



DIRECTIONS

Technology in Special Education

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APH Web Additions

<< www.aph.org >>

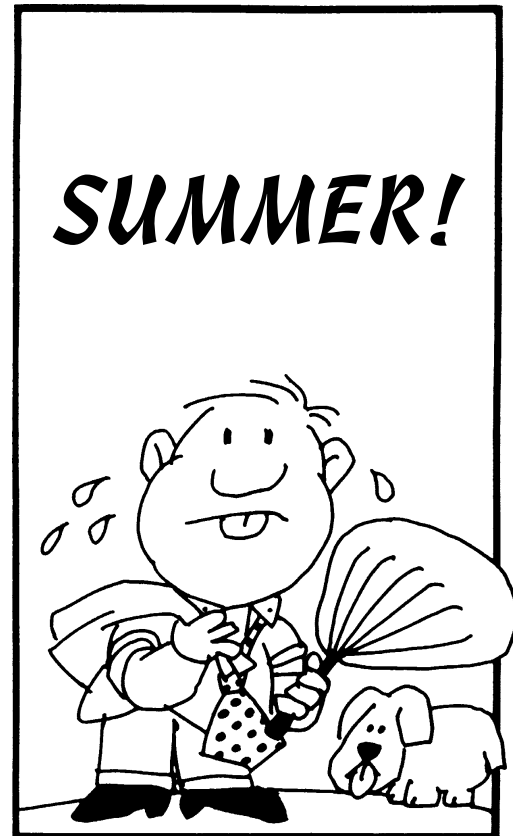
The Museum of the American Printing House for the Blind (APH) announces a new addition to our web site. Examples from the museum exhibit and collection of mechanical tactile writers and typewriters adapted for use by blind people are now on the APH Museum web page (<http://www.aph.org> — from the menu, select “About APH”).

Photographs and descriptions of thirty of the writers are presented. One of the oldest and most unusual is the McElroy Point Writing Machine from 1888, one of the first upward-writing devices. Another unusual writer, Todd's Improved Edison-Mimeograph Typewriter (1894), was originally made to cut stencils for the mimeograph machine and later adapted for use by blind people. The smallest writer in the collection is a Minerva Pocket Braillewriter, made in Germany about 1900, which measures six by five by two and one-half inches.

The theme of the Museum of the American Printing House for the Blind is the educational history of blind people and the role of the Printing House in this history. Artifacts include historical tactile books, maps, educational aids, mechanical writers, historical braille production machinery, phonographic recording equipment and players, photographs and illustrations. The exhibits are accessible to all disabilities, with audio phones, braille labels, and touchable exhibits for blind visitors.

The Museum of the American Printing House for the Blind is free and open to the public from 8:30 to 4:30 Monday through Friday. It is located in the American Printing House for the Blind at 1839 Frankfort Avenue, Louisville, Kentucky. For more information, contact Museum Director, Carol Tobe (502) 895-2405, or e-mail: museum@aph.org

In other APH news, Butch Hoover, a narrator in the studios of the American Printing House for the Blind (APH) for the past eleven years,



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Accessible Learning

by **Lorianne Hoeningner**

lorianne@erols.com

For students with learning disabilities, books on tape and E-text are necessary tools for independent reading. With the use of a screen reader such as the Ultimate Reader from CAST, any text that can be viewed on the computer screen can be read aloud. This enables such students to read and write at a level commensurate with their peers. They can be included in general education classes, and complete homework and research assignments with minimal to no assistance.

The following list of Books on Tape and E-Text resources was researched by David Jaffe, President of the Computer Applications SIG of RESNA. Thank you David!

Books on Tape

Recording for the Blind & Dyslexic - 800/221-4792
<http://www.rfbd.org>

Internet Talking Bookshop
<http://www.orma.co.uk/intabs.htm>

Books on Tape - 800/626-3333

National Library Service for the Blind and Physically Handicapped - Library of Congress
<http://lcweb.loc.gov/nls/nls.html>

Digital Libraries

Institute for Learning Technologies' Digital Texts - E-text source for academic text.
<http://www.ilt.columbia.edu/academic/digitexts/index.html>

Gutenberg Project - "fine literature digitally re-published"
<http://promo.net/pg>

BiblioBytes - hundreds of free books to download; others to purchase;
<http://www.bb.com>

Camera Obscura - E-text sources
<http://www.hicom.net/~oedipus/etext.html>

Carrie: A Full-text Electronic Library - Text for Adults
<http://www.books.com/scripts/lib.exe>

Electronic Library - A free public service for the dissemination of electronic books.
<http://www.books.com/scripts/lib.exe>

Hanover College History Web Site Writings from literature, philosophy, politics, theology, and science.
<http://history.hanover.edu/texts.htm>

Children's Literature Web Guide - "an attempt to gather together and categorize the growing number of Internet resources related to books for Children and Young Adults."
<http://www.acs.ualgary.ca/~dkbrown/>

Internet Public Library (Youth Division) - Links to childrens' picture books, short stories, poetry, myths, fables, and magazines.
<http://www.ipl.org/youth/>

Project Bartleby - An archive of actual texts of classic childrens' works on the web.
<http://www.columbia.edu/acis/bartleby/>

CD ROM Start-To-Finish Books Don Johnston - 800/999-4660

New - check on - <http://www.ldresources.com/#ElectronicText>

Please see ACCESSIBLE on page 8

DIRECTIONS

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

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ABC to XYZ

by Janet Hosmer - Executive Director, DREAMMS for Kids, Inc.

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While reading an article relating to AT (Assistive Technology) the other evening, I started to get my IEPs confused with my DOEs and my ADAs mixed up with the AACs (whew!). With all we need to remember on a day to day basis, I thought it might be nice to have this handy little list to refer to when there are lots of capitalized letters staring at you from the paper you're reading! Hope this is helpful!

AAC	Augmentative and Alternative Communication	IFSP	Independent Family Services Plan
ADA	Americans with Disabilities Act	IPP	Individualized Program Plan
ADD	Attention Deficit Disorder	IWRP	Individualized Written Rehabilitation Program
AFB	American Foundation for the Blind	LAN	Local Area Network
AOTA	American Occupational Therapy Association	LCD	Liquid Crystal Diode
ASL	American Sign Language	LD	Learning Disabled
AT	Assistive Technology	LDAA	Learning Disabilities Association of America
ATA	Alliance for Technology Access	LRE	Least Restrictive Environment
ATFSCP	Assistive Technology Funding and Systems Change Project	MH	Mentally Handicapped
CFR	Code of Federal Regulations	MR	Mentally Retarded
CAI	Computer Aided Instruction	NARIC	National Rehabilitation Information Center
CCTV	Closed Circuit Television	NICHCY	National Information Center for Children and Youth with Disabilities
CD-ROM	Compact disk - read only memory	NIDRR	National Institute on Disability and Rehabilitation Research
CEC	Council for Exceptional Children	OCR	Optical Character Recognition
COPAA	Council of Parent Advocates and Attorneys	OERI	Office of Educational Research and Improvement
CPU	Central Processing Unit	OSEP	Office of Special Education Programs
CSPD	Comprehensive System of Personnel	OSERS	Office of Special Education Rehabilitative Services
DBTAC	Disability Business and Technical Assistance Center	P&A	Protection and Advocacy
DD	Developmental Delay	P.L.	Public Law
DOE	Department of Education	PI	Physically Impaired
DOS	Disk Operating System	RAM	Random Access Memory
ECU	Environmental Control Unit	RESNA	Association for the Advancement of Rehabilitation Technology
EHA	Education of the Handicapped Act	SCSI	Small Computer System Interface
EHLR	Education for the Handicapped Law Reports	SEA	State Education Agency
EPSDT	Early Periodic Screening, Diagnosis and Treatment	SSI	Social Security Insurance
ERIC	Educational Resources Information Center	TA	Tech Act
ESL	English as a second language	TAM	Technology and Media
FAPE	Free, Appropriate Public Education	TASH	The Association for Persons with Severe Handicaps
FERPA	Family Educational Rights and Privacy Act	TASH	Technical Aids & Systems for the Handicapped
HI	Hearing Impaired	TDD	Telecommunications Device for the Deaf
HTMP	Hypertext Markup Protocol	U.S.C.	United States Code
IDEA	Individuals with Disabilities Education Act	UCP	United Cerebral Palsy
IDEA '97	The 1997 amendments to the Individuals with Disabilities Education Act	URL	Uniform Resource Locator
IDELR	Individuals with Disabilities Education Law Reports	VR	Vocational Rehabilitation
IEE	Independent Educational Evaluation	WAN	Wide Area Network
IEEP	Individualized Education for Employment Plan	WWW	World Wide Web
IEP	Individualized Education Plan/Program		

ATFSCP Notes

The Assistive Technology Funding and Systems Change Project

Source: *Special Distribution to Family Center on Technology and Disability Network Members*

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

Inserted below, as text, is an article published by Neighborhood Legal Services, Buffalo, NY for United Cerebral Palsy Associations on the new IDEA. It includes a special section on legal rights related to assistive technology. We hope you will find this information useful.

Provision of a Free and Appropriate Public Education

When Does the Right to Special Education Services End?

Part B of IDEA covers students aged 3 through 21. However, for students between the ages of 18 and 21, a state need not provide services if inconsistent with state law. 20 U.S.C. § 1412(a)(1)(B)(i). The new regulations clarify that the right to a free appropriate public education ends when a student graduates with a regular high school diploma. 34 C.F.R. § 300.122(a)(3)(i). This does not include students receiving a certificate of attendance or what is sometimes called the "Individual Education Plan (IEP) Diploma." Id. § 300.122(a)(3)(ii). A special education student's graduation is considered a change of placement, requiring notice and the right to a hearing. Id. § 300.122(a)(3)(iii). However, a reevaluation of the student is not required prior to graduation. Id. at § 300.534(c)(2).

Definition of Disability

To be eligible for special education services, a student must have one of

several listed disabilities. Id. § 300.7(a)(1). The new regulations add Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder as examples within the definition of other health impaired. Id. § 300.7(c)(9). They also permit a student to be classified as autistic, even if the characteristics of autism are manifested after age three. Id. § 300.7(c)(1)(ii). The new regulations also clarify the eligibility of students advancing from grade to grade. Schools are not relieved of their obligation to these students simply because they are making academic progress. The decision of whether a student is still in need of services is to be made on an individual basis by the IEP Team. 34 C.F.R. § 300.121(e). This is also true for students who have not yet been classified as special education students. Id. § 300.125(a)(2)(ii).

Scope of Special Education Services

IDEA '97 expands the scope of an appropriate education, adding that it should meet students' unique needs and "prepare them for employment and independent living." 20 U.S.C. § 1400(d)(1)(A). The proposed regulations noted:

This change represents a significant shift in the emphasis of [IDEA]-to an outcome oriented approach that focuses on better results for children with disabilities rather than on simply ensuring their access to education. Federal Register, p. 55029, 10/22/97 (emphasis added).

The comments to the final regulations reaffirm this: Therefore, it is correct to state that the 1997 amendments [to IDEA] place greater emphasis on a results-oriented approach related to improving educational results for disabled children than was true under prior law. Federal Register, p. 12538, 3/12/99.

The Right to Summer School Services

The new regulations add services during the summer months, called "extended school year (ESY) services." Eligibility must be determined individually and services must be provided, if needed, to ensure a free appropriate public education (FAPE). ESY services cannot be limited to particular categories of disability and schools may not "unilaterally limit the type, amount or duration" of ESY services. 34 C.F.R. § 300.309.

The comments to the final regulations note that states are free to establish their own standards, as long as they do not deny ESY services to children who need them to receive a FAPE. Federal Register, p. 12576, 3/12/99. In most cases, a variety of factors may be considered "(e.g., likelihood of regression, slow recoupment, and predictive data based on the opinions of professionals)," "but for some children, it may be appropriate to make the determination of whether the child is eligible for ESY services based only on one criterion or factor." Id.

A Family's Use of Private Insurance

The new regulations authorize the use of private and public insurance to pay for special education services. A school may use parents' private insurance only with the parents' informed consent, each time the school seeks to use their insurance. The school must tell parents that their refusal to consent does not relieve the school of its obligation to provide services. 34 C.F.R. § 300.142(f). The comments add that parents may not be aware of potential future consequences from using their insurance.

Accordingly, schools should inform parents of potential consequences, such as exceeding a cap on benefits, and encourage parents to check with their insurance provider before giving consent. Federal Register, p. 12567, 3/12/99. Unlike private insurance, a school is not required by IDEA to obtain advance consent each time it uses a public insurance program, such as Medicaid. But, a school may not require parents to sign up for public insurance. Nor can the school require the parents to use public insurance where there is "financial cost," including: (1) out-of-pocket expenses such as deductibles or copayments; (2) a decrease in available lifetime coverage; (3) risk of loss of eligibility for home and community-based waiver programs; and (4) an increase in premiums or the discontinuation of the insurance. 34 C.F.R. § 300.142(e). Moreover, as with private insurance, a child's right to a FAPE is not dependent upon whether parents consent to the use of public insurance. Federal Register, p. 12569, 3/12/99.

Therefore, if parents refuse to give consent, the school is still responsible for providing the services. Parents must often take a practical approach to the use of private insurance or Medicaid. Even though the law may not mandate the use of outside insurance, it may be easier to resolve issues in dispute if the parents agree to use

outside insurance when it is available. Parents must be cautioned, however, particularly with respect to private insurance, that it is important to check with their insurance company to ensure that they are not adversely affected by their decision.

The Choice of Educational Methodology

The new regulations add to the definition of special education a definition for "specially designed instruction," which includes "adapting the content, methodology or delivery of instruction" to meet the unique needs of a student with a disability and to ensure access to the general curriculum. 34 C.F.R. § 300.26(b)(3)(emphasis added). The comments explain its importance: [T]here are circumstances in which the particular teaching methodology that will be used is an integral part of what is "individualized" about a student's education and, in those circumstances will need to be discussed at the IEP meeting and incorporated into the student's IEP. For example, for a child with a learning disability who has not learned to read using traditional instructional methods, an appropriate education may require some other instructional strategy. Federal Register, p. 12552, 3/12/99.

Instructional methodology does not need to be addressed in the IEPs of students not needing a particular methodology to receive educational benefit. In all cases, the IEP Team decides whether to address methodology in the IEP. Id. The IEP Team must consider the use of Braille for blind and visually impaired students and the use of and instruction in the child's language and mode of

communication for deaf or hard of hearing students. 20 U.S.C. § 1414(d)(3)(B); 34 C.F.R. § 300.346(a)(2). If the IEP Team determines that a student who is deaf needs a sign language interpreter in order to participate in the general curriculum, those needs must be addressed in the IEP. Id. Part 300, App. A, Quest. 2.

Comprehensive System of Personnel Development

The United States Supreme Court recently observed that "IDEA requires school districts to hire specially trained personnel to meet a disabled student's needs." Cedar Rapids Community Sch. Dist. v. Garret F., ___ U.S. ___, 119 S.Ct. 992, 999, fn.8 (1999). As part of its comprehensive system of personnel development, states must have a system to ensure sufficient personnel to meet the needs of its students with disabilities. 34 C.F.R. § 300.135. The comments to the new regulations note "each State must have a mechanism for serving children with disabilities if instructional needs exceed available (qualified) personnel, including addressing those shortages in its comprehensive system of personnel development if the shortages continue." Federal Register, p. 12408, 3/12/99, regarding 34 C.F.R. § 300.136(g)(3).

Assistive Technology

The need for AT must now be considered for all students when developing the IEP. 20 U.S.C. § 1414(d)(3)(B)(v); 34 C.F.R. § 300.346(a)(2)(v). The comments to the new regulations state that it is "mandatory for the IEP team to consider each child's AT needs." In doing so, however, the school is not re-

SETI-Search = Web Accessibility

<< SETI-search.com >>

Agassa Technologies and KIA Internet Solutions are pleased to announce their first commercial Web accessibility product, which they are making available to the public at no cost. SETI-search is a fast, highly accessible Internet search engine tool.

This new search engine tool is located at: <http://www.SETI-search.com>.

With SETI-search, you enter your search keyword or phrase ONCE, and then select from a list of the most popular Internet search engines to get results. If you wish to query another search engine, you simply select another search engine from the pull-down menu and quickly get the results of your new search. SETI-search is fast, convenient and user-friendly!

SETI-search is designed to work seamlessly with a variety of Web browsers, and to support users employing assistive technology to interface with the Internet.

Users can sign up online for a special SETI-search announcement mailing list, which will keep them informed of changes/updates to this exciting new search engine tool as they occur.

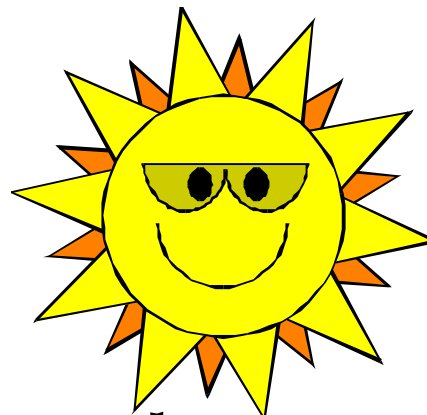
The SETI-search Web site includes an online FEEDBACK form where users can comment on the tools' functionality, report problems or request their favorite search engine to be added to the tools' list of selectable search engines.

SETI-search benefits the disabled Internet user by working well with popular text-to-speech assistive technology and Braille Displays. The tool minimizes typing and keyboard entries to effectively search the Web, making it user friendly to those with motor impairments.

For more information about SETI-search, visit the SETI-search Web site or send email to: info@SETI-search.com

Agassa Technologies, located in Chelmsford, MA, is an Internet consulting company specializing in Web accessibility services for businesses, educational institutions and government agencies. See <http://www.agassa.com> or send email to info@agassa.com.

KIA Internet Solutions, located in Fairfax, VA, is an award winning, premium Web design and hosting company. See <http://www.kia.net> or send email to info@kia.net.



Hang on
Summer!

Conferences & Events

Date: Sep 30 - Oct 2, 1999
Southeast Augmentative
Communication
Birmingham, AL
Contact: 205-251-0165

Date: October 6 - 9, 1999
Assistive Technology
Industry Association
Orlando, FL
Contact: www.atia.org
atia@northshore.net

Date: October 19 - 20, 1999
17th Annual Closing the
Gap Conference
Minneapolis, MN
Contact:
www.closingthegap.com
info@closingthegap.com
507-248-3294

Thank You To.....

The Spurlino Foundation
Publix Super Market Charities
Raytheon Systems - Repro Dept

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Here are some additional resources for digitized text or e-text. There is a nice article on e-text in the CAST (Center for Applied Special Technology)

Interfaces newsletter - Spring 1998 issue. You can obtain an electronic format of this newsletter from their website.
<http://www.cast.org>

Additional E-text Resources

Project LITT: Literacy Through Technology Website: Interactive Books on CD-ROM for Students with Learning Disabilities. Most books are in the Grades 1-4 reading level, a few in the 5-8 reading level. Each book has a software profile with extensive information on the interactive book that has been reviewed by this project. To be included in the future are results of studies looking at the effectiveness of CD-ROM-based storybooks and the results of a naturalistic study of the effectiveness of bilingual CD-ROM based storybooks for English language learners with learning disabilities.
<http://edweb.sdsu.edu/SPED/ProjectLitt/LITT>

Recording for the Blind and Dyslexic
 Most books are at the secondary level. You cannot request textbooks to be put into e-text format but you have access to books that have already been put into this format.
<http://www.rfbd.org>

Additional web sites that contain e-text:

Access 2020 - <http://www.access2020.com/ra.html>

The Wilkie Collins Etext Page - <http://www.cyberramp.net/~jrusk/>

Audionet CD Jukebox - <http://www.audionet.com/jukebox/>

Peru State College Library Etext Books Online
<http://www.peru.edu/~lindsay/etext.html>

The English Server Fiction Collection
<http://english-www.hss.cmu.edu/fiction>

Gopher site for Fiction - gopher://wiretap.spies.com:70/11/Book

Singapore Association of Visually Handicapped Etext Archives
<http://www.dpa.org.sg/SAVH/etext.htm>

Howard Tilton Memorial Library Online Journals and Books
<http://www.tulane.edu/~html/ejournal.htm>

Classic Short Stories - <http://www.bnl.com/shorts>

Middle English Bookcase
<http://www.georgetown.edu/labyrinth/library/me/me.html>

Electronic Text Center, University of Virginia- <http://etext.lib.virginia.edu>
<http://opera.nta.no>

Next month, we will take a look at the latest in resources for teachers. 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! §

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has been awarded the Alexander Scourby Award for Periodicals. He received his award in a ceremony at Madison Square Gardens in New York on Monday, June 28.

The Scourby Award is presented annually by the American Foundation for the Blind (AFB) in memory of its most popular narrator, Alexander Scourby, who recorded for the "Talking Books" program for nearly 50 years. The award is considered to be an "Oscar" among those creating recorded material for blind or visually impaired listeners. Talking Books is a program of the National Library Service for the Blind and Physically Handicapped (NLS), a division of the Library of Congress.

Hoover majored in journalism at the University of Kentucky in Lexington, Kentucky. After graduation, he postponed his journalism career and moved to Canada for nine years. When he returned to Kentucky he began a career in radio news and worked at radio stations in Frankfort, Lexington and Louisville. He began work at APH as a part-time narrator, but eventually decided to leave radio news and read full time for the printing house.

The American Printing House for the Blind, founded in 1858, is the oldest organization of its kind in the United States and the world's largest not-for-profit company that creates educational, workplace and life-style products and services for visually impaired people. Narrators at APH studios record approximately 500 titles a year for NLS. §

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quired to document in writing its consideration of AT for each student. The decision about AT must be made when the IEP for the upcoming school year is finalized so the AT can be implemented at the beginning of the year. Federal Register, pp. 12590-91, 3/12/99. AT encompasses the student's own personal needs for AT, as well as access to AT devices used by all students. If student needs accommodations to use an AT device used by all students, the school "must ensure that the necessary accommodation is provided." *Id.*, p. 12540.

The comments give examples of covered AT devices, such as captioning, computer software, FM systems and hearing aids for students with hearing impairments. Other examples of AT devices include electronic notetakers, cassette recorders, word prediction software, adapted keyboards, voice recognition and synthesis software, head pointers, and enlarged print. *Id.*, pp. 12540, 12575. Orientation and mobility and travel training were added to the definition of related services. 20 U.S.C. § 1401(22); 34 C.F.R. §§ 300.24(b)(6) and 300.26(a)(1)(ii). Both services may be provided to teach students to move effectively and safely within the school, home and community.

The new regulations emphasize the use of AT to allow students with disabilities to be transported with nondisabled peers:

For some children with disabilities, integrated transportation may be achieved by providing needed accommodations such as lifts and other equipment adaptations on regular school transportation vehicles. *Id.* Part 300, App. A, Quest. 33 (emphasis added). The comments assume most

children with disabilities will receive the same transportation as nondisabled children. If the child needs transportation to receive a FAPE or needs "accommodations or modifications to participate in integrated transportation with nondisabled children, the child must receive the necessary transportation or accommodations." Federal Register, p. 12551, 3/12/99 (emphasis added).

The definition of AT services includes training for the student with a disability, as well as the family, if appropriate. 34 C.F.R. § 300.6(e). The new regulations add to the definition of "parent counseling and training": "[h]elping parents to acquire the necessary skills that will enable them to support implementation of their child's IEP." *Id.* § 300.24(b)(7)(iii). The comments note this change is consistent with "the more active role acknowledged for parents" by IDEA '97. Federal Register, p. 12549, 3/12/99. The new regulations also adopt several U.S. Department of Education, Office of Special Education Programs (OSEP) policies on using AT. They indicate schools may be responsible for providing AT in the home, or in other settings, if the IEP Team determines, on a case-by-case basis, the student will need AT in that setting to receive a FAPE. 34 C.F.R. § 300.308(b). As a corollary, they note that parents cannot be charged for normal use, and wear and tear, but that state law, not IDEA, will generally govern parent liability for theft, loss, or damage due to negligence or misuse of AT outside of school. Federal Register, p. 12540, 3/12/99. The new regulations also state that although schools are not normally responsible for personal items, such as hearing aids or eyeglasses, if the IEP

Team determines that a student needs such a device to receive a FAPE, the school must provide it. *Id.*

Least Restrictive Environment

The new regulations emphasize that students with disabilities cannot be removed from age-appropriate regular classrooms "solely because of needed modifications in the general curriculum." 34 C.F.R. § 300.552(e). The "general curriculum" is defined as the same curriculum as for nondisabled children. *Id.* § 300.347(a)(1)(i).

Additionally, a student cannot be required to demonstrate a specific level of performance before being considered for regular class placement. However, the strong preference for placement in regular education does not mean a student must fail in that environment before considering a more restrictive setting. *Id.*, Part 300, App. A, Quest. 1. Placement decisions must be based on the student's needs and not on such factors as the student's classification, availability of services, "configuration of the service delivery system, availability of space, or administrative convenience." *Id.*

Individualized Education Program Development

Developing the IEP begins with a comprehensive, individualized evaluation of the student by the school. If the parents disagree with that evaluation, they may request an independent evaluation at school expense. 34 C.F.R. § 300.502(b). Par-

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ents should submit their request prior to obtaining the evaluation, but this is not required. U.S. Dept. of Education, Office of Special Education Programs (OSEP) Policy Letter to Hon. J. Fields, 2 Education for the Handicapped Law Report (EHLR) 213:259 (1989). Pursuant to the new regulations, schools may ask parents to give reasons for their disagreement with the school's evaluation, but cannot require this. 34 C.F.R. § 300.502(b)(4). The school must, without unreasonable delay, either agree to pay for the independent evaluation or initiate a hearing to show its evaluations were appropriate. Id. § 300.502(b)(2).

IDEA '97 strengthened the parents' role in developing their children's IEP. Parents are now members of the IEP Team. Id. § 1414(d)(1)(B). However, parents do not have the right to be present every time school officials discuss their child. The regulations seem to make a distinction between informal discussions about such items as lesson plans and preparatory activities, and decision making about what will actually appear on the IEP. 34 C.F.R. § 300.501(b)(2).

The new regulations also make clear that decisions about the IEP should, as much as possible, be reached by consensus. Taking a vote is not considered an appropriate way to make decisions. Since the ultimate responsibility to provide a FAPE rests with the school, if consensus cannot be reached, the school must make a decision, which the parents have the right to appeal. Id. Part 300, App. A, Quest. 9.

IDEA '97 adds the regular education teacher as a member of the IEP Team for any student who is or may be receiving services in the regular education classroom. 20 U.S.C. § 1414(d)(1)(B). Depending on the student's needs and the purpose of the meeting, the regular education teacher is not required to attend the entire meeting or be at every single IEP Team meeting. The school and parents are encouraged to reach agreement, in advance, concerning the regular education teacher's involvement. 34 C.F.R. Part 300, App. A, Quest. 24. However, it is anticipated that it will be extremely rare for the regular education teacher not to be in attendance. Federal Register, p. 12583, 3/12/99. For students with more than one regular education teacher, the school can determine which teacher attends. The school is strongly encouraged to obtain input from any teachers who will not be attending. 34 C.F.R. Part 300, App. A, Quest. 26. The new regulations also clarify that the school representative on the IEP Team must have the authority to commit school resources and ensure that the services in the IEP will actually be provided. Id., Quest. 22. A copy of the IEP must be accessible to each regular or special education teacher, as well as any others who are responsible for implementing the IEP. Id. § 300.342(b)(2). Additionally, everyone providing services must be informed of their specific responsibilities, as well as the specific accommodations, modifications and supports for the student. Id. § 300.342(b)(3). The parents must

also be given a copy of the IEP, at no charge. Id. at 300.345(f).

Private School Placements

IDEA '97 limited the amount school districts must spend on providing services to students enrolled by their parents in private schools. A school must spend a proportionate share of its IDEA dollars for students enrolled in private schools. 20 U.S.C. § 1412(a)(10)(A)(i)(I). However, states "are not prohibited from providing services to private school children with disabilities beyond those required by this part, consistent with State law or local policy." Federal Register, p. 12410, 3/12/99, regarding 34 C.F.R. § 300.453(d). Under the quoted language, a state or school could choose to mandate services to all students who attend private schools.

The Right to Continued Services When an Appeal is Filed

Under IDEA, if a an impartial hearing is requested, the student remains in the current educational placement (status quo) until the hearing and any appeals to the state level of review and to court are completed. 20 U.S.C. § 1415(e)(3). What if a parent is only challenging part of the IEP? The new regulations clarify that a school cannot use a parent's refusal to consent to one service or benefit as a basis to deny another service or benefit. 34 C.F.R. § 300.505(e). Therefore, the

school should implement agreed upon services pending resolution of a disagreement about other services. See Federal Register, p. 12610, 3/12/99.

What if the parents prevail at the state review level? If the school appeals to court, may it refuse to implement the state's decision based on status quo? In that case, the school must implement the state's decision. The new regulations clarify that if the state rules in the parents' favor, that constitutes an agreement between the parents and state for purposes of status quo. 34 C.F.R. § 300.514(c).

Conclusion

Children with disabilities can benefit greatly from assistive technology that is available in educational settings. With the appropriate AT made available to a student, a school district may be able to meet IDEA 97's promise of helping "prepare them for employment and independent living." If that promise is to be met, attorneys and advocates must be vigilant to make sure that the public schools comply with IDEA '97 and the 1999 regulations. Opinions expressed do not necessarily reflect the position of the U.S. Department of Education and no official endorsement of those opinions by the U.S. Department of Education should be inferred. §

Levelgames

<<www.levelgames.com>>

LEVELGAMES are accessible versions of classic arcade games and present a "level playing field" for players with unequal abilities. These are not therapy games (although they can benefit hand-eye coordination etc.) but are designed purely for fun. Each game contains a control panel to allow users to adjust all the major game functions through a VERY WIDE RANGE. With these features LEVELGAMES can be played by players of any age and almost any ability.

Brickout A new "Bat and Bricks" game with incredible flexibility. Choose the bat size (from very small through to nearly the width of the screen) and speed and the ball speed. Brickout now includes a "Level Editor" for designing your own levels.

Ruby Ridge A platform game almost

anyone can play. Supports keyboard, joystick, expanded keyboard, alternative access (eg. Intellikeys), switch (scanning). The game includes a "Level Editor" so you can create your own levels.

Alien Invasion Classic Invaders style of game - now with accessibility. The control panel can be adjusted at any time - even while the game is being played. There is one control panel for each player, so each player can have their own settings. This allows two players of unequal abilities to play competitively.

LEVELGAMES can be purchased safely and securely over the Web through USA based Northstar Solutions. Visit the LEVELGAMES website at <http://www.levelgames.com> to see screenshots and more details. §

Prentke Romich News

www.prentrom.com

800-262-1990

The Prentke Romich Company announces the release of a new product; the "PRC Picture Set" CD. There are over 1,800 color pictures that can be used to create communication boards, flash cards, and other teaching materials. The pictures come in three formats. Users of Mayer-Johnson's popular "Boardmaker™" program can use a Boardmaker Library file. Words are categorized by part of speech and topic, and you can use the images just like you would with any other Boardmaker symbols.

The second format is .BMP, a popular graphical format used by a wide range of drawing and painting programs. If you

have any software that can use graphics in the .BMP format, you can import any of the PRC Picture Set icons into it. For ease of use, the images are sorted alphabetically.

Finally, the pictures are available in .PCX format, another common graphic type. These too are sorted alphabetically and can be imported into a range of software. The Picture Set includes many Minspeak® icons from the Unity® series, the Language, Learning and Living program, and the MinTalk program. The CD will work with both Macintosh and PC-based platforms. It costs \$25.00 and the catalog/order number is CD-PS.

Product News

Speech Expressor

APH announces *Speech Expressor™* an innovative device that allows the Talking Book reader to read faster while maintaining the quality of the sound of the material.

Speech Expressor™ is now available from the American Printing House for the Blind (APH), Louisville, Kentucky. It will allow the audio book listener to change the speed of recorded material without the unpleasant change in sound quality usually experienced using older compression systems.

Since *Speech Expressor* users can digitally adjust the pitch of the recorded voice to compensate for a change in speed, they will be able to:

- Speed up audio recordings to read more material, more quickly, without an increase in pitch
- Slow recorded material down for more concentrated listening, without a decrease in pitch
- Compensate for hearing loss in certain higher pitch ranges

Speech Expressor is compatible with any sound source having variable speed

control, including several APH cassette recorder/player models and National Library Service Talking Book players. It will also work with devices that do not have a variable speed control, such as commercial tape players and radios (only the pitch of the voice can be changed; not the speed.)

Since 1858, the American Printing House for the Blind has promoted the independence of blind and visually impaired persons by providing special media, tools, and materials needed for education and life. FOR MORE INFORMATION, CONTACT: Tony Grantz, Business Development Manager at 800-223-1839 or by E-mail, tgrantz@aph.org

American Printing House for the Blind, Inc.
1839 Frankfort Ave.
PO Box 6085
Louisville, KY 40206
800-223-1839

Pocket Technician

Pocket Technician, manufactured by Enabling Devices/Toys for Special Children, tests your batteries, devices and switches.

The *Pocket Technician* operates by placing the battery into the holder and the meter analyzes the battery's condition. To find out if your switch works, just plug your switch into the female jack and activate the switch. If it works, the technician buzzes. To check to see if the device is working plug the technician into the device and if the device does not activate, and you have already checked its batteries, then the device is not functioning correctly.

The company also manufactures a selection of toys and busy boxes designed for the visually and hearing impaired. Their technical and engineering staff are available to provide custom modifications at a customer's request. A free catalog describing these toys and many other learning and assistive devices is available, call 1-800-832-8697 or visit our web site www.enablingdevices.com.

Enabling Devices
Toys for Special Children
385 Warburton Ave.
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