

UAAACT News

Utah Augmentative, Alternative, Assistive Communication And Technology Teams

UAAACT Web Site: www.uaaact.org

December,
2010

Editor
Suzanne B. Anderson

The Computer
Center for Citizens
with Disabilities

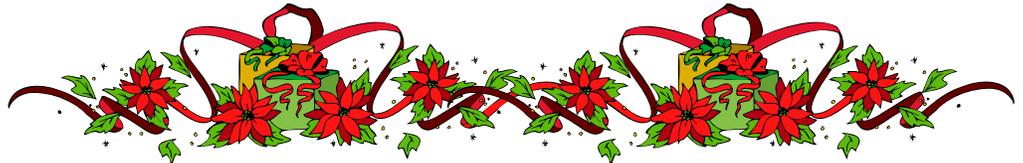
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Winter has definitely arrived in most of the state. It is exciting for those who participate in Winter sports. For the rest of us – we count the days until spring arrives. We wish you a happy holiday and safe participation in Winter sports and travel during the holiday break.

Mark your calendars for the up-coming UAAACT conference in February. The Leadership Council has planned a wonderful round of events, trainings and opportunities to learn new information. The UAAACT Teams will have an opportunity to enjoy a pre-conference session and an evening dinner/meeting and the opportunity to visit and socialize with team member's state wide. It is always fun to get together for visiting and exchanging of ideas. Make plans now to join in on this wonderful opportunity for training. Invite parents and co-workers to the Thursday and Friday sessions. Don't forget to register for the conference.

We will soon be entering into a New Year. It seems to always be a chance to get organized, up our energy levels and basically-- do all the things we didn't get done in the rush of 2010. We want to say thanks to Craig and Scott for their hard work in planning and conducting trainings for us. Thanks to Lynn for all the ordering and also for putting up with us. We will do better in 2011 with meeting our deadlines. To Jocelyn Taylor-- we send our thanks for being an advocate for the UAAACT project and for all of her wonderful trainings.

Mark your Calendars for Upcoming Events

December 16, 2010 Jeramy Reed Workshop

Introduction to Express and Maestro
The Computer Center (1:00-3:00)

January 5, 2011 Ken Reavis Service Award Nominations Deadline

Send to Julia Parslow

February 8, 2011 State UAAACT Pre- Conference – Ogden

February 9-10, 2011 State UAAACT Conference Everyone Registered

From Our Leader

The 2011 UAAACT Conference promises an introduction to some new technology tools and some great ideas from AT experts on how to use those tools with our students. For example, Tom Keating of Cognitopia Software will present a session on the new iPad app, Picture Planner 3.0, Jamie Crum of Mayer-Johnson will present a session on Supporting Language and Literacy using Boardmaker Studio, and Donna McNear of Human Ware will teach us how to use the new Intel Reader. Trish Johnson of the Don Johnston Company will give a presentation on making eBooks Accessible with Read: OutLoud and RJ Cooper will be here to do live AT assessments and show us how his new products can help students that we bring to the conference. I haven't even mentioned the great information we will receive from our Keynote Speakers; Pati King Debaun during our pre-conference on Tuesday, Feb 8th, Gail Van-Tatenhove on Wednesday, Feb. 9th and Dave Edybury on Thursday, Feb. 10th. I get excited just thinking about all the learning and applications for technology that will come our way during the conference. We will also have some outstanding and PRACTICAL sessions presented by many UAAACT members and local AT experts.

Now, some details and things for you to consider: Who will you invite to attend the conference with you? We hope all UAAACT members will attend, but please also invite those parents who have children using or needing to be introduced to AT devices. Remember to invite your colleagues who want to know more about how to use AT in their classrooms or speech therapy sessions. Please share the attached registration form and let those around you know that the 2011 UAAACT Conference is free to Utah educators and parents.

Remember to get permission to attend the conference from your school principal or district special education director as appropriate and please invite your special education director to attend the conference.

Although the pre-conference session on Tuesday is for UAAACT members, district special education staff may also attend when invited by a UAAACT member.

Since you will be attending the Pre-Conference workshop, I encourage you to pick up your conference packet on Tuesday, Feb. 8th between noon and 1:00 PM in the east lobby (ground floor) just outside Ballroom 2 of the Eccles Conference Center. As you may know, the Eccles Conference Center is located at 2415 Washington Blvd., Ogden, UT. 84401-2315. Please see the driving directions at the end of the article.

Parking

The Eccles Conference Center has an attached parking structure on the west side of the block. However, they charge \$4 a day for parking. The UAAACT Project will generally not reimburse you for parking (exceptions may be granted for 504 accommodations or special circumstances). There is a new commercial development north of the Eccles Conference Center. The parking in this area is free. You may also park for free at the Ogden Marriott Hotel parking lot, a couple blocks west of the Eccles Conference Center. Street parking is limited to one or two hours in this area, so you risk a ticket if you park on the street.

Hotel

The conference hotel is the Hampton Inn and Suites, 2401 Washington Blvd., Ogden. If you both live and work over 50 miles away from this hotel, you are probably eligible for reimbursement of your lodging expense based on double occupancy with another UAAACT member. Because we are having an evening event on Tuesday, you may be eligible for reimbursement of your lodging on Tuesday night even if you live and work closer than the 50 mile minimum distance. To reserve a room, at the special conference rate, (\$75. double occupancy), Please call: 801-394-9400. You must reserve your hotel room by Monday, January 10, 2011 to get the conference rate. The state travel department has issued strict guidelines on reimbursing hotel expenses and we must adhere to these guidelines.

(Conference information continue from pg. 2)

Questions about eligibility to be reimbursed for lodging, please call Lynn Marcoux at: (801) 887-9380

- Driving Directions -

From Salt Lake City:

Proceed North on I-15 to Exit 345, turn right onto 24th Street. The Conference Center is three miles on the right.

From Northern Utah:

I-15 South to Exit 346.

Proceed East to Washington Boulevard, turn right. The Conference Center is three blocks on the right.

** For conference details, schedules, registration forms and other information will be available at the UAAACT web site: www.uaaact.org
Please direct conference questions to Craig Boogaard at (801) 887-9533 or email Craig at: cboogaar@utah.gov

We are very excited about the conference this year and are looking forward to seeing you there. This is an excellent chance to gather information and to receive superior training.

Craig Boogaard

- Information -

Apple is highlighting a growing number of apps catering to individuals with special needs with a featured special education section in its App Store.

The section titled “Special Education” was launched late last week and includes 72 applications for the iPhone and 13 applications for the iPad in 10 categories ranging from communication to emotional development and life skills, according to Trudy Muller, an Apple spokeswoman.

The special education category is currently showcased as one of four editorial features in the App Store.

Apps, which can be used on Apple’s iPhone, iPad or iPod devices, have become increasingly popular in the special needs community in recent years, serving as everything from assistive technology devices to organizational tools and teaching aids.

<http://www.disabilitycoop.com/2010/10/25/sped-app-store/10919/>

AAC Devices for Long Term Use

The primary use of the UAAACT central inventory of equipment stored at The Computer Center is for assessment. Sometimes we have a bit of a dilemma about how to use equipment that is three to five years old. For example, the MightyMo and MiniMo devices from Dynavox have been replaced by the new DynavoxM3. You can no longer purchase a MightyMo or MiniMo, so are they still good assessment tools? Well, they have some similar characteristics, but there are also some differences between the Mos and the M3.

With this in mind, we would like to offer some of the AAC devices in the UAAACT library for a long term (the rest of this school year) loan. If you have a student who needs a device for more than the 30 to 60 day assessment period, consider borrowing one of the items on the list below. The devices are in order from simple to more complex. Just follow the regular check out procedures and use these products for the rest of the school year.

Communication Builder, CI-563

Go Talk 9, CI-627

MessageMate 40, CI-418

32 Message Communicator with 6 levels, CI-1289

LEO, CI-1110

Blue Bird, CI-1224

SpringBoard, CI-1040, 620, 953, 1041 and 1302

MightyMo, CI-964, 971, 1037, and 1149 (Spanish)

MiniMo, CI-1034, 963 and 1063

Auggie Mini, CI- 1219 and 1220

Enkidu Impact Tablet, CI-682 and 863

Enkidu Impact E-Talk, CI-764

Vantage, CI-657 and 559

Pathfinder, CI-437

Up coming Workshop

Jeremy Reed from Dynavox will be doing an Introduction to Express and Maestro workshop on Thursday, December 16th from 1:00 to 3:00 PM at The Computer Center, 1595 West 500 South, Salt Lake City, Utah. Register for the workshop by calling Jeremy by calling: 801-389-3693 or by email at:

jeramy.reed@dynavoxtech.com

Questions and Answers Discussion Column

Question:

Our team would like a definition of when we can count a student as being served by the UAAACT team. Can we only count students who have had a current consultation, or students who have had a consultation in the past and have a case manager checking on them, or students who have been referred and have had at least one team member consulting with the teacher or parent, or students who are using equipment from the AT Library?

Answer:

Here is the definition on the UAAACT report form:

Definition of a Student: *The student has been referred to the UAAACT team for an evaluation. The UAAACT team has provided some level of service to the student or the student's educational team (IEP Team, 504 team or regular education team) during this school year. The UAAACT referral form for this student is in the UAAACT team file.*

Some teams have two referral forms – one for a full UAAACT evaluation and one for a screening or quick service request when it is likely the student's needs can be met by one or two UAAACT members providing a quick solution. Here are a couple of examples of when a screening referral or quick fix referral might be appropriate. **Example 1:** A student has been using an AT device with good success and the device is broken or lost. All the team needs to do is provide the student with a loaner device until the student's device is repaired or replaced. **Example 2:** A teacher recognizes that a student has limited spelling and writing skills. The teacher has some knowledge of AT products and feels the student would benefit from a word prediction tool like a Neo with Co:Writer Smart Applet or Word Q on the classroom computer. After receiving the quick referral form, a UAAACT team member goes out to work with the student and tries two or three options. A decision is made with the support of the student's teacher and the device is loaned to the student by the UAAACT team.

There may be some data collected and a review of the students needs a month down the road to refine the solution, but this was a quick way to support the student by quickly putting some appropriate assistive technology tools in place. In both cases, you would count the student as being served by the UAAACT team.

You may also have a student who was referred two, three or five years ago for a full team evaluation. Now the student needs a follow-up visit to update vocabulary on their AAC device or something similar. Since you already have a referral for this student, you might respond to a phone call or email and go out and serve the student. Then count the student as one who was served by the UAAACT team this year. (Craig Boogaard)

Question:

How do you switch adapt a Boom Box?

Answer:

As much as students seem to like music, gone are the days of a simple plug adapter for a cassette recorder. Boom boxes are not amenable to outside switches – or are they?

Since a boom box needs to have power running to be able to play a CD or the radio, you cannot just interrupt the power to make it switch accessible for a student. However, there is a cheap, simple way to adapt it for switch use. Using a stereo plug, a stereo jack, a monaural jack, and a little wire, you can switch adapt the headphones.

I discovered that you must use 1/8" stereo plugs and jacks to connect a switch to a boom box, or you won't get a signal to both sides of a headset. The monaural 1/8" jack is for your switch. Use a single wire, (I like to use 22 gauge speaker wire for most applications.) Split about an 18" length of speaker wires into individual leads and strip about 1/2" off each of the ends. Cut both of the single 18" leads in half, (so you have four 9" single wires.) Discard one of the 9" wires. Strip the remaining new ends also about 1/2". Slide the insulating sleeves over pairs of the wires, as

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shown in the picture. Connect the center two terminals of the stereo plug and jack with one of the wires. Connect one of the remaining 9” leads to the outside terminal, (the ground) on each of the stereo plug/jacks. Next, the other end of the ground leads should have the insulating sleeve slipped on and the wire ends connected to the terminals of the monaural jack. Solder all connections and screw the insulating sleeves on the terminals. Label the plug, “Boom Box,” the stereo jack, “Headphone,” and the monaural jack “Switch.” You now have an adapter that will interrupt the music being played on the boom box, until the switch is activated.



Not into electronics and soldering? Another way to switch adapt a boom box is to use a pair of computer speakers, instead of headphones. If you plug the signal plug from the computer speakers into the headphone jack on a boom box, they will interrupt the boom box speakers. Computer speakers need a 110 volt, (wall voltage) source. Instead of plugging them into a wall outlet, plug them into an Ablenet “Powerlink” device. This will allow you to control the power to the speakers with a switch. Turn on the music in the boom box and the student can control what goes to the speakers. Many computer speakers also have headphone jacks, if you don’t want to entertain the entire class.

Jim West (Davis- Team A)



Apple App Store Volume Purchase Program

The Volume Purchase Program makes it easy for educational institutions to purchase iOS apps in volume and distribute those apps to users. The Volume Purchase Program also allows app developers to offer special pricing for purchases of 20 apps or more.

Purchase Volume Vouchers

Volume Vouchers can be purchased at the Apple Store for Education in denominations of \$100, \$500, \$1000, \$5000, \$10,000. These vouchers can be bought on behalf of the educational institution by an Authorized Purchaser, and they may use purchase orders. The Authorized Purchaser is often a purchasing agent at the institution. You should receive your Volume Vouchers in the mail within 3 to 5 business days.

Redeem Volume Vouchers

Institutions can designate one or more “Program Facilitators” to redeem Volume Vouchers and purchase apps through the App Store Volume Purchase Program. The Program Facilitators can be anyone chosen by the Authorized Purchaser. Learn more about the Volume Purchase Program

How to redeem Volume Vouchers to purchase apps:

1. Create a new Apple ID for the App Store Volume Purchase Program. These are separate accounts from personal iTunes accounts and won’t be able to access the App Store to download applications, music, or any other content.
2. Search for and purchase apps in variable quantities, up to the dollar limit of the voucher amount. The institution’s tax status will be recognized and billed accordingly.
3. The Program Facilitator will receive an email with a link to a dashboard, now populated with app-specific codes. These codes can be distributed to users for redemption at the App Store.

<http://www.apple.com/itunes/education/>

Easy Everyday
Augmentative/Assistive Technology

Sometimes when our team is called in, it is with the expectation that we will provide some electronic gizmo that will allow a student to function or communicate where no communication has existed before. We ask the teachers what they have tried and most of the time the answer is “nothing yet, we were waiting for you.”

There is a huge temptation just to spring into action and say something like, “we can do this or this or this or -- what about ??” But it’s important to step back and look carefully at the resources that are already being used in the classroom. I usually look for 5 important items: photographs of students, a written schedule displayed, a computer where the students can access it, age appropriate books and sensory toys and activities. If a classroom has these tools available and in use, it only takes a few quick changes and they can build up to a basic AT system quickly with little time or cash. These are both important and impressive. I need to be able to make an effective change for a student that is quick and doesn’t cost a lot. Classroom teachers want to do the right thing and they are asking for help that doesn’t take a lot of time to master and doesn’t cost a lot of money. With a creative team and these items, I can help a teacher modify what they are doing to make the whole classroom more accessible to a student with significant impairments.

Displaying photographs of the students in the classroom tells me that the teacher values the students and their activities. It also indicates that the teacher has access to a camera and uses it . If we have a short conversation about using the camera to collect images of preferred activities and items, we can pair it with a schedule for a picture schedule or a choice board for reinforcement. I usually have 2 or 3 examples of picture schedules or choice boards in a bag that I take to evaluations. Seeing a simple example is all that most teachers need

to get started. They instantly understand how that tool can be used in the classroom.

A written schedule displayed, tells me that this classroom and teacher are structured and try to be predictable. If a teacher needs to be convinced that structure is necessary to a successful implementation, our job is more difficult. A written schedule easily is modified into a picture schedule or a token schedule and finding the best display system just relies on a teacher’s creativity. We can talk a little about options such as line drawing, photos or objects with the appropriate use of each, but really, the teacher has to value and use a schedule first for it to work for the student.

The next item I look for in a classroom is a computer of any variety that is accessible to the students. I want to know if a teacher is already using a computer with students and likes to use software with the students. When we visit a classroom, I have a pretty long list of sites that are free and easy to learn in a variety of curriculum areas. We have access to several tools that make a computer accessible to students with various impairments. This will make the biggest difference for a student with significant impairments if someone in the classroom likes computers and is comfortable using them. It’s relatively easy to show someone a new site and an adapted mouse and help them to try it with a student.

Age appropriate books that are visible, tells me a lot about the teacher’s expectations for the students. If there are books out, this teacher expects students to enjoy print and to learn from print materials. The team’s job is making print more accessible. Using common classroom tools such as a digital camera or a card reader, we can demonstrate vocabulary adaptations and comprehension activities with materials the teacher has. Matching pictures, pointing to vocabulary words/pictures, sequencing word cards are all very easy academic activities to demonstrate without stretching a teacher’s time or mastery level.

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(Easy Everyday Augmentative/ Assistive Technology)

A large variety of sensory toys tell me about the teacher’s orientation to leisure activities and choices. There needs to be highly preferred items available in a classroom to teach choice making and some students with significant disabilities, to use sensory toys by choice. We try to provide teachers with easy ways to make these items a basis for beginning communication skills. Photos of these items can be used to create an easy choice board or reinforcement menu. The actual items can be paired with photos for a matching activity. Access to the items can be controlled by choice making programming.

It is much easier as an augmentative team to look at the whole classroom and to use what already is present in the room. The “buy in” from the staff will be greater. The follow through for a student will be more consistent. For teams that aren’t able to see a student frequently, giving a teacher small but successful ways to improve communication skills and academic performance is the best service we can offer, because in the end, it improves the teacher skills as well as assists the student.

**By: Julia Parslow
Leadership Council Member**



UAAACT Conference Schedule

February 8, 2011 Tuesday

Pre-Conference Sessions –1:00 – 4:00

For UAAACT Teams and District Spec. Ed. Staff

Keynote speaker: Pati King Debaun

Please pick up your registration packet between 12:00 and 1:00

UAAACT Team dinner and business meeting – 6:00 p.m

February 9, 2011 - Wednesday

Registration and Continental Breakfast

(7:45- 8:30 A.M.)

Keynote speaker: Gail Van Tatenhove

February 10, 2011 - Thursday

Continental Breakfast (7:45 – 8:30 A.M)

Keynote speaker: Dave Edybury

There will be many breakout session from which to pick from, along with a variety of interesting displays in the Vendor Hall.

The Snowman

(The Muffin Man)

**Have you seen the snowman,
The snowman, the snowman
Have you seen the snowman
Who lives in our front yard?**

**He has two brown potato eyes,
Potato eyes, potato eyes,
He has two brown potato eyes
And lives in our front yard.**

**He has an orange carrot nose,
Carrot nose, carrot nose,
He has an orange carrot nose
And lives in our front yard.**

**He has a bright red berry smile,
Berry smile, berry smile,
He has a bright red berry smile
And lives in our front yard.**

**He has a big black top hat,
Top hat, top hat,
He has a big black top hat
And lives in our front yard**

Using A Wii In An Educational Setting

The Wii can be a fun and fundamental tool for educating students with a variety of educational challenges. The Wii can also give students an opportunity to interact with peer mentors in a socially "normal" environment. In this environment students can also learn many social skills that they may not be able to otherwise.

The balance board associated with Wii Fit can provide instant feedback to a student who may be working on a variety of Occupational Therapy or Physical Therapy Goals.

Another nice aspect of the Wii is the number of buttons required for different activities. Some activities, such as tennis, require no button selections. You just need to swing your virtual racket.

Kevin John at UCAT has now successfully adapted a Wii Remote to make it switch accessible. This makes it possible for those who have difficulty accessing the smaller buttons on the remote to use an alternative access method.



There are a wide variety of IEP Goals that the Wii can help facilitate. The Balance Board was already mentioned, but The Wii can be a great tool for working on communication, socialization, reading, community mobility, and probably many others.

There are many Wii activities that can be completed in five minutes or less. Using these activities may help address different social goals for a student, including joining in, and choosing an activity. The short amount of time that the activity takes may allow for multiple practice sessions as well as participating in a variety of Wii activities.

There are also activities that take more time but are not speed dependant. These activities are ideal for a student who needs more time to initiate motor activities or who is easily distracted and needs to increase on-task behaviors.

There are some who feel the Wii is a toy and not a tool for education. This is what the leadership council has stated regarding this concern:

"We encourage UAAACT members to be cautious in their use of the Wii. Therefore, the check out form for the Wii will include an additional statement on how the Wii should be used prudently. We will request that the UAAACT member using the Wii document how they used it; cause and effect, increasing motivation, social skills, student's PE goals, as a reward (probably not the strongest justification for using the Wii, but it may be better than having a student watch a movie for a reward)."

Page 9 of this newsletter is the Data collection form for the Wii.

iPad/Pod Info

Here is a fun application that we have found useful with students and other people with disabilities who are working on different social skills.

Look in my Eyes.....\$2.99

This is an activity for those individuals who are learning how to make and maintain eye contact. The activity shows an individual a picture of an person and after a short time period flashes a number over the persons eyes. The user is then asked what the number is. For every correct answer they get "Money" which they can then collect and spend in the games store. For more information on this application see.

<http://itunes.apple.com/us/app/look-in-my-eyes-1-restaurant/id349835339?mt=8>

There is an update to the operating system of the iPad. One option that you should be aware of in the update is in the restrictions section. Now you can lock down apps and prevent accidental removal. This will save having to reinstall apps you like.

Apple has also updated the accessibility features of the iPad. See the apple website at <http://www.apple.com/ipad/features/accessibility.html> for more information.

2011 UAAACT CONFERENCE

Information and Registration Form

The 2011 UAAACT Conference, Cultivating Success with Assistive Technology, will be held at the Ogden Eccles Conference Center (2415 Washington Blvd, Ogden, UT 84401-2315) on February 9-10, 2011. The conference hotel is the Hampton Inn and Suites, 2401 Washington Boulevard, Ogden, Utah, USA 84401, Tel: 1-801-394-9400.

The pre-conference session (for UAAACT members) will be held on Tuesday, February 8, 2011 from 1-4:30 PM. Pati King DeBaun will present "Technology in the Classroom-from Engagement to Independence." This workshop will be especially helpful to UAAACT members who work with students who have severe and multiple disabilities. The UAAACT dinner will be Tuesday evening at 6:00 PM.

The keynote speaker for Wednesday, February 9, is Gail Van Tatenhove. Gail's topic will be "The Core Vocabulary Classroom, Doing More with Less." The keynote speaker for Thursday, February 10 will be Dave Edyburn. Dave will discuss "AT Research and Evidence Based Practice." Breakout sessions will be presented by Gail, Dave, UAAACT teams, assistive technology experts, and vendors who develop and sell technology tools.

There is no fee for Utah residents to attend the conference, but registration is limited to the first 350 individuals who email, mail or fax in their registration form. Conference participants may choose to register for one semester credit hour from the University of Utah on Wednesday morning, February 9th, at the conference registration table. The registration fee for university credit will be \$60.00 at your own expense. Relicensure credit will also be offered at the conference.

Conference registration and a continental breakfast will begin at 7:45 AM. on Wednesday, February 9th and the conference will conclude at 1:30 PM. on Thursday, February 10th. A confirmation notice will be emailed to conference participants who register by January 18th. If you will be staying at the Hampton Inn and Suites, please call 801-394-9400 to reserve a room at the special conference rate, \$70 single, \$75 double occupancy. You must reserve your hotel room by Monday, January 10, 2011 to get the conference rate.

To register for the conference, please complete the form below and email, mail or fax it to:

The Computer Center for Citizens With Disabilities (CCCD)

Attn: UAAACT Conference

1595 West 500 South

Salt Lake City, UT 84104

Email: cboogaar@utah.gov

FAX: 801-887-9382

For more information call 887-9380 or 888-866-5550 - toll free in Utah

2011 Utah Conference Registration Form

Please print neatly as this

information will be used

to confirmation your registration.

Name _____

Email Address _____

You will receive an email confirming your registration if you register by January 18, 2011.

Please mark all that apply:

_____ I am a UAAACT Team member

_____ I plan to attend the Tuesday Preconference Workshop (UAAACT Members)

_____ I plan to attend the Tuesday evening UAAACT dinner. (no cost to UAAACT Members).

_____ I plan to attend the Thursday luncheon and prize drawing. (no cost to UAAACT Members).

All others please send a check for \$11 payable to UAAACT Project by January 18, 2011.

_____ I need a vegetarian meal for the meal(s) I will be attending.

Accommodations (sign language interpreter, large print program, etc.) will be arranged for those who contact Craig Boogaard (801-887-9533) by January 18, 2011. Requests for accommodations may not be available if you make your request after January 18, 2011.