



Division of Accountability
Office of Regional Services
Assistive Technology Services

Written Productivity Supports

Assistive Technology Specialists

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www.ed.sc.gov

The Role of Technology

Writing has moved from a paper-and-pen to a technologically-driven activity. Technologies are recognized as having the potential both to support writing and the teaching of writing and to provide new venues for writing itself.

(National Commission of Writing, 2003; National Writing Project, 2006; National Council of Teachers of English, 2004)

Common Requests?!

- An alphasmart because they have 'bad' handwriting
- A laptop because they need software
- A scanner for worksheets
- Speech Recognition because they can't type
- Word prediction to make them faster

Determining **WHAT** you need is always driven by **WHY** you need it!!



The SETT Framework

The SETT Framework : Student, Environment, Tasks, & Tools

The Student / Self

- The person who is the central focus of the process and for whom everyone involved in any substantial life activity is an advocate

The Environments

- The customary environments in which the person is expected to live, learn and grow

The Tasks

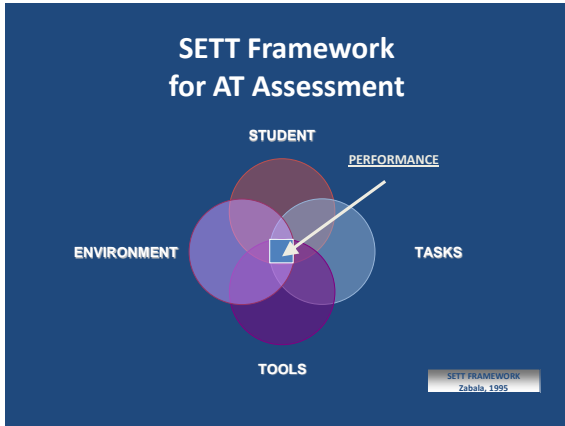
- The specific things that the person needs to be able to do or learn to do to reach high levels of participation and achievement

SETT Framework:

Student, Environment, Task, Tools

Joy Smiley Zabala, Ed. D., ATP

- A **tool** that helps teams gather and organize information that can be used to guide collaborative decisions about services for students with disabilities.
- Based on the premise that in order to develop an appropriate system of **Tools** (supports –devices, services, strategies, accommodations, modifications, etc.)
- Teams must first develop a **shared understanding**



Page 1

SETT SCAFFOLD FOR GATHERING DATA-ANNOTATED

Collaboratively Gather and Analyze Information from a Variety of Sources

Student: _____ Date: _____ Perspective: _____

EXAMINING CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	ENVIRONMENTS	TASKS
<p>INFORMATION RELATED SPECIFICALLY TO THE STUDENT, INCLUDING SPECIFIC AREAS OF CONCERN, SPECIAL NEEDS, CURRENT ACHIEVEMENT, INTERESTS, GOALS, ETC.</p> <ul style="list-style-type: none"> Build shared knowledge about the student that can be used to identify need for tools, guide decisions about tools, and assist in planning implementation and evaluation of effectiveness. Determine what still needs to be known and how it can be found out. Add additional information as it becomes available through evaluation, implementation, or discussion. 	<p>INFORMATION RELATED TO ANYONE WHO IS AROUND THE STUDENT OR ANYTHING THAT IS PROVIDED TO THE STUDENT</p> <ul style="list-style-type: none"> Build shared knowledge about the environment in which the student is, or can be, expected to learn and grow. This information can be used to identify need for environmental supports and training, and assist in planning implementation and evaluation of effectiveness. Determine what still needs to be known and how it can be found out. Add additional information as it becomes available through evaluation, implementation or discussion. 	<p>INFORMATION SPECIFICALLY RELATED TO THE DETAILS OF THE TASKS THAT ARE CURRENTLY REQUIRED OF THE STUDENT OR WILL BE REQUIRED IN THE NEAR FUTURE.</p> <ul style="list-style-type: none"> Build shared knowledge about the tasks that the student needs to do or learn to do that are currently difficult or impossible for the student to do at the expected level of independence. This information can be used to identify the type of tools needed, but will also play a critical role in planning implementation and evaluation of effectiveness. Determine what still needs to be known and how it can be found out. Add additional information as it becomes available through evaluation, implementation, discussion.
<ul style="list-style-type: none"> CIRCLE FUNCTIONAL AREAS OF CONCERN UNDERLINE BARRIERS TO STUDENT PROGRESS STAR SUPPORTS FOR STUDENT PROGRESS 		

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SETT form and additional resources are available for download at <http://www.settframework.com>. Please provide feedback on effectiveness and suggestions for modifications/revision by email to joez@settschools.com

Page 2

SETT SCAFFOLD FOR GATHERING DATA

Collaboratively Gather and Analyze Information from a Variety of Sources
(use as many sheets as necessary to build shared knowledge)

Student: _____ Date: _____ Perspective: _____

DESCRIBE CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	ENVIRONMENTS	TASKS

- CIRCLE FUNCTIONAL AREAS OF CONCERN
- UNDERLINE BARRIERS TO STUDENT PROGRESS
- STAR SUPPORTS FOR STUDENT PROGRESS

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SETT form and additional resources are available for download at <http://www.settframework.com>. Please provide feedback on effectiveness and suggestions for modifications/revision by email to joez@settschools.com

WATI Guides: Wisconsin Assistive Technology Initiative

- GUIDES designed to gather information for all areas of Assistive Technology
- Download for FREE from www.wati.org
- Full WATI Assessment Package includes ~ 64 pages including: AT Laws for Schools, AT Consideration, AT Assessment Guides, Observation Guides, Referral Forms, AT Checklists, & Resources

WATI Student Information Guide

SECTION 1 Motor Aspects of Writing

1. Current Writing Ability (Check all that apply):

<input type="checkbox"/> Holds pencil, but does not write	<input type="checkbox"/> Pencil writes
<input type="checkbox"/> Writes with a few recognizable letters	<input type="checkbox"/> Does regular pencil
<input type="checkbox"/> Does regular cursive	<input type="checkbox"/> Copies regular letters
<input type="checkbox"/> Copies lines from book (over page)	<input type="checkbox"/> Copies lines from book (like print)
<input type="checkbox"/> Prints a few words	<input type="checkbox"/> Writes on a line
<input type="checkbox"/> Prints some	<input type="checkbox"/> Writes on narrow lines
<input type="checkbox"/> Writes correctly	<input type="checkbox"/> Does space correctly
<input type="checkbox"/> Writing is somewhat like to fingers	<input type="checkbox"/> Does writing in the space
<input type="checkbox"/> Writing is like real letters	<input type="checkbox"/> Writes independently and legibly

2. Accessibility Technology Used (Check all that apply):

<input type="checkbox"/> Paper with large line	<input type="checkbox"/> Paper with raised lines	<input type="checkbox"/> Pencil grip
<input type="checkbox"/> Special pencil or holder	<input type="checkbox"/> Light or pencil holder	<input type="checkbox"/> Typewriter
<input type="checkbox"/> Computer		

3. Current Keyboarding Ability (Check all that apply):

<input type="checkbox"/> Does not correctly type	<input type="checkbox"/> Actions needed for no correction
<input type="checkbox"/> Types slowly with one finger	<input type="checkbox"/> Types slowly with some slow one finger
<input type="checkbox"/> Accidentally hits unwanted keys	<input type="checkbox"/> Performs full finger typing
<input type="checkbox"/> Keeps one or more fingers in type	<input type="checkbox"/> Accurately keyboard with hand or wrists with
<input type="checkbox"/> Does not keyboard to reduce fatigue	<input type="checkbox"/> Does correctly write computer
<input type="checkbox"/> Uses Track Writer	<input type="checkbox"/> Uses alternative keyboard
<input type="checkbox"/> Uses screen software	<input type="checkbox"/> Does screen reader to access computer
<input type="checkbox"/> Uses adapted or alternate keyboard, such as _____	
<input type="checkbox"/> Other _____	

4. Computer Use (Check all that apply):

<input type="checkbox"/> Has never used a computer	<input type="checkbox"/> Uses computer in school	<input type="checkbox"/> Uses computer at home
<input type="checkbox"/> Uses computer for games	<input type="checkbox"/> Uses computer for word processing	
<input type="checkbox"/> Uses computer to spell/label		
<input type="checkbox"/> Uses computer for a history of projects, activities		
<input type="checkbox"/> Uses printer to use computer for his or her own's computer because _____		

WATI Assessment Package (2004) 24

WATI Student Information Guide

SECTION 2 Composing Written Material

1. Typical of Student's Present Writing (Check all that apply):

<input type="checkbox"/> Short words	<input type="checkbox"/> Sentences	<input type="checkbox"/> Single paragraph reports
<input type="checkbox"/> Short phrases	<input type="checkbox"/> Paragraphs of 1-2 sentences	<input type="checkbox"/> Other _____
<input type="checkbox"/> Complete phrases	<input type="checkbox"/> Longer paragraphs	

2. Difficulties Currently Experienced by Student (Check all that apply):

<input type="checkbox"/> Accessing devices	<input type="checkbox"/> Operating device
<input type="checkbox"/> Getting started on a sentence or story	<input type="checkbox"/> Writing to please or persuade (likes and dislikes)
<input type="checkbox"/> Adding information to a topic	<input type="checkbox"/> Planning content
<input type="checkbox"/> Repeating information	<input type="checkbox"/> Using a variety of vocabulary
<input type="checkbox"/> Organizing information (one idea or some words)	<input type="checkbox"/> Transcribing information
<input type="checkbox"/> Repeating information to specific topics	<input type="checkbox"/> Other _____
<input type="checkbox"/> Downloading when to begin a new paragraph	

3. Strategies for Composing Written Materials Student Currently Utilizes (Check all that apply):

<input type="checkbox"/> Word lists	<input type="checkbox"/> Keyboarding/engaged
<input type="checkbox"/> Power (lines or plan notes)	<input type="checkbox"/> Outlines
<input type="checkbox"/> Templates to provide the format or structure (with paper and electronic)	<input type="checkbox"/> Other _____




4. Additional Technology for Composing Written Materials Utilized by Student (Check all that apply):

<input type="checkbox"/> Word lists	<input type="checkbox"/> Word bank	<input type="checkbox"/> Word and word lists
<input type="checkbox"/> Word notes	<input type="checkbox"/> Reminders (words cards or sheets)	
<input type="checkbox"/> Dictionary	<input type="checkbox"/> Electronic dictionary/spell checker	
<input type="checkbox"/> Word lists with software or hardware (e.g. IntelliKeys)		
<input type="checkbox"/> English word software for writing (e.g. Writing with Touch 2000 or PicoWriter)		
<input type="checkbox"/> Word processing with spell checker/grammar checker		
<input type="checkbox"/> Talking word processing	<input type="checkbox"/> Abbreviations/expansions	
<input type="checkbox"/> Word processing with writing support	<input type="checkbox"/> Writing recognition software	
<input type="checkbox"/> Multitouch software	<input type="checkbox"/> Voice recognition software	
<input type="checkbox"/> Other _____		

Summary of Student's Abilities and Concerns Related to Computer Device Access: _____




WATI Assessment Package (2004) 25

AT Continuum

Low Tech	Medium Tech	High Tech
		
Non-electronic devices such as magnifiers, pencil grips, raised line paper, communication booklets, etc	Non complicated mechanical devices such as portable word processors, switch-operated activities & appliances, calculators, audio books, etc.	Devices that incorporate sophisticated electronics or computers such as speech recognition programs and electronic communication devices

Low-Tech Supports

Low-Tech Writing Tools

RediSpace Notebook Paper	Bright Lines Paper	Raised Ruling Tablet
		

<http://www.onionmountaintech.com>

Low-Tech Writing Tools

Pencil Grips	Evo Pen
	
Slant Boards	Ring Pen
	

<http://www.otideas.com>
<http://www.enablingdevices.com>
<http://www.theraproducts.com>
<http://www.onionmountaintech.com>

LOTTIE Kits: Low Tech Tools for Inclusive Education



- Collection of **low and mid tech tools**
- The kit provides a full range of low tech tools in a convenient case for storage and transport.
- Designed to help students in: reading, writing, math, and organizational skills, the LOTTIE Kit allows teachers to **informally evaluate and try out simple devices** before automatically requiring more sophisticated and expensive technologies.

www.onionmountaintech.com

Handwriting and Keyboarding

Common Written Production Questions...

- When should I try alternative writing supports?
- How long do to work on handwriting?
- When do I start working on keyboarding?
- How can I tell if a student needs an alphasmart?
- How do I figure out what supports a student needs for written output?

Is faster better?

- The goal of writing support: Increase the “productivity” of the writer
- Productivity in AT has been defined as:

$$\frac{\text{Quantity} + \text{Quality}}{\text{Time}}$$

Productivity increases

- When in the **same** time or **more** time,
 - Legibility, spelling accuracy, capitalization, punctuation increases
 - The variety of words increases
 - The number of words or sentences written increases
 - The number or quality of ideas, details, text elements improves

Handwriting vs.. Keyboarding

- Often, the question is asked:
 - “When does a student who has poor handwriting switch to keyboarding?”
 - Answer – DO BOTH!!
- Parallel Intervention = Work on both handwriting & keyboarding
- Best practice is to have multiple modalities for expression

Try Alternative Strategies & Low Tech Supports First

Handwriting

- Instructional Strategies: tracing exercises, ‘talk through’ letter formation, dot-to-dot, multi-modality instruction, chalkboard practice
- Task Modifications: fill-in-the-blank, multiple choice, T/F, shorten assignments, extra time, copies of notes, different writing tools, student body position, alternative paper
- Low Tech Supports: pencil grips, large crayons/markers, different kind/color paper, tape paper to desk, different line spacing, slant board, wrist rest/support, rubber name or other stamps, clipboard, nonslip surface (dycem), magnetic board/letter, stencils, templates

Try Alternative Strategies & Low Tech Supports First

Written Expression

- Instructional Strategies: content outlines, ‘webbing’ strategies, story starters, formulate sentences aloud, peer tutor
- Task Modifications: extra time, shorten assignment, provide key words, study carrel, fill in the blank, classroom notes
- Low Tech Supports: word cards, pocket dictionary, personal word book

The most important question is to find out WHERE the breakdown is occurring.
What part of writing is difficult or hard for the student to complete? (comparable to their peers)

Information to Gather...

- Can the student generate his/her own thoughts?
- Can the student organize those thoughts?
- Can the student spell enough to use spell check?
- Is the student familiar with the keyboard?
- Is the student already using the computer to assist with writing assignments?

Students with Learning Disabilities often demonstrate:

- Decreased scores on ideation and syntax
- Distorted word order
- Lack of correct word endings
- Incorrect verb and pronouns
- Increased word omissions
- Decreased words and sentences in compositions
- Decreased appropriate content
- Decreased information
- Difficulty evaluating and revising their work

(MacArthur, 1996)

Research also shows that:

- Mechanical issues such as spelling, working memory, letter formation and spacing can be difficulty for students with learning disabilities.
- Graham (1990) states that when mechanical demands are eliminated, LD students produce more since there is less interruption to the composing process.

More Research...

- Pisha (1993) did a study of 88 students (typical and special ed.) ages 8-13 in grades 3-6.
- Results indicated older students made progress faster in keyboarding skills
- **Handwriting ability was NOT a factor in learning the keyboard.**
- Students receiving special ed. were able to acquire keyboarding skills at the **same rate** as students not receiving the services.
- Recommends keyboarding is introduced in grades 5 or 6, once students have had sufficient time to develop manuscript writing.

Handwriting

- Poor handwriting needs to be investigated.
- **If spelling is the only barrier, then the use of a portable word processor will be ineffective by itself.**
- **Handwriting is not a motor issue if it is legible to the reader and keeps reasonable pace given the age, grade, or developmental age of the student.**
- Data and trial periods using no-tech and low tech need to be collected.
- High tech options often do not represent the Least Restrictive solution.

(DeCoste, 2005)

Keyboarding

Is NOT practical if:

- Student does not retain ability to quickly locate keys
- Handwriting speed is faster than keyboarding speed even after sufficient amount of experience & practice
- Higher rate of keyboarding errors

Is practical if:

- Handwriting is too difficult or illegible
- Keyboarding speed is faster than handwriting speed and better enables the student to keep pace with written expression abilities

(DeCoste, 2005)

Written Productivity Profile Denise DeCoste, Ed.D., OTR

Available from Don Johnston, Inc
<http://www.donjohnston.com>

Forms – Find on SCCATN WIKI www.sccatn.wikispaces.com

- [Directions for Completing WPP](#)
- [Form for Summarizing Information](#)
- [Handwriting Speeds](#)
- [Spelling Analysis](#)

Look At The Results

- Carefully compare the handwriting sample with the typing sample.
- Its not just about speed (wpm)
- What are the similarities?
- What are the differences?
- Is the writing legible? Is the typing legible?
- Examples

Keyboarding Training

- Weitzel (1995) recommends 20 days of keyboarding instruction for 35 minutes per day to reach 10 wpm.
- Older elementary students achieved typing speeds commensurate with their handwriting using keyboarding for 5 minutes each day for 6 weeks in addition to functional writing opportunities on the computer (Kahn & Freyd, 1990).
- 4th graders with LD need beginning keyboarding (Morrocco, 1987) through regular practice opportunities in small increments along with opportunities to use word processing.

Supports for Written Productivity

Portable Word Processor

Portable Word Processor

- Needed when student can not use classroom computer due to:
 - Changing classes frequently
 - Needs at desk
- Easy to use
- Long battery life
- Only for word processing, except for Dana (by alphasmart) has Palm organization software & ability to expand storage & add programs

Portable Word Processors



Dana, Renaissance Learning, www.renlearn.com



Writer, Writer Learning, www.writerlearning.com

Some features available:

- Keyboarding tutors
- Text-to-speech
- Wireless transfer
- Palm applications
- Math supports
- Word prediction
- AR & other tests
- Google Docs transfer

Text-to-Speech

- Supports both reading & writing
 - ✓ Reading comprehension
 - ✓ Quality of Writing
 - ✓ Independence through self-correction
 - ✓ Motivation
 - ✓ Poor spelling

Grade Level

- Positive effects of one form or another have been demonstrated for students in grades 2 through 9 (Nicole Strangman and Tracey Hall, National Center on Accessing the General Curriculum, 2005).
- Text-to-speech feedback **improved reading comprehension** for readers in grades 4, 6, and 7 (Lundberg & Oloffson, 1993).
- **Word decoding improved** for readers in grades 2, 3, 4, 6, and 7 (Lundberg & Oloffson, 1993).

Word Prediction

- A list of word choices appear by typing one or two letters.
- Reduce the number of keystrokes made by "predicting" the desired word after a student types a single letter.
- Some include a "predict ahead" feature that anticipates the next word.
- Improves the quality and level of writing by suggesting new words stored in a customizable dictionary.
- Can add vocabulary pertinent to different topics or courses.

Word Prediction

To support quality of writing

- Improves spelling, quality of writing, & quantity of writing
- Supports spelling through flexible (phonetic) spelling
- Does not increase speed for students with keyboarding speeds greater than 5wpm

To support access

- For students who either use only one or a few fingers to type (hunt-n-peck)
- For students who use an alternative access method (i.e. onscreen keyboard, head mouse)

Word Prediction

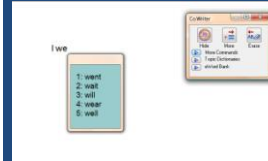
- Does not increase speed for students with keyboarding speeds greater than 5wpm
- For students who type fewer than ~ 5 wpm, word prediction has the possibility to increase speed up to ~ 5 wpm
- Not recommended to start use of word prediction for students who have not had sufficient time to develop keyboarding skills, and that are expected to develop average keyboarding skills

Examples of Word Prediction

CoWriter

www.donjohnston.com

[Word prediction before & after examples](#)



Word Q

www.wordq.com



Let Me Type

<http://www.clasohm.com/lmt/en/>

- Free Word Completion Program can use in any program
- Keeps track of words typed, and adds to the vocabulary list.
- Can import text from other word lists (i.e. click n type) or create your own!
- Follow cursor or maintain fixed location
- Change colors, font, number of words listed, number of letters typed required to bring up word window



Speech Recognition

To support quality of writing

- Removes the motor demands of writing
- Written Productivity Profile = difficulty with both writing & keyboarding
- More restrictive
- Requires quiet environment, consistency is more important than articulation
- Typically not used for note taking, but for homework and independent written work
- Try Microsoft Speech Recognition First

Speech Recognition

To support access

- For students who are not able to physically access the keyboard and mouse
- Requires quiet environment, consistency is more important than articulation
- Most likely require a program that provides full control of the computer (i.e. Dragon Naturally Speaking)

Examples of Speech Recognition

Dragon Naturally Speaking

<http://www.nuance.com/>

- Full hands-free control of the computer



Speak Q www.wordq.com

- Need to have WordQ
- Speech-to-text, not hands-free access
- Use with WordQ for speech recognition & word prediction



Speech Recognition: MS Office 2003 Open MS Word → Tools → Speech

- This enables the language bar for both speech-to-text and text-to-speech options
- You will be guided through training needed to create a user voice profile (15 minutes)
- You will need a microphone
- Can dictate directly into MS Office, not other applications



Speech Recognition: Vista and Windows 7

Built into the Operating System

- Open Speech Recognition by clicking the Start button , clicking Control Panel, clicking Ease of Access, and then clicking Speech Recognition.
- Click Set up microphone, follow the instructions in the wizard.
- Dictate into almost any application (i.e. word processing, internet)

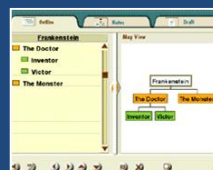
Organizational Software

- Difficulty organizing thoughts & ideas
- Difficulty with initiating composing written work, too overwhelming or not sure where to start
- Can be used with additional support software (i.e. text-to-speech, speech recognition)

Examples of Organizational Software

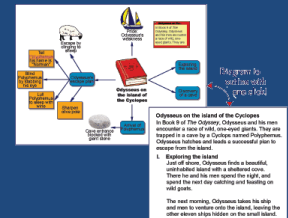
Draftbuilder

www.donjohnston.com



Inspiration & Kidspiration

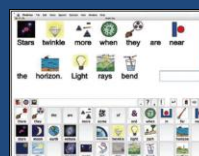
www.inspiration.com



Picture/Symbol Writing Support

- Student does not have phonemic awareness
- Not able to select a word from a word list (i.e. know to type 'T' for tree).
- Is able to identify pictures/symbols, or photos
- Most all have audio output
- Can use picture supported software for the student to :
 - To click/select multiple symbols to create a sentence
 - To insert a picture once a word is typed

Examples of Picture Writing Software



Pixwriter
<http://www.slatersoftware.com/pixwriter.html>



Symwriter

<http://www.mayer-johnson.com/widgit/SymWriter/index.htm>



Clicker 5 www.cricksoft.com

Writing with Alternative Pencils

Created by The Center for Literacy and Disability Studies
Department of Allied Health Sciences, UNC-Chapel Hill
www.med.unc.edu/ahs/clds

- Promote students' active engagement in early writing and emergent literacy
- Designed for any child who is unable to hold a traditional pencil or writing tool
- Research in literacy for children with significant disabilities has suggested that these children benefit from the same type of literacy activities and instructional approaches used with children without disabilities (Hanser, 2006)

Alternative Pencil #3

Alternative Pencil #3: Color Coded Eye Gaze Frame

The color coded eye gaze frame (adapted by Erickson, 2000) is intended for students who have some degree of vision, as well as significant motor difficulties. It is often used by students who are switch users and are unable to hold a pencil or physically manipulate a keyboard. This pencil is used with a partner who interprets the student's eye gazes and records their writing. Letters are mounted in groups on a PVC pipe frame.



Alternative Pencil #4

Alternative Pencil #4: Print Alphabet Flip Chart

The Alphabet Flip Chart (Hanser, 2003) is intended for students who have some vision, as well as significant motor difficulties. This light tech pencil is often used by students who are switch users and are unable to hold a pencil or physically manipulate a keyboard. This pencil is used with the support of a partner/helper and is accessed by the student through "partner-assisted scanning." The partner also records the student's writing. The Print Alphabet Flip Chart is an alternative for students who are not successful with using the Color Coded Eye Gaze Frame. Hearing is not required to use the Flip Chart. The CD contains upper case and lower case versions.



Adaptive & Alternative Input Devices

Adaptive Keyboards

- Large Keys Keyboard
- ABC Keyboard Layout
- Keyboards for one-handed typist
- ZoomCaps for Vision Needs
- Universal Keyboards

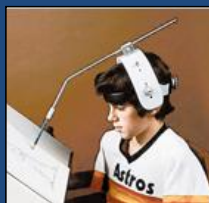
Adapted Mice

- Mini Mouse
- Trackball – limit motor movement
- Joystick
- Touch Pad
- Single Switch
- Touch screen

Low Tech pointing devices



Typing pointers



Head pointers

Adaptations for keyboards

Keyguards



Stickers for keyboard



Adapted keyboards and mice



Trackball

Joystick

Touchpad

Adapted keyboards and mice

Head Mouse



Touch Screen



Switch access

Adapted keyboards and mice

Expanded and Programmable keyboards



BigKeys and SAM Trackball



Intellikeys Keyboard

South Carolina Assistive Technology Program SCATP

The South Carolina Assistive Technology Program (SCATP) is located in Columbia, SC; provides state-wide resources for the community; demonstration lab for public; free trial loan of AT devices (pay only return shipping)

www.sc.edu/scatp

SC AT EXPO

Free and open to the public!

SC Department of Education Assistive Technology Specialists (ATS)

Mission

- The mission of Assistive Technology Services (ATS) is to provide assistive technology support, training, consultation, equipment, and technical assistance to educators who teach students at risk of academic failure and students with disabilities.

ATS SERVICES

Professional Development

- presentations, workshops, and trainings on assistive technology for districts and regions, both in person and online;
- training on conducting assistive technology evaluations and assessments for local staff.

Funding Assistance

- Identification of funding sources
- Research into grant opportunities
- Formation of funding networks among AT professionals

Additional ATS Services

Technical Assistance

- Formation and support of AT teams within schools and districts
- Collaborative sessions with instructional technology specialists
- Recommendations on interventions for assisting students at risk of academic failure and students with disabilities
- Training in AT assessment, evaluation, and implementation for AT teams

E-News – “AT Connect”

- News on free software, scheduled trainings, and upcoming conferences

SCCATN WIKI!

SC Collaborative Assistive Technology Network Join!!

<http://sccatn.wikispaces.com/>

Upcoming Trainings, Conferences

Free Resources

Vendor Links

FAQ

Best Practice in AT

Assistive Technology Specialists

Coastal Region

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Upstate Region

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Greer, SC
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Pee Dee Region

Contact Stacy Springer

Low Country Region

Contact Stacy Springer

[http://ed.sc.gov/agency/Accountability/
Regional-Services/ATRS.html](http://ed.sc.gov/agency/Accountability/Regional-Services/ATRS.html)

AT Resources

- ABLEDATA <http://www.abledata.com> ABLEDATA is sponsored by the National Institute on Disability and Rehabilitation Research, U.S. Department of Education. The searchable ABLEDATA database contains over 21,000 products.
- Alliance for Technology Access (ATA) <http://www.ataaccess.org> The ATA provides AT information and support services to children and adults with disabilities.
- ATSTAR Program <http://www.atstar.org> The Assistive Technology - Strategies, Tools, Accommodations and Resources (ATSTAR) Program is designed to increase AT expertise through technology-enhanced learning environments.
- Assistive Technology Industry Association (ATIA) <http://www.atia.org> The Assistive Technology Industry Association is an organization of manufacturers, sellers or providers of technology-based assistive devices and/or services. The organization sponsors the ATIA annual conference and the Assistive Technology Outcomes Journal.
- Assistive Technology Training Online (ATTO) <http://www.at-training.com> The Assistive Technology Training Online Project provides internet-based training in both general and specific areas of adapted computer use.

AT Resources

- California State University at Northridge, Center on Disabilities (CSUN) <http://www.csun.edu/cod/> Located at California State University, Northridge, the Center on Disabilities develops and publishes materials of interest to the field of disability and sponsors conferences, seminars, and workshops.
- Center for Applied Special Technology (CAST) <http://www.cast.org> CAST is an organization that works to expand learning opportunities for all individuals, especially those with disabilities, through the research and development of innovative, technology-based educational resources and strategies.
- Closing the Gap <http://www.closingthegap.com> This web site spotlights resources in computer technology, special education and rehabilitation. The Resource Directory is a database of over 2000 hardware and software products which is web searchable. Links to vendors are included.
- Council for Exceptional Children (CEC) <http://www.cec.sped.org> CEC is an international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. Services provided include professional

AT Resources

- Georgia Project on Assistive Technology (GPAT) <http://www.gpat.org> GPAT is a project of the Georgia Department of Education: Division for Exceptional Students, providing a range of technical support services in the area of assistive technology to local school system personnel and their students. Contains helpful resources, forms, and a video-linked consideration guide. GPAT Videos - http://coefacultyvaldosta.edu/spe/ATRB/Video_Tips.htm
- Guide to the Individualized Education Program <http://www.ed.gov/parents/needs/speced/ieppguide/index.html> This publication is provided by the U.S. Dept. of Education and contains useful information related to developing effective IEPs.
- LD Online <http://www.ldonline.com> This interactive website provides resources on learning disabilities to parents, teachers, children and other professionals. The site includes books, articles, videos and a newsletter.
- LD Resources <http://www.ldresources.com> This site provides resources for people with learning disabilities. Materials include essays, articles, resources and other materials that can be used for non-commercial purposes only.
- National Assistive Technology Research Institute (NATRI) <http://natri.uky.edu> (NATRI) conducts assistive technology (AT) research, translates theory and research into AT practice, and provides resources for improving the delivery of AT services.

AT Resources

- National Center for Technology Innovation (NCTI) <http://www.nationaltechcenter.org/> NCTI seeks to broaden and enrich the field of technology for the education of students with disabilities by providing resources and promoting partnerships for the development of tools and applications by developers, manufacturers, producers, publishers and researchers.
- Office of Special Education Programs (OSEP), U.S. Department of Education <http://www.ed.gov/about/offices/list/osep/index.html?src=mr> OSEP is dedicated to improving educational results for children with disabilities. The site provides information on Federal policy, national grant projects, national studies, and statistics related to disabilities and other related resources.
- Oregon Technology Access Program (OTAP) <http://www.otap-oregon.org/> OTAP provides training, information, technical assistance and resources regarding the uses of technology for children with disabilities.
- Quality Indicators for Assistive Technology (QIAT) <http://www.qiat.org> The QIAT Consortium is a national grassroots group dedicated to identifying, disseminating, and implementing a set of widely applicable quality indicators for assistive technology services in school settings. The QIAT listserv provides a national forum for discussion of AT issues.

AT Resources

- Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) <http://www.resna.org/> RESNA is an interdisciplinary association that provides a credentialing program for assistive technology service providers. The RESNA Technical Assistance Project provides technical assistance to the 56 state/territory programs as authorized under the AT Act of 1998.
- Technology and Media (TAM) Division of CEC <http://www.tamcec.org> TAM is a division of the Council for Exceptional Children (CEC) that works to promote the effective use of technology and media for individuals with exceptional educational needs. The site includes information on conferences and professional publications including the JSET Journal.
- Texas Assistive Technology Network (TATN) <http://www.texasat.net> TATN is a collaborative network between the twenty (20) education service centers in Texas with Region 4 Education Service Center in Houston providing statewide leadership. The site provides links, resources, and training materials.
- Wisconsin Assistive Technology Initiative (WATI) <http://www.wati.org> WATI is a statewide project funded by the Wisconsin Department of Public Instruction to help all school districts develop or improve their assistive technology services. It includes information on best practices, training materials, resources, sample forms, and provides links to other sites related to AT.