



DIRECTIONS

Technology in Special Education

Vol. 5 , No. 7

Quality Indicators of Effective Assistive Technology Services - Part 1

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Source: *TAM Connector* Volume 11, No 5, February 99

In the summer of 1998, a group of assistive technology specialists from across the country began discussions regarding the need for the development of quality indicators to guide professionals in the development and provision of technology services for students with disabilities. Such indicators might be used to promote education gains for students with disabilities and serve as a guide for preservice education and program development.

Over two hundred assistive technology service providers and consumers met at the 1998 Closing the Cap Conference to take a first step toward considering the need for a common understanding and national alignment of assistive technology services in school settings. This session provided a clear sense of the complexity of identifying quality indicators that could be useful across a wide variety of educational environments and service provision options. Feedback from that conversation clearly pointed to the need for the widespread participation of people with a variety of perspectives and experiences as providers or consumers of assistive technology services.

Quality Indicators

The use of quality indicators is one way educators can have an external, objective measurement to use in assessing their own performance. It is also a tool which might be used in program improvement and capacity building. This tool can have a beneficial impact on the provision of assistive technology services for school districts, preservice education programs and others involved in the development of assistive technology services.

The Consortium for Quality Indicators in Assistive Technology (QIAT) has developed the following indicators. This is a work in progress. There is much

Please see INDICATORS on page 7



Inside

Accessible Learning	2
National Award	3
ATFSCP Notes	4
In the News	6
Conferences & Events	9
Bulletin Board	12

Accessible Learning

by Lorianne Hoenninger

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Pervasive Developmental Disorder or PDD is a disability category that includes several, similar disabilities such as Autism and Asperger's Syndrome. For unknown reasons, it is one of the fastest growing disability categories in New York State. Overall, students with PDD have difficulties with organization, distractibility, fine motor skills, sequencing, meta-cognition, socialization and language pragmatics. Students with PDD have strengths in the visual modality, and technology is a preferred learning medium for such students. Because of this growing demand for technology tools designed for students with PDD spectrum disorders, several parents have created technology solutions and are marketing them on the web.

Labeling Tutor from Millennium Software can be previewed at the author's website at <http://members.aol.com/peuapeu/index.html>. This extremely well designed software program is available for both Windows and Macintosh platforms and is only \$119.00. Labeling Tutor teaches students to match written and spoken words with pictures. It uses discrete trial procedures and rewards correct responses with visual effects, sounds, animations and games. Learning Tutor is fully customizable and requires minimal mouse movement. It tracks student progress and automatically introduces new pictures when mastery is reached, and backtracks if the child

experiences difficulty. Labeling Tutor can be used to teach object names, categories, numbers, colors, emotions, simple math, etc--the possibilities are endless. There is a new version being released in the next few weeks. The new version will allow picture to picture matching, word to word and picture to word! It also allows dissimilar matching to teach concepts such as opposites and associations (like "soap" goes with "sink").

Picture It from SilverLining Software can be previewed at <http://www.silverliningmm.com>. This CD contains 2000 photographs in JPEG format, for creating lotto boards and flash cards. Categories include actions, animals, appliances, rooms of the house, sequences, vehicles, etc. Cards and lotto boards can be printed with or without the written word, in a variety of sizes. A new version of this product is also forthcoming, with more photos and the capacity to print text in a variety of languages. Picture It is only available for Windows. It can be used as a picture file for the Macintosh if a JPEG converter is available. It should be noted though, that picture quality is diminished during the conversion process.

The Special Kids Learning Videotapes available from <http://www.specialkids1.com/> are a series of tapes to teach cognitive skills such

Please see ACCESSIBLE on page 9

DIRECTIONS

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

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National “Creative Use of Braille Award” Presented at APH

Louisville, KY. - The American Printing House for the Blind (APH) presented the Creative Use of Braille Award to Fred Gissoni and Wayne Thompson for their invention of the Portabraille on October 15, at The Brown Hotel. Established to recognize significant accomplishments in the development of products, ideas or promotional efforts that increase the availability of braille, this is only the second time that APH has presented this distinguished award.

The Portabraille represented a breakthrough in technology, allowing blind individuals to easily read, write and edit information in braille for the first time. The original prototypes of the

Portabraille were built into plastic video cassette cases. Designed to interface with other electronic equipment, the Portabraille offered a range of functions the blind had never before been able to access. With this increased capability to access and manipulate information, the educational process for blind people was advanced immeasurably, and myriad employment opportunities became available.

Wayne Thompson is an electrical engineer for the Kentucky Department for the Blind, currently working as chief engineer for the research and development branch. Fred Gissoni works at APH as the customer support

specialist. Both men have extensive experience in the field of technology, and have dedicated their lives to creating and adapting devices to overcome the daily challenges faced by blind people. Their inventions have changed the lives of thousands of blind people, and will impact many generations to come.

The Creative Use of Braille award was presented during APH's annual meeting, to be held October 15 - 18 at The Brown Hotel in Louisville. The conference theme this year was “Reasons to Celebrate” in recognition of APH's 140 years of incorporation. Approximately 300 individuals from across the U.S. attended the conference. §



Thank You To.....

The Spurlino Foundation
Publix Super Market Charities
Raytheon Systems - Repro Dept
Gordon & Anne Rich
Louise Sutliff

ATFSCP Notes

The Assistive Technology Funding and Systems Change Project

Source: Tech Express, December 1998

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

AT Checklist

WRITING - MECHANICS OF WRITING

- Pencil or pen with adaptive grip
- Adapted paper (e.g. raised lines, highlighted lines, and so on)
- Slantboard
- Type writer
- Portable word processor
- Computer
- Other

ALTERNATE COMPUTER ACCESS

- Keyboard with easy access or access DOS
- Keyguard
- Arm support (e.g. ergorest)
- Track ball, track pad, joystick with onscreen keyboard
- Alternate keyboard (e.g. Intellikeys, Discover Board, TASH)
- Mouth stick or head pointer with standard or alternate keyboard
- Head mouse or head master/tracer with onscreen keyboard
- Switch with Morse code
- Switch with scanning
- Voice recognition software
- Word prediction (e.g. Co:Writer) to reduce keystrokes
- Other

COMPOSING WRITTEN MATERIAL

- Word cards, word book, or word wall
- Pocket dictionary or thesaurus
- Electronic or talking electronic dictionary, thesaurus, or spell checker (e.g. Franklin Bookman)
- Word processor with spelling and grammar checker
- Word processor with word prediction (e.g. Co:Writer) to facilitate spelling and sentence construction
- Talking word processor for multi-sensory typing
- Voice recognition software
- Multimedia software for expression of ideas (assignments)
- Other

COMMUNICATION

- Communication board or book with pictures, objects, letters, or words
 - Eye gaze board (Eye gaze communication)
 - Simple voice output device (e.g. Big Mack, Cheap Talk, Voice-in-a-Box, Micro Voice, Talking PictureFrame, or Hawk)
 - Voice output device with levels (e.g. 6 level Voice-in-a-Box, Macaw, Digivox, DAC)
 - Voice out put device with dynamic display (e.g. Dynavox, Speaking Dynamically with laptop computer or Freestyle)
 - Voice out put device with icon sequencing (e.g. Alpha Talker, berator, DAC)
 - Device with speech synthesis for typing (e.g. Cannon Communicator, nk, Write:Out Loud with laptop computer)
 - Other
-

READING

- Changes in text size, spacing, color, or background color
- Use of pictures with text (e.g. Picture It, Writing with Symbols)
- Book adapted for page turning (E.G. page fluffers, 3-ring binder, cardboard in page protector)
- Talking electronic device to pronounce challenging words (e.g. Franklin Bookman)
- Scanner with talking word processor
- Electronic books
- Other

LEARNING & STUDYING

- Print or picture schedule
- Low tech aids to find materials (i.e., index tabs, color coded folders)
- Highlight text (e.g. markers, highlight tape, ruler)
- Software for manipulation of objects or concept development (e.g. Blocks in Motion, Toy Store). Consider alternate input device (e.g. switch or touch window)
- Software for organization of ideas and studying (e.g. Inspiration, Claris Works Outline, PowerPoint)
- Recorded material (books on tape, taped lectures with number coded index)
- Other

MATH

- Abacus or math line
- Calculator, with or without print out
- Talking calculator
- Calculator with large keys or large LCD print out
- On screen calculator
- Software with templates for math computation (consider adapted input methods)
- Tactile or voice output measuring devices (e.g. clock, ruler)
- Other

RECREATION AND LEISURE

- Adapted toys and games (e.g. toy with adaptive handle)
- Use of battery interrupter and switch to operate a toy
- Adaptive sporting equipment (e.g. lighted or bell ball, Velcro mitt)
- Universal cuff to hold crayons, markers, or paint brush
- Modified utensils (e.g. rollers, stampers, scissors)
- Ergo Rest to support arm for drawing or painting
- Drawing or graphic program on computer (e.g. Kid Pix, Blocks in Motion)
- Playing games on the computer
- Music software on computer
- Other

ACTIVITIES OF DAILY LIVING (ADLs)

- Adaptive eating devices (e.g. foam handle on utensil)
- Adaptive drinking devices (e.g. cup with cut out rim)
- Adaptive dressing equipment (e.g. button hook, reader)
- Other

MOBILITY

- Walker
- Grab rails
- Manual wheelchair
- Powered mobility toy (e.g. Cooper Car, GoBot)
- Powered wheelchair with joystick, head switch, or sip/puff controls
- Other

In the News

Credit Card Switch

Credit Card Switch, manufactured by Enabling Devices/Toys for Special Children, is activated by the slightest touch. As thin as a credit card, this switch's unique design makes it extremely sensitive.

The Credit Card Switch has a sleeve which allows you to insert labels of your choice. It comes complete with a spare pouch, 2 sided sticky mounting tape, velcro, and a set of labels. Its versatility allows you to use it on any flat surface or it can be mounted on a wall. A metal mounting plate is available if you want to place your credit card switch on a magic arm, nooseneck or other mounting system.

The company also manufactures communication devices, capability switches, environmental controls, adapted toys and more! Product literature and free catalogs available, call 1-800-832-8697 or visit our web site at www.enablingdevices.com.

ENABLING DEVICES
Toys for Special Children
385 Warburton Ave
Hastings-on-Hudson, NY 10706
www.enablingdevices.com

PRC Develops Distance-Learning Opportunities over the Web

As part of a long-term global initiative, PRC is developing web-based distance-learning packages. Anyone with a phone line, Internet access, and a Web-browser will be able to take part. At the CSUN Conference in Los Angeles, there was a one hour lab presentation. Participants were able to take part in an on-line interactive session and had the opportunity to experience web-based, real time learning.

During the session, there was discussion about some of the issues involved in the setting-up of a Learning Server. Participants were appraised of the results of the pilot projects already conducted by PRC, and were given examples of these. A summary paper entitled "Developing Web-Based Distance-Learning Courses for the AAC Community: A First Step" is available at the following address: http://www.dinf.org/csun_99/session0147.html.

PRENTKE ROMICH COMPANY
1022 Heyl Road
Wooster, OH 44691
www.prentrom.com

AbleNet's Cordless Technology Expands Possibilities

Using infrared remote technology, AbleNet has developed two new products which cordlessly link together to activate electrical appliances. The infrared AirLink switch and enhanced PowerLink® 3 control unit greatly expand possibilities in both the classroom and the home for persons of all abilities.

"Because the technology is cordless, these products create greater flexibility, easy inclusion and fewer distractions," said Peggy Locke, Director of Sales at AbleNet, Inc., the Minneapolis-based developer of innovative, simple and easy-to-use products for people with severe disabilities.

The remote access AirLink switch can be passed around in a classroom among students for greater participation. Those who are seated far away from the appliance, for safety or other reasons, can easily be included. AirLink functions just like a Jelly Bean® switch when a cord is added,

plus gives the benefit of the angled based, offering you more value for your money.

The enhanced PowerLink 3 control unit has two double outlets and can be used with one or two corded or cordless switches. The two double outlets allow for turn-taking, sequencing and choice making.

"The new double outlets allow students to take turns using devices such as a cassette player or a fan," said Locke. "One or two students could activate two appliances, one after the other, to participate in a cooking activity or a science project. Or one student could experience the power of choice by selecting between two activities."

New rounded corners and low profile create a streamlined unit that fits well in any setting, the PowerLink 3's new aesthetic case features a flexible handle and convenient cord-minder for easy transporting as well as a mounting bracket option should one location of use be desired. The PowerLink 3 utilizes AbleNet's four modes of control so that activities can be matched to individual needs and capabilities.

The AirLink is \$69, and the PowerLink 3 is \$179. Call AbleNet at 1-800-322-0956 for more information or a new product flyer, and visit AbleNet's web site for an exclusive Internet special on the PowerLink 3 and AirLink.

ABLENET, INC.
1081 Tenth Avenue, SE
Minneapolis, MN 55414-1312
1-800-322-0956
www.ablenetinc.com

INDICATORS continued from page 1

yet to be done with this project. It is the intention of the Consortium to solicit additional feedback, complete additional edits and present the document for field review. Despite this fact, many people are finding the indicators useful as a jumping off place for review and refinement of activities which include the use of technology for students with disabilities.

Quality Indicators During Consideration of Student's Need for AT

- IEP Team has the knowledge and skills to make informed decisions.
- A continuum of AT devices and services is explored.
- IEP Team uses good team process to make decisions.
- Decisions are made based on IEP! IFSP goals and objectives.
- Team decisions are made in compliance with federal and state statutes.
- Determination of need is based on data about student, environments, tasks.
- Decisions and supporting data are documented.

Following is an illustrative case for AT consideration: Ron was in the fifth grade last year. He is a gifted student who also has learning disabilities. He has a great deal of trouble with visual figure/ground and visual tracking. Because of these disabilities, Ron reads at the second grade level. Ron has tried using a computer with a standard word processing program in his fifth grade class but it was not useful to him because he could not read well enough to tell if the words he was typing made sense. His teachers and his family agreed that his visual perception problems in the context of reading are similar to those experienced by individuals with blindness.

This fall, Ron's IEP team met to consider his needs for specially designed instruction for the following school year. The team was using the new requirements of IDEA 1997 for the first time, so there were many changes from the previous year's IEP. When the team came to the special considerations section of the new IEP form, the district had adopted, they were able to agree that Ron did not need behavioral supports, alternative language instruction, Braille, alternative communication, or transition planning services. When the team came to the place on the IEP form which asked whether assistive technology should be addressed in the IEP or whether it was not a concern, some of the members of Ron's team were puzzled. Ron's mother and his sixth grade teacher asked someone to explain what assistive technology was. The resource room teacher was able to explain that assistive technology was any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized that is used to enhance, improve or maintain the functional capabilities of a child with a disability. She further explained that in Ron's case, common assistive technology tools were computers with a variety of supportive software and portable word processors.

Once Ron's mother understood the words, she was excited about the possibilities for her son. She had seen a television show that demonstrated a computer which wrote down the words that the user said. She remembered thinking how wonderful a computer like that would be for Ron

but she did not know that the school might be able to provide him with one. Some people on the team had heard about computers like the one Ron's mother had seen but no one was knowledgeable about them.

Use of Quality Indicators in AT Consideration. The team discussion lasted for some time before the district representative remembered to provide a copy of the district's quality indicators for consideration of assistive technology. She made copies for the others present at the meeting and they decided to look at the seven items to see if the list would help them determine a direction.

Analysis. The first quality indicator stated that the IEP team has the knowledge and skills to make informed assistive technology decisions. As soon as the team read this item on the list, members realized that they would need to learn more before they could make an informed decision. They agreed that they ought to contact someone who knew about voice input computers and find out what skills were needed to operate one.

Item number two called for a continuum of assistive technology devices and services to be explored (considered). Team members discussed this item and agreed that Ron's trial with a standard word processing program had been rather limited. The resource room teacher knew about several other software solutions that students with learning disabilities use but had never thought to let Ron try them.

Please see INDICATORS on page 8

INDICATORS continued from page 1

There were items on the quality indicators list that the team felt they had accomplished. They were discussing assistive technology in relation to Ron's IEP goals. They felt that they had good data about Ron's abilities and difficulties and about the tasks and environments where he needed to write.

The last three quality indicators were related to team decisions. They included the use of a decision making process, decisions made in compliance with statutes and documentation of decisions. Ron's team felt that they did not have enough data to make a decision at the IEP meeting but did not want to hold up development of the rest of Ron's IEP in order to gather the information they needed.

Ron's resource room teacher knew that one of the assistive technology services listed in the law was the assessment of need for assistive technology. The team agreed to check the box on their IEP form which indicated that there was a concern addressed in IEP. Rather than develop goals and a plan for Ron's assistive technology use, the team listed an extended assistive technology assessment as a related service in Ron's IEP. Ron's mother gave written permission to assess Ron as soon as possible. Because the assessment question on the form stated, "Ron has visual perception difficulties which make it very difficult for him to read and to write,," the team considered the following questions: Are there accommodations or modifications which might help with this problem? Is there assistive technology which Ron might use in order to access and produce print materials?

Ron's team agreed to meet again in two months to review the results of the assessment. If at that time, assistive technology had been identified that was useful to Ron, it would be included in the IEP. Everyone agreed that the district's quality indicators had been a valuable tool in considering assistive technology for Ron. The team finished developing Ron's IEP in thirty minutes and each team member left with a clear understanding of the role they would play in future considerations of Ron's need for assistive technology.

Quality Indicators for AT Assessment

AT assessments are conducted by a team of individuals who are knowledgeable about assistive technology devices and services and procedures to utilize in conducting assistive technology assessments.

- At least one individual conducting the AT assessment is competent and knowledgeable in the specific area of technology that they are assessing.
- Information gathered through the assessment addresses questions and areas of need targeted by the student's IEP team.
- The student, his/her teachers, and family/care givers and any other appropriate stake holders are actively involved in the assessment process.
- Communication between all team members, including the student, his/her family, and the student's teachers is on-going.
- AT assessment procedures are clearly outlined and follow school district and state guidelines for conduct-

ing assistive technology assessments.

- AT assessments are completed within acceptable time lines as identified by the student's IEP team.
- AT assessments are conducted in the student's customary environment.
- The AT assessment results in recommendations for assistive technology devices and services which are feature-based and based on the student's needs/abilities, environments, and tasks.
- Recommendations for AT devices and services are clearly documented in a report that is provided to the student's IEP team.

Following is an illustrative case for AT assessment: John's IEP team has requested an assistive technology assessment in the area of augmentative communication. They have determined that he does not have an efficient means of communicating with peers and adults within his environment. The IEP team would like for him to be able to use an augmentative communication device, but due to their limited experience in this area, they have requested assistance from the district's assistive technology team.

The IEP team completed all of the necessary referral information and provided background information to the district team regarding John's abilities/needs, his environments, and the tasks within each of the environments. The IEP team was especially concerned about John's limited motor skills and how they would impact his ability to use an augmentative communication device.

Due to limited time and a large number of referrals that were received by the district assessment team, they often sent a single person out to complete assessments. (In this case they assigned a speech-language pathologist with experience in augmentative communication. However, this individual did not have experience in working with students like John who required a microswitch in order to effectively access an augmentative communication device.

Use of Quality Indicators In AT Assessment. Reading the quality indicators, the speech language pathologist recognized that she did not have the necessary expertise about physical access to complete the assessment by herself. She reviewed the information presented by the IEP team and asked an occupational therapist to accompany her to John's school. They scheduled a day to come to John's school to conduct the assessment. Using the school district's Augmentative Communication Assessment Protocol, they completed the assessment which included observing John in several settings, talking with his mother and the staff that worked with him on daily basis and trying out several devices and access options. Because John was very cooperative and had some clear preferences during the process, they were able to make recommendations for an augmentative communication device. The recommendations included the type of device that was required as well as the most appropriate access technique (visual scanning via a microswitch) and symbol set. They also made recommendations for vocabulary selection and organization. The recommendations were provided to the IEP team in a written report.

Next Month: Part-2: Quality Indicators During Intervention & Evaluation.

TAM Connector is an official publication of the Technology and Media Division of the Council for Exceptional Children (CEC). You can reach them at: 1920 Association Dr., Reston, VA 20191; Phone: 703-620-3660; Fax: 703-264-9446, Web: www.cec.sped.org.

ACCESSIBLE continued from page 2
as colors, numbers, body parts and spelling to young students with PDD and other disabilities.

All of these products can also be purchased through the Different Roads to Learning catalog (1-800-853-1057) <http://www.difflearn.com>. This company specializes in products for children with developmental disabilities.

Another interesting product for children with the PDD spectrum disorders is the music CD "Gather Stars for Your Children"-- Songs to Enhance Social Skills and to Foster a Welcoming Attitude". Audio samples can be listened to at <http://hermes.bitlink.com/jeannelyons/starhome.html>

Next month we will once again feature what's new in shareware for young children. If you have a specific question in the meanwhile, do not hesitate to e-mail me at lorianne@erols.com, visit our web site at <http://www.members.xoom.com/ALTA> or write c/o: Accessible Learning Technology Alternatives, P.O. Box 597, Shirley NY, 11967. See you on the Internet! §

Conferences & Events

Date: April 16 - 20, 1999

79th Annual American Occupational Therapists Association Conference & Expo
Indianapolis, IN
Contact: www.aota.org

Date: April 14 - 17, 1999

1999 CEC Annual Convention
Charlotte, NC
Contact: www.cec.sped.org

Date: June 8 - 11, 1999

11th Annual Postsecondary Learning Disability Training Institute
Storrs, CT
Contact: 860-486-0273

Date: June 22 - 24, 1999

NECC '99
Atlantic City, NJ
Contact: 541-346-3537

Date: June 24 - 27, 1999

MOVE International Training
Bakersfield, CA
Contact: 800-397-MOVE

Date: June 25 - 29, 1999

RESNA '99
Long Beach, CA
Contact: 703-524-6686

Date: October 6 - 9, 1999

Assistive Technology Industry Association
Orlando, FL
Contact: www.atia.org

CHECKLIST continued from page 5

ENVIRONMENTAL CONTROL

- Light switch extension
- Use of Powerlink and switch to turn on electrical appliances (e.g. radio, fan, blender, and so on)
- Radio or ultrasound remote controlled appliances
- Other

POSITIONING AND SEATING

- Nonslip surface on chair to prevent slipping (e.g. Dycem)
- Bolster, rolled towel, or blocks for feet
- Adapted or alternate chair, side lyer, stander
- Custom fitted wheel chair or insert

VISION

- Eye glasses
- Magnifier
- Large print books
- Screen magnifier (mounted over screen)
- Screen color contrast (e.g. CloseView)
- Screen magnification software (e.g. Closeview, Zoom Text)
- CCTV (closed circuit television)
- Screen reader (e.g. OutSpoken)
- Braille Keyboard and Note taker (e.g. Braille N Speak)
- Braille Translation Software
- Other

HEARING

- Hearing aid
- Classroom amplification
- Captioning
- Signing device (e.g. vibrating pager)
- TDD/TTY for phone access
- Screen flash for alert signals on computer
- Other

Comments: Lynch, KJ (9/97) Wisconsin Assistive Technology Initiative, WATI/CESA 6, Polk Library, 800 Algoma Blvd., Oshkosh, WI 54901

To secure general information contact: Assistive Technology Funding & Systems Change Project, 1600 L Street, NW, Suite 700, Washington, DC, 20036. Voice: 202-776-0406, E-mail: atproject@ucpa.org. §



E-Mail Bulletin Board

Computer Donation

I'm sorry, but there is so much info out there and I don't know where to turn. There is a single mom on welfare that has an eight year old boy who is Autistic and badly falling behind and a girl two years younger that doesn't have much of a childhood either. She is trying to find someone who will donate a computer as a learning tool for him. She also has an opportunity to train to do possible medical billings from home, but she also would need a computer for that and DSHS can not help her out with that. Do you know of an organization for such donation. I would really appreciate in finding out. Thank you very much if there is some info you can send our way. In God We Trust.

vicki_campbell@msn.com

One Handed Typing

Hello I was browsing for info on a one handed typing skill. My son has CMT and is also ADHD. He is supposedly right handed but has lost the use of his fingers, wrist and forearm. He writes by holding the pencil and pushing with his shoulder. Very difficult. I am trying to get an IEP with OHI and let him use a lap top for school (class) work. He is currently doing homework on a computer. When we were at the OT's office. She mentioned a one handed typing skill. I have had no luck in finding it or anything. (Software or book) Just wondering if you have heard of it?

Toni29Lynn@aol.com

Help Needed

To whom this may concern I'm trying to find a program that could assist a friend financially with money to purchase a computer for her seriously autistic son. Thank You.

CPO6490358@aol.com

Eye Gaze Devices

I am a neurologist and I need to know if someone has experience with eye gaze devices in young girls with Rett Syndrome to control the computer screen etc. Can you help me and my young patient?

calvario@ba.dada.it

Adaptive Tricycle

I am the service coordinator for a family support program in Winston-Salem, NC called Triad First In Families. We try to locate items for families that have children with developmental disabilities, empowering the family to decide what is best for their lives and what their children need. A mother has come to us requesting a Tonicross Tricycle, foot supports, leg abductor system with two back/trunk supports. Do you have any suggestions or know of a clearing house for used adaptive equipment for children like this? New this will cost around \$1,500.00. Thank you,

TriadFIF@netunlimited.net

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