Testing. Testing. Testing . >> We will begin in just a few moments. good afternoon and good morning everyone, welcome to part two of the Explorer webinar, assisted technology, supporting adults with technology, I will go over information about the webinar, if you're calling using your speakers, to avoid feedback noise, please press\*six to mute your phone. If you experience any connection issues, please close all other applications, locking out and logging back in. If you continue to experience technical difficulties, email me the email address is on the informational box on the right side of your screen, we have reserved time at the end of the presentation for your answer -- Questions and answers.

We encourage you to type your questions in this box as it appears, if you would like the PowerPoint presentation to follow up along, you can find that on

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There will be a link after the presentation to view this presentation.

If you need credits for this presentation, you must fill out [Indiscernible], when you ask -- Visit Explore VR, you will see many of our webinars, Lori will be your host today, and will introduce the speaker's. Lori.

Good morning everybody, it is still morning on the West Coast, a beautiful morning, I just want to start out by saying the job driven rehabilitation center, which is sponsoring this webinar. JD-VRTAC is one of the centers, to [Indiscernible] rehab agencies on specific topics, today's topic is to make [Indiscernible], engagement, employer support, is where the assistive technology webinar fits in, in the counseling process, coordinating with customized training providers, community providers and accredited programs.

The job driven centers made up of a lot of partners, led by the in community inclusion we appreciate their support in putting on these webinars --

The Council stated administrators of the are, the Association of centers on disabilities, and in collaboration from state agencies from the buying, and stay collaboratives, there are a lot of folks and agencies involved to put together technical assistant resources for the agencies and partners.

This morning we will do a second half of our series, assistive technologies , as I explained Wednesday, when we were brainstorming, we thought it might be interesting to do assistive technology for disability types that we do not generally think about.

 To use assistive technology to be more effective in the workplace, there are wonderful things being done, in July we will have a couple of sessions on a team with disability on health as well.

My speakers , Maria Kelley, and Mark Harniss , I will go ahead and let you finish the rest of the introductions.

My name is Mark Harniss, my background is in special education I spent many years in preparing individuals who wanted to be special educators, to get their teaching certification, and more recently I worked at the University with a focus, it has been on assistive technology, as well as knowledge around rehabilitation issues, I am here with my colleague Maria Kelley, hello.

Hello my name is Maria Kelley, and I do assistive technology a T program, focusing on assistive technology, -- We both work with the AT program .

Throughout this presentation, Maria

 and I will go back-and-forth and pick up where we have expertise, we will share as we go through. I will start. If you are on the call Wednesday, you have heard about this already, the Washington program provides assistive technology resources to Washington residents, they are ATI programs in every state, the goal of the program is to help people with disabilities make this decision's about -- These decisions about assistive technology as well as attain assistive technology, and any help they may need , every state has ATI program they are great resource, the kind of things you can get from them include device demonstration , all of the ATI programs have a T libraries, most of them have websites that will allow you to see what kind of things they have, that they can demo. You can set up a time to go in and have a staff person show you a device and how it works, let you play with it. Let you spend some time thinking about whether it would be the device for you.

The program often lends devices for a low-cost. They cover the cost of lending. If you find a device in the demonstration that you would like to use, you would like to take it and use it in your environment, doing that kinds of things you need to do, you can borrow the device and use it to see if it works for you.

Many of the programs have device reutilization components. They work with partners to reuse assistive technology products that are no longer being

 used by the initial purchaser, many programs also have alternative financing programs that help people with disabilities access low-cost loans, so that they could purchase assistive technology that they need . They also have referral services to help people get to the information they need.

I want to highlight that information for you, although we will talk about people with disabilities and the information, ATI is a good place to go, if you notice in the middle, or in the lower right if your view , you can see a section called links, you can see a link to assisted technology, and if you follow that you will see more information about the ATI program .

In this webinar pickup across the two webinars. -- To help compensate for those barriers that you identify, different hardware solutions, and how to identify in what situations individuals should use literacy software versus mobile apps to support reading and writing, hopefully by the end of the tape, you will be able to meet those in chapters. -- May be by the end of the day you will be able to meet those object tips.

-- Object gives -- Objectives . >> It is not just purchasing a device and making sure that it works, you want to make sure it will fit and it will not be abandoned, with first start thinking about the need. To think about the specific activities, that the individual need to do in order to complete those activities, it is important, you can see as we go through there are some products, that are really make sense in a school setting but not as much in an employment setting.

 It is important to know what the individual needs to do that helps you make that link with a device that you will choose next it is important to conduct an assessment. That helps with the level of functioning in the key area, the functional activities that the individual wants to accomplish, looking at external barriers that might be in place. What has been attempted in the past, and what is the outcome. Really getting a deeper understanding of the user and the tasks, when you are identifying assistive technology you are linking functions to pictures -- Features. To the features that the assistive technology brings with it. You do not want a lot of features the user does not need. You want to have as much as possible a tight alignment, between what the

 assistive technology does and what the individual needs.

We are giving you information on products. This fits into the identifying options in decision-making, knowing the range of possibilities that are out there, and making a decision. Made in conjunction with the individual that will use the assistive technology as well as any support of individuals that might be in their lives.

Moving on to the acquisition or treatment, in this case acquisition, customization. Having a measure and reassess the individuals successful trend with the device.

Now we will move into different types of software and products. We are in one part of that process. The other pieces are very important as well. I will start with dedicated software for reading and writing. Here are a list of examples of different examples of software you will find, couple things. This list is not at all exhaustive. They are just some examples.

If you want to see a broad range

 example of software, that are appropriate with the individuals with learning disabilities context -- Contact your ATI program they will show you are range available.

Some of the software is reading software, it is solely helping with reading pick some software is focused on writing and does not support support -- Quite support reading.

There are some software examples that do both, provide for reading and writing.

When you are looking for a tight fit between this function in feature, this is a good example, where you need to think what does the individual need? Are you looking for both reading and writing support? Or are you looking for really light Kaunda -- Light kind of software provider for writing , they just need a little additional support, what is it you are looking for? You want to make that differentiation.

The other thing I would note , the majority of software that is available now in reading, it is primarily software that supports an individual in gaining access to text. In other words it helps to accommodate the decoding of reading, it takes away the challenge of some individuals, and what they may have in reading the words and decoding them.

What is not true, or I guess I should say is true, most of the reading software does not help with comprehension. With understanding of the understanding material -- With understanding of the material.

Some people they may only need [Indiscernible], if they need comprehension, the majority of this will not help, most of the writing helps with transcription, not with generation of text, if someone has difficulty in the part of writing in relating to handwriting, spelling grammar, those types of things there are resources to help. If they are helping with Dick guilty -- Difficultly -- Most of the software helps on these levels.

Mark excuse me this is Lori, can you please say the slide numbers? >> You bet. Moving on to slide 10. We are not going to go through all of the examples of the software, but we want to give you highlights of the features that you would consider the dedicated software for individuals in the areas of reading and writing. And reading, one of the important things to think about is the choices. The voices used to be all relatively poor, and computer-generated, they didn't sell my Cabrillo person. Now there are quite a few options for very high quality voices. A number of stronger programs, have a quite significant range that you can choose from, British accents, versus Australian, you have the ability really to choose the boy -- Choose the voice that works best for you.

The other important thing to look for easily adjustable speed.

Reading with a program like this, it is always slower. , Individuals who use these programs, they will learn to listen more quickly, in order to increase the speed in which they are accessing information from text. Being able to adjust the speed is an important feature, flexibility of appearance I will talk more about this in a moment, there are standalone programs, that you will have to work inside the program, there are programs that float above other programs, to allow you to work for example in Microsoft Word while still having the ability of having text read.

Another features -- Other features you may want to consider, educational focused software including voice and text notes, they allow highlighting, when you are reading text, you can capture information for use later.

Another issue is how well they work with file formats. And some cases, all you may care about is getting some assistance when you are on a website. In that case, you may look for a less full-featured program. If you need something that works across the file formats, you will have to consider another program.

The last thing to think about is the quality of scanning , and Optical Character Recognition, if included. This is an issue, if you work from text in paper, and you need to get them into an electronic form, so that you have a soft where program read them, commonly a problem in school, or an issue in schools, both post secondary as well secondary and younger, scanning in textbooks, a lot of this is being resolved. If you need that come you want a program that is good at scanning, and allows for Optical Character Recognition, moving on to slide number 11.

I do want to show an example of floating toolbar, these can be very useful for people who use a number of different programs. Who are working quite flexibly across different kinds of tasks, often people who are in employment situations like the floating toolbar this allows them more flexibility. It allows them to choose, when and how to use the reading or writing software.

Some examples, we will not dive in a lot during this webinar about specific products, just to give you an idea, would be WordQ, Claire Reid, -- Claire Reid -- >> ClaroRead .

These will allow you to work inside of the product, you will bring documents inside the product, and you can web browse inside the product, some of these will be saved as a proprietary file type, and to have reading writing and notetaking, to have other features that are useful and it is useful in the educational's

 setting.

K-12, or middle school through 12th grade, then post secondary, those are WIN and Kurzweil , those are standalone products that I will talk about later on .

Now moving on slide 13, and for supports , the search we will discuss, grammar, dictated and typed notes, support for homophones, speech output, why would we use that click usually -- Why would we use that?

It helps them to auditory processing , to learn the auditory content, and the words they may recognize, but spoken out loud, some people help to hear mistakes in their writing, they will write a word, then they listen to it, and they realize it is not the word they thought it was, then they can make some tweaks.

 Moving on to slide 15. Some of the programs will engage in highlighting the text as they read. They will do a masking, in the example from Kurzweil, it is masking the first sentence, as it reads, you will see the green, it will highlight the word as it goes across , this is helpful for visual and audio feedback, to help listen and understand, and track as they read across the sentence. These programs highlight words in

 conjunction to text to speech can be useful.

These you will find in the program in WIN, you will see more standalone products mentioned earlier, moving on to slide 16 -- >> -- These you will find in the program WYNN .

The way that it helps with disabilities in writing, it helps them first of all to have more accurate text entry and spelling, if they can see the word, and they decide that is the correct word, they can choose that, they do not have to spell it, it is spelled by the word prediction software. And it also helps to recognize correct words without practice, as they start to type, if they are able to get the first letters correctly, they can simply choose it. There is a trade-off, it is slower, you trade-off speed for accuracy, when you are using word prediction, what we find especially with adults they use it when they need it, not all the time. They kind of interact , and choose when to use prediction,

 -- Word prediction.

Many of these programs they will give speech feedback, when you choose a word from the word prediction box, it will read the word out loud, that can be a nice reinforcing component of the software, moving on to slide 17.

I mentioned, there are not a lot of types of software that help with text generation, this is one type that does do that, concept mapping software. Maria will talk a

 look at another one, but this one is inspiration. It is primary developed in use in schools, you start to structure out the relationship the subcomponents , the nice programs like Inspiration, it will represent these ideas and a more traditional outline structure, and then you can begin to write.

It is a good way to often use for brainstorming and to understand the structure of your ideas and moving into the generation of text, moving on to slide 18. Another concept mapping program, is a product called [Indiscernible], this may be good for individuals in the workplace, it integrates very well with Microsoft Office, and Friday of topics, and integrating well, with Microsoft office, because of the collaboration office, if thou the -- The application needs to be worked on in a team project, can be shared with other coworkers, the other nice thing that is built in, they can cut and paste if they are more visually dash if they are more of a visual learner, they can copy and paste, they are having to write and list any sources, they can actually put in those live links, or various text files, within their mapping tool, of Mind View, we have received a couple with the own program, it is less than $100 for one license. >> Moving on to slide 19.

That is me.

I'm not sure why they called it Ginger, but this is the company that is actually from Israel, this is the only product that except grandma early -- Graham early -- Grammatically .

The section structure and spelling.

After they selected button for review, it will highlight and provide suggestions on how to highlight and some of the spelling errors it found, there is a free version, that provides you with basic proof leaving -- Proofreading.

In both word and your email can have that support comment there is a description-based program, for an annual subscription, around $120, for another organization, they can get a bundle, and that would be less,

 organizations that are looking for more than one license subscription.

With a premium version it is robust, and also provide proofreading, and text to speech, with the free version you do not get the text to speech, and also if you are working with someone this is their first language perhaps bandage -- Perhaps Spanish speaking. This could be a good tool. It does provide sort -- Support as well pick we invested in a subscription in our program, I personal use it when I am writing, it is a useful tool to catch my areas of errors I would not see visually.

Moving on to slide 20. For folks with learning disabilities, this is simply helping people to use the feature of word processors better, most contemporary wordprocessors, have auto text, you can if you always spell a word incorrectly, you can set up a way that the word processor will automatically correct certain types of text, you can hit a and have that word entered in too , helping people with relatively same words, the thing about wordprocessors, they will be more effective if you use explicit instructions on when to use the features. People

 -- Not all people, but in general, people don't pick up the skills are strategies for using the components of wordprocessors, to their benefit, without a little instruction, without support, and a little bit of review and structure. >> Speech recognition, is something that can be useful for writing.

We find people often think speech recognition would be open to see a, people know -- Would be a [Indiscernible], and people can just speak and it ridding

 -- Get rid of writing piece.

We find this is not necessarily true, this can be useful for some people, but it does have less flexibility. Using your voice to speak and edit , is slower pickle much slower than -- Much slower than doing that with a keyboard, this was not developed for people with disabilities, but mobility impairment. For someone who is using a keyboard, that is a freedom that is important. To get text down, someone who has difficulty with writing processes, all of those same issues, that are difficult are still there. These programs can be quite complex. They can be difficult to learn. You have to be a little cautious I think about the use of speech recognition for writing.

There are people who use it to great effect.

Once they've had adequate training and practice, most of these programs allow for speech feedback and playback.

You know obviously while driving, a couple out their windows has its own. If it is most effect it -- Effective , noted in Wednesday's talk, there is a fair bit of work in simply learning how to use a program like Ragan -- Dragon , and the ability to do other things. Would you like to add to that clicks

-- Would like to add to that clicks >> ? >> The thing I always remind them speech recognition, has challenges with spelling, they have to be combined with another literacy support, it is not good at spelling anything, they are not good at reviewing their work, visually, it is not something that is going to be a good tool because they will not catch their heirs when they are doing proofreading.

Just a few cautions, about speak -- Speech recognition, it is an investment in time and training, we see a lot of abandonment of speech recognition, it is too hard and it does not work the way people think and hoped it would.

Moving on to page 22.

Speech output , could be quite useful for people in writing, it can help find errors, also for words that sound the same but look different, and mean different things, you will find speech output and a lot of talking processors, speech programs like Dragon naturally speaking.

Moving on slide 23.

The first one, focuses on notetaking, SmartPen , this is a notetaking tool for number of years.

The developer of the pan, is an ink pen on one and and a recorder on the other end, three different models , the plug-and-play, then one you can sync your Bluetooth to your tablet , then a model that connects Wi-Fi, two other mobile devices as well pick -- It connects to other mobile devices as well.

Post that I have -- Most that I have worked with, it doesn't do a lot of graphic storage. It works with the dotmatrix paper on the slide, anything written , it is synced , and works with the notes the person is taken, it is a valuable tool for someone who is notetaking, and while they are taking notes, they do not have to take a lot because the recorder is capturing auditory recording of the instructor the person talking at the time, they can upload that to the computer it is at the inclusion of the class number 25, other notetaking tools those of you who are windowed users -- Window users, it is called OneNote, built into your operator system .

For the collaborations we do here, at CTS, we use one note, it has the capacity to do audio recording and video clips. If an individual needs that support, they can have it loaded on the laptop, if they need extra visual support, they can ask permission to record those meetings, that they are produced pleading in, and have -- That they are participating in. And have that into the computer.

Maria Mark -- -- And Mark -- If you want to save sometimes for questions Katie has open the question box, I know you have several more slides, that you have planned, we may want to combine a few of those to get through in the next 10 minutes or so?

Sure.

 OCR Mark mentioned a little bit ago, this is a device that can use a built-in camera to take high-end electronic image of the paper. The piece of paper that the person cannot read, it will convert into text to speech, this is more expensive, I will talk a little bit more about. >> We have had some success with students who have auditory processing issues, where FM system, the person is delivering the information, with the other unit, there is a direct link to the presenter, and removing that background noise and the level of focus has improved, they can have a better understanding of what is happening with the teacher in the classroom we review these with applications to literacy issues, this will read a book out loud to you pick you can have that read out loud, this is a powerful tool , for anybody with learning disabilities.

Mobile apps, as you go through the apps, I want to emphasize how you know dedicated software products, the first that we will talk about is notetaking. Kurzweil, KNFB Reader App , this will be converted and you will see it on your screen, you will read it out loud and it has highlighting capabilities, as far as an app goes, this is an expensive one, it is accurate and it is a high OCR out there. When having something dedicated, you want to make sure you spend your money on, you are not going to want up previous one, because that will be laborious to take a long, versus on your iPhone or a tablet. >> Another OCR app, $2.99, very inexpensive, android and iOS platforms, using the built-in camera, you are able to capture document and converted to electronic format, the person can edit and copy on their phone or tablet, it will have been read out loud at that time or another time when they need it. >> As we talk about reading and writing apps. Here are some examples of Claro, and Claro App , many times when you are developing these apps, they do not have all of the dedicated features, your client might meet them if they are going to be traveling to and from school, they may need that apt to be successful. -- They need that APP to be successful.

There is a program to be loaded onto a computer, this is a speech reader, Perley inexpensive, it is about four dollars -- Fairly inexpensive, and they can listen to the content on the screen , or pulled up in an email.

Number 34, iWord Q , this is $25, has InTEXT word prediction, in context word prediction, and feedback, and it has advanced reading capacity, it may be that they need WordQ or iWord Q depending on what they need functionality wise.

This next app, has capabilities, similar features built-in, my advice really working with the programs in your various states, having your clients try out on the mobile apps which feature that they need witches easy for them to use. Each one has [Indiscernible]. I will not spend too much time on this one, but using

 a stylus for using your notes, once you hit recording, it is thinking notes, at the same time, this is an expensive at two dollars, it is only iOS right now.

The other number 38. Audio note, this is across platforms, in the app store, is synchronizes your notes, with the notes being typed or handwritten on a tablet, and links it up with the audio recording out there, it plays a back , highlights them, and timestamps them as well.

 Inspiration map , a way

 for an individual to brainstorm ideas. And create outlines. As far as ideas, they are only available in iOS, and it is about $10 in the app store.

E-book readers, audible through Amazon, Kindle books, these are all available in the format, the one that is very popular

 Learning Ally, if the school they are attending has a subscription, they can actually get it for free. It provides access to 80,000 I am assuming that number is significantly higher now.

Number 42, other e-book options, for those to access their book share books

 another application that allows applications, it can be devoted to the iOS device, it has modal highlighting, and a lot of students I work with, in high school, they'd like this because they can read their books directly from their iPhones. >> That wraps up the discussion of products and software, the last thing we wanted to say, when you think about implementing a T solutions, when clerical -- When implementing AT supports, when critical, they do not understand the function so they abandon , they stop using it.

Of course that is not a good use of resources, it is not helping in the long run, really thinking about adequate training and ongoing support is critical when talking about support with learning disabilities, you want training to mimic the high quality affect of training, -- Effective training. May be interactions at school, to the extent of real-world tasks.

That takes us to the end.

If you have any questions for us, I do see one, David, can you discuss how they can download a copy of this slideshow?

After the presentation is over the evaluation screen will appear there will be a box with the PowerPoint presentation from today as well as Wednesday, you can download them here, and also you can download them on Explore VR.org.

-- You can also down them on www.explorevr.org , thank you.

Does anybody else have any questions? We have a little bit less than 10 minutes.

We have a slide of resources, and I want to mention, the national

 disabilities of America, I mentioned in the first part I did a few days ago, this is a good resource, also the national Center for learning disability, the links are there, I use JAN , they are very responsive and direct during the state assistive technologies and AT programs, on our website if you cannot find the contact number or website information for your state ATS programs, you can go to our site, we do have a link there. >> Can you guys hear me?

Good I was talking

 a minute ago and it is not working. We have new phones they are little weird.

Looking at these fabulous examples, as a practitioner, and employment specialist, I would not know the slightest idea on how to help someone, this makes me really want to reiterate the advice of the beginning, which is to get expert assistance in making that choice.

Absolutely.

There are two parts.

Working with people who understand 80 -- AT evaluation process, and to work through it, to collect information and to make a good decision.

Trying to find people, this is harder, this changes all the time, trying to find people who are up to date on what is available, software comes and goes, features get added, one of our biggest challenges, I'm not sure that we even try to do it like we used to. It was trying to keep track of the feature sets for each software program. >> That would change every time there was an update to a program, absolutely I would agree it was difficult for the specialist to keep up with all the details , to the extent that you have those resources around you, trying to connect with someone, whose job it is to keep up, with AT is a smart way to go.

Are several questions, Ian would like to know are there applications more effective in the workplace as opposed to the school setting?

I think it depends functional issues. That is my question, someone asked me, I would say what are the functional barriers in the workplace, is it being able to take notes during staff meeting, being able to create content accurately? Those are my essential job duties? Is it a writing issue?

So when we say workplace, are they in the environment?

One of the

 clients I worked with, in landscaping, she had to create invoices, her learning disability was primary to writing, she had challenges to writing invoices accurately.

One of the things that helped her be successful is to use Claro Speak on the phone, here's a question from, -- From Kevin.

Have you had any success in conjunction with Dragon like jaws, for individuals who are visually impaired ?

When you are using JAWS. And speech to text, you need a software program to bridge those two products together, that is a product called Jason, -- JaySay You need a technical support to learn, or if you are not familiar with Dragon, you would need training on that and then to make both of those work happily together, that is

 JSAY .

Jonathan wants to know are there any maps for consumers with

 that disability?

There are not very many out there, there is a dedicated product that works with Dragon, and then one called [Indiscernible] I believe, I am not extremely familiar with that, I cannot provide input

 on that, if you want to look at that in an iOS store, I'm not sure but I think it is an app specifically for mobility impairments.

That might be something to research.

Maria has a question, many recommendations what is recommended for college students if speed is an issue.

If reading speed is an issue, then my question would be do you do better with hearing it? You can increase the rate of speech . >> Most of the software has increase speed.

It is a matter can you read and comprehend as a speed goes up but

The course books if they have access to those in electronic format, they can use a number of different programs, if they need to capture them by scanning, then what would you say?

A lot of universities might be affiliated with other resources that can provide the textbook in altered format, I would certainly reach out to the disability service. The department of that organization and that university to see what options are.

Even if they do not access this electronically, it is there responsibility to get it scanned in.

The University should be prepared for accessible forms .

Great we want to leave a minute or two for Katie, for the evaluation.

Thank you so much. I encourage everyone to bring these questions to your state program, they are the experts in this area.

Katie you are on.

Thank you Lori, Mark and Maria for your presentation today in -- And yes -- On Wednesday.

Please do not forget to complete the evaluation, it just appeared on the screen, there is an evaluation both in the PowerPoint and the files box you can download the sure to attend our next webinar, partnering with workforce in business engagement, next Wednesday, June 22, 3 PM Eastern time , 2:00 Central, 1:00 mountain, and 12:00 Pacific. Thank you all for your time, think you all for your time.

-- Think -- -- Thank You all for your time. >> [Event Concluded]