Rethinking assistive technology for students with diverse learning needs.
IDEAS

...

Fiona Thomas
Texthelp

TEDx Talk - Todd Rose
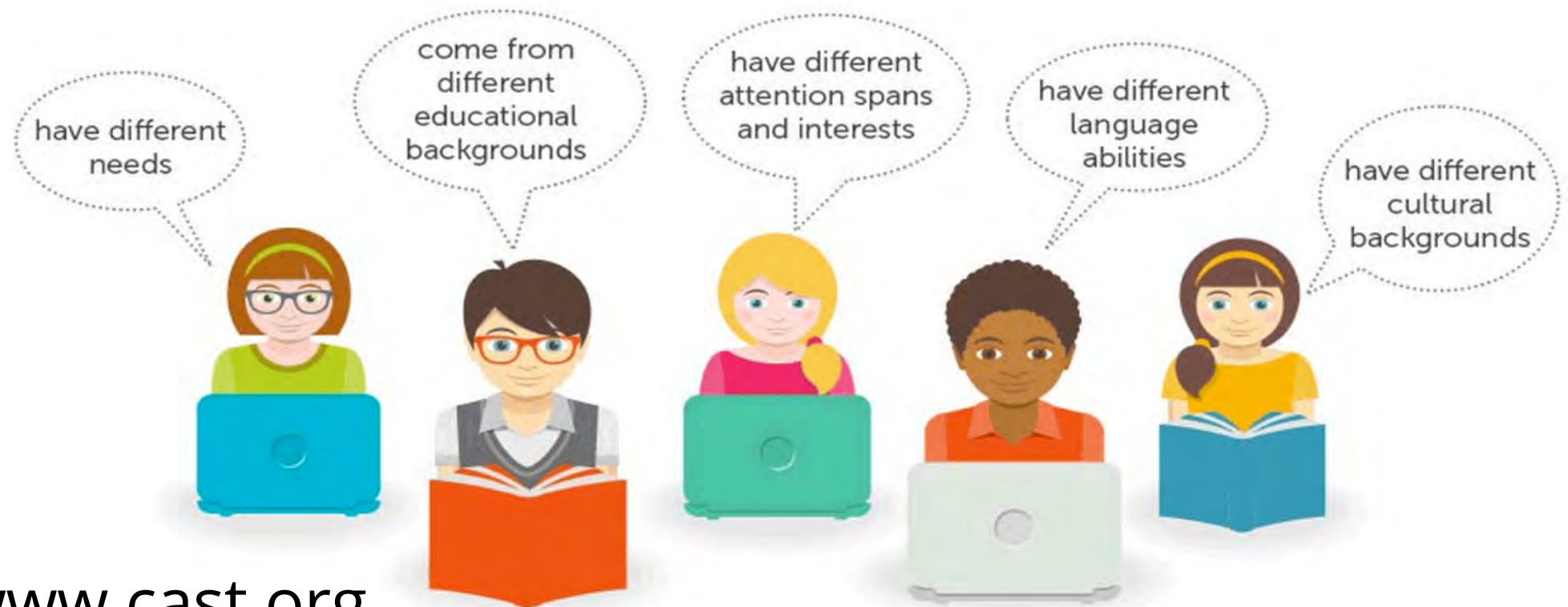The myth of average.

WHY UNIVERSAL DESIGN FOR LEARNING?

Classrooms are filled with students who:

have different needs

come from different educational backgrounds

have different attention spans and interests

have different language abilities

have different cultural backgrounds

www.cast.org
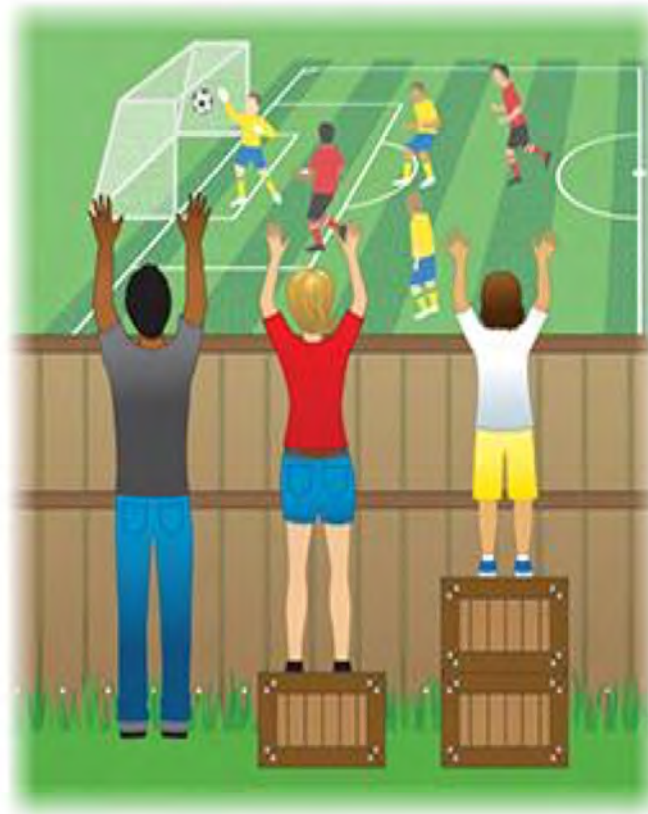
Equality   Equity   Accessibility

How will/ do your students....

Differentiation done digitally

SETT Framework
Joy Zabala

SETT Framework

- Developed by Joy Smiley Zabala
- Group of questions to guide Assistive Technology Decision Making
- Focuses on:
  - The Student
  - The Environment
  - The Tasks
  - The Tools
- Be as specific at possible when answering questions

Guiding principle

Assistive technology is related to function not a specific disability.

Joy Zabala

Accessibility

Everyone can acquire the same information, engage in the same interactions and enjoy the same services......

in an equally effective and integrated manner, with substantially equivalent ease of use.....

Freemium

Freemium is a pricing strategy by which software, apps and/or services are at first offered free of charge for a basic version of the tool, but a payment is required to unlock the more advanced features. (which are considered "premium").

Digital Technologies

Student & Environment Tasks. Tools. Flexibility

Guiding principle

Assistive technology is related to function not a specific disability.

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Accessibility features of devices & platforms

Apple Accessibility

Windows accessibility

Find out how Windows accessibility features help you do more

Google | Accessibility

chrome accessibility
introduction

Intro to Chrome & Chrome OS Accessibility Video Series
Google Chrome

13,025 views
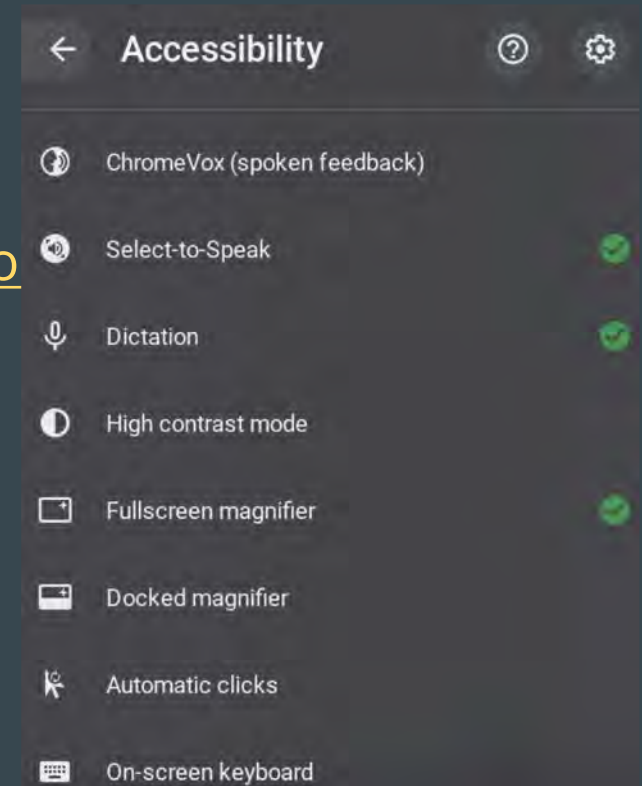
Chromebook Accessibility

Where to get more info on Google Accessibility

✓ Google Accessibility site: google.com/accessibility

✓ G Suite User Guide to Accessibility

✓ Chromebook Help Center: Personalize your Chromebo

Accessibility

✓ Chrome & Chrome OS Accessibility Video Series:

https://goo.gl/IBcDFj

✓ Chrome Web Store Accessibility Category

Apple Accessibility

Apple Accessibility
https://www.apple.com/au/accessibility/

iPad Accessibility
https://www.apple.com/au/accessibility/ipad/

Microsoft Accessibility

All in one link Windows 10, 8 and 7

https://www.microsoft.com/en-gb/accessibility/windows

Office accessibility

https://www.microsoft.com/en-us/accessibility/office?activetab=pivot_1%3aprimaryr2

Accessible Educational Materials

CAST

Texthelp Tools

rw

[Web](#)

[R&W for Google](#)

[R&W for Tablets](#)

[R&W for Windows](#)

Blog
[Transform PDF's](#)

ΣquatIO®

[Web](#)

[EquatIO Google](#)

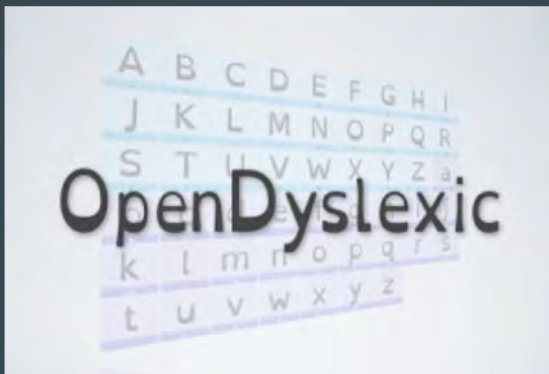[EquatIO for Windows](#)

[EquatIO Mathspace](#)

Blog
[EquatIO Mathspace](#)

Personalising Reading

Display Options

Allow learners to adjust the content within the same media in order to make the information easier to see and process. These options include text resizing, font selection, and spacing adjustments.

Display Options

StayFocused   AdBlockPlus   Dualless   Bee Reader

Personalising Reading

Text to Speech

Transform the information into a different medium
([audio](#)) in order to support challenges with decoding or
allow the information to be consumed without the
need to look at a screen.

Immersive Reader

read&write

Announcify
for Google Chrome™

Accessibility Speech

Speak Selection
A Speak button will appear when you select text.

Speak Screen
Swipe down with two fingers from the top of the screen to hear the content of the screen.

Voices

SPEAKING RATE
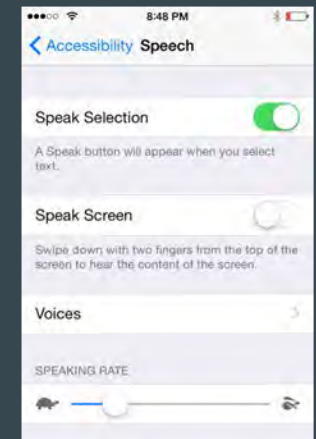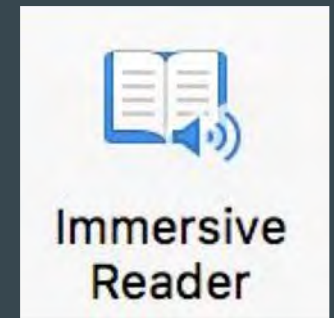
Personalising writing

Texthelp Read&Write

Across Platforms & Devices

Word prediction & Voice typing

Voice Typing/ Dictation

Google

Apple Mac & iOS

Microsoft/ Office

Personalising maths

EquatIO

G Suite Tools

Word Doc's

Desmos

Web based

MathType

Immersive Reader

Microsoft OneNote

Watch below to learn more!

Known as the Netflix for books, make sure teachers are using Epic in their classrooms. It is FREE for teachers!
Works on all devices... iPads, Chromebooks, Smartphones.

And... the books are from great publishers of popular titles and series!

Top Rated on Epic!

Recommended for Nate
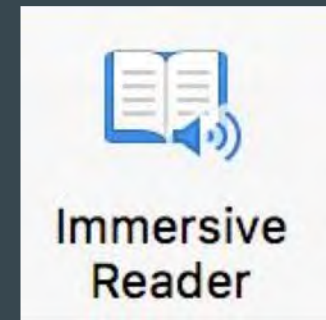
Reading on an E-Reader App

Popular e-reader apps learners can use to acquire and read e-books include:

- iBooks (free): Mac, iOS
- Amazon Kindle (free): Windows, Mac, iOS, Android
- Google Play Books (free): iOS, Android
- Nook (free): Windows, iOS and Android
- Kobo (free): Windows, Mac, iOS and Android
- Libby by Overdrive (free): Windows, iOS and Android
- Moon+ Reader (freemium): Android
- Voice Dream Reader (commercial): iOS and Android

Text Leveling

Text leveling provides materials for instruction with simplified vocabulary and sentences that are not as complex as materials written on grade level. It is important to ensure that the content aligns with the original materials and meets the expectations of the grade level standards.

Web pages and extensions

Web pages and extensions

Summarisers

Text Compactor

Shorten

Read&Write for Google

Text Complexity

Rewordify

Newslea

Tween Tribune

Simple English Wikipedia

[Text Compactor](#)

Text Compactor
Free Online Automatic Text Summarization Tool

- Type or paste text into Text Compactor text box
- Choose the % you wish to compact text
- Step 3 it will appear in Text Compactor at reduced percentage.

Reduces number of words not complexity

Text Compactor

Free Online Automatic Text Summarization Tool

Follow these simple steps to create a summary of your text.

Step 1

Type or paste your text into the box.

Why cognitive load theory? To improve student performance, teachers need to understand the evidence base that informs and helps improve their practice. An area of research with significant implications for teaching practice is cognitive load theory. Cognitive load theory was recently described by British educationalist Dylan Wiliam as 'the single most important thing for teachers to know' (Wiliam 2017). Grounded in a robust evidence base, cognitive load theory provides theoretical and empirical support for explicit models of instruction. Research in cognitive load theory demonstrates that instructional techniques are most effective when they are designed to accord with how human brains learn and use knowledge. This paper describes the research on cognitive load theory and what it means for more effective teaching practice. The first part of the paper explains how human brains learn according to cognitive load theory, and outlines the evidence base for the theory. The second part of the paper examines the implications of cognitive load theory for teaching practice, and describes some recommendations that are directly transferable to the classroom.

Step 2

Drag the slider, or enter a number in the box, to set the percentage of text to keep in the summary.

30 %

Step 3

Read your summarized text. If you would like a different summary, repeat Step 2. When you are happy with the summary, copy and paste the text into a word processor, or text to speech program, or language translation tool

Why cognitive load theory? The first part of the paper explains how human brains learn according to cognitive load theory, and outlines the evidence base for the theory. The second part of the paper examines the implications of cognitive load theory for teaching practice, and describes some recommendations that are directly transferable to the classroom.

Rewordify

Reduces complexity of text.

Yellow highlighted text can be changed.

Rewordified text   Stats   Share   Print / Learning activities   Parts of speech

Why thinking-related load explanation (of why something works or happens the way it does)? To improve student performance, teachers need to understand the (event(s) or object(s) that prove something) base that informs and helps improve their practice. An area of research with significant effects/results/suggestions for teaching practice is thinking-related load explanation (of why something works or happens the way it does). Thinking-related load explanation (of why something works or happens the way it does) was (not very long ago) described by British educationalist Dylan Wiliam as 'the single most important thing for teachers to know' (Wiliam 2017). Grounded in a strong and healthy (event(s) or object(s) that prove something) base, thinking-related load explanation (of why something works or happens the way it does) provides (related to ideas about how things work or why they happen) and (based on actually seeing things) support for clear models of instruction. Research in thinking-related load explanation (of why something works or happens the way it does) demonstrates that instructional ways of doing things are most effective when they are designed to agreement/peace with how human brains learn and use knowledge. This paper describes the research on thinking-related load explanation (of why something works or happens the way it does) and what it means for more effective teaching practice. The first part of the paper explains how human brains learn according to thinking-related load explanation (of why something works or happens the way it does), and outlines the (event(s) or object(s) that prove something) base for the explanation (of why something works or happens the way it does). The second part of the paper examines the effects/results/suggestions of thinking-related load explanation (of why something works or happens the way it does) for teaching practice, and describes some recommendations that are directly move (from one place to another)able to the classroom.

Enter English text or a web page to simplify:

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Rewordify text

texthelp®

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Rewordify + Text Compactor

Rewordified text | Stats | Share | Print / Learning activities | Parts of speech

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Text Compactor
Free Online Automatic Text Summarization Tool

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