitive Disability	Middle School
Traumatic Brain Injury	High School
Emotional/Behavioral Disability	Language Arts
Significant Development Disability	Math
Other Health Impairment	Science/Social Studies
Autism	Computer Access
Specific Learning Disability	Writing
Orthopedic Impairment	Reading, Studying, Math
Hearing Impairment	



District Introduction to Assistive Technology

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Sue and two other teachers (special education and sixth grade teacher) developed an Introduction to Assistive Technology (AT) course on the district website "Moodle" link (Moodle is a course management system - a free, Open Source software package designed using sound pedagogical principles, to help educators create effective online learning communities). This course offered first-hand experience as an "online-learner" to:

- Explore several AT tools
- Develop strategies for incorporating AT into student learning
- Develop and demonstrates a clear understanding of the benefits of AT

The program outcomes are tied to Standards 1, 2, 3, and 4 of the Wisconsin Standards for Teacher Development and Licensure.

Ingredients (Assistive Technology Used):

- Various levels of AT introduced
- Treats at face-to-face meeting

Implementation Strategies and Results:

This course was designed for the Moodle Link on the district web page. New teachers were encouraged to complete this course as part of their "new teacher training" at the beginning of each school year. It was also be offered as a class for paraprofessionals to help them learn what is in their buildings and available to assist in their work with students.

The course objectives are as follows:

1. Participants define assistive technology, assistive technology services, and related laws and terms.
2. Participants identify, describe and discuss the use of low, elementary, and high technologies.

Criteria:

- Experiment with three "low tech" tools in your classroom or working environment. Share findings through the forum discussion.
- Experiment with two "elementary" tools in your classroom or working environment. Share findings through the forum discussion.
- Experiment with one "high tech" tool in your classroom or working environment. Collect example of student work and discuss in the forum how this "high tech" AT device assisted student.

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- Pick two AT devices that are the most beneficial for your classroom. Give examples of student work/progress when using them. Create a hypothetical situation where these devices did not work and list the next three things you could try.
3. Participants will be able to identify, describe, and discuss the use of assistive technologies in education and training.

Criteria:

- Respond to forum discussion inquiry regarding your AT experience
4. Participants will demonstrate awareness of basic issues on assistive technology. Assessment: Research online sources which identify and describe collaborative projects between schools in various parts of the country or the world.

Criteria:

- Create a list of projects found and describe how each works, e.g. technology used, specific objectives, etc.

Keywords	
Teacher/Adult	Middle School
Speech/Language	High School
Cognitive Disability	Language Arts
Traumatic Brain Injury	Math
Emotional Behavioral Disability	Science/Social Studies
Significant Developmental Delay	Art/Music
Other Health Impairment	Computer Access
Autism	Writing
Specific Learning Disability	Composing Written Material
Hearing Impairment	Communication
Vision Impairment	Reading, Studying, Math
Orthopedic Impairment	Vision
Elementary School	Hearing



Assistive Technology Training for District Teacher Assistants

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Staff in the district indicated that several new teacher assistants (TAs) were hired as well as some TAs were changing positions. In addition, the variety of students entering the regular education classrooms were not only increasing in number but also in variety and severity of disabilities. At the same time, district funds are dwindling. To provide quality services, it was determined immediate and relevant training for support staff was needed. Therefore, an after school training program consisting of 30-60 minute in-services was implemented.

Ingredients (Assistive Technology Used):

- Writing with Symbols[®]
- Boardmaker[®]
- Velcro[®]
- Three ring binder
- Information provided by Penny Reed & Marsye Kaplan from Winter 2005 WATI Leadership Institute (survey of needs)
- Work samples using targeted assistive technology
- Treats
- Computer projector so all participants could easily view examples

Implementation Strategies and Results:

1. Discussion between CESA 5 WATI consultant, Assistive Technology Committee Chair/Speech & Language Pathologist, and Technology Administrator, took place in December 2005. A plan for training was sketched out with common barriers in how to use identifies assistive technology. The plan called for specific training for teacher assistants where they could feel immediate success, see a plan of implementation and understand strategies quickly.
2. Create and use a district-wide teacher assistant survey of skills related to knowledge of assistive technology as well as teaching methods for students with disabilities to determine knowledge, skills and needs in our district.
3. Analyze the information received from the survey and compare that to the needs of the students in the district as determined by regular education and special education teachers.
4. Invitations were sent to special education assistants. In addition, some regular education teachers were invited based on current students using the programs and past specific interest in the specific program.
5. Conduct specific training within our district to address the needs. An agenda was provided along with specific tasks to complete. During these trainings, teacher assistants were allowed to ask questions and share ideas for implementation as

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well as perceived concerns or roadblocks to using the information directly with students.

6. The speech/language pathologist placed tutorials and samples/activities/ communication boards on the district's networked sharing drive (made with Writing with Symbols and Boardmaker) for access by staff in the district.
7. Provided follow-up meetings to enhance learning, problem solve, give specific time for working on real projects/assignments and determine further needs.
8. Provide ongoing training for using assistive technology from low- tech to high-tech, based on student and staff needs.

Outcomes:

1. Increase knowledge of assistive technology available in the district by the teacher assistants.
2. Increase knowledge of learning styles and AT supports for students with learning needs.
3. Increase skills in the use of specific assistive technology.
4. Continued trainings were planned for staff.
5. Consideration of refining training opportunities in the district occurred because of these activities. There is the possibility of dedicating a percent of staff development money to a part-time position for in-house training.
6. Increased awareness of special education and assistive technology training for regular education teachers as well as teacher assistants and other support staff. Using surveys/needs assessments, specific target areas were identified.

Supporting Materials:

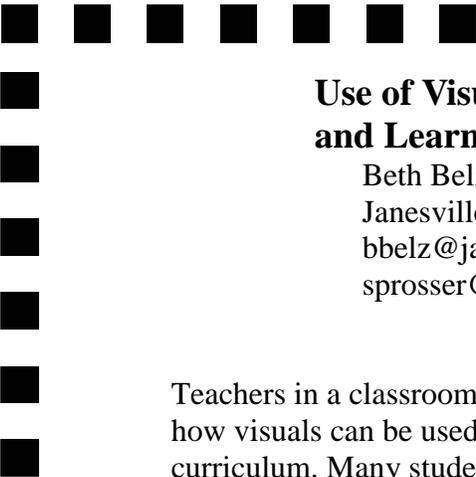
CD Folder: Karch

Keywords	
Teacher/Adult	High School
Speech/Language	Language Arts
Cognitive Disability	Math
Traumatic Brain Injury	Science/Social Studies
Significant Development Disability	Art/Music
Other Health Impairment	Play/Participation (Early Childhood)
Autism	Professional Development
Specific Learning Disability	Writing
Birth to 5	Communication
Elementary School	Reading, Studying, Math
Middle School	Recreation and Leisure
	Activities for Daily Living (ADL's)



District

The following recipes demonstrate successful district planning for the use of assistive technology.



Use of Visuals to Promote Communication and Learning in the Cognitively Disabled Classroom

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Teachers in a classroom setting show and demonstrate through a poster presentation how visuals can be used to promote communication and learning across the curriculum. Many students with cognitive disabilities and autism have word finding difficulties that interfere with their ability to successfully communicate and show what they have learned or what they know in the classroom. Use of visuals (picture and word cues) around the classroom and within view must be used to promote communication and learning.

Ingredients (Assistive Technology Used):

- Augmentative Communication Devices
- Boardmaker[®]
- Picture It
- Kidspiration[®]
- Inspiration[®]
- Trifold Poster Board
- Samples of visual materials used
- Map of classroom set up with visuals

Instructions (Strategies and Results):

A teacher of students with cognitive disabilities and a speech/language clinician showed examples and procedures of visual curriculum and adapted teaching tools used to help students be successful in a classroom setting. Use of specific software such as Boardmaker[®], Picture It, and Kidspiration[®] was demonstrated. Inspiration[®] was shown to promote use of visuals. These were promoted within the district and others were taught through in-services, newsletters, modeling with aides and other co-workers. Many ideas and examples were shown such as work samples, picture schedules, picture/word social stories, augmentative communication and many more.

Supporting Materials:

CD Folder: Belz- Prosser

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■ (Continued from page 89)

Keywords	
Administrative/District	Language Arts
Speech/Language	Science/Social Studies
Cognitive Disability	Learning Across the Curriculum
Autism	Writing
Elementary School	Composing Written Materials
Middle School	Communication
High School	Reading, Studying, Math



Tracking Your Assistive Technology

Judi Cumley

CESA 5

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Special education directors and personnel in Cooperative Educational Service Agency 5 expressed a frustration about knowing and tracking the increasing amount of assistive technology in their districts. This Microsoft® Excel spreadsheet is an attempt to help reduce the problem. This document has been sent to a select group of administrators and staff for feedback. Districts can modify it to meet their needs by adding/deleting fields, equipment, software, etc. It was loosely organized according to the Wisconsin Assistive Technology Initiative (WATI) checklist.

Instructions (Strategies and Results):

Loosely organized on the WATI checklist, it has three sheets:

- Sheet 1 lists equipment for computer access, hardware and "suite" software
- Sheet 2 lists assistive technology for writing and reading
- Sheet 3 focuses on communication and environmental access.

The columns were created to help track purchases, including date, vendor cost, purchase order, number of copies, location and computer platform. The last columns were added to indicate a need for training. If an item is used on a limited basis, there may be a low to high need for training (depending on the reason for the limited usage). Resources for help may exist in or out of the district and could be noted. Please note that it is not intended to list every possible title or type of assistive technology, but rather to give districts a template to adapt to their collection of resources and needs.

Schools and personnel can modify the existing fields by adding columns (go to insert menu & click on column). It will add a new column to the left or in front of the selected column. To delete a column or row, select the column/row you want deleted, click on edit, delete. Insert new rows (to add equipment, software, category) by clicking on a row in the section and going to insert, row. The new row will be added above the selected row. To clear the contents in a row/column, simply click on the cell and press delete. Edit information in a row/column by double clicking on the text. If you are not familiar with the Microsoft® Excel program, the help menu is of great assistance.

This spreadsheet could be completed in part or whole by teachers, therapists, instructional technology staff, special education directors, or all of the above. It could be compiled for the district or left for each building. Once completed, a district secretary, assistive technology specialist/team or designee could continue to update and add items as purchases are made.

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Supporting Materials:

CD Folder: Cumley

Keywords	
Administrative/District	Math
Speech/Language	Science/Social Studies
Cognitive Disability	Art/Music
Traumatic Brain Injury	Play/Participation (Early Childhood)
Emotional/Behavioral Disability	Other Communication
Significant Development Disability	Computer Access
Other Health Impairment	Writing
Autism	Composing Written Materials
Specific Learning Disability	Communication
Hearing Impairment	Reading, Studying, Math
Vision Impairment	Recreation and Leisure
Orthopedic Impairment	Activities for Daily Living (ADL's)
Birth to 5	Mobility
Elementary School	Positioning and Seating
Middle School	Vision
High School	Hearing
Language Arts	



Assistive Technology in the Madison Metropolitan School District

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Described is the current approach to assistive technology within Madison Metropolitan School District.

Ingredients (Assistive Technology Used):

- Microsoft® PowerPoint
- LCD projector
- School District Staff and Community Agencies that we work with collaboratively

Instructions (Strategies and Results):

Implementation:

- Formal presentation to identified key groups that were administratively decided (speech/language, occupational therapy, physical therapy, early childhood, visually impaired, department chairs at high schools, etc)
- Short Microsoft® PowerPoint presentation (15-20 minutes) with slide handouts (three slides per page) for note taking
- Areas covered: Staffing, IEP process, low tech approach prior to high tech, website information (assistive technology forms, resources, links, etc).
- For further dissemination purposes presentation can be accessed off of our "DWW" website via video file. PDF of handouts accompanying the video clip.

Results:

- Inexpensive way to give information to a wide variety and high number of staff in a cost efficient manner
- Staff awareness of changes
- Promotion of low tech before moving to high tech.
- Clear understanding of process and greater consistency

Supporting Materials:

CD Folder: Ditschiet-Wallenfang

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Keywords	
Administrative/District	Middle School
Speech/Language	High School
Cognitive Disability	Computer Access
Traumatic Brain Injury	Writing
Emotional/Behavioral Disability	Composing Written Materials
Orthopedic Impairment	Communication
Significant Developmental Delay	Reading, Studying, Math
Other Health Impairment	Recreation and Leisure
Autism	Activities for Daily Living (ADL's)
Specific Learning Disability	Mobility
Hearing Impairment	Positioning and Seating
Vision Impairment	Vision
Birth to 5	Hearing
Elementary School	Professional Development



Using Intellitools® Activity Exchange Across the Ages

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Given limited time to consult and support students at ten different schools with varying disabilities, an increased use of IntelliTools® activities for increased computer access and curriculum replacement or supplement was initiated. These activities are currently being used in early childhood classrooms, multi-categorical classrooms, regular education classes, and computer labs with elementary, middle and high school ages. Students who access the activities have a wide range of abilities and challenges.

Ingredients (Assistive Technology Used):

- Computer, Macintosh OS 9 and OS X
- Microsoft® Windows XP
- IntelliKeys®
- Standard mouse, Switch adapted mouse, or USB switch
- Touch Screen
- Procedural list for staff

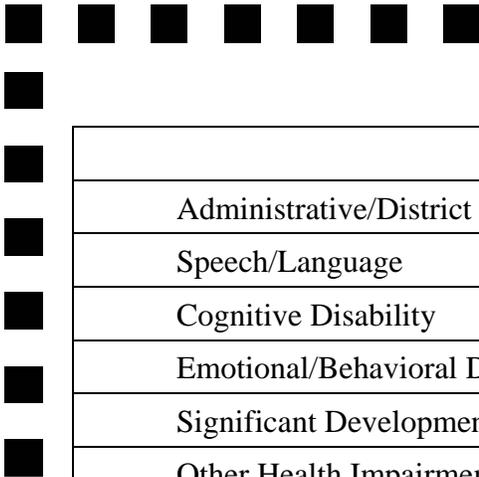
This is important because computers differ in operating system, saving files, and security installed on each computer.

Instructions (Strategies and Results):

Initially the IntelliTools® Classroom Suite player was downloaded to individual staff computers. Then activities from the IntelliTools® Activity Exchange were downloaded for the target student. Each teacher received a 1:1 to demonstration of the activities and assistance implementing it with the student. ALL the teachers LOVED the activities. The demonstrations were expanded to include support staff and regular education staff. With some of the youngest students, families were taught how to access the Activity Exchange on their home computers. Computer lab computers were also loaded with IntelliTools® Classroom Suite and assorted activities. Connection with technical staff was essential for proper installation and storage of player software as well as activities.

Staff learned how to access the IntelliTools® website and shared this information with support staff. Staff learned how to use the activities to supplement curriculum as well as provide increased access to reading, writing, math, social studies, and science curriculum. Some staff utilized the activities to increase peer interactions with non-verbal students. Others found increased knowledge about a student's cognitive abilities. Teachers have now expressed interest in increasing computer access for their students, and in trying to develop and implement their own activities. This has been most apparent at the high school level where finding age appropriate, developmentally appropriate material is hard to come by.

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Keywords	
Administrative/District	Computer Access
Speech/Language	Composing Written Materials
Cognitive Disability	Communication
Emotional/Behavioral Disability	Reading, Studying, Math
Significant Development Disability	Recreation and Leisure
Other Health Impairment	Vision
Autism	Hearing
Specific Learning Disability	Transition
Vision Impairment	Language Arts
Orthopedic Impairment	Math
Birth to 5	Science/Social Studies
Elementary School	Art/Music
Middle School	Play/Participation
High School	Transition



Assistive Technology Fair

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The District-wide Assistive Technology Fair demonstrated how technology is being implemented throughout the district. It is an opportunity for staff and administrators to have a hands-on experience with technology. This also provided an opportunity to find out what other teachers in the district were doing with technology.

Ingredients (Assistive Technology Used):

All assistive technology from the district including high and low technology

- Touch Window[®]
- IntelliKeys[®]
- Boardmaker[®] with Addendum Libraries
- Picture It
- AlphaSmart[™]
- Picture This
- Pix Writer[™]
- Specialized activities created for classroom use
- Highlighter Tape
- Voice-In-A-Box
- Kidspiration[®]
- Adapted equipment
- Variety of switches
- Write Out:Loud[®]
- Talking Picture Frames
- GoTalk
- Examples of low tech materials created by teachers used by the assistive technology team, etc.
- Clipboards with "Search for assistive technology" slips
- Signs describing the software loaded
- Binders with examples of activities created with the programs
- Catalogs from vendors
- Assistive technology wheel

Instructions (Strategies and Results):

- Discussion at the district wide assistive technology team meeting approximately three to four months prior to the fair. Choose a date.
- The assistive technology team included: speech/language therapist, occupational therapist, cognitive disability borderline teacher, cognitive disability severe teacher, autism teacher, program support teacher, assistive technology consultant.

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- Delineation of jobs: promotion, refreshments, computer lab setup, Microsoft® PowerPoint presentation, assistive technology materials.
- Reserved computer lab three months prior to fair. Contacted district instructional technology staff to discuss the fair.
- Promotional flyer was sent out to all special education staff, all district administrators, private school teachers and administrators, and school board members with request to RSVP. Reminder emails were sent out with one last reminder the week and day of the fair.
- Requested early release for assistive technology team during fair (and for set up) from district administrator (Special Education Director).
- Set up of the fair on the day prior to the fair (entire team assisted).
- Used "search for assistive technology" responses to contact attendees after the fair.

Keywords	
Administrative/District	Math
Speech/Language	Science/Social Studies
Cognitive Disability	Art/Music
Emotional/Behavioral Disability	Play/Participation (Early Childhood)
Significant Development Disability	Professional Development
Other Health Impairment	Computer Access
Autism	Writing
Specific Learning Disability	Composing Written Materials
Hearing Impairment	Communication
Vision Impairment	Reading, Studying, Math
Orthopedic Impairment	Recreation and Leisure
Birth to 5	Activities for Daily Living (ADL's)
Elementary School	Mobility
Middle School	Positioning and Seating
High School	Vision
Language Arts	Hearing



Development of a County-wide Assistive Technology Team

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As districts struggle with limited financial resources, it appeared that the development of a county-wide assistive technology team would best serve the needs of several small school districts in our area. Recently the five school districts in Ozaukee County have established a team of assistive technology coordinators that hope to promote and effectively use assistive technology equipment/strategies.

The consortium is striving to:

- Efficiently use the equipment we currently own
- Loan equipment for trial uses as appropriate
- Share resources of time/talent/training
- Establish shared in-service opportunities
- Organize a summer training program for both staff and students
- Educate staff/parents to availability of resources

Ingredients (Assistive Technology Used):

- Start-to-Finish[®] books
- Various low tech strategies/accommodations
- Variety of high tech devices
- Microsoft[®] Word features
- Action plan
- Example of agenda/minutes
- Invite to county wide in-service/training options
- Inventory listing

Instructions (Strategies and Results):

The Assistive Technology Coordinator for the Cedarburg School District contacted the Director of Special Education and requested that she speak to the county directors regarding the formation of a county assistive technology team to share ideas, equipment, and learning/teaching opportunities. The county-wide assistive technology team first met in May, 2005 and guidelines were established. An action plan was decided upon which focused on joint training opportunities, as well as a forum to share ideas, equipment, and general resources.

The county team decided upon meeting three times during the school year to review and discuss all areas of assistive technology. Suggestions for "children of concern" were brainstormed; equipment being considered for purchase was discussed and comments/recommendations/trial use/observations as appropriate was asked for; training opportunities that have been both enriching and financially responsible were explored and planned.

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To date, some areas that have been addressed include:

- Opportunity for company-based representatives to present in each district (e.g., Attainment Company).
- Sharing of Start-to-Finish[®] library of 10 books. This occurred as a result of applying for a grant offered through the Ozaukee County Retired Teacher's Association. Book titles were mutually agreed upon and a training was offered for those districts that were not familiar with this product. After discussing this opportunity with a representative from Don Johnston Incorporated, it was approved that the books would be licensed to one district, with the opportunity for other districts to borrow the books on an as needed basis for trial use. Most districts were currently not using the Start-to-Finish[®] books, so this was an excellent opportunity for them to try the books before making purchases.
- The Cedarburg School District currently has a complete list of all assistive technology resources within the district. All items have been tagged and entered into a database of resources. The database includes the following information: inventory number, name of device, type of equipment, area that it supports (i.e. reading, math, etc), year of purchase, current location/teacher, if it is child specific and who it is issued to, and if the device is currently in use. Other districts are attempting to implement this idea.
- A Wisconsin Assistive Technology Initiative representative will be attending the last meeting of the year and will present information on new technologies/opportunities.
- The consortium is currently in the process of establishing some summer training programs that would address training of both staff as well as students in frequently considered technology (e.g., Co-Writer[®], Alphasmarts[™], voice recognition, Kurzweil).

Keywords	
Administrative/District	Elementary School
Speech/Language	Middle School
Cognitive Disability	High School
Emotional/Behavioral Disability	Computer Access
Significant Development Disability	Writing
Other Health Impairment	Composing Written Materials
Autism	Communication
Specific Learning Disability	Reading, Studying, Math
Birth to 5	Language Arts



Staff Development

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The School District of Janesville implemented a pilot protocol for acquiring new software applications. The procedure included examining current methods of teaching phonic skills, what software features were important, how data could be collected, how to address the diverse needs of students, and how best to address the needs of teacher training. Teachers were given training, provided with tutorials and they were given the opportunities to have a trainer teach their classes. At the end of the pilot study data was collected in the form of a teacher survey as well as student achievement results.

Ingredients (Assistive Technology Used):

- WordMaker[®]
- Microsoft[®] Excel

Instructions (Strategies and Results):

The pilot was originally conducted with four elementary schools. Before the pilot began meetings were held with principals and elementary teachers. Teachers were asked what classroom activities were difficult and why. From these discussions it was decided that assisting students with phonic skill development was very important. The software chosen for the pilot was WordMaker[®] from the Don Johnston Company. The software was chosen based on teacher needs of data collection, multiple forms of software access, sequential presentation of skills, and out of the box ease of use of the software. The teachers were given an hour long training. They were provided with a one page tutorial on the software and they were also given the opportunity to have a trainer teach their classes. It was discovered that it was very important to have teachers feel comfortable with the software before they were asked to also trouble shoot any problems that occurred in the lab. At the end of the pilot study the teachers were surveyed. The results from the surveys were shared with administration and curriculum committees. From this data it was decided that WordMaker[®] should be a district installation.

Results:

From the survey results that included over 700 students the following information was obtained:

- A system for training teachers was discovered that worked extremely well
- Teachers became more confident in using technology
- This method for piloting software was found to be successful
- Teachers reported that the software used provided differentiated instruction
- Teachers reported that students stayed on task for anywhere from 15-30 minutes

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- Teachers had documentation for those students who needed extra assistance and or advance placement
- Teachers discovered that skills learned in the computer lab did transfer to the classroom
- A justification was formulated for purchase of the software for all elementary building and a variety of special education sites
- All students can be educated together
- Technology was seen as useful for ALL students

■ **Supporting Materials:**

CD Folder: White

Keywords	
Administrative/District	Autism
Speech/Language	Other Health Impairment
Cognitive Disability	Specific Learning Disability
Traumatic Brain Injury	Elementary School
Emotional/Behavioral Disability	Language Arts
	Reading, Studying, Math



Keyword Matrix Appendix

The following tables cross-reference each recipe with keywords in four categories:

- Disability
- Assistive Technology
- Education Level
- Curriculum Area

DISABILITY

Speech/Language	Cognitive Disability	Traumatic Brain Injury	Emotional/Behavioral Disability	Significant Development Disability	Other Health Impairment	Autism	Specific Learning Disability	Hearing Impairment	Vision Impairment	Orthopedic Impairment	Page #
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Title

Administrators/District

Assistive Technology Fair	•	•	•	•	•	•	•	•	•	•	•	97
Assistive Technology in Madison Metroplotian School District	•	•	•	•	•	•	•	•	•	•	•	93
Development of a County-wide Assistive Technology Team	•	•	•	•	•	•	•					99
Staff Development	•	•	•	•		•	•					101
Tracking Your Assistive Technology	•	•	•	•	•	•	•	•	•	•	•	91
Use of Visuals to Promote Communication and Learning in the CD Classroom	•	•										89
Using Intellitools [®] Activity Exchange Across the Ages	•	•		•	•	•	•		•	•		95

DISABILITY

Title	Speech/Language	Cognitive Disability	Traumatic Brain Injury	Emotional/Behavioral Disability	Significant Development Disability	Other Health Impairment	Autism	Specific Learning Disability	Hearing Impairment	Vision Impairment	Orthopedic Impairment	Page #
Applying Assistive Technology to Basic Interactive Strategies for Special Education Students	•	•			•	•					•	62
Assessment Using Stages Software	•	•	•		•		•	•		•		67
Assistive Technology Collaboration Between Milwaukee Public Schools and Milwaukee Institute of Art and Design (MIAD)		•				•					•	73
Assistive Technology Leadership Training I, II, II+	•	•	•	•	•	•	•	•	•	•	•	57
Assistive Technology Tools and Software Course for Credit	•	•	•	•	•	•	•	•		•	•	77
Assistive Technology Training for District Teacher Assitants	•	•	•		•	•	•	•				85
Collegial Study Group for Clicker 4/5 Software	•	•	•	•		•	•	•			•	53
Communicating with Assistive Technology in the Art Classroom	•				•				•			71
Communicating with Assistive Technology in the Music Classroom	•	•	•		•	•	•		•	•	•	69
District Introduction to Assistive Technology	•	•	•	•	•	•	•	•	•	•	•	83
Effective Implementation of Boardmaker in the West Bend School District	•	•	•	•	•		•		•			75
Facilitated Instruction: Embedding Assistive Technology Practices with Research-Based Instructional Strategies	•	•	•	•	•	•	•	•				60
Get to the Point: Teaching Microsoft PowerPoint	•	•	•	•	•	•	•	•			•	51
Getting Started: Presenting Kurzweil to Staff	•	•	•	•		•	•	•		•	•	55
Instructional Technology Staff Development	•	•	•	•	•	•	•	•	•	•	•	64

DISABILITY

Title	Speech/Language	Cognitive Disability	Traumatic Brain Injury	Emotional/Behavioral Disability	Significant Development Disability	Other Health Impairment	Autism	Specific Learning Disability	Hearing Impairment	Vision Impairment	Orthopedic Impairment	Page #
Premier Assitive Technology Software: In-service to Staff of Students with Disabilities	•	•	•	•	•	•	•	•	•	•	•	81
Using Visual Tools for Students with Communication Challenges	•	•	•	•	•		•	•				80

DISABILITY

Title	Speech/Language	Cognitive Disability	Traumatic Brain Injury	Emotional/Behavioral Disability	Significant Development Disability	Other Health Impairment	Autism	Specific Learning Disability	Hearing Impairment	Vision Impairment	Orthopedic Impairment	Page #
AAC and Literacy: A Long Range Plan for Literacy Instruction with an Adolescent	•					•					•	38
Access to Early Childhood Curriculum											•	25
AT for a Student with Agenesis of the Corpus Collosum (ACC)	•	•				•		•		•		26
AT and Composing Written Language	•	•	•	•		•	•	•			•	37
AT with a Student with a Bipolar Disorder				•		•						22
Book Adaptations with Boardmaker									•			42
Creating Communication Environments	•				•		•					40
Daily Recall and Journal Writing Activities	•	•	•	•	•		•	•	•		•	16
Ideas for Students with Autism with Visual Impairments	•	•					•			•		30
Implementation of an Assistive Technology Lab for High School Students	•	•		•	•	•	•	•	•			11
iPod and Voice Recorder						•					•	35
Language and Literacy Strategies for Students with Cognitive Disabilities	•	•			•		•				•	28
Literacy Assessment	•	•			•	•	•					33
Motor Aspects of Writing for ASD Students: Handwriting to AT		•			•		•	•			•	47
Preparing a 10-Year-Old Non-Verbal Student for School Using Visual Supports and Voice Output Devices	•	•		•	•							9
Research-Voice Recognition Software								•				7
Scanner and Paperport Software to Complete Classroom Worksheets		•					•	•		•		17

DISABILITY

Title	Speech/Language	Cognitive Disability	Traumatic Brain Injury	Emotional/Behavioral Disability	Significant Development Disability	Other Health Impairment	Autism	Specific Learning Disability	Hearing Impairment	Vision Impairment	Orthopedic Impairment	Page #
Speech and Occupational Therapist Group Activities	•											1
Staying Focused with Assistive Technology						•						43
Strategies for Teaching Reading and Sign Language to Students with Cognitive Disabilities and Hearing Impairments	•	•							•			34
Student, Self-Advocacy Letters to Teachers Describing Their Visual Impairment and Necessary Accommodations.										•		15
Switched on Sewing		•					•			•	•	27
The Use of Intellitools Classroom Suite	•	•					•				•	5
The Use of Personal Desktop Accessories (PDA's) or Palm Pilots in the School Setting		•	•				•	•				23
Use of Visual Strategies with a 4th Grade Student with Autism		•					•					45
Using Assistive Technology to Prepare a Thanksgiving Feast for Our Families	•	•			•						•	20
Using Picture It for Independent Living	•	•	•	•	•	•	•	•	•		•	32
Using PowerPoint to Create a Single Switch CD Track Player			•								•	13
Video Modeling Made Easy	•	•	•	•	•	•	•					36
Visual Supports for Students on the Autism Spectrum	•	•			•		•	•				3
Writing Templates Designed for a Student Using an Auditory Scanner										•	•	19

ASSISTIVE TECHNOLOGY

Title	Computer Access	Writing	Composing Written Materials	Communication	Reading, Studying, Math	Recreation and Leisure	Activities for Daily Living	Mobility	Positioning and Seating	Vision	Hearing	Page #
Administrators/District												
Assistive Technology Fair	•	•	•	•	•	•	•	•	•	•	•	96
Assistive Technology in Madison Metroplotian School District	•	•	•	•	•	•	•	•	•	•	•	92
Development of a County-wide Assistive Technology Team	•	•	•	•	•							98
Staff Development					•							100
Tracking Your Assistive Technology	•	•	•	•	•	•	•	•	•	•	•	90
Use of Visuals to Promote Communication and Learning in the CD Classroom		•	•	•	•							88
Using Intellitools [®] Activity Exchange Across the Ages	•		•	•	•	•				•	•	94

ASSISTIVE TECHNOLOGY

Title	Computer Access	Writing	Composing Written Materials	Communication	Reading, Studying, Math	Recreation and Leisure	Activities for Daily Living	Mobility	Positioning and Seating	Vision	Hearing	Page #
Applying Assistive Technology to Basic Interactive Strategies for Special Education Students	•			•		•						62
Assessment Using Stages Software	•	•		•	•							67
Assistive Technology Collaboration Between Milwaukee Public Schools and Milwaukee Institute of Art and Design (MIAD)				•		•	•					73
Assistive Technology Leadership Training I, II, II+		•	•	•	•							57
Assistive Technology Tools and Software Course for Credit	•	•	•	•	•				•	•		77
Assistive Technology Training for District Teacher Assitants		•		•	•	•	•					85
Collegial Study Group for Clicker 4/5 Software		•	•									53
Communicating with Assistive Technology in the Art Classroom				•		•						71
Communicating with Assistive Technology in the Music Classroom				•		•						69
District Introduction to Assistive Technology	•	•	•	•	•					•	•	83
Effective Implementation of Boardmaker in the West Bend School District		•		•	•	•	•					75
Facilitated Instruction: Embedding Assistive Technology Practices with Research-Based Instructional Strategies	•	•	•	•	•	•	•					60
Get to the Point: Teaching Microsoft PowerPoint	•			•	•	•						51
Getting Started: Presenting Kurzweil to Staff	•				•							55
Instructional Technology Staff Development	•	•	•	•	•					•		64

ASSISTIVE TECHNOLOGY

Title	Computer Access	Writing	Composing Written Materials	Communication	Reading, Studying, Math	Recreation and Leisure	Activities for Daily Living	Mobility	Positioning and Seating	Vision	Hearing	Page #
Premier Assitive Technology Software: In-service to Staff of Students with Disabilities	•	•			•							81
Using Visual Tools for Students with Communication Challenges				•	•							80

ASSISTIVE TECHNOLOGY

Title	Computer Access	Writing	Composing Written Materials	Communication	Reading, Studying, Math	Recreation and Leisure	Activities for Daily Living	Mobility	Positioning and Seating	Vision	Hearing	Page #
AAC and Literacy: A Long Range Plan for Literacy Instruction with an Adolescent	•	•	•	•	•							39
Access to Early Childhood Curriculum								•	•			26
AT for a Student with Ageneisis of the Corpus Collosum (ACC)		•	•		•					•		27
AT and Composing Written Language	•	•	•									38
AT with a Student with a Bipolar Disorder		•										23
Book Adaptations with Boardmaker					•							43
Creating Communication Environments				•								41
Daily Recall and Journal Writing Activities			•	•								17
Ideas for Students with Autism with Visual Impairments	•			•	•	•	•	•		•		31
Implementation of an Assistive Technology Lab for High School Students	•	•	•	•	•	•						12
iPod and Voice Recorder	•	•			•							36
Language and Literacy Strategies for Students with Cognitive Disabilities					•	•						29
Literacy Assessment				•	•							34
Motor Aspects of Writing for ASD Students: Handwriting to AT		•										48
Preparing a 10-Year-Old Non-Verbal Student for School Using Visual Supports and Voice Output Devices				•	•	•						10
Research-Voice Recognition Software	•	•			•							8
Scanner and Paperport Software to Complete Classroom Worksheets		•										18
Speech and Occupational Therapist Group Activities				•								1

ASSISTIVE TECHNOLOGY

Title	Computer Access	Writing	Composing Written Materials	Communication	Reading, Studying, Math	Recreation and Leisure	Activities for Daily Living	Mobility	Positioning and Seating	Vision	Hearing	Page #
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