

PC1 Assistive Technology in Education: A New Day for Students With Dyslexia

Co-Chairs: Jamie Martin and Jennifer Topple, M.S., CCC-SLP

Assistive technology is transformative in the lives of students with dyslexia. It gives them equal access to education; but perhaps more importantly, it contributes to greater independence and higher self-esteem. This comprehensive full-day symposium explores key aspects of assistive technology for dyslexia, including the selection of specific tools that help with reading and writing, ways that schools can support those tools, and the importance of student voice in their implementation.

AT for Dyslexia: Nuts & Bolts

Jamie Martin

In recent years, there has been a rapid development in assistive technology (AT) that allows students with dyslexia to experience new educational heights and reach their academic potential. This presentation first explores the concept of Universal Design for Learning (UDL) and how AT can help teachers create UDL classrooms. Next, it examines the main categories of AT that are helpful to students with dyslexia, including text-to-speech, dictation, word prediction, and electronic graphic organizers. Finally, there is a discussion of the common myths associated with AT for dyslexia and what can be done to dispel those myths. This overview presentation helps teachers and families level the learning field for kids who have difficulty reading and writing.

iPad Tools for Dyslexia

Jackie Hersh, M.Ed.

iPads are a popular technology that students can't seem to get enough of! However, with new apps being developed every day, it's sometimes difficult to find the right tools to support students with dyslexia. This presentation explores how to use the iPad to effectively accommodate language difficulties, from the built-in accessibility features of iOS to several apps that can help kids with activities involving reading and writing. Organizational tips and tricks are also highlighted.

Chrome Tools for Dyslexia

Mike Marotta, RESNA Certified Assistive Technology Professional

The use of Google tools and Chromebooks continues to explode in education. But how can we use this technology to promote accessibility for students with dyslexia in our classrooms? This presentation explores ways to incorporate Google tools into the learning environment. By using the built-in

accessibility options of the Chrome OS operating system, the tools of G-Suite (Docs, Slides, Sheets, Keep, Sites, and more) and Chrome apps and extensions, students with dyslexia can become more independent and successful with Google Chrome.

Assistive Technology Consideration and Implementation

Karen Janowski, M.Ed.

Federal law requires the consideration of assistive technology at every IEP development team meeting. What does that look like for students with dyslexia? Too frequently, these students lack access to the assistive technology needed for academic success and independence. This presentation first reviews the four possible outcomes of AT consideration. Then, AT evaluations are discussed, including the importance of Joy Zabala's SETT Framework and how assistive technology tools and devices are identified based on the unique needs of each student. Finally, participants learn how to evaluate an implementation plan and move beyond the written document to support all learners.

IDA Oregon's Student Empowerment Panel / Q&A

Jennifer Topple, M.S., CCC-SLP

It is always important to consider students' authentic experiences with assistive technology. This teen panel from Portland, Oregon discuss the AT tools that they have used for support in school and answer questions about how they've used technology to bypass the challenges posed by their dyslexia. Examples of tools discussed include: audiobooks, speech-to-text, multimedia note-taking, and homework organizers on a variety of platforms including Chrome, mobile phones, iPads, laptops, and more. The symposium concludes with a question and answer session.

Track: Research-to-Practice

Level: Beginner, Intermediate

Family

Clock Hours: 6.5

ASHA CEUs: 0.65

Disclosure: Jamie Martin, Jennifer Topple, Jackie Hersh, and Karen Janowski have no financial relationships to disclose. Jennifer Topple is the board chair for IDA. Jamie Martin, Jackie Hersh, and Karen Janowski have no relevant nonfinancial relationships to disclose.

