Assistive Technology for Students Who Are Blind Or Visually Impaired [Ebook] by Prentice Hall 2006-08-01

Assistive Technology for Students Who Are Blind Or Visually Impaired: The Provision Of Assistive Technology For Students With Disabilities... ED419339... U.S. Department Of Education, Office Of Special Education Programs 2007

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harnessed for breakthrough learning for all students. Chapters will cover innovation trends in educational and assistive technology, explore strategies for identifying differences and commonalities in learning, and discuss strategies for integration and access. The chapters focus on diverse needs, settings, and populations, and highlight how assistive technologies can be used to support performance and participation in education, work, and community settings. Each chapter includes practical strategies and guidelines for educators and practitioners, as well as recommendations for future research.

Assistive Technologies for People with Diverse Abilities

Assistive Technologies for People with Diverse Abilities is a comprehensive guide that addresses the needs of individuals with a wide range of disabilities that may affect their ability to participate in education, work, and community activities. The book is designed to be a resource for educators, therapists, and other professionals who work with individuals with disabilities, as well as for policymakers and advocates who seek to promote equal access to technology for all individuals.

The book is divided into sections that cover different aspects of assistive technology, including communication, mobility, independent living, and education. Each section includes case studies and practical examples of how assistive technologies can be used to support individuals with disabilities. The book also provides information on the latest research on assistive technology, as well as future directions for this field.

Assistive Technologies for People with Diverse Abilities is an essential resource for anyone who works with individuals with disabilities and wants to ensure that they have access to the tools they need to live full and meaningful lives.

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based on a number of graduate theses, successfully completed over the past dozen or so years under the supervision of Kanlaya Naruedomkul of Mahidol University in Bangkok, Thailand and Nick Cercone of York University, Toronto, Canada. Some applications in the chapters use Thai language examples, but the techniques employed are not restricted to any single language. Each chapter is based on the Ph.D. work of a former or current student, suitably updated and presented for interested readers. The book is divided into four sections. Following an introduction, which includes a review of assistive technology products, part two covers applications, and includes chapters on alternative sign text MT for language learning, lexical simplification using word sense disambiguation and detecting and rating dementia through lexical analysis of spontaneous speech. Part three deals with theories and systems, and includes: granules for learning behavior; rough sets methods and applications for medical data and multimedia support systems as assistive technology for hearing impaired students. Part four presents a conclusion which includes a look into the future. Although this book is not a comprehensive treatise on assistive technology, it nevertheless provides a fascinating look at recent research, and will be of interest to all those whose work involves the application of assistive technologies for people with disabilities.

**Benefit of Reading Assistive Technology for Students who are Struggling Readers**

- Ann Marie Smith 2008

**Using Assistive Technology: the Experiences of Students with Disabilities in a Distance Learning University**

- Elaine Marie Thomas 2007

**Assistive Technology For Students With Disabilities. Information for Parents & Educators**

- John Copenhaver 2004

The purpose of this brochure is to inform parents and educators regarding the use of assistive technology devices and services in the special education evaluation process and programming. As defined in the federal special education regulations, an assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The school district is legally responsible to consider assistive technology for the student during the evaluation process and as a possible service on the Individualized Education Plan (IEP). The parent is part of the multidisciplinary team that will discuss whether an assistive technology evaluation is needed. If it is determined during the evaluation planning meeting or the IEP meeting that an assistive technology evaluation is needed, the multidisciplinary team must decide who will provide the evaluation. The data gathered from the comprehensive evaluation conducted by the multidisciplinary team must be used in the development of the IEP. If the student is eligible for special education and requires assistive technology to receive a free appropriate public education, the school must provide or arrange for the provision of the appropriate assistive technology and services at no cost to the parent(s). This document answers some frequently asked questions regarding assistive technology.

**Assistive Technology Assessment Handbook**

- Stefano Federici 2017

Assistive Technology Assessment Handbook, Second Edition, proposes an international ideal model for the assistive technology assessment process, outlining how this model can be applied in practice to re-conceptualize the phases of an assistive technology delivery system according to the biopsychosocial model of disability. The model provides reference guidelines for evidence-based practice, guiding both public and private centers that wish to compare, evaluate, and improve their ability to match a person with the correct technology model. This second edition also offers a contribution to the Global Cooperation on Assistive Technology (GATE) initiative, whose activities are strongly focused on the assistive products service delivery model. Organized into three parts, the handbook gives readers a toolkit for performing assessments; describes the roles of the assessment team members, among them the new profession of psychotechnologist; and reviews technologies for rehabilitation and independent living, including brain-computer interfaces, exoskeletons, and technologies for music therapy. Edited by Stefano Federici and Marcia J. Scherer, this cross-cultural handbook includes contributions from leading experts across five continents, offering a framework for future practice and research.

**Infusing Assistive Technology for Learning**

- Virginia. Department of Education 2010

**Assistive Technology (AT) to Support Students with Special Needs**

- Janet Hopkins 2004