

The Assistive Technology Educational Network (ATEN) is a specialized center in the Florida Diagnostic and Learning Resources System (FDLRS).

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## Inclusion: One Student's Experience

by Faye Warren

*Editor's Note: Faye Warren acquired cerebral palsy (CP) at birth because of a lack of oxygen. She uses a power wheelchair for mobility and a Liberator for communication. In this article, Faye addresses numerous inclusion issues that she overcame.*

There are many ways to mainstream a child with a disability into the regular education environment. I will use my experiences in middle and high school to explain this process. As I was entering the seventh grade, I was transferred to a brand-new school called Southwest Middle School. At this school there was a remarkable teacher, Ms. Hackett-Waters, who realized that I was as smart as anybody without a disability. She gave me a chance and integrated me in two regular education classes to see if I could handle those classes with an aide to assist me.

After a month or so, I'd made some friends who were very willing to assist me by taking notes, getting books out of my book bag, and doing other tasks. If I needed to read a book in class, a friend took my communication device from the metal stand attached to my tray and put the book in its place. My headstick that I use for typing was left on my head so I could turn the pages of the book. Worksheets were put into the plastic swivel paper holder attached to the right side of my communication device, the Liberator. In these ways, all of my friends took the place of an aide. I had the confidence to succeed in the classroom with the help of my peers and the teachers.



Faye Warren

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Ms. Hackett-Waters realized I didn't need an aide and dismissed the aide. However, one of my regular education teachers didn't agree with her, so she sent one of her students to get the aide. This situation caused an uproar between Ms. Hackett-Waters and that teacher. The teacher felt very uncomfortable with me being in her classroom without an aide and said, "What if she gets sick or chokes during class? Then I don't know what I am supposed to do!" She never had a student with a disability before, so she was frightened that something would happen to me during class. That same day after school, Ms. Hackett-Waters and I had a meeting with the teacher to reassure her that everything would be alright with me and that I could handle the same school work that all of the other students without physical challenges handled—just at a much slower rate.

All of my other teachers allowed me to have extended time on my assignments, especially my writing assignments. Also, they reduced my workload from 40 to 20 problems or to all of the even or odd problems on a particular page. Lastly, they allowed me to have two books, one at home for studying and the other in the classroom for reading and working.

Ms. Hackett-Waters and I slowly convinced the teacher that I could make it all year in her class without an aide. This same teacher asked, "Well, how will Faye let me know if she has a question?" I answered with a simple solution to the problem. Whenever I had a question, I got a student to raise my arm for me, raise his or her hand, or get the teacher. From that day on, Ms. Hackett-Waters and I didn't have any more problems with that teacher; but we did learn a great lesson in this experience:

everyone is afraid of what is different, even teachers. However, we can change the fears toward people with disabilities or others who are different by educating people about disabilities and how to respect all people.

During the same year I was included in regular classes, I developed scoliosis and had to have an operation. At that time, I realized I needed more help than my mother could give me in daily care, as well as some assistance in doing my homework. I decided to hire a particular aide, Barbara Hunter, who had assisted Ms. Hackett-Waters in including me in my first regular education class. She still is my personal home health aide and a close friend.

Even before I had the operation, I was behind in some of my academics because in elementary school (in a different city) the teachers hadn't really taught me at an appropriate grade level. I had a lot of holes in my education. When I came back to school after my operation, I had to work extra hard to catch up in all of my classes. Ms. Hackett-Waters stayed every day after school for three hours to help me catch up in all my subjects. I proved to her that I was so serious about being mainstreamed completely that I wouldn't give up until all of my work was completed and on her desk at sundown. More importantly, I wouldn't give up until my dream to go to my neighborhood high school was fulfilled.

When I began eighth grade at Southwest Middle School, I prepared to go to my neighborhood high school, Dr. Phillips, which had no physically impaired unit or aides to assist me in "powdering my nose." Ms. Hackett-Waters had the nurse work with me on being able to control my bladder every day until I got home. The nurse helped me

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"If all my possessions were taken from me with one exception, I would choose to keep the power of communication, for by it I would soon regain all the rest."

Daniel Webster

All correspondence regarding contributions or newsletter articles may be addressed to the Assistive Technology Educational Network, 434 North Tampa Avenue, Orlando, FL 32805-1220, (407) 317-3504, (800) 328-3678, Fax (407) 317-3518. This publication was developed by the Assistive Technology Educational Network (ATEN), a Florida Diagnostic and Learning Resources System (FDLRS) Specialized Center, Orange County Public Schools; funded by the State of Florida, Department of Education, Division of Public Schools, Bureau of Instructional Support and Community Services under the Individuals with Disabilities Education Act (IDEA), Part B. ATEN is an equal opportunity agency. Permission for reprinting of noncopyrighted material, with acknowledgment to the Keyhole Communiqué, is hereby granted.

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accomplish this feat by limiting my liquid intake. After much practice, I could wait to go to the bathroom until the school day was finished.

Every day for lunch, I had a milkshake that my mother made and put in a thermos. Later, in high school, I replaced this with a can of Ensure. My friends poured the drink into my cup, and I drank it through a flexible straw, cut long enough so the cup could sit on my tray. I had this drink instead of solid food because I didn't have enough time to eat in 40 minutes. Additionally, I needed full assistance in eating, considering my lack of hand use. I had no aide at the time, and couldn't always be sure the same friends would be at school.

By coming home one class period before everyone else, I was able to eat lunch and use the bathroom at home. I took five daily classes per semester to every one else's six classes. This shortened schedule is the reason I took four and a half years and two separate five-week summer school sessions to graduate from high school.



Faye Warren

I usually worked on my homework assignments at lunch, anytime I had nothing else to do, or before school started in the morning to help wake myself. This way, I avoided staying up all night doing my homework most of the time. Sometimes I needed to ask my teachers for extra time to complete an assignment. If I didn't finish a test or quiz, many teachers were understanding and let me work on it at home. However, I had to take most exams in the library or in the teacher's back room or office, so I could take as long as I needed; and the environment wouldn't be as noisy when the other students left to go to their next class. Most of my teachers were very understanding of me and my condition, and I didn't have any problems with them. However, when a teacher had a big problem with me needing extra time, I did all of that teacher's assignments before I started doing the rest of my assignments.

I went to summer school at Dr. Phillips before I became a freshman and took a personal fitness class with a group of ninth grade students with physical challenges. The principal hired a special education teacher to teach the course, along with an aide to assist her in setting up activities. These two instructors developed games that helped us learn more about our bodies and sports that helped us realize our abilities and limitations. We had to do the same things as the other students did in their regular physical education classes, but the teachers were very creative and allowed us extra time to complete the requirements for that class.

During my ninth grade year, most of my classes required group activities and projects, especially science class. I gave ideas and told my group what to do and how to do it. I always did the written part of projects since nobody ever wanted to do that part. For science lab work and experiments, my friends held the microscope down so I could see samples on the slides. Also, my biology teacher made sure I had a microscope at home, so she could send slides home with me for observation.

After I had gotten a feel for what high school was all about, I began to venture out and get involved in extracurricular activities. I signed up for all kinds of clubs such as the Beta Club, Honors Society, Christian Activities, and the Student Council. All of these groups required activity outside of school (as well as in school) and hard work. I had to keep my grades up and still achieve a certain number of points each month to remain in these clubs.

Every other week, I went to different nursing homes and group homes throughout Orlando with some friends to spend time with elderly people. I told jokes on my communication device, played games with them, talked to them and listened, and got things that they needed. We also went to Head Start programs to give kids presents, serve them pizza or

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snacks, and be their buddy for a day. I had no problems sharing my ideas with everybody and planning school events like the Blood Drive, Homecoming, and prom. I always took action and did my part without anybody having to ask me to do something.

I usually rode with my mother whenever we went on a school field trip or to do service work after school. She dropped me off and picked me up after the activity. I compromised because I believed if I made a fuss and complained about not having a lift-equipped bus for every activity, the school officials may have given in and purchased the bus—or they might have provided no transportation for anything. Dr. Phillips has over four thousand students. I was just one student out of thousands and only one of two in a powered wheelchair. Experience relayed by others had shown that transportation for a student in a powered wheelchair was not always reliable. Therefore, my mother was willing to make sure I always was reliable when I said I would be somewhere at a certain time.

Now I look back at all of the wonderful things I did throughout my high school years. I remember all of the strategies that the teachers and I employed as a team to make going to my neighborhood high school an easy and pleasant experience. I commend all of the teachers who were willing to do their very best at teaching me and who considered me the same as students without disabilities. Also, I have admiration for all of them for being more than willing to help me with my assignments before and after school.

One issue disturbed me while I was attending Dr. Phillips: overcrowded classrooms. The school had over 40 students per classroom. With that population, students don't have room to travel from class to class without bumping into each other, and the teachers don't have time to help individual students in class. I think teachers must not have a life out of the classroom because of all the paperwork, lesson plans, paper grading, and other class preparations. I also believe if we reduced the teachers' workload, we would have teachers who can do their jobs more efficiently and effectively. Then students would get a much better education, and teachers could do a much better job without having to deal with as many problems. Teachers

deserve to have a life outside of the classroom as much as the students do. Teaching shouldn't be your life; it should be a job. Unfortunately, this issue doesn't seem to be near resolution.

Except for a few teachers at Southwest Middle School, none of my teachers at other schools offered me the same kind of help as the teachers at Dr. Phillips High School. I felt like I truly belonged at my neighborhood high school because I knew those teachers cared about teaching students and tried to give students the best education possible. I am convinced that Dr. Phillips High School truly is an excellent school, and probably the best in Orange County because its staff and teachers are professional and caring!

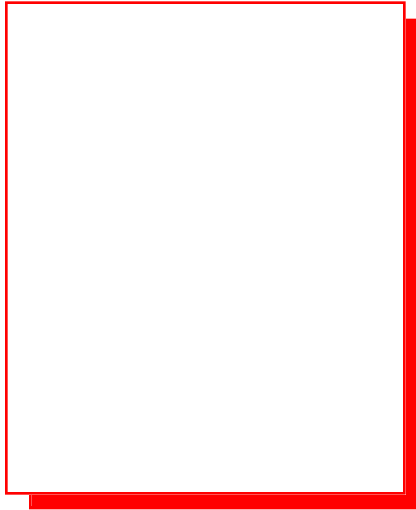
Check out Faye's page on the ATEN web site at:  
<http://www.aten.ocps.k12.fl.us/faye.html>

## **FREE! Manual Communication Boards (MCBs)**

**For a limited time, ATEN is offering MCBs with Mayer-Johnson picture communication symbols free on a first-come, first-served basis. The three-ring binders are color-coded, one and two inches in size, and organized by categories. University of Central Florida students developed the MCBs to complete course requirements. Call Dianne DeTommaso at (800) 328-3678 for more information. (This offer applies to Florida residents only.)**

# Thoughts by Seth

## This Space for Rent



*Note: Please be advised that Seth Taylor has sold his space in this issue of the Keyhole Communiqué to the Amerivox Corporation, makers of the Rednex™ 3000 talking machine. Mr. Taylor does not endorse this product.*

It's a glorious Sunday afternoon in Dixie. Perfect for a family picnic in the park. As we listen in, we hear a unique way of speaking:

"I reckon I'd like some of them tater tots."

"There ain't no better fried green tomatoes then yours, Auntie Mae."

"That there Jeff Gordon is the best daggone driver in America."

Then we hear something radically different:  
"Mother, could I please have a bite of bread?"

The sound of Bubba's talking machine is out of place, like a piano key out of tune. As Bubba chews his cornbread, he wonders if someday they will build a talking machine that sounds like the rest of his family.

It's for Bubba, and the thousands like him, that the Amerivox Corporation is proud to introduce the Rednex™ 3000 talking machine. The first machine with the revolutionary Southern drawl computer chip, developed at Amerivox laboratory in Possum Creek, South Carolina. We hope that this machine brings pride to disabled people across the South.

**Price:** \$5,999.00 with standard Southern voice  
\$7,999.00 with Elvis' voice.

## Inclusion Resources on the World Wide Web

The following web addresses represent just a few of the special education, inclusion, and assistive technology resources on the Internet:

**The Inclusion Network**  
<http://inclusion.org/>

**Special Education Resources on the Internet**  
<http://www.hood.edu/seri/serihome.htm>

**Exceptional Children's Assistance Center**  
<http://www.ecac-parentcenter.org/>

**Teacher Magazine on the Web: Best of the Web**  
<http://www.teachermag.org/context/hotlist/special.htm>

**The Council for Exceptional Children: ERIC Clearinghouse on Disabilities and Gifted Education**  
<http://www.cec.sped.org/er-menu.htm>

**The National Center to Improve Practice**  
<http://www.edc.org/FSC/NCIP/>

**Consortium on Inclusive Schooling Practices**  
<http://www.asri.edu/CFSP/brochure/abtcons.htm>

**The Inclusion Press**  
<http://www.inclusion.com/>



# Inclusion: One School's Approach

*Editor's Note: ATEN staff recently visited the adaptive arts classroom at Dream Lake Elementary (Orlando, Florida). We were so impressed by their inclusion program that we decided to interview inclusion and regular education teachers for this special edition Keyhole Communiqué. ATEN thanks Rebecca Guthrie, Principal, and all the Dream Lake staff!*

## Becky Stack, Inclusion Support Teacher

Dream Lake Elementary recently created a new position to facilitate inclusion and encourage students with disabilities to participate more fully in music and art classes. Becky Stack, adaptive arts teacher and inclusion support teacher, helps facilitate a school-wide inclusion program that provides opportunities, on many and varied levels, for students with disabilities to have contact with typical peers. As much as possible, students with disabilities are included in all areas of academics. Where cognitive disabilities prevent academic inclusion, multiple avenues of social interaction are provided. For instance, fifth graders become lunch buddies with their same-age peers with trainable mental handicaps (TMH).

Students with disabilities have participated in general education art activities using technology, such as spin art devices controlled by a switch. In a recent project, parents at Dream Lake had the opportunity to buy their student's art on a T-shirt. Students with physical impairments used spin art designs for their shirts. Ms. Stack and Mrs. Christopher, art teacher, are constantly seeking out new ways to assist students with disabilities in expressing themselves artistically.

Emphasizing the school-wide approach, the fourth grade guidance program conducts awareness classes



Matthew

and has begun a program where students help peers with TMH in adaptive art and music classes. Third grade students will get the same opportunity when their guidance blocks start, with the overall result of regular education students helping and participating with disabled peers in adaptive art and music classes for six out of every nine weeks.

One of the most critical and often troubling issues in inclusion is social integration. Ms. Stack is fully aware of this problem and employs a variety of strategies to ensure that students are socially included in all school activities. She and the music teacher implement paired interaction activities when social interaction is not occurring naturally. For instance, younger students form a circle and pass lotion to one another; engage in rocking lightly to "Row, Row, Row Your Boat" with a partner; or join in a friendly game of hot potato.

The foundation for acceptance of other's differences is started in pre-Kindergarten and continued through fifth grade, thanks to the commitment of every staff member. Kathy Carpenter, physical therapist, and Edythe Finkley, occupational therapist, are instrumental in providing a smooth transition for included students. Whenever a student with assistive technology is included in the primary grade, these therapists go into the classroom and talk about the equipment and/or technology the student is using and help the general education students understand children with disabilities. Each year, Ms. Carpenter, Ms. Finkley, and Dorothy Juskie, speech-language pathologist, present an awareness program to the second grade classes. They demonstrate various types of assistive technology and help the students better understand how children who have disabilities do many of the same things every other child does—but maybe in a different way.

Obstacles that have arisen in including children with disabilities, Ms. Stack says, are because of accessibility issues and scheduling conflicts. Ms. Stack credits good administrative support and staff commitment for the success of inclusion at Dream Lake. She says that Dream Lake staff look at each child individually, adjusting for that child's needs,

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*Matthew with a University of Central Florida student*

and that all the teachers are very child-oriented and accepting of all children.

### **Darla Thompson, 5th Grade Teacher**

Ms. Thompson's first references are to an exceptional girl in her class who has cerebral palsy (CP). This student is fully included, and Ms. Thompson says none of her physical impairments prevent her from participating with her peers.

When asked about obstacles to inclusion, Ms. Thompson states that frequent absences of students with disabilities and large class sizes have made the process more difficult in past classes. Ms. Thompson believes a key strategy in the inclusion process is to not make too big a deal about it. For students with very obvious or severe disabilities, she says bringing in the student's mother to talk to the class may be beneficial. However, most problems should be worked through, when they arise, in a confidential manner. Ms. Thompson strongly advocates a system of peer support in inclusion, citing an example of her young female student with CP getting assistance from a classmate with paper handling.

Also key to inclusion success is open communication with the ESE (special education) teacher, therapists, and other support staff—and regular meetings to discuss progress and challenges. Ms. Thompson encourages classroom observation by the ESE teacher and others. On the student's part, the ability to fit into one of the class's academic levels is important, as are good behavior and cooperation.

When asked about assistive technology's role in the classroom, Ms. Thompson again cites the example of her student with CP, who uses an AlphaSmart (portable word processor) for writing. The girl types

drafts for writing assignments on the device and prints them out for editing.

To facilitate adequate social inclusion, Ms. Thompson pairs students for activities. While her student with CP is very outgoing and does not have any problems with social interactions, Ms. Thompson says other students have not been as successful. She believes this problem is exacerbated when the student is only partially included. Ms. Thompson has used recess, special reading programs, and lunch as avenues for encouraging socialization among students with disabilities and nondisabled peers.

Ms. Thompson encourages others who are embarking on inclusion programs to establish good communication between the ESE and classroom teachers. She identifies with other teachers who may feel that they are alone in the inclusion process and must accept behaviors they normally would not tolerate. However, she quickly points out that this attitude does not help the included child, it simply enables continued inappropriate behaviors. If problems arise, Ms. Thompson suggests going to the ESE teacher and developing behavior contracts with students.

Ms. Thompson recalls her and others' reactions when inclusion was first becoming a popular topic. Naturally in response to the unknown, teachers imagined an influx of students with all sorts of severe disabilities—and very little assistance. Contrary to that notion, Ms. Thompson says that reality has proven inclusion to be a rewarding experience altogether. She believes that it is good for students with and without disabilities.

### **Lisa Stern, Music Educator**

Although Dream Lake has included children for as long as she's taught there, Ms. Stern feels this is the first year that inclusion has really worked well for her. She says she and other teachers don't always understand the needs and abilities of students with disabilities, and in the past it has been a challenge to structure classes to meet their needs.

Ms. Stern credits Becky Stack, adaptive arts teacher, for the improvements. She and Becky work together to put activity-specific vocabulary into communication devices. The kids can communicate and participate appropriately, and Ms. Stern can

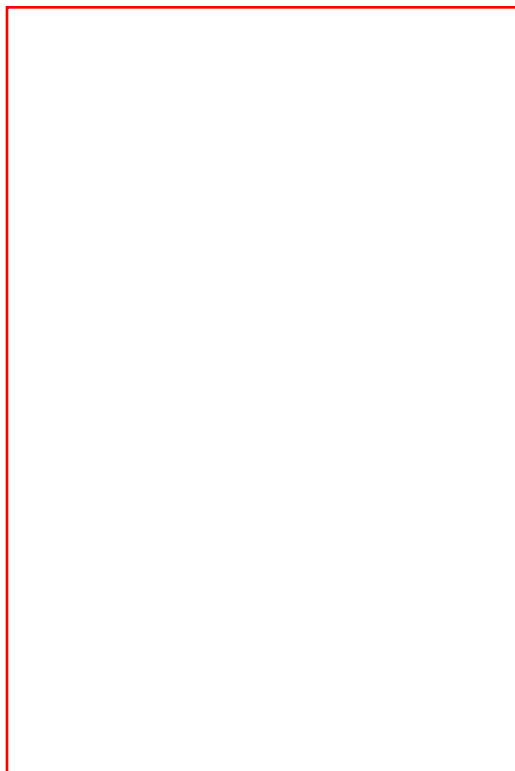
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observe that non-verbal children really understand what's going on in the classroom. She says the students feel more included and enjoy being a part of music class activities.

Ms. Stern says a current project she and Ms. Stack are pursuing is helping students with disabilities initiate interactions with their nondisabled peers. The nondisabled kids are really enthusiastic about having kids with disabilities included in their classes; however, the two teachers have noticed that sometimes kids with disabilities encounter socialization obstacles due to lack of skills or equipment. The teachers are developing activities to facilitate interaction, such as circle games in which wheelchairs are an integral part of the circle.

Ms. Stern's students use assistive technology in all aspects of music class: to communicate and sing, to attach instruments to wheelchairs for access, and to enable less coordinated students to play drums by striking a mallet attached to an elastic system. She says the technology is somewhat cumbersome to prepare but that the end result is worth the effort. Ms. Stern has been pleasantly surprised by the musical capabilities of some of the children.



Michelle

Ms. Stern and Ms. Stack meet on a weekly basis to develop vocabulary, program BIGmacks and other communication devices, and discuss student needs. A recent music lesson had students using color-coded BIGmacks to sound out *so* and *mi* along with their nondisabled peers.

Ms. Stern encourages teachers to have high expectations for all kids, saying children with disabilities can accomplish a lot more than some people think, given the right technology. She says students with disabilities are as much a part of the classroom, and give as much to the classroom, as any other child.

## Inclusion Tips for Educators and Administrators

by Dianne DeTommaso

I asked ATEN staff what pointers they would give educators for including children with disabilities. Here are their responses:

- Select a regular education teacher who is interested, experienced, and motivated to manage an inclusion classroom. Include the teacher in the decision process from the start.
- Provide manual communication boards (MCBs) to all special area teachers, e.g., music, art, computer. Store these MCBs in a readily available place, such as on a bulletin board. Place the MCB on the student's desk or laptray when he enters the room so communication immediately becomes part of the daily routine.
- The student who is nonverbal often does not have an efficient method to gain the teacher's attention to ask for help, participate in a discussion, or answer questions. If the student is using a voice-output device, program the attention-gaining message on the first level in an easy-to-access location. If not, provide the student with a single-message device such as the BIGmack, One-Step Communicator, talking picture frame, or tape loop. Program a message such as: "Excuse me, I need help," or "I know the answer."

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- Train all teachers and support staff in the use of the student's assistive technology and communication modes:
  - yes/no method
  - augmentative and alternative communication (AAC) devices, including voice-output devices, manual communication boards, and written-output devices
  - questioning techniques for clarifying communication
  - seating and positioning awareness
  - placement of instructional materials and technology
  - access (computer, curriculum, AAC)
- Include the student with the class at all times (transition times to lunch, recess, special areas, etc.). Never leave the student behind so the assistant can complete other responsibilities.
- Position the student within the classroom to maximize participation. Do not isolate students in a corner or at the back of the room.
- Schedule self-care during non-academic times, never at the start of a lesson.
- Create an emergency kit for assistive technology break-downs. Kits will vary according to the student's technology needs. Include items such as Velcro, non-slip materials, string, batteries, duct or strapping tape, regular and Phillips screwdrivers, Funtak, plastic strapping, and rubber bands.
- Schedule weekly meetings to ensure materials are modified for subject areas and necessary vocabulary is programmed in the student's communication device.
- Have the student ask classmates if they would like to take turns being a buddy for a day. List volunteers on a calendar to indicate their assigned "buddy days" and assign back-up buddies in case of absences. Volunteers can easily locate their names on the calendar without having to rely on teacher reminders. Buddy responsibilities vary according to the student's needs. A buddy's first responsibilities are to finish her own work and follow classroom rules. Other buddy responsibilities may include (depending on school policy):

- being a playmate
  - taking notes
  - turning pages
  - pushing a wheelchair
  - carrying a lunch tray
  - cleaning up and putting things away
  - getting things the student can't reach
  - helping find books in the library
  - helping the student participate in special areas
- If the student uses a voice-output device to communicate:
    - always have it turned on and ready to use.
    - create back-up manual communication boards for times when the device does not work.
    - do not turn it off for punishment. (Use the same consequences for all students. Never use assistive technology as a reward or punishment.)
  - Allow the student opportunities to create products (stories, book reports, special projects) using technology. Print copies to send home, display, and keep for documentation.
  - When all else fails, call on the assistance of the Local Assistive Technology Specialists (LATS) and ATEN staff members.



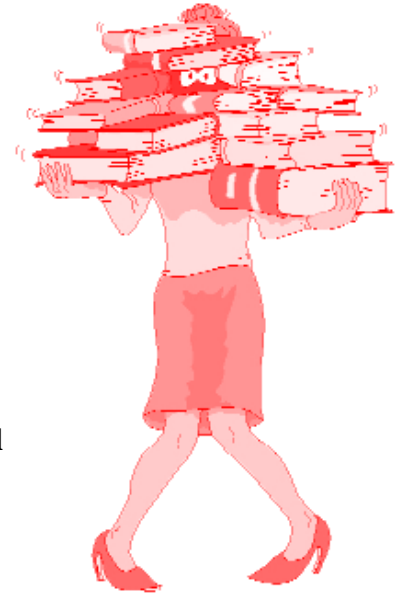
# Book Reviews

by Kathleen Bastedo

## IDEAS for Inclusion: The Classroom Teacher's Guide to Integrating Students with Severe Disabilities

By: Anne M. Beninghof  
Sopris West, Inc., 1993  
1140 Boston Avenue  
Longmont, CO 80501  
ISBN: 1-57035-003-5

In response to classroom inclusion, teachers are quickly trying to upgrade their knowledge base and skills in order to experience success with students with disabilities. This spiral-bound book provides classroom teachers practical, easy-to-implement strategies for successfully integrating students with moderate and severe disabilities. Strategies include: curriculum and grading modification; classroom management; working with peers, parents, and para-educators; facilitating friendships; and much more. A brief overview of the rationale for integration, a review of relevant terminology, and an explanation of important philosophical principles also is provided. The book is in an easy-to-read format and is useful for the teacher who wants to quickly find a good idea.



## Where's Chimpy?

By: Berniece Rabe  
Albert Whitman & Company, 1988  
6340 Oakton St.  
Chicago, IL, 60053  
ISBN: 0-8075-8927-6

Through large, colored photographs and the story, this children's book follows Misty, a little girl with Down Syndrome, and her father as they review her day's activities in order to find her missing stuffed monkey, Chimpy. The book teaches that although there is a wide variation in mental abilities, behavior, and physical development in children with Down syndrome, Misty has the same thoughts and feelings and uses the same problem-solving skills as other children.

## Why Am I So Different?

By: Norma Simon  
Albert Whitman & Company, 1976  
6340 Oakton St.  
Chicago, IL, 60053  
ISBN: 0-8075-9075-6

This 31-page, elementary-age book compares, recognizes, and analyzes how all girls and boys are different. Each page portrays a different child's perspective—how he sees himself as “different” in family life, preferences, and aptitudes yet feels that being different is OK.

## DynaMyte 3100

The DynaMyte 3100 is a dedicated, voice-output, dynamic-screen communication device featuring DynaVox System Software (DSS). The device is 8" x 7" x 2" and weighs 3.2 pounds. It is housed in a durable, rubberized case with a detachable handle and strap. Battery life is approximately five hours with continuous use. Speech output is achieved through the use of DECTalk, which provides ten different voice options, as well as the ability to record messages. Selection methods include:

- direct to the touch panel with adjustable hold/release time, touch enter/exit, and audio touch
- visual and auditory scanning with auto, step, and inverse auto scan options using one or two switches
- mouse pause with Microsoft-compatible mice and similar input devices
- AutoZoom selection mode



The device comes loaded with DSS, which includes hundreds of ready-to-use communication pages for children, teenagers, and adults. These pages are designed to meet a communicator's initial needs and provide ready-made vocabulary to create novel messages. The software also includes word prediction with more than 128,000 word forms and features more than 3,300 DynaSyms symbols. The built-in symbol editor facilitates creation of custom symbols.

Other features include:

- a song manager in which an individual can write sheet music
- an alarm system that can speak an alert, play a digital sound, send an infrared command, and open a specific communication page
- a built-in environmental control unit using infrared technology to control appliances and transfer files between the device and a computer or another device
- a serial port that supports a printer

The DynaMyte 3100 is available for \$5,995 from:

DynaVox Systems, Inc.

2100 Wharton Street

Pittsburgh, PA 15203

(888) 697-7332

fax: (412) 381-5241

email: [sales@dynavoxsys.com](mailto:sales@dynavoxsys.com)

URL: <http://www.dynavoxsys.com/>

Florida representative: Steven Ray, (800) 344-1778, x304

Assistive Technology Educational Network  
Orange County Public Schools  
434 North Tampa Avenue  
Orlando, FL 32805-1220

Non-profit Organization  
US Postage  
PAID  
Permit No. 885  
Orlando, FL

## Mark Your Calendar

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January 21-23, 1999, "ACCESS NOW! Technology for People with Disabilities," **TAM 1999 Conference**, Portland, OR

Contact: Gayl Bowser, Oregon Technology Access Program, 1871 NE Stephens, Roseburg, OR 97470, (541) 440-4791, email: [gaylb@douglasesd.k12.or.us](mailto:gaylb@douglasesd.k12.or.us)

January 27-29, 1999, "Assessment," **CASE Institute 1999**, Clearwater Beach, FL

Contact: Jo Thomason, 615 16th Street, NW, Albuquerque, NM 87104, (505) 243-7622, email: [casecec@aol.com](mailto:casecec@aol.com)

January 28-30, 1999, "Technology, Reading, and Learning Difficulties," **International Reading Association**, San Francisco, CA

Contact: Diane Frost, (888) 594-1249, email: [info@trld.com](mailto:info@trld.com)



February 4-6, 1999, The 8th Symposium on Literacy and Disabilities, **University of New Hampshire's Institute on Disability/UAP**, Research Triangle Park, NC

Contact: University of New Hampshire-Institute on Disability/UAP, The Concord Center, 10 Ferry Street, Unit #14, Concord, NH 03301, (603) 228-2084

March 3-6, 1999, Fifteenth International Seating Symposium, Orlando, FL

Contact: Linda Szczepanski, UPMC Health System, Center for Continuing Education, Medical Arts Building, Suite 220, 200 Lothrop Street, Pittsburgh, PA 15213-2582, (412) 647-8257, email: [szczepanskill@msx.upmc.edu](mailto:szczepanskill@msx.upmc.edu)

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