

**Assistive Technology
&
Universal Design for Learning Tools**

**Quick Start
Reading & Writing
Access Guide**



2019/2020

Making Curriculum Accessible For All Students

Featuring

freely available speech-to-text, audio supported text, and spelling assist options

**for Teachers, Librarians, Instructional Resource Assistants,
Related Service Providers, Psychologists, Principals,
and Special Education Administrators**

with a special emphasis section on

"How to address A.T. in an IEP

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Section 1

Where to Begin

SETT Framework

A.T. is a process that begins with the teacher or related service provider identifying needs and exploring solutions at the local campus level.

All good decision making begins with the SETT Framework.

The SETT Framework was developed by Joy Zabala to assist educational teams in gathering information to identify potential assistive technology tools for fostering success for students with disabilities. **SETT** is an acronym that stands for: **Sudent, Environment, Tasks, & Tools.**

The key to successfully determining what assistive technology Tool to use is to first determine the following S E T information:

Student:

- What are their strengths and challenges related to area/s of concern?
- What are their interests and preferences related to area/s of concern?

Environment:

- Where is the need for area/s of concern taking place?
- What types of technology supports are currently available?
- Are any support personnel currently assigned or available?
- Are there any current or potential environmental access issues?

Tasks:

- What is the SPECIFIC academic task/s the student needs to perform?

* * * * * **Determining the Tools** * * * * *

After having gathered all the information above from **S E T**, match up the challenge/s in the Reading and Writing Feature Matching Guides on pages 4-6 to help determine the most appropriate assistive technology **Tool/s** for exploring.

As indicated in the Feature Matching Guides, local campus educators can make any Level 1 supports freely available to all students. Level 2 supports can be provided by educators to any 504 or IEP student with a documented need. When more assistance is required for making a Level 2 support decision than what a local campus team is able to provide, a request for an A.T. Consultation can be initiated through the A.T. Website located in Curriculum sites through SUSD Single Sign-On.

To assist you with determining in a sequential and well documented manner which A.T. Support Tools may be appropriate to explore with a student, please utilize the "A.T. Reading & Writing Solution Finder" located on page 7 of this guide. You can either make a copy of it or download a digital copy of it from the A.T. Website located in Curriculum sites through SUSD Single Sign-On.

Digital Support Tools- Feature Matching for Success with **READING**



(1) = Indicates Level 1 supports that are freely available to all students

(2) = Indicates Level 2 supports available to 504 and IEP students with a documented need

Student's challenges	Digital READING Support Features	Chromebooks	PC's	iOS	Other
Struggling reader Reading/editing own work Dyslexic traits	Text-to-speech: Listen to digital content while the words are highlighted as they are spoken	*Bookshare.org (2) *Read & Write for Google (1) *Texthelp PDF Reader (1) *ChromeVox- screen reader(1)	*Bookshare.org (2) *Read & Write for Google (1) *Texthelp PDF Reader (1) *Microsoft "Speak" add-on quick command (1)	*Bookshare (2) *Read & Write for Google (1) *Speak Screen and Speak Selection (Accessibility settings) (1)	*Bookshare (2) - Android devices
ELL Attention Limited vocabulary	Electronic dictionary: Offers text-to-speech definitions and sometimes images	*Google dictionary (1) *Dictionary and Picture Dictionary in R&W for Google (2)	*Google dictionary (1) *Dictionary and Picture Dictionary in R&W for Google (2)	*Select a word on the screen, choose "look up" (1) *Oxford picture dictionary- app (1)	
Physical limitations Vision	Translator: View and/or listen to vocabulary words in English and other languages	*Google Translate (1)	*Google Translate (1)	*Google Translate app (1)	*Google Translate app (1)- Android devices *SDL Translator app (1) - Android
Study skills -Content organization -Data gathering -Physical limitations	Digital highlighters: Support students in the same way as traditional highlighters with multiple colors to identify important elements and extract information	*Super Simple Highlighters - Google extension (1) *Highlighters in R&W for Google (2)	*Super Simple Highlighters - Google extension (1) *Highlighters in R&W for Google (2)		
Vision Attention Dyslexic traits	Screen masking: Select text/background colors and single out specific text a student is reading	*Screen Masking in R&W for Google (2)	*Screen Masking in R&W for Google (2)		
	Webpage simplification: Removes distracting advertisements, images and links	*Mercury Reader - Google extension (1) *Simplify Page in R&W for Google (2)	*Mercury Reader - Google extension (1) *Simplify Page in R&W for Google (2)	*Safari Reader (2)	
	Color gradient text: Modifies text using a color gradient that guides your eyes from the end of one line to the beginning of the next	*BeeLine Reader - Google extension (1)	*BeeLine Reader - Google extension (1)		
	Enlargement features	*Large cursor (1) *Magnification (1)	*Big Cursors (2) *Magnification (2)	*Zoom (1) *Magnifier (1)	

Digital Support Tools- Feature Matching for Success with WRITING

(1) = Indicates Level 1 supports that are freely available to all students

(2) = Indicates Level 2 supports available to 504 and IEP students with a documented need



Student's challenges	Digital WRITING Support Features	Chromebooks	PC's	iOS	Other
Dyslexic traits ELL	Spell check: Correct spelling errors during or after writing	*Google Docs spell check (1)	*Google Docs spell check (1) *MS Word spell check (1)	*Built in spell check (1) *AutoCorrect (1)	*Spell check features vary according to app (1) *AutoCorrect (1)
Types at appropriate speed with some errors Uses simple words	Alternative word generator: Generate words to enhance writing	*Google Docs- highlight word, right click, define (1) *Thesaurus.com (1)	*Google Docs- highlight word, right click, define (1) *Thesaurus.com (1)	*Thesaurus.com (1)	*Thesaurus.com (1)
Handwriting -Illegible -Fatigue -Insufficient productivity Insufficient typing speed	Word prediction: Uses phonics and context clues to predict a group of words from which a writer can select to produce writing (also known as corrective typing, predictive text)	*Settings, show advanced settings, accessibility- built into on-screen keyboard (1)	*WordQ (2) *Co-writer (2) *Read & Write for Google (2) *Accessories, ease of access, mouse input (2)	*Built in (1)	*Built in (1)
Spelling Dyslexic traits ELL	Speech-to-text: Transforms spoken words into text (also known as speech recognition, voice typing, speech input)	*Voice Typing in Google Docs (1) *Voice Typing also available with on-screen keyboard (1)	*Voice Typing in Google Docs (1) *SpeakQ (2)	*Dictation (1)	*Android accessibility settings (1)
Frustration -Self-criticizes work -Disruptive behaviors	On-screen keyboard: Alternative input access method	*Settings, show advanced settings, accessibility (1)	*Accessories, ease of access (2) *Click-N-Type (2)	*Built in (1)	*Built in (1)
Uses simple words	Scaffolded writing: Offers opportunities for emerging writers	*Clicker (2)	*Clicker (2)	*Clicker (2)	*Clicker (2)
Physical limitation Cognitive processing	Worksheet conversion: Provides access for digital input	*Kami (2)- allows input by text, voice, and video comments	*Kami(2)-allows input by text, voice, and video comments	*SnapType- app (2)	*SnapType for Android- app (2)
Study skills -Content organization -Data gathering -Physical limitation	Digital organization	*Super Simple Highlighters- extension (1) *Highlighters in R&W for Google (2)	*Super Simple Highlighters- extension (1) *Highlighters in R&W for Google (2) *Inspiration (2)		
Reading/editing own work	Text-to-speech: Used during the writing process to listen to composed writing for editing/revision	*Play in R&W for Google (1)	*Play in R&W for Google (1)	*Speak Screen and Speak Selection - Accessibility settings (1)	*Android - accessibility settings (1)

Supportive Apps for Math Skills

Equatio (iOS and Google)

- Digital accessible math using speech to text, handwriting conversion to text, math prediction, in various environments including Google Docs, forms, and Microsoft Word

Desmos Graphing Calculator (iOS and Google)

- Digital Graphing calculator on screen, works with Equatio

GeoGebra Classic & Graphing Calculator (iOS and Google)

- Online math tools for graphing, geometry, 3D, and more

Panther Math Paper (iOS)

- Type math work using large print high contrast keys with numbers and symbols for varied types of math including advanced math options

ModMath Pro (iOS)

- Write and solve equations with a piece of virtual graph paper
- Solve basic math problems and more complex algebraic equations

MathPad (iOS)

- Creates documents that include:
 - Mathematical expressions that automatically draw, re-size, and align
 - Geometrical shapes figures with editable notations
 - Draws graphs

Kami (Windows or Google)

- Can be used to adapt math curriculum

SMART Notebook (Windows)

- Can be used to adapt math curriculum

Assistive Technology
Reading & Writing Solution Finder
Scottsdale Unified School District

Initiated by: _____ Title: _____ Date Initiated: ___/___/_____

Student's Name: _____ Grade: ___ ID#: _____ BD: ___/___/_____

Current School Student is Attending: _____

___ 504 Student - - - 504 Coordinator: _____ Title: _____

___ Special Ed. Student - - - Case Manager: _____ Title: _____

Program:

___ PANDA ___ SHINE ___ LSC ___ ALC ___ SCA
___ SUCCESS ___ LRC ___ Other: _____ ___ Gen Ed

School where A.T. is being considered for (if different): _____

Other SUSD Staff Consulting Team Members, including Staff at new school sites where student will be attending (ie: OT, SLP, TVI, Hearing, Gen Ed, etc.):

Name	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Guiding Process for A.T. Consideration: **S.E.T.T. Framework** (by Joy Zabala)

Student (basic information required for A.T. decision making):

- Current Independent Reading Grade Level = ___ grade
- Current Spelling Grade Level = ___ grade
- Current Handwriting Speed = ___ wpm
- Current Typing Speed = ___ wpm
- Is typing speed \geq handwriting speed: ___ Yes ___ No
- Composes own thoughts to write in complete sentences: ___ Yes ___ No

Reading Challenges (check all that apply):

- ___ Struggling reader
- ___ Requires reading support for editing own work
- ___ Dyslexic traits
- ___ English Language Learner (ELL)
- ___ Limited attention span for reading assignments
- ___ Limited vocabulary
- ___ Physical limitations (difficult to hold book or turn pages)
- ___ Struggles with data gathering or content organization
- ___ Visual deficits

Writing Challenges (check all that apply):

- ___ Handwriting is not legible
- ___ Fatigues easily when handwriting
- ___ Insufficient productivity with handwriting & notetaking
- ___ Insufficient typing speed
- ___ Spelling is very difficult
- ___ Dyslexic traits
- ___ English Language Learner (ELL)
- ___ Demonstrates frustration (self-criticizes work)
- ___ Struggles with data gathering or content organization
- ___ Primarily uses only simple words
- ___ Physical limitations impede access to traditional classroom writing methods
- ___ Demonstrates cognitive processing delays
- ___ Requires reading support for editing own work

Environment:

	<u>At School</u>	<u>At Home</u>
Where will student engage in reading assignments:	___	___
Where will student engage in writing assignments:	___	___
What technology supports are <u>currently accessible to student and where:</u>		
Chromebook	___	___
PC	___	___
ios device	___	___
other? _____	___	___
Staff, friend, or family member available to assist student:	___	___
Quiet workspace available for voice input (if needed):	___	___

Tasks (check the types of assignments that the student will encounter):

Assigned Reading:

___ textbooks ___ supplementals ___ Paper-based materials
___ online digital resources ___ online word processing (for self-editing)
___ online testing

Assigned Writing:

___ journaling ___ notetaking ___ worksheets ___ narrative
___ coloring ___ drawing ___ drafting ___ math computations
___ plotting & graphing ___ online word processing ___ online testing

So What's Next??

Determining the Tools

Piece of Cake...



You Got This!!

Tools:

Now that you have completed the above information, consider the student specific reading & writing challenges along with the environment and the tasks you've indicated that the student will encounter. By utilizing the "Feature Matching Charts" on pages 4 & 5 of the Quick Start Reading & Writing Access Guide, determine what to explore by matching the student challenges across to the applicable digital reading or writing support features, and then across to identify the specific tools to explore under the corresponding digital environment (device) the student will be working on.

Note: Please keep in mind that not all student challenges can or will need to be addressed with a digital assistive technology solution. As well as, some students who present with more extensive cognitive and or physical challenges may require their work to be modified or adapted in a way that they can be more appropriately taught or their assignments can be more interactively accessed, and this could possibly be even through a non-digital environment method. Students who are lacking in executive functioning skills may also propose challenges that will require more teaching support versus seeking a digital support solution alone or even at all.

This all being said and taken into consideration, now list the specific digital support tools from the feature matching charts that you will explore with the student:

Exploration Begin Date: ___/___/_____

Exploration Completion Date: ___/___/_____

<u>Reading Tools to Explore:</u>	Met Student's Need:	<u>Yes</u>	<u>No</u>
_____		___	___
_____		___	___
_____		___	___
_____		___	___

<u>Writing Tools to Explore:</u>			
_____		___	___
_____		___	___
_____		___	___
_____		___	___

<u>Executive Functioning Tools to Explore:</u>			
_____		___	___
_____		___	___
_____		___	___
_____		___	___

Typical Reading, Handwriting, & Keyboarding WPM Guidelines

Typical WPM target rates for reading at the beginning, middle and end of a school year:

[Protocol for Accommodations in Reading (PAR) by DeCoste & Wilson, pg. 22]

Grade 2: 50-70-90

Grade 3: 70-90-110

Grade 4: 95-110-125

Grade 5: 110-125-140

Grade 6: 125-140-150

Grade 7: 125-140-150

Grade 8: 130-140-150

Averages for copying using handwriting derived from two different studies (Amundson, 1995 and Graham, Beringer, Weintraub, & Schafer, 1998).

<u>Grade</u>	<u>From - To</u>
1st	4-5 wpm
2nd	6-7 wpm
3rd	7-10 wpm
4th	8-13 wpm
5th	10-15 wpm
6th	12-17 wpm
7th	14-20 wpm
8th	16-23 wpm
9th	16-24 wpm
10 th	16-24 wpm
11 th	16-24 wpm
12 th	16-24 wpm

Note: 9th – 12th grade rates maintain an average range of 16 -24 wpm.

Averages for Keyboarding:

Note: Typically keyboarding speed should be equal to or greater than handwriting speed.

Section 2

Setup Instructions for Reading & Writing Tools

What is Bookshare:

Bookshare is an accessible online library for people with print disabilities.

- Students read textbooks and other books directly from the Internet
- Books can be listened to with high quality text-to-speech voices
- Track along with highlighted words on screen
- Reading available with digital braille or enlarged fonts
- Physical braille or large print options

Who Can Join:

In order for an individual to become a Bookshare® "member", a competent authority must confirm that they have a print disability that severely inhibits or prevents them from reading traditional print materials. Examples of a competent authority can be a special education teacher; learning disability, dyslexia, or resource specialist; teacher of the visually impaired, O.T., P.T., school psychologist, clinical psychologist with a background in learning disabilities, family doctor, psychiatrist, neurologist, ophthalmologist, optometrist, or the National Library Service for the Blind and Physically Handicapped, or a similar government body outside the U.S. Anyone in the world with one or more of the following qualifying print disabilities may join Bookshare:

- Low Vision/Blindness
- Physical Disability
- Learning Disability

Who Doesn't Automatically Qualify:

People with disabilities such as: autism, intellectual disabilities, attention deficit hyperactivity disorder (ADHD), hearing loss, dysgraphia, dyscalculia, and people whose first language is not English **DO NOT QUALIFY ON THESE CRITERIA ALONE** under the laws and agreements that determine Bookshare eligibility.

However, it is quite possible that a person with one or more of these disabilities could still qualify for Bookshare because of an accompanying print disability. For example, a person who is both deaf and blind, or who has ADHD and significant dyslexia, could qualify.

NIMAC Textbooks are not available to 504 students and cannot be downloaded by a member (individual student) without the assistance of a sponsor through an organizational (Educational Agency) membership.

See next page for Bookshare Set-up Instructions

Bookshare Set-up Instructions

(Must use Google Chrome for Chromebook & PC or Safari for Apple)

Getting started: To begin providing your student/s with access to online Bookshare books, first you must have another Bookshare Sponsor add you to SUSD's Bookshare Organizational membership account. Your campus librarian or another special education teacher may be able to do this for you. If no one is available to assist you, you may email either XXXXX XXXXXX or XXX XXXXXXXX and we will help with getting you signed up. After being added as a Sponsor, find the email that will be sent to you from Bookshare and follow the instructions to set-up your account password.

Log in to bookshare.org **OR** the link that's available under your library's resource page
Username is your email address
You create your password: _____

Please note - There are two different types of individuals that log in to Bookshare:

- "**Sponsors**" (teachers, librarians, therapists, etc.)
- "**Members**" (students)

How to add another Sponsor (teacher):

- Log in to your Bookshare account
- Click "my bookshare" to access your account information
- On the left hand side click on "sponsors"
- Scroll all the way down to the bottom of the page and click on "add sponsor"
- Fill in all of the sponsors information and click "save" (This will automatically generate an email invitation for the individual)

How to add a Member (student):

- Log in to your Bookshare account
- Click "my bookshare" to access your account information
- On the left hand side click on "members"
- Scroll all the way down to the bottom of the page and click on "add member"
- Fill in all of the members information and click "save"

Username will be XXXXXXXX
Password will be XXXXXXXX

Example:

Name: John Smith
Username: XXXXXXXX
Password: XXXXXXXXX

How a Sponsor will create a reading list:

- Log in to your Bookshare account
- Click “my bookshare” to access your account information
- Click “my reading lists”
- Towards the bottom click on “create”
- Name your reading list and provide a description if you feel necessary
- Under sharing select “org”
- Click “save”

How a Sponsor will add a member to their reading list:

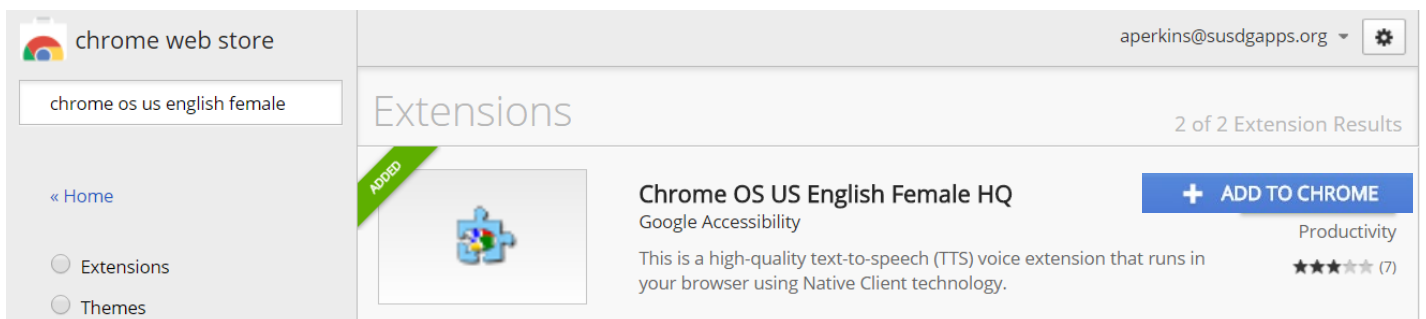
- Log in to your Bookshare account
- Click “my bookshare” to access your account information
- Click on the name of your reading list
- Click on “assigned members”
- Scroll to the bottom and click “add members”
- Click the checkbox next to the student/s you would like to add to your reading list
- Scroll to the bottom of the page and click “add selected members”

How a Sponsor will add a book to a reading list:

- Log in to your Bookshare account
- On the top of the page type in the book you are looking for and search by clicking the magnifying glass icon
- Once you find the book you are looking for click “add to reading list” in the far right column
- Choose from the pull down menu the reading list you would like to assign the book to
- Click “Add”

Before a student logs in:

Go to the chrome web store (<https://chrome.google.com/webstore>) and search for “Chrome OS US English Female HQ”. Click on “add to chrome” to download. This is an extension that will provide a voice that is more natural sounding.



The screenshot shows the Chrome Web Store interface. At the top left, there is a search bar with the text "chrome os us english female". Below the search bar, there are navigation links for "Home", "Extensions", and "Themes". On the right side, the user's email "aperkins@susdgapps.org" and a settings icon are visible. The main content area is titled "Extensions" and shows "2 of 2 Extension Results". The first result is "Chrome OS US English Female HQ" by Google Accessibility. It features a blue puzzle piece icon with a green "ADDED" banner. The description states: "This is a high-quality text-to-speech (TTS) voice extension that runs in your browser using Native Client technology." To the right of the extension card is a blue button with a white plus sign and the text "ADD TO CHROME". Below the button, it says "Productivity" and "★★★★★ (7)".

Test student login (only for practice):

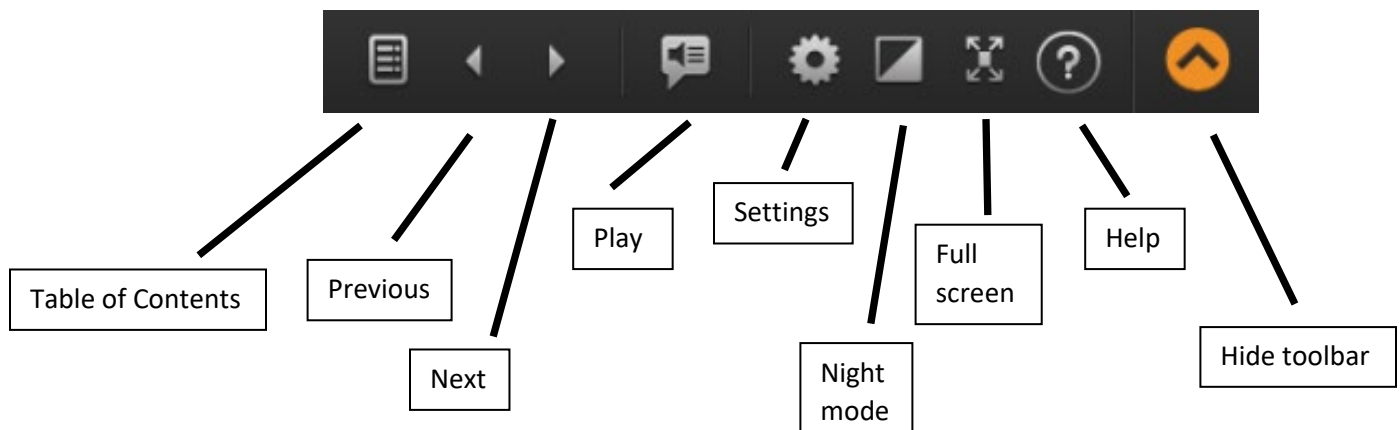
Name- XXXXXXXX XXXXXXXX

Username- XXXXXXXX

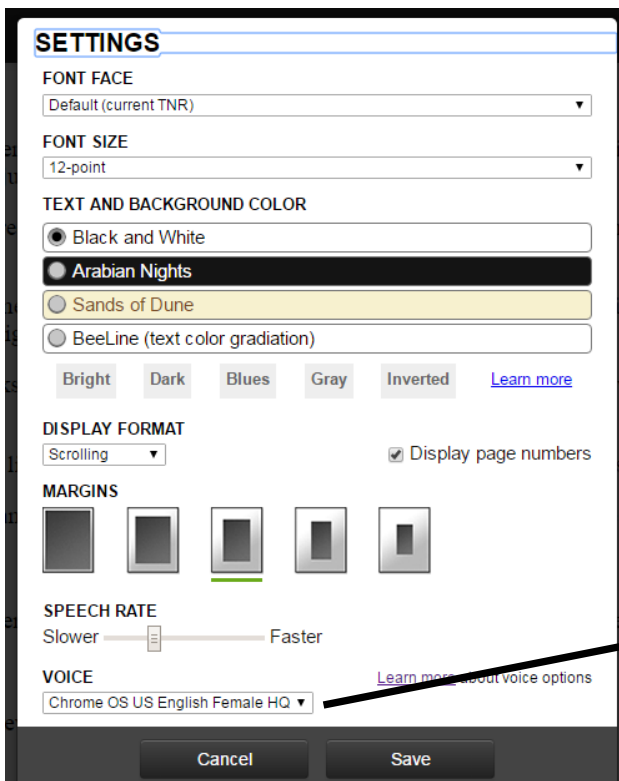
Password- XXXXXXXXX

When a student logs-in:

- Click on "My Bookshare"
- Click on "View your assigned books (Reading Lists)"
- Select the desired reading list
- Find the desired book and in the right hand corner click "read now"
- The book will open up in Web Reader
- Use the following toolbar to navigate and read the book, and to change settings:



To adjust any settings: Click on the settings icon that looks like a gear as shown above



The Read & Write for Google Chrome Toolbar will work in conjunction with Bookshare's web-reader for an alternate voice and with highlighters for data gathering.

Click on the pull down menu here and select the new voice that was just installed.

Read&Write for Google Chrome



Installation Instructions

- Open up your Google browser and sign in to your district "gapps.org" account
- Click on “Apps” in the top left hand of the browser, then click Web Store
- Type in the search window "Read&Write for Google Chrome" and press either Enter or the Return key on your keyboard.
- After locating it, click on "ADD TO CHROME"
- Then click on "Add extension"
- When the Read&Write for Google Chrome extension is installed, you will see a purple puzzle piece looking icon in your list of extensions in the top right area of your Google Chrome toolbar and a tab with the Read&Write for Google Chrome icon whenever you open a Google Doc
- In this limited (or trial) version, you will have access to all features for 30 days. **After your trial expires, you will still have access to Text-to-Speech, Practice Reading Aloud, and Translator for Google Docs, Google Slides and the Web,** but the Read&Write for Google Chrome premium features will no longer be available for a student without purchasing a subscription. The Text-to-Speech feature that remains even after the trial expires will be a valuable tool for many students needing audible reading support while researching the web and for self editing their own work in Google Docs
- The first time you use Read&Write for Google Chrome, the extension will request to have access to your account. There will be two authorization screens. You must allow access to both in order to use the Read&Write toolbar within Google Docs
- On following occasions when a student logs in to a computer, they will need to click on their circle icon in the top right corner of their Google Chrome browser and log in to their "gapps.org" account in order for the Read&Write for Google Chrome extension to load. Click “turn on sync” in order to use this feature across multiple devices

Read&Write for Google Chrome for Teachers

Registration Instructions for a Free Premium Version

Teachers can get a FREE premium subscription to Read&Write for Google Chrome.

Before registering to receive a free premium version of Read&Write for Google Chrome, first follow the Instructions on the previous page to install and add the Read&Write for Google Chrome extension to your "gapps.org" account.

After you have installed and added the Read&Write for Google Chrome extension to your "gapps.org" account and in order to be upgraded to the free premium version, you must register and activate your subscription by going to the following site and filling out and submitting the online form:

<https://rwchrome.texthelp.com/drive/home/RegisterTeacher>

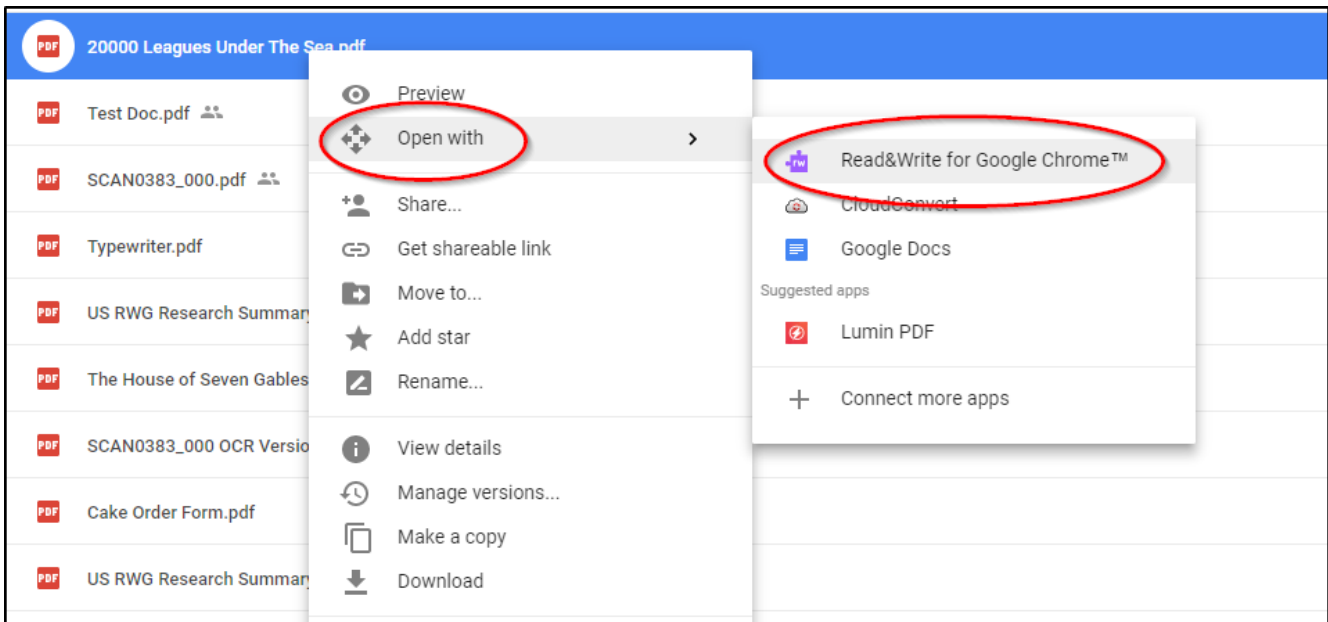
Pick your product(s):*	<input type="checkbox"/> Read&Write
	<input type="checkbox"/> EquatIO
First Name:*	<input type="text"/>
Last name:*	<input type="text"/>
Area of Work:*	<input type="text"/>
School/Institution/District:*	<input type="text"/>
School/Institution/District Website:*	<input type="text"/>
Email:*	<input type="text"/>
Country:*	<input type="text"/>
State:	<input type="text"/>
Is your school primarily using Google, Microsoft, or Apple?:	<input type="checkbox"/> Google / G Suite
	<input type="checkbox"/> Microsoft / Windows
	<input type="checkbox"/> Apple / Mac
School/District Admin Name:*	<input type="text"/>
School/District Admin Email:*	<input type="text"/>
	<input type="checkbox"/> I consent to receive emails from Texthelp with useful industry content and product information.
<input type="submit" value="Submit"/>	

Texthelp PDF Reader Instructions

- Open up your Google browser and sign in to your district "gapps.org" account
- Click on “Apps” in the top left hand of the browser, then click Web Store
- Type in the search window "Texthelp PDF Reader" and press either Enter or the Return key on your keyboard
- After locating it, click on "ADD TO CHROME"
- Then click on "Add extension"

How to open a PDF with the Texthelp PDF Reader

To open a PDF from **Google Drive**, right-click on a PDF and choose **Open with** and choose **Read&Write for Google Chrome™**



How to open PDFs from web pages

To open a PDF from the web, just click the link to the PDF and it will automatically open in the **Texthelp PDF Reader**.

(Note: The **Texthelp PDF Reader** must be set to be used by default as shown in the above step: **Set Texthelp PDF Reader to open PDFs by default**)

"Speak" Quick Access Command

Microsoft Word, Outlook, and PowerPoint, have a free built-in text-to-speech feature called "Speak".

You can add the Speak command to your Quick Access Toolbar by doing the following:

1. Next to the Quick Access Toolbar, click the dropdown arrow to **Customize Quick Access Toolbar**.



2. Click **More Commands**.
3. In the **Choose commands from** list, select **All Commands**.
4. Scroll down to the **Speak** command, select it, and then click **Add**.
5. Click **OK**.
6. The **Speak** icon should now appear on the Quick Access Toolbar.
7. To hear single words or blocks of text spoken, highlight the text you want to hear, and then click the **Speak** command icon.

If you would like to modify the reading speed:

Click on the Search button in the bottom left corner of the screen



and type **speech**. Click on the **Change text to speech settings** option. The Speech Properties window will open. To change the speed, simply drag the slider towards 'slow' or 'fast' under the Voice speed heading. Click OK.

Although the text to speech feature is extremely easy and useful to use, it is an often overlooked feature in Microsoft Office.

Voice Typing in Google Docs

How to start "Voice Typing" in a Google Doc:

1. Ensure you have a microphone that works (a headset microphone is recommended).
2. Open either a new Google Doc or another that you wish to use.
3. Click Tools > Click Voice Typing (a microphone box will appear).
4. When you're ready to speak, click the microphone.
5. Speak clearly, at a normal volume and pace (see below for more information on using punctuation).

Helpful Note: The microphone will pick up everything that is being said by you and possibly others nearby, so it is important to know what you are going to say before you turn on the microphone and that you click the microphone off when you have stopped speaking!

You can use these phrases to add punctuation to your text:

- Period
- Comma
- Exclamation point
- Question mark
- New line
- New paragraph

Although there are a variety of other voice commands available to utilize (viewable by clicking on the question mark that appears when you hover over the bottom right corner of the microphone box), if the student is capable of using their hands rather than voice commands to edit or navigate around in the document, they may save much time by doing so.

How to correct mistakes while voice typing:

- If you make a mistake while you're typing with your voice, you can move your cursor to the mistake and fix it (with or without turning off the microphone, but remember that when the microphone is still on, it will pick up whatever is being said either by you or anyone nearby).
- After you correct the mistake, move the cursor back to where you want to continue. Right-click any words underlined in gray if you want to see a list of suggestions.

Tools for Spelling Assistance

The Obvious Option:

- The "Spell Check" feature built into both MS Word and Google Docs.

Word Prediction Options:

- A standard PC or Chromebook with the operating system's built-in onscreen keyboard. It will not predict while typing on the physical keyboard, but the student may use a mouse (or their finger if it's a touchscreen) to interface with the onscreen keyboard when they are struggling to achieve the correct spelling of an occasional individual word.
- On a student's own smartphone, they can utilize the keyboard in any note or document generating app to touch type and take advantage of word prediction choices being offered to assist with achieving the correct spelling.

Speech-To-Text Options:

- On standard PC on a Chromebook with an internet connection, the student can use the "Voice Typing" feature built into Google Docs to speak in words or phrases to assist with achieving the correct spelling.
- On a Chromebook, a student can also use the "Speak" input feature built into the onscreen keyboard to speak in words or phrases to assist with achieving the correct spelling.
- On a student's own smartphone, a student can also use in any note or document generating app the "Speak" input feature built into the onscreen keyboard to speak in words or phrases to assist with achieving the correct spelling.

Low-Tech Option:

- Paper based alphabetized word list of most frequently misspelled words.

Google Account Log-in Instructions for Students

Log in to your SUSD Google Account at googleapps.org

You will see an SUSD Sign In box. Be sure you use this portal to login to have access to SUSD Groups. If you login at Google.com you will lose some functionality and possibly not see all of your work.

The image shows a screenshot of the Google Sign in page. The page features the Google logo at the top left, followed by the text "Sign in to continue to Gmail". Below this is a text input field labeled "Enter your email". At the bottom of the page, there is a "Create account" link and a blue "NEXT" button. Two callout boxes are present: one on the right side pointing to the email field with the text "Username Email is XXXXXX followed by @gapps.org", and one on the left side pointing to the password field with the text "The password is XXXXXXXX".

You may see the terms of service screen which you must read and accept to continue.

Gmail email- ONLY GRADES 7-12 HAVE ACCESS TO THEIR GMAIL ACCOUNT

Google Account Log-in Instructions for Teachers

Log in to your SUSD Google Account at googleapps.org

You will see an SUSD Sign In box. Be sure you use this portal to login to have access to SUSD Groups. If you login at Google.com you will lose some functionality and possibly not see all of your work.

The image shows a screenshot of the Google Sign in page for Gmail. The page features the Google logo at the top left, followed by the text "Sign in to continue to Gmail". Below this is a text input field labeled "Enter your email". At the bottom right, there is a blue button labeled "NEXT".

Two callout boxes provide additional instructions:

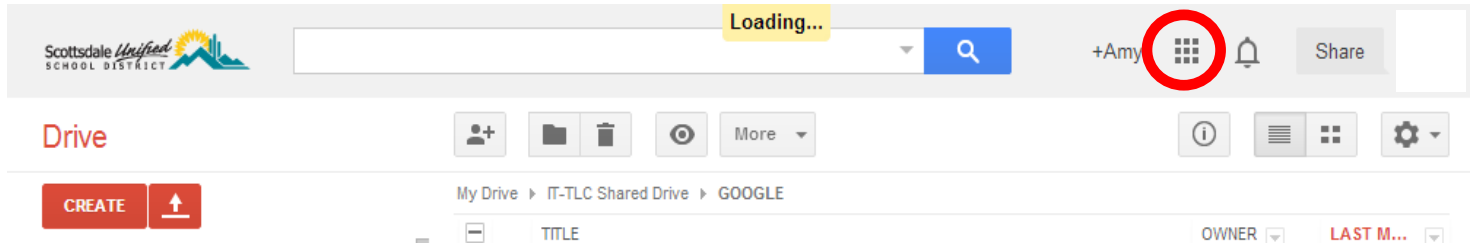
- A box on the right side of the page contains the text: "Username Email is XXXXXXXX followed by @gapps.org".
- A box on the left side of the page contains the text: "The password should match your regular email password. If not, use XXXXXXXXXXXX to manage your passwords and enter your current password in the system. You may also contact XXX-XXX-HELP".

At the bottom of the sign-in area, there is a link that says "Use Guest mode to sign in privately. [Learn more](#)".

You may see the terms of service screen which you must read and accept to continue.

Google Drive and File Sharing Instructions

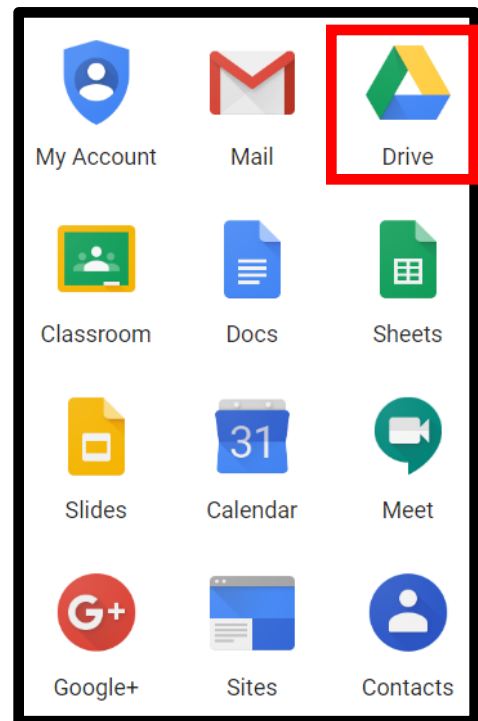
There will be a menu bar across the top of the window area that looks **like this in Google's Chrome browser**: It is a cube of cubes icon for the menu bar (called the "waffle button" or Apps Launcher). Click the CUBE:



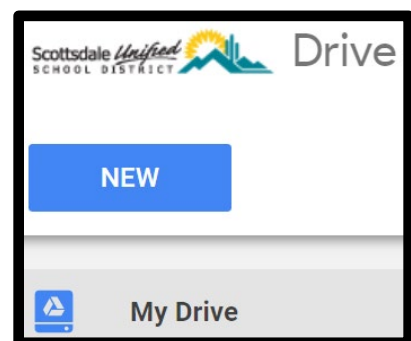
A menu of apps will appear. Click Drive.

DRIVE

On the far left, there will be a **NEW** button. This is used to create a Google document type or website from scratch, create folders, and upload files and folders to Drive. It is highly recommended that you create a few folders to better manage your Drive documents. The Google Drive is your storage area and file sharing area of the app. Click the New Folder Button to start creating your folders.

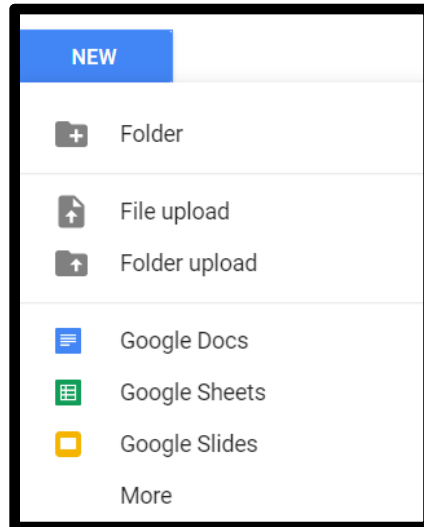


All of the folders you make are listed in the **My Drive** listing which can be accessed on the far right with a click. Items other people share with you will be shown in the **Shared with me** listing. It is also noted on the line of the folder name where it is located



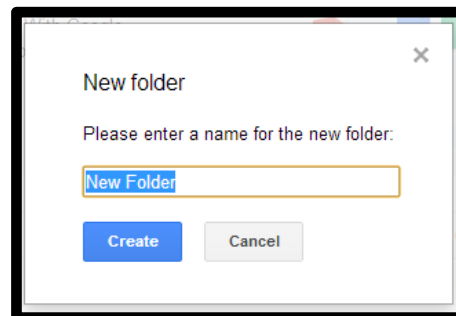
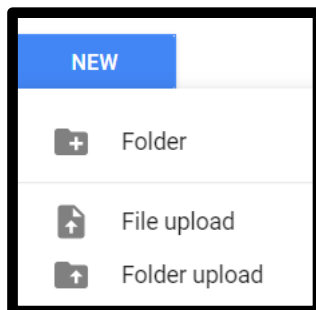
Creating New Files in Google Drive

Other items you can create include the list below. They are word processing, slide show and spreadsheet tools in addition to drawing and a form tool for data collection.



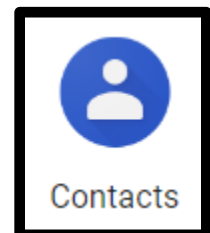
Uploading Existing Files to the Drive

To begin uploading documents to the folders created, click the **upload button or the New button** (see picture below). Next, select the **Files or folders** option. Browse to locate the file you wish to upload and double click to select it.



Contacts and Creating a distribution group

You may wish to set up a Contact group to make saved lists of students by period or SUSD colleagues by content area. To set up a group, click **Contacts** from the drive apps menu. Click **New Group** on the far left. Title the Group. Search for contacts to add by typing the user's last name in the search box and clicking the magnifier button.

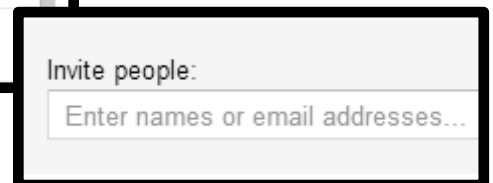
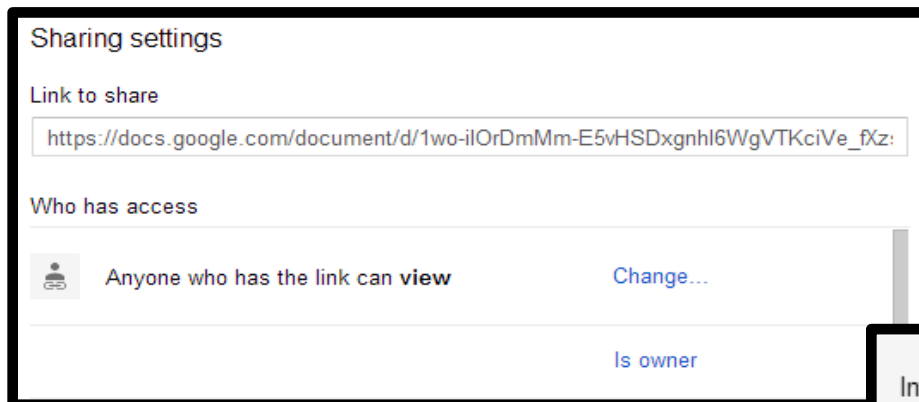


Sharing in Drive



If you wish to SHARE the file or folder from your Drive to another Gapps user, Right-Click on the file and select Share or use the icon menu above the list. Click the button of a person with the + symbol.

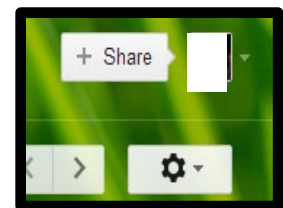
This will bring up a Sharing settings window. The default is anyone in SUSU can find and view files.



Under the **Invite people** box, type in the name of the user with whom you wish to share the file. You may also share to a **Group** you have created in **Contacts** or **G+ Circles**.

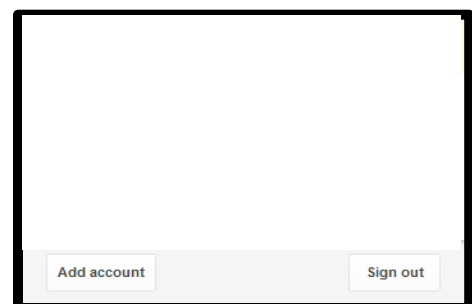
Settings:

The item to look at is the Settings for time zone and other user preferences. Click the little settings cog under your profile picture or name at the top right hand corner:



Always Sign Out!

Click the down arrow at the end of your username in the top right hand corner and click Sign Out.

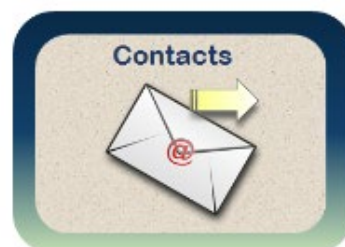
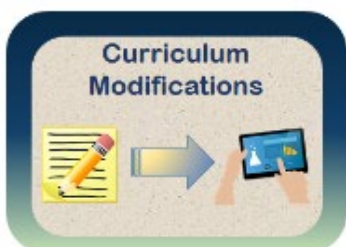
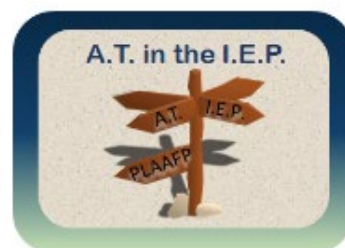
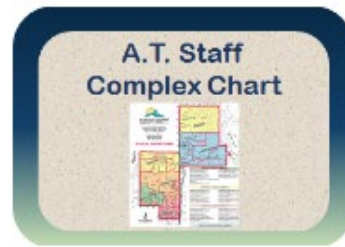
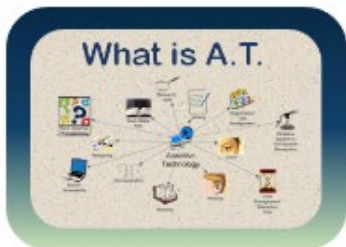
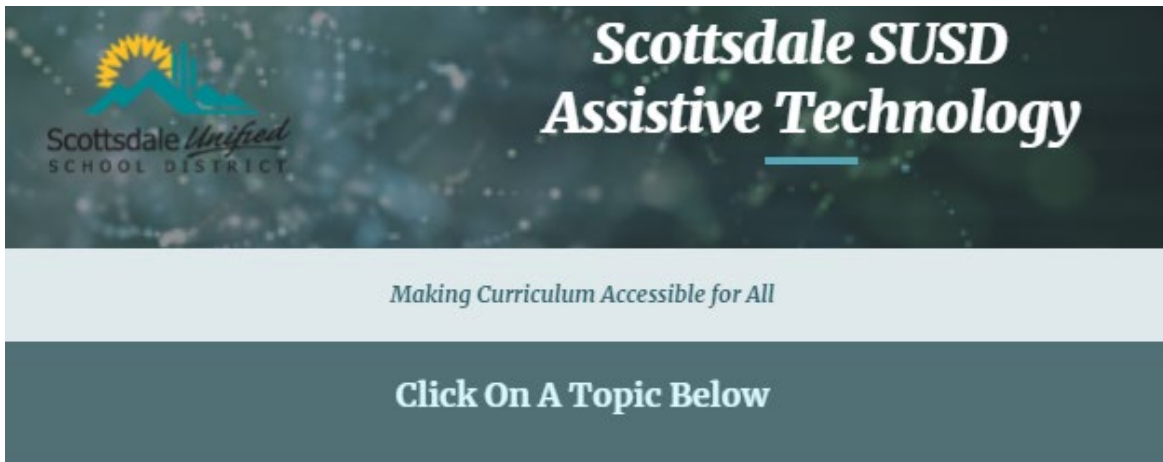


Section 3

More Resources

How to access the SUSD A.T. Website for more resources:

- Log in to the SUSD Single Sign-On page
- Locate and click on the SUSD Curriculum Sites button
- Then locate and click on the Assistive Technology button



How to request Level 2 A.T. supports for an IEP student

- Log in to the SUSD Single Sign-On page
- Locate and click on the SUSD Curriculum Sites button
- Locate and click on the Assistive Technology button
- Locate and click on the Feature Matching/A.T. Consult Request button



- Then scroll down until you reach the "A.T. Consideration Process & Consult Recommendation Request"
- After ensuring that all local campus resources and personnel have been utilized or consulted with, follow the instructions to fill out and submit the online A.T. Consult Request Form

What happens next:

- A District A.T. Specialist will email and or directly meet with the local campus point of contact to offer consult and assist with A.T. Tool selection, acquisition, and training if needed.
- Any A.T. devices that are inventory controlled in Destiny will be checked out and returned through the Librarian at all elementary and middle school campuses and through the Bookstore Manager on all high school campuses.
- Case Managers of any student in possession of an A.T. device are responsible for having the student and the parent or guardian sign a "Student A.T. Equipment Loan Agreement" (which can be acquired through the Forms button on the A.T. Website located in Curriculum Sites through Single Sign-On). The Case Manager should retain the returned loan agreement in the student's file for tracking purposes.

Section 4

IEP Decision Making & Documentation

How to Address A.T. in the IEP

Before the IEP Meeting & anytime during the school year:

- The Teacher, Paraeducators, & Related Service Providers are all "A.T. Providers". They are the most frontline components in the overall A.T. delivery process and will play a key role in whether a student may experience failure or success with assistive technology supports. A combination of a student's motivation, physical and cognitive aptitude, along with encouragement from the A.T. Provider is crucial and necessary until use of the new A.T. Tool becomes a formed habit.
- Throughout the year, as it becomes apparent that a student is struggling with reading or writing issues, the local campus team should utilize the SETT Framework and the Feature Matching Guides to assist with identifying and exploring appropriate A.T. solutions. Data should be kept by the Case Manager, Teachers, and Related Service Providers regarding the success and failures of any explored A.T. Tools, and this information should be used to drive decision making in an IEP Addendum or an annual IEP Meeting.

During the IEP Meeting:

- Carefully consider whether a student has utilized or will continue to need any A.T. Tools from a previous IEP before carrying them forward into the new IEP.
- No new student specific A.T. devices or software should be added to an IEP during an IEP meeting unless it had been previously explored with a District Teacher or Related Service Provider who has supervised the activity and recorded data that verifies its success.
- If it is determined during an IEP meeting that a student should be given the opportunity to explore an A.T. device or software, then a Teacher or Related Service Provider must be designated to explore and take data on the potential options of A.T. that will address the specific documented tasks a student is having difficulty accomplishing related to an IEP goal. The length of exploration time will be documented in the IEP and upon completion of the exploration period, if the A.T. has been determined successful, then an addendum to the IEP will be required to add the A.T. devices and or software into the IEP.

After the IEP Meeting:

- If A.T. is explored with a student and a determination has been made for an A.T. solution after an IEP has taken place, then an IEP Addendum should be completed. If further set-up and training is required for successful implementation in any classes, the designated Teacher or Related Service Provider may need to have service minutes adjusted to also accommodate training for both student and staff.
- If the local campus team comes to an agreement that any or all A.T. supports should be removed from the IEP after the IEP meeting has taken place, then an IEP Amendment should be completed.

IEP Documentation Requirements

When the need for Assistive Technology (A.T.) is considered, it must be documented in the I.E.P. in the following areas, either at the I.E.P meeting or as an addendum:

- PLAAFP - related to a certain task or whole area
 - Be sure to describe what A.T. Tools are being utilized and how they are being used when indicating a student's performance in the observed academic area
 - Indicate if any currently assigned student specific A.T. Tools are not supporting an academic performance area and state the reason for its ineffectiveness

- Special Considerations, Assistive Technology
 - Indicate that A.T. has either been considered and determined as follows:
 - Needed (and if so, list out the items required)
 - Not Needed
 - Or that A.T. will be explored with the student by a designated member of the local campus team and a determination for A.T. will be made at a future designated date

- Annual Goals and Benchmarks or Short Term Objectives
 - Be sure to indicate what A.T. Tool will be used by a student when working on a specific academic goal, but do not make the ability to use the A.T. as the focus of the goal

- Supplementary Aids and Services
 - **Important Note:** All efforts should be made to document the type of device recommended (such as a "tablet device"), rather than a specific brand (such as an "iPad"), unless there are specific features tied to a specific brand that are essential

Examples of common types of A.T. Tools for reading and writing that may be used:

audio supported text	screen magnification	access to classroom computer
speech-to-text	large monitor	form fillable software/app
word prediction	tablet device	scanning capability
large cursor	portable PC	adapted digital worksheet

SUSD Assistive Technology Team

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Sandra Pla

Assistive Technology Support Specialist,

Curriculum Modifier

Email Address

Making Curriculum Accessible For All Students

design idea credited to: Toni Davie, OTR, SUSD

		Potential Tools for Building a "Student's Toolbox"				
		Science	Language Arts	Social Studies	Math	LRC
Reading	Place Marker	Place Marker	Place Marker	Place Marker	Place Marker	All Tools from the Toolbox!!! & Typing Practice 10 - 15 min/day
	Simplified Text	Simplified Text	Simplified Text	Simplified Text	Simplified Text	
	Enlarged Text	Enlarged Text	Enlarged Text	Enlarged Text	Enlarged Text	
	Color Contrasted Text	Color Contrasted Text	Color Contrasted Text	Color Contrasted Text	Color Contrasted Text	
	Audio Supported Text	Audio Supported Text	Audio Supported Text	Audio Supported Text	Audio Supported Text	
Note Taking	Types Own Notes	Types Own Notes	Types Own Notes	Types Own Notes	Types Own Notes	
	Audio Recorded Notes	Audio Recorded Notes	Audio Recorded Notes	Audio Recorded Notes	Audio Recorded Notes	
	Teacher or Peer Notes	Teacher or Peer Notes	Teacher or Peer Notes	Teacher or Peer Notes	Teacher or Peer Notes	
	Digital Copy of Typed Notes	Digital Copy of Typed Notes	Digital Copy of Typed Notes	Digital Copy of Typed Notes	Digital Copy of Typed Notes	
Writing & Other Learning Aids	Demonstrate Good Posture	Demonstrate Good Posture	Demonstrate Good Posture	Demonstrate Good Posture	Demonstrate Good Posture	
	Pencil Grip	Pencil Grip	Pencil Grip	Pencil Grip	Pencil Grip	
	Slant Board	Slant Board	Slant Board	Slant Board	Slant Board	
	Adapted Paper	Adapted Paper	Adapted Paper	Adapted Paper	Ruler	
	Reduced Writing Assignments	Reduced Writing Assignments	Reduced Writing Assignments	Adapted Graph Paper	Adapted Graph Paper	
	Multiple Choice Responses	Multiple Choice Responses	Multiple Choice Responses	Multiple Choice Responses	Reduced Writing Assignments	
	Fill in the Blank Responses	Fill in the Blank Responses	Fill in the Blank Responses	Fill in the Blank Responses	Multiple Choice Responses	
	Verbal Answers Accepted	Verbal Answers Accepted	Verbal Answers Accepted	Verbal Answers Accepted	Fill in the Blank Responses	
	Dictionary/Thesaurus	Dictionary/Thesaurus	Dictionary/Thesaurus	Dictionary/Thesaurus	Verbal Answers Accepted	
	Templates/Thinking Maps	Templates/Thinking Maps	Templates/Thinking Maps	Templates/Thinking Maps	Flashcards	
	Electronic Spell Checker	Electronic Spell Checker	Electronic Spell Checker	Electronic Spell Checker	Math Function Tables	
	Word Processing Device	Word Processing Device	Word Processing Device	Word Processing Device	Calculator	
	Digital Worksheets	Digital Worksheets	Digital Worksheets	Digital Worksheets	Word Processing Device	
	Word Prediction Software	Writing Support Software	Writing Support Software	Writing Support Software	Digital Worksheets	
	Organizational Software	Organizational Software	Organizational Software	Organizational Software	Math Worksheet Software	
Idea Formulating Software	Idea Formulating Software	Idea Formulating Software	Idea Formulating Software	Equation Editor Software		
Voice Dictation Software	Voice Dictation Software	Voice Dictation Software	Voice Dictation Software	Voice Dictation Software		
Oral Dictation	Oral Dictation	Oral Dictation	Oral Dictation	Oral Dictation		