Essential Assistive Technology Tools to Add To Your Toolbox

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We ask you to join us in creating a culture that reflects…

Access and Inclusion

and

Civility and Respect

…this week and in all aspects of our organization.

Please be respectful of your colleagues by silencing your phone. If you need to answer a call, please go to the hallway.
Agenda

• Landscape of the Intersection of Higher Education and Assistive Technology
• Tools to Support Students in Person or Online
  • Readings
  • Writing
  • Notetaking
  • Executive Functioning
  • Visual
  • Hearing
Utilize the Chat Function!
What We Learned and Are Expecting

• Two camps for online content
  • Innovation versus Stagnation

• “Building the airplane as we fly it!”
What Disability/Accessibility Resources Learned

• Decrease in intakes
  • Online works better for many
  • Self-Accommodating
  • New faces

• Need to provide proactive resources
What Are We Mindful of Moving Forward

• Increase in “remote learning” accommodations
• Less ability to rely on human supports/accommodations
• Similar tools providing support as before
  • But the ‘why’ is what’s important
Landscape of Higher Ed for 2020-2021
“We don’t know what we don’t know”
We Do Actually Know Some Things…

• The show must go on
• Time will tell
• Accommodations will be needed
• Technology based accommodations will be a key support
Key to Technology Accommodations

• What is the impact or the barriers the student is encountering?
• Is the impact the same? Different?
• Is the support they are using still needed?
Meet Students Where They Are At

• Where is the student doing the work?
  • Writing a paper in a word processing program?
  • Reading an ePub or PDF?
  • Reading content in an LMS or in a website?
  • Taking an exam online?

• Square peg – round hole

• So much content is technological – are the supports any different for online versus in-person classes?
Some Tips…

• What tools might the student (college/university) already have access to?
• It might (will) take a little bit of coaching, modeling, instruction
  • One-on-One, Peer, Flyer, Video, etc.…
• Don’t make it harder than it should be – K.I.S.S.
Assistive Technology for Your Toolbox
Reading Support Considerations

Increased amounts of work or screen time

- Text-to-Speech
  - Where is the student doing the work
- Facilitation of Reading Content
  - Textbooks
  - Course Readings
- Highlighting and Annotation
Tools to Support Reading

• Text-to-Speech
  • Read&Write (for Google Chrome), Kurzweil, Microsoft Learning Tools, Voice Dream Reader, Balabolka, Read Aloud – Chrome and Firefox Extension, EquatIO (STEM)

• Highlighting and Annotation
  • Read&Write (for Google Chrome), Kurzweil, Voice Dream Reader, Microsoft Learning Tools, Capti, Kami, Notability, scribl, EquatIO (STEM)
Writing Support Considerations

Due to increased amount of writing or screen time
• Dictation
• Text-to-Speech
• Grammar/Spell Checkers
• Math/STEM
Tools to Support Writing

• Dictation
  • Google VoiceTyping, Dragon Naturally Speaking, Microsoft Dictation, Windows Voice Recognition, Talk&Type (RW)

• Text-to-Speech
  • Read&Write (for Google Chrome), Kurzweil, Microsoft Learning Tools

• Word Prediction
  • Read&Write (for Google), Kurzweil, Microsoft/Windows OS
Tools to Support Writing (2)

• Grammar/Spell Checker:
  • CheckIt (RW), Grammarly, Ginger, Hemingway Editor, Built into Google and Microsoft

• STEM Content:
  • EquatIO

• Other:
  • Cold Turkey, Written? Kitten!
Proctors: Reading & Writing

Inability to work with peers with ease
• Text-to-Speech
• Dictation
• Word Prediction
• Math Editors (EquatIO)
Notetaking Support Considerations

Less need or different need for notetaking

- Is there lecture content, synchronous or asynchronous?
- Are there videos students need to watch?
Tools to Support Notetaking

- Digital Voice Recorders
- Sonocent – Audio Notetaker and Gleam
- Smartpens – various models
- Otter.ai
- Noteability
- OneNote - Microsoft
Executive Functioning Support Considerations

What part of EF is the student struggling with?

- Activation
- Focus
- Effort
- Emotion
- Memory
- Action

From Thomas Brown’s Model of Executive Functioning
The Brain’s Executive Functions

- **ACTIVATION**: Organizing, prioritizing, and getting to work
- **FOCUS**: Tuning in, sustaining focus, and shifting attention when appropriate
- **EFFORT**: Regulating alertness, sustaining effort, and adjusting processing speed
- **EMOTIONS**: Managing frustration and modulating emotions
- **MEMORY**: Holding on to and working with information; retrieving memories
- **ACTION**: Monitoring and regulating one’s actions
Learning Style and Space

• Move Your Body
  • Walk
  • Yoga
  • Mindfulness

• Clean Learning Environment

• Move Around – Different Space

• Investment in Chair, Desk, Yoga Ball, etc.
Tools to Support Executive Functioning

• Calendars and Planners
  • Google Calendar, Tasks & Keep, Microsoft Calendar & Tasks

• Time Management
  • Pomodoro Technique, Do Not Disturb, Guided Access, Strict Workflow, TimeTimer, focus boosters

• Task Management
  • Todoist, Minamalist, Trello, Cold Turkey, Priority Matrix
Visual Support Considerations

• Increase in screen time
  • Screen fatigue
• Platform ease of access
• Accessibility of tool?
Visual Support Tools

• Screenmasking Tools
  • Read&Write (for Google Chrome); Built into OS; Beeline Reader

• Visual Clutter & Simplification
  • Mercury Reader, Simplify within Read&Write for Google Chrome

• Audio Files as alternative
  • Mp3 makers, Read&Write (for Google Chrome), Kurzweil
Auditory Support Considerations

- Automatic captions within programs
  - Captions or ‘craptions’
- Attention, focus
- Different method being online or in class
Auditory Support Tools

• Video Conferencing Captions
  • Google Hangouts
  • Zoom

• Slides/Presentations
  • Microsoft
  • Google

• On the Fly Captioning
  • Ava
Session Evaluation

• Please complete the session evaluation via the link in the chat box.

• Your feedback helps shape future programming.

• Thank you for attending!
Let’s Connect!

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