



DREAMMS
for kids

DIRECTIONS

Technology in Special Education

For Parents & Professionals

Vol. 2, No. 2

September 1995

Assistive Technology Potpourri

Educational Technology Conference & Expo '95

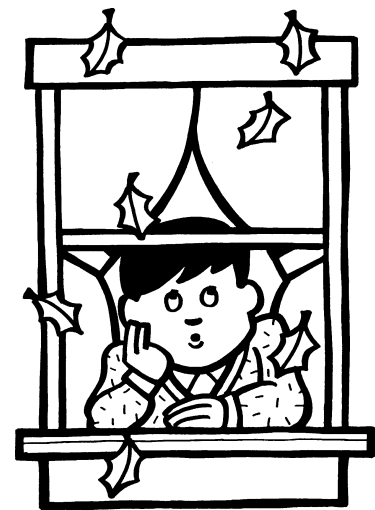
"Inclusion technology is the key to opening the door to access for children with special needs."

Opening Remarks...
Bettye Weir, Chief
Florida Bureau of Student Services
and Exceptional Education

- Event:** Educational Technology Conference & Expo '95
- Co-Sponsors:** LRP Publications and NASDSE
- Chaired by:** The Center for Technology in Education
- Setting:** Orlando FL's Buena Vista Palace,
(the finest Mickey-land has to offer!)
- Dates:** August 6-9, 1995

From the Opening Session with Gail Lieberman, IL State Director of Special Education and President of NASDSE (The National Association of State Directors of Special Education), through the Keynote Address with Willard R. Daggett from the International Center for Leadership in Education, Inc., and all the way to the last General Session focusing on Florida's Assistive Technology Educational Network hand's on lab, LRP's Conference and Expo '95 was first class and top rate!

Focusing on assistive, instructional and administrative technologies, Expo '95 provided an integrated program of general sessions and concurrent workshops, as well as ample networking opportunities. Experts in the educational and



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Software Review

Dr. Peet's Talk/Writer -- Macintosh CD Version

Dr. Peet's Talk/Writer from Hartley attempts to bridge the gap between regular and special education in a single software product. The program is recommended for grades K-12, and for all special needs learners regardless of physical or cognitive challenges.

System Requirements:

- Macintosh LC series or above running System 7.0 or greater
- CD-ROM, 12 inch color monitor or larger (or 256 colors/grays)
- 2.5 MB of available application memory & 2 MB hard disk

Installation and General Features:

We installed the software on a Mac Performa 637 CD for our test drive. We quickly discovered that great care was taken to assist learners every step of the way. Whenever you move the cursor onto one of the icons, *Talk/Writer* comes alive with a consistent verbal cue. "Press here to see letters", "Press here to find letters", "Press here to read words". No matter where you are, assistance is always there. A "double-touch" option lets visually challenged learners hunt and peck for letters on the keyboard with their ears, as well as their fingers. And, scanning is provided for physically challenged learners, either via the keyboard, or with single switch interfaces. A variety of text to speech options are available, including reading words, letters, punctuation, numbers, or the entire text. *Talk/Writer* also includes a talking spell checker that helps learners correct their emerging masterpiece.

ABC Discovery and *Talk/Writer* are two stand-alone programs that are included on the CD version.

ABC Discovery

This program contains four lessons: *ABC Song*, *Big Letters*, *Find Letters*, and *Write/Words*.

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DIRECTIONS

Technology in Special Education

ISSN: 1079-607X

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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 research and information clearinghouse. Annual home delivery subscription rate is \$14.95 U.S., \$17.95 Canadian, and \$24.95 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.

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Peanut butter and jelly make keyboards VERY sticky!
Invest in an inexpensive plastic keyboard cover!
You'll be glad you did !

Windows '95 in Special Need..

BY CHESTER HOSMER

Well, you guessed it, I didn't stand in line on August 24th to get my copy of Win '95, but then again, I've seen all but one of the first beta releases... and was almost thrown out of the Microsoft break out session at FATIC. I just asked if plug and play meant we would have to unplug our computers when Win '95 crashes instead of just pressing Ctrl-Alt-Delete to reboot. We'll... everyone else thought it was funny.

The one glimmer of hope from Windows '95 is Microsoft's commitment to make Win '95 the most accessible operating system ever. Microsoft has licensed core Off-Screen Model (OSM) technology from Henter-Joyce of St. Petersburg FL, developers of JAWS* (Job Access with Speech), a program that makes Windows accessible to people who are visually

impaired or blind. Simply put, the OSM component is utilized to provide individuals with disabilities direct access to information displayed on Windows-based computer screens. Microsoft plans to offer this technology to 3rd party developers to help reduce time to market and increase robustness and consistency across applications providing special access. Ted Henter, president of Henter-Joyce stated "This is one of the most important events in the history of computing for blind individuals".

Certainly the steps companies like Microsoft are taking to make computers and software more accessible for children with special needs will repeat the lessons others have learned with curbs, ramps, and hand rails. Special access provides improvements from which everyone can benefit.

Washington Update

House Issues Draft for IDEA Reforms

Excerpt from: CEC Today
Vol. 2, No.3, September 1995

On July 27, 1995, the House Committee on Economic and Educational Opportunities released a draft for reform of Parts A (administration), B (grants for states), and H (infants and toddlers) of the Individuals with Disabilities Education Act (IDEA). The reforms include recommendations for eligibility requirements, discipline procedures for students with disabilities, personnel standards exemptions, and factors for consideration in a child's Individualized Education Program (IEP) and placement. The draft also provides suggestions for dispute resolution and mediation, attorney fees, and regulations. Proposed changes to the IDEA discretionary programs will be released at a later date.

For more information on IDEA reauthorization, and how it affects you and your child, or for a full text copy of the above article, contact DREAMMS at 813.781.7711 and ask for the IDEA Tech Pak.

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CONFERENCE NEWS

Reprinted from various sources...

Date: 9/25 - 9/26
Event: Instruction, Inclusion and Technology
Location: Austin, TX
Contact: Technology & Inclusion, 512.280.7235

Date: 10/17 - 10/20
Event: Closing the Gap Conference
Location: Minneapolis, MN
Contact: Closing the Gap, 612.248.3294

Date: 10/31 - 11/3
Event: EDUCOM '95
Location: Portland, OR
Contact: Bill Graves, 202.872.4200

Assistive Technology Funding & Systems Change Project Notes

ASSISTIVE TECHNOLOGY AND THE IEP

**by Susan Goodman, Esq., Editor
AT Funding & Systems Change Proj.**

As the time of year approaches where Individualized Education Plans (IEPs) are written, we have devoted a section of our news to issues related to IEPs and how technology should be approached. Parents have the right, at every step of the process, to be a member of the planning team and to have extensive input. Parents can ultimately agree or disagree with the plan that's developed. They have the right, under IDEA (Individuals with Disabilities Education Act - Ed.), to challenge that plan or any aspect of it, and ultimately initiate administrative and legal action to enforce the rights of their child to a free, appropriate, public education.

Free -- Meaning No Cost to Parents

Free, as related to assistive technology, means the school district must provide AT devices and services, if appropriate, at no cost to the parent. "Free", as related to assistive technology, means that parents cannot be forced to buy devices themselves (cannot be sent a bill as is happening in some school districts); cannot be forced to pursue private insurance policies or other public funding. These rights have been explained in various policy letters from the Office of Special Education Programs (OSEP) which we have disseminated. The right for free (at no cost to the parents) services the child needs to benefit from his educational program, including assistive technology, has been repeatedly upheld in court cases, including cases heard by the U.S. Supreme Court.

Appropriate -- Meaning Appropriate

Appropriate, has also been a topic of a great deal of debate

and a great deal of litigation surrounding IDEA. Appropriate means a service a child needs to benefit from his/her educational program. Appropriate means proper assessment, including the right to be evaluated for needs related to technology in an appropriate setting with knowledgeable professionals and parent input. Appropriate means training for all personnel involved in the student's educational program on the correct use of the technology. This includes parents, teachers (regular as well as special education), speech therapists, and occupational therapists, for example. And, appropriate includes the right to take assistive technology home if the child needs it to benefit from his educational program. (1991 OSEP Policy Letter)

The presumption is that the child will attend classes in a regular education environment, and preferably attend the neighborhood school. And, the burden is on the school district to prove that the regular educational environment, even with the provision of supplemental aids and services is not beneficial to the child. These supplemental aids and related services, according to long-established law - 1990 policy letter issued by the Office of Special Education Programs and the 1990 amendments to IDEA, include assistive technology services and devices.

Public Education -- Appropriate *and* Beneficial

Public means in public schools or private schools (funded by the school district) if the IEP so determines. Education reiterates the notion that it must be appropriate and beneficial.

Despite the fact that these are clearly established rights and principles, parents may encounter school districts that may not acknowledge or conform to them. Or, disagreement may arise with respect to one part of the IEP. For example, you may be satisfied with the placement, teachers and other aspects of the

plan. If you feel that, however, your child needs technology to benefit from education, you may exercise your due process rights (right to hearing and appeal) with respect to that portion only of the education plan.

In all instances, parents should request the services needed by the child and be prepared to counter arguments raised with a refusal to acknowledge those needs. Use policy letters, letters from teachers, evaluators, outside specialists, others familiar with the child's needs, and the law to support your requests. If all else fails, you may request administrative review and, if necessary a due process hearing. Your school district must inform you of your rights under federal law.

If you need more assistance, contact your state Protection and Advocacy agency or your state Parent Training and Information Center. If you need more assistance, call the ATFSCP toll-free number at 1-800-827-0093 (voice) or 1-800-833-8272 (TDD).

By knowing your rights, having the proper knowledge, and with determination and clarity of focus, you can be a more effective advocate for your child.

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.

Editor's Note: DREAMMS is proud to have recently become an official information dissemination point for the UCP Assistive Technology Funding & Systems Change Project. It is our goal to provide information from their publications in each issue of *DIRECTIONS*.

New Speech Technology for Independence!

Finally, even Strangers hear and UNDERSTAND me! At last, a speech solution for people with imprecise articulation, dysarthria, or low-volume! This revolutionary, *patent-pending* new product helps clarify speech so even strangers can hear & understand! ESE's new battery-powered, portable system, ***The Speech Enhancer***, processes articulation and resonance for better intelligibility. We know this speech challenge is more than frustrating. Communication, especially with those other than family, is often the door to independence. The *Enhancer* opens that door with its unique, real-time speech processor. It is *very* effective, especially in noisy places: at school, the playground, cafeteria, in the van, at the mall, even at a rock concert, everywhere people need to be for a full, independent life.

My family doesn't have to interpret for me anymore! I have secrets with my new friends.

When I ask questions in class, the teacher knows what I say; Dad says my schoolwork will be better.

With my new Speech Enhancer, I got a great new job & they hear me, even in that noisy workshop!

This device motivates them to speak. Our students began talking NONSTOP! School Admin.

Rejection is not a problem; people always prefer to use their own voices! We replaced several communication boards. Funding was simple. Case Manager

I can't tell you what it means to us to overhear Diane giggling on the telephone, just like any other teenager! This has boosted her self-confidence more than we ever expected. Mother

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Part 2

A CASE STUDY...

“Creating a Home Personal Computer Learning Center

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

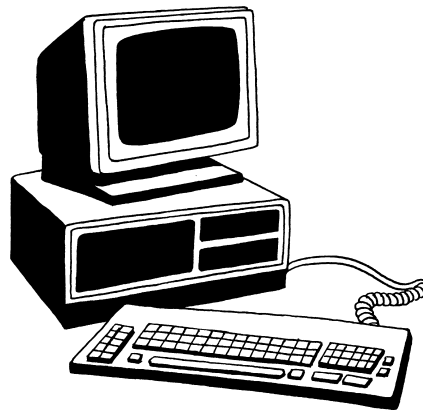
Part 1 was printed in last month's *DIRECTIONS*.

What Do the Experts Say?

A properly designed personal computer learning center can provide an excellent educational intervention tool for children with developmental disabilities. The UCLA intervention program staff in the Los Angeles Unified School District agree that computer related activities can positively impact four areas of development: Personal/Social, Language, Adaptive/Cognitive, and Motor. Personal/Social development focuses on self awareness and independence. A computer learning center promotes receptive and expressive language development by providing opportunities to learn and follow directions; respond vocally to stimulus; and identify pictures, situations, words, etc. Adaptive/Cognitive development is enhanced by improving attention to task, completing tasks, and developing emerging literacy and academic skills. Fine motor and gross motor development is promoted through the demands of head and body control, visual scanning skills, and eye-hand coordination while using the interface device to the software program.

Both IBM and Apple Computer companies publish literature regarding the use of computer by people with disabilities to promote the use of their hardware. Apple Computer's Special Education staff suggest that since computers can be

programmed, computer-aided instruction can significantly enhance the learning process and academic achievement of young children. Computer learning activities tend to increase learning, improve attention and personal involvement in tasks, and build student self esteem and confidence. Computer application software may help people with cognitive and language disabilities by “improving an existing skill that may be weakened by the disability, improving a related skill to compensate for the weakened skill, or by substituting a new skill for a missing ability.



Recently the Software Publishers Association commissioned a study conducted by Interactive Educational Systems Design to evaluate the effectiveness of interactive computer “edutainment” software over conventional learning methods. They found that software could speed learning up to 50% over the more traditional methods of teaching. Different people learn different ways. If a child is

verbal, they will learn from traditional verbal instruction or texts. However, studies show some children that don't learn verbally may understand the information when it is presented visually with auditory reinforcement. Children with developmental disabilities are often visual learners. An effective computer learning center provides an excellent environment to maximize the learning experience for them.

Hardware... What is Important?

Hardware selection is the first step in developing a computer learning center and probably the most difficult task. After the budget is established, the age old question must be answered. Apple or IBM? Price, ease of use, and software availability was a big factor in making this decision just a short time ago. However, hardware prices continue to fall with competition

CRISTIN ELIZABETH

By Chuck Palmer, Father of Cristin Elizabeth

for Young Children with Developmental Disabilities”

leveling this playing field. Software operating systems available today such as Microsoft Windows for IBM and compatible computers provides a similar “user friendly” interface as Apple Computer’s Macintosh operating software.

So what to buy? Parents should consider following the lead of your local school district. If your local school uses Apple, then buy apple. If IBM is the vendor of choice, then you should consider purchasing IBM. Both systems provide an excellent platform for a home learning center. However, Apple product lines have built in auditory sound, where IBM compatible computer have separate sound hardware that usually must be purchased separately. This is not a significant problem, but must be considered when comparing cost.

Cristin’s computer is an Apple Macintosh. Although it was purchased some time ago, we would purchase another Apple if we were to buy today. Cristin’s home elementary school, as well as the entire school district continues to invest in Apple technology. Everything Cristin learns on her computer at home is directly applicable to her school computers, a big advantage for the child who needs extra help in learning new things. Apple’s Macintosh file management system is also easier to use and understand than current IBM compatible operating systems. Cristin has her own program file folder, allowing her to readily select her software portfolio and program activities without assistance. (Note: Current PC technology, with the release of Windows ‘95, provides user access similar to Macintosh. - Ed.)

Hardware and software that makes a learning center functional are definitely interdependent. A little strategic planning at the time of your hardware purchase will pay off when you are ready to use the latest educational software program on the market. Key technical characteristics for an effective learning center must be established before any investment is made in software programs. Although many configurations and com-

promises can be made in hardware, the following represents the hardware characteristics we have found compatible with the most effective interactive software available today:

Computer Hardware Platform - Apple Macintosh LCII, LCiii, Performa Series or higher upgraded models are necessary to run today’s highly interactive, graphical programs. If IBM compatibles are used, a 386 or higher is suggested.

Memory - Graphics and sound enable the highly interactive qualities of effective software programs. These programs require 6 megabytes or more of system Random Access Memory (RAM) to execute effectively. RAM can be added to most computer platforms, if needed for more advanced software, or operating system.

Hard Disk Capacity - Highly interactive, colorful, animated software programs require a hard disk. These programs also consume significant disk space, often 10-15 megabytes of hard disk space for today’s software. An effective cost saving strategy is to originally purchase a smaller disk with plans to upgrade to a larger disk as additional software is added.

Monitors/Video Display - Standard Apple Macintosh color monitors provide excellent graphics, taking full advantage of the most advanced animated software currently on the market. A minimum size of 13 inches is recommended. If IBM compatible hardware is used, be sure to purchase a color VGA or higher graphic standard for best resolution.

Input Devices - Standard input devices including keyboards and mice are usually purchased with the computer platform as a package. Cristin immediately mastered the mouse as her input device for her software. However, parents and practitioners must evaluate the physical capabilities of their child,

Continued on Page 9



DREAMMS Online

BY CHESTER HOSMER

Special List Servers

What are list servers and how can I use them?

Well.. a list server is a special e-mail post office box that lets you send and receive mail from anyone that registers with the post office.

There are literally thousands of list servers on virtually every known topic from apple growers to Zen Buddhists. To use them you simply subscribe to the list and wait for the mail to roll in. Let's say you subscribed to the list named L-HCAP, which is the Handicapped Digest. Whenever anyone sends mail to the list you automatically receive it, and when you send mail to the list everyone who is registered gets it.

How to Subscribe

How exactly do I subscribe and what are the costs?

That's easy! You simply create an Internet e-mail message, address it to listserv@listserv.net, and type the phrase SUBSCRIBE LISTNAME FIRST NAME LAST NAME. Where LISTNAME is the list that you want, and FIRST NAME AND LAST NAME is your real name. Here is an example. If I wanted to subscribe to VAT-L (Vendors of Adaptive Tech), and AUTISM, I would do the following:

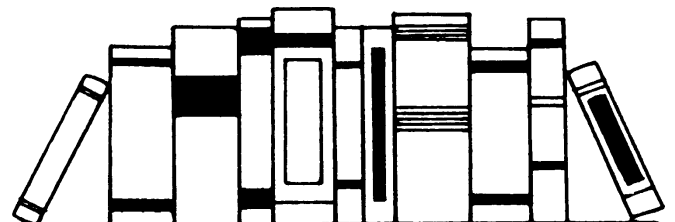
TO: listserv@listserv.net

SUBSCRIBE VAT-L CHESTER HOSMER
SUBSCRIBE AUTISM CHESTER HOSMER

Then just send the message. You will get a confirmation back from the list server, usually within a few hours. In addition, you can send a couple of other interesting commands to the list server. They are: `LISTSERV REFCARD` and `LISTSERV LISTS`. The `REFCARD` command will send you back an e-mail that will contain all available list server commands, and

`LISTS` returns a list of titles with a detailed description of what they relate to.

Finally here are some list servers of interest: ADA LAW, ADAPT-L, AUTISM, BLIND-L, DEAF-L, DSSHE-L, EASI, L-HCAP, LDLIST, MOBILITY, RESNA, SPECIAL NEEDS, VAT-L. One final tip, when replying to a message that you receive from a list server, make sure you address the response to the person you wish to respond to, not the list server. Otherwise, your private response will be sent to the **entire** list. If you have any questions or comments you can reach me by e-mail at either DREAMMS@ix.netcom.com, or DREAMMS@aol.com. Happy Surfing till next month!



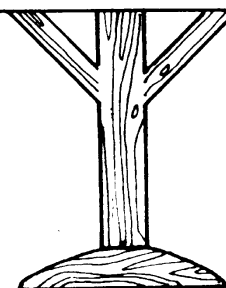
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Continued from Page 7

matching the device to the child's capabilities. Many alternative input devices are available to accommodate any disability. Touchscreens, alternative keyboards, and single switch devices are most often used for young children with physical disabilities.

Sound Input/Output - Cristin loves the lifelike speech and sound on her Macintosh. No additional hardware is necessary to take advantage of the sound features of software. (Note: Most PCs sold today are multimedia packages and include sound cards. -Ed)

Printers - Showing off real materials really boosts confidence and self esteem. Cristin takes a lot of pride in printing her word processing and painting work to show off and give to others. She uses a graphics capable of black and white Ink Jet printer to print her artwork. She will often color or write on the copy before she includes it in a journal, or gives it to friends.

Multimedia CD ROM - Many outstanding interactive story books and picture/movie references are available only on CD-ROM. These disks that look just like audio CD disks, must be played with a special drive called a CD ROM disk drive. Cristin loves to "read" and explore several outstanding programs available on CD-ROM.

Editor's Note: Be sure to catch next month's issue when Mr. Palmer talks about positioning, software and facilitation.



Disability Related Product Catalogs

Special Needs Project Catalog (Miscellaneous Products) 800.333.6867

Duxbury Systems Product Catalog (Braille Software) 508.486.9766

KY Enterprises (Environmental Control Products) 310.433.5244

Crestwood Company (Miscellaneous Adapted Products) 414.352.5678

Special Times (Special Education Software) 800.637.0047

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MAINSTREAM

Magazine for the Able-Disabled

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

- Laura Nelson, OTR



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

- Darren J. Roberts,
Staff Supervisor

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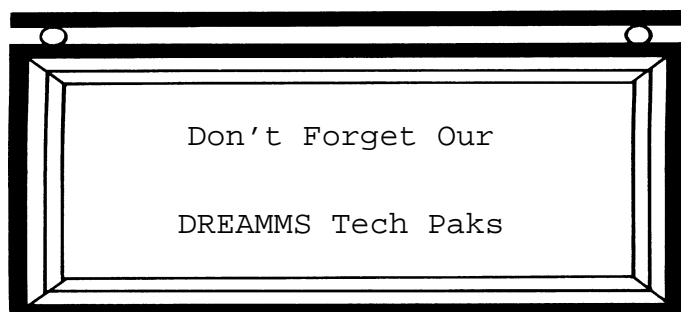
assistive technology fields discussed the latest application, research, funding, training, and legal challenges surrounding the use of technology in special education.

Expo '95, geared toward educational professionals, service providers, and special education practitioners, brought individuals from around the country to share their expertise in areas such as: Interagency Collaboration; Assessing Student Need for Assistive Technology; Technology and Inclusion; Autism and Assistive Technology; IDEA Requirements and Policy Interpretations; and Mobilizing Support to Obtain Technology.

Exhibitors from a wide variety of related disciplines offered friendly, individual assistance and tips on the use and application of their products and services. Some exhibitors were: Hach Associates, IntelliTools, Enabling Technologies, MAINSTREAM Magazine, Cochlear, and Connections Unlimited.

LRP Publications, an education and legal publisher, based in Horsham, PA, and NASDSE joined forces to present a first rate, informative, and professional premier conference for all special education stakeholders. It's wonderful to experience what can be accomplished when some of our most creative minds and talents get together to work to pave the way for our children with special needs.

We're certainly looking forward to the '96 version of the Educational Technology Conference & Expo!



Continued from Page 2

ABC Song automatically displays letters along with a realistic full-color picture (i.e., A for Airplane and Z for Zebra). In the *Big Letters* lesson, the learner selects keys from a keyboard or special device. The key selected is displayed and spoken, and a picture of the object beginning with that letter is shown. *Find Letters* challenges the student by prompting them to type the letter that is spoken. Finally *Write/Words* allows learners to type words, sentences, or short, one page stories. The computer will speak letters, words, name punctuation, and full sentences. We tested *Write/Words* with the following sentence. "I have 1142 baseball cards in my collection (some are my dads)". This was spoken by the talking word processor as "I have one thousand forty two baseball cards in my collection open parenthesis some are my dads close parenthesis" We were impressed! It even recognized ampersand, dollar sign, percent, braces, plus, minus, and all the rest of the special characters! We feel that *Write/Words* provides a great transition from ABC Discovery to the full featured *Talk/Writer*.

Talk/Writer

Talk/Writer is a fully functional word processor that allows learners to create, listen, edit, and build full stories on their own. *Talk/Writer* has a talking spell checker, scanning routines, the double-touch feature for visually challenged learners, single switch support for physically challenged learners, and configurable speech synthesis for varying cognitive abilities. The neat part is that you just start typing! As you type, the word processor says every letter, every word, and every sentence right along with you. If you activate the spell checker, it automatically scans your story and finds those nasty misspelled words, says the word out loud, and even offers up suggestions.

Hartley has truly bridged the gap and provided a tool that serves early readers and special needs equally well. *Talk/Writer* is available from Hartley Courseware, 3451 Dunckel Road, Ste. 200, Lansing, MI 48911-4216, 1-800-248-1380.

Marketplace

ABC FUNWARE

Large buttons, colorful screens, simple straightforward letters & objects! Allows for easy interaction with the computer! Kids love it! Human voice speaks letters and words! Sound card recommended, but not required. PC Windows.

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My Dear Friends,

9/95

September has always been a time of reflection for me. Like the little guy on our cover this month, I could sit and watch the leaves fall for hours and hours... thinking... it's all changing again... isn't it amazing how everything gets ready to start again !!

The change of seasons, for many, I would hope signifies not just the end of a season, moving toward year's end... but the beginning of another that promises to hold exciting and wonderful new adventures!

I believe that the application of computers, electronic gadgets, and technology in general brings a bright new beginning for our children with special needs. Sure, a computer in itself won't "fix" anything, it certainly can't teach all by itself, but used as a learning tool by a teacher, therapist, parent, or care giver with high expectations, excitement, and lots of love and creativity, it can make wonderful things happen!

Stories come alive, screens burst with color, people and animated characters talk and sing... and not just by themselves either, but with the coaxing and anticipatory touch that only a child can give. The interaction that takes place between child and machine is truly magical! And the opportunity for growth, learning and empowerment grows nearer and nearer with each tentative touch.

As always... My Kindest Personal Regards,

Janet

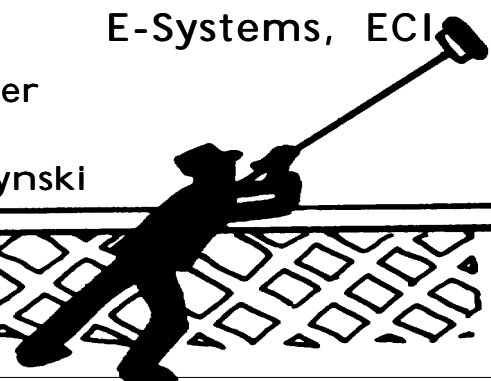
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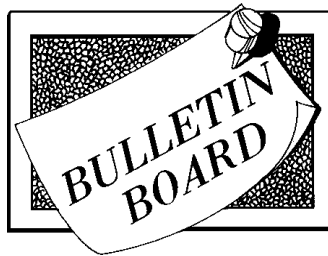


Makin' Windows Talk...

JAWS (Job Access with Speech) released in January of this year, is getting rave reviews. JAWS for Windows, a PC and Windows based screen reader is available in the form of a timed evaluation. This limited offer includes the JFW software, six cassette tape training tutorial, and both print and disk versions of the manuals. The software in this package is fully functional -- there are no performance limitations. The timed evaluation software can be used for 60 days from the date of installation, and can be converted to permanent (licensed) software through a simple telephone procedure. (*Henter-Joyce 800.336.5658*)

Internet in the Classroom

Classroom Connect, the premier Internet newsletter for K-12 educators, announced the debut in June of its first Yearbook edition at the 1995 National Educational Computing Conference (NECC) in Baltimore. In response to overwhelming requests from educators, the Lancaster County based company is offering a complete set of Classroom Connect issues to date - from the Premier issue through the jumbo Summer 95 issue. The yearbook is available in a convenient 3-ring binder format for \$29.95 or a durable hardcover edition for \$39.95. (*Classroom Connect 800.638.1639*)



Discriminating Between Sounds

Cochlear Corporation is pleased to announce the introduction of its new rehabilitation product, Foundations in Speech Perception (FSP). This computer software package has been designed so that children with a hearing loss can independently enjoy learning to discriminate between important speech sounds. Parents, teachers and therapists will find the program especially beneficial as a supplement to a child's therapy program and particularly helpful to children who use Cochlear implants. (*Cochlear Corporation 303.790.9010*)

Games Galore for kidBoard

kidBoard, Inc., announces four new games for use with their kidBoard PC keyboard. The four new games include Simon Says, Letter Legs, ABC Highway, and CyberSkate. Each game hones your child's keyboard skills while making their time on the computer lots of fun. If you are a registered user of the kidBoard, the price for all four is only \$14.95 plus \$3.00 shipping and handling. (*kidBoard 800.926.3066*)

More Windows Solutions

The WinMini Keyboard from TASH is for people with fine motor skills who find that the PC keyboard is too large and mouse control is awkward. The WinMini provides all keyboard and mouse functions in a small size with an extremely light touch. And, it plugs directly into your computer! Standard QWERTY and "frequency-of-use" style layouts are available.

The TASH MouseMover for PC allows you to use five single switches or a joystick to control all the functions of the mouse. Available for PC or Mac. (*TASH, Inc. 800.463.5685*)

Digitized and Synthesized Speech in Same Product

Prentke Romich Company has just introduced its newest speech-output communication device. Delta Talker offers a number of features that make it appropriate for a wide range of people, including the ability to generate both digitized & synthesized speech. DeltaTalker can be accessed either by pressing keys, switch-activated scanning, or optical pointing. It can be configured with 8, 32, or 128 locations. Optional infrared capabilities, (available in early 1996) will permit someone to operate the TV, VCR, or other remotely controlled item. (*Prentke Romich 800.262.1984*)