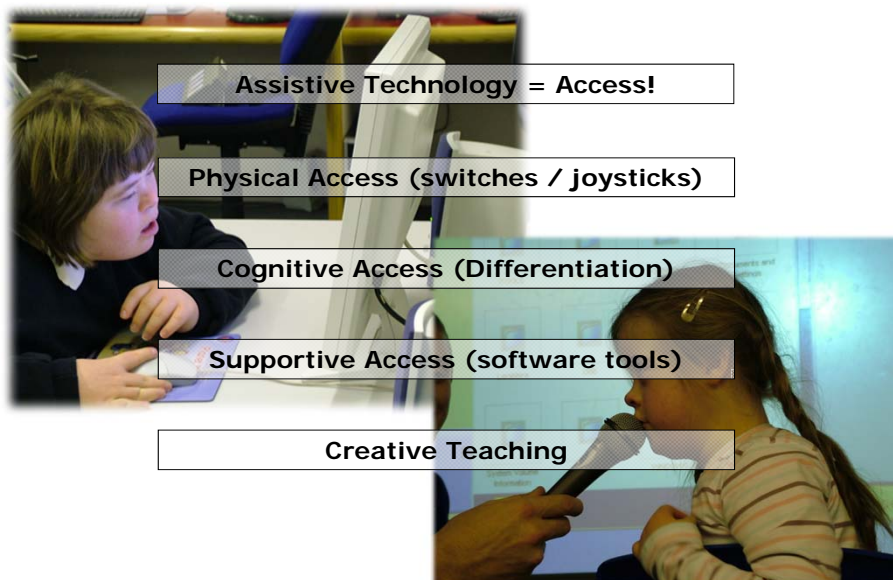


Assistive Technology in the Inclusive Classroom



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Assistive Technology?



Typical classroom AT



Software which works with ALL access devices.



Interactive Whiteboards



Touch monitors and ipads

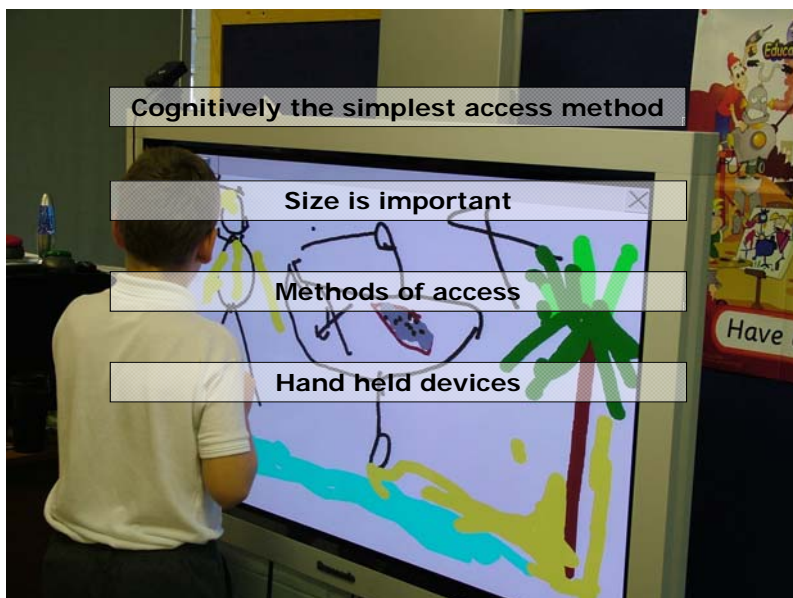


Large key, high visibility or compact keyboards



Alternative pointing devices, switches, communication devices, symbols, magnifiers etc.

Touch Technology



Touch Technology



Interactive whiteboards provide a powerful medium to engage students and bridge the gap between the concrete and the abstract. Are they Inclusive? What about your switch users? How do you include them?

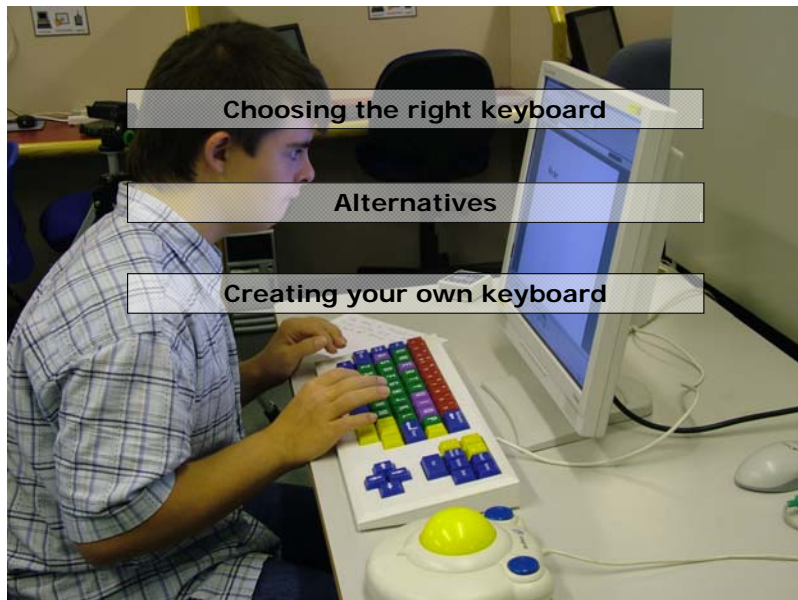
Touch screens are one of the most the most intuitive way to interact with a computer. They are easy to use... some say too easy and limit a student's progress. What about our students with CP?



Ipad – hard to find a school that doesn't see an ipad as an Assistive Technology device. We're seeing fantastic outcomes for some especially in the field of Autism and ACC . Are they for everyone?

What about devices like Intellikeys? Do they still have a place in an Inclusive Classroom?

Keyboards and alternatives



What's wrong with the keyboard?



115 keys on this keyboard, over 250 combinations with the shift/alt/ctrl keys

What does the Alt Gr key actually do?

Beige keys with light brown legends – hard to see

Keys too small for students with poor or developing fine motor skills

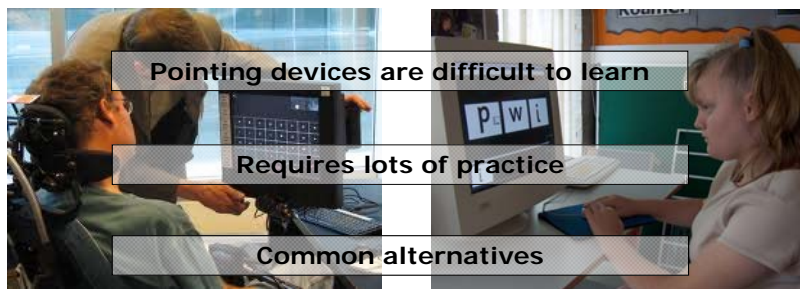
Upper case letters – why when we teach lower case?

QWERTY layout – why when we teach ABC?



Many alternatives to the standard keyboard. Any reasons why we shouldn't use them?

Pointing Devices and Eye Gaze



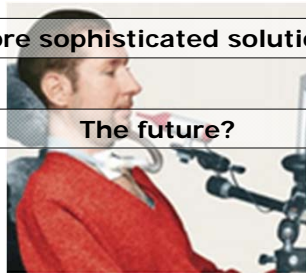
Pointing devices are difficult to learn

Requires lots of practice


Common alternatives

More sophisticated solutions


The future?



What's wrong with the mouse?




Designed for adult hands
Moves in three dimensions
Difficult to make the connection between the mouse and the pointer
RIGHT MOUSE BUTTON!
Pointer moves too fast and/or too small to see.




Many versions of a small mouse but beware of characters!
Some have only one button, useful but what about at home?

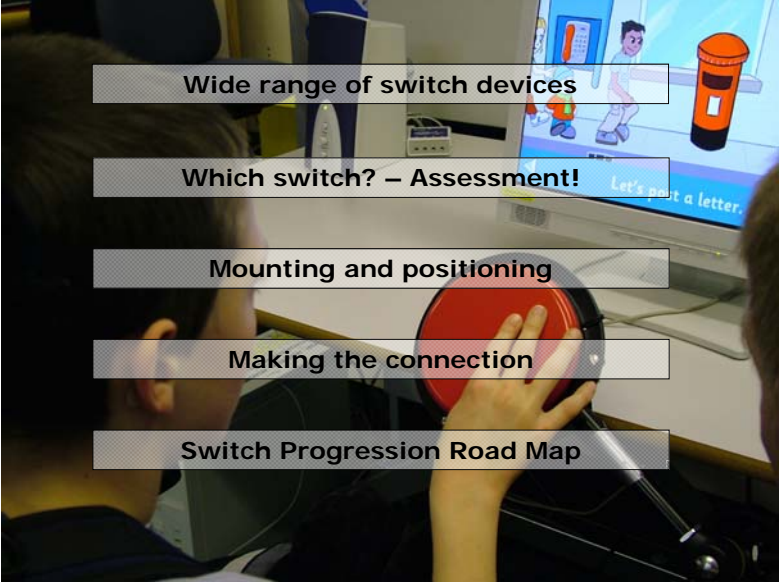
Rollerballs are easier to use than joysticks, both stay put on the desk
Joysticks are often better for students with CP
You can change the handles on some devices
Some give hardware control over the speed of the pointer
You can use switches or dwelling systems to click the mouse.



Eye gaze and head pointing systems operate in the same way as the mouse
Who are they for? What do we need to consider?



Switch Technology



Wide range of switch devices

Which switch? – Assessment!

Mounting and positioning

Making the connection

Switch Progression Road Map

Switches and switch technology

Outside of cause and effect type activities, switches are the most difficult way to interact with a computer and should always be our last choice of technology to use. Why?



Don't confine yourself to using switches solely with the computer. There are many creative ways to use switches with toys and mains operated appliances. Help your student to generalise their switch use.

What do we need to consider when choosing a switch?
Does size matter?
What colour works best? Why does it matter?
Specialist switches and mounting?



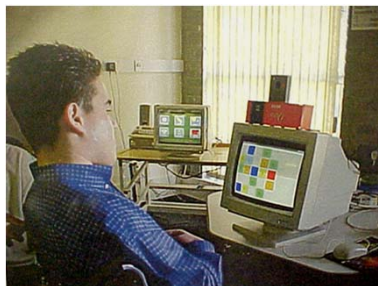
Communication devices such as the Little Mack can help you embed the use of switches into your classroom teaching. They can be used to support many of the key milestones in switch progression.

Alternative pointing devices, switches, communication devices, symbols, magnifiers etc.

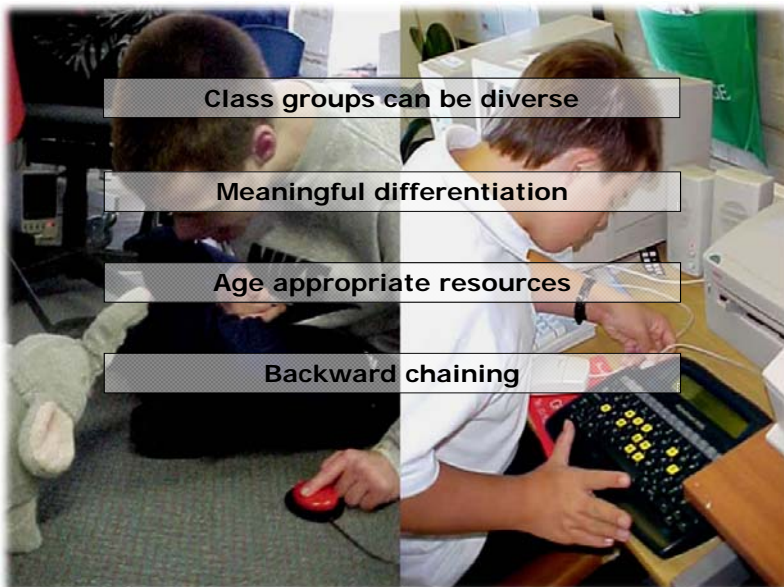
Creating an Inclusive Classroom



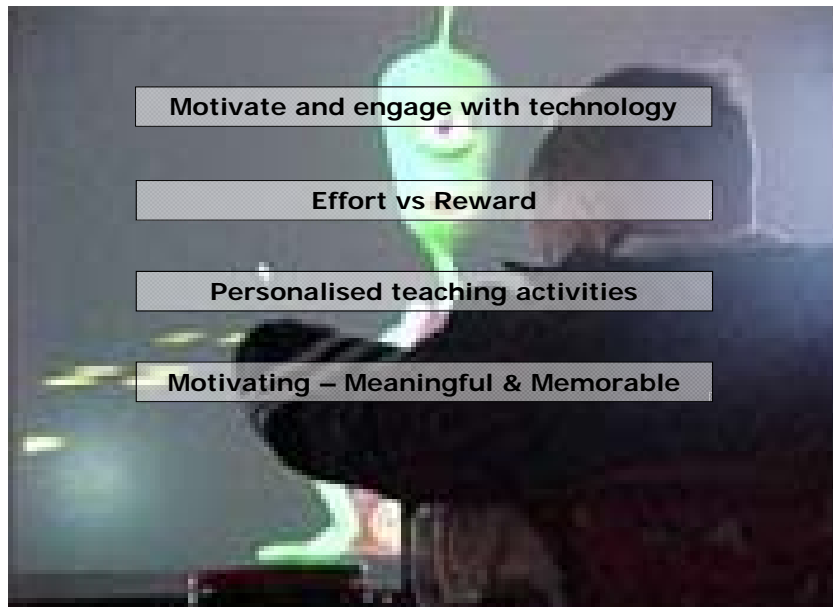
How AT impacts learning



Chris and Steven - Differentiation



Martin – Motivation and Engagement



John – New tools for literacy



Peter – AT is the ONLY tool!



Thank You for Listening



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