

Implementing Different Types of AT

	Traditional AT	Other Tools
<p>Examples</p>	<p>ATs that students acquire through a special grant based on their IEPs; such as:</p> <ul style="list-style-type: none"> • Speech-to-text (e.g. Dragon Naturally Speaking) • Word prediction software (e.g. WordQ) • Advanced Text-to- Speech Software (e.g. Kurzweil) 	<p>Other tools and technologies that can serve as AT or ministry-licensed AT; such as:</p> <ul style="list-style-type: none"> • Mind mapping software (e.g. Smart Ideas) • Applications for the creation of podcasts, storyboards, animation, multimedia content, and even websites are great options that can be found online or through the ministry
<p>Teaching Strategies & Tips</p>	<ul style="list-style-type: none"> • These ATs do not always translate well as teaching tools. Students may be less likely to use them if it is not modelled by the teacher during lessons, so give explicit directions to both students using pen and paper <i>and</i> those using software. For example, if you tell your class to get their notebook and pencils, you could say: "For those with laptops, this is the time to open a new <i>Word</i> document, make sure that your word prediction software is open and ready. Be sure to save the document." • Take advantage of text-to-speech AT to demonstrate techniques that are difficult to reproduce on a blackboard, such as highlighting text, or adding sticky notes, which are good examples of active reading strategies. As an added benefit, students using the same software on their own laptop will feel more comfortable attempting the task themselves. • Do you have a copy of the software and an interactive whiteboard? Could you alternate your delivery by using the AT in some cases? • To help support students from a technical perspective, visit the other training resources on this website for links to instructional videos on some popular AT software. 	<ul style="list-style-type: none"> • You can use these tools to help deliver your lesson. This will help you to meet the first requirement of UDL practice, which encourages you to use "multiple means of representation". • By asking your students to use these same technologies to demonstrate that they've understood the lesson, you are allowing them to show what they know using a different approach than pen and paper. As such, you are meeting the second UDL requirement, which asks that you ensure "multiple means of expression." • Ideas for making your lesson delivery more multimodal: <ul style="list-style-type: none"> ➤ Could you use mind mapping to prepare a diagram in advance instead of drawing it on the blackboard? You could use the "hide" function to test students. ➤ Look online to see what educational videos you could use to illustrate your lesson. ➤ Could you create a blog entry and ask the students to reply to it to practice critical thinking skills? ➤ What other manner of expression could you introduce? Would storyboarding, a podcast, a website or audio-visual presentation be appropriate?