



**The Teacher Center of Broome County  
Teacher Study Group Grant Award  
2014-15**

**FINAL REPORT DUE BY APRIL 13, 2015  
DOCUMENT PROCESSES AND OUTCOMES**

**STUDY GROUP TOPIC: How the iPad Can Turn Teaching Special Ed 'On Its Head'**

**List of group members: Erin Hitchcock / Debbie Sluzar / Kayla Pokorak**

The final report must be word-processed and submitted both in print and through e-mail using this form. Send print copy Teacher Center @ WSKG, BOCES Mail Drop #22 and e-mail file to [btfc@bfoces.org](mailto:btfc@bfoces.org). This report will be posted on the Teacher Center web page at <http://teachercenter.info>.

Describe the initial goal of the group noting any adjustments that had to be made as time passed.

Our goal was to learn about using the built-in options available with iPads to meet unique needs of special education learners. The adjustments that we made were because it took longer to discuss the book than we originally expected. We also adjusted our meeting dates. The book was well-written and informative, and we explored several of the apps and features mentioned by the author. We were disappointed that the QR codes in the book could not be scanned. We found that we combined some of our proposed session topics, because that worked better with the format of the book.

Describe the ACTION PLAN that the group followed.

After discussing how iPads are used in our individual districts, we reviewed the book Mobile Learning for All. We discussed 2-3 chapters at each study group meeting, exploring the resources and apps mentioned in the book. See specific Study Group meeting logs for more information.

Describe how the action plan was implemented.

**After each meeting, we decided which chapters to read before the next meeting. In between meetings, we explored some of the free apps featured in the book that we could potentially use with our students.**

Evaluate the impact of the study group effort on teacher/student performance. How has this study group changed you as a teacher? Do you anticipate that any of your teaching practices will have changed?

**This question is answered differently for each district represented. Chenango Forks has one-to-one iPads for 7<sup>th</sup> and 8<sup>th</sup> graders and use some of these adaptations already, but Binghamton and Maine-Endwell have limited availability, with iPads mainly being used by teachers. The adaptations we learned about have changed our perspectives as teachers and as iPads are available, will affect our teaching. Our comfort levels have greatly increased.**

What evidence do you expect to see of student achievement improving as a result of your participating in this study group?

**At Chenango Forks, students have benefitted from being able to use dictionary apps and speaking features. Words can be translated, which helps ESL students. Students are viewing iPads more as a learning tool, and not just as a device to play games. We expect to see this same improvement and mindset change at Binghamton and Maine-Endwell as iPads become more available to students.**

What evidence is there that the goals of the study group has/has not been met?

**We completed the book, filled out meeting logs, and created a handout of iPad adaptations that can be shared with other teachers.**

Comment on the value of the study group process? Did it work for you?

**Yes, this was a valuable and enjoyable process. We especially appreciated hearing about each other's school districts and sharing how the technology is used in the different buildings.**

How can we make this study group program better?

**The timeline (being approved before Christmas and able to start in January) was great. We appreciated being able to spread our meetings out from January until April. The paperwork at times seems redundant. For instance, the cumulative logs from our Study Groups meeting contain more information than is shared in this report.**

A final report is due two weeks after the last meeting or by **April 13, 2015**, whichever date is first. The report must be typed and double-spaced using the provided form. One copy must be submitted in print and the file must be submitted through e-mail to [btc@btbooces.org](mailto:btc@btbooces.org). Return to the Teacher Center (Mail Drop #22), 601 Gates Rd., Vestal, NY



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## Built-In Features of your iPad for Accessibility

There are many built-in features that allow students with disabilities to have full access to the iPad. To locate accessibility features, go to: Settings / General / Accessibility

### **Basic Multitasking Gestures**

Pinch in on the screen when an app is open, using thumb and fingers in order to return to the home screen. This will not close the app, but will "minimize" it. Swipe up to reveal the multitasking bar. This is also known as the App Switcher. Swipe left or right to move between open apps.

### **Guided Access**

Guided Access helps people with autism or other attention and sensory challenges stay focused on the task (or app) at hand. With Guided Access, a parent, teacher, or therapist can limit an iOS device to stay on one app by disabling the Home button, and even restrict touch input on certain areas of the screen.

### **Triple Click Home**

This allows a user to toggle any of the accessibility features On or Off by simply pressing the Home button three times.

### **Assistive Touch**

Assistive Touch lets you adapt the Multi-Touch screen to your unique physical needs. If a person has difficulty with some gestures, like pinch, they can be made accessible with a tap of a finger. You can also create a custom gesture.

### **Keyboard Shortcuts**

Create a custom shortcut for words or phrases you frequently use, and iOS will type it out for you. For example, "appt" can expand to "appointment" or "cyl" to "Call you later." Keyboard shortcuts make it easier and faster to type your name, email address, home address, or any other text that you commonly type.

### **Audio Adaptations**

#### **Speak Selection**

Speak Selection allows you to read your email, iMessages, web pages, and books to you. Highlight text in any application, tap Speak, and Speak Selection reads the selected text aloud. The dialect and speaking rate can be adjusted. You can also choose to have words highlighted as they're being read.

#### **Dictation** (available with the 3<sup>rd</sup> generation iPad)

Dictation lets you talk where you would type. Tap the microphone button on the keyboard, say what you want to write, and your iOS device converts your words (and numbers and characters) into text.





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### **VoiceOver**

VoiceOver is a screen reader that lets you know what's happening on your Multi-Touch screen — and helps you navigate it — even if you can't see it. Touch the screen to hear what's under your finger, then gesture to control your device. VoiceOver works with the apps that come with your iPhone, iPad, or iPod touch.

### **Siri** (available with the 3<sup>rd</sup> generation iPad)

Say something like “Tell Jay I’m running late” or “Remind me to make reservations for Saturday.” Siri can send messages, place phone calls, schedule meetings, set reminders, look up movie times, and more. And Siri is integrated with VoiceOver, so you can ask where the nearest sushi restaurant is, and hear the answer read out loud.

### **Mono Audio**

Use Mono Audio for users who are deaf or hard of hearing in one ear so that you will hear both left- and right-channel audio tracks in both ears.

### **Visual Adaptations**

#### **Zoom**

Zoom is a built-in magnifier on the iPhone that works wherever you are in iOS. It also works with all apps from the App Store. Double tapping with three fingers zooms in 200%, and you can adjust the magnification between 100% and 500%. This creates 20pt to 56pt text. Zoom works with VoiceOver, so you can see better what is happening on the screen.

### **Large Text**

You can increase the font size in your iOS apps. When you activate Large Text, the text inside your alerts, Calendar, Contacts, Mail, Messages, and Notes is converted to a larger, easier-to-read size.

### **Invert Colors**

If a higher contrast helps you better see what's on your display, iOS lets you invert the colors onscreen. Once you set your colors, the settings apply system-wide, even to video, so you get the same view no matter what you're seeing.

### **Closed Captions**

Watch movies, TV shows, and podcasts with closed captions. Captions appear onscreen in easy-to-read white type on a black background. Not all videos have closed captions available.

### **Braille Display & Braille Commands**

Braille display can be used with the iOS device. Many bluetooth wireless braille displays work right out of the box with iPhone, iPad, and iPod touch.

For visual representations of many of these adaptations, visit:

[www.jcsd.k12.or.us/sites/jcsd.k12.or.us/files/Accessibility%20handout.pdf](http://www.jcsd.k12.or.us/sites/jcsd.k12.or.us/files/Accessibility%20handout.pdf)