DIRECTIONS

Technology in Special Education

Vol. 3, No. 6 **January 1997**

The Web & Online Services

INTERNET RESOURCES VIA NETSCAPE FOR TEACHERS OF SPECIAL NEEDS STUDENTS PREPARING TRANSITION TO LIFE/WORK PROGRAMS - Part 1

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Editor's Note: This article can be found online at http://www.dreamms.org. All web addresses found here are available through the online version. Figures can also be generated by selecting the appropriate options from the search engines.

During the last 5 years I have taught undergraduate and graduate courses in which students, usually adult full time teachers of special needs students, were shown and searched for resources for teaching special needs students and administering programs. Initially these resources were located by traditional means such as in professional journals, library research, searches of ERIC resources via computer or in The ERIC Review, Technological Horizons in Education Journal (THE), plus commercial catalogs such as Special Choices: Special Education Software Selected for Jr. High-Adult. This searching has now been altered almost completely by using the INTERNET.

This article has been written to alert teachers and administrators of the vast amount of useful information available on the Internet. In 15 minutes or less a person can be taught how to successfully access this information. In every case after the initial 15 minutes I can walk away from the students (to the other side of the room). They are so intent on searching they do not even know that I have left. One or two hours later they look up to comment, "There is a lot I can use."

Do not hesitate to use the Internet. If your school does not have such service, there are community colleges within commuting distance for 90% of the population. Go into the library of your community college, sit down in front of a computer labeled for Internet use, look for the directions which

Please see INTERNET on Page 3

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My Dear Friends, 1/97

Have you been to a bookstore lately? Actually, even the magazine section in your local grocery store will do... Look at the titles on the computer magazines, or check out the shelves holding the "Internet" or "Web" books in the bookstore. You'll be amazed at the literally hundreds of books and magazines dedicated to the subject of "THE WEB"! ...It's here to stay folks... and the sooner you get yourself connected, the sooner you'll be able to tap into the incredible (almost unbelievable) amount of information that is "out there" in cyberspace.

The World Wide Web has become the focal point of many conversations and discussions today. Its growth, use and acceptance keep many promoters and detractors busy as they report the newest regulation or turning point. One thing everyone agrees upon however is that there is a tremendous amount of information to be found. Try to think of the Web as a giant reference encyclopedia that is updated in near real-time, and provides almost instantaneous planet wide searching capabilities. And it's an environment that can keep you interested for hours upon hours! You never know what you'll find as you jump from page to page around the world!

If you're unsure of where to start, why don't you buy a "how-to" book about the Web. Before you know it, you'll be out there with the best of them "surfing" your way from one link to another. It's really worth the ride.

By the way our *new* Web address is: http://www.dreamms.org

Come on and visit-you'll find lots of great stuff!

As always, my kindest regards

Janet

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 service agency and 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.

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INTERNET Continued from Page 1

are usually printed on a large card next to the computer, and begin your adventure. The librarian will be happy to help you, at least, this has been my experience as I traveled across the country in some states such as Pennsylvania, Michigan, Missouri, New Jersey, Illinois, New York, Indiana, etc. Now some sources!

The Federal Resource Center for Special Education (FRC)

Perhaps the first source that should be examined is The Federal Resource Center for Special Education (FRC). The Internet address for this is http://www.aed.org/special.ed/frc.html. When you turn on the computer and locate the home page for NETSCAPE simply type in this address in the box labeled Location. (Note, do not type a period after html in the box.)

What is FRC? As stated by FRC (see Figure 1) this is a network for providing assistance including information, services, programs information, linking research and practice, and custom designed services for every customer. The FRC helps the U.S. Department of Education Office of Special Education Programs with the work of the 6 regional resource centers

Internet Resources for Educators

Figure 2 contains the introduction to Internet Resources for Special Educators and the table of contents, address http://www.mordor.com/wader/sped.htm. (Note, there is no l placed after htm as is done in most addresses). When on the Internet you can access each item in the table of contents, simply by placing the arrow on the item and clicking the left key on the mouse once, and read, for example, legislation, lesson plans, teacher guides, etc. Note, one of the items is labeled Search Engines. An engine is nothing more than a card index to the sources available via one source. There are many engines that you will want to examine such as Excite, Infoseek, Lycos, Yahoo, Magellan, etc. because each contains some different information than the others. Before presenting other resources, engines will be explained.

Engines

Figures one and three are illustrations of the first page on the screen of the home page of NETSCAPE when you place arrow on either Net Search or Net Directory and click the mouse once on the left side key. Searching

Please see INTERNET on Page 7

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ATFSCP Notes

The Assistive Technology Funding and Systems Change Project

IDEA REAUTHORIZATION - WHAT NEXT?

By Susan Goodman, Esq., November 1996

The l04th Congress adjourned without reauthorizing the Individuals with Disabilities Education Act (IDEA). This means that students' rights to receive services will continue as required by the current law, at least in the short term. In order to advocate for students effectively, it is instructive to summarize some of the proposed changes.

There were several potentially excellent improvements to IDEA that would have enhanced educational outcomes for students with disabilities in the House and Senate re-authorization bills. However, there were also issues of significant concern to many disability advocates around the country.

A proposed compromise that was ultimately rejected would have removed the requirement from the bill that specifically called for consideration of assistive technology devices and services when an Individualized Education Plan (IEP) is being developed. This action would have significant impact on years of progress toward the goal of leveling the playing field for students with disabilities with appropriate AT devices and a services in the schools.

Other important issues included:

*removal of students from their present educational placement to an alternative placement, if a subjective determination of "seriously disruptive behavior" was made. ("Seriously disruptive behavior" was defined broadly and could be interpreted to mean, for instance, behavior that created "serious emotional injury" for school personnel or other students);

*cessation of ALL educational services for some students with disabilities; and

*measures that would affect parents' rights to recover legal fees for attorneys representing their child.

Some confusion exists about the need to reauthorize IDEA. Part B of IDEA is permanently authorized. This is the part of IDEA that provides for a free appropriate public education in the least restrictive environment, with supplemental aids and related services. Part B also includes extensive due process protections for students.

The funds for discretionary programs, Parts C through I (e.g., personnel preparation, Parent Training and Information Centers, information clearinghouses, research programs, the Part H program for infants and toddlers and their families) needs to be reauthorized on a set schedule, typically every three to five years. This means that an appropriation of funds needs to me made by Congress for these programs or they cannot continue. Since the time for reauthorization of these projects and programs has expired, funding for discretionary programs is continuing. IDEA will be on the Congressional agenda when the next session begins in 1997. Several Congressional staff members have remarked that parents and advocates have not made their voices heard on critical IDEA issues. It is very important that parents keep themselves informed about what is happening with the federal law. Parents should form coalitions with other parents to ensure that services and opportunities for students are enhanced, not drastically reduced.

In addition, parents should be ever vigilant in documenting the school district's refusal to provide services. They should use, as necessary, the due process procedures written into the law to provide parents a means to challenge the school districts' failure to provide appropriate services. The student's right to receive a free appropriate public education, with the necessary supplemental aids and related services, is still the law!

ACTION STEPS

As stated, Congress has concluded this session. A new Congress will convene in January. The things you should do when Congress reconvenes include:

*Keep informed about the latest events in Washington using multiple sources of information. Some sources you may wish to consider include: your

Senator or Congressman's local office; the state or local chapter of a parent or consumer organization in which you are involved (e.g., UCP, the Arc, Parent Training and Information Center, or online resources).

*Evaluate the information you receive carefully. If something does not make sense to you, do further research.

*If students are being denied services to which they are entitled by law, use the media to let the public know what is happening.

*Educate and update your organization's members and others about current activity .

*If your Senator or Congressman is a member of the Senate Labor and Human Resources subcommittee on Disability Policy, call and ask if a bill has been introduced and request a copy. The number is (202) 224-5024. To get a bill number or obtain a copy of the House of Representatives version, call the Committee on Economic and Educational Opportunities at (202) 225-4521.

*Ask questions about specific sections of the bill in which you are interested. Below are some examples of questions you may want to ask:

Has the section referring to assistive technology devices and services been modified?

Do parents have any rights to recover attorney fees?

Can the school district change my child's placement without a hearing?

This is an important time in the life of IDEA - stay interested and involved.

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. DOE of the opinions expressed herein should be inferred.§

Conferences & Events

Date: January 23-24
Event: Sixth symposium on Literacy & Developmental Disabilities
Location: Durham, NC
Information: 919-684-6271

Date: January 23-25
Event: 13th Annual Seating symposium: Seating & Mobility for People with Disabilities
Location: Pittsburgh, PA
Information: 412-647-9541

Date: February 13 15
Event: Special Education Technology for the Next Century
Location: San Jose, CA
Information: 510-658-0119

Date: February 13 - 15
Event: Int l Computing & Instructional Technology Exposition (InCITE 97)
Location: Albuquerque, NM
Information: 202-347-7839

DIRECTIONS
Technology in Special Education

Back Issues Available

January '95- Assistive Tech Intro -Part I
February '95- Assistive Tech Intro -Part II
March '95- Assistive Tech Intro -Part III
April '95 -What is a Conference?
May '95 -Adaptive Output Devices
June July '95 -Augmentative Communication
August '95 -Hearing & Vision Aids
September '95 -Assistive Tech Potpourri
October '95- Funding Assistive Technology
November '95- Special Toys
December '95 -World Wide Web
January '96 -Adapted Keyboards
February '96- Voice 1/0 and Software
March '96 Communications
April '96 -Transition
May '96 -Using Switches
June July '96 -The Year in Review
August '96- Technology in the Classroom
September '96 -Communication Devices
October '96- Adapting Toys & Games

Each issue is filled with valuable assistive technology information and tips, along with product information and news. Please send $2.50 (check, PO, Visa or MasterCard) for each issue requested along with your name and address to:

DIRECTIONS Back Issues
DREAMMS for Kids, Inc.
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E-Mail: DREAMMS@aol.com
Web: http:/ /users.aol.com/dreamms/

Getting Started with Online Services

From Edmark's Education Team

There are many online services to choose from, each offering different areas of access, pricing structures and options. Most services offer free or moderately priced starter kits that include a few free hours of service as a way to get acquainted.

What You Need

To begin using an online service, you will need a computer, modem, telephone line and an online service software kit. Most personal computers support modems and online service software, and the service's system requirements are listed on the kit. You can buy an external modem and attach it to your computer, or you may choose an internal modem. (Most newer computers come with internal modems already installed.) Your dealer can advise you about types and needs. Your regular telephone line will do, unless your usage rises to such a level that you decide to add another line.

Choosing a Service

Decide the purposes for which you plan to use an online service, being sure to consider the needs and interests of adults as well as children in the family. Sometimes, business or hobby needs will clearly defme the best service for a family. Some families subscribe to more than one service to meet the needs of different family members. Here, we focus particularly on those features that pertain to children.

We recommend that you choose a service that offers a flat monthly fee which allows unlimited use of certain features and perhaps a set number of hours on the service per month. Most services also charge extra fees for additional hours on the service and for access to certain data or information.

If you have young children, we suggest you look for a service that allows you to block access to certain adult-oriented areas. Both America Online and Prodigy offer some version of this option, and more services are adding this feature. (Use the phone numbers at the end of this article to fmd out more about this feature.) For young children, we also recommend that you choose a service that has a graphical user interface and that can be easily navigated. Children lose interest quickly if they have to spend too much time waiting or finding their way to an area of interest.

Multiple Accounts & Passwords

Another important feature is the ability to have multiple account names for a single subscriber fee. Your family will appreciate this feature for several reasons. Individual family members can have their own account name, and receive and send their own mail. Adults and children will want to know when they have unread mail, and individual notification is not possible if all incoming mail is under just one account name. Children get very excited when they have mail, and the thrill of the anticipation is reduced if someone else opened their mail for them. Finally, adults may want to keep their mail private, and separate passworded accounts allow parents to do this.

Children will want passwords for their accounts, too. Be sure to encourage your child to choose an easily remembered password. If you and your child have agreed that you will have access to his or hew account as part of your supervision, you should choose a password you both will remember.

Popular Online Services

America Online
8619 Westwood Center Drive
Vienna, V A 22182
800-827-6364

CompuServe
5000 Arlington Center Blvd.
Columbus, OH 43220
800-848-8199

GEnie
General Electric Information Svcs.
GEnie Client Relations
P.O. Box 6403
Rockville, MD 20849
800-638-9636

Prodigy
445 Hamilton Ave.
White Plains, NY 10601
800-776-0845

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can be done using either system. Note that Net Search statement, "If you are trying to find a particular site or document on the Internet..." and Net Directory statement "If you would like to explore the Internet by topic…" If you already have an address such as one given for FRC or know the name of and organization use Net Search. If you need to search by topic use the Net Directory.

To give an idea of the information available in these engines, searches were made using the terms *school to work for special needs students*, *vocational education for special education students.* You should use the same term, but I wanted some variety for this article and to give as many useful sources as possible for transition to life/work.

Excite

Figure 5 is the first 2 pages of a search of Excite containing 10 sources. There are 2,995,154 documents that pertain to the search term *school to work for special needs students.* The percentage on each source is a statistical indicator for the relevance to the search term. You could examine each of these in detail by simply using the arrow and mouse to have these displayed or you could use the URL (address). If I were a special education teacher trying to help students in the school to work transition, I would certainly examine the 576 Strategies for Parent-Teacher Cooperation/Special Needs Students, Vocational Education for Special Education Students, and Yahoo-Special Education Employment.

Infoseek

Figure 6 is the first 2 pages of the sources found in Infoseek. There are 277,093 sources for the term *vocational education for special needs students* .

There is information on a variety of topics, i.e., strategies for students at risk, college home pages, U.S. Department of Education regulations, entrepreneurship, apprenticeship, and vocational education curriculum resources for school to work/tech prep.

Lycos

A search of the engine Lycos using) the term *school to work* yielded 46 items, 8 which are shown in Figure 7. These sources range from reviews of programs, state progress reports to strategies for school to work.

Yahoo

In the Yahoo engine a search using the term *vocational special needs* yielded only one item. Using Infoseek and the same term yielded 277,093. This search illustrates a great difference that may be found by using different engines for searches using the same term. Yahoo is a great source for information on special education. A search using the term *special education* yielded 382 sources (Figure 8). §

Look for Part 2 of this article in next month's DIRECTIONS.

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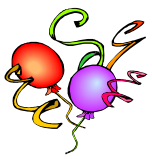

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THE DREAM GOES ON! From Vision to Reality

The Florida Assistive Technology Impact Conference invites proposals for the *Sixth Annual Florida Assistive Technology Impact Conference* (FATIC). FATIC '97 will be held October 16-19, 1997 at the Sheraton World Resort in Orlando, Florida. The conference started in 1992 with 457 participants from the State of Florida and included 62 informative sessions. By 1996, the conference had grown to an attendance of 3,613 participants from *around the world* with 197 sessions and hands-on workshops. This year, FATIC promises to exceed all expectations due to an unprecedented collaboration between the Florida Federation of the Council for Exceptional Children, the Florida Federation Technology and Media Division of CEC, and DREAMMS for Kids, Inc. This will be a major event! Be a part of it!

Conference Purpose

FATIC '97 will target teachers, parents, consumers, rehabilitation agencies, researchers, administrators, and other decision-making groups, and will:

- provide for staff development in the effective and appropriate uses of adaptive and assistive devices;
- provide for the establishment and use of existing networks for the exchange of information related to the uses of adaptive/assistive technology and associated research;
- provide for the promotion of partnerships with supportive business, industries and other organizations; and
- have manufacturers of adaptive and assistive devices and software represented at the Hands-On Expo.

Proposal Topics

FATIC '97 will focus on research, implications and uses of assistive technology to facilitate the inclusion of at risk children, vocational rehabilitation, sensory, physical, mental, speech and language, and emotional impairments.

Proposal Format

For full consideration, all proposals should follow the prescribed format which includes:

- completion of the proposal on the approved application form;
- a 70 character or less session title; and
- a separate 100-200 word description of the presentation.

Reminders

- Check the appropriate type of presentation.
- Check the length of presentation.
- FATIC '97 can only supply to presenters the equipment listed on the application to present. Any additional equipment is the responsibility of the presenter.
- If selected, the main presenter will be responsible for supplying a computerized version of their paper and abstract for inclusion in the conference proceedings.

Application to Present

October 16-19, 1997
Sheraton World Resort
Orlando, Florida

THE DREAM GOES ON!
From Vision to Reality

To be held in conjunction with the
Florida Federation Council for Exceptional Children
1997 Annual Conference

FATIC is sponsored in part by
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Artwork by
John Ringleb

Instructions: **Please TYPE all information submitted with this application.**
Applications must be received by April 4, 1997. If one or more presenters is a vendor, the presentation will be listed as a vendor presentation in the conference program.
For more information contact Mary A. Stoltz, CMP, (813) 781-1239, e-mail: 104325.74@compuserve.com

MAIN PRESENTER
(Vendor: Yes____ No____)
Name (Mr. Ms. Dr.) _____
Title _____
School/Dept./Office _____
District/Institution/Business _____
Address _____
City _____ State ____ Zip _____
Business Phone _____
Home Phone _____
FAX _____ E-MAIL _____

There can be no more than 3 presenters per session. All presenters must be listed on this application form. Registration will be waived for presenters.

APPLICANTS WILL BE NOTIFIED BY MAY 16, 1997. Confirmations will be mailed to MAIN presenters only. Please keep a copy of this application. Applications must be received by APRIL 4, 1997.

CO-PRESENTER ONE *(if applicable)*
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(Vendor: Yes ____ No ____)
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SESSION TITLE *(must be completed)* Type up to 70 characters.

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SESSION DESCRIPTION
1. Please type a 25 word description below to be used in promotional materials.
2. Attach a separate description of at least 100 words and not more than 200 words in length. The program committee will evaluate your presentation based on the 100-200 word description provided with this application. Do not send additional session materials with this application.

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Primary Subject of Presentation
(please be specific; if more than one is applicable, rate 1, 2, 3):

- ☐ alternative devices
- ☐ augmentative communication
- ☐ assessment/evaluation
- ☐ assistive technology implementation
- ☐ cognitive redevelopment
- ☐ curriculum development/implementation
- ☐ funding issues
- ☐ inclusion through technology
- ☐ IEP/IPP/instructional management
- ☐ instructional technology implementation
- ☐ language development
- ☐ learning styles
- ☐ policy and planning
- ☐ product development
- ☐ research
- ☐ screen alternatives (braille/large print/speech output)
- ☐ telecommunications
- ☐ transition
- ☐ vocational/job training/job accommodation
- ☐ other (please state):

Primary Focus of Presentation
(please be specific; if more than one is applicable, rate 1, 2, 3):

- ☐ at risk children
- ☐ Deaf/Hard of Hearing
- ☐ dual sensory impaired
- ☐ emotionally impaired
- ☐ mentally impaired
- ☐ multiply impaired
- ☐ specific learning disabilities
- ☐ speech/language impaired
- ☐ traumatic brain injury
- ☐ visually impaired/blind
- ☐ vocational rehabilitation
- ☐ physically impaired
- ☐ preschool skill level
- ☐ kindergarten-grade 6 skill level
- ☐ grades 7-12 skill level
- ☐ adult skill level
- ☐ parents
- ☐ administration

Type of Presentation ☐ **Beginner** ☐ **Intermediate** ☐ **Advanced**

- ☐ lecture
- ☐ networking session
- ☐ product demonstration
- ☐ hands-on workshop
- ☐ poster session

If you or any co-presenters are affiliated in any manner with a company or organization whose commercial products you will be presenting or demonstrating, please check here: ☐

Length of Presentation

- ☐ 1 hour ☐ Check here if you would be willing to repeat this session at CEC.
- ☐ 3 hour Hands-On Workshop (Computers and equipment will be provided. Presenters electing this option may be eligible for compensation. Details available by e-mail at 104825.74@compuserve.com.)

Equipment Needs: Does your presentation require any of the following? (please check)

- ☐ overhead projector
- ☐ screen
- ☐ VHS/VCR (1/2")
- ☐ color TV monitor
- ☐ slide projector
- ☐ easel and pad

Additional equipment (i.e. videodisc players, computers and LCD Panels) is the responsibility of the presenter.

Tri-fold on the dotted line, staple and affix 1st class postage.

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Florida Assistive Technology Impact Conference '97
Mary A. Stoltz, Event Coordinator
2845 Cinnamon Bear Trail
Palm Harbor, Florida 34684

Software Review - Mighty Math Calculating Crew

Edmark Corporation 1-800-691-2985

Mighty Math Calculating Crew joins Edmark's *Mighty Math Number Heroes* to offer 8- to 12-year old kids a complete solution to their third through sixth grade math learning needs. These programs are part of Edmark's comprehensive *Mighty Math* Series, designed to teach 5- to 14-year olds the math concepts behind the facts and help them master the thinking skills necessary for successful problem solving.

With the *Mighty Math Calculating Crew* at their side, kids will learn multiplication and division of whole numbers and decimals, number line concepts, 2D and 3D shapes and their properties and money transactions. In four exciting activities, kids will recover hidden treasures, deliver essential supplies to a distant planet, examine 2D shapes and 3D solids with a superhero scientist and help the math heroes save their city from catastrophe. Kids can also work with two on-screen calculators that help them understand factors and multiples and how monetary amounts can be represented as bills and coins.

Program Features

*Many activities contain Virtual Manipulatives, Edmark's educational technology that helps kids connect concrete concepts with abstract numerals.

*As children learn and succeed, Grow Slides advance, offering more challenging problems from dozens of math topics.

*Many activities feature question and answer mode and an Explore Mode to allow for both directed and self-directed learning.

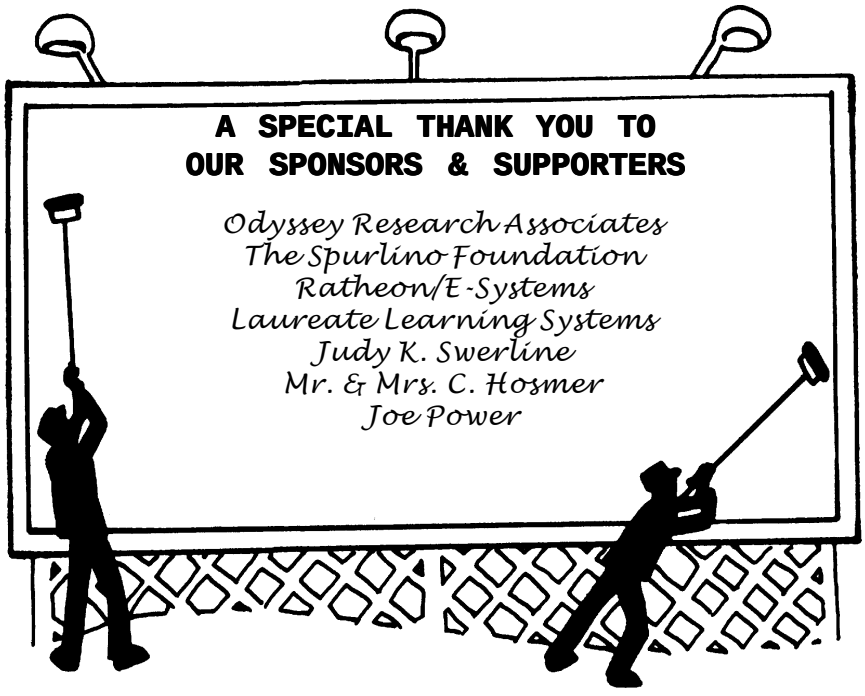
Learning Opportunities

*Problem Solving
*Inductive & Deductive Reasoning
*Estimation and Rounding
*3D Geometry & Spatial Thinking
*Money Transactions
*1 to 4 Digit Addition & Subtraction
*1 to 3 Digit Multiplication & Division

Platform Availability

Available on dual platform CD-ROM for Windows and Macintosh.

Our Rating: A



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*Language Development
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Laureate * 110 East Spring St. * Winooski, VT 05404
802-655-4755 * http://www.LLSys.com

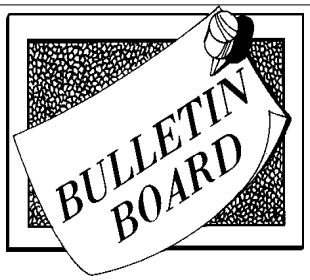
New Language Package for Alpha Talker

Wooster, Ohio - Determining what vocabulary to include in a non-speaking person's communication device can be difficult in the best of times. It is even more so when the person uses an introductory device with it's limited memory fewer number of locations. Unity/AT and BUILLD for Unity/AT not only provide that vocabulary but give you tools to help you teach it.

Unity/AT is a vocabulary program for PRC's introductory communication device, AlphaTalker. Its main focus is to help a person develop a core vocabulary. Acquiring competency of even a small core vocabulary is the key to effective communication.

BUILLD for Unity/AT is a starter kit for preschool and elementary students who are beginning to use Unity for AlphaTalker. BUILLD incorporates a sam- pIing of therapy approaches into a vari- ety of run and functional activities in- cluding: cooking, art, reading, writing, and playing games.

Prentke Romich Company
1022 Heyl Road
Wooster, OH44691
800-262-4829



A Book of Possibilities

MINNEAPOLIS, MN-AbleNet, Inc. has introduced A Book ofPossibilities, a vital resource that provides educators with ways to increase participation of students with severe disabilities in math, science, language arts, social studies, spelling, and reading activities. A Book of Possibilities contains over 80 curriculum-based activities using simple-to-use technologies that are easy to adapt to fit multiple environments and users.

A Book of Possibilities is written in an easy-to-follow, step-by-step style with many helpful tips, references and illustrations sprinkled throughout. A Book of Possibilities comes in a 3-ring binder for easy access and sells for $37.00

AbleNet, Inc.
1081 Tenth Avenue, SE
Minneapolis, MN55414
800-322-0956

New AbilitySpeaker Pillow Speaker System

New ActionVoice-2A Now Offers Private Auditory Scanning with the Now AbilitySpeaker Pillow Speaker System

The portable ActionVoice-2A electronic voice recorder with true prompted auditory scanning is now available with two new accessories. The AbilitySpeaker enables the auditory scanning user to hear his or her prompts privately through a separate small pillow speaker. The selected messages are then played through a separate external speaker. This system is ideal for classroom use. Also now available is a keyguard accessory which fits all ActionVoice models and enhances the success of direct selection users.

All ActionVoice models have two unique switch closure outputs which can be synchronized with each of the 10-18 messages for animated control of toys or adapted appliances. Units have scanning, switch, and keypad access and are priced at $399-$595.

Ability Research, Inc.
P.O. Box 1721
Minnetonka, MN 55345
612-939-0121

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