

Pre-Delivery AT Course

NOTE - this prototype will contain ALL items excluding Canvas embedding.

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Overview of Course

Welcome to Dyslexia 301! In this course, we will explore how to utilize assistive technology for learners with dyslexia and, more broadly, all struggling readers. E-learning environments create additional challenges for these learners as text makes up the broad foundation of e-learning environments. While these environments should be made more inherently accessible, assistive technology can fill the gaps as instructors develop and advance their e-learning platforms.

[insert overview video]

How to Complete This Course

This course will take approximately one hour to complete. You may work through the pages by clicking on the “next” button at the bottom of each page or by going through the module view. This course will be made up of five modules. The requirements for each module will be listed at the top of each module in the “module view.” A rough outline of what you will need to complete is below:

- Module 1: Dyslexia 201 Review
 - Take the pre-assessment
 - Review the Prezi if below an 80%
- Module 2: Intro to Assistive Technology
 - Read each of the four pages
- Module 3: Installation & Usage of Assistive Technology
 - Read the instructions to complete the videos
 - Pass *one of the video quizzes* with an 80%
- Module 4: Implementing Assistive Technology
 - Read both pages
 - Write a plan to implement a piece of assistive technology
- Module 5: Exit Survey

Outcome of This Course

After completing this course, you will be able to identify a piece of assistive technology, install & use it, and create a plan to implement the tool with select learners.

Overview Video Script

Try to use stock footage for some of this or just make simple graphics

Imagine this: You teach a 6th grade social studies class. For homework, each of your learners is to go home and read an article on one part of ancient Egyptian life. These articles are linked with instructions on your E-Learning platform. The following day, each learner is supposed to break into groups and discuss what they read. However, you notice that one of your learners, Timmy, is barely able to share anything with his group the day after. When you ask timmy, he says that he read it, but that it didn't make sense and that he can't focus while reading.

Question: What do you do in this situation?

It is true that reading, writing, speaking and listening go across all subjects. However, learners still need to be able to engage with the content WHILE working on these skills. Videos and other alternatives can help solve this problem for Timmy, but they may not be available or easily made at all times.

As such, it is critical that all educators find ways to help our learners as educators develop and improve the digital side of their courses. E-learning provides additional stresses and difficulties on struggling readers and learners with dyslexia as text is often an essential, and sometimes the only, component of early e-learning development.

To return to Timmy, one such tool that could have helped him in this instance was a screen reader. A screen reader is a type of assistive technology. Timmy can be trained to click on a chrome extension such as Read Aloud or to use a mobile app such as Google Lens to read digital or physical articles aloud to him. Many types of assistive technologies or ATs are available. In this course, we will further explore these AT, their uses, and implementation to ensure that all learners have the tools needed to be successful.

Pre-Assessment

Instructions

This pre-assessment is over the Characteristics of Dyslexia as presented in the Prezi from Dyslexia 201 by the Rapid City Area Schools Dyslexia Task Force. This is intended as a follow-up of the material from Dyslexia 201. If you score below a 80% on this quiz, you will be asked to review the Prezi following this pre-assessment. If you score at or above an 80% on this quiz, you will be able to move on to the second module.

Questions

Question 1: Dyslexia is...[hint: mark two]

- A brain-based disability that makes it hard to learn to read accurately and fluently
- A lifelong condition
- Primarily a problem with vision
- A result of low effort on the part of the learner

Question 2: Often the most noticeable characteristic of children with dyslexia is...

- Spelling
- Focus
- Handwriting
- Vocabulary

Question 3: True or False - American sign language is a good option for students with dyslexia (for a language credit) because there is no written spelling to master, making it easier for students with dyslexia to learn.

- True
- False

Question 4: True or False - Learners with dyslexia struggle both on reading comprehension and listening comprehension

- True
- False

Question 5: True or False - Learners with dyslexia may have great thoughts when writing but have difficulty getting them to paper.

- True
- False

Review Characteristics of Dyslexia Prezi

If you scored below an 80% on the pre-assessment, please review the prezi embedded below. If you score at or above an 80% on the pre-assessment, feel free to move on to module 2. You may come back to this page and review the prezi at any time.

[embed prezi]

What is Assistive Technology?

How to Complete This Page

Read the items below. When you have read through the page, click “next” to move on to the next page.

What is Assistive Technology?

Assistive Technology is a technology-based support to help accommodate an individual. For example, the following are types of assistive technologies:

- Wheelchairs
- Hearing aids
- Adapted pencil grips
- Closed captioning
- Adaptive utensils (such weighted spoons)

To learn more about assistive technologies generally, [NIH has a page on Rehabilitative and Assistive Technology](#).

In this course, we will focus on assistive technologies for struggling readers and learners with dyslexia. [AUSPELD](#) does a great job of outlining these types of assistive technologies. There are many types of assistive technologies that may help learners with dyslexia, but not all of them will be explored in this course for one reason or another. Some of these course-excluded technologies include:

- **Electronic Spell Checkers** - commonplace enough that it does not need to be examined in this course, but it may play a useful role in a learner’s toolbox.
- **Word Prediction Software** - like electronic spell checkers, this is already built into most word processing programs and text-messaging platforms used by learners.
- **Reading Pens** - not always affordable for all learners who would benefit from them.
- **Text Compactor / Simplify** - great in theory, these tools attempt to replace certain words with common counterparts. The technology is not currently powerful enough.

A Quick Note: Universal Design

Identifying some of these as assistive technologies may surprise you. Although only some are the intended users of such technologies, all people may benefit from it. For example, you may

not need a ramp for a wheelchair, but you may still benefit from using a ramp when pushing a cart or stroller. This is referred to as universal design.

This broad approach has been applied to pedagogy in Universal Design for Learning. Although it is not the focus of this course, [you may find it beneficial to explore the topic](#).

How Can Assistive Technology Help?

How to Complete This Page

Read the items below. When you have read through the page, click “next” to move on to the next page.

How Can Assistive Technology Help?

Assistive technology can help reduce barriers around the content. For struggling readers and learners with dyslexia, text is one such barrier. As an educator, it is your responsibility to ensure that learners are able to access the content and demonstrate their understanding in a manner that works for them: if you teach a Biology class, you want your assessment to reflect their understanding of the material and not their reading ability. While it is true that reading, writing, speaking and listening are fundamentals to every subject, learners still need to be able to engage with the course WHILE working on these skills.

In addition to the examples above, look through the chart to see how each component can have barriers reduced with assistive technology.

Component	Assistive Technology's Role
Instructions	Text-to-voice software can highlight instructions as the software creates an audio track.
Homework / research	Google Lens and other visual search engines can allow learners to explore topics via videos and text-to-speech even if they struggle with written language.
Delivering Content	Extensions can remove distractions and change font size, shape, and color on busy websites and articles. Fonts such as OpenDyslexic may be most helpful.
Demonstrating Understanding	Learners can use scribe software to “write” assignments through voice-to-text, saving time for the learner.

What Are the Limits of Assistive Technology?

How to Complete This Page

Read the items below and view the job aid. When you have done both, click “next” to move on to the next page.

What Are the Limits of Assistive Technology?

While assistive technology is a great way to support learners. There are a number of things that assistive technology cannot do. Assistive technology cannot:

- Teach literacy / improve reading ability
- Replace in-person supports
- Change the behavior of a learner
- Do the work for the learner
- Guarantee success

E-Learning Beyond Assistive Technology

Beyond implementing assistive technology, instructors need to think critically about making their LMS and E-Learning environment more accessible. Many of these suggestions apply not only to struggling readers (think back to the box on universal design). While these take longer to implement, these should not be seen as afterthoughts when developing e-learning. View the job aid below and feel free to print / share the aid as you see fit.

[\[place job aid here; in-line preview\]](#)

Selecting the Appropriate Tech

How to Complete This Page

Read the items below. When you have read through the page, click “next” to move on to the next page.

Selecting the Appropriate Tech

When thinking about assistive technology, it is important to consider the context, learner, and aims of the technology. In the following module, you will be trained on the installation and usage of one of the five *free* assistive technologies. As you read below and view the chart, think about which may serve your learner(s) the best.

	Read Aloud	Microsoft Immersive Reader	Google Doc Dictation	Mercury Reader	Google Lens
Text-to-Voice	✓	✓	X	X	✓
Voice-to-Text	X	X	✓	X	X
Adjust Font	X	✓	X	✓	X
Adjust Size	✓	✓	X	✓	X
Adjust Color	X	colors	X	black/white	X
Remove Distractions	X	✓	X	✓	X
Chrome Extension	✓	X	X	✓	X
Chromebook friendly	✓	Accessible in chromebook, but it is not intuitive.	✓	✓	X
Mobile / Tablet friendly	X	X	X	X	✓
Ease of Use	One click in	The IR	Click to start	One click in	After

	the browser bar to open. Button to pause and stop reading.	interface is not always intuitive, and it may be difficult to locate in some products. Will change depending on location.	& stop in Google Docs. In a drop-down menu. Dictation can take some practice.	the browser bar.	installation, most features have Google's trademark intuitiveness.
Estimated Grade Range	3-12	6-12	6-12	3-12	K-12
Additional Notes	Read Aloud is a quick extension that works well for a wide variety of learners.	IR can be enabled in Canvas, but is already available in almost all Microsoft products. Edge is a great way to use the IR.	Google's Dictation seems more precise than Microsoft Word's. Like all dictation software, learners will have to edit when done or learn some additional verbal commands.	Can help modify visual issues and distractions / ads when reading articles online. Not intended for dyslexic readers. May prove more useful for easily-distracted learners.	This application has a wide array of uses. It can scan & translate text instantly, scan printed/handwritten text and read it aloud, allow for image-based research, and provide homework help for some secondary subjects.

Other Tech to Consider

Plenty of other pieces of assistive technology for struggling readers / learners with dyslexia are available on the market. Some of the most powerful, paid pieces of technology include:

- Helperbird
- Read&Write
- Snap&Read / Rewordify

Instructions on completing videos

How to Complete this Module

Rather than work through this module in a linear order, this module only requires you to complete one of the five videos. You are to watch one of the videos and answer the questions as they appear on the screen. You will need to score at least an 80% to move on to the next module. If you do not score an 80%, rewatch the video and try again.

Select An Assistive Technology

Click on one of the links below to learn how to install and use the selected technology. If you are not sure which one to learn more about, review the page “Selecting the Appropriate Tech” Click below:

- [Read Aloud](#)
- [Microsoft Immersive Reader & Dictate](#)
- [Google Docs Dictation](#)
- [Mercury Reader](#)
- [Google Lens](#)

[insert links]

Video Pages

Watch the video below. As you do so, questions will pop up on the screen. Answer at least 80% to move on to the next module. If you do not score an 80%, rewatch the video and try again. After you have score an 80%, click here to move on to the next module [insert link]

Read Aloud

(0:25) Question 1: Read Aloud is a

- Chrome extension
- Google Docs Add On
- Canvas Plug-In
- None of the above

(1:10) Question 2: True or False - Read Aloud can be “pinned” to make it always available to the learners.

- True
- False

(2:38) Question 3: You can change the font size with the buttons

- At the top of the window
- In the bottom left of the window
- In the bottom right of the window

(3:05) Question 4: Learners can click on the text itself in the window to start “reading” from that point.

- True
- False

(3:30) Question 5: Read Aloud will not work on Canvas pages

- True
- False

Immersive Reader

(0:25) Question 1: True or False - You still have to install the Microsoft Immersive Reader if you already have Microsoft Edge.

- True
- False

(1:34) Question 2: You can open up the Immersive Reader in Edge by clicking...

- F7
- Shift
- F9
- Ctrl

(3:42) Question 3: What is one way you can NOT modify text in Immersive Reader:

- Adjust background and text color
- Distinguish certain parts of speech
- Change the font
- Simplify the language used

(5:27) Question 4: You can use Ctrl+Shift+U in Edge to have it read the page aloud to you (even if the Immersive Reader is unavailable).

- True
- False

(6:35) Question 5: True or False - All the features in Immersive Reader for a website are available in Word. In other words, they have the same functionality.

- True
- False

Google Docs Dictation

(0:35) Question 1: True or False - You have to install the Google Docs Dictation as an add-on.

- True
- False

(0:55) Question 2: What are the two ways to access dictation in Google Docs (mark two items below)

- Ctrl+Shift+S
- Ctrl+D
- Under "Insert"
- Under "Tools"

(2:22) Question 3: True or False - Google Docs Dictation automatically adds punctuation. You do not need to say the punctuation aloud.

- True
- False

(3:35) Question 4: True or False - Google Docs Dictation will capitalize some proper nouns automatically (such as famous names)

- True
- False

(5:18) Question 5: True or False - Google Docs has plenty of additional vocal commands that can be found by clicking on the help “question mark.”

- True
- False

Mercury Reader

(0:32) Question 1: True or False - Mercury Reader can be added as an extension on the chrome web store.

- True
- False

(0:58) Question 2: You can make the Mercury Reader always available in the toolbar by

- Clicking on the puzzle piece and then the pin
- Clicking on the puzzle piece
- Reinstalling the application
- You don't need to; it is already always available

(2:16) Question 3: To open up the Mercury Reader, you

- Click on the rocket ship icon
- Click on the rocket ship icon and turn it on in a dropdown menu
- Double click on the rocketship icon

(2:47) Question 4: True or False - Mercury Reader is intended for learners with dyslexia

- True
- False

(3:49) Question 5: True or False - One big strength of Mercury Reader is the ease of use; it is very simple.

- True
- False

Google Lens

(1:17) Question 1: True or False - Google Lens is built into the Chrome app; it will appear on devices as “Chrome.”

- True
- False

(1:41) Question 2: What do you click on to open up the Google Lens within the Google app?

- Camera
- Microphone

- You don't click; you search "Lens" into the search bar.
- You don't need to click anything; it automatically opens.

(2:59) Question 3: Which item below is not a feature of the Google Lens?

- Translate
- Text
- Search
- Simplify

(4:02) Question 4: After scanning text, you can click on "listen" to have the text read aloud to you.

- True
- False

(6:54) Question 5 - You can search for information by taking a picture of an item, animal, plant, or other thing.

- True
- False

Introducing the Assistive Technology

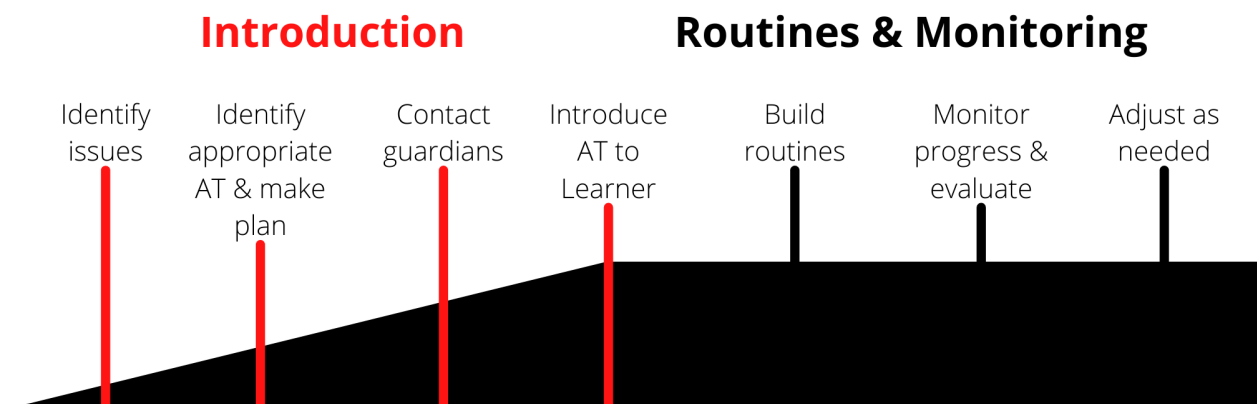
How to Complete This Page

Read the item below and the linked article. When you have read through the page and article, click “next” to move on to the next page.

Introducing the assistive technology

When introducing assistive technology, it is important to:

- Ensure that all parties understand the purpose of the tool and are willing to implement the tool.
 - Learners - *How will you explain it in student-friendly language?*
 - Parents/guardians - *What questions might they have for you on it?*
 - Other staff - *How will you know that the tool is used in all settings?*
- Ensure that the tool is not “otherizing.” It may be best to introduce it outside of class time. Depending on the environment, more effort may be necessary to help the learner be comfortable using the assistive technology.



7 Top Tips for Successfully Implementing Assistive Technology in the Classroom

Read the article by Kelly Thrussell from 2018 at this link:

<https://medium.com/access-technology/7-top-tips-for-successfully-implementing-assistive-technology-in-the-classroom-99643826c7cc>

Routines & Monitoring Usage

How to Complete This Page

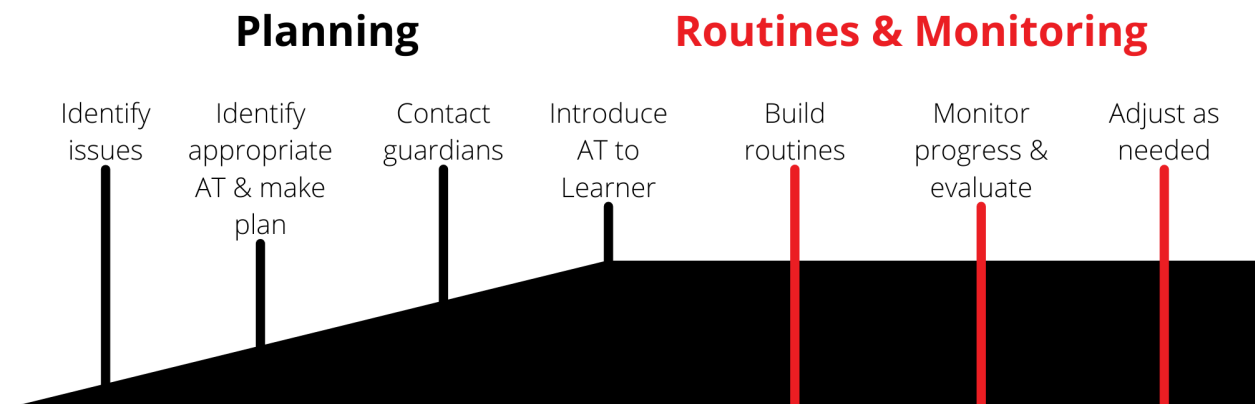
Read the item below. When you have read through the page, click “next” to move on to the next page. You are not required to reread the job aid.

Routines & Monitoring Usage

As stated by the PACER Center, “To be effective, AT needs to become a part of the child’s daily routine and be consistent across all environments. AT use should also increase and even allow children to initiate participation.” Like with all routine-building, consistency is key.

It is also important to evaluate if the tool is actually supporting the learner. According to Tara Mason in “Assistive Technology: Evaluation, Implementation, Instruction, and Progress Monitoring,” the tools should be evaluated at least every ten days of instruction. When evaluating, the same metric should be used each time.

Use the data gathered in evaluation to adjust as needed. Keep next steps in mind.



Don't Forget About LMS / E-Learning Accessibility!

While implementing the tool, you may also want to return to the e-learning platform itself and update it to be more accessible. Feel free to review the job aid from earlier in the course:

[\[link, don't embed\]](#)

Plan to Implement

How to Complete This

Read the instructions below and answer the question to the best of your ability. Feel free to use any resources from earlier on in the course or from other locations in your answer. After completing it, click “next” to move on to the exit survey.

Instructions

For this item, you are to write a plan to implement one of the pieces of AT from this course in your classroom. You may choose to think about implementing it with one learner, a group of learners, or with future learners. Make sure that your plan is detailed enough that someone else could follow your plan to implement.

If you would like, you may instead record a video, create a graphic, or some item other than a text-entry explaining your plan to implement.

Exit Survey

Answer all three questions below. When you are finished, you may exit out of this course.

Question 1: On a scale of 1-5, how well will this information support you as an educator?

Question 2: On a scale of 1-5, how effective was this training at helping you understand and implement AT for struggling readers and learners with dyslexia?

Question 3: Please share any final thoughts, comments, or suggestions below.