

Title of Session: Targeting Librarians! Assistive Technology

Moderator: Lesley Farmer

Title of File: 20091118cybrariansat

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Room: Cybrarians Group

CathieR: so how did I make this screen bigger, I forget?

JeffC: Actions-- Larger Text

MarthaN: But we can't make the box bigger?

JeffC: also Actions-- Detach Chat (to make chat a window unto itself that can be maximized)

MarthaN: Much better. Thanks. Maybe this time I can keep up!

CathieR: OK got it, thanks Jeff

JeffC: note that Lesley has prepped a File in Featured Items: Assistive Tech URLs... you might want to download that before detaching chat (or simply switch windows)

ChrisP joined the room.

AimeeVT joined the room.

BJB2: good, Chris. You also might want to join this group

ChrisP: ok thanks BJ

BJB2: . o O (find the green i in the welcome note and click on it)

MelissaLD joined the room.

BJB2: the select Join this group at the top of the group ID page

KarenL joined the room.

LesleyF joined the room.

LesleyF: hi, folks! what a great turn-out!

KarenL waves to everyone.

CathieR: Hi Dr. Farmer

MarthaN: Hi

AliciaD: Hi Professor Farmer

ChrisP: BJ, am I in the right place now??

MelissaLD: Hello!

AimeeVT: Hello!

LesleyF: Just a couple of tips for you if this is your first time.

ErinA: hi everyone

ChrisP: Hi all!

CynthiaK joined the room.

CorinneA joined the room.

BrandiW joined the room.

CorinneA: am I in the right room?

LesleyF: Just in the right hand corner of the chat box, you see ACTIONS. You can DETACH this box AND also make the type larger. These actions will give you more flexibility.

CathieR: Yes Corinne

LauraJ joined the room.

JanetTa joined the room.

CorinneA: phew, technical difficulties

BJB2: good, Laura and Janet

JanetTa: OK I was in the wrong room

BJB2: Welcome to this month's Targeting Librarians discussion with Lesley Farmer

BJB2: Lesley, you probably know everyone, but do you want to start with brief intros?

LesleyF: We're talking about assistive technology today. What do you know about it already?

CorinneA: it ranges from low tech to high tech

CathieR: There is so much to choose from, I had no idea

CorinneA: cost ranges as well

LauraJ: I was shocked that I got NO training in it during my undergrad.

AliciaD: A lot of options

JanetTa: I was surprised to find all the new gadgets..like screenless talking computers

AimeeVT: AT hardware and software help meet the learning and everyday needs of people with disabilities.

BrandiW: Assistive technology is finding alternative ways of bringing information to students with disabilities

ErinA: assistive tech can be so helpful for ALL students

ErinA: not just sped students

ChrisP: So many tools available for many abilities or lack there of

CorinneA: it is necessary to evaluate AT

KarenL: ditto, ditto, ditto

CorinneA: it is one thing to select a tool, then it must be evaluated

ChrisP: I agree we can all use these tools!!

CynthiaK: Assistive technology will help students be more independent

JanetTa: are our hardware/software selections related to the tech plan?

ErinA: I agree Corrine, some AT seems more effective than others

CorinneA: it also depends on the student

LesleyF: Lots of good info -- many options because of so many different needs. And the thought of Universal Design for Learning, as Erin hinted at.

MarthaN: Jurkowski names communicative disorders, visual impairments, hearing loss, learning or cognitive impairments, mobility impairments, and ergonomic issues as possible need for assistive technology

CorinneA: what works for one student may not work for another

LauraJ: I was particularly impressed with the mindset of those that create the devices. They were simply trying to "even the playing field" not change the learning objective itself.

LesleyF: Good point Laura.

JanetTa: I was impressed by that also

AliciaD: And the training of the faculty also is necessary for it to really help students who need it

ErinA: right, the goal is making the gen ed curriculum available to EVERYONE

ChrisP: matching a "device" to the appropriate user is important

CorinneA: definitely Alicia

BrandiW: There are a variety of tools for each disability and many of the tools can be helpful to students of all abilities.

ErinA: regardless of their disability

JanetTa: I have to believe that some of these things are very cost prohibitive though

CynthiaK: I will be learning more about assistive technology next week when I take my son to an assistive technology evaluation

CorinneA: parents need training for them too

LesleyF: AT helps the student succeed even with their difference/disability -- AT is not a CURE for the dif/disability.

ChrisP: Cost is a big factor!

LesleyF: Why do you think some AT costs so much?

AliciaD: Definitely, Corinne.

CathieR: Lots of time to create it

AliciaD: Probably the creation of the item was extensive in time

AimeeVT: Cost too high? Maybe because there isn't a big enough market for companies to price competitively?

CorinneA: individualized and personalized?

JanetTa: Well there's the development costs

ErinA: I think because it can be highly specialized

ChrisP: because one size does not fit all, not a market for mass production

KristenR: if something goes wrong with it it may be expensive to fix and find the professionals to do it

CathieR: paying specialists is expensive

AliciaD: Good point, Kristen and Cathie

BrandiW: I think a lot of the technologies are just coming out and it will take a while for the specialists to develop lower costing items.

LauraJ: I definitely think specialization of equipment is probably the most expensive. Anything dealing with hearing loss is personally fit

LesleyF: Yes, all of those are good reasons.

ErinA: there are definitely "low cost" items like hand grips, magnifiers (sp?)

MarthaN: Some of the "regular" items have been mass produced because they are easier to make - cheaper. Lots of regular ed students would do better with the AT things.

LauraJ: Would school districts be responsible for paying for these devices or are there other options?

ChrisP: perhaps with time, like many tech items, costs will eventually come down.

CathieR: I like devices that benefit all students

CorinneA: hopefully Chris

JanetTa: I was thinking of corporate sponsorship

ErinA: school districts have an obligation to provide access to the gen ed curriculum to all students

JenA joined the room.

LauraShu: We had our IU pay for the devices in our district.

LesleyF: Yes, that's UDL (universal design for learning)

CorinneA: our text mentions how the cost of computers have come down significantly

BJB2: now you're good, Jen

AliciaD: Or consortiums like those mentioned in the Farmer chapter we read

CorinneA: perhaps AT will too

CynthiaK: My son's school district is paying for the assistive technology evaluation so I am assuming the district will pay for whatever is decided upon

MarthaN: I think that as the social climate has changed to be accepting of people with differences, it will be expected that we can all get what we need at a reasonable cost.

JenA: Okay, Thanks BJ

ChrisP: I like the idea of corporate sponsorships

LesleyF: Remember that much of disabilities legislation -- and \$ support -- comes from the federal government.

BrandiW: I think it is important for the media specialist to make these technologies known to members of the district who can rally for money for the devices.

AliciaD: Does purchasing of AT fall under e-rates?

MarthaN: Sometimes parents have to push to get something specific for their children

AimeeVT: Grants and sometimes private organizations can help with hardware and software, especially for home use.

ErinA: right, the Americans with Disabilities Act

ErinA: Section 504 to be exact

KristenR joined the room.

BJB2: welcome, Kristen

ErinA: and IDEA

ChrisP: when we see a need, we need to push for acquiring

LauraShu: Yes and least restrictive environment will come into play.

LesleyF: so what do you see as the role of the librarian in all of this?

LesleyF: Laura's comment is a good start...

AliciaD: Collaboration with faculty, parents, and administration to determine the needs

ErinA: definitely LRE, Laura

JanetTa: being knowledgeable about the tech available

LauraJ: Exposing teachers to this equipment at the very very least

JanetTa: and learning how/when to use it

LesleyF: LRE is what?

CathieR: special devices that assist research

MarthaN: We should know what AT is available for the technologies we have in the library, and be a resource for the classroom teachers, if there is no tech person.

ErinA: least restrictive environment

ChrisP: educating our community about the need and availability of devices

ErinA: sorry

AimeeVT: Librarians have to meet the needs of the many, with fewer and fewer dollars; librarians need to be tech savvy, smart shoppers, and motivated to get their administrators and school boards up to date.

ErinA: I was a special ed teacher so I get in the habit of using abbreviations

CynthiaK: It must be harder for a librarian to determine what the library needs in terms of assistive technology. Does the librarian purchase something just in case it is needed or only after it is an identifiable need for some of their patrons

CorinneA: more responsibility is being placed into the hands of the librarian, we should be able to offer suggestions to administrators and teachers

BrandiW: Finding devices that will meet the needs of students with disabilities and finding ways that these devices can help students of all abilities.

ChrisP: amen Aimee

AliciaD: Working with the tech support in a district is also a must to determine feasibility of the resources with what is already available

LesleyF: good question, Cynthia about when to purchase AT. What do you think?

LesleyF: Alicia is right about checking with tech support too.

MarthaN: It has to be in the budget, first of all.

AimeeVT: Personally, I have to show my administrator the need before an item is purchased. Especially if it is expensive.

JanetTa: I would think whenever there is a need not currently being addressed

ChrisP: definitely communicating with the tech "powers" of our schools to help us get the resources

CorinneA: I believe after the need is identified, school district budgets are tight

CathieR: So you have to predict it?

ErinA: librarians need to understand the variety of technological purchases (including AT) to figure out the best way to use funds (from Odin)

AimeeVT: Cathie, predict and plan way away since budgets are often frozen mid year.

LesleyF: what about IEPs? Do you know what those are -- and are you/librarians ever involved in them?

LauraShu: You may need to ask the administration and ask them to help with purchasing this needed equipment.

LauraJ: Our special ed department (including occupational therapist, physical therapist, etc) tend to be in charge of AT

BrandiW: I think that when a student is unable to receive the same learning as the other students, it is important to find a way to help that student receive equal opportunities.

CorinneA: Individualized Education Plans

MarthaN: Individual Education Plans

JanetTa: individ ed plans

MarthaN: Jinx

JanetTa: we are required to be involved with them as teachers.

JanetTa: 504s as well

LauraShu: As a classroom teacher I am involved, but I have never had our librarian sit in on the meetings.

AimeeVT: IEPs are Individualized Education Plans and yes, sometimes I am involved, but only after an IEP is in place. I am not involved in the actual development of the IEP.

AliciaD: I don't know if our librarian has ever participated in the IEP process

KristenR: I started in the elem lib this year and we had IEP meetings

CathieR: I would think we should be involved in IEPs just like the music teacher and art teacher should

BrandiW: I have seen copies of the IEP's of the students I have, but I have not been asked to go to the meetings.

MarthaN: I don't think our librarian does this in our building.

LesleyF: so think about librarians attending those meetings -- can you see a reason ever to do so?

KathrynF joined the room.

CorinneA: I never sat in on meetings, but I always received the IEP

ErinA: definitely

ChrisP: I think librarians are often overlooked as a team member for these types of meetings.

AimeeVT: Absolutely

LauraShu: When I had child with hearing aides in my class last year, she needed special equipment for computer class.

AliciaD: Yes

JenA: Yes, we have these students in class!

CynthiaK: I never even thought about the librarians reading IEP's but it makes sense

ErinA: especially since school librarians tend to "be in charge" of implementing use of tech in school settings

CorinneA: we teach too

ChrisP: We need to be more proactive, pushing are way in, hard to do

JanetTa: yes if we are the ones introducing, purchasing or recommending the tech

MarthaN: That's a LOT of extra meetings. I think that's why librarians aren't included.

CathieR: I need to know the best way to convey all the library has to offer

KristenR: yes, we are teachers too, so we have to accommodate different learners

LesleyF: Good that some of you are getting IEPs -- librarians should at least ask for a list of students with special needs (which might include 504s) -- why??

BrandiW: I think it would be beneficial for librarians to attend so that we know what accommodations can be made for our students.

MarthaN: We are legally responsible to do what they say in them

LauraJ: I have AT used in my classroom (I'm a music teacher) and I budgeted for individual headphones as well as a mic system that I wear all the time. I am invited but rarely attend IEP meetings unless the parent specifically requests it

AimeeVT: Need to be able to use differentiation in our instruction since we see all students.

AliciaD: So they know what resources to provide to help those students succeed

ErinA: because librarians will definitely come in contact in an instructional setting with students with disabilities

LesleyF: that's right, Martha

JanetTa: so that we could be looking for ways to help all students

CorinneA: I think it depends what level of instruction you are, elem. librarians teach, high school librarians provide lessons in the beginning of the year on how to utilized the library and stop after that

ChrisP: So we are aware when we assist these students in the library, we are then aware of their needs

JanetTa: level the field

JenA: I think it would be difficult to attend every meeting, but at the very least, we need to see the IEP.

AlisonD joined the room.

LauraShu: We have our IEPs on our network.

BJB2: good job, Alison

LauraShu: Then the specialists can see them as needed.

ErinA: that's great Laura, what a smart idea

JanetTa: we do also but with limited access

LesleyF: it might make sense to be at the meeting if we had such a student as a library aide.

JanetTa: privacy issues

CathieR: I agree Corinne. I want to teach elementary so I should be included

CorinneA: exactly

CorinneA: high school may not need to be

KarenL: I'm in an elementary school. When I cannot attend an IEP meeting, I ask to see the IEP.

ErinA: as a sped teacher, we were in charge of making sure each teacher that saw a spec ed students also was made aware of their IEP accommodations

JanetTa: we have a severely handicapped student helping in our media center right now

KarenL: The teachers have no problem in sharing the information, and offer suggestions.

CathieR: that is what I will do to Karen

LauraShu: That's great Erin!

MarthaN: We have to sign that we saw them and we get a copy - even 504 agreements if they are life threatening allergies.

LesleyF: You've talked about \$ but what are some accommodations (AT) that might NOT cost money -- or at least just a little.

LesleyF: ?

ErinA: handgrips

AliciaD: Adjusting the screen size

CorinneA: using larger font size

AliciaD: Headphones and/or speakers

JenA: providing handouts of directions/procedures.

ErinA: magnifiers

KarenL: auditory capabilities.

JanetTa: Corinne that's what I was going to say

CathieR: In a search I did I found a lot of free applications on the internet

ErinA: also simple instructional modifications

AlisonD: enlarging with copying machine

AimeeVT: Environmental accommodations like preferential seating, study cubicles, individual laptops, photo copiers

JanetTa: I'm too slow

CorinneA: typed notes if you are giving a speech but they learn better through a visual

LauraShu: audio recordings for texts, as Jurkowski mentions

BrandiW: extra time on assignments

CorinneA: lol sorry Janet

ErinA: like allowing for more time on assignments, study partners, testing accommodations, homework sign-off

AlisonD: items read out loud by teacher

LesleyF: do you know about Mac simple text and PC Narrative/narration? They can read out texts

LauraShu: Jurkowski also mentions pencil grips.

JenA: Jurkowski suggests pencil grips

JanetTa: no I wasn't familiar with them

ErinA: read aloud text is HUGE

LauraJ: pencil grips are life savers!

CorinneA: yep

ChrisP: what about the physical desk/chair

ErinA: esp for students with learning disabilities

KarenL: or sometimes have a student partner they are comfortable working with.

MarthaN: There are keyboard overlays that show the letters larger and brighter than regular.

JenA: Sorry, Laura, I must have been typing when you wrote.

LauraShu: That's so funny Jen!

LesleyF: you can scan a document using OCR (Optical Character recognition) and save that file, and then use simple text to read it aloud.

JanetTa: learning something new every minute

CathieR: I am using tech like that in my plan for ESL students

LauraShu: We have that on the MAC!

LesleyF: Do you know that the background color of a text can make a difference for some students -- so just adjusting that color can be another way to help.

JanetTa: that's great Cathie

CynthiaK: We are looking at ways to help my son with his writing so that he does not have to be dictating to me or to an aide all of the time.

MarthaN: There is a thumb drive called a Dolphin Pen that I saw. It's less than \$50.00 and it reads what's on the screen of any computer you plug it in to.

LauraShu: Yes, some are color blind Lesley!

JanetTa: I knew about background

CorinneA: using graphic organizers help as well

ChrisP: yes, I have seen some students do that to help them

KathrynF: Speaking of accessibility - I'm having great difficulty reading this chat because the font is so small. Is there any way to change it? (This is my first chat here.)

JanetTa: up at actions

LauraShu: Actions...Larger Font

CathieR: Actions large text

LesleyF: For PC (and I think Macs) there's an accessibility function so that you can hchange the size and speed of cursors, etc.

JanetTa: you can detach and maximize as well

LauraShu: You can also "detach"

LauraJ: Thank you! I was also squinting

MarthaN: You can make the whole box bigger from there.

LauraJ: But I will have to read a whole lot faster :0)

KathrynF: ah - that's better. thanks

CathieR: Yes Dr. Farmer and make letter stick for combination keystrokes

AliciaD: I can imagine that the cursor option would make it much easier for visual impairments

AimeeVT: WebXACT, mentioned in the Shelly text, is a free software program to help users view web pages more easily.

CorinneA: free is great!

CathieR: I read that to Aimee. Free!

LesleyF: For those machines that you've modified, remember to label them as such so that those users who need them can find them easily -- and not frustrate other users who want a small speedy cursor, etc.

LesleyF: Cool, Aimee

JenA: Great Idea, Dr. Farmer.

LauraShu: Yes, that's a great idea Lesley!

AliciaD: Never thought of that

ErinA: just out of curiosity, how would you label them?

LesleyF: What about library portals? How do you make accommodations or apply UDL?

ChrisP: good point, to label, label, label

CynthiaK: I think we do want to think how we label things so that the students would not feel different using them

LauraShu: You could make a sign and attach it to the top or side.

ErinA: right, saying what?

AndiS joined the room.

LesleyF: Erin, I have a sign -- actually, I had a bank of modified computers for those students -- they got first dibs, is how I worded it.

CynthiaK: I am still trying to figure out how exactly to explain assistive technology to my son

ChrisP: u r right Cynthia,

AndiS: Hi room. sorry I'm late!

LesleyF: how old is your son?

LesleyF: hi, Andi

JanetTa: hi Andi

LauraShu: You could simply put a star picture on it.

LauraJ joined the room.

CathieR: hi Andi

AimeeVT: Erin, maybe just label the computers with the actual titles of the software installed or how the workstation is modified, or a picture or symbol.

LesleyF: good sign idea, Laura,

JenA: I like that, Laura.

CynthiaK: My son is 13 yrs old, in 7th grade. He has high functioning autism and a slow processing speed

ErinA: right I think the wording could be tricky, you wouldn't want to identify these are for the "special ed" kids

ErinA: I like the symbol idea Aimee, that makes sense

CynthiaK: He is very bright. It just takes him a long time to do assignments

LesleyF: So does he want AT or accommodations, or does he think he doesn't need it or what?

ChrisP: or have computers numbered and tell the students that number so and so may work best for you

AlisonD: does your son use any assistive technology now Cynthia?

BrandiW: I also like the symbol. Then other students won't know that certain students are being singled out.

ErinA: that's a good idea, Chris, numbering would also work as well

LesleyF: I have a cousin with that situation

LesleyF: For him, computers have been a real godsend.

ChrisP: our computers are already numbered, so when we have a tech problem, we just let them know which number has a problem

CorinneA: I can't imagine what people did back when there was no technology, they must have felt so isolated

CathieR: They definitely help level the playing field

CynthiaK: My son does have an IEP which does have some accommodations such as more time for tests, help from an aide (who helps about 5 students), allowed to dictate answers.

JanetTa: ours are also numbered

LesleyF: So how can library portals be more accommodating??

JenA: I agree Corinne, it is awful to think how frustrated people were before this technology.

CathieR: Large text?

LesleyF: wastes of good minds...

DoreenS joined the room.

CathieR: Incorporate sound?

CynthiaK: Right now my son is so frustrated with school that we have not been able to get him to go. We just saw a psychologist today who is going to help us look into different schools.

LauraShu: Closed caption availability would be great for library portals.

BrandiW: images or graphics

KristenR: streaming video

AimeeVT: Streaming audio too.

JanetTa: we have streaming

LesleyF: Every image needs to be captioned.

ErinA: I have found that in many IEP's, case managers are reluctant to specify expensive equipment unless already pre-approved by district personnel/spec ed coordinator

LesleyF: Use simple words and sentence structures.

MarthaN: We need to talk to our special ed teachers and our life skills teachers to make sure that what we have at the library supports what they are doing in the classroom.

ErinA: simple directions are always a good idea!

JanetTa: is your son frustrated because students without disabilities but with behavioral issues are in the same room?

AliciaD: Provide information in multiple mediums

LesleyF: In terms of content, the library portal can point/link to AT resources

CynthiaK: Obviously his school is not doing a good job of addressing his needs. I understand very well how we need to find ways to help students be successful and assistive technology can help with that. I am not sure if Scott understands what assistive technology is and how it can help him

JenA: It seems like AT should be a separate budgetary item.

LesleyF: Has he had any AT/accommodations that have been successful, Cynthia?

CathieR: AT resources need to get more exposure

AlisonD: Martha I think you have a really good point. I wonder how many librarians approach special ed teachers to find out how to best meet needs

CorinneA: I agree Jen

ChrisP: I just learned today one of our students cannot see the board (even when sitting in front) and we should provide paper copy of everything we possibly can

MarthaN: Alison - the teachers already know what they want. It would save so much time for us.

JenA: We have a student who is visually impaired and brings a magnifier (large machine) with her everywhere.

CorinneA: is it heavy?

JenA: It's on a cart.

CorinneA: wow

ChrisP: Our student does not like to use anything "special"

CathieR: Is it hers or did the school provide it?

JenA: Neither does ours. She doesn't like to talk about it.

AimeeVT: Dr. Farmer, in terms of budgets, is it true that hardware and equipment purchased out of special ed. budgets can only be used by special ed students?

LesleyF: I think sometimes it doesn't occur to teachers to tell the librarian about students' unique needs -- and often by teenage, the students themselves don't want to share that info.

CynthiaK: My son is attending regular classes with the help of an aide. He also can go to the autistic support classroom. Having him dictate to me or an aide has been helpful.

JenA: I think it's the school's

LesleyF: Good question, Aimee. That can happen with Recorded books.

LesleyF: They often need special machinery \

SaraL joined the room.

MarthaN: I'm in an elementary building - so special needs are no secret.

LauraShu: That's true, Lesley. Even my 2nd grader didn't like having an interpreter in front of the room everyday.

SaraL: Sorry I am late.

CorinneA: kids are sensitive

JenA: Some of the AT seems like it can benefit everyone.

SaraL: What are we discussing?

AliciaD: I agree Jen

LesleyF: I had a don't ask don't tell policy -- a student just said that s/he needed it, and I checked it out to the person.

ChrisP: But will most students ask?

CathieR: I agree Jen. I think it is silly to limit the tech to just Special needs

LesleyF: that's right, Jen. That's why I lent recorded books to any student who asked -- as long as there was enough for everyone

KristenR: but what happens if it's being used and the person it's intended for can't access it

AliciaD: I wonder that also Chris, particularly if they don't know if it exists.

LesleyF: those who want audio books do ask

LesleyF: I let it be known about that service...

CathieR: Good point Kristen

LauraJ: I love audio books. I personally use them all the time.

DoreenS: I found a lot of the software would benefit many..esp inspiration, for visual learners

LauraShu: I like audio books too!

CorinneA: me too!

JanetTa: I like them too

JenA: Yes, you have to market the materials.

LauraShu: I put them on my iPod!!!

LauraJ: I even suggest them to parents for long drives and what not to add some education in a long trip

MarthaN: Kristen - I guess you would have to see how that went, and if there aren't enough materials, limit them.

SaraL: I love audio books too!

ErinA: inspiration and kidspiration are great for visual learners

LesleyF: that's why there have to be enough resources to meet students' needs

CathieR: I like the voice in my head :-)

CorinneA: our library offers free downloads of audio books

ChrisP: what percentage of your collection is audio??

BrandiW: I had a bunch of students who liked to listen to audiobooks. There was always plenty to go around because most students didn't know that they were allowed to borrow them.

LauraJ: And since this class, I have been subscribing to a million podcasts

SaraL: I sometimes like to listen and read along.

LauraShu: I never tried that, Sara.

LauraShu: That sounds neat!

LauraJ: That would be a great adaptive learning method!

AimeeVT: My teachers are loving LibriVox ever since I sent them the link...thanks to 23 Things!

AliciaD: Helps increase reading comprehension :)

LesleyF: So audiobooks are a great resource that can help all kinds of students -- including ELL

ErinA: I always used recorded versions of books we would read in my spec ed lang arts class

BrandiW: I tried to listen to audiobooks during the Young Adult Literature class, and I had a very hard time with it. I was too distracted by what was going on around me. I guess I'm not a good auditory learner...

ErinA: the added benefit for reading comprehension was huge!

LauraShu: It's also good for the younger students!

SaraL: It helps with some books, like The Boyfriend List by E. Lockhart. She had a lot of footnotes.

AndiS: We have some ESL students who ask for audio books and text/print books. It helps them keep up with the reading

JenA: Me too, Brandi.

LesleyF: Be sure to get unabridged versions.

CathieR: Me too Brandi

CorinneA: it's great to use audio books just above reading levels, they will feel more comfortable being challenged while also listening

ChrisP: I am not auditory either

JanetTa: Dr F - will we discuss the tech plans tonight?

LesleyF: Also some dramatic interpretations can be more distracting than helpful for

students with disabilities

CorinneA: the arts are fantastic for disabilities

LesleyF: We can talk about the tech plan in a couple of minutes.

JanetTa: true about distracting if dramatics are used

CathieR: funny voices are distracting

ChrisP: again, I think it depends on the student

AimeeVT: Sometimes a particular narration is just plain awful and sometimes it's the absolute perfect match to the text.

ChrisP: what works for one, may not work for another

MarthaN: I was just going to say, with the right student, anything can be distracting.

AndiS: I am wondering about the format for the hardware assignment due this week. Is there a format you are looking for?

SaraL: Are there any suggestions for special needs children that are visual and auditory learners and nonverbal?

CorinneA: the publication LibrarySparks always includes a "play"

ErinA: I do as well, Chris, although in my experience it's pretty much been a huge help in reading comp if they are following along in their books

LesleyF: So it looks like you have some good ideas to start with. I have created a page of AT links, which are available both in the left hand Files section and the Notes section. You can download them and use them for library portals, etc.

AlisonD: I had a pto parent read a book for my class that there was no audiobook available.

AliciaD: Sara, Jurkowski talks about Smartboards. I can see the use of these being helpful for visual and kinesthetic learners

AndiS: Thanks for the links. I saw that coming in and they look helpful.

ErinA: smartboards are awesome!

LesleyF: Cynthia, if you'll email me, I've got an article and a PPT on library services for students with autism.

CathieR: I love smartboards

CynthiaK: Ok

LauraJ: I have a SMARTBoard that I use during every class. It is amazing how much more engaged the students are.

ErinA: they are very interactive and allow kids to learn in a variety of ways

LesleyF: yes, indeed, SmartBoards work well with several types of learners

AliciaD: The hands-on element is really engaging

CorinneA: the versatility with a SmartBoard is amazing

LesleyF: Same with computer tablets

BrandiW: The students are much more motivated when using SMART boards.

JanetTa: we have a few smart boards one in the media center

LauraJ: It also takes me about a quarter of the time to make visuals on the board rather than with posterboards paper

MarthaN: Does anyone have the notebook software and the Sentio clickers?

JenA: Touch screens are similar to SmartBoards but on an individual computer.

CathieR: I use one in my software training meetings

AlisonD: we got smartboards this year but am currently home on maternity leave. i cant wait to have them in class

SaraL: I will look into the SMART boards. Thanks.

AliciaD: Our district doesn't have SmartBoards. We have Mimios, a lower cost option

LesleyF: it's the underlying concept that is important

LauraShu: We are having training on Monday for our SmartBoards.

AliciaD: And a lot more flexible. They can move from room to room

ErinA: yup and from teacher to teacher, the mobility is great

AndiS: We have Smartboards and the Notebook software, and a set of Sentios. I haven't used the clickers with students yet.

DoreenS: for more ideas, browse through the shelly Cushman's book, after each chapter there is AT ..like how to integrate, etc

ChrisP: ditto Andi, but I don't have the Sentios

JanetTa: we have qwizdom which the students enjoy

CorinneA: I did that Doreen! It was great!

MarthaN: Andi - I need to get my tech guy to load the software. I can't even create a game without it!

AndiS: The Notebook software is on all the computers so you can compose & prepare even at your desk.

AlisonD: my old school had quizdom

LesleyF: Mobility is an important factor for AT so students can use them wherever needed -- portability and durability are needed too. and it shouldn't be too large to be obvious

AimeeVT: Handheld devices...that's what all students seem to want to use.

ErinA: we also had Interwrite pads which were a little more complicated, but I used it class and few times and it was great

LesleyF: exactly, Aimee

CorinneA: its the portable handheld age

DoreenS: we have a system of passing a flashdrive to students who need work ahead of time

LesleyF: and easy to learn -- for the student, teachers, parents...

JanetTa: I have interwrite also but qwizdom is easier

AndiS: We are trying out using some iTouches in classrooms

AimeeVT: Doreen, good idea.

LesleyF: good solution, Doreen

MarthaN: Definitely must be user friendly - we're always in a hurry!

SaraL: I heard great things about the iTouches.

AndiS: I'd like to have some in the library for audio books and searching the catalog from the stacks

CynthiaK: I was just looking online at a watch that has a timer function and written reminders. It will vibrate when reminding the student to do something but it looks like a regular watch.

ChrisP: ooooo, searching from the stacks...I like that idea!

LesleyF: good tool, Cynthia

JanetTa: there is one online

AliciaD: I could use that watch!

AimeeVT: I use an iTouch to do circulation from classrooms where I do booktalks. I can access the catalog and the circulation system from my iTouch. The kids are always impressed :)

SaraL: My daughter is supposed to get one. The Special Education dept. received a grant. Not sure how my daughter will like this.

JanetTa: it can be projected onto the board

LesleyF: it's kind of neat when the students who benefit from AT can be cool...

AndiS: Yeah that is cool. Roving librarian w/iTouch! :)

SaraL: I want an iTouch!

JanetTa: me too

CorinneA: me three

LesleyF: send your wishes to Santa...

JenA: How do you scan then Aimee - or do you have to type everything in?

SaraL: Are the iTouches really sensitive?

AimeeVT: Type, but I'm getting faster and since I'm the only one who does this, if I make a mistake, it's my fault.

JenA: That sounds awesome!

AndiS: it's not hard to check out using the barcode number to type in, right?

AndiS: we could do that too - check out from a book talk cart in the classroom. Great idea!!

SaraL: Do you need a stylus like the PDAs or Palm pilots?

AimeeVT: No, it's simple, enter patron name or library number and then check out by barcode number.

AliciaD: That is a great idea

AndiS: I think you touch the screen.

AndiS: or type on a keypad

CathieR: You are the cool librarian Aimee

AimeeVT: You can use a stylus..I tend to lose mine daily.

ChrisP: lol

SaraL: I really want an iTouch! I better start writing to Santa.

CorinneA: there is a "portable" USB scanner, you can use it for laptops or other devices

CorinneA: I wish I could remember the name of it

CorinneA: It's a tiny one

CorinneA: *tiny scanner

JanetTa: until my son and I are out of school, I think Santa will say no

CorinneA: sorry, I wish I could make more sense tonight!

CathieR: like tiny dancer

JenA: Isn't it called a Panther?

CorinneA: lol yes Cathie

CorinneA: it might be!

SaraL: I think I'll have the same answer, too, from Santa

JenA: We have one - it was very expensive and we've not had much luck using it.

LesleyF: so I think we've gone on enough about PDAs, etc. There was a question about the tech plan??

CorinneA: oh look at that, it's in my drawer! It's called the CueCat

AndiS: I heard the iTouch is coming out with a new version after Christmas. It will have a camera in it too. I am going to wait till I get my tax rebate.

CorinneA: it was cheap, under \$20

CathieR: Oh yes the tech plan

JanetTa: really!

LesleyF: Note that I structured the needs assessment more so it should be easier now.

ChrisP: you use your personal iTouch for your library? or do you have an ITouch set up to work with your library?

ChrisP: ?

CorinneA: it can be synced with LibraryThing

ChrisP: did that make sense

LauraJ: Where can that be found, Dr F?

DoreenS: When did you post the structured needs assessment?

AliciaD: I really liked the Assistive Technology Tree you provided for us. The chart at the end is incredibly helpful!

MarthaN: So if we follow the guidelines for the needs assessment that is due this week, and it also goes into the larger project.

LesleyF: I put it in this week's readings/docs.

ChrisP: thanks

ErinA: thanks Dr Farmer, that clearly explains it

LesleyF: that's right, Martha.

CorinneA: yes, thank you for the clarification

AndiS: I was going to write a grant proposal for one for the school library, but then I thought I would want one of my own too... for my music LOL

LauraJ: Thank you. I printed everything but have not yet made it to the end of the stack.

MarthaN: Thanks

JanetTa: is the tech tree in the same place?

AliciaD: Yeah...it is one of the links provided.

LesleyF: (I always got a commission -- equipment -- when I helped others write grants...)\

LesleyF: Yes, the tech tree is there too.

CathieR: If I have three hardware devices, is that enough?

DoreenS: should we still be following the Microsoft example for the final tech plan ?

CorinneA: is there a certain number of hardware you are looking for in this week's assignment?

CorinneA: oh you read my mind Cathie!

LesleyF: that's fine, Cathie.

LauraJ: Are the hardware devices supposed to be for assistive technology or any form of technology?

CathieR: Great

AliciaD: Do we include the obvious hardware like a computer?

LesleyF: You'll want to make your plan clear and simple and focused.

AimeeVT: Good question Cathie, I had a feeling I was getting a little too wild with my hardware requests. I'll have to scale back!

LesleyF: If the issue is a computer, you'll want to mention any software or modifications to meet the needs of your identified users

JenA: For this week's assignment, do you only want 1 piece of hardware?

CathieR: haha Aimee yeh I didn't want to go crazy either

LesleyF: probably 1 or 2 will do. What works -- not all the possibilities

AliciaD: Okay, thanks, Dr. Farmer!

ErinA: and if we aren't in a traditional library/classroom, we are assuming a hypothetical situation, right?

LesleyF: think what's \$-effective, available, ...

ErinA: I'm assuming you would want us to describe the hypothetical school library setting

LesleyF: In what kind of setting are you, Erin?

ErinA: I work at Penn

CathieR: Good question Erin because I do not work in a school

AimeeVT: Dr. Farmer, should we work with what our real budget would allow for? I'd like to make this project relevant to a real scenario if possible.

LesleyF: It can be any type of library.

ErinA: in the alumni records "library" I guess you can call it

LesleyF: It would be best if you have a real budget to work with because that will help you justify your choices.

CathieR: I work in a software company so mine will be made up. Is that OK?

CorinneA: Can you give us a budget? I do not work in a school any more

JanetTa: I don't really have access to our budget as a classroom teacher

ErinA: k...not sure what that means

LesleyF: So do any of your alumni have special needs, such as visual impairment? What would help them access/use resources?

MarthaN: We are using the Microsoft model for this?

ErinA: hmm...I would assume so, though I don't know that for sure that's not really what

my job entails

AlisonD: I have not yet looked at the link you provided for hardware.. I hope I did mine correctly. I had to turn it in early this week because I have company coming and no time to work on it the rest of this week.

LesleyF: Cathie, you might think what efforts your software company could make to meet the needs of users with special needs.

ChrisP: our tech equipment comes from the tech dept., not from the library budget

ErinA: I would prefer to justify this for a school library setting, definitely for a high school setting, where I hope to work

LesleyF: so can you give input into the tech equipment?

LesleyF: that's fine, Erin. Honestly, I won't know, will I?

ErinA: i guess so!

ChrisP: not usually, we get what they give us :)

JanetTa: do we need budget info??

LesleyF: you don't have to include \$ info

LauraJ: I am having difficulty understanding the assignment. Is the goal to write an overall tech plan for a school with assistive technology as a factor or is it supposed to be solely assistive technology?

JanetTa: thanks

JenA: I hope you can understand this question. Some hardware comes with software. Next week we are looking at software. That does not refer to the software that comes with hardware, right? We are just to pick stand alone software for the following week?

ErinA: just to clarify for us non-library/school people, we can use a "hypothetical" situation, then?

ChrisP: good question, Jen

LesleyF: it's probably easiest to write a tech plan that focuses on AT that meets the needs of users with special needs (ID the population you want to work with).

LesleyF: Make is sound credible, Erin....

ErinA: oh I can do that

JanetTa: we should specify a disability

MarthaN: Using the Microsoft model on your link?

AndiS: Would ESL students be a possible target population? Is that special needs?

LesleyF: usually software and hardware go together

CorinneA: are there examples of tech plans on the Internet?

AimeeVT: Dr. Farmer, the tech plan for our school district is incredibly long and detailed. Are we to extend an in-place tech plan to include our hardware/software requests or write a stand along AT tech plan?

CathieR: good question Andi

LesleyF: usually we're talking about learning differences or physical differences when we talk about AT.

LesleyF: stand along sounds good, Aimee

CathieR: Oh so no ESL?

AndiS: stand alone or along?

AimeeVT: One more question, should the plan include both short term and long term goals, or just immediate needs?

AndiS: not sure what stand along would mean...

LesleyF: What might be nice is to briefly note the site's tech plan and how your plan would align/work with it.

CorinneA: I'm really nervous about this

JanetTa: me too

ErinA: Corinne, you're not the only one

JanetTa: no experience in this area

LesleyF: you can send me thoughts/drafts for feedback, Corinne and Janet and others...

AlisonD: what do you mean by the sites tech plan?

LauraJ: Would it be possible for you to provide a model of what you are looking for?

CathieR: Dr. Farmer I was planning on doing my plan with ESL students. Should I change this?

CorinneA: thank you, I will be doing that!

JanetTa: me too

AliciaD: Thanks, Dr. Farmer. That is awesome!

ChrisP: Great, thanks!

LesleyF: I'd change the population Cathie.

CathieR: Will do!

LauraShu: Would deaf/hard of hearing be all right Dr. Farmer?

LesleyF: I'll give you links to some plans.

CorinneA: wonderful!

LesleyF: hearing impaired is good

AndiS: In the independent school where I work we have some ESL students and some LD students who struggle with reading, but no physical disabilities other than that. I was hoping to make my tech plan fit my real school. That's why I wanted to do ESL

CathieR: Links would be great, thanks

CorinneA: I have been focusing on the condition of Cerebral Palsy, is this acceptable?

LesleyF: In terms of short and long term -- you can do an ultimate goal and 1-2 immediate strategies.

LesleyF: very good, Corinne

CorinneA: thanks

LesleyF: Do any of your ESL students have learning/physical needs?

BJB2 looks at the clock on the wall and reminds everyone that Karen Lemmons, a media specialist, is leading the K-12 Language Arts Discussion at the half hour.

LesleyF: too often, ESL students are either over - or under-represented in spec. ed.

AndiS: Not that we have identified. They are just struggling to keep up with our curriculum because we don't have any ESL teachers or support for them. Classroom teachers come to us looking for audio books to find them something they can read.

AimeeVT: I'm looking at learning disabilities, mainly reading disabilities and how the library can meet the needs of these students in the classroom and in the library setting. Is this ok?

LesleyF: Yes, time has flown. Hope this has been fun and useful, folks.

LauraJ: May I focus on a struggle (such as difficulty reading) and find technology that helps "level the playing field?"

LesleyF: yes, Laura

LesleyF: good, Aimee

CorinneA: it has Dr. Farmer, thank you for your clarifications as well

ErinA: sometimes ESL and spec ed go hand in hand

JenA: Dr. Farmer, back to the hardware/software question. I was planning on doing my hardware as a touchscreen (which comes with software). Would that be okay? Would I pick a different software for the following week?

AimeeVT: Do we have another Tapped In session before the end of the semester?

LesleyF: cool, Jen. Just justify your reason

SaraL: This is the last one, right?

CorinneA: I would love to have one to discuss details for the presentations

AlisonD: are we going to get more training in putting power points in wimba

LesleyF: this is the last TI session, but we'll have a Wimba session Dec. 2

AndiS: we don't have any spec. ed. at my school.

CorinneA: ok good

CathieR: wimba good

AimeeVT: Do we have a practice Wimba session before the actual due date?

LesleyF: No ONE has a special need, Andi??

CathieR: I sound like a caveman haha

CorinneA: lol

LesleyF: yes, most of the Wimba time will be practice

LauraShu: I have the Wimba written as the 14th of Dec.

LesleyF: 14th is the Real Deal.

LauraShu: 12/2 is a practice??

SaraL: Is this session being archived?

JenA: What time will it be on the 14th.

ErinA: thanks for clarifying that

AliciaD: Is there a specific time for the 14th?

AndiS: There are learning differences, etc. but there is no "special ed." class or support person.

LesleyF: I'm working on the timing for the 14th. It depends on a couple of events I need to attend to...

ErinA: would it be in the evening (east coast time?)

LesleyF: so focus on people rather than class, Andi

JenA: Will it be in the evening, though"

LesleyF: if evening is best, then yes

AndiS: ok thanks. That helps

JenA: " was supposed to be a ?

LesleyF: ??

AliciaD: Yes, evening works out best for me.

SaraL: Archive?

LauraShu: What is on Dec. 2nd?

AimeeVT: I just thought of a great AT device for phys ed class...a Wii !!! That would be great!

LesleyF: cool, Aimee!

CorinneA: oooo Good idea Aimee!

SaraL: My daughter uses that

CorinneA: we love ours!

SaraL: Wii I mean

AndiS: evening is definitely better. Can't do it during the school day.

SaraL: They do the Wii Fit stuff

ErinA: evening is the only option, really, don't we all work during the day

LesleyF: that's what I figured.

CorinneA: Yep me too, I work till 5pm (East Coast time)

AimeeVT: Evening, yes.

AlisonD: so is it easy to figure out how to put powerpoint in wimba

ChrisP: yep

JanetTa: evening best for me too

DoreenS: agree--evening is best

SaraL: I work during the day

SaraL: Evening is best.

CathieR: evening here too

LesleyF: PPT in Wimba is easy

CorinneA: is it possible to put a MAC presentation on Wimba?

LesleyF: should be ok, Corinne

LauraShu: Yes, I have a MAC too.

JanetTa: should we have narration on ppt

CorinneA: that's good news!

AndiS: The presentation is short, correct? How long?

LesleyF: with Wimba you can talk on a mike, if you have one

LesleyF: 3 minutes or less

JanetTa: great then I'm done

AndiS: And questions from the class?

AimeeVT: So we can narrate as we present our slides or powerpoint?

SaraL: If you don't have a mic, can we record narration?

LesleyF: 1-2 minutes of QA

CathieR: jealous of Janet

JenA: Is there a certain # of slides?

LesleyF: yes, you can record narration

LesleyF: more than 1?

JenA: lol

CorinneA: so it doesn't have to be "live" narration

CorinneA: I'd feel better recording, but I could do it "live" if necessary

LesleyF: right -- but you do have to be there to present and field questions -- which you can do by chat

CorinneA: oh good!

CathieR: I like that too Corinne

LesleyF: present as in change slides....

CorinneA: yes

LesleyF: or make sure slides are moving...

SaraL: So do we have a Wimba session on Dec 2 and 14th?

LesleyF: right --

SaraL: Thanks.

AndiS: can we link to, and go to, the actual website we are featuring? or would that take folks out of wimba? just use screen shots?

CathieR: Is this archived?

AimeeVT: This helps a lot, Thanks!

LesleyF: yes, this session is archived.

CathieR: oh good

AliciaD: Does Wimba allow video presentation?

LauraShu: You'll get an email Cathie!

LesleyF: You should be able to go to a URL

LesleyF: Video is cool

ErinA: good question Alicia

SaraL: Do you have a rubric?

AliciaD: Great...thanks!

LesleyF: I'll try to make Wimba available for a while so people can platy on their own.

LesleyF: the rubric is on the wiki

AndiS: oh great. I will want to practice.

AlisonD: oh thanks that will be good to play on our own

CathieR: Must go now. Goodnight everyone

LauraShu: Goodnight, Cathie!

ChrisP: me too, goodnight all

ErinA: me too, goodnight everybody!

AimeeVT: Thanks, Goodnight!

KristenR: night

SaraL: Goodnight!

LesleyF: Happy Thanksgiving too

AndiS: could we set up a practice session with other students to help each other prepare?

LesleyF: I think so, Andi

AndiS: that would be great! Happy Thanksgiving

JanetTa: good night all

JenA: Thanks for all the great information, Dr. Farmer and classmates!

AlisonD: good night

LesleyF: thanks, BJ

MarthaN: Bye. Happy Thanksgiving

LauraShu: Thanks Dr. Farmer!!

AndiS: Thanks! G'night

DoreenS: thanks--good night

LesleyF: I feel like Sound of Music -- so long, farewell, Auf Wiedersehen, goodbye

JenA: Good night!

CorinneA: lol good night :)

BJB2: skip December and schedule for January, Lesley?

JanetTa: good night for real this time

LesleyF: right, BJ

JenA: I'm impressed with the spelling!

LauraShu: Me too Jen1