
 Assistive Technology & Accessible Educational Materials Center

 **Assistive Technology & Accessible Educational Materials Center**

Jan Rogers, MS, OTR/L, ATP  
AT & AEM Program Director  
jan\_rogers@ocali.org

---

---

---

---


---

---

---

---

 Assistive Technology & Accessible Educational Materials Center

 THE OUTREACH CENTER  
for Deafness and Blindness

**Our Mission**

To be a centralized responsive resource center that empowers individuals with disabilities by providing accessible educational materials (AEM), access to assistive technologies and highly specialized technical assistance and professional development support.

---

---

---

---

---

---

---

---

 Assistive Technology & Accessible Educational Materials Center

**We Believe...**



AT and AEM is a key to accessibility.

---

---

---


---

---

---

---

---

 Assistive Technology & Accessible Educational Materials Center

### What is assistive technology (AT)?

Hardware and software that assist students with disabilities to access, participate, and/or be more independent

Low-, Mid-, High- Tech (lg)		
Low-Tech	Mid-Tech	High-Tech
<ul style="list-style-type: none"> <li>• Pencil grips</li> <li>• Specialty paper</li> <li>• Highlighters</li> <li>• Highlighting tape</li> <li>• Planners</li> <li>• Adapted furniture, tools, and utensils</li> <li>• Velcro</li> <li>• Large-print books</li> <li>• Magnifiers</li> </ul>	<ul style="list-style-type: none"> <li>• Tape/digital recorders</li> <li>• Talking calculators</li> <li>• Portable keyboards</li> <li>• Electronic spell checkers/ dictionaries</li> <li>• Scanning pens</li> <li>• Audio books</li> <li>• MP3 players</li> <li>• Switches</li> </ul>	<ul style="list-style-type: none"> <li>• Word processors</li> <li>• Mapping/webbing software</li> <li>• Communication devices</li> <li>• Tablet computers</li> <li>• Motorized wheelchairs</li> <li>• Speech synthesis software</li> <li>• Speech recognition software</li> </ul>

---

---

---

---

---


---

---

---

---

---

 Assistive Technology & Accessible Educational Materials Center

### What are accessible educational materials (AEM or AIM)?

Print and technology based educational materials that are designed or converted in such a way as to make them usable across the widest range of student variability

**Examples:**  
 Large Print  
 Braille  
 Audio  
 Digital  
 Graphic

---

---

---

---

---


---

---

---

---

---

 Assistive Technology & Accessible Educational Materials Center

## Resources

---

---

---

---

---

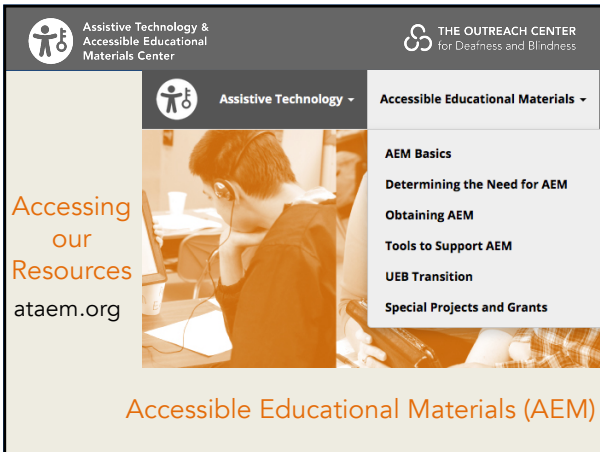
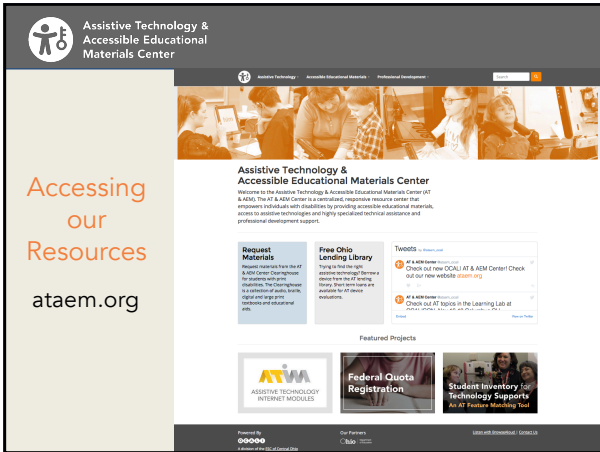
---

---

---

---

---



Assistive Technology & Accessible Educational Materials Center

THE OUTREACH CENTER for Deafness and Blindness

Accessible Educational Materials - Professional Development

Accessing our Resources  
ataem.org



- AT Professional Development
- Family AT Vision Conference
- AT Conference & Vendor Fair
- Calendar of Events
- Assistive Technology Internet Modules
- CISAM AIM Modules
- CISAM AIM Training Series

Professional Development

---

---

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center



ASSISTIVE TECHNOLOGY INTERNET MODULES



AT Device Lending Library




---

---

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center



ASSISTIVE TECHNOLOGY INTERNET MODULES

[WWW.ATINTERNETMODULES.ORG](http://WWW.ATINTERNETMODULES.ORG)

...87 Counties in Ohio, all 50 States & 50 Countries






---

---

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

### ATIM Users and Partners



# 11,295

users and counting!

---

---

---

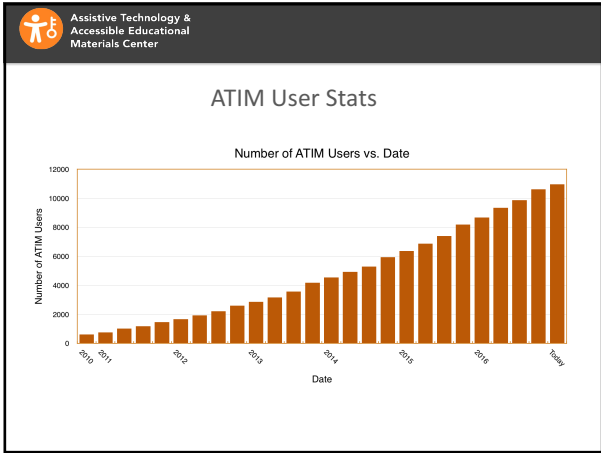
---

---

---

---

---




---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

### What we know about adult learners and online learning...

Adult Learners	Online Learning with ATIM
Connect new content to prior learning	Case studies
Self-regulated learning	Modules available 24/7
Education must apply to specific needs	Wide variety of AT topics
Prefer multiple learning modalities	Case studies, videos, advanced organizers, discussion questions, activities
Prefer personalized learning	Self-paced modules; supplementary materials to extend learning

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

LOGIN  
CREATE AN ACCOUNT

Module List  
Help

POWERED BY

### New Module

A Family-Centered Approach to Assistive Technology in Early Childhood

Explore Modules Covering a Variety of Topics

ATIM is designed to provide high-quality information and professional development on assistive technology (AT) for educators, professionals, families, persons with disabilities, and others. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. ATIM modules are available at no cost. Fee based certificate and credit options are coming soon.

[www.atinternetmodules.org](http://www.atinternetmodules.org)

---

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

LOGIN  
CREATE AN ACCOUNT

Module List  
Help

POWERED BY

**Create an Account**

Please note: Both Autism Internet Modules (AIM) and Assistive Technology Internet Modules (ATIM) access the same user account database - so if you already have an AIM or ATIM account, you do not need to create a new account - you can simply log in using your email address and password.

\* Required Fields

Your First Name \*

Your Last Name \*

Your Email \*

Confirm Your Email \*

Enter Password \*

Confirm Password \*

Your State \*

To **SIGN UP**, enter your name, email and demographic information

---

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

WELCOME HEATHER BRIDGMAN  
ACCOUNT | HELP | LOGOUT

Dashboard  
Help

ASSISTIVE TECHNOLOGY INTERNET MODULES > HELP

### Help

General

What are the Assistive Technology Internet Modules (ATIM)?

ATIM is designed to provide high-quality information and professional development on assistive technology (AT) for educators, professionals, families, persons with disabilities, and others. ATIM modules are available at no cost. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. If you would like to receive credit for your time on ATIM, certificate and credit options are available for a fee.

Registration and Account

In order to login and view any of the modules, you must first establish an account. To establish an account, first complete the registration form. Once this form is submitted, you will be logged in.

If you have lost or forgotten your password, you may reset it to an automatically generated, random password by submitting the password reset form. Once that form is submitted, you will receive an email containing your new password.

Please note that you can update your user email and password on the "Account" page once you login. You can access the "Account" page by clicking on the "Account" link in the upper left navigation bar.

The **HELP** button is available to direct you to assistance while you are accessing the modules

---

---

---

---

---

---

---

---

---

---

---

**Assistive Technology & Accessible Educational Materials Center**

AT for School Age

AT Problem Solving Across the Lifespan

AT for Early Childhood

AT for Adult Life

Using the WATI Assessment Process

Browse Alphabetically

**Browse Modules A-Z**

Current Modules (36)

- A Family-Centered Approach to Assistive Technology in Early Childhood
- An Overview of Using the WATI AT Assessment Process
- AT Assessment Process in the School Environment
- AT Assessment Tools
- AT Consideration in the IEP Process
- AT for Administrators
- AT Implementation
- AT Supports and Services in the IEP
- AT Transitions
- Automatic Speech Recognition (ASR) / Speech-to-Text
- Communication - WATI - Part I
- Communication - WATI - Part II
- Communication - WATI - Part III
- Computer Access - WATI - Part I
- Computer Access - WATI - Part II
- Funding Assistive Technology
- Hearing - WATI - Part I
- Hearing - WATI - Part II
- Mobile Device Access - WATI - Part I
- Mobile Device Access - WATI - Part II
- Mobility - WATI - Part I
- Mobility - WATI - Part II
- Navigating Accessible Instructional Materials
- Organization - WATI - Part I
- Overview of Assistive Technology (AT)
- Reading - WATI - Part I
- Reading - WATI - Part II

---

---

---

---

---

---

---

---

---

---

**Assistive Technology & Accessible Educational Materials Center**

WELCOME HEATHER BRIDGMAN ACCOUNT HELP LOGOUT

**ATM ASSISTIVE TECHNOLOGY INTERNET MODULES**

**Module Navigator**

Dashboard

Professional Development Certificates

Continuing Education Credits

College and University Course Credit

**Module Navigator**

Welcome to the Assistive Technology Internet Modules (ATM). ATM is designed to provide high-quality information and professional development on assistive technology (AT) for education, professionals, families, persons with disabilities, and others. ATM modules are available at no cost. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. If you would like to receive credit for your time on ATM, certificate and credit options are coming soon, for a fee. **Need assistance?** Visit the help page.

AT for School Age

AT Problem Solving Across the Lifespan

AT for Early Childhood

AT for Adult Life

Planning, Designing and Integrating

AT for School Age

AT Assessment Process in the School Environment

AT Consideration in the IEP Process

AT Implementation

AT Supports and Services in the IEP

---

---

---

---

---

---

---

---

---

---

**Assistive Technology & Accessible Educational Materials Center**

WELCOME HEATHER BRIDGMAN ACCOUNT HELP LOGOUT

**ATM ASSISTIVE TECHNOLOGY INTERNET MODULES**

**Module Descriptions**

Dashboard

Professional Development Certificates

Continuing Education Credits

College and University Course Credit

**Module Categories**

**Module Navigator**

Welcome to the Assistive Technology Internet Modules (ATM). ATM is designed to provide high-quality information and professional development on assistive technology (AT) for education, professionals, families, persons with disabilities, and others. ATM modules are available at no cost. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. If you would like to receive credit for your time on ATM, certificate and credit options are coming soon, for a fee. **Need assistance?** Visit the help page.

AT for School Age

AT Problem Solving Across the Lifespan

AT for Early Childhood

AT for Adult Life

Planning, Designing and Integrating

Browse Alphabetically

AT for School Age

AT Assessment Process in the School Environment

After the individualized education program (IEP) team has completed the process of assistive technology (AT) consideration and determined that AT may be a good option for a student, the team then faces the task of assessing the student's needs and abilities to find the most effective AT solution. This module introduces the process of AT assessment including the consideration of different types of AT, learning, gathering documents and frameworks, feature matching, equipment trials and recommendations, implementation and transition planning.

Approximate time to complete module: 1-10 hours

Author(s): Angela M. Harris, M.Ed.

Contributor(s): Heather J. Bridgman M.Ed., ATP, Jan Rogers, MS, OTR/L, ATP

Error Message

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

WELCOME HEATHER BRIDGMAN  
ACCOUNT HELP | LOGOUT

ATIM ASSISTIVE TECHNOLOGY INTERNET MODULES

Dashboard > AT ASSESSMENT PROCESS IN THE SCHOOL ENVIRONMENT

Introduction

TABLE OF CONTENTS

- Introduction
- Pre-Assessment
- Objectives
- Overview
- Brief Review of AT Consideration
- Initiation of the AT Assessment Process
- AT Assessment - Guiding Documents
- Who Conducts an AT Assessment?
- Team Members
- AT Feature Match
- Equipment Trials and Recommendations
- AT Implementation
- Transition Planning
- Quality Indicators of Assistive Technology (QIAT) - Assessment

Video: AT Assessment Process Intro

Joy Zabala  
Director of Technical Assistance  
CAST and the National Center on Accessible Instructional Materials

Advanced Organizer

Video Welcome

---

---

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

WELCOME HEATHER BRIDGMAN  
ACCOUNT HELP | LOGOUT

ATIM ASSISTIVE TECHNOLOGY INTERNET MODULES

Dashboard > AT ASSESSMENT PROCESS IN THE SCHOOL ENVIRONMENT

Introduction

TABLE OF CONTENTS

- Introduction
- Pre-Assessment
- Objectives
- Overview
- Brief Review of AT Consideration
- Initiation of the AT Assessment Process
- AT Assessment - Guiding Documents
- Who Conducts an AT Assessment?
- Team Members
- AT Feature Match
- Equipment Trials and Recommendations
- AT Implementation
- Transition Planning
- Quality Indicators of Assistive Technology (QIAT) - Assessment

Video: AT Assessment Process Intro

Joy Zabala  
Director of Technical Assistance  
CAST and the National Center on Accessible Instructional Materials

Video Transcript

---

---

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

WELCOME HEATHER BRIDGMAN  
ACCOUNT HELP | LOGOUT

ATIM ASSISTIVE TECHNOLOGY INTERNET MODULES

Dashboard > AT ASSESSMENT PROCESS IN THE SCHOOL ENVIRONMENT

Pre-Assessment

TABLE OF CONTENTS

- Introduction
- Pre-Assessment
- Objectives
- Overview
- Brief Review of AT Consideration
- Initiation of the AT Assessment Process
- AT Assessment - Guiding Documents
- Who Conducts an AT Assessment?
- Team Members
- AT Feature Match
- Equipment Trials and Recommendations
- AT Implementation
- Transition Planning
- Quality Indicators of Assistive Technology (QIAT) - Assessment

Which of the following should be evaluated during AT assessment?

AT assessment is only necessary for students who receive speech-language, occupational therapy, or physical therapy services.

To begin the AT selection process, start by looking at the features of available AT and select the tool that is the best fit for the student.

The only person qualified to make decisions about AT is an AT specialist.

Select all possible members of an AT assessment team.

Identify the element among the following that is necessary for a successful AT implementation plan.

Which of the following is not a benefit of progress monitoring?

Pre-Assessment

---

---

---

---

---

---

---

---

---

---

---

---











Assisted Technology & Accessible Educational Materials Center

TABLE OF CONTENTS

- Introduction
- Pre-Assessment
- Objectives
- Overview
- History - Federal Legislation
- Types of AT
- A Continuum of AT Choices
- AT in Various Environments
- Standards of Practice
- Professional Growth Opportunities
- AT Certificate and Educational Programs
- Program and Self-Assessment
- Summary
- Frequently Asked Questions (FAQ)
- Citation and References
- Supplementary Materials
- Post-Assessment

RESOURCES

- Glossary
- Documents
- Discussion Questions

Video: Overview of Assistive Technology - Introduction

Glossary

---

---

---

---

---

---

---

---

---

---

Assisted Technology & Accessible Educational Materials Center

WELCOME HEATHER BRIDGMAN ACCOUNT HELP! LOGOUT

ATM ASSISTIVE TECHNOLOGY INTERNET MODULES

DASHBOARD - OVERVIEW OF ASSISTIVE TECHNOLOGY (AT)

Glossary

ALL | 09 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

**ABA - Applied Behavior Analysis**  
A discipline devoted to understanding and improving human behavior by focusing on defined, observable behaviors of social significance and demonstrating a reliable relationship between the procedures employed and the resulting behavioral change.

**ABC Data Chart**  
An assessment tool used to gather information about what happens immediately before and after an interfering behavior occurs.

**Abstract**  
Existing as an idea but not having a physical existence

**Accessible**  
Capable of being reached, used, seen, understood, or appreciated.

**Accessible Environments**  
The environment supports the independence of students with vision, hearing, motor, or cognitive disabilities and is designed to be usable and barrier-free to the widest range of student variability.

**Accommodate**  
To provide something needed or suited, to adapt.

**Accommodations**  
Adjusting for differences; supplying a need or want; In education, "accommodations" provide equal access to learning; do not substantially change the instructional level or content; are based on individual strengths and

---

---

---

---

---

---

---

---

---

---

Assisted Technology & Accessible Educational Materials Center

WELCOME HEATHER BRIDGMAN ACCOUNT HELP! LOGOUT

ATM ASSISTIVE TECHNOLOGY INTERNET MODULES

DASHBOARD - AT IMPLEMENTATION

Module Documents

- [ Download ] Guiding Principles for Assistive Technology
- [ Download ] New Do I Know It? New Can I Show It?
- [ Download ] GAT Guiding Document: Assistive Technology Implementation
- [ Download ] GAT Guiding Document: Evaluation of Effectiveness
- [ Download ] GAT Self-Evaluation: Items for the Quality Indicators in Assistive Technology Services
- [ Download ] GAT Self-Evaluation: Evaluation of Effectiveness of AT Technology Implementation
- [ Download ] GAT Self-Evaluation: Items for Implementation
- [ Download ] Quality Indicators for Assistive Technology Implementation
- [ Download ] Quality Indicators for Evaluation of the Effectiveness of Assistive Technology
- [ Download ] SETT and ReSETT: Concepts for AT Implementation
- [ Download ] [ PDF ] [ Print ] [ Share ] [ Email ]

RESOURCES

- Glossary
- Documents
- Discussion Questions

Documents

---

---

---

---

---

---

---

---

---

---





Assistive Technology & Accessible Educational Materials Center



[www.atinternetmodules.org](http://www.atinternetmodules.org)

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

**INTRODUCING SIFTS**  
STUDENT INVENTORY FOR TECHNOLOGY SUPPORTS



An AT Feature Matching Tool

---

---

---

---

---

---

---


---

Assistive Technology & Accessible Educational Materials Center

**The Problem....**

IEP teams know their student's:

- Strengths and needs
- Environments
- Tasks



But often have difficulty matching those to technology features to support student learning and life tasks...

---

---

---

---

---

---

---

---



**Assistive Technology & Accessible Educational Materials Center**

### What is SIFTS?

The SIFTS is a quick and easy web-based survey tool developed primarily to support IEP teams who need assistance in matching student needs and strengths to AT features.

- Quick and easy online tool
- Aids in matching student needs and strengths to AT features.
- Usable by school teams, parents, consumers and others
- Builds knowledge of AT features
- Embedded text, picture and video supports
- Secure website to store student data
- Developed by a multi-disciplinary team of AT professionals

[atfeaturematching.org](http://atfeaturematching.org)

---

---

---

---

---

---

---

---

---

---

---

---

**Assistive Technology & Accessible Educational Materials Center**

Assistive Technology | Accessible Educational Materials | Professional Development

AT Basics  
AT Assessments  
AT Tools  
AT Implementation

### Assistive Technology & Accessible Educational Materials Center

Welcome to the Assistive Technology & Accessible Educational Materials Center (AT & AEM). The AT & AEM Center is a centralized, responsive resource center that empowers individuals with disabilities by providing accessible educational materials, access to assistive technologies and highly specialized technical assistance and professional development support.

**Request Materials**  
Request materials from the AT & AEM Center Clearhouse

**Free Ohio Lending Library**  
Trying to find the right assistive technology? Borrow

Tweets by @ataem\_local  
AT & AEM Center @ataem\_local  
Check out new OCALI AT & AEM Center! Check

[www.ataem.org](http://www.ataem.org)

---

---

---

---

---

---

---

---

---

---

---

---

**Assistive Technology & Accessible Educational Materials Center**

### AT Assessment Resources

The following are a list of website resources that can be used to facilitate the AT assessment process. The resources include an assessment framework with supporting forms, other AT assessment forms for specifically identified student needs such as reading, writing, communication, math, organizational skills, etc., assessments for mobile devices and apps selection and the OCALI SIFTS tool.

<p><b>LINK</b></p> <p>General AT Assessment Frameworks and Tools</p> <p>A list of website resources that can be used to facilitate the AT assessment process.</p> <p>LINK</p>	<p><b>LINK</b></p> <p>Mobile Devices and Apps Assessment Tools</p> <p>A collection of assessment and feature matching resources for mobile device/apps consideration.</p> <p>LINK</p>	<p><b>Student Inventory for Technology Supports</b></p> <p>SIFTS</p> <p>Explore SIFTS (Student Inventory for Technology Supports), a new OCALI tool to support teams through the AT feature matching process.</p> <p>LEARN</p>
---	---	--

<http://atfeaturematching.org>  
<http://sifts.ocali.org/>

---

---

---

---

---

---

---

---

---

---

---

---


Assistive Technology & Accessible Educational Materials Center

Student Inventory for Technology Supports LOGIN SIGN UP

What is SIFTS? How does it work?

**Welcome to the Student Inventory for Technology Supports (SIFTS). The SIFTS is a tool to assist school teams in matching a student's needs with assistive technology (AT) features.**

[GET STARTED](#)




---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

Student Inventory for Technology Supports LOGIN SIGN UP

What is SIFTS? How does it work?

**OCALI Pass - Account Creation**

\* REQUIRED FIELDS

First Name \*

Last Name \*

Organization

Mailing Address Type \*  
 Work

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

Student Inventory for Technology Supports LOGIN SIGN UP

What is SIFTS? How does it work?

**OCALI Pass - Login**

Email

Password

[LOGIN](#)

[Create an account](#) | [Forgot your password?](#)

---

---

---


---

---

---

---

---



Assistive Technology & Accessible Educational Materials Center

**Terms and Conditions**

Through your responses to a series of questions about your student's functional performance, the SIFTS assists the IEP team in determining AT features that may match the student's specific strengths and needs. Because of the nature of the tool, please be aware of the following limitations and responsibilities of the IEP team when using the SIFTS.

- Not every feature generated by the SIFTS is equally appropriate for a given student. The tool is designed to generate a variety of features in low-, mid- and high-tech categories to allow flexibility of the final selections. It is the team's responsibility to investigate the feature considerations generated and to determine which of them are most appropriate for meeting the student's needs. These feature considerations should be included in the device(s) selected for equipment/device trial. As for any other instructional product, sound data collection and data interpretation techniques must be utilized before final selections are made.
- The field of technology is ever changing, so it is conceivable that the most recently developed AT features are not yet in the SIFTS database. In other words, this is not a complete listing of everything that is available in the field of AT but a starting point for identifying AT feature considerations that may be investigated for a given student.
- The SIFTS is not intended to take the place of a full AT assessment with a qualified team. Also, it is not intended to take the place of individual professionals who should be participating in the process as a part of the team. Throughout the SIFTS, prompts will assist you in identifying professionals beyond the required IEP team members whose training and expertise may be needed when making decisions in the various AT domains.
- Finally, providing assistive technologies in the absence of sound instructional practices and/or therapeutic interventions along with follow-up and follow-along will likely not result in desired outcomes. Rather, a combination of all these strategies is needed to ensure the best outcomes for students.

By clicking the button below, I am indicating that I have read the terms and conditions related to the use of the SIFTS and that I understand the limitations of the SIFTS as well as the responsibilities of the AT assessment team when using the SIFTS.

---

---

---

---

---


---

---

---

---

---



Assistive Technology & Accessible Educational Materials Center

**Student Inventory for Technology Supports** DASHBOARD LOGOUT

Welcome, Jan Rogers

You don't currently have any students in your dashboard.  
To begin, click "Add a Student".

**ADD A STUDENT**

[+ Archived Students](#)

---

---

---

---

---


---

---

---

---

---



Assistive Technology & Accessible Educational Materials Center

**Welcome, Heather Bridgman**

SIFTS is not intended to be a comprehensive AT assessment, but rather a tool to guide the feature matching portion of the AT assessment process. Select only the domain that matches the student's identified area of difficulty. If you would like to learn about the AT assessment process and how this feature-matching tool might support the AT assessment process, please review these resources:

AT Resource Guide:

- The AT Assessment Process in the School Environment
- AT Assessment Guides

ATIM Modules:

- AT Assessment Process in the School Environment
- Overview of Using the WATI AT Assessment Process
- AT Assessment Tools

You currently have 2 student(s) in your dashboard. To create a profile for an existing student, select the student and a domain, and then click "Create Profile". To add an additional student, click "Add a Student".

**ADD A STUDENT**

Student 4 **CREATE PROFILE**

- ✓ Select a Domain
- Communication
- Writing
- Organization and Planning
- Physical Access: Computers

**Select a Domain and then Create Profile**

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

Welcome, Jan Rogers

You currently have 2 student(s) in your dashboard. To create a profile for an existing student, select the student and a domain, and then click "Create Profile". To add an additional student, click "Add a Student".

**ADD A STUDENT**

Student 3    Select a Domain    **CREATE PROFILE**

---

**Student Dashboard**

<p><b>Student 3</b>          Added: September 4, 2015          Profiles: 1  <a href="#">View History</a>  <a href="#">Archive this Student</a></p>	<p><b>Student 2</b>          Added: November 20, 2014          Profiles: 4  <a href="#">View History</a>  <a href="#">Archive this Student</a></p>	<p>Saves student information</p>
--	--	----------------------------------

+ Archived Students

---

---

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

**Student Inventory for Technology Supports**    **DASHBOARD**    **LOGOUT**

---

**Student History for Student 2**

Student Added on November 20, 2014 at 11:38 am

**SIFTS - Communication Domain**  
 Profile Created on September 8, 2015 at 10:37 am  
[Edit Profile](#) | [Feature Considerations](#)

**SIFTS - Organization and Planning**  
 Profile Created on June 8, 2015 at 11:15 pm  
[Edit Profile](#) | [Feature Considerations](#)

**SIFTS - Writing Domain**  
 Profile Created on April 17, 2015 at 8:55 am  
[Edit Profile](#) | [Feature Considerations](#)

**SIFTS - Communication Domain**  
 Profile Created on November 20, 2014 at 11:45 am  
[Edit Profile](#) | [Feature Considerations](#)

Dates and saves each profile

---

---

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

**Student Inventory for Technology Supports**    **DASHBOARD**    **LOGOUT**

---

Welcome, Jan Rogers

You currently have 2 student(s) in your dashboard. To create a profile for an existing student, select the student and a domain, and then click "Create Profile". To add an additional student, click "Add a Student".

**ADD A STUDENT**

Student 2    Select a Domain    **CREATE PROFILE**

---

**Student Dashboard**

<p><b>Student 2</b>          Added: November 20, 2014          Profiles: 3  <a href="#">View History</a>  <a href="#">Archive this Student</a></p>	<p><b>Student 1</b>          Added: November 14, 2014          Profiles: 3  <a href="#">View History</a>  <a href="#">Archive this Student</a></p>	<p>Archive Students</p>
--	--	-------------------------

---

---

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

**Student Inventory for Technology Supports** DASHBOARD LOGOUT

Welcome, Jan Rogers

You currently have 1 student(s) in your dashboard. To create a profile for an existing student, select the student and a domain, and then click "Create Profile". To add an additional student, click "Add a Student".

ADD A STUDENT

Student 2 Select a Domain CREATE PROFILE

Student Dashboard

Student 2  
Added: November 20, 2014  
Profiles: 3  
[View History](#)  
[Archive this Student](#)

+ Archived Students

---

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

ADD A STUDENT

Student 3 Select a Domain CREATE PROFILE

Student Dashboard

Student 3  
Added: September 4, 2015  
Profiles: 1  
[View History](#)  
[Archive this Student](#)

+ Archived Students

Archived Students

Student 2  
Added: November 20, 2014  
Profiles: 3  
[View History](#)  
[Unarchive this Student](#)

Student 1  
Added: November 14, 2014  
Profiles: 3  
[View History](#)  
[Unarchive this Student](#)

---

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

**Student Inventory for Technology Supports** DASHBOARD LOGOUT

SIFTS - Communication Domain

Use of Language

Team Members: The following team members should be included when exploring AT solutions in the communication domain: parent, student, classroom teacher/s, speech pathologist, and the occupational therapist/physical therapist if the student has motor challenges that may impact their access to the communication system.

Select the statement that best describes your student's use of language. The student has... (Required)

no speech.

difficulty being understood.

limited communication topics.

difficulty speaking with appropriate volume.

primarily verbal but needs assistance with social skills.

SAVE AND CONTINUE

Bolded key words to increase understanding and speed of use

---

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

Student Inventory for Technology Supports DASHBOARD LOGOUT

SIFTS - Communication Domain

Symbol Set

Describe the symbol set to which your student responds best. The student has a functional response with apparent communication intent using the following symbol set: (Required)

- no apparent functional response to symbols when introduced.
- Real Objects
- Representative Mini Objects
- TOBI (True Object Based Icon)
- Photos
- Picture Symbols - COLOR
- Picture Symbols - BLACK AND WHITE
- Letters / Words
- An unknown response to a symbol set because this has not been tried with the student.

Intervention Strategies provided in the results.

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

Student Inventory for Technology Supports DASHBOARD LOGOUT

SIFTS - Communication Domain

Symbol Meaning

Select the statement that best describes your student's preference for and ability to use symbols to communicate with others. The student has... (Required)

- a preference to use and understand **one symbol has one meaning**; however, the symbol needs to be embedded in **contextual supports** to have meaning to the user (e.g., presented within a picture of an event or activity/topic).
- a preference to use and understand **one symbol has one meaning without the need for contextual supports** e.g., picture/word apple = apple) but the student is not able to categorize.
- a preference to use and understand symbol **categorizations** e.g., picture/word fruit=apple).
- a preference to use and understand a symbol can acquire many **different meanings** when combined with other symbols. Also known as semantic compaction, Minspeak, or Unity, this offers the greatest amount of vocabulary with the smallest number of symbols displayed (e.g., a symbol of a lemon might mean yellow, juicy, sour, or lemon dependent upon the other symbols with which it is combined such as rainbow\*lemon=yellow).

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

Student Inventory for Technology Supports DASHBOARD LOGOUT

SIFTS - Communication Domain

**Form Submission Error**

You have missing, incomplete, or invalid information in this form - please see below for error details before continuing.

Recall

Select the statement that best describes your student's ability to recall and find the location of symbols. The student has... (Required)

- difficulty quickly recalling the location of vocabulary on a **single page** (e.g., needs to hunt for the location of items even when they have been at the same location for an extended time and with repeated training opportunities).
- difficulty quickly recalling and locating vocabulary on **more than one page**.
- no difficulty** finding vocabulary on multiple pages.

---

---

---

---

---

---

---

---

---

---

**Assistive Technology & Accessible Educational Materials Center**

**SIFTS - Communication Domain**

**Motor Access**

Select the statement/s that best describe/s your student's motor performance. The student has. **(Select all that apply)**

- no functional use of hands to make selections on a communication device.
- difficulty quickly making a selection by pointing with a finger or typing (may impact ability to generate communication quickly enough to maintain the interest of the listener).
- fine motor manipulation difficulties that do not allow independent operation of simple on-off switches, changing paper overlays, etc.
- difficulty safely carrying objects while walking (portability).
- no concerns using hands to manipulate objects.

Round buttons – select 1  
 Square buttons – select all that apply

---

---

---

---

---

---

---

---

---

---

---

---

**Assistive Technology & Accessible Educational Materials Center**

**SIFTS - Communication Domain**

**Summary**

- a preference to use and understand one symbol has one meaning without the need for contextual supports e.g., picture/word apple = apple) but the student is not able to categorize.
- the ability to accurately select a 1.75" - 3.5" size target.
- difficulty quickly recalling the location of vocabulary on a single page (e.g., needs to hunt for the location of items even when they have been at the same location for an extended time and with repeated training opportunities).
- an understanding of 21-144 words.
- difficulty moving and touching all four corners and the center of the selected device or overlay.

Using the above responses select one of the following statements as it applies to making rapid gains in vocabulary development when selecting your answer.

**The student has...**  
 (Required)

- an understanding of and ability to use more vocabulary than what can be predicted
- an understanding and ability to use less vocabulary than the number of cells

Question using previous responses

---

---

---

---

---

---

---

---

---

---

---

---

**Assistive Technology & Accessible Educational Materials Center**

**Student Performance**

- difficulty being understood.
- an understanding of language at a level comparable to that of peers.
- Picture Symbols - BACK AND FORTH
- a preference to use and understand one symbol has one meaning without the need for contextual supports e.g., (picture/word apple = apple) but the student is not able to categorize.
- difficulty quickly recalling the location of vocabulary on a single page (e.g., needs to hunt for the location of items even when they have been at the same location for an extended time and with repeated training opportunities).
- an understanding of 21-144 words.
- the ability to combine single symbols / words to generate a novel message (e.g., I + like = cake).
- the ability to cope with phonetic approximations and recognize properly spelled words.
- no need to use the message as it is being created.
- an adult female voice.
- the ability to construct simple sentences (e.g., may not have proper word tense or omits little words such as the, to, at).
- no hearing concerns.
- no visual ability concerns.
- difficulty moving and touching all four corners and the center of the selected device or overlay.
- the ability to accurately select a 1.75" - 3.5" size target.
- the ability to visually locate and select a specified cell from a board filled with other symbols.
- difficulty quickly making a selection by pointing with a finger or typing (may impact ability to generate communication quickly enough to maintain the interest of the listener).
- fine motor manipulation difficulties that do not allow independent operation of simple on-off switches, changing paper overlays, etc.
- difficulty safely carrying objects while walking (portability).
- difficulty with drawing.
- an understanding of and ability to use more vocabulary than what can be provided on one page of a communication device.

**Environments**

- a need to communicate primarily within noisy environments.

**Tasks**

- the need to use a communication device as the primary method of accessing the Internet.

SETT Framework

---

---

---

---

---

---

---

---

---

---

---

---

**Assistive Technology & Accessible Educational Materials Center**

**SIFTS - Communication Domain**  
**Feature Considerations for Student 3**  
 Profile Created by Jan Rogers on September 4, 2015 at 2:57 pm  
[Download a PDF version of these Feature Considerations](#)

The following list of features were generated based on your answers to the inventory questions. The features can be entered into a Google search page or shared with a vendor of AAC products to determine potential AAC solutions for your student. Note: When searching with Google, adding the acronym "AAC" (Augmentative and Alternative Communicator) before the feature you are searching will result in more accurate results.

The goal of this tool is to help identify a comprehensive listing of features that might be included in a communication system. The descriptions, images and videos are provided to enhance your understanding of each individual feature. Use these features to begin the process of matching appropriate AAs solutions to your student's needs.

**Note:** A comprehensive AAC system includes supports for all environments (school, home, work, community). The type of AAC system may vary depending on the environment. For example, a high-tech system might be used at home and school, but a low-tech, portable system might be needed in the work or community environment. It is important to consider all of these environments as well as both written and spoken communication needs when determining a communication system for a student.

Appropriate seating and positioning impacts a student's ability to access their communication system and should be addressed prior to making AAC device selections.

**Symbol System**

Color-Coded Cells to Support Recall

Frequently Used Vocabulary

Limited Vocabulary Choices on a Page

Text

Pictures

Video

---

---

---

---

---

---

---

---

---

---

**Assistive Technology & Accessible Educational Materials Center**

## Text Descriptions

Frequently Used Vocabulary

Text

Images

Video

For a beginning communicator, the vocabulary is selected based on core words and high-interest words frequently used by the student. "Core" vocabulary describes a small set of basic words in any language that are used frequently and across contexts (Cross, Baker, Klotz, & Badman, 2006). Core words tend to be pronouns, verbs, and demonstratives because they represent words that generally do not change meaning (Stubbs, 1986). Words like big, little, give, eat, go, and you are examples of core vocabulary terms used every day in many situations. Research shows that 80% of what we say is communicated with only the 200 most basic words in our language (Baker & Hill, 2000). A frequently used vocabulary system typically consists of a single communication board containing all vocabulary words/phrases. Examples of frequently used vocabulary systems would include: [One Hit Unity](#), [Picture/Word Power](#) or low-tech core/fringe system.

**Additional Resources:**  
[Adult Core Vocabulary List](#)  
[Preschool Core Vocabulary List](#)  
[Toddler Core Vocabulary List](#)

---

---

---

---

---

---

---

---

---

---

**Assistive Technology & Accessible Educational Materials Center**

## Pictures

Frequently Used Vocabulary

Text

Images

Video

Picture WordPower

Unity 45 1-Hit

Click images to zoom

---

---

---

---

---

---

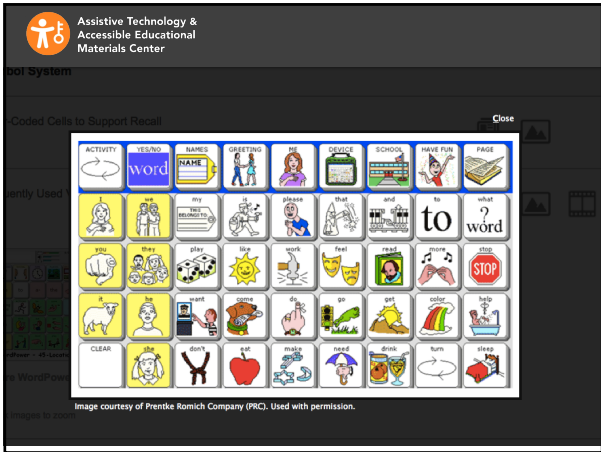
---

---

---

---






---

---

---

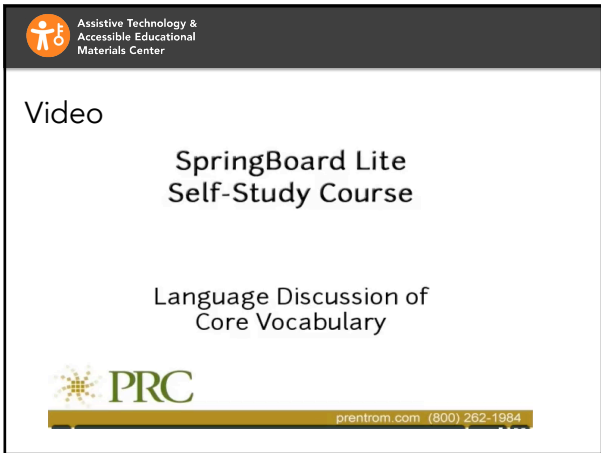
---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center



### AT Device Lending Library

[http://www.ocali.org/project/lending\\_library](http://www.ocali.org/project/lending_library)

---

---

---

---

---

---

---

---

---

---

---

---

#### Application for Lending Library Account

This application for an OCALI Lending Library account can be mailed or faxed. Once the application is received, you will be notified by email with your login information. Please **PRINT**.

[http://www.ocali.org/project/lending\\_library](http://www.ocali.org/project/lending_library)

First Name _____	Last Name _____
Street Address (No PO Box) _____	
City _____	State _____ Zip Code _____
Phone Number _____	County _____
Email Address _____	
School District Name _____	Facility Name _____

**Circle the role that best matches your role or profession:**

Administrative - CIP/Non-CIP Director/Coordinator	Assistant - Family Member
Administrative - Counselor	Family - Other
Administrative - Director	Health - Care Nurse
Administrative - Program Specialist/Coordinator	Health - Care - Physician
Administrative - Other _____	Health - Care - Physician - Assistant
Adult Services - Adult Day Program Provider	Health - Care - Other _____
Adult Services - Adult Therapeutic Provider	Higher Education - Faculty
Adult Services - CIP/Non-CIP Support Services Administrator	Higher Education - Professor
Adult Services - Instructional/Technology Coordinator	Higher Education - Researcher
Adult Services - Instructional Services Provider	Higher Education - Student/Graduate Student
Adult Services - Other _____	Higher Education - Other _____
Business - Other _____	Individual with Disability
Business - Public Relations/Marketing	Paralegal Services Director/Operator/Therapist
Business - Other _____	Paralegal Services - Social Worker/Therapist
Early Childhood - Head Start	Paralegal Services - Support Specialist
Early Childhood - Head Start - Director	Paralegal Services - Support Specialist - Assistant
Early Childhood - Head Start - Program Specialist	Paralegal Services - Support Specialist - Other _____
Early Childhood - Other _____	Paralegal Services - Therapist
IT - Education - Computer & Equipment	Paralegal Services - Other _____
IT - Education - Computer & Equipment - Specialist	
IT - Education - Information Technology/Network Specialist	
IT - Education - Support Specialist/Information Specialist	
IT - Education - Other _____	

**Borrower's Agreement**

I agree to observe all library rules and to be responsible for materials loaned on my account. I agree to pay any charges assessed if materials (or me) are damaged or lost and I accept responsibility for any damage incurred to personal equipment resulting from use of the library materials.

I understand that the OCALI Lending Library serves a diverse population, and therefore, contains materials that some individuals may find inappropriate for certain ages.

I am at least 18 years old and have a valid address to ship materials.

My signature indicates acceptance of the terms stated above.

Borrower's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

---

---

---

---

---

---


---

---

---

---


---



### Lending Library


The OCALI Lending Library is available to any person over the age of 18 residing or working in the state of Ohio. Please **download** the PDF application and mail, fax or email it to OCALI to create a Lending Library account. Once your application has been processed and your account has been established, we will notify you via email. For assistance with the OCALI Lending Library, please contact OCALI toll free at 866.886.2254 and ask for the lending library or email [lendinglibrary@ocali.org](mailto:lendinglibrary@ocali.org).

[Continue to the Lending Library](#)



#### Lending Library Assessments

Need an assessment tool? Check the OCALI lending library for general assessment tools or for more specifically focused tools for behavior, sensory, communication, etc.



#### Lending Library AT Devices

Explore AT features with an AT device loan from the lending library. Short term loans are available for AT device evaluations.

---

---

---

---

---

---

---

---

---

---

---

---

The screenshot shows the OCALI website interface. At the top, there is a navigation menu with links for HOME, TOPIC SEARCH, MULTIMEDIA, ADVANCED, MESSAGES, NEW ITEMS, LINKS, and HELP. Below the menu is a search bar with a magnifying glass icon and a 'Login' button. Underneath the search bar are several search filters represented by icons: Keyword, Sounds Like, Subject, Title, Author, Series, and Editor/Translator. Below these filters is a section titled 'Top Ten Popular Items' with five book covers: 'Asperger Syndrome and Sensory Issues', 'Hidden Curriculum', 'Social Skills Training and Emotion Management', 'Autism: A Sensorimotor Approach to Management', and 'Low Vision Rehabilitation'. At the bottom of the page, there is a logo for OCALI and a copyright notice.

Topic Search

---

---

---

---

---

---

---

---

---

---

---

---

The screenshot shows the 'Topics' section of the AT & AEM Center website. It features several circular icons representing different topics: a teal puzzle piece, a green person with a key, a purple person with a key, a blue butterfly, an orange person with a key, and a red apple. Below the icons is the text 'AT & AEM Center' and a prompt 'Select a Topic to search' with arrows pointing left and right.

---

---

---

---

---

---

---

---

---

---

---

---

The screenshot shows the Assisted Technology & Accessible Educational Materials Center website. It features a logo with a person and a key, and the text 'Assisted Technology & Accessible Educational Materials Center'. Below the logo is a list of categories and sub-topics:

1. AT Devices	2. AT Assessment Tools
• AAC	
• Hearing	
• Vision	3. AT Textbooks and Books
• Switch Access	
• Mobile Devices	
• AT Kits	4. Multimedia Resources
• Magnification	
• FM Systems	
• Computer Access	
• Braille and Braille Related Devices	

---

---

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

◀ Previous Item   Place a Booking   Go Back   Next Item ▶

[View the MARC Record](#)

**Title** 7 Level Communication Builder

**Local Call Num.** DEV 101 7LE

**Status** This item is OUT and should be returned on Feb 15, 2017

**Reading Level** Not Assigned

**Custom Reading Level** 0L

**Publishing Info** Enabling Devices 2001

**Loan Type/Days** DEV-Device / This item may circulate for 21 Days

**Department** MIS-Miscellaneous

**Media** DEV-Device

**Description** The 7 level communication builder is a direct selection augmentative communication device. The unit features 300 seconds of message recording time that can be divided into sections up to seven levels. Five interchangeable frames create the desired number of selection positions. The unit features a built-in carrying handle and is battery operated.

**Resources** [Phrase Master Enabling Devices \(Video\)](#)  
[7 Level Communicator Enabling Devices \(Video\)](#)  
[7 Ways to Use Your 7 Level Communicator \(Video\)](#)  
[L&J Book Cover](#)  
[7 Fun Ways to Use Your 7 Level \(PDF\)](#)

**Current Rating:** Not rated yet.

---

Supporting Video and Activity Ideas

---

---

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center



AT Device Lending Library

[http://www.ocali.org/project/lending\\_library](http://www.ocali.org/project/lending_library)

---

---

---

---

---

---

---

---

---

---

---

---

Assistive Technology & Accessible Educational Materials Center

Questions?

---

---

---

---

---

---

---

---

---

---

---

---



**Assistive Technology &  
Accessible Educational  
Materials Center**  
POWERED BY OCALI

---

---

---

---

---

---

---