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Technology Supports for Diverse Learners

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Today educators need to be equipped with many tools so they will be prepared to work with a diverse student population. Technology solutions can put more tools in the educators' tool box. Research shows that when educators have access to a wide range of tools and support strategies the outcome for students is increased performance, independence, and self esteem.

Students with learning difficulties can benefit from differentiated instructional strategies. These strategies allow teachers to individualize instruction for diverse groups of learners by increasing access to the classroom content enabling students to participate and progress in the general curriculum. Technology offers additional means to differentiate instruction.

Technology can provide strategies that:

- Allow students to "read" at their developmental level instead of their decoding ability
- Focus on comprehension instead of decoding
- Focus on writing process instead of mechanics of writing
- Provide a way to organize information
- Support the writing process
- Increase independent participation in the learning process
- Bypass areas of deficit and provide compensatory options
- Provide alternatives to physical access for students with physical limitations



Michigan's Assistive Technology Resource is an IDEA Mandated Activity Project offered through the Michigan Department of Education Office of Special Education and Early Intervention Services

STATEMENT OF COMPLIANCE WITH FEDERAL LAW

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| Strategy | Features | Who Can Benefit | Resources |
|-----------------------------------|--|---|---|
| <p>Low Tech Strategies</p> | <p>These strategies are low cost and easily implemented into all areas of the curriculum. Since they are tools that are used in most classrooms they are usually more readily accepted and used by students.</p> | <p>Students who would benefit from support for :</p> <ul style="list-style-type: none"> • Writing • Organizational skills • Reading comprehension • Visual tracking and organization • Reading-note taking • Using color to support learning strategies | <p>Carbonless Notebooks http://www.mayerproducts.com/</p> <p>Specialty Papers http://www.onionmountaintech.com</p> <p>Vertical book and paper supports http://www.onionmountaintech.com</p> <p>Highlighter markers, highlighting tape Post Its and page tabs http://www.leeproducts.com</p> <p>http://www.onionmountaintech.com www.crystalspringsbooks.com</p> <p>Adapted writing tools http://www.onionmountaintech.com</p> <p>Paper Work Literacy http://www.paperworkliteracy.com</p> <p>Adapted rulers http://www.onionmountaintech.com</p> |



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| <p>Portable Word Processor</p> | <p>Portable Word Processor A portable word processor is a battery powered, lightweight, and transportable device that enables students to take notes or draft writing assignments. They can then connect to a computer to download the information to other software programs, for editing, formatting, and enhancing. It can also be used as a keyboard to input information directly to a computer.</p> <p>Features available are dependent on the brand of device:</p> <ul style="list-style-type: none"> • Spell checker and thesaurus • Writing templates or prompts • Password protected files • Wireless infrared send • Built in keyboarding instruction • Custom dictionaries • Word prediction or predict ahead | <ul style="list-style-type: none"> • Students who struggle with paper and pencil tasks due to physical limitations or poor fine motor skills • Students who benefit from a more efficient means to record and edit written work • Students who could benefit from spelling support as well as expanded use of vocabulary | <p><u>Portable Word Processors</u></p> <p>The Writer http://www.keyboardinstructor.com/</p> <p>NEO,DANA, Alphasmart 3000 http://www.alphasmart.com</p> <p>Laser PC6 (Perfect Solutions) http://www.perfectsolutions.com/pc6f.asp</p> |



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| <p>Other Portable Devices</p> | <p>Portable battery powered devices like portable word processors, talking calculators, spell checkers/dictionaries, personal digital recorders are relatively low cost and provide alternate options for supporting reading, writing and math.</p> <p>Reading Pen- Portable scanning pens- pens can define, translate, and speak printed text. They can also scan store and beam text to computers and handheld devices.</p> <p>Personal digital recorder- small, hand held, recorder to record homework assignments, directions for assignments or alternative to taking notes</p> <p>Spell checker features: -Level of dictionary -Speaking or non speaking -Size and display of buttons -Ability to recognize phonetic errors</p> | <ul style="list-style-type: none"> • Students who struggle with paper and pencil tasks due to physical limitations or poor fine motor skills • Students who benefit from a more efficient means to record and edit written work • Students who benefit from spelling support as well as expanded use of vocabulary • Students who benefit from hearing “it” read aloud | <p>Franklin Children’s Talking Dictionary http://www.franklin.com/</p> <p>((Speaking)) Merriam-Webster's Collegiate® Dictionary, 11th Edition http://www.franklin.com/</p> <p>Reading Pen Wizcom Technologies http://www.wizcomtech.com/</p> <p>Step Pad http://www.attainmentcompany.com/</p> <p>Digital Recorder http://www.onionmountaintech.com</p> |



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| <p>Graphic Organizers</p> | <p>Graphic organizers are diagrams or pictures (map, web, chart, outline, etc.) that visually organize information and show relationships to construct meaning for content area learning, reading, writing and speaking. A graphic or visual approach to organizing thoughts for studying for tests or preparing to write can provide increased success for many students. Brainstorming or mapping software allow students to quickly record ideas and easily organize them</p> <p>Examples of Graphic Organizers Venn Diagram Webs Flow Charts Time lines Chain of events Cause and Effect Pie Charts Trees Matrices</p> | <p>Students who:</p> <ul style="list-style-type: none"> • Are visual learners or benefit from multi-modal presentations of material • Need to write, draw or pictorially represent information to learn and remember • Struggle to link new information with preexisting information • Don't always grasp the "whole picture" of information, a concept or activity/project • Have trouble sequencing information or events • Do not grasp relationships between ideas or content • Have difficulty brainstorming or recognizing or organizing important information • Struggle in the steps of the writing process • Have poor reasoning skills or don't recognize cause/effect | <p><u>Graphic Organizer Software</u></p> <p>Draft Builder Don Johnston, Inc. http://www.donjohnston.com</p> <p>Inspiration or Kidspiration Inspiration Software, Inc.-www.inspiration.com Also has text reader features</p> <p>Spark-Space http://www.spark-space.com/</p> <p>TimeLiner 5.0 Tom Snyder Productions, Inc. http://www.tomsnyder.com/</p> <p>Visual Mind-Mind Technologies http://www.visual-mind.com</p> <p><u>Free printable graphic organizers</u></p> <p>Teacher Vision http://www.teachervision.fen.com/graphic-organizers/printable/6293.html</p> <p>NCREL http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm</p> |



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| <p>Electronic Text</p> | <p>Examples of electronic text</p> <ul style="list-style-type: none"> • Word documents • Online newspapers • Web sites • e-mail • e-books/libraries <p><u>Electronic text:</u> Electronic versions of written works are referred to as “E-texts.” Electronic text can be displayed on a screen of any size, from large computer monitors to cell phone display windows. Electronic text comes in a variety of formats. Some formats can be opened using only specific software.</p> <p>E-text files can be downloaded for free or purchased. Files can be accessed by using software programs with text-to-speech features.</p> | <p>Students who would benefit from:</p> <ul style="list-style-type: none"> • Visual display being changed i.e. larger font, different color background or text • Formatting or chunking of content into summaries or an outline • Ability to track changes and highlight text • Embedded learning supports such as prompts and links to other digital content • Ability to copy/paste, or otherwise manipulate the text • Hear it read aloud with text to speech software | <p><u>Locate E books:</u></p> <p>Project Gutenberg Official Site http://www.gutenberg.net/</p> <p>The Internet Public Library www.ipl.org/</p> <p>Online Literature Classics http://www.literature.org/authors/</p> <p>MEL Michigan eLibrary http://mel.org</p> <p>CARRIE: An Electronic Library http://www.ku.edu/carrie/</p> <p>The OnLine Books Page http://digital.library.upenn.edu/books/</p> <p>University of Virginia's E-Book Library http://etext.lib.virginia.edu/ebooks/</p> <p>Benetech's BookShare http://www.bookshare.org</p> <p>BIBLIOMANIA, The Network Library http://www.bibliomania.com/</p> <p>Accessible Book collection http://www.accessiblebookcollection.org/Default.htm</p> |



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| Microsoft Word Features | Built in features of Microsoft Word provides ways to format, organize, check text, and enhance documents. | <ul style="list-style-type: none"> • Visual display being changed i.e. larger font, different color background or text • Formatting or chunking of content into summaries or an outline • Ability to track changes and highlight text • Embedded learning supports such as prompts and links to other digital content • Ability to copy/paste, or otherwise manipulate the text | <p>The following tutorial highlights specific features that can be used as strategies to support curriculum activities.</p> <p>Using Microsoft Word Tools to Differentiate for Diverse Learners</p> <p>http://cenmi.org/matr/ProductsView.asp?id=657</p> |



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Technology Supports for Diverse Learners
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| <p>Text to Speech</p> | <p>Text to Speech software: Text to speech technology uses voice synthesis to create spoken audio from text. Reads text in a document opened</p> <p>Text to speech features include:</p> <ul style="list-style-type: none"> -Ability to select voices and customize rate and pitch -Read letter, word or sentence -Highlight words as they are read -Text can be imported into a text reader or talking word processor in different ways: <ul style="list-style-type: none"> -Copy and pasting text from other sources like an internet webpage, electronic encyclopedia ,electronic document, textbooks in digital format or any text found on the computer -Using a scanner with OCR software to scan a hard copy document will convert the printed text into an electronic format. | <ul style="list-style-type: none"> • Students who benefit from hearing inaccuracies and errors related to miss-spelling or sentence structure in their work to support the editing process • Students who benefit from auditory in conjunction with visual support while reading • Students who have good auditory comprehension but decoding skills are below grade level • Students who have low vision or are blind • Students who struggle with composing grammatically correct sentences • Students who benefit from using a pre reading strategy for comprehension • Early readers can listen and explore individual letters and words • English Language Learners can read and hear words together | <p><u>Text Reader Utilities</u></p> <p>ReadPlease –http://www.readplease.com</p> <p>Natural Reader http://www.naturalreaders.com/</p> <p>Microsoft Reader http://www.microsoft.com/reader/</p> <p>Universal Reader or free E -Text Reader-http://www.readingmadeeasy.com</p> <p>CAST eReader http://www.cast.org</p> <p><u>Talking word processor software</u></p> <p>Write Outloud http://www.donjohnston.com</p> <p>Intellitalk 3(Intellitools)</p> <p>Talking Word Processor http://www.Premier-programming.com</p> <p>Read and Write http://www.Texthelp.com</p> <p>Clicker 5- http://www.cricksoft.com/</p> <p>TestTalker http://www.freedomscientific.com/</p> |



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| <p>Converting Text to Audio</p> | <p>With the use of specialized software, text that is scanned into or already on the computer can be converted to an audio, .WAV or .MP3 file. It can then be written/burned onto a CD or loaded onto an MP3 player.</p> | <ul style="list-style-type: none"> • Students who benefit from auditory in conjunction with visual support while reading • Students who have good auditory comprehension but decoding skills are below grade level • Students who have low vision or are blind • Students who benefit from using a pre reading strategy for comprehension | <p>Text to Audio -Premier Assistive Technology http://www.Premier-programming.com</p> |



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| <p>Internet and Enhanced Text Resources</p> | <p>Electronic text allows you to take advantage of multimedia features that support different learning styles. Internet sites and some software programs contain links to graphics, sound, video, and animation.</p> <p>The internet is also excellent for researching curriculum materials and learning activities. Students can access electronic research and reference materials.</p> | <p>Students who would benefit from:</p> <ul style="list-style-type: none"> • Alternatives to reading standard print from books • Additional visual or audio supports such as pictures, maps , graphs, sounds, videos, definitions, timelines • Additional information or supports placed immediately near the relevant text – example: questions and reviews built in • Ability to manipulate or reformat text. • Content rich resources | <p>KidsClick http://kidsclick.org/</p> <p>Intersect Digital Library http://www.intersect.uoregon.edu/</p> <p>National Geographic http://www.nationalgeographic.com/siteindex/index.html</p> <p>Sparknotes.com http://www.sparknotes.com/help/</p> <p>The Key Newspaper – the newspaper for new readers http://www.keynews.org/</p> <p>Discovery Education http://school.discovery.com/ontv/videoclips.html</p> <p>United Streaming http://www.unitedstreaming.com/</p> <p>Exploration in Education www.stsci.edu</p> <p>NPR programs for kids http://www.sciencefriday.com/</p> <p>Sparknotes.com http://www.sparknotes.com/help/</p> |



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|--|---|--|---|
| Online Reference and Search Resources | The internet is also excellent for researching curriculum materials and learning activities. Students can access electronic research and reference materials. | Students who would benefit from: <ul style="list-style-type: none"> • Alternatives to reading standard print from books • Additional visual or audio supports such as pictures, maps , graphs, sounds, videos, definitions, timelines • Additional information or supports placed immediately near the relevant text – example: questions and reviews built in • Ability to manipulate or reformat text. • Content rich resources | <p>Refdesk.com http://www.refdesk.com/</p> <p>Dictionary.com, Thesaurus.com, Reference.com http://dictionary.reference.com/</p> <p>The Visual Thesaurus http://www.visualthesaurus.com/overview.jsp</p> <p>GuruNet http://www.gurunet.com/</p> <p>Wikipedia- the free encyclopedia http://en.wikipedia.org/wiki/Main_Page</p> <p>Grokker search engine displays web search results on a visual circular map rather than in a list http://www.grokker.com/</p> <p>Refdesk.com http://www.refdesk.com/</p> <p>Dictionary.com, Thesaurus.com, Reference.com http://dictionary.reference.com/</p> |



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| Strategy | Features | Who Can Benefit | Resources |
|---|---|--|---|
| Alternative Text and Supported Reading | <p>The use of alternative text and supported reading strategies are part of a continuum of supports for students with poor reading skills. These supports can increase student success and participation in the general curriculum.</p> | <p>Students who would benefit from:</p> <ul style="list-style-type: none"> • Visual display being changed i.e. larger font, different color background or text • Formatting or chunking of content into summaries or an outline • Embedded learning supports such as prompts and links to other digital content • Ability to copy/paste, or otherwise manipulate the text • Hear it read aloud with text to speech software | <p>Start to Finish Books; Start to Finish Core content; Literacy Starters http://www.donjohnston.com</p> <p>Find out and Write About http://www.Cricksoft.com</p> <p>Planet Wobble http://www.Cricksoft.com</p> <p>Intellitools Balanced Literacy http://www.intellitools.org/</p> <p>NASA explores site http://www.nasaexplores.com/</p> <p>Ben's Guide to U.S. Government for Kids http://www.bensguide.gpo.gov</p> |



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| <p>Word Prediction Software</p> | <p>Word prediction is a feature available in some software programs that reduces the number of keystrokes made by predicting the desired word after a single letter is typed.</p> <p>As letters are typed the software monitors the input letter-by-letter, and creates a list of words beginning with the letter sequence recorded. Each time a letter is added, the list is updated. When the target word appears in the list, it can be chosen and inserted into the ongoing text with a single keystroke.</p> <p>Predictions can be based on the sentence grammar and spelling, as well as word frequency. Word prediction can be used in conjunction with a word processing program or can be a stand alone software product.</p> | <ul style="list-style-type: none"> • Students who have keyboarding difficulties due to physical limitations since word prediction reduces the number of keystrokes • Students who could benefit from spelling support as well as expanded use of vocabulary. Word prediction with text to speech can enhance these supports • Word prediction software has the potential of reducing typing speed and should be evaluated to assess the benefit for each individual | <p>Solo Co: Writer- http://www.donjohnston.com</p> <p>Read and Write http://www.texthelp.com/products.asp?q1=products</p> <p>WordQ http://www.wordq.com/</p> <p>Talking Word Processor with word prediction http://www.Premier-programming.com</p> <p>SoothSayer Applied Human Factors http://www.ahf-net.com</p> <p>Penfriend-http://www.Cricksoft.com</p> <p>Options to look for when selecting word prediction software:</p> <ul style="list-style-type: none"> • The ability to speak words and sentences as they are created for review and editing • The number of word choices and how they are selected, • Ability to modify software features for individual needs, • Voice output, and • Scanning of prediction list • Custom dictionaries • Predict ahead feature |



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| <p>Voice or Speech Recognition</p> | <p>Voice recognition is an alternative method for computer input to typing on a keyboard. It is a software based solution that allows a person to operate a computer by speaking into a microphone.</p> <p>Voice recognition software programs work in conjunction with a word processing program by translating the spoken word into text. It can also execute standard computer commands like “print” and “edit” and “open”.</p> <p>2 types of systems:</p> <ul style="list-style-type: none"> • Discrete speech systems require a short pause between words. • Continuous speech systems let you to dictate without pausing between words. | <ul style="list-style-type: none"> • Students who are unable to use writing tools functionally and who need an alternative to a keyboard and mouse • Students who have difficulty with writing mechanics; those having difficulty with spelling, grammar, etc • Students who have difficulty with the writing process • Voice recognition software has cognitive, language and affective requirements for successful use | <p><u>Speech Recognition Software</u></p> <p>Dragon Dictate (PC) – http://www.dragonsys.com</p> <p>Dragon Naturally Speaking (PC) http://www.dragonsys.com</p> <p>IBM Via Voice (PC/Mac) http://www-4.ibm.com/software/speech</p> <p>Speak Q-http://www.wordq.com/</p> <p>iListen (Mac) http://www.macspeech.com</p> <p>Speech Recognition Microsoft windows XP http://support.microsoft.com</p> <p><u>Other Resources</u></p> <p>Speaking to write http://www.edc.org/spk2wrt/lab.html</p> <p>Voice recognition software must be trained to recognize the users’ voice. The user reads passages of written text.</p> |



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| Rebus Enhanced Text | <p>Pictures can be used to create a set of common vocabulary words in the classroom environment.</p> <p>Picture/Word cards and sentence strips allow students to manipulate groups of word and arrange in order to create sentences; or "read" the sentence independently using picture symbol supports</p> | <p>Pictures can help students to focus on expressing ideas in a written form, while strengthening word/picture associations</p> <p>Visual cues from pictures can increase independent reading by providing the learner an opportunity to use visual association and bypass decoding</p> | <p>Picture/symbol based software</p> <p>Clicker 5 http://www.cricksoft.com</p> <p>Picture It http://www.slatersoftware.com</p> <p>Pixwriter http://www.slatersoftware.com</p> <p>Boardmaker Mayer-Johnson http://www.mayer-johnson.com/</p> <p>Writing with Symbols 2000 http://widget.com</p> <p>Interactive Picture Symbol Books http://www.mayer-johnson.com/</p> |



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| <p>Math Supports</p> | <p>Access to computer based math supports provides flexibility for the learner. The ability to chunk lessons into smaller pieces, options for viewing math problems, and multi-sensory strategies provide alternatives for expressing knowledge and manipulation alternatives for students.</p> <p>There are a variety of tools available. Some examples are:</p> <ul style="list-style-type: none"> • Online manipulatives, lessons and games • Portable devices like talking calculators, timers, and clocks • Software that offers options for manipulatives and completing math problems | <p>Students who:</p> <ul style="list-style-type: none"> • Have difficulty processing what they see (spatial) • Have difficulty using paper/pencil for computation • Have physical limitations that prevent manipulation of objects | <p>Online math activities National Library of Virtual Manipulatives http://nlvm.usu.edu/en/nav/index.html</p> <p>The Illuminations Project - http://illuminations.nctm.org/</p> <p>Online calculator http://www.math.com/students/tools.html</p> <p>Talking Calculator software from http://www.Premier-programming.com</p> <p>Time Timer- http://www.timetimer.com/</p> <p>Desk top talking calculator Technology for Education- http://www.tfeinc.com/</p> <p>Math software MathPad ,MathPad Plus , IntelliMathics http://www.intellitools.org/</p> <p>Equation Editor Free with Microsoft products. www.microsoft.com/education/InsertEquation.msp</p> <p>Talking Scientific Calculator by Orion</p> |



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References and Resources

- **Using Flexible Technology to Meet the Needs of Diverse Learners: What Teachers Can Do**

This is a 12 page companion article to a website [Technology Tips for Differentiated Instruction](#) which gives in-depth classroom examples. Many general education teachers are turning to differentiated instruction to help them meet their students' diverse learning needs. This Knowledge Brief explains how some standard technology resources already available at most schools talking text, web resources, graphic organizers, and word processors can be used to support more tailored instruction. It also tells readers where to find more technology tips.

http://www.wested.org/online_pubs/kn-05-01.pdf

- **Technology Tips for Differentiated Instruction**

WestEd is working in partnership with the Alliance for Technology Access to create this website, a PowerPoint presentation, handouts for each tip, and more.

Technology Tips are: focused on technologies most schools already have

for use in professional development of technology - for general and special educators, and staff.

<http://www.wested.org/cs/tdl/print/docs/tdl/home.htm>

- **Using Technology to Enhance Learning**

Eight middle school classroom examples that illustrate how technology can enhance instruction.

<http://www.sedl.org/pubs/tec26/classtech.html>

- **Handouts for Technology Tips for Differentiated Instruction**

These handouts, covering all the Tech Tips, were designed for professional developers to use within their existing efforts to help teachers integrate technology into the curriculum

http://rtecexchange.edgateway.net/cs/rtecp/view/rtec_files/123



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- **Technology Integration Resources**

The K-6 technology-integrated units were developed for use by Kent School District, (KSD) teachers, many of whom may just recently have acquired the technology in their buildings or classrooms required for these units. They were designed with teachers just beginning with technology in mind as a way of providing completed units directly correlated with current KSD curriculum. Many units also have extensions and are also very appropriate for those teachers already using technology in their classrooms. Each unit focuses on a curriculum topic combined with technology that meets the KSD technology standards at that grade level.

Learn why scaffolding student learning is important and how to create scaffolds for classroom use. Includes instruction on hidden text, embedded documents, forms, hyperlinking, interactive pictures and more. KSD teacher-created ready-to-use templates & activities that support student learning are also available.

http://www.kent.k12.wa.us/curriculum/tech/tech_int.html Scaffolds>Scaffolding for Learning or Templates and Activities

- **Technology Integration: Unit Planning**

http://www.kent.k12.wa.us/curriculum/tech/proj_plan.html

- **The Assistive Technology Training Online Project (ATTO)**

Provides information on Assistive Technology applications that help students with disabilities.

University at Buffalo, Center for Assistive Technology

<http://atto.buffalo.edu/>

- **Begin With ME!**- Frank Miracola and Susan Hardin Macomb ISD, MI

The Begin With ME! Toolkit includes simple, cost-effective software and hardware solutions for writing. Tools include talking word processors, word prediction software, graphic organization software, note takers, spell checkers and a variety of tech/no tech options. These tools are used in a variety of ways throughout all areas of the writing process; planning, prewriting, draft writing, and editing. Because the tools fit so naturally into the writing process and are available to every student when writing occurs they become a natural part of the writing process.

<http://www.beginwithme.misd.net>



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STATEMENT OF COMPLIANCE WITH FEDERAL LAW

The Michigan Department of Education complies with all Federal laws and regulations prohibiting discrimination, and with all requirements of the U.S. Department of Education.

Technology Supports for Diverse Learners

3/7/2006

- **Supports Lists: Tools and Strategies to Support Access to Standards-Based Learning for Diverse Learners**

This document provides categorized lists of no tech, low tech, mid tech, and high tech tools and strategies which can address barriers to student learning. It is part of the Student Access Map framework and provides ideas for incorporating a range of assistive technologies into the learning environment.

Boston Public Schools Access Technology Center

<http://boston.k12.ma.us/teach/technology/emmanuel/SupportsList.pdf>

- **Reaching an Audio Learner with MP3 Files, Nancy Powell**

<http://www.teachersnetwork.org/ntol/howto/incorpotech/mp3files.htm>

- **QuizStar**

A FREE Web-based program, Create quizzes for students to take and review online.

<http://quizstar.4teachers.org/>

- **The Visual Thesaurus**

A dictionary and thesaurus with an intuitive interface that encourages exploration and learning.

<http://www.visualthesaurus.com/overview.jsp>

- **Sparknotes.com**

SparkNotes is an internet-based youth-orientated education product. December 2002 SparkNotes, with millions of registered users (as of Jan 2005 around 10 million) became the most popular stand-alone education site on the Internet. Originally a collection of free online study guides for books and associated message board services, current owner Barnes & Noble now markets printed versions of the guides in the United States in a format similar to that of CliffsNotes.

<http://www.sparknotes.com/help/>

- **E Book Resources**

<http://atto.buffalo.edu/registered/ATBasics/Curriculum/Reading/electronicbooks.php>



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- **Digital Resources for Books**

This document was created by Wayne RESA Assistive Technology Resource Center
http://www.resa.net/atrc/staff_resources.htm

- **Resources for Low Tech Literacy Accommodations**

This document was created by Wayne RESA Assistive Technology Resource Center.
http://www.resa.net/atrc/staff_resources.htm

Interactive Online Math Activities for Elementary Students, Parents, and Families

This is just a sampling of the huge variety of free, interactive resources available on the internet
http://www.resa.net/atrc/staff_resources.htm

Books on CD-ROM

This document was created by Wayne RESA Assistive Technology Resource Center
http://www.resa.net/atrc/staff_resources.htm



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