



DIRECTIONS

Technology in Special Education

Vol. 4, No 8

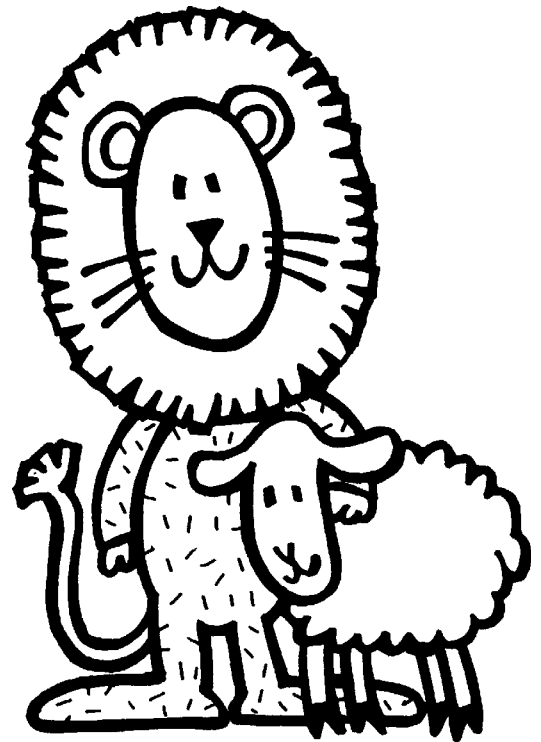
March 1998

Laureate Learning Systems, Inc.

Since its inception in 1982, Laureate has been dedicated to publishing innovative software of the highest quality, specifically designed to improve the lives of children and adults with special needs. Laureate's multimedia programs combine superior instructional design with digital speech, engaging graphics, and amusing animation. They are noted for their integrity and effectiveness in clinical settings. Over the years, Laureate has received national recognition and many awards, including those from the Council for Exceptional Children, Johns Hopkins National Search, and the Software Publishers Association.

Laureate's team of professionals is led by the company's founders, Dr. Mary Sweig Wilson and Mr. Bernard J. Fox. These pioneering speech-language pathologists were among the first to recognize the important contributions computer technology could make to the lives of individuals with special needs. In 1980, Wilson and Fox completed research which demonstrated that microcomputer-based language intervention programs could provide an excellent means to supplement the efforts of clinicians, teachers, and parents who work with children with language disorders, and could provide a highly cost-efficient delivery system for effective individualized language intervention. Two years later, they founded Laureate Learning Systems, and thereby began to realize their common dream of expanding the use of technology to assist people with disabilities. To date, Laureate has produced more than 60 software titles and has materials available for the five most common computer platforms in special education and clinical settings: Windows, Macintosh, DOS, Apple IIGS, and Apple IIE. All Laureate software is designed by professional clinicians and incorporates treatment strategies derived from contemporary theory and research.

Headquartered in Winooski, Vermont, Laureate has experienced significant growth since its founding in 1982. Laureate now employs 30 people, including curriculum designers, computer programmers, computer artists and animators, and customer support personnel. Laureate's "next generation" of software for language intervention is currently being developed with the assistance of grants awarded by the National Institute of



Inside

Accessible Learning	2
AT Device Study Results	3
Alternatives to Pen & Pencil	3
ATFSCP Notes, Practical Funding for AT	4
Ask RJ	6
IntelliMouse Offers Choices	11
Conferences	11
Spotlight	12

Please see LAUREATE on page 9

Accessible Learning

by Lorianne Hoenninger

lorianne@erols.com

There is a wealth of commercial, public domain and shareware programs for both the Windows and Macintosh platforms for preschoolers with disabilities. This month I will highlight some of my favorites.

The “**My First Computer Book**” series by Mediaspark (www.mediaspark.com) is available for Windows 3.1, Windows 95 and Macintosh. There are currently 4 titles in the series (Animals, Sounds, Numbers and Faces, \$19.00). For a limited time, “My Computer Book of Animals” is available as a free download from their site. All titles have been designed specifically for young children who may or may not have mastered the use of the mouse or keyboard and advance simply by the click of any button (mouse or keyboard). The programs also play in full screen mode, keeping your desktop and other programs safe and out of easy reach. With the addition of a switch interface, (Don Johnson—1-800-999-4660—is a good source), these simple picture books are switch accessible as well.

“**Balloons**” is a shareware (\$7.00) program for young children who like to sit at the keyboard and bang the keys. Each key draws a balloon and plays a different tone. There are no wrong answers and the full screen

mode keeps children out of your hard drive. It is a fun program to develop cause and effect and is available for DOS and Windows platforms from <ftp://ftp.gamesdomain.com>.

“**Keywack**” and “**BabySmash**” are similar programs available for the Macintosh. They can be downloaded from <http://www.jumbo.com>.

Another excellent shareware program for the Macintosh is “**BabyGames**” (\$15.00), available from <http://www.softseek.com>. The downloaded version provides an engaging, simple vehicle for exploration and identification of the alphabet, numbers, colors, shapes and animals. What makes BabyGames unique and well worth the \$15.00 is its flexibility. The user can insert his/her own picture and sound files, allowing infinite customization in any language. Full instructions are included.

I hope that you find these programs as helpful as I have. Next month, I will focus on software to customize the computer for the user with physical limitations. If you have a specific question in the meanwhile, do not hesitate to e-mail me at lorianne@erols.com or write c/o: Accessible Learning Technology Associates, P.O. Box 597, Shirley NY, 11967. §

DIRECTIONS

Technology in Special Education

155N: 1079-607X

Editor / Publisher
Janet P. Hosmer

Technical Editor
Chester D. Hosmer, Jr.

Administrative Assistant
Kira Boyd

Educational Consultant
Donna M. Eno

BOARD OF DIRECTORS

Peter N. Rukavena
William Sandonato
Nancy Brown
Chester D. Hosmer
Donna M. Eno

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

Greetings@dreamms.org
www.dreamms.org

DIRECTIONS: Technology in Special Education is published monthly (except July) by DREAMMS for Kids, Inc., (Developmental Research for the Effective Advancement of Memory and Motor Skills), a non-profit service agency and AT information clearinghouse. Annual home delivery subscription rate is \$14.95 U.S., \$17.95 Canadian, and \$29.95 Int'l. (U.S.\$). Single copies are available in the U.S. for \$2.50. Add \$1.00 for postage outside U.S.

Authors - We welcome editorial submissions. Please include name, address and phone. Submission will be returned with self addressed stamped envelope, if desired.

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

Copyright © 1998 by DREAMMS for Kids, Inc. Permission to reprint all or part of this publication with acknowledgment to *DIRECTIONS: Technology in Special Education*, and DREAMMS for Kids, is granted. Articles are presented for information purposes only — no product endorsement is expressed or implied.

Assistive Technology Devices Study Shows Few Students Are Trained In Their Use

(January 9, 1998, Washington, DC) According to the results of a preliminary study conducted by the Assistive Technology Funding and Systems Change Project (ATFSCP) of United Cerebral Palsy, all of the thirty-one parents responding to a recent survey (representing a random national selection of parents of children with disabilities who have contacted the project for technical assistance) reported that their son/daughter has access to assistive technology at school. That's the good news.

The bad news is some eighty-seven percent of respondents say that there was no training or technical assistance provided on the use of the device. Thirteen percent indicate training was provided by the device manufacturer. One hundred percent of those parents indicate a lack of awareness, responsibility and accountability from school systems regarding repairs, maintenance and customization of assistive technology devices or how vendors are chosen and approved. All of the respondents reported that the school was resistant to an assistive technology assessment for the student.

All of the parents reported that their child required use of the assistive technology device at home. However, only forty-two percent were allowed to take the technology

home from school, of which only 9% said that taking technology home was part of their child's Individualized Education Plan (IEP).

According to Susan Goodman, ATFSC Project Coordinator, these results are a first look at assistive technology experiences for students with disabilities in our nation's schools. Computers for children with learning disabilities is the number one mode of assistive technology being reported on in this poll. The ATFSC project is considering a larger survey sampling to determine a more comprehensive national look at the status of assistive technology in schools for students with disabilities.

An additional study conducted by United Cerebral Palsy and Gallaudet University (released in September of 1997) titled: Telecommunications Problems and Strategies of People Who Use Augmentative And Alternative Communication Devices, found the most prevalent source of funding for Augmentative Alternative Communication (AAC) devices — assistive technology devices to enable communication capabilities through computer voice output devices — for students under the age of 21 was Medicaid. Medicaid provided 40% of respondents primary funding for their AAC devices. Since AAC devices are deemed medically necessary, funding by Medicaid dollars makes sense. Twenty-three percent of families

spent out of pocket funds for the devices, with private health insurance covering 17% of AAC users' devices. Ten percent of respondents reported having a device paid for through another source (e.g., their state Developmental Disabilities agency).

The ATFSC project is managed by the United Cerebral Palsy national office in Washington, DC and funded by the National Institute on Disability and Rehabilitation Research (NIDRR). The goal of the ATFSC project is to remove barriers and promote systems change that will provide greater access to assistive technology devices and services for individuals with disabilities. §

<i>Alternatives for Students who Experience Handwriting Difficulties</i>
* Regular pencil or pen
* Pencil or pen with special grip, larger size, etc.
* Pencil or pen with special grip and special paper
* Typewriter / word processor / computer to keyboard instead of write
* Word processor / computer with spell checker to improve spelling
* Computer with keyguard, support for arm, etc. to improve accuracy
* Computer with word prediction software to decrease needed keystrokes
* Single switch or other alternate way of accessing the keyboard or mouse
* Voice recognition software to operate the computer

Source: Has Technology Been Considered? A Guide for IEP Teams

ATFSCP Notes

The Assistive Technology Funding and Systems Change Project

http://www.ucpa.org/html/innovative/atfsc_index.html

PRACTICAL FUNDING FOR ASSISTIVE TECHNOLOGY: GETTING THE DEVICE YOU REALLY NEED

By Diane C. Smith, Esq.*

Two essential elements of a successful quest for assistive technology funding are: knowledge of the available resources and self-advocacy skills. Neither element is more important than the other. No matter how much money is available to purchase the device you need, it is worthless if you cannot obtain it. There is funding available for almost everyone who has a real need for assistive technology, if he or she knows where to look for it. This piece will concentrate on a five step process to obtain funding for assistive technology.

The most common sources for assistive technology funding are:

Medicaid
School districts
Vocational rehabilitation programs
Medicare
Medicaid Waivers
SSI/SSD work incentives

These sources are all governmental. The method we will describe is most appropriate when you are requesting funding from an agency legally bound to provide funding to people who meet certain eligibility requirements. This method may not be appropriate if you are approaching a private funding source which selects certain individuals for funding or loans based on its own internal selection criteria.

Funding Barriers

Funding roadblocks are common

because the systems are difficult to negotiate. It is certainly not a reflection on the applicant if he or she has been unsuccessful in obtaining funding. The most common funding roadblocks that we have encountered are caused by:

— the applicant providing inadequate eligibility information in the application process;

— the applicant or agency personnel lacking knowledge of the applicant's legal rights;

— the applicant or agency personnel lacking knowledge about the eligibility requirements or the application process;

— the agency not wishing to release funds and purposefully making it difficult for the applicant;

— applicants with inadequate legal protection;

— faulty appeal mechanisms; or,

— any combination of the above.

There are five steps to effective self advocacy. However, for any of these steps to be successful, you must be willing to be a self advocate and make the changes in attitude that are necessary to achieve this success. Changing your attitude about asking for things and changing your relationship with agency personnel are

both very hard. It is especially difficult when you are asking that the agency spend a great deal of money or when you have been working with that agency for a long time and are very dependent on it. Parents who were comfortable (and successful) asking for speech therapy for their child may suddenly freeze up when they have to ask the school district for a \$7,000 augmentative communication device. They may have reasonable fears of retribution and relationship breakdown with school staff members and may feel guilty asking for so much for one child. Recognizing these fears as valid is a vital first step. However, it is essential to get past these fears to effectively advocate, and the best way to do that is to become knowledgeable about your rights.

The Five Step Process to Successful Funding

STEP 1: PROBLEM DEFINITION. In most cases this step is fairly simple. You must determine the item or service to be funded and the potential funding source(s). If a funding request has already been rejected by a funding source, the problem is to determine how to appeal this decision and win. Once the problem is defined, go to:

STEP 2: INFORMATION GATHERING. Here you must gather information necessary to solve the problem. This step can take time and be overwhelming. To prevent this, it may

be helpful to break the problem down into categories and attack each category separately.

Some categories to consider are:

1. the names of the responsible agencies;
2. list of the individual's rights and responsibilities, as well as eligibility criteria;
3. the agency's internal and external appeal procedures and its chain of command;
4. the laws and regulations that apply to that agency and;
5. the person's individual case file if they are already a client of the agency.

All agency information should be available to the public upon written request, including the rights and responsibilities, eligibility criteria, chain of command, and appeal procedures. An individual's personal file should be available upon his or her signed request. Disability rights organizations or other non-profit agencies may be able to assist in determining which agencies to target. Public libraries often have collections which contain federal and state laws and regulations. A disability rights organization may also assist in determining which laws or regulations apply.

STEP 3: KEEPING & ORGANIZING PERSONAL RECORDS. At the same time you are gathering information, you should be organizing personal records. A useful approach is to pull together all of the notes and papers from the agency in question. Put the information about the assistive

technology device or service you are currently requesting funding for in one folder. Get a notebook to store notes and keep it together with the records and newly gathered information. Write notes in a log as each conversation with agency personnel occurs, or as soon afterward as possible. Be sure to include the date, time, name, and title of every person with whom you have had a conversation about the case and file it in chronological order in the notebook. Do not be embarrassed to ask the name of the person to whom you are speaking. When the file is complete, make sure that it is well organized because it may be necessary to use it at a later meeting or hearing. Three ring binders with tabs are helpful if there is a lot of information.

Telephone conversations should not be discounted as less important than meetings or correspondence. Although telephone calls are more difficult to prove later than written correspondence, a great deal of important advocacy is done over the telephone. A good way to solve this problem is to write a follow-up letter to the person you spoke with after an important phone call. Relate in this letter your understanding of what was discussed, using details and being careful not to assume facts. Include a line in the letter that asks the recipient to respond by a certain date (within 10 days) if the content of the letter is not the same as his or her understanding of the conversation. If the person does not respond, he or she has implicitly agreed with your interpretation of the conversation. Once armed with information, you are ready for...

STEP 4: ACTION PLANNING. Based on the agency's policies about application or appeal (whichever is

applicable in your case), write out a step-by-step plan of attack and keep it with your files about this case. For example, a plan in a special education case might be to:

1. Call the child's teacher and medical providers to discuss the need for an evaluation for assistive technology;
2. Write the school principal and request an Individualized Educational Planning meeting (I.E.P.); and,
3. Request an assistive technology evaluation at the I.E.P.C. meeting.

Whatever your plan, it should include backups, such as what to do if the school district refuses to provide an evaluation. Be sure to include any relevant time deadlines within your plan. For instance, some agencies require that a hearing request occur within a certain time period.

It is very important when creating an action plan to be aware of your own personal limits. Frequently, certain matters are handled by professionals, such as assistive technology evaluations or court appearances. It is perfectly acceptable to use professionals. Also, be aware that you will be unable to handle certain parts of the plan yourself. For instance, you may know that you will be too upset to discuss certain matters with certain agency personnel and would be more successful if you asked someone else for help. If either of these situations are true in your case, you should include searching for professionals or support people as part of your action plan.

Ask RJ

RJ Cooper & Associates

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

TECH SUPPORT QUESTIONS & ANSWERS

In doing my own tech. support, mostly via email these days, I answer hundreds of questions each month, many of them about subjects relating to my own products, but helping to educate the caller also. Here are a few Question/Answer threads (A thread is a series of emails, from one person/group to another, in the order sent. You can tell who is doing the 'talking' by the >> brackets, indicating one party):

Q: I have seen the term "switch-adapted" used with joysticks and trackballs. What does this mean?

A: This means that the device, usually a commercially-available device, has been modified by a special needs company, so that a switch can be inserted and perform the function that the corresponding button would normally perform. This is meant for those persons that cannot do the clicking using the built-in button(s) and need to click externally, with another hand/arm motion, or another body part completely. Usually the switch is mounted next to another body part (head, knee, other hand) that performs the clicking. Sometimes, it is mounted using a Magic Arm (a positioning arm) for perfect positioning. In fact, some people use one Magic Arm to position their joystick, and another to position the switch.

Q: Can two mouse devices be used within Windows at the same time, like regular mouse and a trackball?

A: No for Windows 3.1, unless they each have their own 'drivers' (a computer word for software that enables a particular hardware device to operate. This software and instructions would come with the hardware.).

Yes, for Windows 95. Once again, the key is to use different drivers for the devices. Windows 95 comes with 2 interchangeable Microsoft compatible drivers. As long as one of your devices is plugged into a serial (COM), using the <Standard Serial Mouse> driver, and your other device is plugged into the PS2 mouse port, using the <Microsoft PS/2 Port Mouse> driver, OR...one of your devices is plugged into a serial port, using the <Microsoft Serial Mouse> driver, and the other device is plugged into your PS/2 mouse port, using the <Standard PS/2 Port> driver. You would use the Add Hardware Wizard, found in <Start Menu|Settings|Control Panel|Add New Hardware> to add a device.

Sometimes, people ask me this about my SAM-Joystick, which plugs into a 15 pin joystick port, so it does not interfere at all with a mouse that is already hooked up to the system. So I tell them, yes, the joystick works even with your regular mouse worksing also.

Q: My question is, do you know of anyone using your joystick to access a Dynavox communication system?

No, my joystick is a 'standard' PC type joystick that requires a joystick port on the PC. It requires special software, Joystick-To-Mouse (JTM) to 'fool' Windows into thinking that you are moving your regular mouse. Dynavox does not have this type of port, but they do have a serial port, and there is a serial joystick made. Try <<http://www.infogrip.com>>. They sell one.

>>Our local distributor told us to go to a computer store and get an adapter to jump from the 15 pin male connector on your SAM-Joystick to the 9 pin male connector on the Dynavox.

Nope. That may be true in some situations, but not in most. It is rare when just a cable adapter will do the trick. The Dynavox 9 pin input requires a switch type joystick. In other words, when pressing the joystick in any direction, you are simply making a connection to a switch in that direction. A PC joystick, either mine or Infogrip's is a proportional device built around potentiometers. They are not interchangeable at all, even with an adaptor.

>>This was easier said than done, but the Speech Therapist did find a way to connect the two. Unfortunately, the joystick did not work.

I rest my case <g>. Before 'jury-rigging' stuff like that, and possibly damage a \$5000 Dynavox, always check with them or me.

>>When they called Sentient (makers of the Dynavox) to ask them about it, they said that we had to buy their joystick, no other one would work.

They're right, almost. If you could find an old Atari joystick, or Commodore 64 joystick, those would work also. Or a Prentke-Romich [<http://www.prentrom.com>](http://www.prentrom.com) joystick also. But not a proportional PC type joystick, like mine.

>>I find this hard to believe, and although they claimed that their joystick works "just like the S.A.M." I doubt it. They also want over \$250 for it! My concern is that Zach does so beautifully with your joystick and a jellybean switch to "click"

They're right. But the Infogrip one is \$179 but it does not have switch inputs. I think they have another that might have switch inputs, if you need to do the clicking via an external switch.>> we will always use the SAM on our home computer. I know better than to mess with success!

>>I am so sure that your joystick is the answer to our communication device problems that I am thinking of abandoning the Dynavox altogether and finding a laptop computer with communication software instead. But if I can avoid that \$4000 expense, it would be great.

Well, now that I've told you about the 'answer' (the competition), you may have only 'thrown away' the cost of my SAM. I'd be sad to see you not using my SAM but I'd be happy to get him using the Dynavox well. I care about Zach, not the sale.

>>We will always use the SAM on our home computer. I know better than to

mess with success!

>>Q: I would like info. on how to import and access real pict. either from a CD or from a digital camera.

In most cases, application software 'wants' pictures, to be imported, in a specific format (the way the information is stored on disk). This means you need to get your pictures into the appropriate format for your application and computer. On a Mac, the standard format is called PICT and any Mac program that imports picture will be able to import a PICT. For Windows, BMP is the most standard, with WMF being the second. On top of this criteria, photos contain so much information that several new 'standards' emerged when digital photography was first getting of the ground several years ago. The JPEG format, which is a compression format that can be inversely-proportional compressed (the more compression, the less information is stored, hence, the picture quality goes down. The less compression, the better the picture quality. It's a trade-off.) Some applications can import JPEG, other require the 'standard' format for that computer. And still another photo format, Photo CD, originated by Kodak, is most-times how photos are stored on CD. In fact, you can send a roll of regular 35mm film to a PhotoCD developer and they will send you back a CD with your Photo CD pictures on it in Photo CD format, along with a viewing program.

So, since your photos are probably not in the 'standard' format for your application, how do you get them that way? You will need a conversion program. There are many available commercially. For Windows, a inexpensive converter, LView Pro, is available at [<www.lview.com>](http://www.lview.com). For more control over your image, try Paint Shop Pro [<www.jasc.com>](http://www.jasc.com), about \$50, very reasonable. For Mac, using a free, included-with-your-mac extension called Apple Photo Access, you should be

able to import Photo CD format just like it was a PICT. For JPEGs, you can use SimpleText to open the JPEG and it will convert it into a PICT. Or you can use JPEGView from [<http://beetle.marion.ohio-state.edu/teaching/manuscript/0600-0007.html>](http://beetle.marion.ohio-state.edu/teaching/manuscript/0600-0007.html) (or do a search on the Net for JPEGView); it is free and will convert from JPEG to PICT. If you want a little more control over the conversion, which I suggest, try GraphicConverter from [<http://www.goldinc.com/Lemke/gc.html>](http://www.goldinc.com/Lemke/gc.html), shareware for \$35 (try-before-u-buy).

Another consideration in your conversion process is the number of colors in the image and the size. A photo on CD usually has over 16 million colors (called "millions" or TrueColor). Most educational programs, however, use only a 256 color 'palette'. How do you get a photo with millions of colors that looks photo-realistic, to display properly using only 256 colors? You don't. It's a compromise. That's why it's best to reduce your number of colors within a program like one of the above, rather than take your chances and have your application that you are importing into do it without your control. For example, in my Spell-A-Word, on the Mac, I use "thousands" of colors (HiColor). This displays a "millions" image very nicely. However, over on Windows, I can only use 256 colors. So Spell-A-Word does its own thing do reduce from millions to 256, and the results are, often, not pretty. So it's best to do it yourself in an image manipulation program like those

ATFSCP continued from page 5

STEP 5: ACT ON YOUR PLAN. Once you are armed with the necessary information, it is much easier to assertively state your needs. Remember to avoid letting assertiveness become aggressiveness. Document every conversation in your log. When meeting with agency personnel, it is important not to get distracted by past issues with the agency and to keep an eye on the goal you seek. Use whatever past facts are truly important to the case at hand, but do not waste precious time and energy recounting agency personnel's past wrongs if they do not relate directly to this case. This is sometimes more difficult to avoid than it seems, but recounting unrelated past wrongs will not assist you in winning your case, regardless of how gratifying it may be. You may need to decide prior to a meeting or hearing whether it is more important to get funding for the device or service or to have an opportunity to have your say.

STEP 6: FOLLOW UP. This is perhaps the most important step of all. Once you have an agreement by the agency that it will provide the needed funding, you must make certain that you have a way to prove that an agreement exists. Try to have a disinterested witness available that you can call upon if the agency does not follow through as planned. It is best if you have the agreement in writing on an agency form or letterhead, but sometimes this is not possible. If not possible, you can write a follow up letter. Make sure that you have a deadline by which you will receive the funding, the name of a person responsible for providing the

funding, and a plan for how you will receive the funding in its actual form (i.e., check, voucher, etc.). Hold the agency to the agreement. You will be in a weaker position if you later have to appeal a failed agreement if you have let the deadline slide by without following up - or without upholding your part of the agreement, regardless of how small that part is. Do not be afraid to call the responsible party once the deadline has passed. It is absolutely true that a person who makes his or her needs known to agency personnel is more likely to be successful, even if unpopular.

These five steps do not guarantee that you will get the funding you seek the first time you request it, but the better armed you are with records and information, the more prepared you will be for each stage of the advocacy process.

**Don't Get Mad, Get Powerful, A Manual for Building Advocacy Skills, (1986), Mary L. Hines, Michigan Protection and Advocacy Service, Inc., Lansing, MI.*

Diane Smith is a staff attorney at: Michigan Protection and Advocacy Service, Inc., 106 West Allegan, Suite 300, Lansing, MI 48933-1706, Voice/T.D.D./Voice Mail (517) 487-1755, Ext. 655, Fax (517) 487-0827

The opinions expressed herein do not necessarily reflect the position or the policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of education of the opinions expressed herein should be inferred. §

RJ continued from page 7

listed above. And by doing so, you can also control which 256 colors you set the picture to. Since it only will have 256 colors, the imaging program usually will give you a choice between *it* picking the best 256 colors for a particular image, called "custom" palette. For example, in a photo with a lot of skin tones, it might take up 200 of the 256 with different shades of brown and the other 56 with an assortment to cover any other colors in the photo. However, if *you* set the palette to 'standard' Windows, and observe the results, and they are satisfactory, then you can almost rest assured that the photo will import nicely into your application.,

And finally, there is the size issue. Your photos on CD will be large, usually, and within your application, they will, as is the case with Spell-A-Word, be sharing the screen with something else, like large text. This means that at some point they go from large to small. Where is this done? Well, just like with number of colors, you can let your application handle it out of your control. But it is best to know what size you will need, approximately, and do it yourself within the image editing software, so you can see the results for yourself. Remember to retain the proportions when reducing, though! There are options within the image editing software for this.

All of the above applies to both Mac and Windows. After you have your image just the way you want it, put it in the folder specified by the instructions for your application, if necessary, and they should just show up as choices within your application.

I hope you will email me some tough questions at <rij@rjcooper.com>. §

LAUREATE continued from page 1

Child Health and Human Development (NICHD) and the National Institute on Deafness and Other Communication Disorders (NIDCD) totaling nearly 1.8 million dollars. This "next generation" of software will combine a curriculum informed by recent developments in linguistic theory, sound and visual elements designed to take advantage of advances in computer technology, and an artificial intelligence component inspired by Laureate's association with the National Aeronautics and Space Administration (NASA) Software Technology Branch at the Johnson Space Center. Laureate is also becoming very active with emerging international markets and has recently developed partnerships in Brazil and China.

About The Founders

Mary Sweig Wilson, Ph.D. (CCC-SLP)

is the President and CEO of Laureate Learning Systems. She received her Bachelor's degree from Smith College, Master's degree from Emerson College, and Doctorate in Communicative Disorders from Northwestern University. Dr. Wilson is a Professor Emerita of Communication Sciences at the University of Vermont, where she taught and conducted research for 25 years, served as Director of the E.M. Luse Center for Communication Disorders for 10 years, Program Director of Speech Pathology and Audiology for 6 years, and Acting Chairperson of the newly formed Department from 1977-1980. She is a practicing speech-language pathologist with over 30 years of clinical experience in language intervention. Dr. Wilson's clinical expertise is complemented by ongoing scholarship in contemporary

linguistic theory. She lectures frequently on the theoretical and research bases of language intervention and has presented seminars on this topic at several recent annual meetings of the American Speech-Language-Hearing Association. Dr. Wilson also has more than 25 years of clinical materials development and validation experience. The *Wilson Initial Syntax Program* (Wilson, 1972) was the first commercially available language intervention program to incorporate Chomsky's *Aspects* model of syntax (Chomsky, 1965). Dr. Wilson has been honored in numerous ways for her contributions to the field of communication disorders. She has been a Fellow of the American Speech-Language-Hearing Association since 1979, received Honors of the Vermont Speech-

Please see LAUREATE on page 10

AT Survival Kit

A Comprehensive Assistive Technology Resource

INCLUDES.....

- *DREAMMS Guide to Assistive Technology - extensive AT reference anthology of local, state and national agency literature - value \$39.95*
- *A full year subscription to "DIRECTIONS: Technology in Special Education" - value \$14.95*
- *The DIRECTIONS Electronic Digest - the past 2 years on diskette (Mac or PC format) - value \$39.95*
- *Product information from over 50 vendors of assistive and adaptive devices and services - invaluable*

**Receive this \$95.00 value for only \$59.95
(Parents receive a 50% discount on all products!)**

Call us today!

DREAMMS for Kids, Inc.
Assistive Technology Solutions
273 Ringwood Road
Freeville, NY 13068-9618

Phone/FAX: 607-539-3027 • Info@dreamms.org • www.dreamms.org

LAUREATE continued from page 9

Language-Hearing Association in 1980, was the Distinguished Visiting Scholar at Worcester State College in 1984, and was given an Alumni Achievement Award from Emerson College in 1995 for her outstanding contributions to the field of communication disorders. Most recently, Dr. Wilson received the 1996 TAM Leadership Award given for "exemplary vision and leadership in the application of technology and media for children, youth, and adults with disabilities."

Bernard J. Fox, M.S. (CCC-SLP) is the Vice President and co-founder of Laureate Learning Systems. He is a certified speech-language pathologist with broad clinical experience in service to persons with mental retardation, emotional disturbance, and learning disabilities, as well as considerable expertise in computer

technology and educational software design. Mr. Fox received his Bachelor's degree in Communication Disorders from the University of Massachusetts in 1976. Over the next several years, he worked as a Speech and Language Specialist at the Walter E. Fernald State School in Waltham, Massachusetts, Bedford Public Schools in Bedford, Massachusetts, and the C.A.S.E. Collaborative, Concord, Massachusetts. In 1979, Mr. Fox entered the graduate program in Communication Disorders at the University of Vermont and began working with Dr. Wilson, who shared his vision of using technology to improve the lives of persons with disabilities. He programmed the software for their 1980 Scientific Exhibit entitled *Computer Managed Language Diagnosis and Treatment* which won First Award for Excellence

of Presentation and Second Award for Scientific Merit at the American Speech-Language-Hearing Convention. After receiving his Master's degree, Mr. Fox continued computer applications work as a Program Coordinator in the Department of Communication Science and Disorders until the establishment of Laureate in 1982. The software Mr. Fox wrote while at the university provided the bases for an entire product line of language intervention programs that began with *First Words* and now includes over 50 titles which were co-authored with Dr. Wilson and produced and published by Laureate Learning Systems.

Contact Laureate at 110 East Spring Street, Winooski, VT 05404-1898, Phone: 800-562-6801, FAX: 802-655-4757, Web: www.LaureateLearning.com.

IntelliMouse Offers Choices

Source: Real Times, #37 Mar-May 1998

<<http://www.el.net/CAT>>

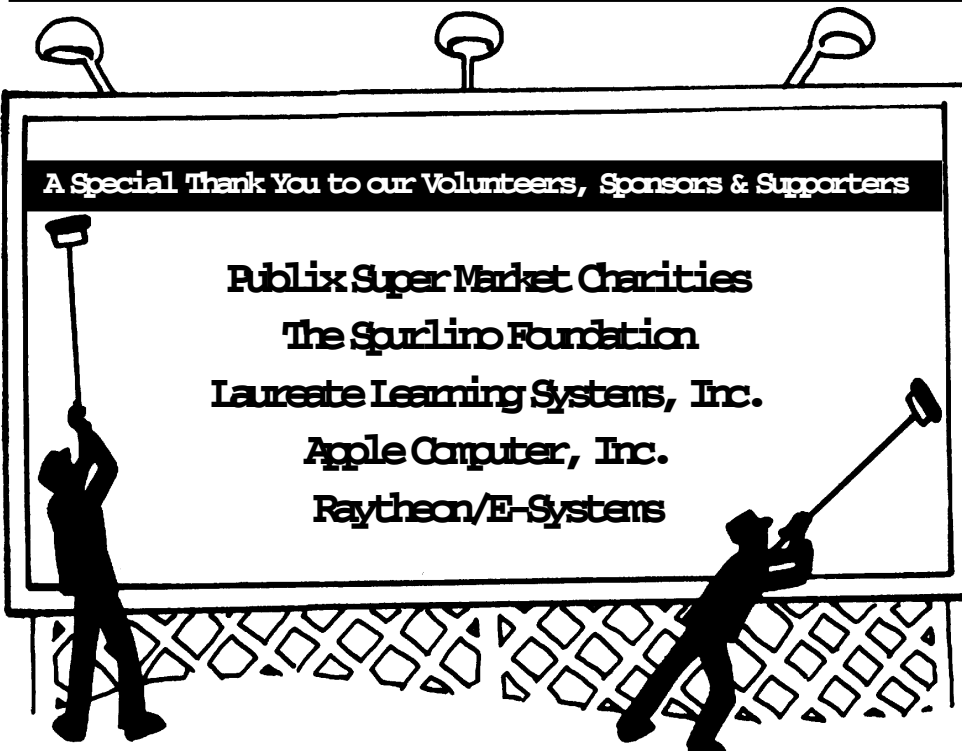
The Microsoft IntelliMouse for Windows looks like an ordinary mouse with the addition of a small wheel mounted between the two buttons. By rotating the wheel forward or back, the user can scroll up and down in a window without having to move the pointer to the scroll bar arrows.

Although this feature might be helpful for some people with disabilities, the real significance of the product for us lies in the software that comes with it. This software gives the mouse a number of valuable features.

The right and left mouse buttons can be switched, and holding down the button for a preset period of time causes that button be locked so that items can be dragged more easily. You can set the mouse pointer to slow down when you move over icons or buttons, making them easier to select, and the mouse can be programmed to

operate upside down or sideways. One feature allows you to move mouse off the right side of the screen and have it reappear on the left side of the screen, or to move the mouse off the bottom of the screen and have reappear at the top. This could be very helpful for people have difficulty moving the mouse all the way across the screen. For people who tend to lose track of the cursor, there is a feature that displays a series of con-centric circles around the pointer when the control key is pressed.

There are a number of other software features that make basic mouse use much more customizable. Additionally, (with the exception of the software features associated with the wheel on the mouse itself), this software can be used with other pointing devices. The Microsoft IntelliMouse is available in most computer stores for about \$70. Microsoft also sells a trackball with these features. §



Conferences & Events

Date: April 15 - 18, 1998

Council for Exceptional Children Annual Convention, Minneapolis, MN.

Contact: 1-888-CEC-SPED;
<http://www.cec.sped.org>

Date: May 3 - 6, 1998

Rehabilitation Technology Associates Training Symposium, Transitions, Salt Lake City, UT.

Contact: 304-766-2680, TDD: 304-766-2697, FAX: 304-766-2689, rta@rtc2.icdi.evu.edu, www.icdi.wvu.edu

Date: May 14 - 16, 1998

Colorado Assistive Technology Conference, Denver, CO

Contact: 800-255-3477 or 303-864-5100.

Date: May 29th, 1998

Assistive Technology '98, Boston, MA

Contact: 617-737-9495, TTY: 617-737-0081, FAX: 617-439-7701, www.matp.org/AT98.html

Date: June 22 - 24, 1998

NECC '98 National Educational Computing Conference, San Diego, CA
Contact: 541-346-6322, FAX: 541-346-2565,
necc@oregon.uoregon.edu,
<http://necc98.csusm.edu>

Minspeak Conference



Wooster, OH – Prentke Romich Company announces Minspeak Conference '98 "Celebrating the Success of Minspeak" on July 10 - 11, 1998, (Friday and Saturday) in Wooster, OH. The Minspeak Conference is the conference to attend for anyone who wants to learn about the most effective method of communication available for augmented communicators. This is the 11th U.S. Minspeak conference, and once again there will be opportunities to learn from clinicians, hear from device operators, and learn about new products. For more information, contact Trudi Blair at Prentke Romich Company, 800-262-1984 ext. 257, or tlb@prentrom.com or <http://www.prentrom.com>.

.....

Music From the Heart

Cleveland, OH - Music From the Heart announces a revolutionary new music product, usable by the tens of thousands of individuals whose speech is not understandable due to disability and who use electronic communication systems to produce synthetic speech. The new product is a computer disk

which contains 13 songs (in both male and female voice pitch range) about living effectively with disability and seeing disability in the healthy context of human diversity. This disk can be used in systems which are capable of loading text files from computer disk, and that use DECTalk speech synthesizers. AAC users will now be able to sing songs which are upbeat and positive, and strike universal chords. The songs are those contained in We're People First. Jeff Moyer's popular collection of songs widely used in homes and schools throughout the United States. The product was developed by Kevin Thomas of Fort Wayne, Indiana. Kevin's daughter, Angie, is a teenager with cerebral palsy who uses an AAC system. "There is nothing even remotely like this out there," Thomas stated. "Singing is an important type of human communication and this product, long-overdue, addresses that need." With We're People First-AAC Edition, AAC users will be able to sing with their classes, perform solo

works, and generally participate in the joyful community experience of shared music. Music From the Heart, 670 Radford Drive, Cleveland, Ohio 44143-1905, Contact: Jeff Moyer 888-323-0626, Email www.jeffinoyer.com, Fax 440-449-4652.

.....

APH President Receives Award

American Printing House for the Blind (APH) announces that Dr. Tuck Tinsley III, President of the APH, was the recent recipient of the Distinguished Alumni Award in Business and Industry, 1997. This award was conferred by the College of Education at Florida State University. Cited by the College of Education was Dr. Tinsley's "record of leadership and service to his profession and his community as President of the APH and as former Principal, administrator, and teacher at the Florida School for the Deaf and Blind". APH was founded in 1858 and is thenation's oldest and the world's largest nonprofit manufacturer for visually impaired people. APH's mission is to promote the independence of blind and visually impaired persons by providing the special media, tools, and materials needed for education and life.

 **DREAMMS**
for kids, Inc.
Assistive Technology Solutions
273 Ringwood Road • Freeville, NY 13068-9618

NON-PROFIT ORG.
U.S. POSTAGE
PAID
PERMIT NO. 13
FREEVILLE, NY