



DIRECTIONS

Technology in Special Education

For Parents & Professionals

DREAMMS FOR KIDS, inc.

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Adapting Toys & Games

Anyone familiar with early childhood development knows that without stimulation children will not grow and learn as they should. Lack of sensory stimulation at the critical early years can lead to permanent developmental disabilities. In "normal" children, toys provide much of this stimulation, but with their cranks, levers, tiny buttons, and toggle switches, they are virtually impossible for disabled children to operate. Unfortunately, 250,000 children are born every year with disabilities and handicaps which prevent them from playing with off-the-shelf toys. Enter "Toys for Special Children"; a company of dedicated men and women who care enough to enrich the lives of those who are less fortunate.

Such are the people of Toys for Special Children. They have sought to create a new world of play for the handicapped through the development of specially adapted toys, capability switches activity centers, augmentative communication aids, and countless other special devices for the handicapped.

The company, founded and run by Dr. Steven Kanor, is currently creating and producing devices to assist the handicapped. Dr. Kanor, a biomedical engineer, designs controls which address the handicapped person's most consistent and reliable body movement. They are extremely sensitive and respond to the slightest pressure, sound or puff of existing controllable body movement. For many individuals, this is their first opportunity to control their environment.

Dr. Kanor's approach has been to modify necessary controls, featuring large, plate switches and joysticks that can be operated by a touch or light bump. Original toys feature puzzles where the correct placement of the pieces activates a music box. Lights flash, buzzers and bells sound, music boxes, radios and TVs play—all with head or sip and puff controls—giving a child a needed reward for his efforts. For children with visual impairments, small enclosed fans deliver a blast of air - for those with hearing impairments, a plate vibrates.

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My Dear Friends,

10/96



I remember when I was in search of appropriate toys for our Matthew. What a very discouraging experience! I had a terrible time finding toys he could manipulate. So, I decided to do my own adaptations. Here's a few ideas.

Matthew was much too confused by the shape sorters that were available at retail stores, so I made my own. Here's how: Use an empty large coffee can and use extra lids as interchangeable tops. This way you put as many shape holes in the top as you wish. We started out with a simple circle. I used a ping-pong ball as my puzzle piece and the template for the circle (making sure to make the circle a little big to increase successes!). Once we mastered the circle, I changed lids and used a block and a square as the single shape. We progressed from there to a single rectangle (bars of soap work well), and then on to multiple shapes on one lid. It was great fun, and Matt was able to do it himself!

I also glued little wooden mushroom shaped dowels to the wooden puzzle pieces as handles. Matt had a much easier time working the puzzles, and we didn't pay the high price for the puzzles with included grips.

There's lots of ways that you can adapt your own toys, and you can find some really neat things on the market now. Remember though, that you know what will work with your kids, and what will not. Maybe you could seek out the help of a teacher or occupational therapist if you have questions or concerns. They are a great source of information and assistance. And with the upcoming holiday season we want to get all the help we can before the shopping crazy time sets in!

As Always, My Kindest Regards.....

Janet

DIRECTIONS

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Editor / Publisher
Janet P. Hosmer

Technical Editor
Chester D. Hosmer, Jr.

Administrative Assistant
Kira Boyd

Educational Consultant
Donna M. Eno

Contributors
Jamie Judd-Wall

DREAMMS FOR KIDS, INC.
273 Ringwood Road
Freeville, NY 13068-9618
VOICE/FAX: 607.539.3027

DREAMMS@aol.com

<http://users.aol.com/dreamms/>

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

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And the Winner Is....

by Janet Hosmer

Just like everything else, toys for our children are scrutinized, tested, judged, and rated. Categories like toy design, play value, and age appropriateness are used to rate the toys, books, videos and software that used by kids around the world. And this year, *The Best Toys, Books, Videos & Software for Kids* includes a chapter devoted to toys for kids with special needs.

The Oppenheim Toy Portfolio, a New York based consumer organization, was founded in 1989 and publishes the only independent review of toys and children's media. Unlike many organizations that give awards, The Portfolio does not charge entry fees, and remains

ad-free to assure editorial integrity. The Toy Portfolio also rates best books, videos, computer software, and audio film products. Once tested products make the first cut based on safety and developmental appropriateness, they are tested with the real experts..... kids and their families.

The Portfolio is the only annual guide to toys and children's media. Updated every year it includes: basic gear checklist for every age; award winning products; top ten books for every age; easy-to-use shopping info to locate products in a hurry; multicultural and green toys, books, and videos; top-rated audio, videos, and computer software; and

a full chapter on special need products.

You can also keep up to the minute on the latest products all year with the Quarterly Oppenheim Toy Portfolio newsletter. The newsletter includes an age appropriate guide to the best toys of the year, as well as seasonal features, product recalls, and activity suggestions.

For more information on *The Best Toys, Books, Videos & Software for Kids 1997: 1,000+ Kid Tested Products for Ages 0 - 10* or the quarterly *Oppenheim Toy Portfolio Newsletter*, contact the Oppenheim Toy Portfolio, 40 East 9th Street, New York, NY 10003, or call 212-598-0502. □

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POP QUIZ #101 **YES NO**

1. DO YOU HAVE A STUDENT WITH SPECIAL NEEDS IN YOUR ROOM?	<input type="checkbox"/>	<input type="checkbox"/>
2. ARE YOU CURRENTLY USING STATE-OF-THE-ART TECHNOLOGIES?	<input type="checkbox"/>	<input type="checkbox"/>
3. HAS ANYONE SUGGESTED THE USE OF ADAPTED COMPUTER ACCESS DEVICES?	<input type="checkbox"/>	<input type="checkbox"/>
4. ARE YOU FOLLOWING THE CHANGES IN ASSISTIVE TECHNOLOGY FUNDING LAWS?	<input type="checkbox"/>	<input type="checkbox"/>
4. DO YOU WANT TO MAKE LIFE EASIER?	<input type="checkbox"/>	<input type="checkbox"/>

SCORING If you've answered yes to any or all of the above questions, you may need our help! Contact us to find out about all of our Assistive Technology information products. We'd be happy to send you one of our Catalogs or answer any of your questions!

273 Ringwood Road
Freeville, NY 13068-9618
VOICE/FAX: 607.539.3027
DREAMMS@aol.com
<http://users.aol.com/dreamms/>



DREAMMS
FOR KIDS, INC.
Assistive Technology Solutions

A non-profit information clearinghouse and official dissemination point for the UCP Assistive Technology Funding & Systems Change Project

ATFSCP Notes

The Assistive Technology Funding and Systems Change Project

STATE TECH ACT PROJECT INFORMATION

Tech Act Projects are funded by the federal government and provide you with information regarding Assistive Technology issues in your state.

ALABAMA STATEWIDE TECHNOLOGY ACCESS AND RESPONSE (STAR) SYSTEM FOR ALABAMIANS WITH DISABILITIES (1993)
2125 East South Boulevard, P.O. Box 20752
Montgomery, AL 36120-0752
Executive Director: Dr. Tom Gannaway
PHONE: (334) 613-3480 (National)
PHONE: (800) STAR656 (In-state only)
TDD: (334) 613-2519
FAX: (334) 613-3485

ASSISTIVE TECHNOLOGIES OF ALASKA (1990)
701 E. Tudor Road, Suite 280
Anchorage, AK 99503-7445
Information and Referral: Rose Foster, (800) 770-0138 (V/TDD)
Program Director: Kathe Matrone, (907) 562-5609 (V/TDD)
FAX: (907) 563-0146
E-MAIL: atadvr@corcom.com
INTERNET SITE: <http://www.corcom.com/ATA/index.html>

AMERICAN SAMOA ASSISTIVE TECHNOLOGY PROJECT (1993)
Division of Vocational Rehabilitation
Department of Human Resources
Pago Pago, American Samoa 96799
Director: Edmund Pereira, (684) 699-1529
TDD: (684) 233-7874
FAX: (684) 699-1376

ARIZONA TECHNOLOGY ACCESS PROGRAM (AZTAP) (1994)
2600 North Wyatt Drive, 2nd Floor
Tucson, AZ 85712
Information and Referral: Dean Packard
Program Director: M.J. Demetras, Ph.D.
PHONE: (602) 324-3170
TDD: (602) 324-3177
FAX: (602) 324-3176
E-MAIL: demetras@ccit.arizona.edu
INTERNET SITE: <http://www.nau.edu/~ihd/aztap.html>

ARKANSAS INCREASING CAPABILITIES ACCESS NETWORK (ICAN) (1989)
Department of Education
Vocational and Technical Education Division
Arkansas Rehabilitation Services
2201 Brookwood Drive, Suite 117
Little Rock, AR 72202
Project Director: Sue Gaskin
PHONE: (501) 666-8868 (V/TDD)
TOLL FREE INSTATE ONLY: (800) 828-2799 (V/TDD)
FAX: (501) 666-5319
E-MAIL: 102503.3602@compuserve.com

CALIFORNIA ASSISTIVE TECHNOLOGY SYSTEM (1993)
CA Department of Rehabilitation
830 K Street
Sacramento, CA 95814
Information and Referral: Kent Gregory, (916) 324-6061
Project Coordinator: Sheila Conlon Mentkowski
PHONE: (916) 324-3062 (Voice/TDD)
FAX: (916) 323-0914
E-MAIL: doraa.smentkow@hw1.cahwnet.gov

COLORADO ASSISTIVE TECHNOLOGY PROJECT (1989)
Rocky Mountain Resource and Training Institute
1391 N. Speer Boulevard, Suite 350
Denver, CO 80204
Project Director: Bill West, (303) 534-1027
TTY: (303) 534-1063
FAX: (303) 534-1075
E-MAIL: rmrtri@essex.uchsc.edu

CONNECTICUT ASSISTIVE TECHNOLOGY PROJECT (1992)
Bureau of Rehabilitation Services
10 Griffin Road North
Windsor, CT 06095
Project Director: John M. Ficarro
PHONE: (860) 298-2042
TDD: (860) 298-2018
FAX: (860) 298-9590
E-MAIL: cttap@aol.com

DELAWARE ASSISTIVE TECHNOLOGY INITIATIVE (DATI) (1991)
Applied Science & Engineering Laboratories
University of Delaware/A.I. duPont Institute
1600 Rockland Road, Room 154, P.O. Box 269
Wilmington, DE 19899-0269
Project Director: Beth A. Mineo, Ph.D.
PHONE: (302) 651-6790
TDD: (302) 651-6794
FAX: (302) 651-6793
E-MAIL: dati@asel.udel.edu

D.C. PARTNERSHIP FOR ASSISTIVE TECHNOLOGY (1993)
801 Pennsylvania Avenue, S.E., Suite 210
Washington, DC 20003
Project Director: Jody Wildy, (202) 546-9164
TDD: (202) 546-9168
FAX: (202) 546-9169
E-MAIL: jodywild@dcpat.org

FLORIDA ALLIANCE FOR ASSISTIVE SERVICES AND TECHNOLOGY (FAAST) (1992)
2002-A Old St. Augustine Road
Tallahassee, FL 32399-0696
Acting Project Director: Nancy J. Fulton
PHONE/TDD: (904) 487-3278
FAX: (904) 921-7214
E-MAIL: faast@freenet.scri.fsu.edu

GEORGIA TOOLS FOR LIFE (1991)
Division of Rehabilitation Services
2 Peachtree Street NW, Suite 23-411
Atlanta, GA 30303-3142
Information and Referral:
Zena Rubin, (800) 726-9119 or (404) 894-4960
Project Director: Joy Kniskern
PHONE: (404) 657-3084
TDD: (404) 657-3085
FAX: (404) 657-3086
E-MAIL: 102476.1737@compuserve.com TOOLS FOR LIFE BBS:
(800) 578-8666 (Modem)

GUAM SYSTEM FOR ASSISTIVE TECHNOLOGY (1994)
University Affiliated Program - Developmental Disabilities
House #12 Dean's Circle
University of Guam, UOG Station
Mangilao, Guam 96923
Director: Ben Servino
PHONE: (671) 734-9309
FAX: (671) 734-5709
E-MAIL: uapservi@uog.edu

HAWAII ASSISTIVE TECHNOLOGY TRAINING & SERVICE (HATTS) PROJECT (1991)
677 Ala Moana Boulevard, Suite 403
Honolulu, HI 96813
Information and Referral: Darin Uesugi
Project Director: Barbara Fischlowitz-Leong, M.Ed.
PHONE/TDD: (808) 532-7110
FAX: (808) 532-7120
E-MAIL: bfl@pixi.com

IDAHO ASSISTIVE TECHNOLOGY PROJECT (1992)
129 W. Third Street
Moscow, ID 83843
Information and Referral: Michelle Doty, (208) 885-3630
Project Director: Bryce Fifield, Ph.D.
PHONE/TDD: (208) 885-3621
FAX: (208) 885-3628

ILLINOIS ASSISTIVE TECHNOLOGY PROJECT (1989)
528 S. 5th Street, Suite 100
Springfield, IL 62701
Information and Referral: Cathy Cates, (800) 852-5110 (In State Only/Voice/TTY) or (217) 522-7985 (Voice/TTY)
Executive Director: Wilhelmina Gunther
PHONE: (217) 522-7985 (Voice)
TDD: (217) 522-9966
FAX: (217) 522-8067
E-MAIL: iatp@cencm.net

INDIANA A.T.T.A.I.N. (ACCESSING TECHNOLOGY THROUGH AWARENESS IN INDIANA) PROJECT (1990)
P.O. Box 7083
402 W. Washington Street, Room W453
Indianapolis, IN 46207-7083
Project Director: Cris Fulford
PHONE: (800) 545-7763 (V/TDD) (National)
FAX: (317) 232-6478
E-MAIL: cris_fulford@insped.ccmil.compuserve.com

IOWA PROGRAM FOR ASSISTIVE TECHNOLOGY (IPAT) (1990)
Iowa University Affiliated Program
University Hospital School
Iowa City, IA 52242-1011
Information and Referral: Amy Hanna
Project Director: James C. Hardy, Ph.D.
PHONE: (800) 331-3027 (Voice/TDD) (National)
FAX: (319) 356-8284
E-MAIL: james-hardy@uiowa.edu

ASSISTIVE TECHNOLOGY FOR KANSANS PROJECT (1993)
2601 Gabriel
Parsons, KS 67357
Project Director: Charles R. Spellman
PHONE: (316) 421-8367 (Voice)
PHONE: (800) KAN DO IT (526-3648)
FAX/TDD: (316) 421-0954
E-MAIL: ssimmons@parson.lsi.ukans.edu

KENTUCKY ASSISTIVE TECHNOLOGY SERVICES NETWORK (1989)
P.O. Box 757
Frankfort, KY 40602-0757
Information and Referral: Jerry Wheatley
Project Director: J. Chase Forrester
PHONE/TDD: (502) 564-2733
TOLL FREE INSTATE ONLY: (800) 327-5287 (V/TDD)
FAX: (502) 564-2951
E-MAIL: katsnet@iglou.com

LOUISIANA ASSISTIVE TECHNOLOGY ACCESS NETWORK (1991)
P.O. Box 14115
Baton Rouge, LA 70898-4115
Project Administrator: Julie Nesbit, (504) 925-9500 (Voice)
FAX: (504) 925-9560
E-MAIL: latanslate@aol.com

MAINE CONSUMER INFORMATION AND TECHNOLOGY TRAINING EXCHANGE (MAINE CITE) (1989)
Maine CITE Coordinating Center
Education Network of Maine
46 University Drive
Augusta, ME 04330
Project Director: Kathy Powers, (207) 621-3195 (V/TDD)
FAX: (207) 621-3193
E-MAIL: kpowers@maine.caps.maine.edu

MARYLAND TECHNOLOGY ASSISTANCE PROGRAM (1989)
Governor's Office for Individuals with Disabilities
300 W. Lexington Street, Box 10
Baltimore, MD 21201
Information and Referral: James Corey, (800) TECH-TAP
Project Director: Mary Brady
PHONE: (410) 333-4975 (Voice/TDD)
FAX: (410) 333-6674
E-MAIL: mdmap@clark.net
INTERNET SITE: <http://www.clark.net/pub/mdmap>

MASSACHUSETTS ASSISTIVE TECHNOLOGY PARTNERSHIP (1990)
MATP Center
Children's Hospital
1295 Boylston Street, Suite 310
Boston, MA 02115
Information and Referral: Patricia Hill, (617) 355-7153
Project Director: Judy Brewer, (617) 355-6380
TDD: (617) 355-7301
FAX: (617) 355-6345
E-MAIL: brewer_ju@a1.tch.harvard.edu

MICHIGAN TECH 2000 (1992)
Michigan Rehabilitation Services/TECH 2000
3815 West St. Joseph Hwy.
Lansing, MI 48917-3623
Project Director: Sheryl Avery-Meints
TDD: (517) 334-6499
FAX: (517) 373-0565
E-MAIL: twistm@mrs.mjc.state.mi.us

MINNESOTA STAR PROGRAM (1989)
300 Centennial Building
658 Cedar Street
St. Paul, MN 55155
INFOTECH: (800) 331-3027 (V/TDD)
Project Director: Rachel Wobschall, (612) 297-1554
TDD: (612) 296-9962
FAX: (612) 282-6671
E-MAIL: mnstars@gteens.com

MISSISSIPPI PROJECT S.T.A.R.T. (Success Through Assistive Rehabilitative Technology) (1990)
P.O. Box 1000
Jackson, MS 39205-1000
Information and Referral: Albert Newsome, (601) 987-4872
Project Director: Stephen Power, (601) 853-5171
PHONE: (601) 987-4872 (Voice/TDD)
PHONE: (800) 852-8328 (Voice/TDD) (In-state)
FAX: (601) 364-2349
E-MAIL: mspjstr@gteens.com

MISSOURI ASSISTIVE TECHNOLOGY PROJECT (1991)
4731 South Cochise, Suite 114
Independence, MO 64055-6975
Information and Referral: C. Marty Exline
Project Director: Diane Golden
PHONE: (816) 373-5193 (Voice)
PHONE: (800) 647-8557 (In-state only)
TDD: (816) 373-9315

FAX: (816) 373-9314
E-MAIL: matpmo@qni.com

MONTECH (1991)
MUIRID, The University of Montana
634 Eddy Avenue
Missoula, MT 59812
Information and Referral: Andrew Kreis
Project Director: Peter Leech
PHONE: (406) 243-5676
TDD: (800) 732-0323
FAX: (406) 243-4730
E-MAIL: leech@selway.umt.edu

NEBRASKA ASSISTIVE TECHNOLOGY PROJECT (1989)
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
Information and Referral: Nancy Noha, (402) 471-3647 (V/TDD)
Project Director: Mark Schultz, (402) 471-0735 (V/TDD)
PHONE: (800) 742-7594 (In-state only)
FAX: (402) 471-0117
E-MAIL: mschultz@nde4.nde.state.ne.us
INTERNET SITE: <http://www.nde.state.ne.us/ATP/TECHHome.html>

NEVADA ASSISTIVE TECHNOLOGY COLLABORATIVE (1990)
Rehabilitation Division
Office of Community Based Services
711 South Stewart Street
Carson City, NV 89710
Project Administrator: Donny Loux
PHONE: (702) 687-4452
TDD: (702) 687-3388
FAX: (702) 687-3292
E-MAIL: nvreach@gteens.com

NEW HAMPSHIRE TECHNOLOGY PARTNERSHIP PROJECT (1991)
Institute on Disability/UAP
Ten Ferry Street, Unit 14
Concord, NH 03301
Information and Referral: Carol Richards, (603) 224-0630 (V/TDD)
Project Director: Marion Pawlek, (603) 224-0630 (V/TDD)
FAX: (603) 226-0389
E-MAIL: mijpawlek@christa.unh.edu

NEW JERSEY TECHNOLOGY ASSISTIVE RESOURCE PROGRAM (1992)
135 East State Street, CN 398
Trenton, NJ 08625
Information and Referral: Rick Shanberg, (609) 633-6959
Project Director: Tim Montagano, (609) 292-7498
TDD: (800) 382-7765
FAX: (609) 292-8347
E-MAIL: njdvr@gteens.com

NEW MEXICO TECHNOLOGY ASSISTANCE PROGRAM (1990)
435 St. Michael's Drive, Building D
Santa Fe, NM 87503
Information and Referral: Carol Cadena, (800) 866-ABLE (V/TDD)
Project Director: Andrew J. Winnegar, (505) 827-3532 (V/TDD)
FAX: (505) 827-3746
E-MAIL: nmdvrtap@aol.com

NEW YORK STATE TRAIID PROJECT (1990)
NYS Office of Advocate for Persons with Disabilities
One Empire State Plaza, Suite 1001
Albany, NY 12223-1150
Project Director: Deborah Buck, (518) 474-2825
PHONE: (800) 522-4369 (Voice/TDD) (In-state)
TDD: (518) 473-4231
FAX: (518) 473-6005
E-MAIL: d.buck@oapwd.state.ny.us

NORTH CAROLINA ASSISTIVE TECHNOLOGY PROJECT (1990)
Division of Vocational Rehabilitation Services
1110 Navaho Drive, Suite 101
Raleigh, NC 27609
Information and Referral: (800) 852-0042 (National)
Project Director: Ricki Cook

PHONE: (919) 850-2787 (Voice/TDD)
FAX: (919) 850-2792
E-MAIL: rcCook@nando.net
INTERNET SITE: <http://www2.coastalnet.com/~cn3106>

NORTH DAKOTA INTERAGENCY PROGRAM FOR ASSISTIVE TECHNOLOGY (IPAT) (1993)
P.O. Box 743
Cavalier, ND 58220
Project Director: Judith Lee
PHONE: (701) 265-4807 (Voice/TDD)
FAX: (701) 265-3150
E-MAIL: lee@pioneer.state.nd.us

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS ASSISTIVE TECHNOLOGY PROJECT (1994)
Developmental Disabilities Planning Office
Office of the Governor
P.O. Box 2565
Saipan, MP 96950
Executive Director: Madelyn Camacho
PHONE/TDD: (670) 322-3014
FAX: (670) 322-4168
E-MAIL: d.d.council@saipan.com

OHIO TRAIN (1992)
Ohio Super Computer Center
1224 Kinnear Road
Columbus, OH 43212
Executive Director: Douglas Hunt
PHONE/TDD: (614) 292-2426
TOLL FREE INSTATE ONLY: (800) 784-3425 (V/TDD)
FAX: (614) 292-5866
E-MAIL: dhunt@mailcar.ovl.osc.edu

OKLAHOMA ABLE TECH (1992)
Oklahoma State University
Wellness Center
1514 W. Hall of Fame
Stillwater, OK 74078
Project Director: Jim Rogers, Ph.D.
PHONE: (405) 744-9748
TOLL FREE: (800) 257-1705
TDD: (405) 744-5511 (V/TDD)
FAX: (405) 744-7670
E-MAIL: mljwell@okway.okstate.edu
INTERNET SITE: <http://www.okstate.edu/wellness/at-home.htm>

OREGON TECHNOLOGY ACCESS FOR LIFE NEEDS PROJECT (TALN) (1990)
1257 Ferry Street, SE
Salem, OR 97310
Project Director: Susan McNaught, Ph.D.
PHONE/TDD: (503) 361-1201
PHONE: (800) 677-7512 (V/TDD) (In-state only)
FAX: (503) 378-3599
E-MAIL: ati@orednet.org

PENNSYLVANIA'S INITIATIVE ON ASSISTIVE TECHNOLOGY (1992)
Institute on Disabilities/UAP
Ritter Hall Annex 433
Temple University
Philadelphia, PA 19122
Project Director: Amy Goldman, (215) 204-3862 (V/TDD)
MAIN PHONE: (215) 204-5968
TDD: (800) 750-PIAT
FAX: (215) 204-9371
E-MAIL: piat@astro.ocis.temple.edu

PUERTO RICO ASSISTIVE TECHNOLOGY PROJECT (1993)
University of Puerto Rico
Medical Sciences Campus
College of Related Health Professions
Department of Communication Disorders, Box 365067
San Juan, PR 00936
Information and Referral: Jenisa Bermejo

Technology & Inclusion

Assistive Technology as an Instructional Modification* - grades 3-5

Jamie Judd-Wall

Introduction

In this month's article we are going to be discussing assistive technology and students with disabilities in the intermediate grades- grades three through 5. As students move from Early Intervention Programs and Preschool Programs for Children with Disabilities into graded levels of public school education, our expectations and our instructional methodologies change.

When we look at the classroom environment in the preschool classroom and the kindergarten classroom they appear to be very similar. Usually there are bright colors, lots of manipulative activities, learning centers, with areas and items around the room are labeled in large, bold print. The first and second grade classroom often have many of the same environmental elements. However, there are changes in the third, fourth and fifth grade classrooms. These changes reflect our changed expectation and the changing nature of the tasks that are given to the students in these grades. The fabric of instruction begins to shift from a play-based learning environment into an information-based learning environment.

Cycles of Learning

There are cycles of teaching and learning that begin when children are very young. These cycles of learning provide

parents and educators with benchmarks; critical skills that indicate a child's readiness to enter the next phase of learning. Each cycle starts with learning a certain skill and ends with using that skill to interact with the environment to gather new information. The first learning cycle starts in infancy as children learn to move. You can probably remember when your own children discovered their hands and their feet. Later, as movement is mastered, children move to learn. Young children get into everything... what happens when they pull on the curtain or bang on the piano? As parents we lifted everything off the coffee table ... I have seen some families hang their Christmas presents from the ceiling! Learn to move and move to learn, that is cycle number one.

Cycle number two is learn to play and play to learn ... that is what we discussed in earlier articles when we talked about assistive technology and the early intervention or preschool program. As educators we describe cycle three as "learn to read and read to learn". In last month's article we discussed the shift between the preschool classroom and the primary grades. However, the greatest change in expectation occurs as students move from the primary grades into the intermediate grades.

The greatest impact of the changing expectations beginning in the intermediate grades and continuing on into secondary grades is the shift in emphasis. In the primary grades the major emphasis is on learning how to decode information in print; reading words picture symbols and numbers. In the intermediate grades the emphasis switches from learning how to decode to using the information you have decoded. Teachers expect that students in the intermediate grades have mastered the basics of reading and are ready to use that skill in practical application.

Changing Expectations and Changing Activities

You may be wondering what cycles of learning have to do with assistive technology. Many of the teachers ask me the same question. Yet more students are referred to special education programs during the intermediate grades than at any other time during their careers in education. What assistive technology supports are available to students during this critical time and how can they be used to meet the changing expectations and changing activities that are the result of the "learn to read and read to learn" cycle?

Typically, students in the intermediate grades need support decoding and ma-

nipulating information in print. Typical assignments are: read the chapter and answer the questions at the end, match the date with the historical event, sequence the steps of the scientific experiment or occurrence (like the stages in the life of a silk worm). For students who cannot use or create information in print, these tasks are virtually impossible; even though the student frequently knows some or all of the information in question.

Some schools solve this dilemma by having students dictate their work. This is a viable temporary solution, but creates an unfortunate dependence between the student and the person to whom they are dictating. The student usually does not monitor their own work, because they don't see it ... the person doing the writing sees the work. In most cases, the person hearing the dictation inserts the appropriate capitalization, punctuation and spelling for the student doing the dictation.

Today's Technology and Tomorrow's Dream

Unfortunately 'Star Trek technology' is not here yet. We cannot just say "Computer write a letter". But there are technologies available to help students use and create information in print. It just isn't quite as easy in real life as it is on television. Students need an introduction and training time with technologies before we as parents and educators can expect them to put these technologies

into daily application. Teachers and therapists may need a period of time for their own training as well.

Students can be introduced to voice recognition technology, optical character readers and voice output technology during the intermediate grades; so that there is ample time to explore and learn about the various technological options. Teachers and therapists should select specific assignments to be completed using these technologies. Information about student performance with and without technology can then be gathered to support the decision making process we discussed in last month's article.

I usually select one or two specific assignments per subject to be complete using the computer and assistive technology each week. That has the cumulative effect of having the student complete 15-20 assignments on the computer each week. Most of the other assignments can be managed with low tech modifications and some dictation to a cross-age tutor or teaching assistant.

Frequently, I combine voice related assistive technologies (voice recognition, voice output and optical character reading) with the instructional modifications I described last month. ... putting worksheet activities onto an alternate keyboard or scan. Students in the intermediate grades are still young learners and need the support that instructional

modifications provide. It is an unusual student who needs assistive technology to produce work and is ready to be completely independent in production during the intermediate grades. That level of independence usually takes a little bit longer ... and that is what we will be discussing next month.

Next Month: Expanding Personal Productivity: Assistive Technology in Grades 6-8

(* note - As I write this article the Federal laws that provide special education services, Individuals with Disabilities Education Act, IDEA, is being debated in Congress. The exact provisions regarding assistive technology are subject to change as the act is reauthorized. It is highly unlikely that substantive changes will take place, but the specific language and requirements may be altered. Keep reading *DIRECTIONS* and other newsletters for updated information.)

Editor's Note

Technology & Inclusion is a not-for-profit, tax exempt 501(c)(3) organization based in Austin, TX. Created by a small group of concerned parents and professionals in 1994, their vision was to establish an organization that would work with individuals with disabilities, their families and professionals with the ultimate goal being maximally inclusive service delivery - at school, at work and in the community. Jamie Judd-Wall is the Executive Director of this agency. □

ATFSCP Continued from Page 5

Project Director: Maria Miranda
 FROM U.S. MAINLAND: (800) 496-6035
 TOLL FREE IN PR ONLY: (800) 981-6033
 TDD: (809) 754-8034
 FAX: (809) 759-3645
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RHODE ISLAND ASSISTIVE TECHNOLOGY ACCESS PROJECT (1993)
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 40 Fountain Street
 Providence, RI 02903-1898
 Project Director: Joseph Farrell, (401) 421-7005
 Toll Free in RI (800) 752-8038 ext.2608
 TDD: (401) 421-7016
 FAX: (401) 274-1920
 E-MAIL: ab195@osfn.rhlinet.gov

SOUTH CAROLINA ASSISTIVE TECHNOLOGY PROGRAM (1991)
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 West Columbia, SC 29171-0015
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 FAX: (803) 822-4301
 E-MAIL: scalp@scsn.net
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 1925 Plaza Boulevard
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 Project Manager: Ron Reed, Ph.D.
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 PHONE: (800) 645-0673 (In-state; Voice/TDD)
 FAX: (605) 394-5315
 E-MAIL: rreed@sdtie.sdserv.org

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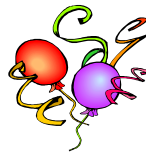
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TOYS Continued from Page 1

Continuous inability to engage in physical activity and gain mastery over their environment may cause a child with severe physical limitations, yet normal intellect to lose motivation and become passive. Growth in these areas may be limited when a child cannot be an active participant in play. Without the experience of hands-on exploration of the world around a child, the chances of becoming a fully productive adult are lessened.

Unique utilization of modern technology has not only resulted in development of adaptations for existing toys, but in innovative devices that enable the physically handicapped to communicate, work at a job, control wheelchairs, access and control their living environment, and use computers!

The goal at Toys for Special Children is to provide customers with durable, innovative products at reasonable costs. Products from Toys for Special Children are currently being used all over the world by the physically handicapped, and the hospitals, schools, and clinics that serve them. The staff of Toys for Special Children will continue in their endeavors to bring joy into the lives of children and adolescents who *just want to play*.

You can contact Toys for Special Children at 385 Warburton Avenue, Hastings-on-Hudson, NY 10706. Phone: 914-478-0960 Fax: 914-478-7030. □

AT Advocate Corner

Source: *AT Advocate*

Newsletter of the National Assistive Technology Advocacy Project

'Children whose disabilities do not meet special education criteria, who still need special assistance, including AT, are covered by Section 504 of the Rehabilitation Act. Section 504 requires reasonable steps to ensure that students with disabilities have access to the school's full range of programs and activities.

If such a student needs an AT device to fully participate in school activities, Section 504 may require the school to provide it. Section 504 will, in many cases, also require payment for training, repairs and maintenance.

An example of AT which can be funded under Section 504: **A child with vision problems cannot read from the computer screen** - The school may be required to purchase a special monitor or computer screen overlay to enlarge the characters on the screen. If computers are used in the regular curriculum, the school must take all reasonable steps to

make those computers usable by children with disabilities.'

This excerpt has been taken from the *AT Advocate*, a newsletter of the National Assistive Technology Advocacy Project, a project of Neighborhood Legal Services, Inc. (NLS), located in Buffalo, NY. NLS received a contract, through the national United Cerebral Palsy Associations to provide technical assistance to attorneys and advocates from state Protection and Advocacy for Assistive Technology (PAAT) projects, and formed the AT Advocacy Project.

Although written for attorneys and AT advocacy experts, the project's newsletter provides beneficial insight into critical legal aspects of AT use and funding. *DIRECTIONS* will periodically reference material that is pertinent to our readers. *Please contact a local attorney or agency if you feel you need legal advice regarding AT funding.* □



Media Review

Augmentative Communication News & Alternatively Speaking

Augmentative Communication News (ACN), published by Augmentative Communication, Inc. in Monterey, CA brings you a bi-monthly, 8-page news report that simplifies your professional life. This newsletter is the most frequently issued publication in the field of AAC, provides an international perspective and a synopsis of what experts around the world are doing and thinking. It also includes an in-depth report in every issue on a topic vital to the Augmentative and Alternative Communication community. ACN author Sarah Blackstone, Ph.D., is a practicing clinician and author of several respected texts in the AAC field.

Augmentative Communication, Inc. also publishes a quarterly newsletter that presents AAC issues from a consumer perspective. *Alternatively Speaking* is the

only independent, consumer-authored publication in the field of augmentative and alternative communication.

Michael B. Williams is the author of *Alternatively Speaking*. He is a communication and disability consultant and frequent contributor to the AAC literature. Michael holds a Masters of Library and Information Studies from the University of California, Berkeley.

You can obtain a free issue of either publication by contacting Augmentative Communication, Inc., 1 Surf Way, Suite 237, Monterey, CA 93940, (408) 649-3050. Phone: 408.649.3050; Fax: 408.646.5428; or e-mail to: sarahblack@aol.com

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CONFERENCES

Date: October 17, 1996
Event: Forum '96, Exceptional Parent Magazine
Location: Anaheim, CA
Information: 1.800.EPARENT

Date: October 24 - 26, 1996
Event: 14th Annual Closing the Gap
Location: Minneapolis, MN
Information: 507.248.3294

Date: November 3 - 6, 1996
Event: Brain Injury Association
Location: Dallas, TX
Information: 202.296.6443

Date: November 6 - 8, 1996
Event: Arc National Convention
Location: Louisville, KY
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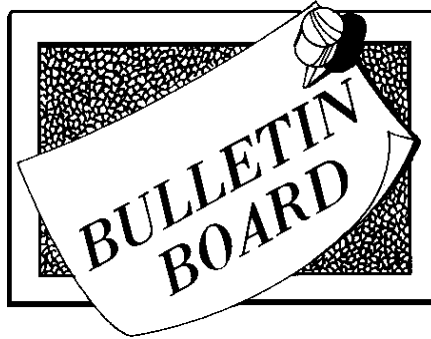
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Handbook of Adaptive Switches and Augmentative Communication Devices

Lexington, KY— Academic Software, Inc., announces the publication of a new second edition of the *Handbook of Adaptive Switches and Augmentative Communication Devices*. This is an essential sourcebook for assistive technology specialists, teachers, therapists, and others who select of help others select augmentative communication devices and adaptive switches for persons with disabilities. The *Handbook* provides comprehensive practical and technical information pertinent to device selection for a wide variety of commercially available switches and aug-com devices. It contains physical descriptions; pictures; laboratory test data on switch activation and release pressures, travel distances and compliance; and other functional information to help you choose the most appropriate pressure switch and augmentative communication device for a particular person.

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Winooski, VT – Do you know the 13 most frequently-used verbs in adult English? They're be, have, do, say, make, go, take, come, see, get, know, give, and find. They're all irregular! In fact, contemporary English includes more than 200 "irregular" verbs. Laureate's newest software program, *Swim, Swam, Swum: Mastering Irregular Verbs*, trains over 200 high-frequency irregular verbs in their base, present, present progressive, past and past perfect forms. Four activities range from selecting the verb from two flashcards to completing a sentence by spelling the verb. Unparalleled flexibility allows you to train an individual verb or choose from groupings by age of acquisition or linguistic category. Children with language learning disabilities and students learning English as a Second Language often have particular trouble with irregular verbs. *Swim, Swam, Swum* helps these students master irregular verbs that can cause problems from the primary grades through high school

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