

Appendices to Assistive Technology Guidelines

Assistive Technology Consideration Resource Guide (Appendix 1)

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Assistive Technology Consideration Resource Guide*

The following information is provided to assist educational teams in considering assistive technology in the development, review, and/or revision of a student's Individualized Education Program. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions.

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
<p>Writing: Sample Tasks:</p> <ul style="list-style-type: none"> • Write name • Copy letters/words/numbers for skills practice • Write words from memory • Copy print from book or worksheet • Copy notes from board or overhead • Complete written worksheets with single word responses (fill-in-the blank) • Complete written worksheets with phrase or sentence response • Complete written test with multiple choice response (circle/mark answer) • Complete written test and forms with fill-in-the-blank response • Complete written test with matching response • Complete written test with phrase/sentence (short answer) • Complete written test with essay response (multi-paragraph) • Record notes from teacher dictation/lecture with teacher recording notes on board/overhead • Record notes from teacher dictation/lecture without teacher notes 	<ul style="list-style-type: none"> • Crayon/Marker • Pencil • Pen • Letter and number strip • Clipboard • Typewriter • Computer with word processing software with grammar and spell checker • Instructional software to remediate and enhance specific writing skills 	<ul style="list-style-type: none"> • Increased time for completing assignments • Decreased length of assignment/number of responses • Oral dictation as an alternative to writing • Peer notetaker • Format of assignment changed to meet need of student - multiple choice, matching word banks, fill-in-the-blank, short answer • Word banks, sentence starters, and cloze format writing activities for supports • Provide typed outline or typed copy of lecture notes to student prior to delivery for student to use to follow lecture • Student highlights key points on printed copy of notes rather than copying/recording lecture notes • Webbing-concept mapping strategy used 	<ul style="list-style-type: none"> • Pencil grip or other adapted writing aids • Adapted paper (bold line, raised line, different spacing, secured to desk, paper stabilizers) • Slant board • Personal dry erase board • Non-slip writing surface (e.g. dyceum) • Tape recorder for dictated responses and note-taking • Portable word processor (e.g. PC-5, AlphaSmart, etc.) • Note-taking device (e.g. Braille, adapted tape recorder, smartboard) • Computer with word processing software with spell and grammar checks (e.g. Microsoft Word) • Computer with word processing software and outlining/webbing software (e.g. Inspiration or Kidspiration, DraftBuilder) • Computer with graphic-based word processor (e.g. Writing with Symbols) • Computer with talking word processing software (e.g. Write OutLoud, IntelliTalk) • Computer with word prediction software (e.g. Co:Writer) • Computer with graphic based word processor (e.g. Writing with Symbols) • Scanner and computer with form filling software to create electronic worksheets

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<http://www.gpat.org>.

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
<p>Writing Sample Tasks (continued):</p> <ul style="list-style-type: none"> • Generate creative/spontaneous writing samples • Copy numbers • Enter number in correct location within calculation problems • Copy math calculation problems with correct alignment • Record dictated math calculation problems with correct alignment • Copy diagrams and graphs create and plot linear and quadratic equations on graph 	<ul style="list-style-type: none"> • See previous page 	<ul style="list-style-type: none"> • See previous page 	<ul style="list-style-type: none"> • See previous page <p>*Adaptive input hardware and/or software (e.g. keyguard, keyboard utilities, enlarged keyboard, touchscreen, on-screen keyboard, trackball, switch access, voice dictation software, Braille input) and adaptive output solutions (screen enlargement, text or screen reading software) to be used as needed for all computer based writing solutions</p>
<p>Spelling:</p> <p>Sample Tasks:</p> <ul style="list-style-type: none"> • Identify correctly spelled word from printed list • Write spelling words from dictation • Spell words orally • Take a written spelling test • Use spelling words appropriately in a sentence • Locate correctly spelled words in a dictionary • Complete writing tasks with correct spelling • Identify/correct incorrectly spelled words in writing sample 	<ul style="list-style-type: none"> • Flashcards • Alphabet strip • Print dictionary • Computer with word processing software with built-in spell checker • Instructional software to remediate and enhance basic phonics and spelling skills 	<ul style="list-style-type: none"> • Peer/adult assistance for difficult to spell words • Personal or custom dictionary • Problem word list • Reduce number of spelling words • Increased time for completing assignments 	<ul style="list-style-type: none"> • Personal dry erase board for practice • Tape recorder with difficult to spell words recorded • Hand-held spellchecker without auditory output (e.g. Merriam-Webster Dictionary and Thesaurus) • Hand-held spellchecker with auditory output (e.g. Speaking Merriam-Webster Dictionary and Thesaurus) • Portable word processor with built-in spellchecker (e.g. AlphaSmart) • Computer with word processing program with spell check feature (e.g. Microsoft Word) • Computer with talking word processing software containing speaking spell check (e.g. Write OutLoud) • Computer with word prediction software, (e.g. Co:Writer)

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
<p>Reading:</p> <p>Sample Tasks:</p> <ul style="list-style-type: none"> • Identify letters in isolation and in sequence • Recognize/read name • Read basic/primer sight words • Read functional words (community, emergency, grocery, etc.) • Read target/selected words within a sentence • Comprehend age/grade appropriate reading materials • Read print materials from textbooks and supplemental materials with comprehension • Read material from worksheet with comprehension • Read material from board/overhead with comprehension • Read material from computer display with comprehension • Read longer reading samples with comprehension and without fatigue • Answer literal questions regarding materials read • Answer questions regarding main idea of materials read • Answer inferential questions regarding materials read 	<ul style="list-style-type: none"> • Textbooks • Worksheets • Printed information on board/overhead • Printed test materials • Instructional software to remediate basic reading and/or reading comprehension skills 	<ul style="list-style-type: none"> • Peer/adult reading assistance • High interest, low reading level materials • Increased time for completing reading materials • Decreased length of assignment • Simplify complexity of text • Color coding to emphasize key points (highlighting) • Custom vocabulary list Increase print size of materials through photocopying 	<ul style="list-style-type: none"> • Page fluffers • Slant board and book holders for positioning books • Color Overlays • Tracking strategies (e.g. reading window, bar magnifier) • Speaking spellchecker or dictionary as a word recognition aid(e.g. Speaking Merriam-Webster Dictionary and Thesaurus) • Reading Pen (e.g. Quicktionary Reading pen) • Audio-taped books (e.g.books-on-tape from Recordings for the Blind and Dyslexic) • Electronic books (e.g. disk or CD-ROM) • Computer-based talking word processing program (e.g. Write OutLoud) • Computer with graphic word processor (e.g. Writing with Symbols) • Computer with text enlargement software (e.g. ZoomText) • Computer with text reading software (e.g. ReadPlease, Talk-to-Me, JAWS, Kurzweil 1000) • Computer-based advanced reading aids (e.g. Kurzweil 3000, WYNN) • Solutions for converting text into alternative format (e.g. scanner with OCR software, Braille translation software, Braille printer/embosser, refreshable Braille displays, and tactile graphic production systems, etc.)

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
<p>Math:</p> <p>Sample Tasks:</p> <ul style="list-style-type: none"> • Identify numbers in isolation and sequence • Comprehend basic math concepts • Complete basic calculations (addition, subtraction, multiplication, and division) • Complete complex math calculations • Complete math word problems • Tell time to the hour, half-hour, etc. using an analog and/or digital clock • Calculate passage of time • Identify coins and bills • Demonstrates understanding of coin and bill value • Utilize money to purchase items • Utilize coins and bills to make appropriate change • Maintain and balance a checkbook 	<ul style="list-style-type: none"> • Manipulatives (beads, etc.) • Abacus • Number line • Math fact sheet (e.g. multiplication facts) • Calculator • Instructional software to remediate and enhance specific math skills 	<ul style="list-style-type: none"> • Change format of assignment (e.g.: write answers only) • Peer/adult reading of problem and recording of answer • Reduce number of problems • Provide additional spacing between problems • Provide additional time to complete tasks • Increase size of print through photocopying • Change complexity of material (e.g. separate problems by operations required) • Teacher/peer support for reading and assistance 	<ul style="list-style-type: none"> • Modified paper (bold line, enlarged, raised line, graph paper, etc.) • Talking calculator with speech output • Calculator with large print display • Calculator with large keypad • Calculator with embossed output (e.g. Braille N Speak) • Computer based on-screen calculator • Electronic math worksheet software with adaptive input and output as needed (e.g. MathPad, Access to Math, and Study Works) • Adapted measuring devices (e.g. devices with speech output, large print display, or tactile output)
<p>Study Organizational Skills:</p> <p>Sample Tasks:</p> <ul style="list-style-type: none"> • Copy assignments from board • Record assignments from teacher dictation • Complete assigned task within designated timelines • Request teacher/peer assistance when needed • Has appropriate materials/supplies for class activities 	<ul style="list-style-type: none"> • Instructional materials, including software to remediate deficit areas, to teach compensation strategies, and focus on strengths 	<ul style="list-style-type: none"> • Assignment sheet provided by peer and/or adult • Outlines of key points • Student schedule or checklist • Positioning student strategically within classroom environment • Timers • Student self monitoring sheets 	<ul style="list-style-type: none"> • Print or picture schedule • Organizational aids (e.g. Color coding, appointment book, etc.) • Tape recorder • Electronic organizer/personal digital assistant (e.g. Step Pad, PalmPilot) • Computer based electronic organizer with adapted input and output provided as needed • Speech prompting device

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
<p>Listening : Sample Tasks:</p> <ul style="list-style-type: none"> • Follow verbal directions • Listen to stories, books, etc. and answer comprehension questions • Listen to classroom discussion and apply information (answer questions, record notes, etc) • Listen to teacher lecture and apply information (answer questions, record notes, etc) • Listen to verbally presented information and retell with correct sequencing and facts • Listen to videos to gather information about current instructional topics • Respond to environmental stimuli appropriately (someone knocking on classroom door, bell ringing, fire alarm) 	<ul style="list-style-type: none"> • Television • Video player • Cassette recorder/player • Headphones for clarity of sound and blocking of extraneous noises for cassette/ television • Overhead projector to provide visual outline during note-taking • Closed captioning access to caption ready television and video presentations 	<ul style="list-style-type: none"> • Preferential seating • Use teacher proximity • Elimination of extraneous noise (air conditioner) • Break directions into smaller steps/segments • Use verbal prompts • Use gestures • Pre-teach vocabulary and/or components of the lesson • Audio-tape verbally presented information for repeated presentation • Use visual aids (picture symbols, diagrams, maps) to illustrate key points • Provide a written outline of lecture • Use a peer note-taker to record notes in class • Provide print copy of script in videotapes • Provide sign language/oral interpreter 	<ul style="list-style-type: none"> • Personal amplification system • Classroom sound field system • Auditory trainer • Personal hearing aids • Tape recorder with indexing capability • Smart Board for transferring teacher written notes to student computer for viewing and printing and viewing • Environmental alert system • Voice to text software application for converting teacher lecture to text • Closed captioning on non-caption ready instructional materials • Real time captioning of class lecture and discussion
<p>Oral Communication: Sample Tasks:</p> <ul style="list-style-type: none"> • Gain attention of peers/adults within environment • Express basic wants/needs • Request assistance as needed • Provide appropriate greetings • Participate in conversation with peers/teachers • Respond appropriately to teacher/peer questions and/or comments • Provide oral report in class on assigned topic • Inform others of events, topics, etc • Terminate conversation 	<ul style="list-style-type: none"> • Organizing diagram for presentations 	<ul style="list-style-type: none"> • Interpreter • Verbal prompts • Modeling appropriate skills • Repetition of spoken answers • Additional response time • Provide questions before time • Accepting shortened responses 	<ul style="list-style-type: none"> • Speech enhancing devices (e.g. amplifiers, clarifiers) • Augmentative communication solutions (e.g. object based communication displays, picture communication boards, books, and wallets, talking switches, dedicated augmentative communication devices, and integrated computer based augmentative communication solutions-all with adaptive input as needed) • Sign language

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
<p>Aids to Daily Living: Sample Tasks:</p> <ul style="list-style-type: none"> • Feed self using appropriate utensils • Drink using appropriate utensils • Prepare simple snack • Prepare basic meal • Dress and/or undress self using appropriate tools • Complete personal hygiene and grooming tasks (brushing teeth, hair, etc.) • Toilet self • Perform simple household chores 	<ul style="list-style-type: none"> • Eating utensils (e.g. spoon, cup, etc.) • Personal hygiene tools (ex: toothbrush, comb, brush, etc.) • Toileting supplies (ex: tissue) • Bathroom rails and adaptive faucet handles • Cleaning materials and appliances 	<ul style="list-style-type: none"> • Verbal prompts • Modeling appropriate skills • Picture cues and prompts • Additional time to complete tasks • Modification of task length and complexity 	<ul style="list-style-type: none"> • Adapted eating aids (e.g. grips for standard eating utensils, adapted cups/glasses, etc.) Feeding machines • Adapted dressing aids (e.g. button holers, pulls for zippers, Velcro fasteners, etc.) • Adapted cooking and food preparation aids (e.g. blender attached to power control unit, adapted pouring handles, etc.) • See other sections of this document for leisure, vocational, mobility, and learning aids.) • Adapted household cleaning tools and appliances
<p>Recreation and Leisure: Sample Tasks:</p> <ul style="list-style-type: none"> • Participate in play activities • Participate in leisure activities (ex: look at/read book or magazine, listen to music, etc.) appropriately • Manipulate and/or operate toys, tools, and/or electronic appliances required for participation in leisure activities appropriately 	<ul style="list-style-type: none"> • Puzzles • Games • Toys • Music (e.g. tape player, CDROM, etc.) 	<ul style="list-style-type: none"> • Verbal prompts • Adult peer assistance • Modeling appropriate skills • Cooperative participation with • Game modification 	<ul style="list-style-type: none"> • Knobs for puzzles • Adapted crayon holders • Adapted books • Adapted music with symbols • Raised line coloring sheets • Spinners for games • Switch accessible toys (commercially available or switch accessible through switch interface) • Environmental control devices • Power control units and battery adapter devices • Adaptive sports equipment • Computers with adaptive input devices as needed and appropriate software to address leisure skills

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
<p>Pre-vocational and Vocational: Sample Tasks:</p> <ul style="list-style-type: none"> • Complete assigned tasks (ex: filing, sorting, assembly, etc.) within designated timelines • Utilize tools, manipulatives, and/or equipment to complete tasks • Complete single and multiple step tasks 	<ul style="list-style-type: none"> • Sorting and assembling materials • Office equipment • Computer with standard office applications • Timers and watches 	<ul style="list-style-type: none"> • Verbal prompts • Picture and word cues • Modeling appropriate skills • Cooperative participation with peers and adults • Student self-monitoring sheets • Modification of task length and complexity 	<ul style="list-style-type: none"> • Individualized task and material modifications to meet student needs • Computer with adaptive input devices as needed and appropriate software to address pre-vocational or vocational needs • Vibrating and talking watches and timers • Auditory prompting with and without visual display
<p>Seating, Positioning, and Mobility: Sample Tasks:</p> <ul style="list-style-type: none"> • Move about/ambulate about the classroom, school, and/or community • Manipulate educational materials as required in assigned activities • Maintain appropriate seating/ position for participation in relevant activities 	<ul style="list-style-type: none"> • Classroom chairs, desks and tables 	<ul style="list-style-type: none"> • Limit mobility requirements through careful scheduling of daily activities (order, location, etc.) • Peer and adult assistance • Modification of requirements based upon student's daily energy level and the task to be completed 	<ul style="list-style-type: none"> • Adaptive classroom equipment (e.g. prone and supine standers, side lyers, adapted chairs with seating modifications and support, etc.) • Adapted tables and desks • Walkers • Crutches/canes • Manual wheelchairs • Power wheelchairs • Laptrays and equipment mounts

Assistive Technology Consideration Worksheet*

Name: _____ Birthdate: _____ Grade: _____ School: _____ District: _____

1. Check each task area of concern (student is unable to do at a level that reflects his/her skills/abilities) and leave blank any task areas which are not of relevant concern for the student.
 2. For each checked area, in Column A describe special strategies or accommodations the student currently uses to complete task.
 3. For each checked area, in Column B describe any assistive technology tools currently being used.
 4. For each checked area, in Column C describe new or additional assistive technology to be tried. This may include evaluation, device, and/or service.
- For ideas, see the Assistive Technology Consideration Resource Guide

Tasks:	A. If currently completes task with special strategies/accommodations, describe.	B. If currently completes task with assistive technology tools, describe.	C. Describe new or additional assistive technology to be tried.
<input type="checkbox"/> Mechanics of Writing			
<input type="checkbox"/> Computer Access			
<input type="checkbox"/> Composing Written Material			
<input type="checkbox"/> Communication			
<input type="checkbox"/> Reading			
<input type="checkbox"/> Learning/ Studying			

Tasks:	A. If currently completes task with special strategies/accommodations, describe.	B. If currently completes task with assistive technology tools, describe.	C. Describe new or additional assistive technology to be tried.
<input type="checkbox"/> Math			
<input type="checkbox"/> Recreation & Leisure			
<input type="checkbox"/> Activities of Daily Living (ADLs)			
<input type="checkbox"/> Mobility			
<input type="checkbox"/> Environmental Control			
<input type="checkbox"/> Positioning & Seating			
<input type="checkbox"/> Vision			
<input type="checkbox"/> Hearing			

5. Transfer necessary data to the IEP Special Factors and/or Services pages. If appropriate, initiate Prior Written Notice and Assessment Plan.

*This worksheet was adapted from the **Wisconsin** Assistive Technology Initiative (WATI) and may be reproduced for non-commercial purposes provided their source is identified

Shasta County Special Education Local Plan Area

(Adapted from Riverside County SELPA)

Assistive Technology Report Summary and Implementation Plan

Name: _____ DOB: _____ Grade: _____

School: _____ District: _____

Report Summary:

Disability(ies): _____

Current Special Education and Related Service(s): _____

Area(s) of Concern (task/activity the pupil is unable to do at a level that reflectsskills/abilities): _____

Assistive Technology Accommodations, Strategies, and/or Tools Tried as Intervention: _____

Observations: _____

Summary of Assistive Technology Evaluation Results: _____

Implementation Plan:

1. Evaluation (if/when needed): _____

2. Device: _____

3. Implementation Plan (i.e., what, by whom, when, where): _____

4. Coordination (i.e., when use, where house, etc.): _____

5. Training (i.e., on what, for whom, by whom, when): _____

6. Progress Monitoring Plan (i.e., when, by whom, standards to be applied): _____

Attach this form to the IEP and document team decisions on IEP pages as follows:

- ✓ Special Factors Page: IEP device and/or service
✓ Services Page: Training under supplementary aids and services to be provided to the child or on behalf of child; Services under services

Form Completed By _____

Date _____

Assistive Technology Websites

Augmentative/Alternative Communication (AAC)

<http://aac.unl.edu>

Site provides excellent background information on AAC.

www.aacintervention.com

The AAC Intervention website offers many practical and useful suggestions for augmentative and alternative communication

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.ataccess.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.

www.beacon-ridge.com

Offers many low tech tools to improve writing.

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.

Consortium for Citizens with Disabilities (CDC)

<http://www.c-c-d.org/>

CDC is a coalition of approximately 100 national disability organizations working together to advocate for children and adults with disabilities in all aspects of society. The site provides links to a wide range of organizations and resources related to disability issues.

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 development opportunities and resources, journals and newsletters with information on new research findings, classroom practices that work, federal legislation, and policies and sponsorship of conventions and conferences.

Disabilities, Opportunities, Internetworking, and Technology (DO IT)

<http://www.washington.edu/doi/>

DO-IT spotlights programs and resources that promote the use of technology to maximize independence, productivity and participation of people with disabilities.

www.dotolearn.com

This website offers many symbols and layouts for communication boards and visual schedules that can be downloaded.

www.ebooks.com

This is an electronic library that one can browse for free.

The Family Center on Technology and Disability (FCTD)

<http://www.fctd.info>

FCTD offers a wide range of assistive technology resources for disability organizations, AT providers, educators and families of children with disabilities. Visit the website, which includes an assistive technology glossary, to learn more about assistive technology.

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.

Guide to the Individualized Education Program

<http://www.ed.gov/parents/needs/speced/iepguide/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.

Linda Burkhart's website

www.lburkhart.com

Site offers many suggestions for integrating AAC into many activities and environments. It also has information on making switches and other simple assistive technology devices.

National Assistive Technology Research Institute (NATRI)

<http://natri.uky.edu/natmenu.html>

The National Assistive Technology Research Institute (NATRI) conducts assistive technology (AT) research, translates theory and research into AT practice, and provides resources for improving the delivery of AT services.

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/osers/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.

Pennsylvania Training and Technical Assistance Network (PaTTAN)

<http://www.pattan.net/>

PaTTAN supports the Pennsylvania Bureau of Special Education and builds the capacity of LEAs to provide services to students receiving special education services. AT resources and links provided.

Project Gutenberg

<http://www.gutenberg.org/>

This website is a public domain for books, stories, and articles that can be downloaded and then —readll by a computer. This site has a wealth of materials divided into light literature, heavy literature, and references.

Quality Indicators for Assistive Technology (QIAT)

<http://www.qiat.org>

The QIAT Consortium is a national grassroots group dedicated to indentifying, 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.

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.

Schwab Foundation

www.schwablearning.org.

The Schwab Foundation publishes a free guide to assistive technology.

Switch in Time

www.switchintime.com

This website has several games that can be downloaded at no charge. The Scan _n Read program allows one to create their own e-book.

www.techconnections.org

Resources for vocational assistive technology needs

Technology and Media (TAM) Division of CEC –

<http://www.michigancec.org/tam/Home.aspx>

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 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.

Texas Education Agency (TEA)

<http://www.tea.state.tx.us/>

The TEA website provides information about TEA roles and responsibilities such as accountability, assessment, curriculum and educational programs, and education law and rules.

Texas Technology Access Project

<http://techaccess.edb.utexas.edu>

The Texas Technology Access Project provides information, conducts training and technical assistance and works with policy makers to support children and adults with disabilities in their efforts to acquire and use technology as a routine part of day-to-day living.

www.tiresias.org.

A website with excellent information about a range of resources for individuals with vision impairment including assistive technology information

Trace Center at UW Madison

<http://trace.wisc.edu/>

This website offers links to numerous sites which feature adaptive computer access in the form of freeware and shareware that can be downloaded.

University of Calgary

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

Maintains an excellent cite for children's literature.

University of Texas, Department of Special Education, College of Education

<http://www.edb.utexas.edu/coe/depts/sped/>

This site provides information and useful links to resources and for assistive technology information.

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. The WATI website also has two fact sheets on AT for Hearing Impairment.