Making Inclusion Work Transcript

Slide 1--
Special Education Students in the Regular Education Classroom
Making Inclusion Work

Slide 2--0 minutes .08 seconds
All students deserve to succeed in your classroom. It is your job to create a classroom where they can succeed.

Slide 3--0 minutes .19 seconds
- Students who receive special education services can be successful in regular classrooms with proper supports.
- This module will provide, both general education and special education teachers, strategies to support special education students in regular education settings (i.e., in inclusive setting).

Slide 4--0 minutes .43 seconds
Module Premises
- That when appropriate supportive strategies are provided, in regular education environments, students with disabilities can be successfully included in regular education classrooms.
- That by adopting non-traditional teaching methods such as cooperative-learning groups, peer tutoring, learning portfolios, and oral tests, students with disabilities can be successful in regular classrooms.

Slide 5--1 minute .19 seconds
Module Premises
- In some instances teachers will have to customize assignments to take into account a student’s disability.
- For many students with disabilities the key to success in regular education classrooms lies in having appropriate adaptations, accommodations, and modifications made to instruction and other classroom activities.

Slide 6--1 minute .46 seconds
This module is designed to help you to include students with disabilities in regular education classrooms.

Slide 7--1 minute .57 seconds
What is Special Education?
- Special education is a service. It is not a place.
- It is a specialized service with specialized instruction and supplementary aids.
- It is a free service that is provided to students with disabilities who need specialized instruction.
- Special education can be provided anywhere...with proper supports.
Slide 8--2 minutes .26 seconds
What is Specially Designed Instruction?

- Specially Designed Instruction (SDI) means adapting, as appropriate to the needs of a student with a disability, the content, methods, or delivery of instruction.
- Specially Designed Instruction (SDI) in its simplest form is "what the teacher does" to instruct, assess, and re-teach the student who has a disability.
- It is instruction that is required by the Individualized Education Program (IEP)

Slide 9--3 minutes .08 seconds
The Individualized Education Program (IEP)

- The IEP is the roadmap that must be followed in order for a student with a disability to reach his or her goals.
- It is important to understand the legal requirements for developing and implementing an IEP.

Slide 10--3 minutes .30 seconds
IEP Process

- The student is referred, a comprehensive evaluation is completed, an individualized program is developed and THEN placement is discussed.
- Placement cannot be determined before an individualized education program, based on the child's unique needs, is developed.
- Placement is the last step in the process, not the first one and should be based on what the student needs.

Slide 11--4 minutes .05 seconds
IEP Process Development

First step: Referral and Evaluation
- Second step: Program Development
- Third step: Placement

Slide 12--4 minutes .23 seconds
Who Participates on the IEP Team?

- Parents and student
- At least one regular educator if the student is in or may be served in regular classrooms
- At least one special educator
- School representative who knows about general education curriculum and who can allocate funds
- Someone who can interpret evaluations
- Others who have knowledge or expertise related to the student
- Parents may invite other family members, friends or experts to participate on the IEP Team.
Components of the IEP

- Present level of student performance (academic and functional performance)
- Measurable annual goals and a description of how the student's progress toward reaching those goals will be measured
- Specialized and related services needed
- How the student will participate with non-disabled peers
- Accommodations and modifications to instruction and testing
- Date when services will begin, how often services will be provided and where services will be provided

Prior Written Notice

- Include documentation of significant decisions made regarding eligibility, evaluation, IEP, or placement
- Must contain a description of the action proposed or refused
- In parents' native language
- Provided to parents at least 5 days before decisions are put into place

Examples of Prior Written Notice

- A parent requests an evaluation, the ARD team discusses the request and determines that an evaluation is needed so they agree to pursue the evaluation.
- They must notify the parents prior to evaluating the student.

Example

- Another scenario might be that the parent requests a speech evaluation, the team reviews the child's program and determines that he has had a speech evaluation within the last year, so the decision is that an evaluation will not be pursued.
- The Prior Written Notice page must document the team's decision making process, including all of the options that were considered when deciding not to pursue the evaluation.

Present Levels of Performance on Academic and Functional Tasks

- The IEP must include objective, measurable statements of how the student performs
- Must address how the disability affects the student's participation in regular education curriculum
- Must include student's strengths and needs
- Must include goals and services based on student needs
Slide 18—7 minutes .55 seconds
Present Levels of Performance on Academic and Functional Tasks
- Describes how the student is currently doing in school?
- What skills does the student need to learn?
- Present Levels of Performance are based on evaluations, observations, and input from those who know the student, including parents.

Slide 19—8 minutes .20 seconds
What is Progress Toward Goals? How is it Measured?
- It is Assessment of Educational Benefit
  - A process that monitors student progress on his or her goals, objectives, and services in the IEP using data to determine if the student is progressing towards his or her annual goals and objectives.
- It requires continual progress monitoring using informal and formal assessments

Slide 20—9 minutes .00 seconds
Progress Monitoring
- Progress monitoring is a scientifically based practice used to assess the student’s academic progress and evaluate the effectiveness of instruction.
- Progress monitoring tells the teacher what the student has learned and what still needs to be taught.

Slide 21—9 minutes .21 seconds
Progress Monitoring
- In progress monitoring, the teacher uses short tests to evaluate student progress in specific areas. The teacher tests the student often—every week or two.
- The teacher creates progress graphs that show the student’s progress toward the IEP goals.
- Parents are given copies of the progress graphs every few weeks.

Slide 22—9 minutes .49 seconds
Regular Education
- Regular Education is the curriculum designed for all children which is meant to meet state standards.
- Regular Education is also the program which the state’s annual achievement test, required by NCLB (No Child Left Behind) is designed to evaluate.

Slide 23—10 minutes .13 seconds
What is Regular Education?
- Regular Education is the term often used to describe the educational experiences of typically developing children.
- Regular Education curriculum is defined by State Standards, which are established by the state’s department of education.
How do we provide services to students with disabilities in regular education classrooms?
We do so by including students with disabilities in regular classroom activities and opportunities that are available to students who do not have disabilities.

Why Inclusion?
- IDEA, the federal law that assures that students with disabilities have access to school and a free appropriate public education was reauthorized by congress in 2004 (IDEA, 2004).
- The reauthorized law, the Individuals with Disabilities Education Act (IDEA, 2004) contains requirements that move school districts toward inclusionary practices.
- The new IDEA does not use the term inclusion, but rather requires school districts to place students with disabilities in the Least Restrictive Environment (LRE) for special education services.

In implementing IDEA’s LRE requirements, the regular classroom, in the school that the student would attend if they did not have a disability, must be the first placement option considered for each student with a disability before a more restrictive placement can be considered.
In other words, the regular classroom must be considered as the 1st placement option for students with disabilities.

How is the LRE determined?
- After the Individualized Educational Program (IEP) is developed, placement options (LRE) are determined.
- If the IEP of a student with a disability can be implemented satisfactorily with supplementary aids and services in the regular classroom, then that placement is the LRE placement for that student.

So, what are Inclusionary Practices? What is inclusion?
- Inclusion consists of specially designed instruction and supports for students with special needs in regular education settings.
- It means that all students in a school’s attendance area are full members of that school community and that each student participates in the opportunities and responsibilities of the regular education environment.
Essential Inclusionary Practices
- Begins with the belief that all students are equal members of the school environment. The actions of those in charge of the school demonstrate that “all means all”.
- Individualized instruction for students with disabilities
- Regular close collaboration and cooperation between general and special education teachers
- Careful, frequent monitoring of student progress (collecting and examining student improvement data).

Features of Inclusive Practices
- Diversity is viewed as the new norm—an acceptance of human differences.
- Collaborative teaching arrangements are allowed and encouraged—teachers work together to problem solve, to use effective strategies and to model “inclusive” skills for students.
- Flexible school structures—physical arrangements that are adaptable to a variety of student needs as well as instructional approaches. Scheduling also reflects flexibility.

More Features of Inclusive Practices
- Performance-based and alternative assessments—individualized student performance expectations as well as individualized ways for students to demonstrate what they have learned.
- Accommodations and modifications—adaptation of regular education materials to meet student needs.

What is Specially Designed Instruction?
- Researched-based instruction that incorporates strategies to support students with disabilities in regular education settings is what IDEA refers to as “specially designed instruction.”
- It is what the teacher does to ensure student success. Examples are provided on the next slides.

Specially Designed Instruction—What the Teacher Uses & Teacher:
- For Students with Reading Disabilities:
  - Grapho—Phonic strategies (visual & auditory) including letter/sound knowledge, phonemic awareness, decoding
  - Visual strategies including word recognition and visual memory for words
  - Auditory strategies including language structure at the word, sentence, and text level
  - Meaning strategies including word meanings and associations and precision in word usage

Reading Disabilities (Continued):
- Using content clues
• Word analysis strategies such as prefixes, suffixes
• Text management strategies such as rereading/reading ahead, deep reading, skimming/scanning;
• Cross-check across systems (does the word make sense, sound like language, do the letters match the sounds) or ask another reader.

Slide 35—16 minutes .55 seconds
What Supplementary Aids Does the Student Need?
• For reading disorders
  o Graphic organizers
  o Prompting and cueing
  o Recorded materials extended time
  o Large print
  o Highlighted material
  o Access to technology (i.e., computer, software, voice-to-text software, etc.)

Slide 36—17 minutes .23 seconds
Specially Designed Instruction—What the teacher uses & teaches:
• For students with math disorders:
  o Multi-sensory teaching strategies
  o Time delay
  o Most to least prompts
  o Modeling
  o Direct instruction in computation and reasoning strategies, word problem strategies
  o Mnemonic strategies
  o Chunking
  o Touch five coin counting strategy
  o Direct instruction in use of a calculator

Slide 37—18 minutes .02 seconds
What Supplementary Aids Does the Student Need?
• For students with math disorder:
  o Mnemonic strategies
  o Cue cards with problem solving strategies, definitions, examples, models, flow chart, process steps
  o Small group instruction
  o Repetitive practice
  o Modified tests/assignments
  o Advanced organizers
Slide 38—18 minutes .30 seconds
What Supplementary Aids Does the Student Need?
  • For students with math disorder:
    o Extended time
    o Graph paper/vertical lined paper
    o Manipulatives
    o Calculator
    o Number line
    o Peer buddy/peer tutoring
    o Assistive technology

Slide 39—18 minutes .49 seconds
Why use Strategies to Support Students?
  • Educating children with disabilities in inclusive classrooms can be both challenging and rewarding—challenging because of their learning styles and rewarding because of their successes and growth.
  • Using strategies increases the likelihood that students with disabilities will be successful in regular education classrooms.

Slide 40—19 minutes .20 seconds
Strategy: Collaboration
  • Collaboration involves regular education teachers and special education teachers working together to provide special education in regular education classrooms.
  • Collaboration helps to ensure that children with disabilities get a free appropriate public education including specialized instruction, in regular classrooms.

Slide 41—19 minutes .51 seconds
Collaboration Models—The Lead Teacher Model
  • In classrooms with a lead teacher, the regular classroom teacher delivers the instruction in the subject area.
  • The special education teacher is an observer who works with children after instruction to provide specially designed instruction, ensure understanding, and to provide adaptations and modifications.

Slide 42—20 minutes .22 seconds
Collaboration Models—Stations or Centers:
  • Each teacher is responsible for instruction in a specific area of the room. Students are assigned groups that rotate through the centers for instruction.
  • Special education teachers may deliver instruction in areas of their certifications and may also serve as support to other teachers without special education background.
Collaboration Models—Resource Services, or Alternative Collaborative Setting:

- This involves pulling students with disabilities aside from the group or into a resource classroom where they work one-on-one or in small groups with a special education teacher and possibly with instructional assistants for part of the instructional day.

Collaboration Models—Team Teaching:

- This involves both teachers simultaneously working together to teach a classroom of students.
- Either teacher who has the necessary background knowledge in the subject introduces new concepts and materials to the class.
- Both teachers work as a team to reinforce learning and provide assistance to students as needed.

Collaboration Models—Consultation

- In this model the special education teacher may provide some instruction to students, but the majority of instruction is provided by the regular education teacher.
- The special education teacher provides guidance to the regular education teacher on how to modify instruction to meet the student’s needs.

Strategy: Modifications and Accommodations

- For many students with disabilities the key to success in the regular classroom lies in having appropriate adaptations, accommodations, and modifications made to instruction and other classroom activities.

Modifications

- A modification means a change in what is being taught to or expected from the student.
  - Making an assignment easier so the student is not doing the same level of work as other students is an example of a modification.

Modifications can be made to:
Slide 50—23 minutes .37 seconds

- Margo is a 4th grade student who has learning disabilities in reading and writing. She is in a regular 4th grade class that is team-taught by a general education teacher and a special education teacher.

- Modifications and accommodations for Margo include:
  - Margo will have shorter reading and writing assignments.
  - Margo’s textbooks will be based upon the 4th grade curriculum but at her independent reading level (2nd grade).
  - Margo will have test questions read/explained to her when she asks.
  - Margo will give her answers to essay-type questions by speaking, rather than writing them down.

Slide 51—24 minutes .25 seconds

Accommodations

- An accommodation is a change that helps a student overcome or work around a disability.
  - Allowing a student who has trouble writing to give his answers orally is an example of an accommodation.

- The student is still expected to know the same material and answer the same questions as fully as other students, but he doesn’t have to write his answers to show that he knows the information.

Slide 52—24 minutes .57 seconds

More Examples of Modifications and Accommodations

- Scheduling—For example,
  - Giving the student extra time to complete assignments or tests
  - Breaking up testing over several days

- Setting—For example,
  - Working in a small group
  - Working one-on-one with the teacher

- Materials—For example,
  - Providing audio-taped lectures or books
  - Giving copies of teachers’ lectures notes
  - Using large print books, Braille, or books on CD (digital text)

Slide 53—25 minutes .35 seconds

Some More Examples:

- Instruction—For example,
  - Reducing the difficulty of assignments
  - Reducing the reading level
Using a student/peer tutor

Student Response—For example,
- Allowing answers to be given orally or dictated
- Using a computer for written work
- Using sign language, a communication device, Braille, or native language if it is not English.

**Slide 54—26 minutes .09 seconds**
Steps for Choosing Classroom Accommodations
- Step #1: What does the task or assignment require the student to do?
  - Break down all of the components of the assignment, experiment or exercise.
  - Think about the specific settings, materials, skills, and tasks that are required at each step in the task.

**Slide 55—26 minutes .37 seconds**
Step #2: What physical, sensory, and cognitive skills are needed?
- Match the tasks required to the skills needed by the student to successfully complete the assignment.
- Separate the real requirements of the assignment from the perceived requirements of the assignment.
  - The student may have learned ways to work around limitations imposed by the disability.

**Slide 56—27 minutes .12 seconds**
Step #3: What components of the Task Require Accommodation?
- Examine the task to determine what accommodations are required and how the task can be changed to include the student.
- Consult with the student to determine what he or she perceives as aspects of the task that require accommodation.

**Slide 57—27 minutes .39 seconds**
Step #4: What Accommodations Already Exist or Are Needed?
- Identify resources that are readily available for providing the needed accommodations.
- Consult with the student and other professionals to identify accommodations.

**Slide 58—28 minutes .02 seconds**
Research-Based Strategies
- Use these strategies to adapt the skill level, problem type, or the rules on how the learner may approach the task:
  - Focus on critical information. Determine the “need to know” content rather than “nice to know”. Teach the big ideas.
  - Simplify task directions.
  - Introduce new vocabulary before beginning lesson.
Change the rules so the student with a disability can complete the task.

**Slide 59—28 minutes .38 seconds**

**Research-Based Strategies**

- Use these strategies to adapt the skill level, problem type, or the rules on how the learner may approach the task:
  - Provide questions that ask for factual answers only.
  - Use advanced organizers and post-organizers to introduce and summarize lesson content.
  - Highlight root words to aid in decoding.
  - Check for understanding of all parts of assignment before beginning.
  - Frequently restate concepts and directions using short phrases.
  - Provide handouts summarizing important information.

**Slide 60—29 minutes .11 seconds**

**Research-Based Strategies**

- Use these strategies to adapt the skill level, problem type, or the rules on how the learner may approach the task:
  - When asking for students to express their ideas in writing on a given subject, allow student to make a list of words that reflect the content.
  - Provide an adapted test of the same title.
  - Provide choice of reading materials that match interest and skill level.
  - Chunk material for easier comprehension.

**Slide 61—29 minutes .47 seconds**

**Research-Based Strategies**

- Use these strategies to adapt the way instruction is delivered to the learner:
  - Reduce amount of copying from text and board. Provide copies.
  - Provide copy of lecture notes.
  - Display posters of steps for specific learning strategies.
  - Get student’s attention before expressing key points.
  - Read sections of the text aloud or provide audio texts.

**Slide 62—30 minutes .22 seconds**

**Research-Based Strategies**

- Use these strategies to adapt the way students demonstrate what they have learned:
  - Provide a menu of options for student demonstrate knowledge other than pencil/paper tests.
  - Use verbal responses, a communication book, or show knowledge with hands-on materials.
  - Draw and write sentences to demonstrate comprehension.
  - Make a poster or dictate a report instead of writing.
  - Use technology.
Research-Based Strategies

- Use these strategies to adapt the way students demonstrate what they have learned:
  - Reduce number of choices on multiple-choice or matching tests.
  - For language lessons, have student read sentences aloud and verbalize corrections instead of writing.
  - Paraphrase
  - Provide examples of correct responses.
  - Use large, bold print when possible.
  - Allow spelling errors.

- Use these strategies to adapt the way students demonstrate what they have learned:
  - Allow the student to take the test a second time
  - Taped test
  - Open book exams
  - Frequent but shorter quizzes
  - Encourage the student to summarize what they have learned that was NOT asked on the test.

Content Enhancement—Advance Organizers

- An advance organizer is an organizational framework teachers present to students prior to teaching new content to prepare them for what they are about to learn.

Using Advance Organizers

- Begin by describing the goal of the lesson.
- Select an advance organizer which can be in the form of a handout, charts, diagrams, oral presentations, or concept maps.
- Maintain attention by presenting the material in a well-organized fashion. The general ideas are presented first, followed by a gradual increase in detail and specifics.
When to use Advance Organizers
- Use organizers with:
  - Group projects
  - Interactive lessons
  - Lectures
  - Homework assignments
  - Class work assignments
  - Other content area instructional activities
  - Almost every activity in the classroom

4 Types of Advance Organizers
1. Expository
2. Narrative
3. Skimming
4. Graphic
Advance organizers come in many formats.

Expository
- Describes content
- Written or oral
- Can include text and/or pictures
- Helps see patterns

Narrative Example
- Story format
- Make personal connections
- Make new material seem familiar

Example: Before beginning a unit about the experience of immigrant groups who moved to the U.S., Mr. Ohliah told the story of his grandfather, who immigrated from Namibia.

Skimming Example
- Preview important information quickly by telling students what stands out in heading and highlighted information.
- Pre-reading questions or SQ3R (survey, question, read, recite, review) can be helpful before skimming.
Example: When beginning a new lesson, gives students 1 to 2 minutes to preview headings, subheadings, and the first sentence of each paragraph.

**Slide 73—35 minutes .04 seconds**

**Graphic Organizers**
- A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task.
- Graphic organizers are sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams.

**Slide 74—35 minutes .33 seconds**
- A graphic organizer gives the mind a visual of patterns and relationships.
- One of the most common examples of a graphic organizer is the calendar.
- Several examples of graphic organizers are provided on the slides that follow.

**Slide 75—35 minutes .53 seconds**

**Graphic Organizers Examples**
- Find words that rhyme: (see graphic on slide) In this example, you see a graphic with a circle in the center with the word at in it. Around the circle, are other small circles where the student is required to find words that rhyme with the word “at”.

Inverted Triangle-going from general to specific): (see graphic on slide) In the bottom example of a graphic organizer, you see an inverted triangle where information is presented in a manner that goes from general information to more specific information.

**Slide 76—36 minutes .47 seconds**

**Descriptive or Thematic Map**
- A descriptive or thematic map works well for ordered or tiered relationships. (see graphic on slide)

**Slide 77—36 minutes .55 seconds**

**Graphic Organizer Activity**
- Your class has just completed a field trip to the Bat Caves.
- Their task is to write an “essay” describing the Bat Caves. (see graphic on slide) Using the graphic the organizer provided, students add descriptions to each of the lines that surround the circle. Then students write two sentences using each description.

**Slide 78—37 minutes .25 seconds**

**Network Tree**
- Organizing a hierarchical set of information or reflecting above or below elements, can be made easier by using a Network Tree. (see graphic on slide)
Slide 79—37 minutes .47 seconds
Spider Map
- When the information relating to a main idea or theme does not fit into a tier, a Spider Map can help with organization. (see graphic on slide)

Slide 80—37 minutes .57 seconds
Problem and Solution Map
- When information contains cause and effect problems and solutions, a Problem and Solution Map can be useful for organizing. (see graphic on slide)

Slide 81—38 minutes .13 seconds
Problem-Solution Outline
- A problem-solution outline helps students to compare different solutions to a problem. (see graphic on slide)

Slide 82—38 minutes .35 seconds
Cycle Map
- A cycle map is useful for organizing information that is circular with no absolute beginning or ending. (see graphic on slide)

Slide 83—38 minutes .37 seconds
Assistive Technology for Students with Disabilities
- Assistive Technology Device: 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 individuals with disabilities. (PL 100-407, PL 101-476) (may include: low vision aids, bold line paper, Braille writers, screen readers, Braille printers, communication devices)

Slide 84—39 minutes .22 seconds
AT Process
(see graphic on slide) This is the technology process is an ongoing process. Once a disability has been identified, an assistive technology needs assessment is conducted. If it is determined that the student can benefit from an assistive technology device, then the assistive technology device is selected and the student is trained on the piece. The assistive technology is an ongoing process with assistive technology needs assessments and assistive training.

Slide 85—40 minutes .05 seconds
- Any service that directly assists an individual with a disability in the selection acquisition, or use of an assistive technology device.
Slide 86—40 minutes .25 seconds

AT Services Include

- The evaluation of the needs of an individual with a disability, including a functional evaluation of the individual’s customary environment;
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by individuals with disabilities;
- Selection, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;
- Training or technical assistance for an individual with disabilities, or, where appropriate, the family of an individual with disabilities may be trained.

Slide 87—41 minutes .19 seconds

Benefits of AT in Classroom

- The use of software such as speech activated writing programs to assist with writing problems
- Spell check in word processing to assist with spelling problems
- AT can be modification of seating, or moving books or equipment to make it more accessible
- Organizer programs can assist students in scheduling and tracking their activities
- Low-tech devices such as books holders and page turners can assist a student in concentrating on the task at hand instead of the physical activity associated with reading
- Smooth writing pens and cushioned grips on pens and pencils can make the task of writing easier and enable students to write for longer periods of time without fatigue

Slide 88—42 minutes .20 seconds

Vision Impairments

Include:

- Low vision
- Colorblindness
- Blindness

Sample AT Devices

- Screen magnifiers
- Screen readers
- Braille printers, displays, and note takers
- Book readers

Accessibility features in Windows and Office

- Magnifier
- Make text larger
- Screen resolution
- High contrast
- Narrator (blind)
Slide 89—43 minutes .10 seconds
Learning Disabilities
Includes:
- Dyslexia
- Attention deficit disorders
- Dyscalculia
Sample AT Devices
- Word prediction
- Reading comprehension (Universal Reader)
Accessibility features in Windows and Office
- Eliminate distraction-make it easier to focus and concentrate
- Spelling and grammar checks
- OneNote for staying organized, researching, audio notes
- AutoComplete (word prediction)
- Speech recognition

Slide 90—43 minutes .56 seconds
Physical Impairments
Includes:
- Dexterity impairments – hand, wrist, and arm pain, fine motor control
- Gross motor impairments (cerebral palsy, multiple sclerosis, spinal cord injuries)
Sample AT Devices
- Ergonomic keyboards and mouse alternatives-joystick, trackball mouse
- Keyboard filters
- Alternative input-sip and puff, head mouse
Accessibility features in Windows and Office
- Mouse settings-pointer size, speed, button configuration
- Keyboard settings-mouse keys, sticky keys, filter keys
- On-screen keyboard
- Keyboards shortcuts
- Speech recognition
- Windows touch

Slide 91—44 minutes .50 seconds
Hearing Impairments
Include:
• Hearing loss and hard of hearing
• Deafness

Sample AT Devices
• Personal listening device
• Headphones
• Sign language translator

Accessibility features in Windows
• Volume
• Computer sounds
• Text and visual alternatives for sounds—such as captions

Slide 92—45 minutes .26 seconds
Language/Speech Impairments
Include:
• Delayed speech or inability to speak
• Inability to comprehend words

Sample AT Devices
• Text to speech devices
• Communication boards
• Picture exchange system
• Speech synthesizers

Accessibility features in Windows
• Narrator
• Windows touch

Slide 93—45 minutes .56 seconds
AT Team
• Assign AT responsibilities to interested teachers and an AT professional.
• Ensure that all teachers know who to contact if they notice a student who might need AT to make the educational environment easier to see, hear, and use.
• Identify an assistive technology expert in your community to help with assistive technology assessments for students with disabilities.

Slide 94—46 minutes .40 seconds
See slide for resources.