App Smackdown
for Curriculum and School Access

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https://www.ocali.org/project/document_archive
Learning Objectives

1. Identify apps and/or exts to support curriculum access and school participation

2. Identify features of the various apps/exts presented that could be matched to student needs

3. Develop a better understanding of how to select apps/exts to meet the needs of students with disabilities

4. Understand the difference between educational, therapeutic and assistive technologies
General AT Assessment Process
AT Services in IDEA

IDEA 2004 - Definition of AT Service

Regulations: Part 300 / A / 300.6

Sec. 300.6 Assistive technology service.

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes--

(a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
SETT Framework

- Student
- Environment
- Tasks
- Tools

www.joyzabala.com

HAAT

Context

Human

Activity

AT

Cook & Hussey
Steps of the AT Assessment Process

1. Initiate the AT decision-making process
2. Identify the team
3. Gather information: Identify student needs and abilities, environments and tasks
Steps of the AT Assessment Process (Cont.)

4. Solution generation & selection: Feature-matching
5. Equipment trials & acquisition
6. Implementation & ongoing assessment
Assistive Technology Internet Modules (ATIM)

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

http://atinternetmodules.org
WATI Updated Documents

http://www.wati.org/free-publications/assistive-technology-consideration-to-assessment/
Device Specific AT Assessment Resources
Assistive Technology Internet Modules (ATIM)

- Computer Access - WATI - Part 1
- Computer Access - WATI - Part 2
- Mobile Device Access - WATI - Part 1
- Mobile Device Access - WATI - Part 2

http://atinternetmodules.org
Feature-Matching

Student Inventory for Technology Supports
www.atfeaturematching.org
Student Dashboard

Student 6
Added: December 18, 2017
Profiles: 1
View History
Archive this Student

Student 5
Added: April 28, 2016
Profiles: 6
View History
Archive this Student

CREATE PROFILE

Select a Domain
Communication
Writing
Organization and Planning
Physical Access: Computers
Behavior Domain
Physical Access: Mobile Devices

SIFTS
www.atfeaturematching.org
Device Selection Resources
Devices & Operating Systems
Apple iOS

- Created and developed by Apple Inc. in 2007
- Powers iPhone, iPad, and iPod Touch
- 2nd most popular mobile OS globally after Android
- 2.2 million iOS apps, 1 million native for iPads
- Known for extensive built in accessibility features
Android

- Developed by Google, modified Linux Kernel
- Primarily for touchscreen mobile devices
- Variants for game consoles, digital cameras, PCs and other electronics
- Open source so OS features may be slightly different in various devices
Chrome OS

- Google designed based on the Linux Kernel.
- Google Chrome web browser is the principal user interface.
- Primarily supports web applications
- Connection to other devices via cloud or in some cases Bluetooth (e.g. Keyboards, Mice, Speakers, Headphones, Headsets (audio only)).
- File sharing through cloud only
SNOW: Features to Consider for Mobile Devices

https://snow.idrc.ocadu.ca/node/190

Features to Consider

There are many features and capabilities of mobile devices that need to be considered when trying to find a phone that meets your accessibility needs and preferences. These features are unique to each individual and have been organized here in a form of a checklist that will help you think about the mobile phone features you need. The checklist is grouped as follows:

- Visual display
- Auditory display
- Tactile display
- Hardware controls
- Hardware keypads and Softkeys
- Touch screens
- Orientation control
- Voice control
- Alternative access
- Other hardware related

Call
iPad Feature Chart

http://www.qiat.org/docs/resourcebank/QIAT-iPad%20FeaturesChart-9-7-12.pdf

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<table>
<thead>
<tr>
<th>iPad Features</th>
<th>General Features</th>
<th>Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Features</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated technologies - speakers, headphone jack, microphone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No up or down position</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lightweight/ Portable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cordless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long battery life (e.g. 6-8 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affordable: less than $1000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Built in camera/video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easy to learn/understand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No previous technology experience needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Touch Operation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Few steps to operate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple-uses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to multi-task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fast movement between tasks</td>
<td></td>
<td></td>
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<tr>
<td>Easy to start/stop/setup- Instant on</td>
<td></td>
<td></td>
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</tbody>
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<thead>
<tr>
<th>Social Aspects</th>
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<tbody>
<tr>
<td>Generally available to the public</td>
</tr>
<tr>
<td>Engaging and motivating</td>
</tr>
<tr>
<td>Lack of stigma</td>
</tr>
<tr>
<td>Speaks in different languages</td>
</tr>
<tr>
<td>Built-in alarms / reminders</td>
</tr>
<tr>
<td>Options for distance communication with visual display</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work/Use Environment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate access to information via wifi &amp; optional 3G</td>
</tr>
<tr>
<td>Bluetooth capabilities</td>
</tr>
<tr>
<td>Synchronization options with other devices &amp; cloud</td>
</tr>
<tr>
<td>Pass code protected restrictions (Internet, downloading, deleting, content rating, etc)</td>
</tr>
<tr>
<td>Easy sharing via email, text message, internet uploads, facebook, etc.</td>
</tr>
<tr>
<td>Easily accessorized (e.g. covers, screen protectors)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficult to create extensive or complicated files (e.g. term papers, spread sheets)</td>
</tr>
<tr>
<td>Can be fragile</td>
</tr>
<tr>
<td>Limited technical support for apps</td>
</tr>
<tr>
<td>Less customization</td>
</tr>
<tr>
<td>Not qualified for insurance funding.</td>
</tr>
<tr>
<td>Can only print to printers that allow wireless printing.</td>
</tr>
<tr>
<td>Limited memory for large files.</td>
</tr>
<tr>
<td>No USB or memory card slot</td>
</tr>
</tbody>
</table>
App/Ext Assessment Resources
Assistive Technology Internet Modules (ATIM)

Using the WATI AT Assessment Process (a few examples)

Reading

Writing

Organization

Math

http://atinternetmodules.org
Feature Matching

Student Inventory for Technology Supports
www.atfeaturematching.org
App/Ext Selection Resources
What’s the difference between plugins, extensions, and apps?
Plugins

- provide some additional functionality to a web browser
- phased out due to development of apps and extensions
- function of some plugins being incorporated into the settings of browsers.
Extensions

- Little or no user interface (UI) component.
- Extends the functionality of browsers and the websites
  - Adds a new button to the address bar (e.g. ever-present currency converter, pinterest button)
  - Adds buttons on any web page viewed within the browser (e.g. “Mail It” or “BrowseAloud”)
Apps

- work within a browser or stand alone within an operating system (Chrome vs Apple & Android)
- typically have a dedicated user interface and, rich user interaction
- more rich and interactive than a website
- less cumbersome than a desktop application on a computer operating system but less feature rich
App Search Tools

https://ataem.org/at-tools
Bridging Apps

We believe that it is more important to focus on the person who will be using the technology, rather than the device itself.

http://bridgingapps.org/
Understood Tech Finder

Smart Apps for Kids

SmartAppsForKids.com

06/08/2018
Free App Friday - 8th June 2018 - including a Saga Mini app!

As well as a cool Saga Mini apps, we also have a crafty app, a sight words app, math apps, a fun musical app, and more! Most of these apps are free ONLY until 10 p.m. (U.S. CST) on 6/16/18 so start downloading now!

smartappsforkids.com

05/18/2018
Free App Friday - 18th May 2018 - including a Dr. Panda app!

Free App Friday is back with a BANG! Today we have a big list of 15 apps with nearly $40 worth of savings. There is a Dr. Panda app, a social story about going to the beach, math apps, storybooks, a quiz about historical figures, and fun games!

http://www.smartappsforkids.com/
Apps for Children with Special Needs

http://a4cwsn.com/

1000 Recommended Apps for children with special needs.

We have compiled a list of 1000 Apps used by Teachers, Therapists and Parents. This list is a result of endless hours of collaboration by professionals from all over the world. The Apps are considered to be among the very best apps to help children and adults with special needs as well as teachers and therapists.

The list has been compiled with the help from the following professionals:

- Speech Language Pathologists – (SLP),
- Occupational Therapists – (OT),
- Physical Therapists – (PT),
- SLP, OT, PT Assistants,
- Sign Language Interpreter – (SLI),
- Teachers of the Visually Impaired – (TVI),
- Orientation and Mobility Specialists – (O&M),
- Special Education Teachers – (SPELD),
- Transition Specialists,
- Behavioral Specialists – (ABA, BCBA),
- Adaptive Physical Education Teachers – (A.P.E.),
- Life Skills Teachers,
- Guidance Counselors,
- Social Workers – (SW),
- Music Therapists – (MT),
- Nurses – RN, LPN, Teachers/Specialists

Now that we have the 1000 Apps up on the site we will be separating them into categories. We hope to have this completed very soon.

This is by far the most comprehensive list of Quality Apps available today to help children with special needs.
# iEvaluate App Rubric

https://static.squarespace.com/static/50eca855e4b0939ae8bb12d9/50ecb58ee4b0b16f176a9e7d/50ecb593e4b0b16f176aa97b/1330388174777/JeanetteVanHoutenRubric.pdf

<table>
<thead>
<tr>
<th>Name of App:</th>
<th>developer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content / Topic</td>
<td>Version:</td>
</tr>
<tr>
<td>Date reviewed</td>
<td>developer Website:</td>
</tr>
<tr>
<td>Review by:</td>
<td>Last up date:</td>
</tr>
</tbody>
</table>

## Domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>1 Weak Quality</th>
<th>2 Quality</th>
<th>3 Good Quality</th>
<th>4 High Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Connection</td>
<td>Does not meet expectation</td>
<td>Limited or narrow scope of the topic. Under developed.</td>
<td>Skills or concept are practiced and reinforced. Limited level of consideration.</td>
<td>Very strong connection to the skill or concept being practiced. Levels of consideration offered.</td>
</tr>
<tr>
<td>Type of Skills practices</td>
<td>No skill practice only &quot;flashcard&quot; drill</td>
<td>Skills are practiced in gaming format.</td>
<td>Simulated learning environment (virtual tasks). Scaffolds activities (Beginner - Advance)</td>
<td>Problem based learning with simulated environment. Program monitors and advances difficulty.</td>
</tr>
<tr>
<td>Age and Grade Level</td>
<td>Level is not appropriate for audience. Not suitable for age or grade level. Directions are incomplete or inadequate</td>
<td>Level is often too easy or difficult for target audience. Features unsuitable material. Directions are unclear.</td>
<td>Level is appropriate but some portions maybe to easy or difficult. Most directions are clear but some are confusing.</td>
<td>Level is appropriate for target audience (age and grade). Directions are clear and complete.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Languages</th>
<th>2 or more languages</th>
<th>4-5 languages</th>
<th>6 or more languages</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Adjustable levels</th>
<th>Only 1 level</th>
<th>2 - 3 levels</th>
<th>4-5 levels</th>
<th>More than 5 levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompts</td>
<td>No feedback offered moves forward with correct or incorrect responses</td>
<td>Prompt is limited to indicating wrong answer. Student needs to get it right to move forward</td>
<td>Prompt is specific - pre-set number of tries (can’t edit) before student moves forward</td>
<td>Prompt is specific - can set number of tries - there is a tutorial to help student</td>
</tr>
<tr>
<td>Ease of Use</td>
<td>Very difficult to use. Limited or no instructions. Student needs support on every use</td>
<td>Student needs to be cued through the process.</td>
<td>Student needs support (model) from adult or another peer</td>
<td>Intuitive student can figure out independently</td>
</tr>
<tr>
<td>Engagement</td>
<td>Does not meet expectation</td>
<td>Held the individual attention for more than 2-3 minutes</td>
<td>Held the individual attention for more than 5 minutes</td>
<td>Held the individual attention for more than 10 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub total</th>
<th>Only 1 level</th>
<th>2 - 3 levels</th>
<th>4-5 levels</th>
<th>More than 5 levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customization</td>
<td>None</td>
<td>Can turn prompts off and music</td>
<td>Add your own items and prompts</td>
<td>All features are customizable including fonts.</td>
</tr>
<tr>
<td>Alternative Access</td>
<td>Has no access to alternative sources</td>
<td>Specific interface access and works consistently</td>
<td>App works with at least 2 access tools works consistently</td>
<td>App works with 3 or more access tools. Is consistent.</td>
</tr>
</tbody>
</table>
Quick Feature Matching Checklist

App/Ext Smackdown
Rules of Engagement

● Showcase no more than 3 apps/exts at a time
● Provide name of app/ext
● Describe the app/ext and features
● Describe the app/ext use (AT, educational, therapeutic)
Rules of Engagement

- Indicate who benefits from the app/ext
- Provide the app/ext cost
- Provide app/ext link
- Indicate the app/ext platform/s
App/Ext Use - Educational

- Technology used to **support learning and teaching**.
- Sometimes educational technology can be assistive technology if it is needed by a student to perform in the education setting.
App/Ext Use - Therapeutic

- Used to develop **the skills** needed to improve, increase, maintain, the functional capabilities of an individual
App/Ext Use - Assistive Technology

- Used to increase, maintain, or improve the **functional capabilities** of an individual.
- Often times provides access during skill development.
- Is defined by need.
Let the fun begin!!!!!
Learning Objectives

1. Identify apps and/or exts. to support curriculum access and school participation
2. Identify features of the various apps/exts. presented that could be matched to student needs
3. Develop a better understanding of how to select apps to meet the needs of students with disabilities
4. Understand the difference between educational/therapuetic and assistive technologies
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