



DREAMMS

DIRECTIONS

Technology in Special Education

For Parents & Professionals

Vol. 2, No. 4

November 1995

Special Toys

How Do We Make Sure the Kids'll Benefit?

BY JANET HOSMER

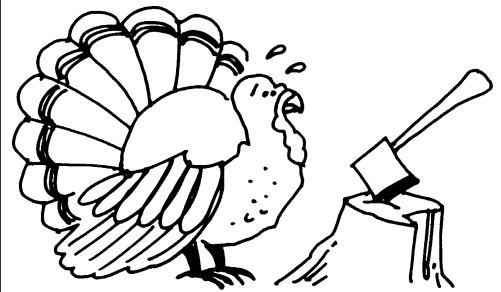
It's that time of year. Parents start to roam through their kid's rooms to see what kind of toys or games to buy for the upcoming holiday season. For some of us, the job is a bit different, since our kids may not be able to (or inclined to) play with many of the toys that are sitting on the shelves in the toy department! We have to try to find the right toy to meet the challenges and interests of our particular child! That bright shiny new tractor may look great! But it may end up sitting on the shelf at home until you offer it up to the next garage sale, or donate it to some tyke who'll give it a run for its money! If the really cool puzzle turns out to be a bit too difficult.... it too moves on to wait in the gloomy garage.

Toys play an important role in the development of your child. They help to develop early learning and creativity skills that are built upon when developing self-esteem and life skills. And, since children develop in different areas at various rates, we need to try to match skill levels with the play benefits from a specific toy or game in order to try to reach the 'whole child'. Ten years ago, it was difficult to find toys for a child with a disability. Today, things are easier!

There are many ways to help to ensure that your youngster with special needs plays or interacts with the toys and games that you buy. Some of these require a little bit of ingenuity, some a little bit of searching, some a little bit of money, and some a combination of all three! Let's take a look at what's available.

Let Your Fingers Do the Walking....

Catalog shopping is probably the easiest way to find special toys or devices that



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My Dear Friends,

11/95



This is such a wonderful time of the year! I love to put up decorations for the holidays.... starting with Halloween. The burnt oranges and browns of Autumn remind me of my connectedness to the earth. And I watch the dying leaves get ready to fertilize the new in the spring. Such a time of change.

We are changing at DREAMMS also. The response to our Tech Pak program has been phenomenal! I'm so thrilled to have reached so many of you. Unfortunately, we can no longer afford to offer our Tech Paks free of charge. Paper and postage costs top our list of expenses... (Won't it be great to eventually be online!) ... and we are forced to charge \$5 for a Basic Tech Pak and \$7.50 for our Special Topic Tech Paks to cover shipping and handling. It was our goal to be able to provide this service to you without charge... sorry. Hopefully at some point in the near future we'll be able to do so again.

You'll be excited though to see what we have to offer! Ten different Special Topic Tech Paks: Including topics like AugComm, IDEA, Funding, IEPs, Software and Adaptive I/O. Call 813.781.7711 for more information!

Please have a safe and peaceful Thanksgiving!

As always.... my kindest regards....

Janet

CONFERENCES

Date: November 30 - December 3, 1995
Event: Tel.Ed '95 / Telecommunications in Education
Location: Fort Lauderdale, FL
Information: 503.346.3509

Date: November 30 - December 2, 1995
Event: Association for Persons with Severe Handicaps (TASH) National Conference
Location: San Francisco, CA
Information: 410.828.8274

Date: December 12 - 17, 1995
Event: Doors to Inclusion, Innovation & Investment
Location: Baton Rouge, LA
Information: 1.800.922.DIAL

DIRECTIONS

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Vendors - We welcome product news. Please include pricing and contact name with press releases.

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Don't buy shelfware! Be sure you ask **lots** of questions, or even get a demo, **BEFORE** you buy software! Returns are frowned upon!

Accessibility & the Mac

BY CHESTER HOSMER



As I reported last month, Windows 95 has some interesting new accessibility features built-in.

However, since the release of system 7.0, and now system 7.5, the Macintosh continues to lead the way in accessibility features. These features come with the Macintosh when you buy it and are a mere mouse click away. All of the features below are built-in to the Mac and can be found in the special needs folder or through Control Panel options. You can also check your manual.

Q: How does the Macintosh make computing more accessible for those with special needs?

CLOSEVIEW - The Mac includes an electronic magnifying glass called Closeview. This software application makes everything on the Mac BIGGER and BIGGER up to 16 times the standard size. Because some kids have a tough time seeing black images on a white background, Closeview also allows you to invert the image to white on black.

Q: I'm hearing impaired. How do I hear a beep when I do something wrong?

VISUAL BEEP - Using Visual Beep, the Mac gets the user's attention by flashing the menu bar. Change the speaker volume on the Control Panel to "0". Errors generate a menu bar flash rather than an audible beep.

Q: What if I have slow gross motor reaction?

REPEAT KEY - Most keyboards allow the user to repeat a single key by holding it down for a specified length of time. For those who have slow to respond gross motor skills ttttyyypppiinnngg cann beeeee a challeeeenge. On the Mac, a Control Panel option allows the user to turn-off the repeat feature if its bothersome.

Q: I have difficulty inserting and removing diskettes. Is this easy on the Mac?

DISK DRIVE - The IBM style PC is blocked by a latch that



Toys & Catalogs

Toys R Us Toy Guide

For Differently Abled Kids
461 From Road, 4th Floor
Paramus, NJ 07652

National Lekotek Center

2100 Ridge Ave.
Evanston, IL 60201
708-328-0001

Toys for Special Children

385 Warburton Ave.
Hastings on Hudson, NY 10706
800-832-8697

TFG (USA) LTD.

4449 Gibsonia Rd.
Gibsonia, PA 15044
412-444-6400

Switch Kids, Inc.

8507 Rupp Farm Drive
West Chester, OH 45069
513-860-5475

Crestwood Company

6625 N Sidney Place
Milwaukee, WI 53209
414-352-5678

Diskovery Toys

Martinez, CA 94553
800-426-4777

The Dragonfly Toy Company

291 Yale Ave
Winnipeg, MB R3M 0L4
204-453-2222

Free Subscription

For Students, Parents & Teachers

MAINSTREAM

Magazine for the Able-Disabled

beneficial for parents and families for adjustment, networking, resources and support useful for professionals to see what's advertised and the products used by people with disabilities.

- Laura Nelson, OTR



MAINSTREAM provides a great deal of information on equipment options - as well as resource information. The focus on self-advocacy is a good learning tool.

- Darren J. Roberts,
Staff Supervisor

To begin your free 3-month subscription write to: MAINSTREAM Magazine, 2973 Beech Street, San Diego, CA 92102

Phone: 619-234-3138 or Fax: 619-234-3155

Please see MAC on Page 9

Assistive Technology Funding & Systems Change Project Notes

SPECIAL EDUCATION - PART I

What is special education?

The Individuals With Disabilities Education Act (IDEA) (20 U.S.C. Secs. 1400 and following), enacted in 1975, is the federal law that authorizes special education and related services, including assistive technology.

Special education is instruction that is specially designed, to meet the uniqueness of students with disabilities, at no cost to parents. This includes classroom instruction, home instruction, instruction in hospitals and institutions, vocational education, and physical education.

What are related services?

Related services are supportive services that students need in order to benefit from their special education programs. It is important to remember that education for children with disabilities includes independent living skills and vocational education, not just academics; therefore, a broad range of related services may be required.

Assistive technology devices and the services necessary to help a child select, acquire, or use an assistive technology device are made available if required as part of the child's special education or related services (20 U.S.C. Sec. 1401(a)(26); 34 C.F.R. Sec. 300.308).

What is assistive technology in special education?

Assistive technology in special education refers to any devices or services that are necessary for a child to benefit from special education or related services, or to enable the child to be educated in the least restrictive environment (34 C.F.R. 300.308). The IDEA uses the definition of assistive technology from the Technology-Related Assistance For Individuals With Disabilities Act (Tech Act) of 1988, which

was added to the IDEA in the 1990 amendments to the law. This definition states:

"The term assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of children with disabilities" (20 U.S.C. 1401(a)(25)).

"The term assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;

Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;

Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;

Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

Training or technical assistance for a child with disabilities or, where appropriate, the family of a child with disabilities;

Training or technical assistance for professionals (including individuals providing education or rehabilitation services),

employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with disabilities" (20 U.S.C. 1401(a)(26)).

Assistive technology also includes specialized transportation equipment such as "special or adapted buses, lifts, and ramps" (34 C.F.R. 300.16(b)(14)). An August, 1990 Office of Special Education Programs (OSEP) letter interpreted the definition of "related services" to include assistive technology (16 EHLR 1317 OSEP, 1990). The letter emphasized the hallmark of special education law that the determination of what constitutes a free, appropriate public education must be made on an individual basis, and any needed services must be included in the student's IEP.

Other OSEP policy letters and hearing decisions provide further clarification of the types of assistive services and devices that fall within the scope of IDEA's mandate. Assistive devices that OSEP found to be related services within IDEA's mandate include: Apple IIe computer (In Re Mary H 1984-1985 EHLR 506:325); auditory training equipment (Cleveland Public School District, EHLR 353:307 OCR 1988); computer assistance (Eldon MO R-1 School District EHLR 352:144 OCR 1986); computerized communication system (San Francisco USD 1985-1986 EHLR 507:416); device for loading/unloading students from a bus (Davis USD 18 IDELR 696 1992); a \$7,000 Liberator communication device (19 IDELR 355 1992); and hearing aids (Seiler 20 IDELR 1216 1993). In addition, a 1992 OSEP letter stated that calculators, tape recorders, and teacher's notes can be considered assistive technology (Lambert 18 IDELR 1039 1992).

Who is eligible to receive assistive technology under the IDEA?

Children who have disabilities that cause them to need specialized educational services to benefit from education are entitled to receive special education and related

services, including assistive technology. Eligible disabilities include, but are not limited to, sensory (i.e., hearing, visual, or speech/language) or orthopedic impairments, mental retardation, autism, serious emotional disturbance, other health impairments, or specific learning disabilities. In addition, children with traumatic brain injuries are eligible for special education under federal law (20 U.S.C. Sec. 1401(1), (15); 34 C.F.R. Sec. 300.7).

Children who meet these criteria, who are between the ages of five years and 18 years (inclusive), are eligible for special education. Youth between 19 and 21 who are enrolled in or are eligible for special education programs prior to their 19th birthdays, and who have not completed their prescribed courses of study (or who have not met prescribed proficiency standards), are eligible for special education.

Children aged three to five years are eligible under the same

Please see SPECIAL EDUCATION on Page 11

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Part 4 - Conclusion

A CASE STUDY...

“Creating a Home Personal Computer Learning Center

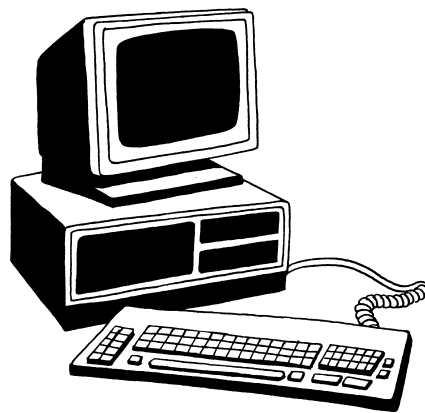
Chuck Palmer, Cristin's Dad, presented concepts from this paper at the 4th Annual Symposium on Literacy and Developmental Disabilities, sponsored by the Carolina Literacy Center, and the Talformaga Foundation, June 18-19, 1994.

Parts 1, 2 & 3 were printed in previous *DIRECTIONS*.

Effective Learning

The key to effective learning is to select the difficulty range appropriate for the individual student. Cristin's software portfolio includes activities that provide what researchers in 1990 referred to as a spectrum of horizontal and vertical ranges of learning skills. Different skills within a similar range difficulty is referred to as horizontal range. Skills of continuing increased difficulty across horizontal ranges is referred to as a vertical skills range. Providing a portfolio of skill activities across a fairly wide horizontal and vertical difficulty range is key in an effective learning center. This enables Cristin to choose her activities according to her level of comfort, but at the same time provide opportunities for new skill challenges.

Parents may find particular software publishers produce several different programs that are favorites of their child. Cristin's portfolio has a wide selection of activities, from only a hand full of publishers. Her library includes open-ended programs such as Davidson's *Kidworks2*, playful discovery based programs such as Broderbund's *Playroom*, and CD-ROM storybooks such as Broderbund's *Just Grandma and Me*. It also includes *Bailey's Book House*, *Thinkin' Things* and *Millie's Math House* from Edmark. We have found these



programs meet the selection criteria described earlier, providing focus on a full range learning and emergent literacy skills. However, individual preferences, skill levels, educational goals, and student abilities must be considered in any software selection.

Sticky Notes!

The primary goal of Cristin's learning center is to develop language and communication skills. At each session, written

language opportunities are included in her computer "play". Emergent literacy research supports a view that reading and writing facilitate language development.

One facilitation technique Cristin particularly enjoys promotes written language during her word processing activity. T. Chastain, Adaptive Technology Specialist at Computer CITE (personal communication, February, 1994) shared this "sticky note method" of

writing words and stories. We ask Cristin to suggest words or a sentence that is relative to her current events. We might ask, "where did you go with Mom and Dad last night?", "What did you and Jason have for dinner?", or "What sentence would you like to write about?". Helping Cristin form a response sentence, we begin to write out her answer on small 1 1/2" by 2" *Post It* notes, one word per note. Handing the notes one at a time to Cristin, she builds the sentence by sticking words at the bottom of the monitor screen. Then, using her word processing program, *Kid Works 2*, she types the sentence on a page or drawing. The sentence is actually constructed twice, once on the screen with sticky notes, and once as she copies the sticky note words using her keyboard. We always write Cristin's words or sentence in her language. Grammatical construction is not important at her age.

CRISTIN ELIZABETH

By Chuck Palmer, Father of Cristin Elizabeth

for Young Children with Developmental Disabilities”

Cristin is very proud of what she writes. She has to show Mom what she wrote by printing her work on the printer. Her parents encourage her to write her own thank you notes she personalizes with icons, coloring and writing.

Cristin’s computer learning center sessions are usually 30 - 45 minutes after dinner or on Saturday morning upon her request or approval. She is never forced to work on the computer. She is in the driver’s seat. However, when new software is introduced, we demonstrate the activity in the next several sessions. Her computer skills have developed to a point where we now often hear, “I want to do it by myself” as we attempt a new program activity, Empowerment, it works!

Developmental Progress

Cristin continues to develop her speech and language, cognitive, and fine motor skills. Her occupational therapist reports marked continuous improvement in her ability to stay on task without losing attention. We do not attribute the computer learning center to be the only reason for her progress. Her mainstream preschool intervention program is truly instrumental in her development. However, the personal computer learning center at home complements her preschool program, providing necessary focus on specific skills.

After using the learning center for just three weeks, Cristin surprised her dad one evening. With a beaming smile she said, “Dad look!” She had selected the typewriter tool in the paint program, and typed her name without assistance. We practiced this only two or three times previously. A couple days after this event, her preschool teacher proudly described how Cristin had printed her name with a crayon. She had generalized her knowledge of writing her name using a keyboard to her preschool drawing and writing.

Where Are We Now?

Today at age 5, Cristin reads about twenty words and

routinely types words and sentences on her computer. Sequencing shapes in a patterned order, once impossible, is now completed successfully 90 percent of the time. Counting up to twelve objects, once difficult, is now routinely accomplished. Recognizing and typing letters and words with the computer keyboard, formally a very difficult task, is now accomplished without any assistance. Her developmental progress has been amazing. Her parents owe a great deal of gratitude to her teachers and therapist. However, we also believe her developmental progress was significantly enhanced because of the facilitated time spent at her computer learning center.

Dad’s Reflection

A parent goes through an emotional roller coaster as you gain insight into your child’s disability. Professionals show you the test results, give you advice, provide support, cheer you up, and let you down. Through this experience, I discovered time spent with your child, truly understanding them, is the most valuable time. Our time involved in the computer learning center provides us a precious opportunity to see inside Cristin’s world. This time allowed her parents to gain a new perspective of her strengths and needs, giving us tremendous hope and determination. The computer learning center can be a valuable educational tool. But it has also been a communication tool that changed a father’s perspective of his special little girl. Soon after we began “playing together” on the computer, she changed our thinking about her capabilities and her future. I am grateful. □

Our thanks to Mr. Palmer for this wonderful account. Please contact DREAMMS if you would like a complete copy of “Creating a Home Personal Computer Learning Center for Young Children with Developmental Disabilities”.

DREAMMS Bookstore

Featured Titles



***Deaf Children, Their Families and Professionals-- Dismantling Barriers-* by: S. Beazley and M. Moore**

This book is about taking disablement out of the experience of children and their families. It focuses on deaf children and uses a valuable combination of what families say and discussions of topical issues about how disabling experiences can be avoided. Parents and children clearly reveal the social barriers to their lives as ordinary families, and have identified ways in which barriers can start to be dismantled. Professionals and students in the field of education, health and social work are challenged to re-examine their own practices and beliefs with a view to maximizing enablement of vulnerable children and their families.



***Computer Resources for People with Disabilities-- A Guide to Exploring Today's Assistive Technology-* by: Alliance for Technology Access**

The computer age offers dramatic possibilities for people with disabilities. This new book by the Alliance for Technology Access shows how to use computer technology to achieve goals and change lives. This book is a comprehensive guide to approaching computer innovations. It provides the information necessary for using conventional and assistive technology at work, at school, at home, alongside other people with or without disabilities.



***What Teacher's Do: Developments in Special Education--* by: P. Garner, V. Hinchcliffe, S. Sandow**

This book is about the lives and work of teachers who specialize in the education of children with learning difficulties in ordinary and special schools. It draws on examples of good practice and reflective thinking from more than fifty teachers and places these in a framework of considered argument. It shows the dedication, effectiveness, and innovative skills of teachers.

DREAMMS Bookstore Order Form

Computer Resources for People with Disabilities, \$14.95

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Special Needs in the Classroom, \$24.95

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School Children at Risk, \$29.00

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Special Needs Bridging the Curriculum Gap, \$27.00

Special Parents Birth and Early Years, \$27.00

Teaching Special Needs, \$25.00

The ADD Hyperactivity Handbook for Schools, \$26.00

The ADD Hyperactivity Workbook, \$16.95

The Politics of Special Education Needs, \$33.00

The Special Education Handbook, \$150.00

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Add \$2.50 per book for shipping _____

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TOYS continued from Page 1

can be used to modify or adapt one that you already have. Larger toy companies like *Toys R Us* and *Discovery Toys* have super color catalogs with symbols next to each toy identifying its primary developmental benefits. The level of your child's thinking & learning skills, social & emotional skills, language, auditory and visual skills, should all be considered when choosing a toy. Product descriptions let you know what play benefits this toy provides, and you match these to your child's individual needs.

Specialty Catalogs

A number of smaller companies have specialty catalogs for children who have more severe challenges. These catalogs (please see the listing on page 3) offer toys that have already been adapted with switches or similar activation devices. These catalogs are the perfect source of toys for kids who are practicing cause and effect skills, or have less developed fine motor skills. The toys in them provide a fun way for kids to build self-esteem with an "I DID IT" attitude!

A Little Glue Here... A Little Glue There...

You can also modify commercially available toys for your child's use and enjoyment. Maybe you could use empty spools of thread as handles on puzzle pieces. When you think about it, you realize that we can put training wheels on many different types of toys! Or, maybe you're the creative type. How about a shape sorter made from a coffee can. You can cut only one shape (circle, square, etc.) into multiple lids to make success a sure thing! Increase to two, three, four shapes per lid as your child progresses!

All in all, this holiday season will find many of us hunting for the perfect toy or gift for all of the special people in our lives. Be sure to keep your child's ability level in mind, and look for toys that are fun, interactive, interesting, (to your child), durable and safe.

I do believe that there's just enough time till Christmas! ☐

MAC continued from Page 3

needs to be twisted, an un-natural motion for almost all PC users. Instead of twisting and turning, the Mac user inserts the disk directly into the slot. The Macintosh assists in positioning it correctly into the drive. Ejection of the disk can be done in a variety of ways, and once ejected is ready to be grasped easily by fingers or tongs.

Q: I have trouble typing one key at a time. What do I do when I need to press 3 at once?

EASY ACCESS - Almost all software application require users to press two and sometimes three keys at the same time. That poses real problems for single handed typist, or head and mouth stick users. As an integral part of the Macintosh system software, Easy Access solves this problem. The Sticky Keys feature of Easy Access lets the user type keys one at a time and instructs the Macintosh to respond as if the keys were pressed simultaneously. Turn this feature on and off by pressing the shift key 5 times in a row.

Q: Sometimes my child hits 2 or 3 wrong keys before the right one. What can I do?

SLOWKEYS - This feature waits for a specified delay before registering keys that are pressed. For example when the child attempts to press the "D" they inadvertently press "S" then "E" and then presses and holds down the "D" key for several seconds, the "D" is the only key recognized by the Mac.

What Does It All Mean?

Without doubt the Macintosh continues to lead the way in useability and accessibility for children and adults with special needs! Apple is continually working to ensure that additional access features are included in their new generations of computers. They started out way ahead of PCs and compatibles.... and they're still way ahead!

But shhhh! Don't tell Microsoft.... they get really mad! See ya next month..... ☐

CAN YOU USE EXCEPTIONAL PARENT?

The magazine that helps you parent
your child with a disability.

Exceptional Parent was created in 1971 by three clinical psychologists, specialists in the care and education of children with disabilities and their families. Their goal was, and still is, to provide information, practical guidance, and emotional support for parents of children and young adults with disabilities and special health care needs.

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For two decades, this award-winning magazine has been a source of hope, help and guidance for millions of parents, family members and professionals concerned with the care of children with physical and development disabilities, including psychological, learning, emotional, hearing and vision problems, as well as chronic illness.

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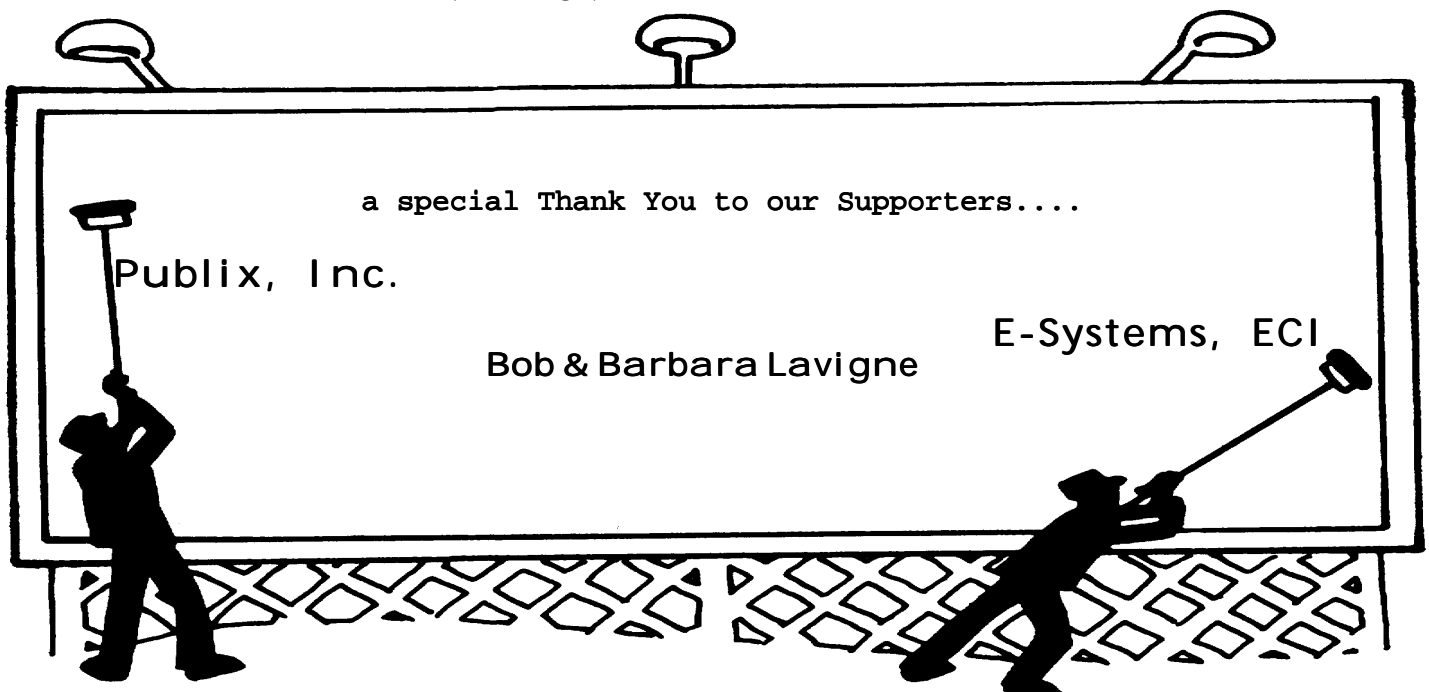
Organization: Dreamms for Kids Inc. Code: D86

SPECIAL EDUCATION continued from Page 5

criteria as school-age children with the addition of one new category, called established medical disability. This medical condition or congenital syndrome must have a high predictability of requiring special education.

Infants and toddlers who are younger than three years of age who have developmental delays or that are at-risk of such delay, or who have low-incidence disabilities (visual, hearing, or orthopedic impairments and are not otherwise eligible for regional center services) are eligible for early intervention services under PL99-457 (Part H). Regional centers are the responsible lead agencies for infants and toddlers who have developmental delays or at-risk of delay; local education agencies have responsibility for those who have solely low-incidence disabilities.

Educational agencies are required to provide assistive technology for students as a reasonable accommodation under the Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act of 1973. Students who are not eligible for special education under the IDEA because they do not fit into one of the defined categories, and/or because their learning problems are not severe enough to qualify for special education, may still receive assistive technology to allow them equal access and opportunity to participate with peers who do not have disabilities. □

PART II NEXT MONTH**Marketplace****ABC FUNWARE**

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The SenSei® System

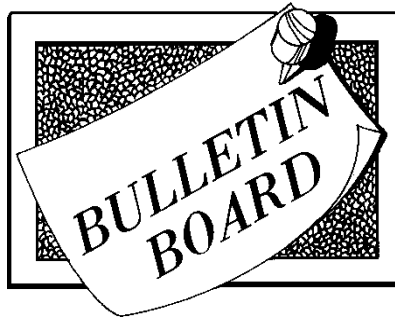
The SenSei system from Safko International is designed to offer new independence for physically, cognitively and communicatively impaired persons. By providing affordable, unassisted access to computing technology, SenSei enables persons to communicate and control their environment in the home, office, and classroom. A single-system approach, SenSei is comprehensive, flexible, and easy-to-use for persons of all ages. Controls more than 250 electrical appliances, offers hands free telephone access, and more with no special wiring.

(Safko Int'l: 800.SenSei5)

kidDraw™ Drawing Tablet

kidBoard, inc., creators of the award-winning computer keyboard for kids, has unleashed the full creativity of kids with the introduction of kidDraw. Now kids can draw, trace, print and create their own art with an electronic pen on a computer connected drawing tablet. kidDraw comes with a complete drawing application which allows kids to “use it right out of the box.” It comes with ten fun activity games to get kids started. In no time they’ll be able to use the electronic pen on the tablet just like a pencil or crayon. kidDraw “draws” children right into the computer age.

(kidBoard: 800.926.3066)



IEP & Transition Planning

Analysis and Simulation, Inc. of Buffalo, NY have released their EPLAN and TPLAN software for IEP (Individualized Education Plan) and Transition planning for students in exceptional education. EPLAN is an interactive, computer-based IEP planning system, whereby special education teachers, guidance counselors, agency providers, and pupil personnel service representatives can quickly and effectively develop the IEP for their students. TPLAN is a complete environment for transition planning for students with disabilities, and runs in an integrated environment with EPLAN. Windows 3.1 and Macintosh versions are available. Site licenses and demo disks are available for both products.

(Analysis and Simulation: 716.632.4935)

Edmark Enhanced Software

Edmark in Redmond, WA, a leading developer of educational software for children, has released newly enhanced CD-ROM versions of its award winning Millie’s Math House and Bailey’s Book House, designed for students with preschool to second grade abilities. The enhanced products feature new activities, additional levels of difficulty and new informational video presentations. These new hybrid CD-ROM versions are designed to take full advantage of Windows 95, and be fully compatible with Windows 3.1 and Macintosh computers.

(Edmark: 206.556.8428)

Braille Available for Windows

Duxbury Systems, Inc. of Littleton, MA, developers of braille related software products since 1975, released the Duxbury Braille Translator (DBT) for Windows. DBT is a word processor that also converts print text into braille and vice versa. Conversion is required because most braille readers use a complex shorthand system known as grade 2. DBT has tools to work with grade 2 American, British, French and Spanish braille. DBT is marketed toward anyone, sighted or blind, who wishes to produce braille “in-house”.

(Duxbury Systems: 508.486.9766)