First Edition

ACTion

Apps, Communication & Technology

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Apps, Communication, & Technology

The 21st century is a digital era where nearly every job, service, and even entertainment necessitates minimal knowledge of technology.

How do we prepare youth that experience intellectual disabilities and cognitive impairments to be fully included?

What are we doing to bridge the digital divide?

How to get a copy of the ACTion: Apps, Communication, & Technology on your iDevice

1. Tap on the Dropbox icon

2. Enter the username and password

3. Tap "ACTion copy 2SB" (allow time to download)

4. Tap on the "down arrow" icon

5. Tap iBooks icon

6. The book will open automatically
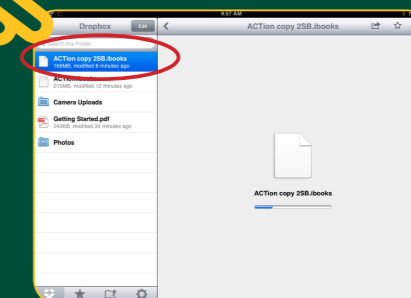
The "WHY"

Bring all students together in a dynamic learning environment

21st century necessitates minimal knowledge of technology for:

Tapestry photo effect

- ☑ employment
- ☑ accommodations
- ☑ social networking
- ☑ gaining information
- ☑ expressing ideas
- ☑ staying in touch with friends
- ☑ being cool

The "HOW"

Concrete

Systematic

Repeat...

Repeat....

Repeat.....

Lisa Bolin

Lisa talks about how students are gaining technology skills over the course of the last year.

Embedding instruction in courses:

Step 1:

Develop systematic instructional tools for on demand use

HOW TO USE DRAGON DICTATE

UAA TAPESTRY Postsecondary Transition Program
UNIVERSITY of ALASKA ANCHORAGE

The Center for Human Development
907-272-8270
www.uaa.alaska.edu/chd/tapestry

Step 1 Tap "Dragon" app icon.

Step 2 Tap the circle in the center to begin dictating.

Dictate: as you speak Dragon Dictate will type what you say. Talk slowly and pronounce the words clearly.

Step 3 Tap the screen to stop the recording.

TAPESTRY Tip Sheets

How to Use Dragon Dictate

Tips for on demand instructional tools:

Memo

Test it with team members that do not yet have the skill

Don't take anything for granted, if it requires a cognitive action, physical action, or trouble shooting

Create visual appeal

Keep it SIMPLE

Address different learning styles: auditory, visual, and kinesthetic

Create a template that can be used to add to the body of instructional tools

TAPESTRY Tip Sheets

HOW TO EMAIL DOCUMENTS FROM YOUR iPad

UAA TAPESTRY Postsecondary Transition Program
UNIVERSITY of ALASKA ANCHORAGE

The Center for Human Development
907-272-8270
www.uaa.alaska.edu/chd/tapestry

Step 1
View what you want to send

Step 2
Tap the image to activate the menue bar

Step 3
Tap the "Send to" icon

The send icon will look the same in many apps....

In PDFpen it looks like a wrench

HOW TO USE DRAGON DICTATE

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Step 1
Tap "Dragon" app icon.

Step 2
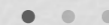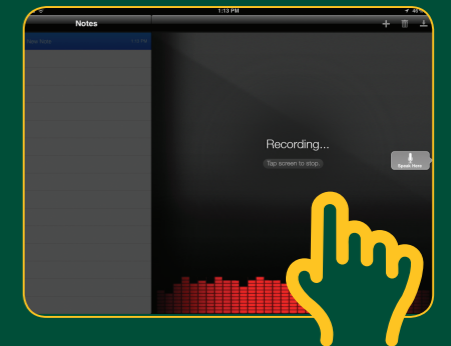Tap the circle in the center to begin dictating.

Dictate: as you speak Dragon Dictate will type what you say. Talk slowly and pronounce the words clearly.

Step 3
Tap the screen to stop the recording.

You can tell you are recording when the red bars are moving at the bottom of the page.

TAPESTRY Tip Sheets

HOW TO USE "SPEAK" FUNCTION ON YOUR IPAD 2

TAPESTRY Postsecondary Transition Program
UNIVERSITY of ALASKA ANCHORAGE

The Center for Human Development
907-272-8270
www.uaa.alaska.edu/chd/tapestry

Step 1
Tap on the "Settings" icon

Step 2
Tap on "General"

Step 3
Tap on "Accessibility"

If you don't see "Accessibility", touch the right side with your finger and move it up and down to scroll.

HOW TO CONNECT TO WIFI (FULL ACCESS)

TAPESTRY Postsecondary Transition Program
UNIVERSITY of ALASKA ANCHORAGE

The Center for Human Development
907-272-8270
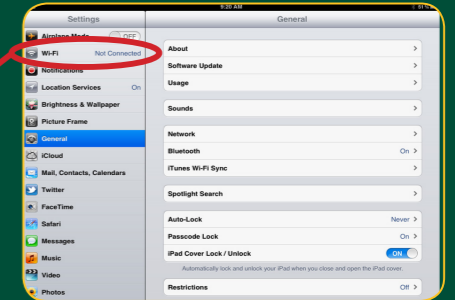www.uaa.alaska.edu/chd/tapestry

Step 1
Tap "Settings" icon

Step 2
Tap "Wi-Fi"

Step 3
See if your Wi-Fi is turned on.

If not tap "Wi-Fi on/off"

playback

C
so
V

Student Access

📌Option 1:

Hard copy in a
flip book

📌Option 2:

On line in all
TAPESTRY
classes through
Blackboard

⭐ **COMING SOON:**
VIDEO TIP SHEETS ⭐
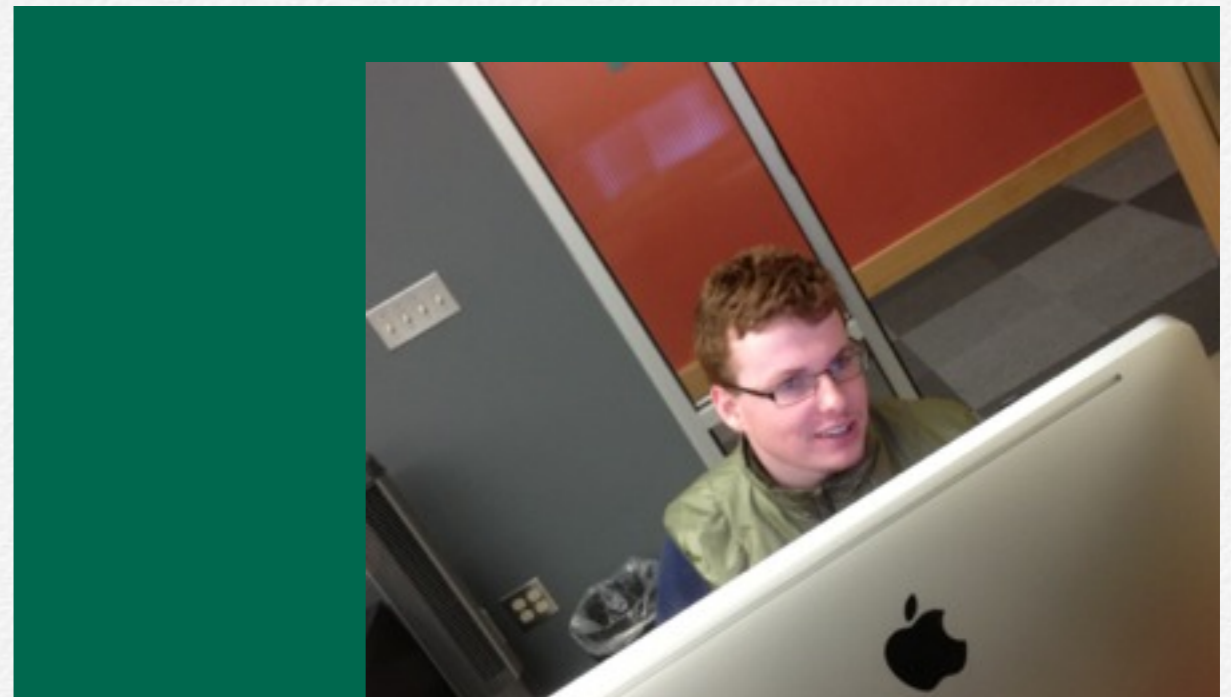
SNEAK PEAK!

Video Tip Sheets

Created using Storyrobe

Step 2:

Teach how to use the technology along side the primary course content

📌 **Actively use the technology during face to face courses**

📌 **Model how to navigate through a learning management system live**

📌 **Engage students as instructors and have them "drive the iPad" for the whole class.**

📌Require students to navigate with the instructor during the class

📌 Provide additional supports (fellow students, staff, mentors) for students facing difficulty.

📌 Ensure there is time in your curriculum to make this possible
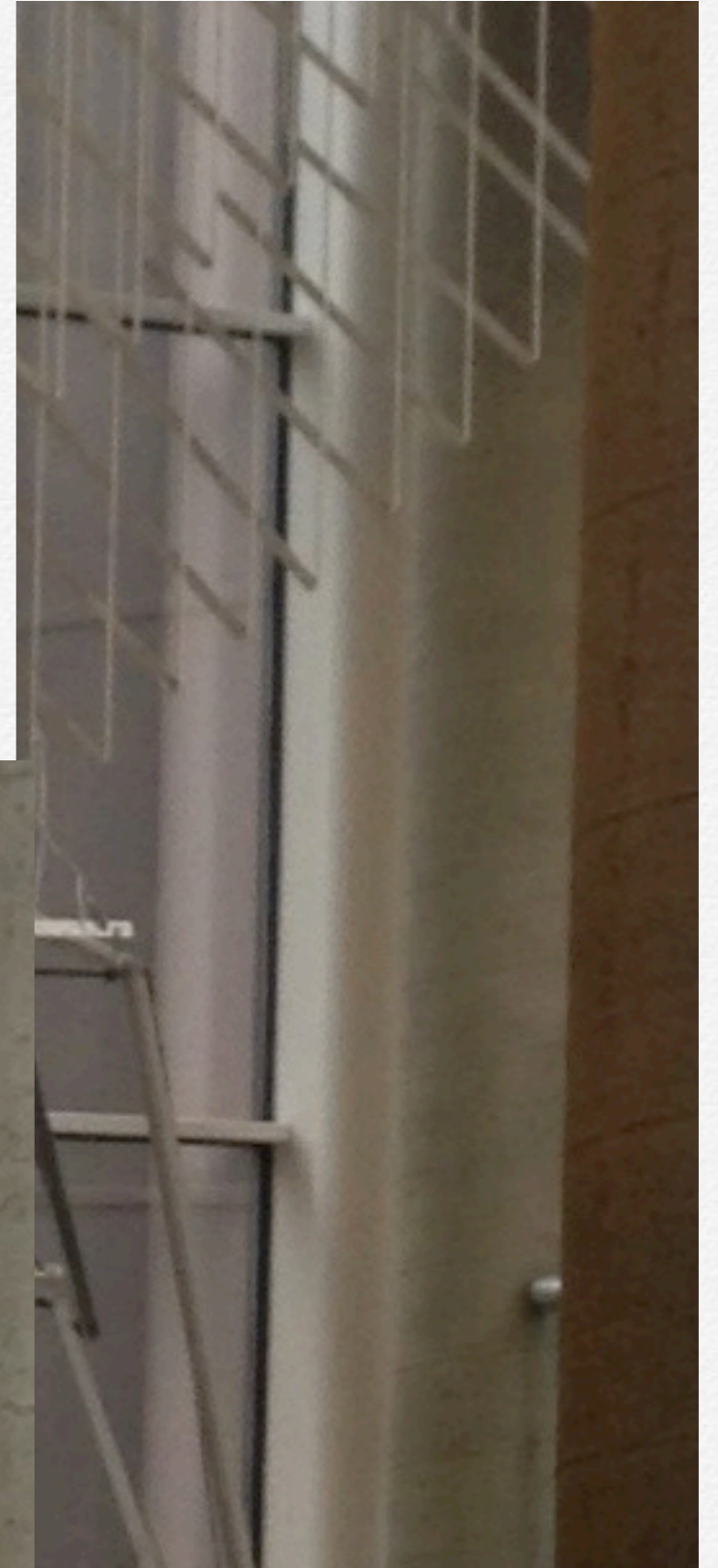
Step 3:

Necessitate the use of technology on a daily basis

Most colleges and universities use a learning management system like Blackboard, Moodle, ANGEL and more.

Most courses have a minimal portion of content on their LMS and while others maximize the use of this technology

In a postsecondary setting certain skills are necessary:

☐ save a document

☐ email

☐ attach a file to an email

☐ download a file

☐ upload a file

☐ print

Additional skills

☐ use electronic calendar

☐ sync multiple calendars

☐ share calendars

☐ use accessibility features

As a general rule:

Most colleges and universities do not offer training for students about how to use technology on a day to day basis, the focus is on certifications of office software rather than using technology for efficiency in multiple environments.

Rule for embedding technology instruction:

Teach, practice, and require repetitive use to build the technology skill.

Lael Ford

Lael Ford talks about what she has learned about technology in college.

Use a wide variety of assignments to practice different skills....

Discussion Boards:
- ☑ Text messaging
- ☑ Electronic submission
- ☑ General navigation of the LMS
- ☑ Copy and Paste in some circumstances

Submission on the LMS:
- ☑ Navigating the LMS
- ☑ Emailing a document
- ☑ Sending to email from the iPad
- ☑ Logging into email
- ☑ Downloading a document
- ☑ Saving a document
- ☑ Attaching a document to LMS

Multi-Media Presentations
- ☑ Video
- ☑ Story Robe
- ☑ Garage Band

Regular Calendar check-ins
- ☑ Use the calendar
- ☑ Set alerts
- ☑ Sync with supports calendars
- ☑ Sharing calendars
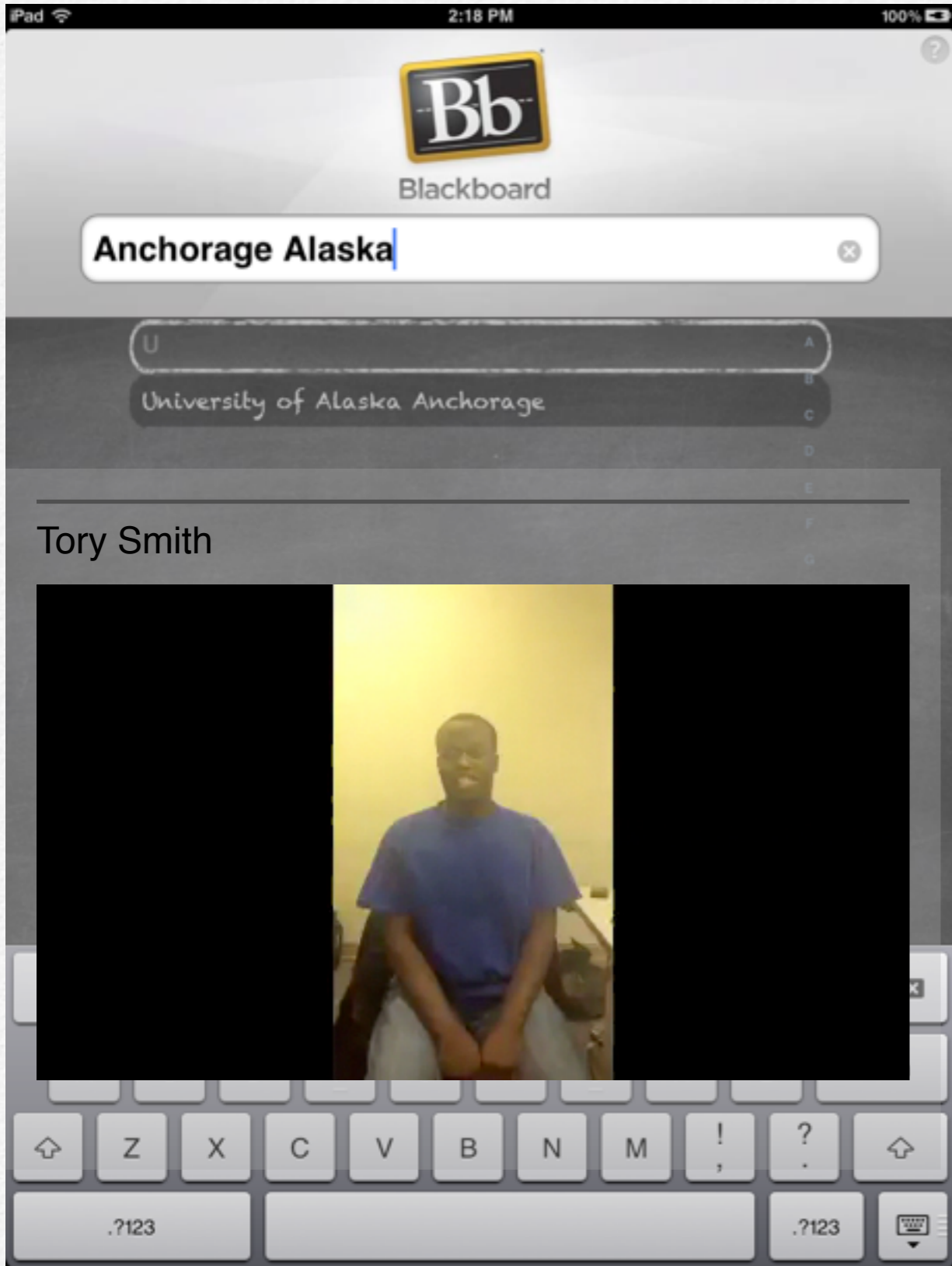
Step 4:

Support for Independence

10 Commandments of Supporting for Independence

1. Never do "for" a student

2. If necessary, provide hand over hand to support in the beginning

3. Refer students to the on-demand materials first

4. Provide support to use the on-demand materials

5. Ask questions like, "what do you think?"

6. Allow time for processing (silence is okay)

7. Reward small successes regularly

8. Remind students of their achievements regularly

9. Fade out and adjust supports immediately as the students skills grow

10. Encourage mentorship rather than support staff

Step 5:

Encourage independent learning and try to keep up!

Treston Johnson-Paige

Treston talks about how he uses technology to create music.