



# *The AT Messenger*

*bringing technology to you*

Delaware Assistive Technology Initiative (DATI) • Volume 7, No. 3 • July/Aug/Sept 1999

## **DATI Studies Assistive Technology's Role in Delaware Schools**

In the 1995-96 school year, and then again in the 1997-98 school year, the Delaware Assistive Technology Initiative surveyed educators in 19 Delaware school districts. The survey asked educators about their familiarity with different types of assistive technology (AT), their history accessing AT training to increase their knowledge and skills, and their perceptions regarding the barriers to AT access. In 1995-96, 7,474 surveys were distributed to teachers statewide, and the response rate across districts was 11.7%. The second survey was distributed to teachers, administrators, paraprofessionals, and related services personnel. This survey went to 9,076 educators statewide and drew a

response from 10.92%.

### **INSIDE THIS ISSUE:** **Special Focus on** *AT and Education*

What types of AT needs do educators see? Educators noted that the most

common AT need was computer access. In the 1995-96 survey, 63.3% of educators encountered students needing computer access. In 1997-98, 54.2% of educators encountered students with computer access needs. Other frequently cited needs were cognitive assists, augmentative communication, mobility aids, and positioning/seating aids.

### **Familiarity with AT and Training**

The surveys collected information on educators' history in accessing training, including resources offered by DATI. Findings include:

- Increasing numbers of educators visited Assistive Technology Resource Centers

(7.4% in 95-96 to 14.3% in 97-98)

- Increasing numbers of educators attended DATI conferences (2% to 6.6%) and workshops (8.6% to 15.6%).
- 72% said that they had Internet access; 63.2% have searched for specific information on AT.

### **AT access in schools**

- Less than half (47.6% in both surveys) felt that the AT needs of their students were being met, yet approximately 75% (72.8% and 74.5%) feel that AT is often the key to a successful educational outcome.
- Under 20% (16.4% and 19.7% in 1995-96 and 1997-98 respectively) felt that their district policies regarding AT were clear
- Approximately 30% (29% and 30.7%) felt that their district's AT-related policies were responsive to student needs.
- Under 5% (3% and 4.9%) felt that their district spent too much money on AT.
- Under 40% (34.9% and 38.1%) feel that there is an adequate support structure for addressing student AT needs within their districts.



### **Barriers to AT access**

The surveys revealed that, according to educators, the greatest barrier to AT access is insufficient information. Under 20% (19.1% and 15.7%, in 1995-96 and 1997-98, respectively) felt that they had extensive knowledge of most

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## AT in Delaware's Schools (continued)

types of AT. Educators ranked other barriers (in decreasing order of importance):

- limited student/family funds,
- limited district budget,
- district policies for AT unclear,
- limited assessment resources,
- must eliminate other possible funding,
- and other.

### Assessment of educators' knowledge

In general, the gap between *information that educators have* on a specific type of AT and the *information that educators need* has reduced. The areas in which educators still identify a great need for information are: adaptive toys/games, augmentative communication, computer access, cognitive assists, environmental controls, home modifications, sensory aids, and worksite modification.

### Preferred methods of learning

Half-day workshops and demonstrations were consistently preferred to other methods of

learning. Educators ranked other methods of learning (in descending order of preference): reading material, conferences, one-on-one technical assistance, on-line tutorials/courses, and case study discussions.

Over the summer, DATI will be distributing reports to each school district. The reports will include information specific to the district as well as statewide information. The current emphasis on access to the general education curriculum indicates that the demand for AT is going to be greater than ever before. The survey information is intended to help districts clarify their policies and practices relative to AT, and to motivate them to provide the necessary infrastructure—trained staff, equipment inventories, and technical assistance—to foster compliance with IDEA 97 and to meet student needs.

DATI looks forward to assisting districts in those efforts, using survey information to tailor training and information resources to educators statewide. ■

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## Collaborating for an Inclusive School Community

The Sixth Annual Inclusion Conference will be held Wednesday, November 3, 1999 from 8:30 am until 3:15 pm at the Sheraton Dover Hotel.

Keynote speaker Dr. William Henderson (Principal, Patrick O'Hearn School, Dorchester, MA) will present specific strategies for developing inclusive schools for students with a wide range of abilities. He will highlight literature on effective schools and offer suggestions for changes in organization, instruction/curricula, and school culture that are integral for creating successful inclusive schools. The O'Hearn School is a nationally recognized inclusive school. It serves 220 students from diverse ethnic, linguistic, and ability backgrounds. Other session topics include early childhood issues, collaborative IEPs, inclusion beyond the classroom, and curricular adaptations and modifica-

tions. This conference is appropriate for educators, parents, and policymakers involved with or interested in promoting inclusion.

Registration materials will be available September '99, and there will be a \$10 fee. For more information, contact DATI at 1-800-870-DATI (in-state) or 302-651-6790. ■



# Revised IDEA Regulations Promote Student Access to AT

By Brian J. Hartman, Esquire  
Project Director, Disabilities Law Program

The special education system has long been a major source of assistive technology (AT) for eligible students. In most cases, students rely on the Individuals with Disabilities Education Act (IDEA) to support AT requests. The Federal Department of Education recently published a comprehensive set of new IDEA regulations that strengthen the role of AT in schools.<sup>1</sup> Buttressed by recent court decisions and agency interpretations, the regulations hold great promise for enhanced student achievement and access to extracurricular activities.

## IEP Development

A student's instructional plan is generally defined by a single, key document—the individualized education program (IEP). The new IDEA regulations require educators to focus on AT when developing IEPs, determining whether “the child requires assistive technology devices and services”<sup>2</sup> and explicitly identifying any AT supports in the IEP document.

Although schools are instructed to consider AT in the IEP, parents must work to ensure that a thoughtful process truly occurs. Federal regulations do not require IEP teams to document the consideration of AT needs, creating potential for oversight.<sup>3</sup> Delaware parents are fortunate because the State has adopted a more proactive approach regarding AT needs. During the 1997-98 school year, the DATI conducted a statewide survey of educators which confirmed that over 60.3% favored including an AT section on the IEP document. Consistent with this perspective, the State's March 1998 IEP form included a “check-off” section for team members to indicate whether individual students required AT as a supplementary aid or service. The State's new draft addresses AT in a “general accommodations” section in which “accommodations/ modifications, services,

including *assistive technology* and support for personnel” are listed, with an emphasis on how such accommodations shall be linked to the general curriculum.

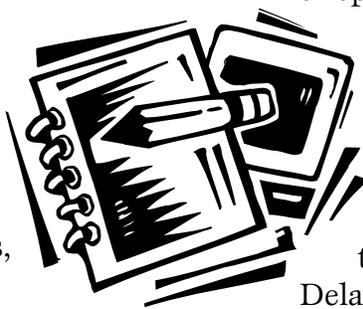
The newer IDEA regulations clarify that decisions related to AT should be reached by an IEP team consensus (rather than a “majority vote”), with parents acting as equal partners with school personnel. Yet, as the public agency involved, the school holds ultimate responsibility for ensuring that the IEP includes provision for any service required in order that the child receive a free, appropriate, public education (FAPE).

IEP discussions often spark differences of opinion about the need for a particular device, scope of training, and usage. Some participants may favor a “bare bones” model while others may prefer the deluxe model. In assessing what is “appropriate,” recent case law provides some guidance. In March 1999, the Federal Appeals Court covering

Delaware criticized a lower court special education decision that denied compensatory education for applying too low a standard of “appropriateness,” stressing that a satisfactory IEP must provide “significant learning,” “meaningful benefit,” and much “more than a trivial educational benefit.” Moreover, in the context of a student with high intellectual potential, the Court held that the scope of programming should reflect that capacity for learning. Applied to AT decision-making, this precedent supports the provision of AT devices and services that facilitate genuine, meaningful progress consistent with student potential.

## IEP Content

The new Federal regulations stress that necessary AT must be adequately described in the IEP. Consistent with past precedents, the regulations reaffirm that AT may be considered by IEP teams as 1) special education, 2) related services, or 3) supplementary aids/services to



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## IDEA Regulations (continued)

keep a student in the least restrictive educational setting.<sup>4</sup> The regulations require a specific IEP statement that describes the nature and extent of AT devices or services when they are recommended under any of these three approved categories.

### Scope of Assistive Technology

#### 1) Training

The regulations affirm that a district's AT training obligation extends to students, parents, and professionals interacting with the students.<sup>5</sup> Although the need for such training seems obvious, districts often supply an AT device without offering full training to facilitate its use.

A 1999 Federal Court decision illustrates this scenario. In East Penn School District vs. Scott B., a district delayed the acquisition of a laptop with a word prediction program for a student with mental retardation and physical disabilities.<sup>6</sup> The Court found that the district compounded its error by failing to train the student's parents, the student's classroom aide, and only partially training his teacher in use of the laptop and programs. The student's training was likewise deficient. In addition to an award of compensatory education for other violations, the Court awarded the student "two years (270 hours) of compensatory education in assistive technology."

#### 2) Non-academic and Home Settings

The new regulations clarify AT's availability outside the classroom. They explicitly authorize districts to provide AT devices for use in settings other than school if an IEP team feels that a child needs access to this technology in order to receive a FAPE (e.g., a youngster may need AT to complete homework).

Apart from home, students may also need AT in extracurricular and non-academic settings, and the revised Federal IEP regulations require equal opportunity for participation in these activities.<sup>7</sup> Activities include such settings

as meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, and school-sponsored special interest groups or clubs.<sup>8</sup> IEPs must state the provisions made to allow children to participate in extra-curricular and other nonacademic activities together with nondisabled students and other students with disabilities.

Transportation particularly receives special consideration, promoting the transportation of students with disabilities with nondisabled peers. If necessary, such integrated transportation may be facilitated by provision of AT. This mandate includes proper training of school bus drivers in use of the AT supports.<sup>9</sup>



#### 3) Personal Devices and Services

The new regulations reaffirm the traditional Federal view on personal devices such as eyeglasses and hearing aids. Such items are not covered if the child needs them regardless of school attendance, yet they are covered if characterized as special education, a related service, or a supplementary aid or service and included in an IEP.

A recent Supreme Court decision provides supplemental support for the provision of AT-related personal services. In a highly publicized opinion, the Court held that schools may be required under the IDEA to provide 1:1 staff support (e.g. nurse) to medically fragile students. In this case, a student required repositioning in his wheelchair, suctioning of his tracheostomy tube, catheterization, and assistance with his ventilator and eating. The Court held that such activities were "related services" within the scope of the IDEA. Some of this student's supports could certainly qualify as AT services. The Court's endorsement of "intensive" personal support services suggests that the allowable scope of AT services under the IDEA may be equally broad.

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## IDEA Regulations (continued)

### 4) Examples of AT

While there is no federal “approved list” for AT,<sup>10</sup> the regulation comments do suggest example items that may be covered, which include word prediction software, adapted keyboards, voice recognition and synthesis software, head pointers, enlarged print, captioning, FM systems, hearing aids, cassette recorders, and electronic note-takers.<sup>11</sup>

### Conclusion

In sum, the new regulations hold great promise for improving student access to AT. IEP teams must consider AT needs and specifically describe AT supports in the IEP document. The role of parents in the decision-making process is enhanced. The duty to train students, parents, and professionals is reaffirmed. AT availability is not limited to the classroom, but extends to a wide range of extracurricular and nonacademic settings. Finally, while there is no federal “approved list” of AT, regulatory comments endorse a variety of items as acceptable for inclusion in IEPs. ■

### Notes

<sup>1</sup> The regulations appear at 64 Fed. Reg. 12405 (March 12, 1999). They are generally effective May 11, 1999. However, compliance may be deferred in certain instances until receipt of FY 1999 funds, expected between July 1 and October 1, 1999. 64 Fed. Reg. At 12406-12407. Copies of the regulations are available on several Web sites, including <http://www.ed.gov/offices/OSERS/IDEA/regs.html>.

<sup>2</sup> 34 C.F.R. §300.346(2)(v).

<sup>3</sup> 64 Fed. Reg. at 12591 (March 12, 1999).

<sup>4</sup> 34 C.F.R. §300.308(a).

<sup>5</sup> 34 C.F.R. §300.6; 64 Fed. Reg. at 12540 (March 12, 1999).

<sup>6</sup> Apart from delayed acquisition, the Court noted that testing at the A.I. duPont Institute confirmed that the word prediction program had not been properly installed. At 1062.

<sup>7</sup> 34 C.F.R. §§300.306 and 300.553.

<sup>8</sup> Id.

<sup>9</sup> 64 Fed. Reg. at 12551 (March 12, 1999).

<sup>10</sup> 64 Fed. Reg. at 12540 and 12575 (March 12, 1999); OSEP Policy Letter to Naon, 22 IDELR 888 (January 26, 1995).

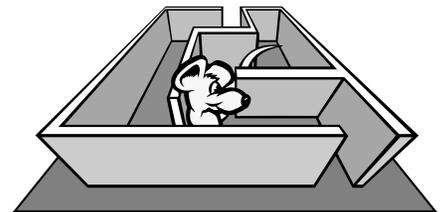
<sup>11</sup> 64 Fed. Reg. at 12540 and 12575 (March 12, 1999).

## Trying to navigate the maze of special and regular education services?

Don't do it alone! The Parent Information Center of Delaware (PIC/DE) can help. PIC/DE is Delaware's only federally mandated Parent Training and Information Center and has staff and services in all counties to help families who have questions and concerns about their children's provision for education and related services.

- We help families better understand their children's rights in education.
- We provide information about all disabilities—cognitive, physical, and emotional
- We help families find solutions to their problems and concerns.
- We help families advocate for their children by keeping them informed about legislation and policies that affect their children.
- We represent interests of exceptional families on policy making bodies.
- We link families with each other for support and kinship.

To learn more or to receive our newsletter, call us at 302-366-0152 in New Castle County, 888-547-4412 in Kent County or 302-856-1852 in Sussex County. Visit us on the Internet at [members.aol.com/PICofDEL](http://members.aol.com/PICofDEL) or email us at [PEP700@aol.com](mailto:PEP700@aol.com). ■



# Assistive Technology for Students of All Ages

Nancy Chipman Ranalli, P.T., Assistant Coordinator  
Assistive Technology Resource Centers

Teachers face many unique challenges at the outset of a new school year, particularly when working with students who have special needs. Whether children have limitations in mobility, communication, or cognition, an educator's primary goal is to help these students attain as much independence as possible. It is imperative that the teams of families, teachers, and therapists involved with these students understand the importance of assistive technology in helping these children walk, talk, learn, and play.

## Mobility

Numerous devices are available for a child with mobility impairments. Manufacturers, including Rifton, Columbia, and Snug Seat, offer various positioning aids, bath seats, and car seats allowing children to maintain appropriate positions while safely participating in home and school activities. Additional devices that can provide trunk support while allowing independent lower extremity movement range from canes and crutches to adapted walkers, such as the *Pony, Gait Trainer*, or *Posture Walker*. Finally, manual and power wheelchairs provide another option for independent movement. Children as young as two or three have demonstrated the ability to understand the cause and effect relationship necessary to drive a power wheelchair. Giving a child (of any age) the ability to move independently in his/her environment not only increases self esteem but also facilitates independent mobility in other positions (i.e. creeping and walking).



## Communication

There are many options for a child who is non-speaking. Voice output devices may be used to

augment a child's skills until they are able to communicate via speech or serve as an alternative for a child who may not attain the speech skills necessary to communicate. These devices range from the *Big Mac*, a single switch with one message that can be changed by a caregiver, to the *Macaw*, which has several levels of recorded speech, to the more sophisticated *DynaVox*, which has digitized speech and dynamic screens linking many levels. Providing some means of communication for a child with communication limitations has been shown to help decrease maladaptive behaviors caused by an inability to communicate wants and needs.

## Computer Access

As computers become increasingly prevalent in our society, the child with special needs should not be left out! Touch windows allow anyone with difficulty manipulating a mouse to access the computer and the software by touching the screen, and they can be added to most computers. A trackball, mini-keyboard, "hands free" mouse, or an infrared "head mouse" are all other alternatives to the standard keyboard and mouse. In addition, software is available for introducing young children to the computer. A wide range of educational software for reading and math can aid older students with learning disabilities.

## Playtime

Children with special needs will also benefit from the use of assistive technology in the context of play. Many toys have been adapted to allow the use of switches. Using a switch allows a child to actually interact with the toy and determine when the toy is on or off, rather than relying on a parent or other caregiver to activate the toy. Switches come in all shapes, sizes, and arrangements, and any available body part can be used to access a switch. Whether it be for a finger, an elbow, a foot or a tongue, a compatible switch configuration is likely to be available. Early introduction and use of switch-

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# Technology for Reading and Writing

Michael Meyreles, ATP  
New Castle County ATRC

As computer technology has advanced over the years, with better sound systems and multimedia capabilities, the available technology for reading and writing has also improved. This article highlights some of the software and hardware that can support and improve a person's reading and writing capabilities.

## Reading

Document reading systems have been available for a number of years using a combination of software and hardware to provide auditory output of printed text to the user. These systems can be dedicated devices or computers used in conjunction with a scanner. Lernout & Hauspie's *Kurzweil 1000* and Arkenstone's *Open Book Unbound* are two document reading systems, originally designed for persons who are blind, that have become useful tools for individuals who are print illiterate, learning English as a second language, or having difficulty reading.

With more students being identified with learning disabilities, Lernout & Hauspie and Arkenstone have developed programs with features to address the needs of those students. Lernout & Hauspie developed *Kurzweil 3000* and Arkenstone created *Wynn*. Both programs give students alternatives to a textbook. Users can scan in a page from a textbook and the image appears on the screen as it does in the text, including all pictures and objects. With the built-in optical character recognition component, text can be read back to the user in various modes (such as by letter, word, sentence, line, or paragraph).

There are other software programs—available for both the Macintosh and the PC—that convert text to speech. *Ultimate Reader*, *Write:OutLoud*, and *IntelliTalk* are some commercially available programs. Ultimate Reader's unique features allow the user control over the auditory feedback, text, background and highlight colors, and can take text from any

source—the Internet, word processing files, or scanned-in text. The unique feature of *Write:OutLoud* is a talking spell checker. *IntelliTalk* is marketed as a talking word processor.

*Tex-Edit Plus* is a Macintosh-based program that can convert text to speech. This program is shareware available on the Internet. When accessing E-text from the Internet, extraneous characters—line feeds and hard returns—appear in the text. Tex-Edit Plus can clean up these characters.

## Writing

Hardware and software tools are also available for aiding writing. Two of the more popular hardware items used to assist in writing are the *AlphaSmart 2000* and the various *Franklin Spellers*. The *AlphaSmart 2000* is a portable keyboard or notetaker that is compatible with any Macintosh or PC. It enables students to practice keyboarding and to write and electronically store reports, essays, and notes without having to be at a computer. Its portability allows students to use it in the classroom, at home, or on field trips.

There are many different types of *Franklin Spellers* available, ranging in price from approximately \$50 to \$500. Entering a misspelled word into this device causes a correction list to appear (with auditory feedback) that enables the user to easily locate the correct word.

Word prediction/abbreviation expansion

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### Mentioned in this article:

Arkenstone: < [www.arkenstone.org](http://www.arkenstone.org) >  
Lernout & Hauspie: < [www.lhsl.com/education](http://www.lhsl.com/education) >  
AlphaSmart 2000: < [www.alphasmart.com](http://www.alphasmart.com) >  
Tex-Edit Plus: < [www.download.com](http://www.download.com) >  
IntelliTalk: < [www.intellitools.com](http://www.intellitools.com) >  
Write:OutLoud: < [www.donjohnston.com](http://www.donjohnston.com) >

# Music Therapy: What Is It, and How Does It Work with AT?

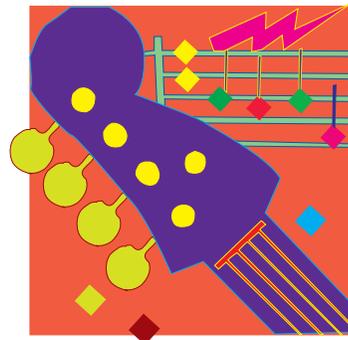
Nina Galerstein, MT-BC  
Stockley Center

Although new to many people, Music Therapy as a profession will celebrate its 50th anniversary in the year 2000. So what exactly is it? Broadly defined, Music Therapy is a systematic process of intervention wherein the therapist helps the client to achieve health—using musical experiences and the relationships that develop through them—as dynamic forces of change. As a Music Therapist who works with adults with developmental disabilities, I will describe what Music Therapy means in this setting.

As a member of the Interdisciplinary Team, the Music Therapist assesses needs, plans a course of treatment, and evaluates progress. Music and music activities are specifically selected for use with a particular client, based on the Music Therapist's knowledge of the effects of music on behavior, as well as the client's strengths, needs, and goals. Because music is multisensory, it is ideal for use with people with developmental disabilities; it provides auditory, visual, tactile, and kinesthetic stimulation. Music activities can provide motivation and opportunities for developing and/or increasing motor communication, social, cognitive, and leisure/recreation skills. Therapeutic music activities can support speech, physical, and occupational therapy programs by providing an alternative treatment modality.

Nina and her group at Stockley made a videotape of their Christmas production of the "Twelve Days Of Christmas." The song was re-written to include all the musical abilities of the clients, and 10 of the 12 clients who participated (each one represented a different "day" of Christmas) used AT. It illustrates a great collaborative effort: each client was assisted by someone from OT, PT, Speech Pathology, Aquatic Therapy, or Music Therapy. For more information, contact Nina. (See p. 9 for contact info.)

Music may also be used in behavioral therapy to increase or modify adaptive behaviors and to reduce maladaptive behaviors. Music is used as reinforcement, a conditioner of other behaviors, or a cue for other behaviors.



How does all this relate to assistive technology? At my facility, we use assistive technology in various forms all day. Here are some specific examples:

1. M. has profound MR, uses a wheelchair, is cortically blind, and tactilely defensive. Her behavior indicates that she loves listening to music. After many trials with different switches, she is learning to use a wobble switch with a universal arm to access her taped music. It is hoped that she may then use this switch for other skills.
2. D. has profound MR, uses a wheelchair, and is blind. He uses a variety of built-up foam handles to play musical instruments. He also uses a series of adaptive instruments built on wooden bases with suction cups to hold them securely. These adaptive devices assist him in active participation and help him learn to locate items on his wheelchair tray.
3. V. and J., both with moderate MR, use guitars that have been adapted by re-tuning the strings and utilizing a *Superslide* to press down the strings. Cognitive functions, such as sequencing and memory, are the skills addressed.
4. C. has severe MR, uses a wheelchair, and uses a *DynaVox* to communicate. She has expressed a desire to participate in singing activities in her music therapy group. Her songs have been programmed into the *DynaVox* in a sequence of verses, and she can also request song titles.

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## AT for Students (continued)

es can facilitate the successful use of communication devices and power mobility in the future.

### Trying Out AT Devices

The Assistive Technology Resource Centers (ATRCs) provide instruction and loan of a variety of assistive technology devices for parents, teachers, therapists, or anyone else working with a child with special needs. The team may borrow equipment and try it with the child before making recommendations for purchase.

While society views the continual advances in technology as a means to “make our lives easier,” we must remember that, for children with special needs, technology is necessary for making participation in school and home activities possible. For more information about assistive technology that may assist a student you know, please contact your local ATRC. ■

## Reading & Writing (continued)

programs are excellent writing tools for individuals with writing difficulties. **Co:Writer**, **EZKeys**, and other word prediction/abbreviation expansion programs help students by creating a list of words based on the first couple of keystrokes or completing a phrase with a predetermined abbreviation.

The reading software programs highlighted earlier can also aid in the writing process. By providing auditory feedback of text, a student can hear what he/she types.

This article highlights only a few of the products available for aiding students with reading and writing. For more information regarding the featured products or any other assistive technology please contact your local ATRC. ■

## Music (continued)

In addition to the above, many of our clients use drum mallets with built-up handles (to foster grasping), switches of all kinds (to foster cause and effect), and picture exchange programs (to foster communication). All are in Music Therapy because of a preference for music.

For more information, visit the American Music Therapy Association website at [www.musictherapy.org](http://www.musictherapy.org), or call Nina Galerstein, MT-BC, at 302-934-8031 ext.284. ■

## What Are the LRCs and How Can They Help My Child?

The Learning Resource Centers (LRCs) are part of a statewide network providing educational materials that may be borrowed to help educate children, particularly those with special educational needs. Three instructional materials centers—one in each county—form the Delaware Learning Resource System (DLRS).

This spring the Dover LRC received a grant from the Developmental Disabilities Council to purchase materials for children who have communication disorders. Many materials are now available for borrowing, along with books, videotapes, puzzles, and manipulative materials. There are finger puppets, big books (and small ones, too) that come with objects to use in telling the stories, and software to help teach reading and math.

The New Castle County Center is housed in the Education Resource Center at the University of Delaware in Newark (302-831-8148), the Kent County Center is located in Central Middle School in Dover (302-672-1958), and the Sussex County Center is in the Child Development Center of the Owens Campus of Delaware Technical & Community College in Georgetown (302-855-1649).

Materials may be borrowed at no charge from any Center, and Centers are open year-round. Call any of the Centers for their hours and instructions on how to borrow materials. ■

## Delaware Recycles Assistive Technology



If you are interested in an item, please call the number listed next to the item. If you would like to add or remove an item from the list, call 800-870-3284, press 1 for English, then press 3 for the DATI Central Site office. All prices are negotiable and all area codes are 302 unless noted.

### Devices Available

#### *Ambulation/Mobility*

Brace, plastic, used to control drop foot, free,

Mary, 629-4643

Prone Stander, Rifton, for 5 year old, w/  
wheels, free, Linda, 239-6243

Walker, \$40, Connie 653-7341

Walker, 4 wheel, folding walker/cart, seat, bas-  
ket, like new, \$150 firm, Rosalie, 652-1921

Walker, for 5 year old, 2 wheels in front, like  
new, free, Linda, 239-6243

#### *Communication*

Canon 7P Communicator, w/tape print out, sin-  
gle switch scanning or keyboard access, new,  
\$650, Dick or Gloria, 910-686-9744

CheapTalk 8, brand new, \$125, Amy, 349-5996

#### *Computers/Software*

Powermac 4400/200 PC, \$1,000; Apple  
Multiscan, \$200; high resolution printer,  
\$200; 10 ft nonlaser printer cable, \$12; above  
computer & components can be purchased  
separately or as a pkg for \$1,412, Margaret,  
836-0559

Co:Writer & Write:OutLoud/Mac, \$200; Simon  
Sounds It Out, \$18; Access to Math, \$39;  
Intellikeys/Mac, \$200; Set of 3 Living Books--  
*Arthur's Birthday, Arthur's Teacher Trouble, &  
Little Monster at School*, \$20; No 1 & 2  
Instant Access Sets for Living Books, \$12;  
IntelliTalk/Mac, \$20; IntelliPics, \$60; Hands-  
On Concepts/Mac, \$39; Holidays Coloring  
Bk, \$27; Learning to Tell Time, \$27; Set of 4  
Edmark Software—Millie's Math House,  
Bailey's Book House, Sammy's Science House,  
& Thinkin' Things, \$25; Set of 4 Instant  
Access Overlays from Edmark, \$30; above

software can be purchased as a pkg for \$706  
or separately at prices listed above, Margaret,  
836-0559

#### *Personal Care/Home Management*

Alternating Air Pressure Relieving Bed, fully  
computerized, full size, made w/ gortex for  
prevention of skin breakdown, operates on  
120 volts, used 3 months, \$10,500, Barry,  
716-924-0409

Bath Chair, w/commode, arm rests, back sup-  
port, \$100, Catherine, 652-6641 after 5 p.m.

Bath Chair, arm rests, back support, \$30, Kathy,  
644-2214

Bedside Commode, arm rests, freestanding or  
over the commode, brand new, \$30, Tony,  
378-3780

Environmental Control Unit—one unit w/two  
controls, one for bedroom and one to be  
mounted on w/c, can be used from bed or  
w/c; TASH infrared remote for TV, speaker  
phone, 2 pneumatic switches, wireless trans-  
mitter, modulars, and many extras, \$2,000,  
Firm, Jim, 734-9106

Geriatric Chair, new, reclining, w/tray, \$400,  
Sarah, 322-8112

Hospital Bed, electric, adj., traction bar, \$1,500  
or B/O, ask for Michele only, 368-8864

Hospital Bed, electric, \$150, Richard, 610-565-  
3636

Hospital Bed, electric, 3-position, \$600,  
Stephen, 947-1637

Lift Chair, brown tweed, like new, \$350, Doris,  
834-5769

Platform Lift, hydraulic, outdoor, 4' rise, free  
w/ receipt for charitable contribution write  
off, Arturo, 777-3763

Regulator for H Tank, \$150, Doris, 834-5769  
Shower Chair, w/back & arm rest, attaches to

the tub, \$65, Sarah, 322-8112  
Shower Chair/commode, w/arm rest, \$75,  
Ruby, 764-8585  
Stair Glide, Silver Glide, approx. 14', \$800,  
Linda, 832-9203  
Stair Glide, Silver Glide II, neg., Jay, 734-8400  
Stair Lift, National Wheelovator Falcon, for 4  
steps, neg., Cheryl, 368-7230  
Tens Unit, Century 2100, carrying case & sup-  
plies, B/O, Sharen, 856-0969

### ***Recreation/Leisure***

Bicycle, adult, 3 wheeled, w/ basket, needs  
work, free, Paul, 335-3613

### ***Three/Four-Wheeled Powered Scooters***

Legend Pride, \$1,000, Elma, 337-8304  
Legend Pride, 3 wheeled, dismantles into 3  
pieces, \$1,700, Rick, 239-7187  
Omega, \$2K, Brad, 517-773-2158  
Pace Saver Juinor, small adult, 3-wheeled,  
upholstered seat, 2 baskets, charger, Shirley,  
368-3383  
Rascal 240, 3 wheeled, long frame, blue, \$1,350,  
Edna, 335-3428  
Scooter lift for minivan, \$100, Dick, 764-1714

### ***Vehicles/Accessories***

Gresham Driving Aid, left-hand control for  
brakes and gas, B/O, Richard, 998-9666  
Hand Brake/Throttle, new, GM, \$375, Barbara,  
678-0515  
Wells-Berg Hand Controls for brake and throt-  
tle, \$75, Dick, 764-1714

### ***Vision***

Aladdin Video Reader...a personal reader and  
magnification system, \$1,200 or B/O, Paul,  
478-7714  
Video Eye, w/ 27" monitor, \$2,000, Joanne,  
678-3453

### ***Wheelchairs/Accessories***

Adult, electric, \$1,500, Barbara, 654-6723  
Adult, electric, Action Storm Series, extra wide,  
w/battery charger, rear shock absorbers, joy  
stick & attendant control, like new, \$1,500,  
Catherine, 656-8884

Adult, electric, w/charger, E&J, \$900 or B/O,  
Mary, 984-1225 after 6 p.m.  
Adult, electric, Joystick Hoveround, reclines, hi-  
back, video and manual inc., neg., Josephine,  
764-5324  
Adult, electric, w/charger, manual inc., std,  
\$900, Dolores, 856-3261  
Adult, electric, Action 9000, inc. joystick & bat-  
tery charger, 1 1/2 yrs old, \$1,500, Ruby, 764-  
8585  
Adult, electric, Invacare, 18 inch, w/gel seat &  
charger, good condition, \$350, Gail, 737-8721  
Adult, electric, std, reclines, swivel seat, adj.  
desk arms, recline leg rest w/tilt footplates, 4  
speeds, \$2,700, Susan, 410-546-5810  
Adult, electric, \$4,000, Judy, 655-9408  
Adult, electric, Amigo, w/ battery charger,  
\$150, Fran, 573-3580  
Adult, electric, new, w/ joy stick, 2 batteries &  
charger, oxygen charger, \$3,500, Lou, 798-  
5475  
Adult, electric, Tempest, needs repair, free,  
Fran, 573-3580  
Adult, manual, La-Bac Tilt 'n Space, \$1,500 or  
B/O, Sandi, 992-0225  
Adult, manual, Invacare, w/Jay Back, \$600  
Firm, William, 652-1914 after 9 p.m.  
Adult, manual, standard, lightweight, w/ soft  
seating, removeable footrests, folds, \$125,  
Andre, 737-2494  
Adult, manual, lightweight, \$150, Theresa, 235-  
0303  
Child, manual, Quickie, w/tray, \$275, Vernessa,  
655-9840  
Child, manual, Zippie by Quickie, Pink &  
Black, tilts, \$500, Jamie, 945-8668  
Child, manual, for 5-6 year old, good condition,  
free, Retha, 475-5979  
Child, manual, for 7-8 year old, good condition,  
free, Retha 475-5979  
Children's, variety, free, Kristen, 672-1960

### ***Devices Needed***

Computer, w/pentium processing, Windows 3.5  
or 95, donation only, Ida, 633-6905  
Computer upgrade to 1GB, fast modem, reason-  
able price or donation, John, 994-3067

Geriatric Chair, extra width, Sarah, 322-8112  
Hospital Table, Alison, 762-1621  
Hoyer Lift, Sarah, 322-8112  
Lift for Scooter, one that attaches to a car, free or reasonable price, Zoan, 697-1291  
Outer 2 Lift for van, free or reasonable price, Elma, 337-8304  
Pump for feeding tube, Heather White, 934-8031  
Lift Chair, reasonable price or donation, Anthony, 993-0513  
Lift Chair, reasonable price or donation, Courtney, 235-6073  
Lift Chair, Sue, 645-6894  
Shower Transfer Bench, willing to pay reasonable price, Sue, 645-6894  
Speech Language Master (Franklin), willing to pay reasonable price, Diane, 284-0514  
Stair Glide, willing to pay reasonable price, Chris, 834-8734  
Stair Glide, willing to pay reasonable price, Linda, 239-4196  
Stair Lift for bi-level-stairs, landing, and then stairs again, total of 14 steps, Sharon, 410-398-7238

Stationary Bike, Beth, 994-6865  
Van, accessible, Sue, 645-6894  
Wheelchair, adult, manual or electric, extra width, Sarah, 322-8112  
Wheelchair, adult, lightweight transfer, Shirley, 737-4666  
Wheelchair, manual, for small adult, willing to pay reasonable price, Theresa, 302-235-0303  
Wheelchair, adult, manual, Theresa, 658-6151

Note: If you are looking for items not on the list, contact the Central Site office at 1-800-870-DATI. New items are added regularly. If there has been no activity or interaction with the contributor to the list within six months, items are automatically removed from the list. Note on liability: The DATI assumes no responsibility for the condition of any products exchanged through this information service. It is the responsibility of the owner to provide accurate information about product specifications and condition. Additionally, terms or arrangements made for any product exchanges are the sole responsibility of the exchanging parties. ■

**To Contact DATI's Central Site office or the ATRC closest to you, call 1-800-870-DATI**

Press  
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then press

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#5 for the Kent County ATRC  
#6 for the Sussex County ATRC

TDD callers: Do not press #1 or #2 and your call will be answered on a TDD line at the Central Site office.

## **DATI Equipment Loan Policy**

DATI has a wide variety of equipment at the Assistive Technology Resource Centers for the primary purpose of demonstration and short-term loan. The policy for the loan of the equipment is as follows:

The standard loan period is two weeks, defined as the day borrowed (e.g., Monday the 10th) to the same day two weeks later (e.g., Monday the 24th). Loans may be extended providing there are no names on the waiting list and/or that an extension will not interfere with an existing reservation. The maximum loan period is 4 weeks.

A maximum of four (4) devices may be borrowed at a time, i.e., during any single loan period. However, combinations of devices may be treated as a single device if the components are interdependent—either operationally, or because one component is required for the user to access another.

Equipment loans across State lines are not permitted. Equipment must also remain in Delaware throughout the loan period.

## DATI PUBLICATIONS LIST



The following publications are available from the DATI Publications Office. All prices include shipping and handling (ask about large quantity orders). Please be sure to indicate the items you wish to purchase and include a complete mailing address for shipment.

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### **Funding Fact Sheets**

Set of five fact sheets providing overviews of the policies and practices of five major funding streams in Delaware relative to assistive technology.

*Price: Single copies are free. 2-9 copies are \$1.00 ea. 10 or more copies are 50¢ ea.*

Public Schools

Medicaid

Medicare

Voc Rehab & Independent Living

Social Security

*Set of five (single set is free, 2-9 \$5.00/set, 10 or more copies \$2.50/set).*

### **1997 Guide to Funding Resources for Assistive Technology in Delaware**

Comprehensive guide to the primary resources for assistive technology funding in Delaware. The guide contains information on eligibility, coverage policies, and application procedures. The material is bound, with index tabs for convenience.

*Prices: 1-9 copies are \$20 ea. 10 or more copies are \$15 ea.*

### **Assistive Technology: The Right Tools for the Right Job**

A video profiling Delawareans working in their chosen professions with support from assistive technology. (Please indicate: open-captioned or closed-captioned format)

*Prices: 1-9 copies are \$15 ea. 10 or more copies are \$10 ea.*

### **Independence Through Technology Video**

An introduction to the many ways in which assistive technology can impact lives. The video contains information about the DATI and other AT resources in Delaware. (Please indicate: English or Spanish)

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## **Free Publications**

### **Independent Living Brochure Series**

Five colorful brochures describing the benefits of assistive technology for activities of daily life.

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**Delaware Recycles AT Brochure**

Description and contact information about the DATI's equipment recycling program—including punch-out Rolodex card for easy reference.

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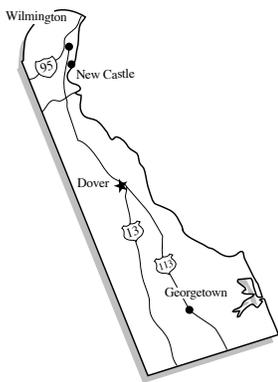


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*The AT Messenger* is published quarterly by the Delaware Assistive Technology Initiative (DATI).

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DATI is a joint project of the Center for Applied Science & Engineering at the University of Delaware and the duPont Hospital for Children.

DATI is funded by the National Institute on Disability and Rehabilitation Research of the U.S. Department of Education, Grant #H224A10005. This publication does not necessarily reflect the position or policy of NIDRR/ED, and no official endorsement of the materials should be inferred.

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