

IMC

Infinitec CD-ROM Videos

AT-207 42 minutes 06/07

ACCESS TO THE CURRICULUM

Tom Furlan provides a user-friendly review of free or low cost technology options. Tom demonstrates a variety of freeware and shareware available to support students with disabilities. Tom shows PC and Mac platform software as well as low to high tech solutions. Tom reminds participants that technology is only a gift if it is matched with the student's abilities and needs.

Learning Credits: 0.75 hrs.

AT-230 53 minutes 06/07

ADAPTATIONS FOR STUDENTS WITH LEARNING DISABILITIES

Dr. Therese Hogan, well known for developing practical and creative approaches to meeting the needs of students with learning disabilities, presents compelling strategies to help your students experience success in the classroom.

Learning Credits: 1.0 hrs.

AT-235 40 minutes 06/07

ADAPTATIONS FOR THE GENERAL CLASSROOM

Dr. Hogan provides a practical introduction to making academic modifications in the general education classroom. In her presentation she provides wonderful guides for decision-making when creating adaptations for students with learning disabilities and other high incidence areas of service.

Learning Credits: 0.75 hrs.

AT-244 45 minutes 07/08

Assistive Technology Assessment: Developing a Written Productivity Profile Part II

During Part II of her productivity presentation, Dr. DeCoste discusses the different stages of writing progression. She also provides a protocol on how to conduct an assessment of student writing. Then she presents light, mid and high technology tools that are available to support students in the area of writing.

Learning Credits: 0.75 hrs.

AT-226 45 minutes 06/07

ASSISTIVE TECHNOLOGY CONTINUUM

Judi Sweeney provides a practical process for the selection of assistive technology tools which is founded on the principle of using a continuum of assistive technology tools beginning with low tech tools, then mid tech tools and lastly high tech tools to increase, maintain or improve the functional capabilities of students with disabilities. Judith provides a practical process with forms to assist teams in operationalizing this process for the selection of assistive technology for students.

Learning credits: 0.75 hrs.

AT-208

60 minutes

06/07

ASSISTIVE TECHNOLOGY FOR STUDENTS WITH MILD DISABILITIES

Gail Richard reviews the background of processing disorders and the impact of processing on learning. She discusses typical problems resulting from processing problems. Dr. Richard then addresses language and auditory processing models and the continuum of processing within the context of functional organization of the brain.

Learning credits: 1.0 hrs.

AT-249

40 minutes

08/09

COGNITIVE RESCALING

A student with difficulty reading and understanding text based information often has to read at levels far greater than his or her ability. Dr. Dave Edyburn presents cognitive rescaling as a process of altering the cognitive difficulty of such information. In this video presentation, Dr. Edyburn discusses the need for use of this process, the prerequisites to use the process, and two cognitive rescaling strategies. He provides practical examples of commonly used classroom text forms being altered using not only purchased, but also widely available software and web-based tools.

Learning Credits: 0.75 hrs.

AT-228

60 minutes

06/07

INDIVIDUAL VISUAL SCHEDULES: A LOW TECH STRATEGY FOR AUTISM

Susan Stokes provides a comprehensive overview of the development of an individualized visual schedule for students with autism spectrum disorder. She addresses the rationale for the use of visual schedules, visual representation systems hierarchy and strategies for schedule design decisions. Susan provides ideas for the implementation of visual prompts and visual schedules for dealing with daily transitions, task completions, and schedule changes. Viewers will leave this hour presentation with a practical understanding of how to design, create and use schedules.

Learning credits: 1.0 hrs.

AT-227

60 minutes

06/07

INTEGRATING AUGMENTATIVE COMMUNICATION INTO THE CLASSROOM

Dee Dee Bunn shares over 20 years experience as a Speech-Language Pathologist and AAC Specialist. This video presents ideas to integrate AAC in the classroom. Ms. Bunn looks at the functional curriculum classroom and explains engineering the environment for successful AAC use and growth. Specific examples are given. Integrating AAC in the regular classroom is also discussed. Low tech and high tech strategies are integrated into the regular education curriculum. Lots of practical solutions and strategies are given to be applied to the natural environment (functional & academic classroom) to make the ACC user successful.

Learning credits: 1.0 hrs.

AT-234

53 minutes

07/08

INTEGRATING READING AND WRITING WITH TECHNOLOGY

Participants will learn that literacy instruction requires self-selected reading, reading comprehension, word study and writing. They will receive an overview of software using text-to-speech technology to provide modeling of language. Three software programs (Write: Outloud. Co: Writer and Draft Builder) focused on remediating reading and writing challenges are demonstrated. Learning Credit: 1.0 hrs.

AT-209 37 minutes 06/07

INTRODUCTION TO PROCESSING

Gail Richard reviews the background of processing disorders and the impact of processing on learning. She discusses typical problems resulting from processing problems. Dr. Richard then addresses language & auditory processing models and the continuum of processing within the context of functional organization of the brain. Learning credits: 0.5 hrs.

AT-242 73 minutes 07/08

LOW TO MID TECH TOOLS: GRADES K-6

Judi Sweeney's ever-popular LOTTIE Kits contain wonderful lite-tech tools that can make a big difference for students with high-incidence disabilities. In this video, aimed at K-6th grade students, Judi introduces each part of these kits, and provides practical examples of how they might be used in the classroom setting. Learning Credits: 1.25 hrs.

AT-210 56 minutes 06/07

POETRY POWER

Dr. Caroline Musselwhite demonstrates the impact that poetry can have upon every student, regardless of disability, in this video. She demonstrates the different ways that poetry can be used to support literacy, writing, & communication, as well as emphasizing the most powerful aspect of poetry - how poetry can be used to express feelings. Learning credits: 1.0 hrs.

AT-259 40 minutes 08/09

QUALITY INDICATORS FOR ASSISTIVE TECHNOLOGY SERVICES

Joy Zabala, national consultant, introduces Quality Indicators for Assistive Technology Services (QIAT) that has been developed over years of dialogue between assistive technology (AT) experts and field providers. QIAT is a tool to guide in the improvement of assistive technology services in order to improve student results. QIAT provide guidance for the provision of AT services in the following areas: Administration; Consideration; Assessment IEP development; Implementation, and Evaluation of Effectiveness. Learning Credits: 0.75 hrs.

AT-211 28 minutes 06/07

READING ASSESSMENT PART I

Drs. Erickson and Spadorcia present Cunningham's Whole-to-Part Model of Silent Reading Comprehension. The goal of this model is for the student to read silently with comprehension. The components of this model, word identification and language comprehension are explored in depth. Learning credits: 0.5 hrs.

AT-212 32 minutes 06/07

READING ASSESSMENT PART II

Using an informal reading assessment, available from most school reading specialists, Drs. Erickson & Spadorcia discuss how to conduct a reading assessment based upon Cunningham's Whole-to-Part Model of Silent Reading Comprehension. The student is

assessed in the areas of word identification, language comprehension, and silent reading comprehension.

Learning credits: 0.5 hrs.

AT-213

27 minutes

06/07

READING ASSESSMENT PART III

Drs. Erickson & Spadoricia propose assistive technology options that might help a student to strengthen an area of weakness in order to have them read at one grade level higher than they are currently reading.

Learning credits: 0.5 hrs.

AT-233

45 minutes

06/07

SENSORY MOTOR SKILLS

This presentation describes sensory processing and its characteristics, identifies strategies for teaching students with this type of processing difficulty, and share how technology can best be used as a tool to assist students with processing disorders in learning.

Learning Credits: 0.75 hrs.

AT 243

33 minutes

06/07

SETTING THE STAGE FOR ASSISTIVE TECHNOLOGY IN THE CLASSROOM

A guide for collaborative assistive technology decision making and service delivery in school settings.

Learning Credits: 0.50 hrs.

AT-214

30 minutes

06/07

SPEAKING DYNAMICALLY PRO/WINDOWS ADVANCED TRAINING

In this follow-up video, Laura Casson presents the features of Speaking Dynamically Pro that make it one of the most powerful communication and educational software applications available. Laura demonstrates how to use the more advanced features of SDPro, including launching another application from SDPro and how to use SDPro in conjunction with other software applications.

Learning credits: 0.5 hrs.

AT-215

45 minutes

06/07

TEXT MODIFICATIONS

In grades 1-3, a major focus of instruction is learning to read. In grades 4 and beyond, the emphasis is on reading to learn. What happens to a student who cannot read at grade level? Who cannot access the information that he or she needs? This presentation demonstrates strategies for using Assistive Technology and Instructional Technology to assist struggling readers and enable them to access the information they need.

Learning credits: 0.75 hrs.

AT-229

45 minutes

06/07

UNDERSTANDING STUDENT BEHAVIOR

Richard Brown presents an introduction to behavioral strategies. He stresses the importance of understanding the messages that are being communicated through an individual's behavior. Then he provides an overview of frequently used behavioral strategies. Learning Credits: 0.75 hrs.