



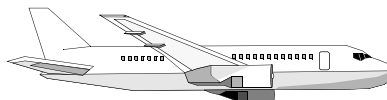
The AT Messenger

....bringing technology to you

Published by the Delaware Assistive Technology Initiative (DATI)

Vol. 4, Issue 1 Jan/Feb 1996

Education Initiative Takes Flight



In October the DATI held six public forums throughout the state to find out what our constituents' greatest AT-related needs were. By far, the issue that was discussed most frequently and with the most emotion had to do with the preparation of educational personnel to meet the technology-related needs of their students. Time and time again, attendees noted that their concerns extended beyond special education personnel to those in general education as well, particularly as the commitment to inclusion becomes more widespread.

These are not new concerns. The DATI, the Delaware Department of Public Instruction (DPI), and many school districts throughout Delaware are devoting considerable effort to improving AT-related knowledge and skills. Beginning in the Fall of 1994, the DATI and DPI co-chaired a task force charged with examining the barriers to assistive technology access for students with disabilities. One of the group's most prominent findings was that access was limited to a great extent by educators' lack of awareness of AT and its applications. As a follow-up, a committee was formed to examine AT training needs. The committee recommended that school districts designate staff to serve as AT Specialists, "point people" who would have significant AT expertise and could serve in a support role to the rest of the personnel in the district. While there was general agreement with the concept, implementation posed considerable challenges: Who would these AT Specialists be? Where would their salaries come from? How would they gain the requisite AT expertise?

DATI staff realized that if we waited until all the issues were resolved, the commencement of training might be delayed indefinitely. Consequently, we began to plan the AT Specialist train-

ing curriculum, defining topics and a model for the training. We secured commitments to participate from several district superintendents, and were very encouraged by the interest and involvement evidenced by district personnel. It became clear that additional resources would be needed if we were to implement the plan the way it was evolving. This led to the submission of a proposal to the Department of Commerce, Telecommunications and Information Infrastructure Assistance Program to support both professional training and student and family awareness relative to the educational possibilities afforded by AT. The proposal was successful (see the November/December issue of the *AT Messenger* for more details), and NEAT—Network for Education and Assistive Technology—will begin offering training in the late winter.

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A kick-off reception and orientation session for participants is scheduled for January 22.

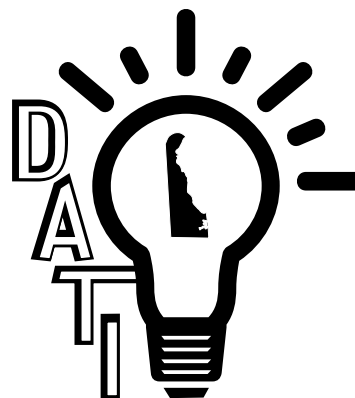
There are many other facets to the DATI's education initiative. As this issue of the *AT Messenger* goes to press, we are awaiting return of the surveys distributed to over 7,200 educators in Delaware. The surveys will provide information about respondents' AT awareness and knowledge, their perceptions of the barriers to AT access in the schools, and the topics about which they would like additional training. This data should help the DATI, individuals districts, and DPI meet the in-service needs of educators more effectively.

The DATI begins 1996 with major activity on the education front. Within the first few weeks of the year, every child receiving special education services in Delaware will take home an invitation to the Open Houses—spotlighting educational applications of AT—to be held at each of the Assistive Technology Resource Centers in January. The New Castle County Open House is scheduled for Tuesday, January 9; Kent County's is Thursday, January 11, and Sussex County's is Friday, January 12. All run from noon until 7 p.m. to accommodate a range of schedules.

For a whole host of reasons, 1996 will be a very important year for students with disabilities who might benefit from assistive technology. The *AT Messenger* will keep you informed of developments as they unfold.

Changing Times

DATI has a new look to share with the world, thanks to the talents of Keith Heckert, Graphic Designer with the University of Delaware. Keith, who graduated with a Bachelors of Fine Arts from the University of Delaware in 1986, designed the new logo after learning about the DATI's mission and mandate. Keith loves “doing logos” because they represent a challenge—transforming a concept into a visually-recognizable identity. Finding something to represent the world of assistive technology wasn't easy; there are so many types of AT, and it is impossible to incorporate them all into the design. Rather, Keith focused on the light bulb, symbolizing invention, power, and creativity. We thank Keith for sharing his considerable talent with us.



Contacting DATI Just Got Easier

One number now enables statewide access to all DATI locations—Central Site and the three Assistive Technology Resources Centers. When you dial 1-800-870-DATI, you will connect with an automated system that forwards your call to the desired location.

Jot it down and pass it on...

1-800-870-DATI

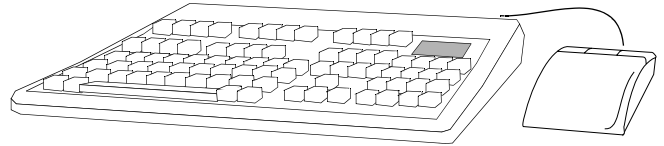
Keyboarding Can Be Easier

*Richard Frick, DVR Unit Supervisor and
Sussex County ATRC Advisory Board Member*

There are several keyboard options available for individuals who may have difficulty using the standard keyboard or mouse. This story demonstrates the effectiveness of efforts made by Delaware Technical and Community College (DT&CC), the Division of Vocational Rehabilitation (DVR), and Easter Seal/DATI's Assistive Technology Resource Center (ATRC) to help a young woman pursue her educational and vocational goals.

Christine B. sustained severe multiple injuries as the result of an accident. Among the consequences of those injuries was a right hemiparesis. Some time thereafter, Chris enrolled in school at DT&CC-Owens Campus to pursue training that would prepare her for employment as a computer programmer. An excellent and determined student, Chris did well with her studies but did experience physical problems with the necessary keyboarding. Her injuries had left her with atrophy of the muscles of her right hand and a total inability to grasp or use the hand for any kind of manipulation. As a result, she typed with one hand, stretching her fingers over the conventional keyboard. Her naturally small hand, coupled with previous injuries to her left arm and wrist, made this a difficult process. Fatigue of her hand and physical discomfort would quickly ensue. Given her vocational plans, this represented a significant concern. Upon the advice of DT&CC and her vocational rehabilitation counselor, Chris visited the Sussex County ATRC. There she was shown a variety of keyboards, and a small keyboard for one-handed use was subsequently loaned to her. The DVR then went on to purchase one for her. Says Chris, "It's great! Works good for me!!" Chris no longer experiences the excessive fatigue and discomfort and is better able to carry out the keyboarding necessary to complete her course work. She will graduate this spring and indicates that it goes without saying that she intends to use the specialized keyboard on the job.

Some relatively inexpensive technology has made life a little easier for Chris. She underscores that it can take a long time to adjust to one's disability and "...when you're ready, you don't know where to begin." She adds, "It's very important for people to know what's out there to make things easier!"



The keyboard which met Christine's needs was called the Quick Touch Keyboard. Some of the other alternative keyboards available at the ATRCs include: Intellikeys, BAT, Comfort Keys, Mini Keyboard, Headmouse, and voice activated systems. Keyboards range in price from \$100 to several hundred dollars. For more information on the keyboard options available, contact the ATRC in your county. "Computer Basics" is the topic of a workshop offered by Sussex County ATRC at DT&CC-Owens Campus on December 18, 1995. Some of these keyboard options will be discussed. For more information call 302-856-7946 or 739-6885.



**Annual
Conference**

September 25, 1996

Sheraton Inn-Dover

ADA Consultants: What to Look For and What to Look Out For

by Jennifer C. Mechem

Like most business people, you have probably wondered how to make sure your business or facility is complying with the Americans with Disabilities Act. How can you be sure you're getting accurate and up-to-date information and advice? The number of consultants seeking to help businesses with ADA compliance has exploded; some are excellent, while others are more interested in your checkbook than in creative problem-solving. Fortunately, it's not hard to spot the warning signs to avoid consultants who are misleading, deceptive, or simply misinformed.

What to Look Out For

Alleged "ADA Certification": Be wary of any company that claims its products or services are "ADA Certified" or "ADA Approved." This should be an instant tip-off that something is wrong, because there are no certification standards or qualifications issued by any regulatory body.

If a local disability group, or any other entity, offers decals or other accessibility ratings, be aware that these ratings have no legal status. If the ratings represent an informed evaluation of the business based on the ADA architectural guidelines (ADAAG), they may be a useful publicity tool for notifying the public that your business is concerned about access and has taken steps to ensure compliance. However, there are many ways to advertise your accessibility; make sure that the organization doing the rating is using accurate standards, and does not represent the ratings as anything other than a recommendation similar to that found in a restaurant review or travel guide.

ADA-Compliant Products: Be wary of any manufacturer who tells you that his or her product is ADA-compliant. A product, such as a lever door handle, may be useful in achieving compliance in specific applications, but the product itself cannot ensure that you meet the ADA guidelines. The installation and environment are different in every case, so you still need to look at the big picture to judge access. What if the lever handles are installed on a door that is too narrow for a person

in a wheelchair to get through?

One movie theatre owner learned the hard way not to rely only on product information about ADA compliance. He bought an assistive listening system that was advertised as meeting all the ADA requirements for hearing-impaired patrons, but turned out not to be compatible with most hearing-aids. He had to buy additional parts later; fortunately, they were not expensive, but a little research and help from the right sources would have saved him some trouble.

Scare Tactics: Be wary of any company that says you risk being sued or fined for noncompliance if you don't buy their product or attend their seminar. Free or low-cost information and technical assistance are available from a number of reputable sources, including the EEOC, the Department of Justice (DOJ), the Disability and Business Technical Assistance Centers (DBTACs), and many local disability organizations. Scare tactics like this only serve to obscure the real reasons for complying with the ADA: high employee productivity, better customer service, and overall economic growth.

If your building is not currently accessible, some remodeling may be necessary, but perhaps not as much as you think. Remember to follow the DOJ priorities for barrier removal: first, access to "get through the door" from parking areas or sidewalks; second, access to the "primary function areas," where goods and services are provided; third, access to restrooms when they are open to the public; and fourth, other areas such as drinking fountains, phones, etc.

Also, make sure that you understand the difference between guidelines for new construction and for existing facilities. In an existing building, barrier removal is only required when it is "readily achievable" and there are many alternatives to costly construction. For example, instead of lowering a drinking fountain, put an accessible cup dispenser next to it.

Applying the architectural guidelines incorrectly is a common mistake. If you hire an architect or contractor who doesn't fully understand the con-

(cont'd on page 5)

text and rationale behind the accessibility guidelines, they may not be able to give you the information you need to make effective decisions about barrier removal.

What to Look For

Use Common Sense and Good Judgement.

Just as you would with any other business transaction, use recommendations and professional networks to locate qualified ADA consultants. Look for a firm that has been around for a while and has a good reputation. Inquire about the company's insurance coverage and any necessary licenses or professional certifications. Ask for references and check them. Avoid companies that use high-pressure tactics, and check with your local Better Business Bureau if you have any concerns.

Trainers or "Disability Awareness" Consultants: Inquire about the training or teaching background of the individuals who will be doing the actual presentations. Ask if people with disabilities conduct the training, and what other types of training the company does; companies that do primarily motivational or general business training may not have the sensitivity and expertise to give you the context and interpretation of the law. Make sure the training will focus on pro-active steps you can take to comply with the ADA, rather than simply how to avoid litigation. And lastly, ask if the company provides its training materials in alternate formats, such as Braille, tape, large print, written transcripts, or videos with captions. Any reputable disability trainer should be willing to provide those on request, though they may ask for advance notice.

Start With the Disability Community. Consult an independent living center or other organization that represents people with disabilities to get some suggestions before you hire a consultant. When selecting a consultant, don't assume that anyone who has a disability is an expert on the ADA, but do look for companies that have people with disabilities on staff. Inquire about the firm's qualifications to do access modifications or other specialized ADA-related work, but avoid those who claim bogus certification. Look for evidence of expertise by asking about previous clients and the type of work performed for them.

The Goal: In seeking a consultant, find someone who can help you make the ADA work for you as a tool to create a more equitable, effective, and profitable business. Once you find a company, you may be pleasantly surprised at how sensible and flexible the law is, and how easy it is to become educated on the ADA and how to comply with it.

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Additional Resource: There is an excellent brochure on "How to Avoid Scams and Schemes Related to the ADA." To order, contact The Council of Better Business Bureaus, Inc., 4200 Wilson Boulevard, Arlington, VA 22203.

Call 800-949-4232 for free technical assistance on the ADA.

Information Needs Study to be Conducted

The Delaware Developmental Disabilities Planning Council has awarded a contract to Delaware Public Administration Institute (DPA) of the University of Delaware's College of Urban Affairs & Public Policy to conduct focus groups throughout the state of Delaware. These group interviews will research the needs for information sources throughout the state and the accessibility to those sources for individuals with developmental disabilities, their caregivers, and service providers. DD Council will use the results of this study to plan for future informational activities throughout the state.

DPA staff is currently looking for consumer and service provider participants to be included in any of the 12 groups to be scheduled during January 1996. Each group meeting will last no more than 2 hours. If you are a member of the developmental disability community and would like to contribute to this important program of information collection or need further information, please contact DPA Institute on the UD Newark campus at (302) 831-1708.

Disability Info Available

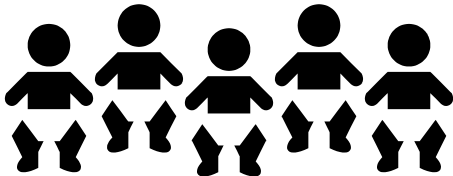
The University of Delaware University Affiliated Program for Families and Developmental Disabilities invites you to join its mailing list. Adding your name to the list will bring you additional information on: classes about disability issues that may interest you; the opportunity to receive **deLAWARE**, a newsletter about disabilities in Delaware; special interest news; legislative updates on items that might affect federal funding of programs; and general information.

To get your name on the mailing list call Leah Jackson at (302) 831-6974.

Parents with disabilities who are willing to share their parenting experiences are being sought by Berkeley Planning Associates (BPA).

The group is surveying people to gather information about challenges, barriers, and unique needs associated with these families. The survey will be used to document service system changes that public policy needs to address.

For more information, contact Joy Weeber at North Carolina State University Center for Accessible Housing, Box 8613, Raleigh, NC 27695; (800) 647-6777.



Guide to Toys for Children Who Are Blind or Visually Impaired

AFB and the Toy Manufacturers of America have released the third edition of the *Guide to Toys for Children Who Are Blind or Visually Impaired*, a resource for parents, grandparents, and teachers that contains commercially available toys and games appropriate for children of all ages who are blind or visually impaired.

Individual copies or a supply of the Guide in full-color print or audiocassette are available free of charge by calling AFB's Information Line, 1-800-AFB-LINE (232-5463).

Supporting Children with Medical, Mobility, and Social Needs: Using Today's and Tomorrow's Technology

This training is to be held at the A. I. duPont Institute on Friday, April 19, 1996. Topics will include Seating, Positioning, and Mobility Options; Computer Access at School and Home; and Augmentative Communication Systems.

For more information contact the Medical Education Office at (302) 651-6750.



Broderbund's Kid Pix is a paint program designed just for kids. With tools, sound and visual effects, the sky is the limit for a child's creation. With the use of a mouse or mouse alternative, you can just explore or complete a masterpiece Kid Pix comes with a variety of "tools" displayed on the screen. Use the Wacky Pencil to draw free-form lines, or the Wacky Brush to paint in a variety of colors, in zig-zag, in dots, or paint circles within circles, just to name a few options.

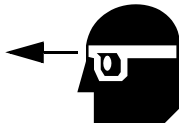
One teacher uses *Kid Pix Companion* Slide Show with *Kid Pix* as a means of introducing her children to each other. Each child brings in several photos which are then scanned into the computer. The child then uses his/her own voice to narrate the sequence of pictures in a slide-show format. *Kid Pix* and *Kid Pix Companion* are purchased separately, or together as *Kid Pix 2*. For more information on *Kid Pix*, *Kid Pix Companion*, or *Kid Pix 2*, contact Ed Salisbury or Patty Hove at the Kent/Sussex Assistive Technology Resource Center.

What's New at Closing the Gap

by Ed Salisbury, Kent/Sussex ATRCs

It's now January and the annual *Closing the Gap* (CTG) Conference has come and gone. Each year CTG hosts a five-day conference focusing on computer technology for special education and rehabilitation in Minneapolis, Minnesota. With over 150 educational sessions and an exhibit floor containing over 75 vendors, CTG is a valuable resource for consumers, parents, educators, and rehabilitation professionals. Unfortunately, not everyone has the ability to take five days out of their busy schedule and fly to Minneapolis. For those unable to attend, here are highlights of new assistive technology products now available.

The *Tracker* by Madenta Systems is a state-of-the-art wireless head pointer that works with desktop and portable computers, and even Sega and Nintendo video game systems. Similar to the *HeadMouse* by Origin Instruments, the *Tracker* consists of a transmitter/receiver unit that sits on top of the computer monitor and a small reflective dot worn on the forehead of the user. The advantages of the *Tracker* include its small size—making it easy to mount on a laptop computer—and an adjustable transmitter that eliminates the need to tilt the monitor or person for proper positioning.



Ablenet has introduced its new and improved *BIGmack* and *SpeakEasy Communication Aids*. The new *BIGmack* also has an On/Off switch which prevents activation during transport. The new *SpeakEasy* is not only smaller and lighter, but has double the recording time. The *SpeakEasy* contains two jacks for attaching toys or appliances to be activated with the message. With an On/Off switch and easy program messages, the *SpeakEasy* truly lives up to its name.

The *AlphaSmart Pro* is a portable keyboard with LCD display that allows students to type and store up to 64 pages of text. The *AlphaSmart* can then be plugged into either an IBM or Macintosh

computer using the existing keyboard cable. Data is then sent by a single keypress into any word processor for formatting, editing, and printing. This small, lightweight keyboard is excellent for note-taking where a laptop computer may be too expensive or cumbersome or when several students need to use the classroom computer at the same time. At a price of only \$250, the *Alpha Smart* is an excellent alternative to costly and fragile laptop computers.

For those who would like a touch screen for their computer monitor but don't want the glare and hassle of calibration, *Troll Touch* imbeds touch sensitive overlays into 14", 17", and 20" monitors as well as laptop computer LCD screens. Currently, touch screens only support up to 15" monitors and require recalibration anytime they are removed from the monitor. Two problems have been present in laptop computer touch screen technology. First, the user was unable to close the laptop with the touch screen attached. Second, securing the touch screen on a monitor that is opened and closed constantly required far more Velcro than there was space to accommodate.



H.K. EyeCan Ltd. has introduced the next step in eye tracking technology. The *Visionkey* can be used as a stand alone communication system or interfaced with the computer for full keyboard emulation. Consisting only of an eyeglass mounted camera, virtual monitor, and interface box, the *Visionkey* is lightweight, easy to use, and totally portable.

For more information on any of the above products, contact your local ATRC or call Ed Salisbury at (302) 739-6885.

FINANCING ASSISTIVE TECHNOLOGY

Creative Technology Funding Options for School Districts

Ron Sibert, DATI Funding Specialist

School districts today are faced with ever increasing challenges as they strive to provide state-of-the-art educational services. If students are to be adequately prepared to compete academically and meet the demands of tomorrow's job market, then computers, telecommunications, and other information management technologies must be a part of their educational programs. Incorporating technology into education is no longer just a novelty or an option for sharing information more easily; it is a matter of survival.

In addition, public schools are required by law to provide assistive technology to students with disabilities when they need it to benefit from their special education programs. This is accomplished through the individualized education program (IEP). Similarly, students with disabilities who do not qualify for special education are entitled to reasonable accommodations; that is, whatever devices/services that can be reasonably provided that will help such students achieve equal access to their educational programs. There is also a legal requirement for students with disabilities to be included, to the greatest extent possible, in classrooms with students without disabilities. Accommodation and inclusion may often involve the use of—you guessed it—AT.

As this technological revolution moves into full swing, however, many school districts are faced with the dilemma of having to balance technology and related service spending against shrinking budgets. So the search is on for creative financing strategies. New and controversial funding formulas are being considered in state legislatures with an eye on the changes looming on Capitol Hill. Various financing models are being studied and applied situationally, but the outcomes are still uncertain. So what should be done in the meantime?

Some believe the solution is reduction of spending—what amounts to avoiding purchase by failing

to include educationally necessary devices and services on the (IEP). However, the savings are far less than the cost burden in staff time and due process; particularly since this approach is in violation of the law. Also—and this is an extremely important point—this system-wide denial of responsibility robs the district of crucial data that could be used to generate additional funding. This notion is discussed in more detail below.

A more acceptable approach is to employ other funding mechanisms. Medicaid has been used rather extensively to purchase certain medically necessary equipment such as augmentative communication devices and sensory aids for qualifying students with disabilities.¹ However, not all students are Medicaid beneficiaries, and not all educationally appropriate AT is medically necessary.

Interagency/collaborative arrangements can be quite effective in certain situations. For example, equipment that had been provided as part of the IEP may later be sold by the school district when the student transitions out of high school. Assuming that the equipment is not obsolete, and has not been designated for recycling to other students, it may be purchased at reduced cost by the student, his/her family or, when the time comes, the Division of Vocational Rehabilitation (DVR). Everybody wins. School districts may also apply for the Interagency Collaborative Team's "Unique Alternatives" funds which the Delaware Department of Public Instruction (DPI) administers and approves on a case-by-case basis for more costly educational AT.

Of course, there is always the time-honored approach of doing things right the first time. Schools may realize significant savings by purchasing equipment wisely. Because of the laws

1. Note that Medicaid purchase of AT does not release the school from its responsibility to incorporate the device, related services/therapies, and any relevant personnel training into the IEP.

(cont'd on page 9)

requiring schools to provide reasonable accommodations to students with disabilities, AT's relevance to mainstream educational technology should not be overlooked. For example, Delaware schools are in varying stages of purchasing computers to implement Goals 2000 and other educational improvement initiatives. It is important that school/district procurement staff be aware of the need to purchase systems which house sufficient memory, ports, etc. to support adaptive equipment. Purchases based on that awareness facilitate inclusion and ameliorate the need to buy separate dedicated devices to accommodate students with disabilities who require access to systems in their classrooms.

Federal grants, both entitlement and discretionary types, are another important potential group of AT funding sources. Entitlement grants are non-competitive funds that are awarded to the state and distributed, usually on a formula basis, to school districts and then to individual buildings. For instance, school districts apply each year for Title 1 funds². This is a formula grant to DPI which awards subgrants to the districts to help disadvantaged children succeed in the regular classroom. The way that these funds are allocated internally depends on the way the districts define their intended services, etc. in their needs assessments. Herein lies the importance of assessing and maintaining accurate data on students' technology needs. If these needs are adequately documented, they can be incorporated into the schools' needs assessments. Federal regulations permit these funds to be utilized for equipment and teacher training when they are contained in the school assessment. However, Title 1 funds may not be used to provide services/equipment required to be made available in the IEP; and they may also not be combined/commingled with special education funds. Although the regulations may change with reauthorization of the educational statutes, this is still an option districts may find worth exploring with the state Chapter 1/Title 1 coordinator while the opportunity still exists. Besides, there is certainly no law against creativity.

2. Title 1: Program in Local Education Agencies, Helping Disadvantaged Children Meet High Standards (formerly Chapter 1); U.S. Department of Education, CFDA #84.010

Discretionary (competitive) grants such as the one authorized under the Goals 2000 Educate America Act are yet another option, but require a different level of effort and organization. Competitive grant funds exist in both the public and private sectors, and a good number of them have an educational focus. While a discussion of grant-writing approaches and models is beyond the scope of this article, district/school staff and administrators are welcome to contact me for suggestions and strategies.

In the meantime, examples of private grantors that make offerings to schools/districts for technology purchase are:

- *J.C. Penney Co.—Public and private schools, districts, institutions of higher education and nonprofits are eligible. Grants support K-12 education reform/restructuring, dropout prevention, and encouraging/promoting volunteerism. No deadlines for minor grants of less than \$5,000. Contact the local J.C. Penney Store for funding guidelines and deadlines. You may also contact the Corporate Contributions and Education Manager in Dallas, Texas at (214) 431-1349.*
- *Texas Instruments Foundation—Grants provided to nonprofits to support equipment purchases and teacher training. Contact the foundation president in Dallas, Texas at (214) 917-4505.*
- *Texaco Foundation—Support provided for math and science in elementary and secondary education as well as teacher training. Equipment grants are provided as well. Contact the foundation president in White Plains, New York at (914) 253-4000.*
- *IBM—A new grant program, called Reinventing Education, focuses on partnerships with school districts to encourage large-scale educational reform. Development of inclusive educational settings using state-of-the-art technology is not beyond the scope of this program. Contact the Director of Corporate Support Programs in Armonk, NY. at (914) 765-5242.*

Of course there are also a number of foundations and other philanthropic organizations that provide money and equipment to education agencies to help launch discrete educational technology-related programs. Some examples are:

AT&T Foundation
 1301 Avenue of the Americas
 New York, NY 10019
 (212) 841-4747

Computer Learning Foundation
 P.O. Box 60400
 Palo Alto, CA 94306
 (415) 327-3347

Ford Foundation
320 East 43rd Street
New York, NY 10017
(212) 573-5000

General Electric Foundation
3135 Easton Turnpike
Fairfield, CT 06431
(203) 373-3216

GTE Foundation
One Stamford Forum
Stamford, CT 06904
(203) 965-3620

Hitachi Foundation
1509 22nd Street, NW
Washington, DC 20037
(202) 457-0588

Mattel Foundation
333 Continental Blvd.
El Segundo, CA 90245
(310) 524-2000

RJR Nabisco Foundation
1455 Pennsylvania Avenue, NW, Ste. 525
Washington DC 20004
202-626-7200

Of course, foundations/funding sources should be contacted to determine deadlines, application preferences, eligibility of the program the grant-writers have in mind for funding, etc.

Remember: The rules about accommodating students with disabilities still apply. However, because special education is driven by individualized education, the assistive technology-related needs of students with disabilities are often set aside in the mad rush to get general educational technology programs funded. That is because such programs are typically designed for groups of students, not individuals. Even so, ignoring the issue of equal access is a grave error, especially since there's a better way to go.

Schools that anticipate the need to address accessibility issues during the conceptual/planning phase of proposal development are likely to be better prepared to accommodate their students with disabilities. Proposals from these schools also end up being more competitive because grantors generally favor plans that evidence wide impact and/or address the needs of diverse populations.

For more information, contact Ron at (302) 651-6790, via Internet at sibert@asel.udel.edu, or via DPI-line at rsibert.

Taking a Look Before You Leap

by Michael J. Cooper

Imagine this business scenario: a small business owner seeks to invest in a new business. The contractor's estimate to renovate a suitable existing location is over \$70,000, one third of which is attributable to one time. The suggestion is made that the cost of that one item is absolute. Should the business owner get a second opinion as to whether the cost is reasonable or necessary? Where would the opinion come from? If an objective opinion was available free of charge, would the business owner be well advised to solicit the opinion?

This example is taken from a real-life situation that recently occurred. The unfortunate aspect is that the "item" was compliance with the ADA, and no one ever called the local Disability and Business Technical Assistance Center (DBTAC) to obtain a second opinion. What's worse is that the local building inspector in this case inadvertently quoted a provision in the ADA that was designed to protect a business' bottom line, and misconstrued it to say that the business had to invest in a cost that was probably beyond the scope of the ADA's intent. Further, the business owner was probably never informed that the IRS makes available a tax credit to small business for up to 50% of eligible expenditures (between \$250 and \$20,250) to make their facilities accessible.

The good news is that you and your associates can "look before you leap" by calling your local DBTAC, the Mid-Atlantic ADA Information Center. Properly implemented, the ADA offers a generous return for every dollar invested. Not only can communities look forward to reducing the amount spent in dependency payments to people with disabilities (approximately \$200 billion per year at present), but with 49 million people with disabilities in America, businesses can also increase market share.

Reprinted with permission from "ADA In Action", Fall 1995



If you'd like more information, or have equipment or an equipment need, call the DATI office at (302) 651-6790 or 651-6794 TDD.

Devices Available:

Apple IIGs System and Monitor & PRC Light Talker w/ peripherals to connect to Apple IIGs, includes many extras-Excellent Condition, \$1,000
 Bathtub Bench, Good Condition, \$100
 Bathtub Transfer Bench, \$90
 Bean Pillow with liner & cover, \$40
 Bedside Commode (2), \$40 each
 Bedside Commode with handles, portable-Good Condition-Free!
 B.O.S.S. 8000-Casio Organizer, \$100
 Boston Scoliosis Brace, size X-8F-0'-Good Condition-Free
 Braun Wheelchair Lift for minivan-\$300
 Canes-(5)-Free
 Child Bath Support Seat (2), \$140
 Child's Electric Wheelchair-Free!
 Commode Chairs-Good condition-Free!
 Compression Pump for leg or arm-\$5,000 new, negotiable
 Electric Chair Lift, 2 years old-\$1,000
 Electric Hospital Bed-Excellent Condition, \$700
 Electric Hospital Bed with Trapeze-Excellent Condition, \$1,000, price negotiable
 Geriatric Chair-Brand New, \$600
 Geriatric Chair, mobile-Good condition-\$150
 Gresham Driving Aid Slim Line Control-Good Condition-paid \$400, make an offer
 High Back Toilet Support/Child, \$170
 Hospital Bed Frames-(2)-Free
 Hoyer Lift-Good Condition-Free
 Invacare Patient Hydraulic Lift-Good Condition, \$300
 IntroTalker-Good Condition-asking \$500, negotiable
 Lawall Prosthetic Leg Brace for the left leg, Free!
 Lift Chair, Fair Condition-Free
 Lift Chair, rust colored, Good Condition, \$350, negotiable
 Loading Ramp for Wheelchair or Scooter, Good Condition, \$25
 Lumex Raised Toilet Seat, slight tear-Free!
 Lumex Shower Bench, slight tear-Free!
 Manual Roff Invacare Wheelchair, Good Condition-\$300
 Manual Wheelchair, Invacare, lightweight, Excellent Condition, \$250, negotiable

Manual Wheelchair, extra width-Good Condition, \$150, negotiable
 Pediatric Wheelchair-Free!
 Portable Shampoo Tray, \$20
 Portable & Hand-held Shower Hose, \$5
 Quad Shower/Commode Chair, \$790
 Raised Toilet Seat w/rails, \$45
 Raised Toilet Seat, adjustable, \$25
 Scan Man w/catchword PRO OCR for windows, \$210
 Scanning Lightwriter (SL8), \$1,025
 Scooter and Charger, Adult, Good Condition, \$750
 Shampoo Rinse Tray, \$20
 Shower Chair with Toilet Pail and Foot rests, \$200
 Sonic Alert Baby Cry Signaler, \$20
 Style Craft Recliner Chair with power standing assist, Good Condition-\$500
 Telecaption Caption Decode, \$85
 Tempest Electric Wheelchair and Charger-Good Condition- \$500
 Toilet Seat Extender, extra wide, with bars, adjustable height, Good Condition, \$50
 Tubby II Chair, \$140
 Three-wheeled Scooter, Adult, Good Condition, \$300
 Unmouse, \$60
 Upper Body Brace, Like New, Free!
 Voice dialer telephone, 5 years old, price negotiable
 Walkers-Good Condition-Free!
 Walker-Works Fine-\$20
 Windsor Feeding Machine-Excellent Condition, \$700 or best offer

Devices Needed:

Child's Posterior Walker
 Easy Lift Chairs
 Leg Braces
 Lift for Rascal Scooter
 Lift for Van
 Personal Computers
 Reclining Geriatric Chair
 Stair Glides
 Travel Wheelchair
 Three-wheeled Powered Scooters
 Video Cassette Recorder
 Wheelchairs (manual & electric), adult and children
 Wheelchair Ramp (portable)

AbleNet's Inclusion Award

To recognize today's leaders in breaking down barriers to inclusion for persons with severe disabilities, AbleNet will present an annual world-wide inclusion award. Each year, an innovative, visionary team of people who creatively demonstrate best practices will be honored for their exemplary efforts to foster participation. By calling attention to how these leaders worked together to change the everyday lives of persons with disabilities and by honoring their commitment and courage, AbleNet hopes to inspire a world without limits for persons with disabilities.

The 1996 AbleNet inclusion Award recipient (one team) will receive a \$500 gift certificate for AbleNet products and a \$500 cash award to defray the costs of attending the 1996 Closing the Gap Conference to accept the award.

How to Apply

AbleNet wants a brief summary describing the innovative activities your team has developed that supports inclusion of an individual with severe and profound disabilities. Any activities designed to create opportunities for inclusion into academic, recreational, vocational or community settings should be shared. The activities need not include the use of AbleNet products.

Obtain an official application packet from AbleNet by calling the company at 800-322-0956. Entries must be received by midnight March 31, 1996 to be eligible.

Submit a completed application plus a minimum of two letters of support from those individuals who are familiar with your team's activities. Winners will be selected by May 1, 1996 and winners will be notified by May 31, 1996. Send your entry by mail to: AbleNet "1996 Inclusion Award," 1081 10th Ave. SE, Minneapolis, MN 55414-1312.

How Can Someone With One Hand Use A Computer? This New Resource Book Has the Answers!

As electronic technologies become more and more a part of daily life, people with disabilities find themselves looking for adaptations and products which can help make tools like computers and CD-ROM players accessible to them. Locating this type of equipment can be a real problem. Where can a blind person go to find a talking computer or Braille printer. Where can a person with a spinal cord injury look for a remote control system for home appliances?

The newest edition of a book published by the Trace Center at the University of Wisconsin-Madison will make it easier for people to find assistive products. The *1996-97 Trace ResourceBook: Assistive Technologies for Communication, Control and Computer Access* lists over 1,500 items and provides descriptions and pictures to assist readers in understanding what is available.

The *Trace ResourceBook* concentrates on equipment used for communicating, controlling the environment, and operating computers.

To make it easier for readers to locate what they need, products in the *Trace ResourceBook* are cross-referenced by functions, by input-output features, and by manufacturer.

The 972-page volume is priced at \$50. People wishing to place an order can contact the Trace Center Reprint Service at (608) 263-2309, TDD (608) 263-5408.

