

Center of Excellence on Autism Spectrum Disorders



Southern Connecticut
State University

Assistive Technology during COVID-19

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Road Map

Review of Assistive Technology

SETT Framework

Examples of AT

Definition of Assistive Technology

“The federal definition of an assistive technology device is ‘any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities’ (Sec. 602[1][A]; 34 CFR §300.5).”

From the [CT State Assistive Technology Guidelines](#), 2013

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S

is for student's
**strengths, current
performance and
weaknesses in:**

- Reading
- Math
- Writing
- Communication
- Learning and studying
- Vision, hearing and mobility
- Activities of daily living



E

is for learning
environment:

- How is the classroom physically arranged?
- What materials and equipment are used?
- How is instruction given (small groups, whole class)?



T

is **tasks** for
learning:

- What is the class expected to be able to do?
- Which tasks are essential for your child to be successful?



T

is for **tools**
being used to
help your child
and other tools
that may help.

The IEP team
considers the
assistive
technology range:

Low/No Tech



Mid-Level Tech



High Tech



COVID-19 Challenges

- Unpredictability
- Consistent change in routine
- Variable learning environment
- New “snow days”
- Disruption

COVID-19 Resources



And there aren't a lot of cases in **kids**. If kids do get the virus, it tends to be **very mild**.



Creating Custom Material

[Lesson Pix](#)

[Widgit Online](#)

- Providing clear expectations
- Task list
- Visual story



I'm Ready For Online School



Body is Calm and Still



Eyes Looking



Ears Listening



Mouth is Quiet



I'm Ready For Zoom School

Focus on the TASKS...

Today we'll look at...

- Virtual Learning
- Reading
- Writing
- Math

Impacts of Virtual Learning

- Many students are demonstrating decreased independence and increased need for additional skills
- Functioning in a new environment, with unpredictability

Motivation through Virtual Tasks

- Identify reinforcer
- Task list
- [Choiceworks](#) – iOS app \$14.99
- [Token Board Google Slides Template](#)



Kennedy Virtual Learning Chart

Monday				
9:30 – Literacy	10:40 – Music	12:30 – Math	1:45 – Writing	Seesaw Work Done
				□ □ □ □

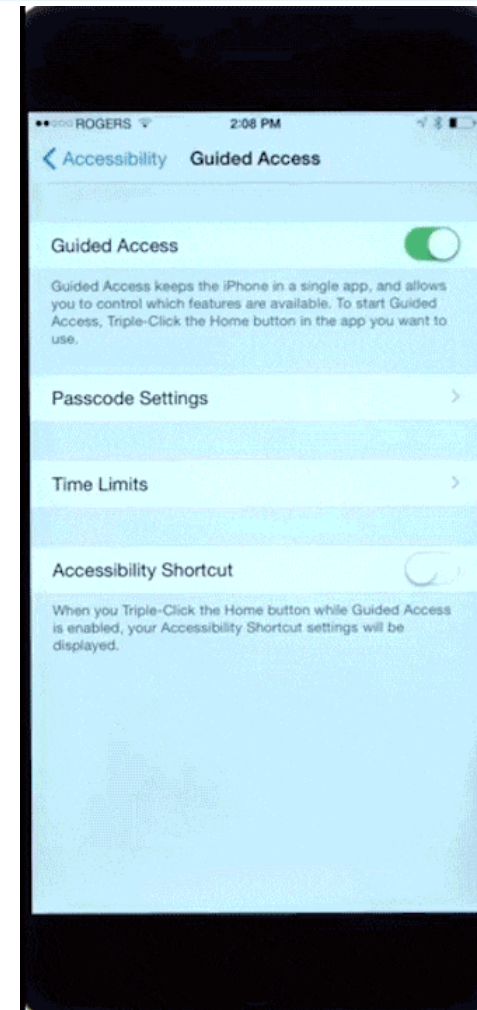
I am working for:

★ ★ ★ ★ ★



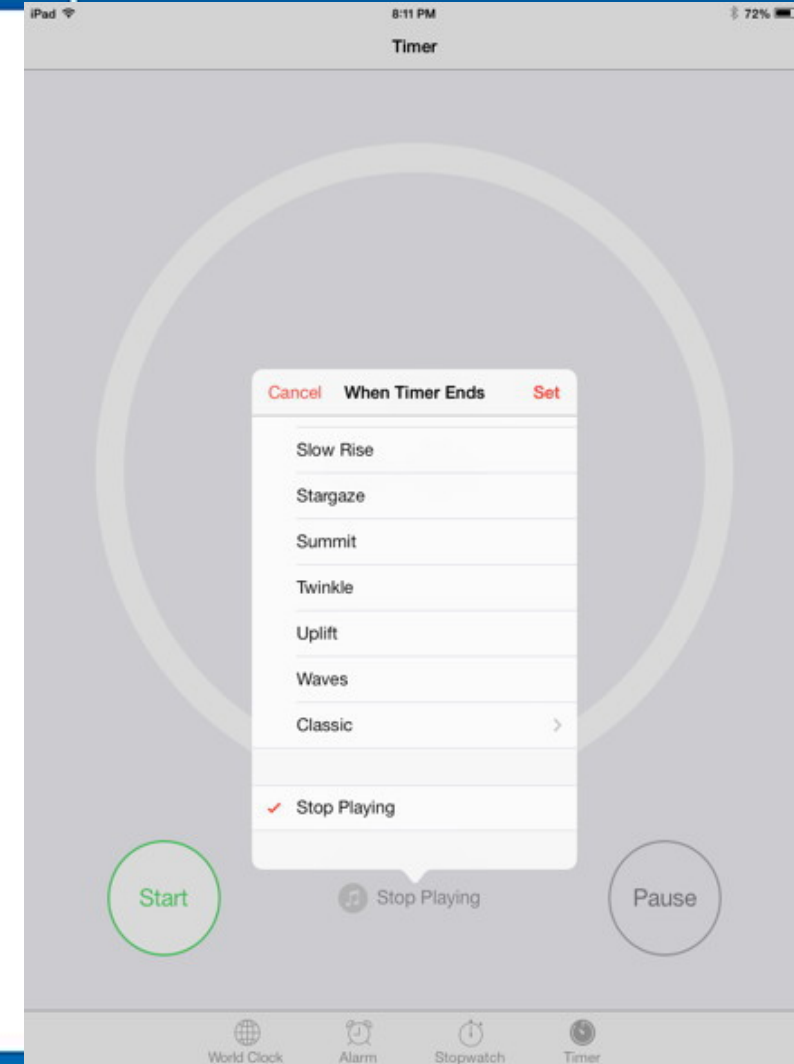
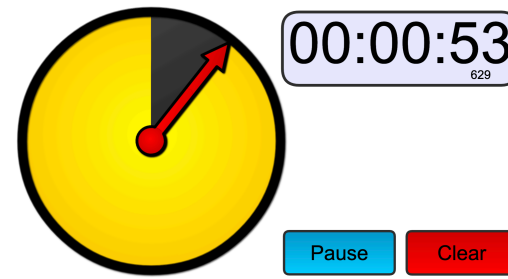
Remaining in an app (iOS Specific)

- Guided Access
- Lock in an app for a specified time with a separate passcode
- Enable under General → Accessibility → Guided Access (green) & Accessibility Shortcut (green)



Transitioning from Break Time

- iOS – Timer with “Stop Playing” option
 - After time is up, iPad returns automatically to lock screen
- [Online Visual Timers](#)






Extensive Writing/Typing

- [Speech to Text on Chromebook](#)
- [Dictation on iPad/iPhone](#)
- [Voice Typing in Google Apps](#)
- Editing/Revising: [Grammarly](#)

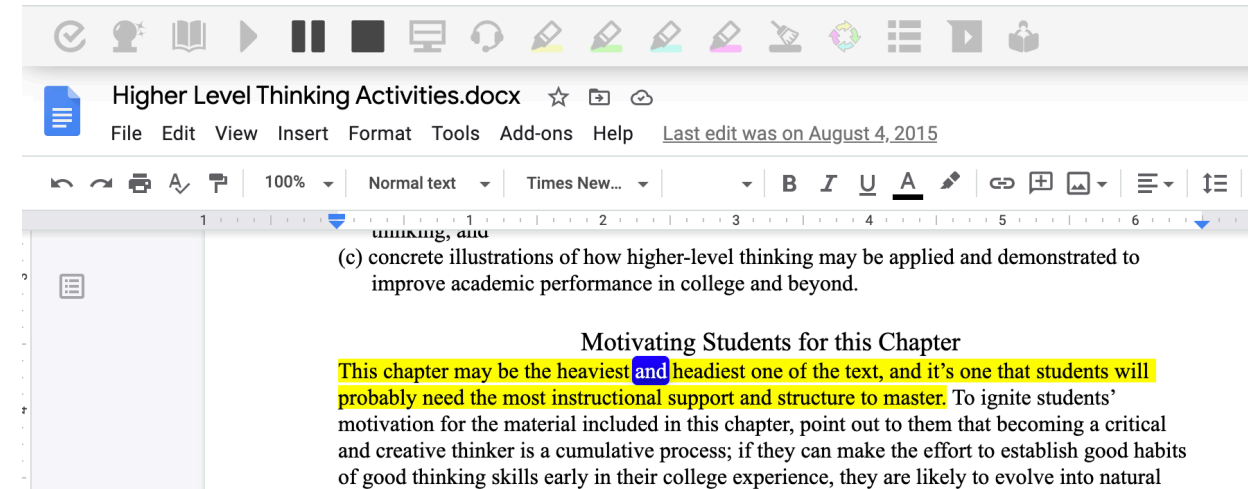
When using SEARCH "D" ... remember to...



<input type="checkbox"/>		Think of your full sentence with punctuation.
<input type="checkbox"/>		Speak slowly and clearly with a strong voice.
<input type="checkbox"/>		Say punctuation.

Reading is Laborious

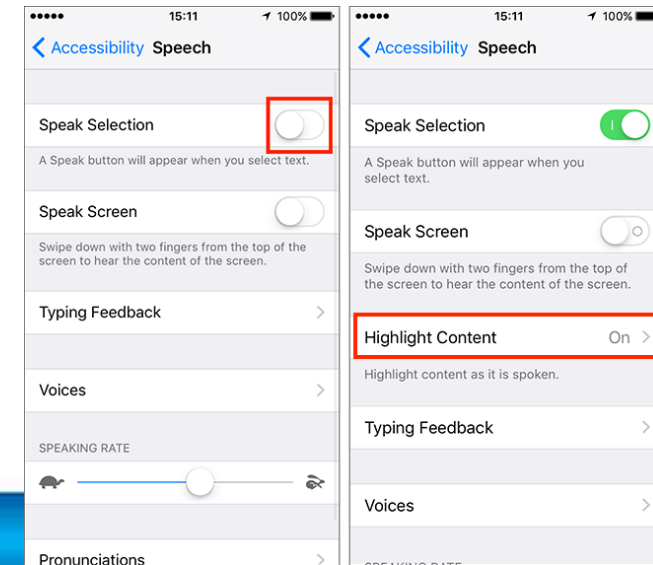
- [Read & Write for Google Chrome](#)
- Chrome only – free text to speech
- [iOS Speak Selection](#)



Higher Level Thinking Activities.docx
File Edit View Insert Format Tools Add-ons Help Last edit was on August 4, 2015

thinking, and
(c) concrete illustrations of how higher-level thinking may be applied and demonstrated to improve academic performance in college and beyond.

Motivating Students for this Chapter
This chapter may be the heaviest and headiest one of the text, and it's one that students probably need the most instructional support and structure to master. To ignite students' motivation for the material included in this chapter, point out to them that becoming a critical and creative thinker is a cumulative process; if they can make the effort to establish good habits of good thinking skills early in their college experience, they are likely to evolve into natural

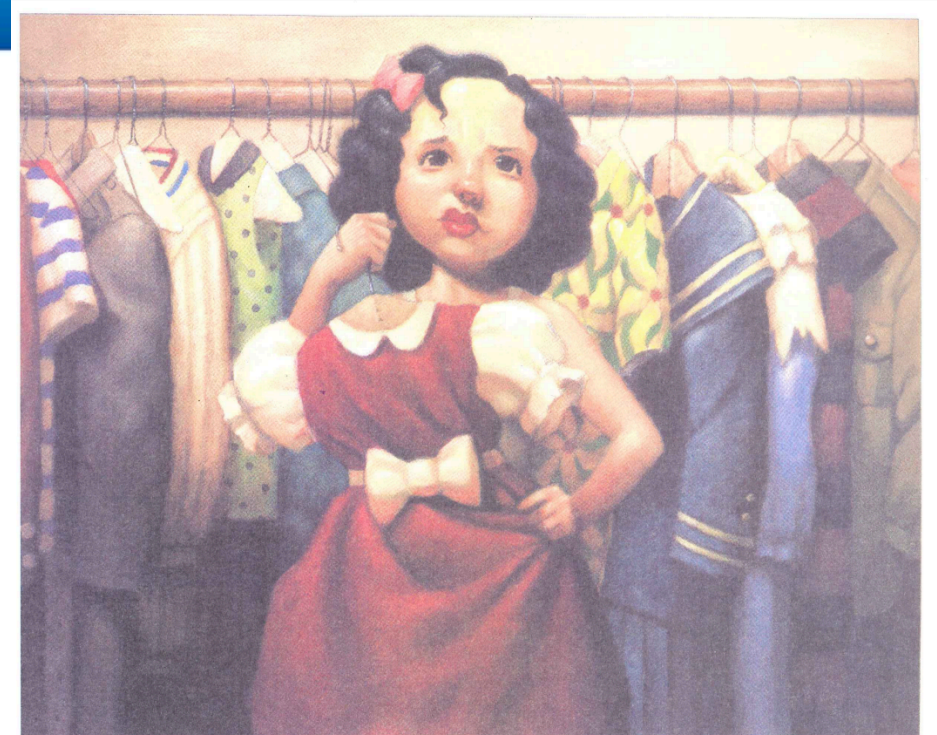


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Modified Content

- [Rewordify](#)



Camilla was getting ready for the first day of school. Camilla looked in the mirror and screamed!

A series of AAC icons corresponding to the text: a girl's face, a left-pointing arrow, a red square, two hands, a crawling person, a hand, a right-pointing arrow, three people, a sun, a right-pointing arrow, a school building, a girl's face, a left-pointing arrow, a hand, a right-pointing arrow, a girl's face, and an ampersand. Below the text, there is an icon of a person pointing to the left and the word 'screamed!'.

Adapted from the original text, A Bad Case of Stripes by David Shannon, Scholastic Books, Inc.

Managing the Technology, Passwords, & Schedules

- Save Passwords
- Visuals on devices
- Using Calendars & Repeating events (embed notes with links)
- Bookmarks
- Establishing consistency in the inconsistent
- Smart Home Technology

Tuesday

all-day
8 AM
9 AM
10 AM
11 AM
Noon
1 PM
2 PM
3 PM
4 PM
5 PM

S M T W T F S
27 28 29 30 1 2 3

Kennedy PE 10:40

Add Location

Oct 13, 2020 10:40 AM to 11:40 AM

Repeats Every Week on Monday, Tuesday
and Wednesday

Alert 5 minutes before start

Add Invitees

Join Zoom Meeting

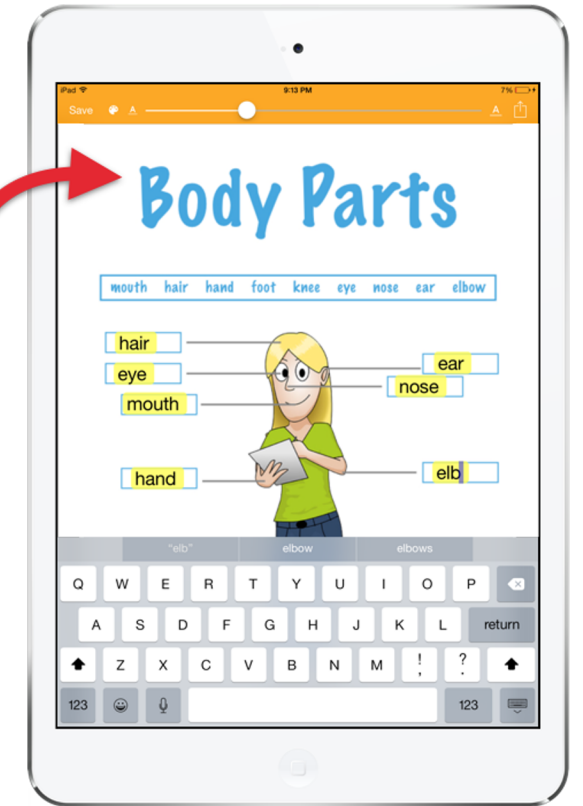
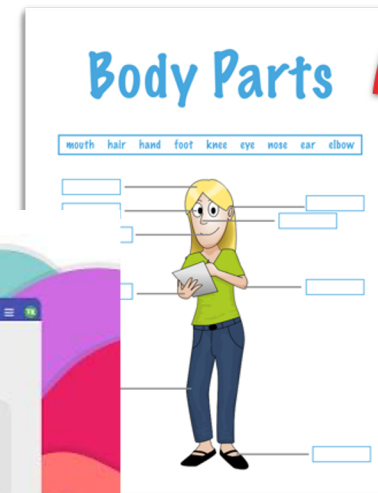


Add URL or Attachments

[https://zoom.us/j/91998962627?
pwd=aTZ0T1VSRS9EVG5VanQrS1dV
9](https://zoom.us/j/91998962627?pwd=aTZ0T1VSRS9EVG5VanQrS1dV9)

Meeting ID: 919 9896 2627

Math Computation



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Questions?

Sign up for updates from the
SCSU AT Program here!

[https://scsu-assistive-
technology.mailchimpsites.com/](https://scsu-assistive-technology.mailchimpsites.com/)

Thank you!

SCAN ME



**For more information
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