

# Collateral Materials Assistive Technology Video

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**ASSISTIVE TECHNOLOGY VIDEO  
USER'S GUIDE**

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# ASSISTIVE TECHNOLOGY VIDEO USER'S GUIDE

To assist you in using the video most effectively, we have developed a series of collateral materials to build on the information in the video. The video and its collateral materials can enhance and supplement systems of support around the use of assistive technology. They potentially can be used by such diverse stakeholders as teachers, family members, administrators, teacher trainers, researchers, and policymakers. The *User's Guide* will describe the different components of this video kit, provide you with some basic information about assistive technology, and offer suggestions for how to use this video kit to inform and improve your work.

## OBJECTIVES OF THE VIDEO KIT

The objective of the video and its collateral materials is to reach out to multiple audiences with useful information and tips concerning the appropriate selection and use of assistive technology. Recognizing that different audiences have different information needs, this video kit incorporates a range of information designed to meet those needs.

For example, the 26-minute video, entitled *Assistive Technology: I Can Soar*,

- Shows how assistive technology has been integrated successfully into the lives of four children with disabilities;
- Builds awareness for family members, teachers, and administrators about the benefits of assistive technology for students with disabilities; and
- Inspires family members, teachers, and administrators to want to learn more about assistive technology, how it can benefit the children that they know and with whom they work, and the roles that they can play in making assistive technology work.

The accompanying collateral materials to the video

- Describe the decision-making process that went into selecting and implementing assistive technology for the children featured in the video;
- Stimulate dialogue among family members, teachers, and administrators about the best strategies for ensuring that assistive technology is effectively used with students with disabilities; and

- Provide practical, "how-to" information and tips to practitioners responsible for implementing assistive technology.

The video and its collateral materials can be used by family members, teachers, and administrators, as well as by teacher trainers and policy makers to raise awareness, initiate discussion, and provide guidance around the most effective ways to implement assistive technology in schools and classrooms.

To order a copy of the kit, please call (202) 298-2640.

## **INCLUDED IN THE KIT**

The video, *Assistive Technology: I Can Soar*, features positive examples of how assistive technology has bettered the lives of students with disabilities, their families, and their educators. The attached chart, "Children, Outcomes, and Principles Highlighted in Video," describes the children, their learning challenges, the benefits that they have seen as a result of using assistive technology, and the best practice principles that have guided the successful implementation of assistive technology into their daily lives.

A series of materials has been developed to accompany this video. Each individual product can serve as a stand-alone resource, or can be used in conjunction with other pieces to provide you with the information and support you need to move from mere interest in assistive technology to advocacy, implementation, and systematization. Using the video and its collateral materials, audiences can work together to promote the use of assistive technology in the classroom to improve results for all students. Along with this *User's Guide*, materials in the video kit include:

- **Principles in Practice: Four Stories.** Teachers and administrators watching the video will want to know how they can use assistive technology in their own schools and classrooms to see benefits similar to those illustrated in the video. The vignettes included in this kit build on the stories told in the video and describe *how* the people involved selected, gained access to, and implemented assistive technology to help their students.

- **Executive Summary of the Synthesis on the Selection and Use of Assistive Technology.** The use of technology in education can have a significant impact on the delivery of services to students with disabilities, yet its potential cannot be fully realized unless it is implemented appropriately. The Executive Summary of this government-sponsored synthesis report lists and describes seven principles for the effective implementation of assistive technology.
- **Fact Sheet on IDEA and Assistive Technology.** This fact sheet explains how federal special education law defines assistive technology and what the law requires of schools with respect to providing assistive technology for its students with disabilities.
- **Resource Guide.** Many teachers, family members, and administrators lack the resources necessary to help students with disabilities succeed in school. To help get the right information into your hands, we have included a resource guide with a listing of government agencies, national organizations, technical assistance providers, resource centers, and researchers.

## General facts about assistive technology

According to the Individuals with Disabilities Education Act,

- an assistive technology device is “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability” (P.L. 105-17, Sec. 602(1)),
- an assistive technology service is defined as “any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device” (P.L. 105-17, Sec. 602(2)).
- Federal special education law requires that assistive technology be included as a "special consideration" in the development of each child with a disability's Individualized Education Program (P.L 105-17, Sec. 614(3)(B)(v)).
- Assistive technology can range from very simple, inexpensive, low-tech tools such as a pencil grip or a piece of velcro to much more complex high-tech devices such as speech synthesizers and computer software programs.

## How students with disabilities benefit from assistive technology

“One can never consent to creep when one feels the impulse to soar.” (Helen Keller)

Assistive technology can play an incredibly important role in the lives of students with disabilities. It can enable students to communicate and interact with their peers in ways that would otherwise be impossible. It can enable them to gain access to the general education curriculum by

helping them address challenges they may have producing written work, reading text, or using abstract problem-solving techniques. Overall, assistive technology enhances the independence of a child with a disability, allowing him or her to learn alongside, play alongside, and socially interact with, his or her non-disabled peers.

## **Principles for the appropriate selection and use of assistive technology**

"Despite evidence that assistive technology has been successful in improving educational, and other, outcomes for students with disabilities, its benefits are often not fully realized because of the existence of certain implementation barriers...assistive technology cannot fully realize its potential unless its implementation is facilitated." (OSEP, *Synthesis on the Selection and Use of Assistive Technology*, 2000).

Research has proven that assistive technology can help students with disabilities achieve at high levels, interact with and control their environment, communicate with their families, educators, and peers, and grow to become independent and productive citizens. However, assistive technology does not accomplish such outcomes on its own. Rather, a number of other contributing factors form a support system through which assistive technology can be effective in helping students with disabilities learn and succeed.

The U.S. Office of Special Education Programs sponsored a synthesis report that reviewed the results of 47 research projects on assistive technology, and recommended a set of seven, best practice principles that reflect lessons learned about how to implement effective strategies and reduce barriers to selecting and using assistive technology. These seven principles are:

1. Providing leadership;
2. Supporting stakeholder collaboration;
3. Monitoring impact;
4. Building capacity;
5. Reducing fear and becoming comfortable with technology;
6. Acknowledging diversity; and

7. Focusing on supporting student learning.

Each child featured in the video benefited from a support system that reflects these seven principles.

The *Principles in Practice: Four Stories* piece included in this video kit shows you how.

## **SUGGESTIONS FOR VIDEO USE**

This video kit is designed to raise awareness about the benefits of assistive technology, motivate audiences to want to learn more, and to stimulate meaningful dialogue about *how* you—as a teacher, family member, or administrator—can contribute to making assistive technology an important part of your students’ and children’s lives. We suggest that you incorporate this video kit into naturally occurring opportunities for professional development and technical assistance in your school or community. For example, you can arrange for a viewing of the video at staff development meetings or teacher trainings, PTA meetings, faculty meetings, or public meetings in your district. The video and its accompanying materials can engage parents, teachers, administrators and representatives from community organizations and businesses in a thoughtful discussion and resolve some common issues of concern.

Before scheduling a viewing of the video, identify someone who can serve as a facilitator to guide discussion among the audience around the issues raised in the video. Below, we have provided suggestions for some “discussion starters,” targeted towards particular audiences. These are questions to raise before and after viewing the video, and are designed to help viewers think contextually about the stories highlighted in the video, connecting them to their own experiences. They are also designed to connect to the best practice principles that are described in the Executive Summary of the synthesis report, included in this video kit. You should use these questions to engage your audience in a discussion around these seven principles and how they apply in their own practice.

## Teachers

Before viewing the video:

- Are you currently using assistive technology in your classroom? If so, how does it address your students' learning needs? If not, how do you think assistive technology *could* address your students' learning needs? (*Principle: Focusing on Supporting Student Learning*)
- What type of supports do you need in order to use assistive technology? (*Principles: Providing Leadership; Building Capacity; Supporting Stakeholder Collaboration*)
- What contributing factors apply when the assistive technology appears to “fit” the students, his or her tasks, class peers and staff? (*Principles: Providing Leadership; Supporting Stakeholder Collaboration; Monitoring Impact; Building Capacity; Reducing Fear and Becoming Comfortable with Technology; Acknowledging Diversity; Focusing on Supporting Student Learning*)
- How is assistive technology monitored in the classroom? What happens if it is found to be “not working” as well to meet changing student needs? (*Principles: Monitoring Impact; Focusing on Supporting Student Learning*)

After viewing the video:

- Were you familiar with any of the assistive technology featured in the video? What hesitations or concerns would you have about using any of these tools in your classroom? (*Principle: Reducing Fear and Becoming Comfortable with Technology*)
- If you were to use assistive technology with any of the students in your classroom, how would you go about accessing it? (*Principle: Providing Leadership; Supporting Stakeholder Collaboration; Building Capacity*)
- If you decided to use assistive technology, who would need to be included in the selection and decision-making process? (*Principle: Supporting Stakeholder Collaboration*)
- How can you use technology to promote acceptance of differences and recognition of individual strengths in your classroom? (*Principle: Acknowledging Diversity*)

## Families

Before viewing the video:

- Does your child currently use assistive technology? What needs does that assistive technology meet? If he or she does not use assistive technology, do you think it could help? How? (*Principle: Focusing on Supporting Student Learning*)

- How can families improve the delivery of assistive technology services? (*Principle: Supporting Stakeholder Collaboration*)
- What sources of community and school support are available for families? (*Principles: Providing Leadership; Building Capacity*)

After viewing the video:

- Were you familiar with any of the assistive technology featured in the video? What hesitations or concerns would you have about using any of these tools with your child? (*Principle: Reducing Fear and Becoming Comfortable with Technology*)
- What supports would you need to integrate the use of your child's assistive technology in home and community settings? (*Principles: Supporting Stakeholder Collaboration; Acknowledging Diversity*)
- How would you know if the assistive technology was “working” for your child? What would you do if you felt that it could be improved? (*Principle: Monitoring Impact*)

## **Administrators**

Before viewing the video:

- What is the role of the school district in the utilization of technology? Assistive technology? Should the technology teams be responsible for assistive technology? (*Principles: Providing Leadership; Building Capacity*)
- What sources of district support are available for families, teachers and staff? (*Principle: Providing Leadership; Supporting Stakeholder Collaboration*)
- Do you notice resistance in your school district to assistive technology? What kind of resistance and why do you think this is so? (*Principle: Reducing Fear and Becoming Comfortable with Technology*)

After viewing the video:

- How could assistive technology meet the varied needs of students in your district? (*Principles: Acknowledging Diversity; Focusing on Supporting Student Learning*)
- What people need to be involved in decisions surrounding the selection and use of assistive technology for use with individual students or for general use in classrooms? (*Principle: Supporting Stakeholder Collaboration*)
- How can your school develop and promote its own views and supportive programs for assistive technology? (*Principle: Providing Leadership*)

- How would you know if the assistive technology was successfully being used in your district? What would you do if you felt that it could be improved? (*Principle: Monitoring Impact*)

## CHILDREN, OUTCOMES, AND PRINCIPLES HIGHLIGHTED IN VIDEO

<b>Child</b>	<b>Learning challenge</b>	<b>Outcome</b>	<b>Principles*</b>
<b>Angie 5 years old</b>	Angie is nonverbal, due to her cerebral palsy, and comes from a Korean-speaking family. She therefore faces challenges in developing her language and literacy skills, both in English and Korean.	With the use of a voice output communication aid, Angie has been able to communicate her needs and desires to her teachers, her classmates, and her family members. This has enabled her to develop her language, as well as given her a foundation from which she will continue to work on literacy skills when she enters the first grade.	<ul style="list-style-type: none"> <li>• Providing leadership,</li> <li>• Supporting stakeholder collaboration,</li> <li>• Monitoring impact,</li> <li>• Building capacity,</li> <li>• Acknowledging diversity, and</li> <li>• Focusing on supporting student learning.</li> </ul>
<b>Aaron 13 years old</b>	Aaron’s multiple disabilities have interfered with his mobility, vision, fine motor, gross motor, and communication skills. He has difficulty accessing and using traditional educational materials such as textbooks and writing utensils independently, and also faces challenges in engaging as an active participant in class.	Using tools such as a power wheelchair, special computer software, an alternative keyboard and keyguards has enabled Aaron to access the general education materials and curriculum, and participate fully and learn alongside his non-disabled peers.	<ul style="list-style-type: none"> <li>• Providing leadership,</li> <li>• Supporting stakeholder collaboration,</li> <li>• Monitoring impact,</li> <li>• Building capacity, and</li> <li>• Reducing fear and becoming comfortable with technology.</li> </ul>
<b>Stacey 11 years old</b>	Stacey was diagnosed with educationally significant hearing loss, which affects her ability to tune out background noise and focus on what the teacher is saying in class. In addition, her hearing loss has had an effect on her language and literacy development skills.	Stacey’s FM system helps her to stay focused in class, by tuning out background noise and amplifying the sounds of the teacher’s voice. In addition, Stacey’s portable word-processing device helps her maintain that focus during lengthy writing assignments.	<ul style="list-style-type: none"> <li>• Supporting stakeholder collaboration,</li> <li>• Monitoring impact,</li> <li>• Building capacity,</li> <li>• Reducing fear and becoming comfortable with technology, and</li> <li>• Focusing on supporting student learning.</li> </ul>
<b>Sean 17 years old</b>	Sean’s vision loss makes it difficult for him to access the general education curriculum in the same way as his non-disabled classmates. In geometry, for example, he finds it especially challenging to understand complex graphical concepts that are often explained in visual terms.	With the help of the vision center at his school, Sean has all of his text reading and homework assignments translated into Braille. He also uses a Braille scientific calculator that helps him understand abstract mathematical concepts such as graphs, fractions, and decimals.	<ul style="list-style-type: none"> <li>• Supporting stakeholder collaboration,</li> <li>• Monitoring impact,</li> <li>• Building capacity,</li> <li>• Reducing fear and becoming comfortable with technology, and</li> <li>• Focusing on supporting student learning.</li> </ul>

\* See the “Principles in Practice: Four Stories” section of the video kit to see how these principles were critical in helping these students face their learning challenges.

**PRINCIPLES IN PRACTICE:  
4 STORIES**

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## PRINCIPLES IN PRACTICE: 4 STORIES

### ANGIE

Angie is a bright, happy 5-year old Korean-American girl, who has mild cerebral palsy due to her premature birth. When she began preschool at the age of 3, she was completely nonverbal. Angie's inability to speak hindered her ability to communicate with her family members, her teachers, and her classmates, and also hindered her ability to learn and develop literacy skills. She needed to find a way to communicate her thoughts and ideas, allowing her to become an active and engaged participant in her classroom, and gain access to the general education curriculum at her school.

Angie's teacher contacted the county's Interdisciplinary Augmentative Communication and Technology Team (InterACT) for assistance in addressing Angie's communication needs. The InterACT team, which operates at the county level, includes speech pathologists, special education teachers, occupational therapists, and support personnel who are all trained in assistive technology and augmentative communication. The role of the InterACT team is to provide consultation to school staff in the district in the process of selecting and using assistive technology, and in particular augmentative communication systems. The success of the InterACT team is due in great part to the extent to which they **support stakeholder collaboration**, by involving everyone who works with Angie in the decision-making process. InterACT team staff work very closely with Angie's teachers and her family members, on an ongoing basis, to ensure that the assistive technology she uses is meeting her needs.

For example, InterACT staff work closely with Angie's teachers to make sure that her augmentative communication system includes the vocabulary that Angie needs in order to progress with her language development and have access to the general education curriculum. Staff also work

closely with Angie's family members to make sure that her system includes the vocabulary that Angie needs in order to communicate and function independently at home. Angie's

#### ***Monitoring impact***

"...at the very beginning of the year Angie was very fearful about a lot of things and she would easily cry...and need to be comforted and calmed down...[now] you seldom find Angie fearful about anything. As a matter of fact, every time I walk into the room Angie has ***me come over to her***. 'Come, come here, see what I'm doing.' And there is an independence that has grown in her... I've seen a tremendous progression in the growth of her independence from the beginning."

Judy Theiss, principal

parents, siblings, and educators all work together to **monitor** her progress, remaining **focused on her learning needs**, and what it will take for her to meet those needs.

What makes the collaborative relationship between the professionals who work with Angie and her family members especially critical in Angie's case is the cultural differences between them.

Angie's parents speak Korean, which has raised additional challenges with respect to her language development needs. Angie's teachers and staff on the InterACT team work with her parents and her sister to program specific Korean phrases into her communication device so that she can participate actively in her family life at home. In addition, Angie's

#### ***Acknowledging diversity***

"It's very important for these children to be able to communicate in all settings...so the devices do go home with the children... They can communicate with their siblings, their parents. Angie's family is very strongly connected to the Korean community ***with lots of parties and church gatherings***. Angie does use her device to be able to participate fully."

Kathleen Abrams  
InterACT team director

teachers recognize the need to **acknowledge diversity** and be sensitive to the cultural differences between American and Korean cultures, specifically with respect to the collaborative relationship between parents and professionals. Angie's teachers note that in many cases, Korean Americans tend to show a great deference to professionals and it is important that they be reminded that they do play just as important a role in Angie's education.

In Angie's school district, county leadership has been involved in an ongoing effort to **build capacity** in the area of assistive technology. The InterACT team has been in existence since 1983 and has grown tremendously over the years in terms of its staff, its expertise, and the role it plays in

providing support for students with disabilities throughout the district. When the InterACT team was first created, it consisted of one person assigned half a day a week, and it has now grown to comprise a 13-member staff. InterACT is now a line item in the district budget, which includes support for staff, assistive technology equipment, and any other materials necessary to appropriately support the needs of the children in the district. Assistive technology has become an ingrained part of special education services. In fact, Angie's kindergarten class includes 5 other students who use augmentative communication systems, and, with the support of the InterACT team, her teacher has developed the expertise required to program and troubleshoot the assistive technology herself.

Another key contributor to Angie's success has been **leadership**. Everyone who works in Angie's school district is committed to making assistive technology work, and is united under a common vision. In particular, the principal at Angie's school plays a critical role in advocating for the use of assistive technology with children with disabilities, and in making sure that the necessary resources and supports are there for students, teachers, and staff.

Leadership, capacity, and teamwork are just a few of the many factors that have made Angie's experience with assistive technology a success. Because of the support she receives, Angie's communication and language development skills have greatly improved, setting her on a path towards greater independence in her life at school and at home.

## AARON

Aaron, a 13-year-old boy who loves to have fun and laugh, has multiple disabilities that have interfered with his mobility, vision, fine motor, gross motor, and communication skills. He attends his neighborhood middle school where he uses a wide range of assistive technology that has helped him to reach his educational goals. For example, a power wheelchair helps him move around independently at school, computer software with large text and speech assists him in reading, and an alternative keyboard with large keys and a keyguard allows him to write and interact with the computer independently. Also, texts with large print allow Aaron to see his textbooks easily.

When Aaron first moved to the county where he lives now, his parents found a school district that was extremely welcoming of Aaron and eager to try new and innovative strategies to help him succeed. Aaron's parents were particularly impressed with the county's special education department and the **strong leadership** that conveyed a sense of vision and

### *Providing leadership*

"I think leadership and the administrators in a school system really set the tone for how assistive technology is used in their system. They're the ones that set aside the money for assistive technology, that set aside the time for professionals to adapt materials and do what they need to do as far as helping kids use assistive technology. They're also the ones that provide the time and the money for training, and... you have to have some money, you have to have time to do it, and you have to have the training. If any of those components are missing, it's not gonna work."

Diane Bicknell, physical therapist

direction for everyone working in the district. They found the special education director in particular to be a great advocate for all of the students and someone who was open to assistive technology and the potential it had for improving the lives of students with disabilities.

When Aaron was in the second grade, expectations for him in school began to increase. This was especially true of written work, which is something Aaron has difficulty with due to his limited use of his hands. Aaron had a team of professionals who were working with him, including special education and regular education teachers, a physical therapist, an occupational therapist, a teacher of the visually impaired, a speech therapist, and an instructional assistant, who at this point began to

discuss with Aaron's parents the possibility of using assistive technology. This **stakeholder collaboration** was critical for setting the stage for Aaron's success with the assistive technology he now uses. Without the involvement of everyone on this team, Aaron would not have been able to see the benefits of increased independence and access to the curriculum that he now has.

Aaron benefits from a school system that has **built the capacity** to provide ongoing support to staff and students using assistive technology. A countywide assistive technology team, which is funded as part of the special education department, exists to assist with all Individualized Education Program (IEP) teams by providing assistive technology evaluations, consultations and training. The assistive technology coordinator and other members of the team go into schools regularly to provide training. They also take responsibility for constantly staying up to date on the latest advances in assistive technology. Given the rapid changes in technology, it is critical for professionals to be aware of these changes and be thinking about how these changes can benefit their students.

In Aaron's case, the personnel working with him conducted ongoing **monitoring** to ensure that his assistive technology was updated as necessary to reflect both his changing needs as well as advances in the technology itself. For example, as the challenges in math class grew, Aaron changed from using just manipulatives to also using a calculator with large keys and a large display. As he became better at using his limited vision and manipulating the keys of the calculator, he also began to use a regular calculator.

Aaron's parents and educators all expressed a certain sense of fear and trepidation around assistive technology at first. However, when they began to try different tools and learned about the ways in which Aaron could benefit, they were quickly able to **lessen their fear and**

***Reducing fear and becoming comfortable with technology***

"In the beginning, I was really kind of shy, the technology part, because I didn't feel like I knew enough of it. But as the time went on and I was able to hook him up and get him going, and seeing the excitement when he was able to type, and it helped me to get excited, and you know, relax a lot."

Vicki Lyles, instructional assistant

**become more comfortable.** They found that many of their fears were unfounded. For example,

Aaron's parents used to worry that by using a power wheelchair, Aaron might become too dependent on the assistive technology and lose the motivation to become independent. However, what they and Aaron's educators have learned is that in fact the opposite is true. Children intuitively want to become independent and so if they are given the tools, such as a wheelchair, to feel independent, their motivation to become independent will actually increase.

Aaron's success with assistive technology could not have occurred without the support and teamwork that surrounds him every day. Aaron's parents, siblings, and teachers all believe in and hold high expectations for him, and are willing and eager to try whatever it will take to help him achieve his potential. With the help of assistive technology, Aaron's independence, ability to master the general education curriculum, and confidence will continue to grow.

## STACEY

Stacey, an active and energetic girl in the sixth grade, was diagnosed with an educationally significant hearing loss when she was seven years old. Stacey was identified with hearing loss through a screening provided by the school district, and was subsequently referred to her pediatrician and an ear, nose and throat specialist for confirmation. While Stacey's doctors attended to her medical needs related to the hearing loss, specialists at her school were able to step in and provide the necessary hearing amplification that enabled her to participate in school and gain access to the general education curriculum along with her classmates.

Stacey is fortunate to live in a school district with a strong system of support for students with disabilities. In addition to personnel with specialized expertise in a range of disabilities and instructional methods, the county employs an "Integrated Technology Services" (ITS) team that handles requests from teachers related to assistive technology. Any teacher who feels that assistive technology could benefit either an individual student or an entire classroom can make a referral to the ITS. The ITS consists of over a dozen staff with expertise in the use of assistive technology to improve outcomes for students with disabilities, and is available to provide assistance with the selection of appropriate tools, training in the use of tools, and ongoing consultative support and assistance for teachers, students, and staff, as necessary. With the support of the ITS as well as service providers with expertise in a range of disabilities, Stacey's school district has been able to **build capacity** to help all service providers who work with Stacey to understand and meet her needs.

When Stacey began using the FM amplification system shown in the video, she and her teachers and her parents benefited from the capacity described above. A district audiologist and deaf/hard-of-hearing itinerant teacher came to Stacey's school and conducted training with everyone who worked with Stacey. They provided hands-on demonstrations of the FM system as well as explanations about Stacey's hearing loss and how it affected her ability to access the general

education curriculum. They also sat down with Stacey's parents and helped them understand the challenges that Stacey faces as well as what they can do to help her overcome some of those challenges. The team-based approach that characterizes the resources available for Stacey reflects a commitment to **supporting stakeholder collaboration**. In order for the assistive technology to be most effective in helping to improve Stacey's life, her parents, her teachers and everyone who works with her must be involved in its implementation.

Providing support for Stacey's use of assistive technology is an ongoing process. As she has grown older, the nature of her hearing loss and her learning needs change, and so the assistive technology that helps her in school needs to change as well. The team of staff who work with Stacey conduct frequent evaluations in order to **monitor the impact** that the assistive technology has on her learning. For example, Stacey's audiologist and hearing itinerant teacher routinely conduct formal and informal "functional listening assessments" to determine the ways in which her hearing loss is affecting her ability to receive instruction and engage in classroom activities.

As her educational needs change, Stacey's teachers and support staff adjust the assistive technology as necessary. Stacey's hearing loss has had an impact on her language development and literacy skills, which is one reason why her special

***Focusing on supporting student learning***

"...it increases their productivity. There are a lot of students who are very capable on the computer. Some students don't have that great skill. They're not very quick on the computer but... this gives them the opportunity to practice and get quicker... Stacey has been able to write more and for a longer period of time... She has a difficult time with writing paper and pencil but when given... [the wordprocessing device] she can type and type and type."

Erin Woodward, special education teacher

education teacher has provided her with a portable word-processing device that helps her with spelling and assists her in maintaining focus during lengthy writing tasks. The most important aspect of monitoring is to keep the **focus on the student's learning** in order to ensure that the assistive technology is helping Stacey accomplish her educational goals.

The specialists who work with Stacey know that one of the biggest barriers to implementing assistive technology in classrooms is resistance from users. As she explained in the video, Stacey

herself has shown some resistance to the FM system. As she has grown older, she has also grown self-conscious about having to wear the device and worries about making friends and fitting in with her classmates. After discussing these worries with her, Stacey's audiologist, hearing itinerant teacher, and guidance counselor came up with some strategies in order to help Stacey and her classmates **reduce their fear of and become more comfortable with the technology**. One way in which they have addressed these concerns is by directly involving Stacey in peer education. Stacey was given the opportunity to get together with five or six classmates at a time, and show them her FM system and explain what it means and how it works. With the support of her teacher, Stacey met with small groups like this about ten times. This strategy helped to build her confidence and reduce her feelings of embarrassment and discomfort, as well as the discomfort and hesitation of her peers. Since then, her comfort level has increased to the point where she felt comfortable addressing the entire class as a whole together with her hearing itinerant teacher.

Because of the supportive environment that surrounds Stacey and the commitment and teamwork of all who work with her, Stacey has been able to see remarkable benefits from the assistive technology that she uses in school. Her ability to pay attention, maintain focus, and follow directions has improved greatly and consequently her academic achievement has as well. And, with the help of her teachers and other support staff, Stacey has been able to overcome her resistance to the technology and build a confidence that has enabled her to make friends and develop positive social relationships with all of her peers.

## SEAN

Sean, a junior in high school, is a popular and outgoing teenager. Sean lost his sight at the age of 10, due to retinal blastoma. With the help of assistive technology, Sean is able to participate in regular classes all day long at school, socializes with all of his classmates, and learns and is assessed on the same curriculum as his nondisabled peers.

Sean uses several different types of assistive technology that enable him to gain access to the general education curriculum at his high school. Everything that Sean needs to read or produce can be translated into Braille at the school's vision center. A special software program installed on Sean's laptop translates text into speech so that Sean can read. Also, Sean uses a Braille scientific calculator that allows him to conduct and comprehend graphing exercises and understand fractions and decimals. For Sean, the most important goal is to be learning the same content as his nondisabled classmates. His teachers treat him the same and have the same high expectations of Sean as they do of their other students. For Sean and his teachers, the **focus is on supporting his learning**, not on the assistive technology. So, for example, his English teacher makes sure that Sean has access to and reads all the text required for the course, while his geometry teacher needs to be careful to explain concepts in a very detailed manner that goes beyond mere visual description.

Sean's school is equipped with a vision center, staffed by specialists in vision loss and assistive technology, as well as a technology team that handles most requests related to the general use and maintenance of assistive technology. Staff at the vision center work collaboratively with staff on the technology team to ensure that students using assistive technology in their classrooms are getting the support that they need. They also are active participants in the decision-making process that goes into selecting appropriate assistive technology for a particular student. This decision-making process is driven by **stakeholder collaboration** around the student's needs. This means that Sean, members of his family, several of his teachers, and any other staff who work with Sean are all

involved in discussions about using assistive technology to support his learning needs and goals.

Collaboration also occurs after the initial selection process, as support staff work collaboratively with teachers, engaging in constant, ongoing communication with them. The goal of the collaboration is to provide assistance on a consultative basis, to ensure that teachers know how to use the assistive technology, understand how it is enabling their

***Supporting stakeholder collaboration***

"Any time that a teacher brings in a project... I usually compare notes with them first... Some of them are very involved, and I may need to communicate with them as to whether we can take out some of the lines, maybe I can add something, enlarge the project... we have to communicate with the teacher on everything practically we do... we're in constant communication with them."

Maynard Simmons, vision teacher

students to gain access to the curriculum, and are able to make informed evaluations about whether or not a student is benefiting sufficiently from the assistive technology. It is important that staff who work with Sean **monitor the impact** of the assistive technology on his education. If a teacher feels that Sean is having difficulty with his schoolwork, they will work with staff at the vision center to make sure that the support he gets from the assistive technology remains relevant to his learning needs.

The capacity that exists at Sean's high school is built even more when teachers work collaboratively with the specialists. The more teachers practice at using assistive technology with their students with disabilities, and the more that they learn about the assistive technology, the more likely they are to **become comfortable with the technology and reduce their fear**. Once that fear is gone, teachers feel

***Building capacity***

"With Sean in the class, I took longer to prepare, but it was worth it in the end. Now I have preparation done, in case I have another blind student, I'm somewhat prepared for them... It's prepared me and made me think a lot more about what it is I have to do before I walk in the classroom, before I start teaching."

Patrick Daniels  
high school English teacher

much more comfortable with assistive technology and become more open to trying new things. They are also then much more prepared to use assistive technology with students in the future, which helps to **build the capacity** of the school even further.

Sean's loss of sight hasn't prevented him from benefiting from the same educational

opportunities as his nondisabled students or from following his dreams to become a lawyer. All of his teachers continue to hold high expectations of Sean and work together to make sure that the assistive technology that helps Sean keeps him on track to succeeding inside and outside of school. Not only has assistive technology opened doors for Sean at school, but it also has enabled him to take on a challenging internship program at Legal Aid, potentially opening doors for Sean's postschool goals as well.

**EXECUTIVE SUMMARY FOR THE  
SYNTHESIS ON THE SELECTION AND  
USE OF ASSISTIVE TECHNOLOGY**

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# EXECUTIVE SUMMARY OF THE SYNTHESIS ON THE SELECTION AND USE OF ASSISTIVE TECHNOLOGY

*Prepared by: Allison Gruner, Erin Fleming, Bradley Carl, Christina M. Diamond, Kristin L.A. Ruedel, Jessica Saunders, Christine Paulsen, and Maurice McInerney*

The use of technology in education can have a significant impact on the delivery of services to students with disabilities, yet its potential cannot be fully realized unless it is implemented appropriately. In an effort to examine implementation issues more closely, the U.S. Office of Special Education Programs commissioned the American Institutes for Research to produce a synthesis report on this topic. This report gathered and analyzed information from 47 assistive technology projects. The final report recommends a set of seven, best practice principles that reflect lessons learned about how to implement effective strategies and reduce barriers to selecting and using assistive technology (see sidebar).

1. Providing leadership;
2. Supporting stakeholder collaboration;
3. Monitoring impact;
4. Building capacity;
5. Reducing fear and becoming comfortable with technology;
6. Acknowledging diversity; and
7. Focusing on supporting student learning.

In the accompanying video, students, their families, their teachers, and administrators reveal how assistive technology has bettered their lives, both inside and outside of school. In the materials herein, we provide tips to help guide consumers such as yourself in better integrating assistive technology within effective programs and services for children with disabilities. The seven principles, described in greater detail below, are recurring themes in the stories of the children in the video and are illustrated in the vignettes that follow.

## **Principle #1: Providing leadership**

One of the most critical contributors to the success of any educational intervention is the presence of strong leadership. Leadership, whether at the Federal, state, district, or building level,

establishes and gains buy-in for an overarching vision, fosters a common set of goals and objectives, and cultivates a sense of commitment and excitement about the intervention among students, families, teachers, and staff.

## **Principle #2: Supporting stakeholder collaboration**

Teamwork involving teachers, students, family members, administrators, researchers, and policymakers plays an important role in the success of any intervention. Assistive technology is no different, and requires collaboration among several different groups of stakeholders in order for it to realize benefits for students with disabilities.

## **Principle #3: Monitoring impact**

Monitoring impact helps schools constantly evaluate and improve their services. Monitoring also provides a means for compiling tangible indicators of results, which can generate credibility and enthusiasm for the intervention. Finally, monitoring helps focus the attention of the stakeholders on issues of effectiveness in service provision.

## **Principle #4: Building capacity**

The most effective way to reach every child who is in need is to work to build the capacity of service providers all over the country to provide needed services. Effective capacity building involves four essential elements: (1) acquiring the necessary infra-structure and skills to deliver assistive technology services; (2) assuming ownership for implementation of assistive technology services; (3) devising plans for effective implementation and follow-through; and (4) creating sustainable mechanisms for continued services.

## **Principle #5: Reducing fear and becoming comfortable with technology**

Assistive technology is not common terminology for families or educators, and the thought of

it can make people feel uncomfortable. People often do not feel like they know enough about what is available, how to learn about it, how to access it, how to use it, and how to pay for it. This type of discomfort and lack of confidence regarding assistive technology tends to make people hesitant about using it. They may not be willing to take any risks in trying a new tactic that could open up scores of opportunities for their child or student.

### **Principle #6: Acknowledging diversity**

Students in need of assistive technology represent a variety of backgrounds, including diverse racial-ethnic groups, language- or cultural-minority groups, rural, inner city, or other hard-to-reach areas, low-income groups, and other traditionally underserved populations. Given this range of stakeholders that could benefit from assistive technology, it is important for service providers to proactively reach out to such a broad base. More importantly, service providers need to be sensitive to the different cultural values and norms that characterize specific groups. In many cases, cultural barriers can limit the ability of users to truly benefit from otherwise successful services and programs.

### **Principle #7: Focusing on supporting student learning**

It is important to remember that assistive technology is merely a tool, and that perhaps the most critical principle is to keep the focus on the ultimate goal—which is to use technology to support student learning and high achievement. It is too easy to lose this focus quickly, and to get caught up in the complicated technical, legal, and financial aspects that can make accessing technology challenging. Current and potential users of assistive technology should always be thinking of how these tools can support the specific, unique needs of a student with a disability; and if the tool doesn't support those needs, then it is not a solution.

**FACT SHEET: ASSISTIVE  
TECHNOLOGY AND IDEA '97**

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# **ASSISTIVE TECHNOLOGY AND IDEA '97: WHAT DOES THE IDEA SAY ABOUT ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES?**

*The IEP Team shall. . .consider whether the child requires assistive technology devices and services. (Sec. 614(d)(3)(B)(v))*

The 1997 amendments to the Individuals with Disabilities Education Act (IDEA) recognize the importance of assistive technology for students with disabilities by requiring, for the first time, that assistive technology devices and services be considered in the development of every child's Individualized Education Program (IEP). IDEA defines

- an assistive technology device as any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability, and
- an assistive technology service as any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

Assistive technology devices range from the simplest, everyday tools to the most high-tech technology innovations. These devices can help increase the independence of students with disabilities, as well as help students master basic skills and meet the same academic standards as their non-disabled peers.

It is the responsibility of the IEP team to make the necessary decisions regarding services for children with disabilities that are consistent with IDEA '97. Decisions about whether a child requires assistive technology devices or services are no exception to this rule.

In addition, at the discretion of the parents or the agency, any other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate, may be invited to join the team. This may include a specialist in assistive technology. Such an expert may be called in to perform an assistive technology assessment with the child, provide information regarding the availability, use, and the cost of an assistive technology device or service, and assist in developing goals for the child's IEP.

The Resource Guide included in these materials provides additional information about where to locate information about assistive technology, including where to find specialists in assistive technology.

### **Under the IDEA, the IEP team must include the following individuals:**

- the parents of the child;
- at least one regular education teacher of the child (if the child is, or may be, participating in the general education environment);
- at least one special education teacher of the child or, if appropriate, at least one special education provider of the child;
- a representative of the public agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the individual needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the public agency;
- an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; and
- if appropriate, the child.

# **RESOURCE GUIDE**

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# RESOURCE GUIDE

This guide lists many resources on the national and state levels that can be drawn upon by parents, teachers and administrators when helping children with disabilities access the technological tools necessary to succeed in school. The guide is divided into six categories of resources:

- *Government Agencies*
- *National Organizations*
- *Tech Act Projects (TAPs)*
- *Alliance for Technology Access Resource Centers*
- *Special Education Resource Centers*
- *Researchers as Resources*

Each section includes a description of the resource category and a list of resources, followed by contact information when possible. The listings presented here are by no means exhaustive, but are intended as an introduction to what is available on a state and national level. If they cannot provide the services you need, many of the individuals and organizations listed here can direct you to other organizations. The inclusion of any resource or individual in this guide is in no way an endorsement of that resource or individual by the U.S. Department of Education.

A variety of sources are available at all levels to help you build an information network, but funding, support services, and information sources are often local. In fact, districts frequently receive more help from regional, state, and local organizations than from national ones. With this in mind, many of the resources listed below may direct you to further resources closer to home.

## Government Agencies

### U.S. Department of Education

400 Maryland Avenue, SW  
Washington, DC 20202  
<http://www.ed.gov>

### Office of Special Education and Rehabilitation Services (OSERS)

U.S. Department of Education  
Room 3090  
Switzer Building  
330 C Street, SW  
Washington, DC 20202  
<http://www.ed.gov/offices/OSERS>

## National Organizations And Resources

Many national organizations have local chapters throughout the country and, in some cases, try to meet the specific needs of parents, teachers and administrators by providing school-specific information and services. While not all of the organizations listed below deal with assistive technology directly, all provide assistive technology services and can tell you how to contact other appropriate organizations.

**ABLEDATA**

8455 Colesville Road, Suite 935  
Silver Spring, MD 20910  
(301) 608-8998 or (800) 227-0216 (Voice)  
(301) 608-8912 (TTY)  
<http://www.abledata.com>

ABLEDATA is an electronic database of information on and detailed descriptions of assistive technology and rehabilitation equipment available in the United States. The database lists over 22,000 commercially available products, non-commercial prototypes, customized products, and one-of-a-kind products. Searches can be conducted through their Web site, or by contacting an information specialist at the above numbers.

**Associations of Service Providers Implementing IDEA Reforms in Education (ASPIIRE)**

The Council for Exceptional Children  
1110 North Glebe Road, Suite 300  
Arlington, VA 22201-5704  
(877) CEC-IDEA  
(866) 915-5000  
[ideapractices@cec.sped.org](mailto:ideapractices@cec.sped.org)

<http://www.ideapractices.org/aspiire.htm>

ASPIIRE is an organization that brings together teachers and related services providers by partnering with more than 16 educational and related services associations to provide the needed information, ideas and technical assistance to implement IDEA '97.

**Elementary and Middle Schools Technical Assistance Center (EMSTAC)**

American Institutes for Research  
1000 Thomas Jefferson Street, NW, Suite 400  
Washington, DC 20007  
(202) 944-5300 (Voice)  
(877) 334-3499 (TTY)  
[emstac@air.org](mailto:emstac@air.org)

<http://www.emstac.org>

The mission of EMSTAC is to identify and meet the technical assistance needs of elementary and middle schools to improve educational outcomes for children with disabilities. EMSTAC is testing 3 strategies for providing technical assistance in order to develop a comprehensive technical assistance approach that can be used nationwide.

**Families and Advocates Partnership for Education (FAPE)**

PACER Center  
8161 Normandale Boulevard  
Bloomington, MN 55437-1044  
(952) 838-9000 or (888) 248-0822 (Voice)  
(952) 838-0190 (TTY)

[fape@pacer.org](mailto:fape@pacer.org)

<http://www.fape.org>

FAPE aims to inform and educate families and advocates about the Individuals with Disabilities Education Act of 1997 and promising practices. Links families, advocates and self-advocates.

## **Family Center on Technology and Disability**

UCP/FCTD

1660 L Street, NW,

Washington, D.C. 20036

(800) USA-5UCP (Voice)

(202) 973-7197 (TDD)

<http://fctd.ucp.org/fctd/taboufctdt.htm>

The purpose of the Family Center is to assist organizations and programs serving families of children with disabilities by providing information and support on accessing and using assistive technology.

The Family Center web site includes a database of materials, informational resources, model programs that provide technology information, and contact information on the members of our network of organizations. The following model programs were included in the OSEP-sponsored report on the appropriate selection and use of assistive technology:

- **Assistive Technology Library of Alaska (ATLA)**

2217 East Tudor Road, #4

Anchorage, AK 99507

(907) 563-2599

E-mail: [atla@alaska.net](mailto:atla@alaska.net)

ATLA's goal is to help individuals and families overcome barriers to finding and accessing appropriate assistive technology. ATLA offers assessments and recommendations, provides sale or rental of technology products, and offers training in the use and maintenance of devices, and has a lending library. ATLA serves as a resource for people with disabilities from birth throughout the life span, parents, other family members, caregivers, educators and professionals.

- **United Cerebral Palsy of Kansas (UCP-K): Purchase of Assistive Technology Project**

PO Box 2717

5111 East 21st Street

Wichita, KS 67208

(316) 688-1888

The overarching goal of this project is to assist families who have assistive technology needs to secure the necessary equipment. Its primary activities include collaborating with state, civic and charitable organizations to develop innovative funding packages that will enable residents who have disabilities to obtain assistive technology. Annually, it strives to secure assistive technology and related services valued in excess of \$300,000 for at least 200 families from across the state.

- **Parents Helping Parents – iTECH Center**

3041 Olcott Street

Santa Clara, CA 95054

(408) 727-5775

<http://www.php.com>

The goal of the iTECH Center is to ensure that children and adults with special needs, their families and the professionals who serve them are aware of and utilize technology to enhance potential and to broaden the quality and enjoyment of their lives. To meet this goal, iTECH provides training, workshops, and has a substantial number of technology devices available for individuals, families, and professionals to explore and try out at no cost.

- **United Cerebral Palsy Associations of New Jersey (UCPA-NJ)**

Rehabilitation Technology Services  
354 South Broad Street  
Trenton, NJ 08608  
(888) 322-1918  
<http://www.ucpanj.org>

This agency's multiple technology-related projects share the common goal of helping individuals and families to identify the technology solutions that best meet their needs and to enable them to obtain and use the technology. The agency utilizes its extensive in-house technological expertise to assist individuals and families throughout the state by conducting evaluations and trainings, providing custom fabrication of devices, as well as other services.

- **Assistive Technology Resource Center of Hawaii (ATRC)**

414 Kuwili Street, Suite 104  
Honolulu, HI 96817  
(808) 532-7110  
[atrc@atrc.org](mailto:atrc@atrc.org)  
<http://www.atrc.org>

Through extensive collaborations with community-based organizations and private partners, ATRC works to fulfill its goals of promoting increased awareness and greater access to assistive technology, and increasing consumer and provider skills, involvement and empowerment with technology. Through catalogues, electronic databases and other resources, ATRC has access to information on more than 24,000 assistive technology devices, and also provides workshops, training, equipment lending libraries and a computer lab.

- **United Cerebral Palsy of Greater Suffolk, Mobility Opportunities Via Education (MOVE)**

The Children's Center  
United Cerebral Palsy Association of Greater Suffolk  
250 Marcus Boulevard  
Happauge, NY 11788-8845  
(516) 543-2338

MOVE is a therapeutic and educational program designed to help people learn the skills needed for sitting, standing, and walking. This collaborative program utilizes the services and knowledge of parents, educators, therapists and other support personnel to help participants learn and practice skills while engaged in activities of daily living.

**IDEA Local Implementation by Local Administrators (ILIAD)**

The Council for Exceptional Children  
1110 North Glebe Road, Suite 300  
Arlington, VA 22201-5704  
(877) CEC-IDEA (Voice)  
(866) 915-5000 (TTY)  
[ideapractices@cec.sped.org](mailto:ideapractices@cec.sped.org)  
<http://www.ideapractices.org/iliad.htm>

ILIAD supports associations of educational leaders, involving more than 16 educational and related services associations to provide the needed information, ideas and technical assistance to implement IDEA '97.

## **LINK US**

Center to Link Urban Schools with Information and Support on Technology and Special Education  
Education Development Center, Inc.

55 Chapel Street  
Newton, MA 02158  
(617) 969-7100

<http://www.edc.org/LINKUS>

The purpose of this project is to develop a model that guides urban schools in their quest to access and effectively utilize information and support about the use of technology for students with disabilities. To build this model, LINK US is initially working with two urban school districts: Boston, MA and New York Community School District 15.

## **National Center on Accessing the General Curriculum (NCAC)**

Center for Applied Special Technology

39 Cross Street  
Peabody, MA 01960  
(978) 531-8555 (Voice)  
(978) 531-3110 (TTY)

[chitchcock@cast.org](mailto:chitchcock@cast.org)

<http://www.cast.org/ncac>

The NCAC is a strategic research program to synthesize existing knowledge and to evaluate policies that affect access to the general education curriculum, and to plan and implement national leadership and dissemination activities. Established to provide a vision of how new curricula, teaching practices, and policies can be woven together to create practical approaches for improved access to the general curriculum by students with disabilities.

## **National Center to Improve Tools of Educators (NCITE)**

University of Oregon

DLIL College of Education  
1211 University of Oregon  
Eugene, OR 9703-1211  
(541) 346-1646

<http://darkwing.uoregon.edu/~ncite/>

NCITE's mission is to advance the quality of technology, media, and materials for students with diverse learning needs by assisting publishers in developing high-quality tools. The work of NCITE is to continue the identification and analysis of curriculum design principles for their efficacy with diverse learners and feasibility of translation into educational materials, media, and technology.

## **National Center on Secondary Education and Transition**

University of Minnesota  
102 Pattee Hall  
150 Pillsbury Drive, SE  
Minneapolis, MN 55455

(612) 624-2097

[ncset@icimail.coled.umn.edu](mailto:ncset@icimail.coled.umn.edu)

<http://ici.umn.edu/ncset>

The National Center on Secondary Education and Transition seeks to increase the capacity of national, state and local agencies and organizations to improve secondary education and transition results for youth with disabilities and their families by coordinating national resources that connect

policymakers, administrators, professionals, educators, employers, parents, and youth with disabilities to information and useful resources; developing research-to-practice tools for everyday use; and providing technical assistance and outreach.

**National Early Childhood Technical Assistance System (NECTAS)**

137 East Franklin Street, Suite 500

Chapel Hill, NC 27514-3628

(919) 962-2001 (Voice)

(877) 574-3194 (TTY)

nectas@unc.edu

<http://www.nectas.unc.edu>

NECTAS is a national technical assistance consortium working to support states, jurisdictions, and others to improve services and results for young children with disabilities and their families. The consortium is composed of the following six organizations: the Frank Porter Graham Child Development Center, the Federation for Children with Special Needs, the Georgetown University Child Development Center, the National Association of State Directors of Special Education (NASDSE), and ZERO TO THREE.

**National Information Center for Children and Youth with Disabilities (NICHCY)**

**Academy for Educational Development**

P.O. Box 1492

Washington, DC 20013-1492

(202) 884-8200 or (800) 695-0285 (Voice)

(202) 884-8441 (TTY)

nichcy@aed.org

<http://www.nichcy.org>

NICHCY is the national information and referral center that provides information on disabilities and disability-related issues for families, educators, and other professionals, with a special focus on children and youth (birth to age 22). Services include information specialists, publications, databases, library, and referrals to other disability organizations.

**National Parent Network on Disabilities (NPND)**

1727 King Street, Suite 305

Alexandria, VA 22314

(703) 684-6763

<http://www.npnd.org>

The NPND is a membership organization open to all agencies, organizations, parent centers, parent groups, professionals, and individuals concerned with the quality of life for people with disabilities.

**National School Boards Association (NSBA)**

1680 Duke Street

Alexandria, VA 22314

(703) 838-6722

<http://www.nsba.org>

NSBA is a not-for-profit federation of state associations of school boards across the United States and the school boards of the District of Columbia, Guam, Hawaii, Puerto Rico, and the U.S. Virgin Islands. NSBA represents the nation's 95,000 school board members. These board members govern 14,772 local school districts that serve more than 45 million public school students—approximately 90 percent of all elementary and secondary school students in the nation.

**Parents and Educators Resource Center (PERC)**

1660 South Amphlett Boulevard, Suite 200

San Mateo, CA 94402-2508

(415) 655-2410

<http://www.perc-schwabfdn.org>

PERC is a membership organization that conducts educational programs, publishes the quarterly Parent Journal newsletter, and offers information and referrals. PERC also maintains a library of books, articles, video and audiotapes, and recommended readings.

**The PACER Center, Inc.**

4826 Chicago Avenue South

Minneapolis, MN 55417

(612) 827-2966

<http://www.pacer.org>

The PACER Center offers 20 major disability and special education programs, including Parent Training programs, programs for students and schools, and technical assistance to parent centers both regionally and nationally.

**Policymaker Partnership for Implementing IDEA '97 (PMP)**

National Association of State Directors of Special Education

1800 Diagonal Road, Suite 320

Alexandria, VA 22314-2840

(703) 519-3800 or (877) IDEA-INFO (Voice)

(703) 519-7008 (TTY)

[pmp@nasdse.org](mailto:pmp@nasdse.org)

<http://www.ideapolicy.org>

The Policymaker Partnership at the National Association of State Directors of Special Education increases the capacity of policymakers to act as informed change agents who are focused on improving educational results for students with disabilities.

**Technical Assistance Alliance for Parent Centers – the Alliance**

PACER Center

8161 Normandale Boulevard

Bloomington, MN 55437-1044

(952) 838-9000 or (888) 248-0822 (Voice)

(952) 838-0190 (TTY)

[alliance@taalliance.org](mailto:alliance@taalliance.org)

<http://www.taalliance.org>

The Alliance focuses on providing technical assistance for establishing, developing, and coordinating parent training and information projects under the Individuals with Disabilities Education Act. The Alliance is prepared to offer a variety of resources that will launch parent training and information centers into the 21st Century.

**Technology and Media Services for Individuals with Disabilities**

University of Kentucky Assistive Technology Research Institute

Department of Special Education and Rehabilitation

229 Taylor Education Building

Lexington, KY 40506

(859) 257-7908

tsh@pop.uky.edu

This research project examines factors related to the planning, development, implementation, and evaluation of AT services in schools, and disseminates the findings to school personnel to develop and/or improve AT policies and practices for students with disabilities.

## **Tech Act Projects (TAPs)**

Technical Assistance Projects (TAPs) are funded under the Technology-Related Assistance for Individuals with Disabilities Act of 1988 and under amendments made in 1994, jointly referred to as the Tech Act. TAPs are designed to establish in each state consumer-responsive, comprehensive, statewide programs to increase access to assistive technology for individuals with disabilities and their families. Many states have authorized their Vocational Rehabilitation Agencies to oversee the implementation of their TAP, but several states have designated the State Department of Education as the lead agency. Other state TAPs are organized through the governor's office, are university-affiliated programs, or exist as independent organizations.

Services provided by TAPs include information and referral, equipment demonstration, training, and financial assistance. In fact, state TAPs can generally provide some of the most comprehensive information on financial issues in the state and, unlike other organizations, often support loan programs for the purchase of tools. These organizations are active in outreach to underrepresented and rural populations, and in coordinating activities between other state agencies and private entities that provide assistive technology devices and services.

### **National Project:**

#### **Technical Assistance Project**

Rehabilitation Engineering and Assistive Technology Society of North America (RESNA)

1700 N. Moore Street, Suite 1540

Arlington, VA 22209-1903

(703) 524-6686

<http://www.resna.org/taproject>

### **State Projects:**

#### **Alabama STAR: Statewide Technology Access and Response System for Alabamians with Disabilities**

Alabama Department of Rehabilitation Services

2129 E. South Boulevard

Montgomery, AL 36111

(334) 281-8780

<http://www.rehab.state.al.us/star.html>

#### **Assistive Technologies of Alaska**

1016 West 6<sup>th</sup>, Suite 205

Anchorage, AK 99501

(907) 563-0138 or (907) 269-3569

<http://www.labor.state.ak.us/at/index.htm>

**Arizona Technology Access Program (AzTAP)**

Northern Arizona University  
2715 N. 3<sup>rd</sup> Street, Suite 104  
Phoenix, AZ 85004  
(800) 477-9921  
<http://www.nau.edu/ihd/aztap/>

**Arkansas ICAN (Increasing Capabilities Access Network)**

Arkansas Rehabilitation Services  
2201 Brookwood Drive, Suite 117  
Little Rock, AR 72202  
(501) 666-8868 or (800) 828-2799  
<http://www.arkansas-ican.org>

**Assistive Technology Network (formerly CA AT System)**

660 J Street, Suite 270  
Sacramento, CA 95814  
(800) 390-2699  
<http://www.atnet.org>

**Connecticut Tech Act Project (CTTAP)**

Dept. of Social Services, BRS  
11th floor  
25 Sigourney Street  
Hartford, CT 06106  
(860) 424-4872  
<http://www.ucc.uconn.edu/~techact/>

**Delaware Assistive Technology Initiative (DATI)**

University of Delaware/Alfred I. duPont Institute  
Applied Sciences and Engineering Laboratories  
P.O. Box 269  
Wilmington, DE 19899-0269  
(302) 651-6790 or (800) 870-DATI  
<http://www.asel.udel.edu/dati/>

**Florida Alliance for Assistive Services and Technology (FAAST)**

1020 East Lafayette Street, Suite 110  
Tallahassee, Florida 32301-4546  
(850) 487-3278  
<http://www.faast.org>

**Georgia Assistive Technology Program - Tools for Life**

Georgia Department of Human Resources  
Division of Rehabilitation Services  
2 Peachtree Street NW, Suite 23-411  
Atlanta, GA 30303-3166  
(404) 657-3084 or (800) 497-8665

<http://www.gatfl.org>

**Guam System for Assistive Technology**

University of Guam  
Office of Academic Affairs  
UOG Station  
House #12 Dean's Circle  
Mangilao, Guam 96923  
(671) 735-2490 or (671) 735-2493

**Assistive Technology Resource Centers of Hawaii (Formerly Hawaii Assistive Technology Training and Services, or HATTS)**

414 Kuwili Street, Suite 104  
Honolulu, Hawaii 96817  
(808) 532-7110  
<http://www.atrc.org>

**Idaho Assistive Technology Project (IATP)**

University of Idaho  
Idaho Center on Developmental Disabilities  
129 W. Third Street, Professional Building  
Moscow, ID 83843-4401  
(208) 885-3559  
<http://www.its.uidaho.edu/cdhd/>

**Illinois Assistive Technology Project (IATP)**

1 West Old State Capitol Plaza, Suite 100  
Springfield, Illinois 62701  
(217) 522-7985  
<http://www.iltech.org>

**Iowa Program for Assistive Technology (IPAT)**

University of Iowa  
University Hospital School  
100 Hawkins Drive, Room S295  
Iowa City, Iowa 52242-1011  
(800) 331-3027  
<http://www.uiowa.edu/infotech/>

**(Kansas) Assistive Technology for Kansans**

University of Kansas-Parsons, UAP  
Parsons Assistive Technology Center  
2601 Gabriel, P.O. Box 738  
Parsons, KS 67357  
(316) 421-8367  
<http://www.atk.lsi.ukans.edu>

**Kentucky Assistive Technology Service Network (KATS)**

Kentucky Department for the Blind/KATS Coordinating Center  
Charles McDowell Center  
8412 Westport Road  
Louisville, KY 40242  
(502) 327-0022 or (800) 327-5287  
<http://www.katsnet.org>

**Louisiana Assistive Technology Access Network (LATAN)**

P.O. Box 14115  
Baton Rouge, LA 70898-4115  
(225) 925-9500 or (800) 270-6185  
<http://www.latan.org>

**Maryland Technology Assistance Program (MDTAP)**

2301 Argonne Drive T17  
Baltimore, MD 21218  
(800) 832-4827  
<http://www.mdtp.org>

**Massachusetts Assistive Technology Partnership Center (MATP Center)**

Massachusetts Commission for the Deaf and Hard of Hearing  
Children's Hospital, Boston  
1295 Boylston Street, Suite 310  
Boston, MA 02215  
(617) 355-7820  
<http://www.matp.org>

**Michigan's Assistive Technology Project: TECH 2000**

Michigan Jobs Commission - Rehabilitation Services  
Michigan Disability Rights Coalition  
740 West Lake Lansing Road  
Suite 400  
East Lansing, MI 48823  
(517) 333-2477  
<http://www.copower.org>

**(Minnesota) System of Technology to Achieve Results (STAR)**

Governor's Advisory Council on Technology for People with Disabilities  
300 Centennial Building  
658 Cedar Street  
St. Paul, MN 55155  
(651) 296-2771 or (800) 657-3862  
<http://www.admin.state.mn.us/assistivetechology/>

**Missouri Assistive Technology Project (MATP)**

Missouri Department of Labor & Industrial Relations  
Governor's Council on Disability

4731 South Cochise, Suite 114  
Independence, MO 64055-6975  
(816) 373-5193  
<http://www.dolir.state.mo.us/matp/>

**The Montana Rural Institute on Disabilities**

University of Montana  
52 Corbin Hall  
Missoula, MT 59812  
(406) 243-5467 or (800) 732-0323  
<http://ruralinstitute.umt.edu>

**Nebraska Assistive Technology Partnership**

5143 South 48th Street, Suite C  
Lincoln, NE 68516-2204  
(402) 471-0734 or (888) 806-6287  
<http://www.nde.state.ne.us/ATP/TECHome.html>

**(New Hampshire) Institute on Disability**

University of New Hampshire  
7 Leavitt Lane, Suite 101  
Durham, NH 03824-3522  
(603) 862-4320  
<http://www.iod.unh.edu>

**New Mexico Technology Assistance Program (NMTAP)**

435 Saint Michaels Drive, Building D  
Santa Fe, NM 87505  
(800) 866-2253 (ABLE)  
<http://www.nmtap.com>

**New Jersey Protection and Advocacy, Inc.**

210 South Broad St, 3<sup>rd</sup> Floor  
Trenton, NJ 08608  
(609) 292-9742  
<http://www.njpanda.org/NJPAhome.html>

**New York State Office of Advocate for Persons with Disabilities**

1 Empire State Plaza, Suite 1001  
Albany, NY 12223-1150  
(518) 474-2825  
<http://www.advoc4disabled.state.ny.us/>

**North Carolina Assistive Technology Project**

North Carolina Department of Human Resources  
Division of Vocational Rehabilitation Services  
1110 Navaho Drive, Suite 101  
Raleigh, NC 27609

(919) 850-2787  
<http://www.mindspring.com/~ncatp>

**(North Dakota) Interagency Program for Assistive Technology (IPAT)**

North Dakota Office of Vocational Rehabilitation  
Department of Human Services  
P.O. Box 743  
Cavalier, ND 58220  
(701) 265-4807  
<http://www.ndipat.org>

**CNMI System of Technology-Related Assistance for Individuals with Disabilities (STRAID)**

Commonwealth of the Northern Mariana Islands (CNMI)  
Governor's Council on Developmental Disabilities  
P.O. Box 502565  
Saipan, MP 96950-2565  
(670) 664-7000  
<http://www.cnmiddcouncil.org/atstraid/atflash.htm>

**Assistive Technology of Ohio**

J. L. Camera Center, 9th Floor  
2050 Kenny Road  
Columbus, OH 43221  
(614) 292-2426 or (800) 784-3425  
<http://www.atohio.org>

**Oklahoma ABLE Tech Assistive Technology Project**

Oklahoma State University Wellness Center  
1514 W. Hall of Fame Road  
Stillwater, OK 74078-2026  
(405) 744-9864 or (800) 257-1705  
<http://okabletech.okstate.edu>

**Pennsylvania's Initiative on Assistive Technology (PIAT)**

Temple University  
Institute on Disabilities/UAP  
Room 423 Ritter Annex  
1301 Cecil B. Moore Ave.  
Philadelphia, PA 19122  
(215) 204-1356 or (800) 204-7428  
[http://www.temple.edu/inst\\_disabilities/](http://www.temple.edu/inst_disabilities/)

**Rhode Island Assistive Technology Access Partnership (ATAP)**

Rhode Island Department of Human Services  
Office of Rehabilitation Services  
40 Fountain Street  
Providence, RI 02903-1898  
(401) 421-7005

<http://www.ors.state.ri.us/>

**South Carolina Assistive Technology Program**

USC School of Medicine  
Center for Disability Resources  
Columbia, SC 29208  
Phone: (803) 935-5263  
<http://www.public.usit.net/jjendron/>

**South Dakota Assistive Technology Project (DakotaLink)**

South Dakota Department of Human Services  
Division of Rehabilitation Services  
Black Hills Special Services Cooperative  
1925 Plaza Blvd.  
Rapid City, SD 57702  
(605) 224-5336  
<http://dakotalink.tie.net/>

**Tennessee Technology Access Project (TTAP)**

Cordell Hull Bldg, 5<sup>th</sup> Floor  
425 5<sup>th</sup> Avenue North  
Nashville, Tennessee 37243  
(615) 532-3122 or (800) 732-5059  
<http://www.state.tn.us/mental/ttap.html>

**Texas Assistive Technology Partnership (TATP)**

The University of Texas at Austin  
Texas UAP/Department of Special Education  
SZB Room 306, D5300  
Austin, TX 78712-1290  
(512) 471-7621  
<http://www.edb.utexas.edu/coe/depts/sped/tatp/tatp.html>

**Utah Assistive Technology Program (UATP)**

6588 Old Main Hill  
Logan, UT 84322-6588  
(435) 797-3824  
<http://www.uatp.usu.edu>

**Vermont Assistive Technology Project**

Vermont Department of Aging and Disabilities  
103 S. Main Street  
Weeks Building  
Waterbury, VT 05671-2305  
(802) 241-2620  
<http://www.dad.state.vt.us/atp/>

**Virginia Assistive Technology System (VATS)**

Virginia Department of Rehabilitative Services  
8004 Franklin Farms Drive  
Richmond, VA 23288-0300  
(804) 662-9990  
<http://www.vats.org>

**Washington Assistive Technology Alliance (WATA)**

Washington Division of Vocational Rehabilitation  
University of Washington  
Box 357920  
Seattle, WA 98195-7920  
(206) 685-4181 or (800) 841-8345  
<http://wata.org>

**West Virginia Assistive Technology System (WVATS)**

West Virginia Division of Rehabilitation Services  
West Virginia University Affiliated Center for Developmental Disabilities  
955 Hartman Run Road  
Morgantown, WV 26505  
(304) 293-7294  
<http://www.ced.wvu.edu/Programs/Community/WVATS/index.htm>

**WI Assistive Technology Information Network: WisTech**

Division of Supportive Living  
P.O. Box 7851  
1 W. Wilson Street, Rm. 450  
Madison, WI 53707  
(608) 266-9303  
<http://www.wistech.org>

**Wyoming New Options in Technology (WYNOT)**

1465 N. 4<sup>th</sup> Street, Suite 111  
Laramie, WY 82072  
(307) 766-2084 or (800) 861-4312  
<http://wind.uwyo.edu/wynot/>

**Alliance For Technology Access Resource Centers**

The Alliance for Technology Access (ATA) is a nationwide network of non-profit, community-based resource centers "dedicated to providing information and support services to children and adults with disabilities and increasing their use of standard, assistive, and information technologies." Currently, there are 40 Alliance resource centers in 28 states. Some centers serve only the state in which they are located, but others provide services across state lines to surrounding counties or metropolitan areas.

Generally, Alliance centers provide information and referral, technical assistance, and training services. Alliance centers emphasize hands-on activities and many centers support assessment and

evaluative services, product demonstrations, lending library resources, computer lab access, technology workshops, and professional development training. Some centers collaborate with commercial publishers to develop effective products and many work closely with local school districts to provide assessment, support, and technical assistance to students and educators.

### **National Office:**

2175 East Francisco Blvd., Suite L  
San Rafael, CA 94901  
(415) 455-4575  
(415) 455-0491 (TTY)  
<http://www.ataccess.org/>  
E-mail: [atainfo@ataccess.org](mailto:atainfo@ataccess.org)

A complete state-by-state listing of Alliance for Technology Access Resource Centers is provided below. (Please note that some states currently have no Alliance Resource Centers) Consult the organizations in your state for more information about the services they provide.

### **State Resource Centers:**

#### **ALABAMA**

Birmingham Alliance for Technology Access Center  
Birmingham Independent Living Center  
206 13th Street South  
Birmingham, AL 35233-1317  
(205) 251-2223  
E-mail: [mikenorris@mindspring.com](mailto:mikenorris@mindspring.com)

Technology Assistance for Special Consumers  
P.O. Box 443  
Huntsville, AL 35804  
(205) 532-5996  
[tasc@traveller.com](mailto:tasc@traveller.com)  
<http://tasc.ataccess.org>

#### **ARIZONA**

Technology Access Center of Tucson  
P.O. Box 13178  
4710 East 29th Street  
Tucson, AZ 85732-3178  
(520) 745-5588 ext. 1265  
[tactaz@aol.com](mailto:tactaz@aol.com)

## **ARKANSAS**

Technology Resource Center  
c/o Easter Seals Arkansas  
3920 Woodland Heights Road  
Little Rock, AR 72212-2495  
(501) 227-3602  
atrce@aol.com  
<http://www.arkeasterseals.org>

## **CALIFORNIA**

Center for Accessible Technology  
2547 8th St., 12-A  
Berkeley, CA 94710-2572  
(510) 841-3224  
info@cforat.org  
<http://www.cforat.org>

Computer Access Center  
P. O. Box 5336  
Santa Monica, CA 90409  
(310) 338-1597  
cac@cac.org  
<http://www.cac.org>

iTECH - Parents Helping Parents  
3041 Olcott Street  
Santa Clara, CA 95054-3222  
(408) 727-5775  
iTech@php.com  
<http://www.php.com>

Team of Advocates for Special Kids  
100 W. Cerritos Ave.  
Anaheim, CA 92805-6546  
(714) 533-8275  
taskca@aol.com

## **FLORIDA**

CITE, Inc. - Center for Independence, Technology & Education  
215 E. New Hampshire St.  
Orlando, FL 32804  
(407) 898-2483  
citeinfo@cite-fl.com

## **GEORGIA**

Tech-Able, Inc.  
1114 Brett Drive, Suite 100  
Conyers, GA 30094  
(770) 922-6768  
techable@america.net

## **HAWAII**

Aloha Special Technology Access Center  
710 Green St.  
Honolulu, HI 96813  
(808) 523-5547  
astachi@yahoo.com  
<http://www.geocities.com/astachi/index.html>

## **IDAHO**

United Cerebral Palsy of Idaho, Inc.  
5530 West Emerald  
Boise, ID 83706  
(208) 377-8070  
ucpidaho@aol.com  
<http://ucpidaho.ataccess.org>

## **ILLINOIS**

Northern Illinois Center for Adaptive Technology  
3615 Louisiana Road  
Rockford, IL 61108-6195  
(815) 229-2163  
[davegrass@earthlink.net](mailto:davegrass@earthlink.net)  
<http://www.nicat.ataccess.org>

Technical Aids & Assistance for the Disabled Center  
1950 West Roosevelt Road  
Chicago, IL 60608  
(312) 421-3373 or (800) 346-2939  
taad@interaccess.com  
<http://homepage.interaccess.com/~taad>

## **INDIANA**

Assistive Technology Training and Information Center  
Attic: A Resource Center on Independent Living  
3354 Pine Hill Drive  
P.O. Box 2441  
Vincennes, IN 47591

(812) 886-0575  
[inattic1@aol.com](mailto:inattic1@aol.com)  
<http://www.theattic.org>

## **KANSAS**

Technology Resource Solutions for People  
1710 West Schilling Road  
Salina, KS 67402  
(785) 827-9383  
[trspks@midusa.net](mailto:trspks@midusa.net)

## **KENTUCKY**

Bluegrass Technology Center  
961 Beasley Street, Suite 103A  
Lexington, KY 40507  
(859) 294-4343  
[office@bluegrass-tech.org](mailto:office@bluegrass-tech.org)  
<http://www.bluegrass-tech.org>

Enabling Technologies of Kentuckiana  
Louisville Free Public Library  
301 York Street  
Louisville, KY 40203-2257  
(502) 574-1637  
(800) 890-1840 (KY only)  
[entech@iglou.com](mailto:entech@iglou.com)  
<http://www.kde.state.ky.us/oet/customer/at/>

Western Kentucky Assistive Technology Consortium  
PO Box 266  
Murray, KY 42071  
(270) 759-4233  
[wkate@cablecomm-ky.net](mailto:wkate@cablecomm-ky.net)  
<http://www.kde.state.ky.us/oet/customer/at/>

## **MARYLAND**

Learning Independence Through Computers, Inc. (LINC)  
1001 Eastern Avenue, 3rd floor  
Baltimore, MD 21202  
(410) 659-5462  
[lincmd@aol.com](mailto:lincmd@aol.com)  
<http://www.linc.org>

## **MICHIGAN**

Michigan's Assistive Technology Resource  
1023 S. US 27  
St. Johns, MI 48879-2424  
(517) 224-0333 or (800) 274-7426  
matr@match.org  
<http://www.matr.org>

## **MINNESOTA**

PACER Computer Resource Center  
4826 Chicago Avenue South  
Minneapolis, MN 55417-1098  
(612) 827-2966  
E-mail: [pacercrc@aol.com](mailto:pacercrc@aol.com)  
<http://www.pacer.org/crc/crc.htm>

## **MONTANA**

Parents, Let's Unite for Kids (PLUK)  
516 N 32nd St  
Billings MT 59101  
(406) 255-0540  
(800) 222-7585 (MT only)  
[plukinfo@pluk.org](mailto:plukinfo@pluk.org)  
<http://www.pluk.org>

## **NEW JERSEY**

TECH Connection  
Assistive Technology Solutions  
c/o Family Resource Associates, Inc.  
35 Haddon Avenue  
Shrewsbury, NJ 07702-4007  
(908) 747-5310  
[tecconn@aol.com](mailto:tecconn@aol.com)

Center for Enabling Technology  
622 Route 10 West, Suite 22B  
Whippany, NJ 07981  
(973) 428-1455 (Voice)  
(973) 428-1450 (TTY)  
[cetnj@aol.com](mailto:cetnj@aol.com)

## **NEW YORK**

Techspress Resource Center for Independent Living  
P.O. Box 210  
401-409 Columbia Street  
Utica, NY 13503-0210  
(315) 797-4642 (Voice)  
(313) 797-5837 (TTY)  
lana.gossin@rcil.com

## **NORTH CAROLINA**

Carolina Computer Access Center  
Metro School  
700 East Second Street  
Charlotte, NC 28202-2826  
(704) 342-3004  
[ccacnc@aol.com](mailto:ccacnc@aol.com)  
<http://www.ataccess.org>

## **OHIO**

Technology Resource Center  
1133 Edwin C. Moses Blvd, Suite 370  
Dayton, OH 45424  
(937) 461-3305  
[trcdoh@aol.com](mailto:trcdoh@aol.com)

## **RHODE ISLAND**

TechACCESS Center of Rhode Island  
110 Jefferson Blvd.  
Warwick, RI 02888  
(401) 463-0202  
(800) 916-TECH (RI only)  
[techaccess@techaccess-ri.org](mailto:techaccess@techaccess-ri.org)

## **TENNESSEE**

East Tennessee Technology Access Center, Inc.  
4918 North Broadway  
Knoxville, TN 37918  
(423) 219-0130  
[etstactn@aol.com](mailto:etstactn@aol.com)  
<http://www.korrnet.org/ettac/>

Technology Access Center of Middle Tennessee  
Fountain Square, Suite 126  
2222 Metrocenter Blvd  
Nashville, TN 37228  
(615) 248-6733 or (800) 368-4651  
tac.tn@nashville.com

West Tennessee Special Technology Access Resource Center (STAR)  
P.O. Box 3683  
60 Lynoak Cove Jackson, TN 38305  
(901) 668-3888 or (800) 464-5619  
mdoumitt@starcenter.tn.org or infostar@starcenter.tn.org  
<http://www.starcenter.tn.org>

## **UTAH**

The Computer Center for Citizens with Disabilities  
c/o Utah Center for Assistive Technology  
1595 West, 500 South  
Salt Lake City, UT 84104  
(801) 877-9533  
cboogaar@usor.state.ut.us

## **VIRGIN ISLANDS**

Virgin Islands Resource Center for the Disabled, Inc.  
P.O. Box 308427  
St. Thomas, VI 00803-8427  
(809) 777-2253  
vircd@islands.vi

## **VIRGINIA**

Tidewater Center for Technology Access  
1413 Laskin Road  
Virginia Beach, VA 23451  
(757) 437-6542  
tcta@aol.com  
<http://tcta.ataccess.org>

## **WEST VIRGINIA**

Eastern Panhandle Technology Access Center, Inc.  
P.O. Box 987  
300 S. Lawrence St.  
Charles Town, WV 25414  
(304) 725-6473  
eptac@earthlink.net  
<http://eptac.ataccess.org>

## Special Education Resource Centers

These centers constitute a nationwide technical assistance network to respond to the needs of students with disabilities, especially students from under-represented populations. Through their work, the resource centers provide a national precedent for establishing technical assistance activities within and across regions by identifying and synthesizing emerging issues and trends. Also, the resource centers work with OSEP to plan national conferences of education professionals, with the object of communicating OSEP priorities and promoting positive systemic change in special education programs across the nation.

### **The Federal Resource Center for Special Education (FRC)**

ACADEMY FOR EDUCATIONAL DEVELOPMENT

1875 Connecticut Ave., NW suite 900

Washington, DC 20009

(202) 884-8215 (Voice)

(202) 884-8200 (TTY)

[frc@aed.org](mailto:frc@aed.org)

<http://www.dssc.org/frc/>

### **Northeast Regional Resource Center (NERRC)**

LEARNING INNOVATIONS AT WESTED

20 Winter Sport Lane

Williston, VT 05495

(802) 658-5036 (Voice)

802-860-1428 (TTY)

[nerrc@wested.org](mailto:nerrc@wested.org) or [nerrc@aol.com](mailto:nerrc@aol.com)

<http://www.wested.org/nerrc>

### **Mid-South Regional Resource Center (MSRRC)**

Human Development Institute

UNIVERSITY OF KENTUCKY

126 Mineral Industries Building

Lexington, KY 40506-0051

(606) 257-4921 (Voice)

606-257-2903 (TTY)

[MSRRC@ihdi.ihdi.uky.edu](mailto:MSRRC@ihdi.ihdi.uky.edu)

<http://www.ihdi.uky.edu/projects/MSRRC/index.html>

### **South Atlantic Regional Resource Center (SARRC)**

Auburn University Montgomery

PO Box 244023

Montgomery, AL 36124

(334) 244-3457

[jwright@edla.aum.edu](mailto:jwright@edla.aum.edu)

<http://edla.aum.edu/serrc/serrc.html>

### **Great Lakes Area Regional Resource Center (GLARRC)**

Center for Special Needs Populations  
The Ohio State University  
700 Ackerman Rd. suite 440  
Columbus, OH 43202  
(614) 447-0844 (Voice)  
(614) 447-8776 (TTY)  
marshall.76@osu.edu  
<http://www.csnp.ohio-state.edu/glarrc.htm>

### **Mountain Plains Regional Resource Center (MPRRC)**

Utah State University  
1780 North Research Parkway, suite 112  
Logan, UT 84341  
(801) 752-1238 (Voice)  
(801) 753-9750 (TTY)  
cope@cc.usu.edu  
<http://www.usu.edu/~mprrc>

### **Western Regional Resource Center (WRRC)**

1268 University of Oregon  
Eugene, OR 97403-1268  
(541) 346-5641 (Voice)  
(541) 346-0367 (TTY)  
richard\_zeller@ccmail.uoregon.edu  
<http://interact.uoregon.edu/wrrc/wrrc.html>

## **Researchers As Resources**

Contact information follows for researchers who contributed to the OSEP-sponsored synthesis report on the appropriate selection and use of assistive technology. Each of these researchers can be called upon to answer specific assistive technology questions. Included along with contact information are descriptions of their areas of expertise and of the age range and type of disability of the population with whom they work.

Sandi Baker  
Director, ENTECH (Enabling Technologies of Kentuckiana)  
301 York Street  
Louisville Free Public Library  
Louisville, KY 40203  
(502) 574-1637  
[sandibaker@yahoo.com](mailto:sandibaker@yahoo.com)  
Age range: All  
Type of Disability: All  
Area of Specialization: AT assessment, training, and policy.

Deb Bauder  
Co-Director, Project STATUS  
Professor, Teaching and Learning  
University of Louisville  
(502) 852-0564  
bauder@louisville.edu  
Age range: Elementary  
Type of Disability: Communication disorders, physical disorders, learning disabilities, visual disabilities, and autism.  
Area of Specialization: Improving assessment for rural students; AT consultation and support.

Hank Bersani  
TECHTRANS  
Chair, Division of Special Education  
Associate Professor of Special Education,  
Western Oregon University  
345 N. Monmouth Avenue  
Monmouth, OR 97361  
(503) 838-8687  
hbersani@wou.edu  
Age Range: Children and adults  
Area of Specialization: AT for communication; identifying AT components of transition models; AT transition; AT in the classroom; AT in adult services; AT to promote self-determination; program development.

Mary Brady  
Director of Professional Development,  
Center for Social Development and Education  
University of Massachusetts, Boston  
100 Morrissey Boulevard  
Boston, MA 02125-3933  
(617) 287-7254  
mary.brady@umb.edu  
Type of Disability: Cognitive (mental retardation and learning disabilities)  
Area of Specialization: Preparing teachers to integrate technology within curriculum (assistive, educational, and with features of universal design for learning).

Kent Coffey  
Co-Principal Investigator,  
Project STAR (Steppingstones from Technology to Action and Results)  
Associate Professor, Curriculum & Instruction  
Allen Hall, Rm 338  
Box 9705  
Mississippi State, MS 39762  
(662) 325-2188  
[kcoffey@colled.msstate.edu](mailto:kcoffey@colled.msstate.edu)  
Age range: Elementary and secondary  
Type of Disability: Learning disabilities

Area of Specialization: Building AT teams in local schools, using a PC platform for AT, and integrating low-tech adaptations into programming for students with severe disabilities.

Lori Goetz

Director, California Deaf-Blind Services (CDBS)

Professor, Special Education

San Francisco State University

1600 Holloway Avenue

San Francisco, CA 94132

(415) 338-6230

Age Range: Students aged 0-22 and their families

Type of Disability: Combination vision and hearing impairments; multiple disabilities.

Area of Specialization: Program planning; training service providers (teachers, school systems); assessment; direct services to students; communication strategies and social integration.

Paula Goldberg, Director

Jean Nelson, Coordinator

Project KITE (Kids Included through Technology are Enriched)

PACER Center

8161 Normandale Blvd

Minneapolis, MN 55437-1044

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[pgoldberg@pacer.org](mailto:pgoldberg@pacer.org)

[jnelson@pacer.org](mailto:jnelson@pacer.org)

<http://www.pacer.org>

Age Range: 3-8

Type of Disability: All

Area of Specialization: Training parents and teachers to more effectively include young children with disabilities in their homes and classrooms in culturally sensitive ways through AT use.

Debra Hart

Institute for Community Inclusion, Boston Children's Hospital

(617) 355-7443

Age Range: All ages

Type of Disability: All

Area of Specialization: Providing technical assistance in the development of adoption policies; training school personnel and family members about available AT funding options; developing AT teams to heighten awareness about AT potential.

Pam Hunt

Co-Director, Self-Efficacy and Inclusion of Students with AAC Needs

Professor, Special Education

San Francisco State University

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(415) 338-7848

[hunt@sfsu.edu](mailto:hunt@sfsu.edu)

Age Range: Elementary

Type of Disability: Students with severe disabilities.

Area of Specialization: Inclusive practices and research; early communication; social competency.

Elizabeth Lahm

Principal Investigator, University of Kentucky Assistive Technology Project (UKAT)

Assistant Professor, Special Education

237f Taylor Education Building

University of Kentucky

Lexington, KY 40506-0001

(859) 257-1520

ealahm1@pop.uky.edu

Age Range: Birth - 21

Type of Disability: All

Area of Specialization: AT policy, screening, assessment, information systems, use and impact; IEP development.

Janice Light

Pennsylvania State University AAC Project

217 Moore Building

University Park, PA 16802

(814) 863-2010

[jcl4@psu.edu](mailto:jcl4@psu.edu)

Age Range: All ages

Type of Disability: Students with disorders that require AAC

Area of Specialization: Augmentative and alternative communication (AAC).

Kathy McWhorter

Project Coordinator, Navajo ABLE

435 St. Michaels Drive

Building D

Santa Fe, NM 87505

(505) 954-8540 or (800) 866-2253

[kathym@state.nm.us](mailto:kathym@state.nm.us)

Age Range: 0 - 21

Type of Disability: All

Area of Specialization: AT assessment, training; technical support and consultation.

Melissa Miller

Director, Assistive Technology Consortium

PO Box 266

Murray, KY 42071

(270) 759-4233

[wkac@wk.net](mailto:wkac@wk.net)

Age Range: All

Type of Disability: All

Area of Specialization: Augmentative communication and early intervention

Susan Mistrett  
Director, AT Training ONLINE  
University of Buffalo  
Department of Occupational Therapy  
515 Kimball Tower  
3435 Main Street  
Buffalo, NY 14214  
(716)829-3141 ext. 155  
mistrett@acsu.buffalo.edu  
Age Range: K-5  
Type of Disability: All  
Area of Specialization: Selection, adaptation, and use of AT for infants and toddlers, preschool children, and elementary students with disabilities; whole-school AT approaches; identification of best practices in AT.

Bart Pisha  
Director of Research, CAST  
39 Cross Street  
Peabody, MA 01960  
(978) 531-8555, ext.226 (Voice)  
(978) 538-3110 (TTY)  
E-mail: bpisha@cast.org  
Web: <http://www.cast.org>  
Age Range: Elementary through postsecondary  
Type of Disability: Cognitive  
Area of Specialization: Acquisition of keyboarding skills; technology for teaching and acquisition of early literacy skills; integration of students with special needs into regular classrooms; technologies that can support learning disabled students in the areas of writing, organization, planning, and follow through.

Steven Rosenberg  
Director, Strategies for Active Inclusion  
Associate Professor, Psychiatry  
University of Colorado Health Sciences Center  
Campus Box C268-63  
Denver, CO 80262  
(303) 315-0178  
steven.rosenberg@uchsc.edu  
Age Range: Pre-school, middle and high school students  
Type of Disability: Motor disabilities, developmental disabilities  
Area of Specialization: Outcomes research; health services research; program development.

Gloria Soto  
Co-Director, Self Efficacy and Inclusion of Students with AAC Needs  
Associate Professor, Special Education  
San Francisco State University  
1600 Holloway Avenue  
San Francisco, CA 94132  
(415) 338-1757

[gsoto@sfsu.edu](mailto:gsoto@sfsu.edu)

Age Range: Elementary

Type of Disability: Students with severe disabilities.

Area of Specialization: Inclusive practices and research; early communication; social competency.

Jeanne Wilcox

Director, Infant Child Research Programs

Professor, Department of Speech and Hearing Science

Arizona State University

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<http://www.asu.edu/clas/shs/wilcox> (personal web page)

<http://www.icrp.asu.edu> (Infant Child Research Programs)

Age Range: Early Childhood

Area of Specialization: Inservice and preservice training for personnel in early childhood special education; adaptive play; computers; augmentative communication devices.

Andy Winnegar

Deputy Director, Special Programs, New Mexico Division of Vocational Rehabilitation

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Santa Fe, NM 87505

(505) 954-8579

[andyw@state.nm.us](mailto:andyw@state.nm.us)

Age Range: 14 and up

Type of Disability: All

Area of Specialization: program development; legislation and public research for people with disabilities; increasing, enhancing, and demonstrating programs and services for New Mexicans with disabilities; assisting Medicaid recipients with knowing their benefits and rights; assisting with supported employment for Native Americans with special needs.