



Assistive Technology Tools and Strategies to Support Early Writers and Students with Physical Challenges

Facilitator(s):	Bonnie-Lynn David
Date:	November 05, 2018
Time:	1:00 pm – 4:00 pm
Cost:	\$25.00
Location:	Edmonton (Glenrose Rehabilitation Hospital - I CAN Centre for Assistive Technology) 10230 111 Avenue NW
Session Code:	19-IE-100



Target Audience

Grades K-12 Teachers, Support Staff

Also Recommended For

Instructional/ Learning Coaches, Parents, Inclusive Learning Teachers, Educational/Instructional Assistants, Specialists who work directly with students, Para-educators and teams who serve children and youth.

About this Learning Opportunity

Do you have difficulty planning multiple daily writing opportunities for your students who struggle with writing? This session will focus on assistive technology tools and strategies to support early writers or students with physical challenges that make typical writing opportunities difficult. You will have the opportunity to try a variety of low tech, iPad apps, and Chrome online websites or extensions to support writing. Target activities include agenda, structured and unstructured writing opportunities, spelling and making words, and mind mapping.

Learning Objectives:

- Learn the benefits of low tech strategies to support identified writing opportunities
- Identify and compare the benefits for low tech to high tech assistive technology tools
- Identify the purpose of a writing activity and identify tools and strategies to support that purpose
- Become familiar with specific assistive technology tools (Book Creator, Clicker, Boardmaker online, Read&Write for Google, Inspiration, Holt Graphic organizers)
- Leveraging a student's strengths and challenges to plan writing supports

This session addresses the TQS competency #4: Establishing Inclusive Learning Environments

About the Facilitator(s)

Bonnie-Lynn David is a special education teacher and assistive technology specialist. She works at the Glenrose Hospital I CAN Centre for Assistive Technology and the Hospital School Campus. She works with students who have complex technology needs, their families and school teams.



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