



The AT Messenger

bringing technology to you

Delaware Assistive Technology Initiative (DATI) • Volume 9, No. 4 • Fall 2001

Everything You Ever Wanted to Know About Section 508, But Were Afraid to Ask

by Dan Fendler, AT Specialist, Kent & Sussex ATRCs

Effective June 21, 2001, the guidelines of the Section 508 regulations became enforceable.

What, you may ask, is Section 508? The purpose of Section 508 is to ensure that Federal employees and members of the public with disabilities have access to and use of information and data, comparable to that of employees and members of the public without disabilities.

Let's cover a few definitions that may help explain the implication of the new laws.

What is covered?

First off, what do the new regulations cover? Included are electronic and information technology (EIT) products procured, developed, maintained or used by a Federal agency. EIT is information technology (IT) and any system that is used in the creation, conversion, or duplication of data or information, including:

- telecommunication products, such as telephones;
- information kiosks;
- transaction machines;
- World Wide Web sites;
- multimedia (including videotapes);
- office equipment (such as copiers and fax machines);
- software applications and operating systems.

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Access to the Internet

Who is affected?

Second, who must comply with these laws? Federal departments and agencies, including the U.S. Postal Service and contractors providing products or services to Federal agencies, must comply. There are some exemptions to Section 508.

Exemptions include:

- micro-purchases under \$2,500 using government purchase cards until January 1, 2003;
- systems used for national security, military command, weaponry, intelligence, and cryptologic activities, but not routine business and administrative systems used for other defense-related purposes or by defense agencies or personnel;
- “back office” equipment (i.e., servers, telephone switching equipment) used only by service personnel for maintenance, repair or similar purposes;
- EIT acquired by a contractor that is incidental to the contract; and
- purchases that would pose an undue burden on the agency.

The intent of the law is to make sure that everyone has access to EIT used by a Federal agency. The intent is good, and in the long run, many EIT products and services will probably be easier for all to use. But it may take some time until you see the improvements in the products you use.

One of the biggest challenges facing the technology industry is making a product accessible, not in terms of changing how it may look and feel, but in terms of how you measure its accessibility. For instance, how do you determine if a product or service is accessible? What might be accessible for someone who is blind may not be as accessible for someone who is quadriplegic.

Section 508 and Universal Design

A phrase you might hear related to the design of EIT products is “universal design.” Simply put, the goal of universal design in EIT is to create technology that we can all use. No barriers.

To illustrate how universal design may affect your life, let’s take a look at a simple, but oftentimes frustrating, example. Think for a moment of all the remote controls you may have at home: television, cable converter, VCR, computer, stereo receiver, and CD player. Lots of buttons, right? (Especially if you have a home entertainment unit that combines several different components!) The remotes may get very complicated. If you have mastered all of your controls and have not purchased one of the

universal controls, take a look at the layout of the universal remote the next time you are in a store. It's designed for ease-of-use. The buttons you use most frequently are usually easy to see (volume, channel, power). Generally, people find that the universal remote simplifies their lives.

In a similar manner, it is the intent of Section 508 to make websites and other EIT technology easier to use for everyone. But since the technologies associated with EIT are much more complicated than the typical remote, the solutions to make them simpler to use may take more time and effort.

There is a great website that provides a good list of principles to consider when evaluating existing designs (or to guide the design process):

www.design.ncsu.edu:8120/cud/univ_design/princ_overview.htm

For more in-depth information

If you are interested in learning more about Section 508 and universal design, here are a few websites to get you started:

- www.section508.gov - The Federal Information Technology Accessibility Initiative website. This is the best place to get started.
- www.access-board.gov - The Access Board developed accessibility standards for the various technologies covered by the law. The Access Board has published standards for Federal agencies related to EIT procurement and design.
- www.trace.wisc.edu – The Trace Center is a good source of information regarding universal design. Its mission statement is great:

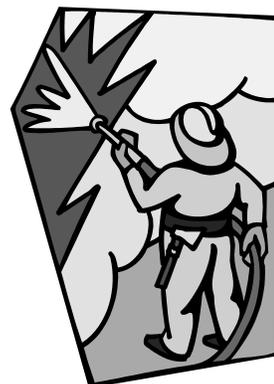
“To prevent the barriers and capitalize on the opportunities presented by current and emerging information and telecommunication technologies, in order to create a world that is as accessible and usable as possible for as many people as possible.”

■

For Your Information

Smoke Detectors for People who are Deaf and Hard of Hearing: Delaware State Fire Marshal's office has a program to provide smoke detectors for people with hearing impairments. The detectors have a flashing strobe light and a louder-than-usual horn. Check with the State Fire Marshal's office in your county for details.

- Kent Co. (302) 739-4394
- New Castle Co. (302) 323-5365
- Sussex Co. (302) 856-5298



All-Terrain Wheelchair Available for Short-term Loan: Children and Families First has an all-terrain wheelchair available for loan for a vacation at the beach or a stroll through the park. If you are interesting in borrowing the wheelchair, contact Alice Knotts at Children and Families First, 302-658-5177.

Access to the World Wide Web

*by Christopher W. White, Esq., Deputy Director
Community Legal Aid Society, Inc.*

The World Wide Web has drastically changed our society in a very short time. For most people, the Web has opened up a new world of information and communication beyond the realm of imagination. In many ways, this information medium has displaced traditional information resources for news, education, employment, business, and entertainment. Unfortunately, it is not available to everyone. Millions of people with disabilities do not have access to this valuable resource because of barriers that could be removed with very little effort and expense. While government and the World Wide Web Consortium have taken steps to remove these barriers, the progress is slow and access continues to elude many potential users.

Access for People with Visual Disabilities

The most obvious barriers exist for people with visual disabilities. People with visual disabilities rely on screen readers or talking web browsers to surf the web. These programs read the website's HTML code to the user; however, these browsers cannot interpret certain types of web content. For example, most web pages contain images which are integral to the information conveyed by the page. If the web page author did not include a descriptive image tag that can be read by the screen reader, the information is lost to the user. For instance, if a company logo is on the page as an image rather than as text, the user might hear the screen reader say "Welcome to the homepage of 'image' " rather than "Welcome to the homepage of the Acme Widget Company."



Similar problems occur with java and javascript language, both of which site developers use to make spinning signs and fancy banners. A screen reader encountering this script in the page emits sounds that could come from an alien world. Unlabeled graphics, undescribed streaming video, lack of keyboard support, and information presented in inaccessible PDF (portable document format) files also present problems for people with visual disabilities.

Other Barriers

People with hearing disabilities often cannot access uncaptioned audio and video. People with physical disabilities are often hampered by lack of keyboard or single-switch support for menu commands. People with cognitive or neurological disabilities are obstructed by websites with overly complex presentations and a lack of consistent navigation structure. Flickering or strobing designs on webpages also present barriers to effective communication.

Addressing the Problems

The World Wide Web Consortium, the international consortium that promotes evolution and interoperability of the Web, created the Web Accessibility Initiative (WAI) to address these barriers. The Consortium maintains that in order for the Web to reach its full potential it must promote a high degree of usability for people with disabilities.

The efforts of WAI to address web technology have been quite successful. WAI helped to develop accessibility features for HTML 4.0, the basic programming code for the World Wide Web. In addition, WAI developed accessibility features for Cascading

Style Sheets, Synchronized Multimedia and MathML. Advances in accessibility features and the increased utilization of Cascading Style Sheets will significantly improve access by removing barriers presented by frames and obsolete HTML style codes which frequently hinder screen readers.

WAI developed accessibility guidelines for the World Wide Web as well. *Web Content Accessibility Guidelines 1.0*, developed by WAI, outlines accessibility principles and design ideas for web content developers and developers of web authoring tools. *Authoring Tool Accessibility Guidelines 1.0* assists developers in designing website authoring tools including WYSIWIG (“what you see is what you get”) editors such as Microsoft FrontPage, conversion tools and image editors. *User Agent Guidelines 1.0* provides guidelines for the development of web browsers and other types of software that retrieve web content.

What do the Laws Require?

At this time, the adoption of guidelines developed by WAI is voluntary for most web programmers; however, this is gradually changing. Governments around the world are beginning to require compliance with WAI guidelines in varying degrees. The United States requires that, when federal agencies develop, procure, maintain or use electronic and information technology, such technology must be accessible to Federal employees and members of the public who have disabilities. These requirements are imposed by Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Investment Act of 1998 and apply to all Federal websites (see related article on Page One).

In addition, the Americans With Disabilities Act (ADA) requires covered entities to provide effective communications to people with disabilities when they use the internet. A 1996 U.S. Department of Justice Policy Ruling found that Titles II and III of the ADA impose this requirement upon State and local governments and the business sector. The effective communication rule applies to communications regarding programs, goods or services being offered by the covered entities.

Settlement Letters from the U.S. Department of Education Office of Civil Rights expand upon the definition of “effective communication.” The Letters state that “the issue is not whether the student with the disability is merely provided with access, but the issue is rather the extent to which the communication is actually as effective as that provided to others.” (Pages 1-2, Docket Number 09-95-2206, 28 CFR 35.160(a)).

Other Benefits of Accessibility

Providing greater access to the World Wide Web makes sense in many ways.

Outside of the disabilities arena, websites with greater accessibility have faster downloading times. This access facilitates transmission of web-based data to wireless technology such as cell phones and personal digital assistants.

But clearly, the most compelling economic reason for web developers to facilitate greater accessibility is the increased viewership they will achieve as a direct result. The additional costs of accessibility are estimated at one to two percent of the development costs. The additional viewership as a result of the accessibility is estimated at twenty percent.

Although significant efforts are being made to improve accessibility to the World Wide Web for people with disabilities, there is a long way to go. The work of the World Wide Web Consortium through the Web Accessibility Initiative has impacted accessibility to the Web. In the end, we can hope that ethical principles will encourage web developers to increase Web accessibility but it may be economic self-interest that finally carries the day and fully opens the world of the internet for people with disabilities. ■



Save this Date: January 24, 2002

for the LIFE Conference IV

Sheraton Dover Hotel • 8:00 am – 3:45 pm

featuring

Allan Bergman, President & CEO of the Brain Injury Association
and the State Council for Persons with Disabilities' Award Luncheon

Workshops on: Ticket to Work, Funding Assistive Technology, Building Community from the Inside Out, Positive Behavioral Support, Hot Topics, Assistive Technology and Special Education, Recreation and Leisure, Pact C: Natural Environment Services in Daycare and Preschool, Patients' Rights Enforcement, ADHD: General Overview, Rejuvenation: Staff Burnout in Special Education.

Registration flyer available in November!

For more information, contact the DATI Central Site: 1-800-870-DATI (in state) or 302-651-6790

Inclusion Conference Coming Up in November

This year's Inclusion Conference is less than two months away. In contrast to past conferences, this conference will feature full-day sessions to cover issues in more depth. In the keynote presentation, "Inclusive Education: Rediscovering Our Right to Belong," Norman Kunc will explore attitudes, assumptions, and fears that prevent students with disabilities from being included in regular classrooms.

Supports for Teachers in Inclusive Schools

Kunc will also offer a full-day session titled, "New Students, New Questions: Supporting the Classroom Teacher in an Inclusive School." Based on personal experience and input from classroom teachers, Kunc will examine five necessary areas of support: information, collaborative planning, shared agreement on goals and expectations, classroom and school-based supports, and classroom assistants. Later in the day, Kunc will explore one of the most demanding aspects of teaching: supporting students with disruptive or aggressive behavior. Kunc will show how to build and maintain a climate of belonging and mutual respect in classrooms; non-coercive ways to respond to refusals, questions, and emotional outbursts; and how to de-escalate potential crisis situations.

Using Technology in Inclusive Classrooms

In "Technology Tools in Balanced Literacy Instruction," Kelly Fonner will teach the components of a balanced approach to literacy instruction. She will then present ways of using technology for supporting phonetic development, vocabulary expansion, sight word recognition, reading comprehension, the writing process, and independent reading.

Curriculum Adaptations and Individualized Instruction

Stacy Dymond's session, "Strategies for Adapting the Curriculum and Individualizing Instruction for All Students," will present a variety of processes for creating curriculum adaptations for students with mild to severe disabilities, as well as for students who have no identified disabilities. Additional emphasis will be placed on creating exciting learning environments that maximize student partici-



pation and achievement, modifying the curriculum to include both academic and functional skills instruction, and working collaboratively with other adults to develop adaptations. Case studies will be used throughout to illustrate concepts and spur ideas for problem solving difficult issues.

Delaware's Own Inclusion Project

Finally, an overview of the Inclusion Project, an initiative sponsored by the Department of Education, will be presented in the session Delaware's "Blueprint for Inclusion." Education specialist Brian Touchette, along with resident teachers Carol Barlow and Linda Smith, will share some of the history, outcomes and challenges that districts have experienced.

In the second half of the session, an interactive panel with district administrators, teachers and parents will address Delaware's specific issues. Participants will leave with an understanding of techniques that can be applied in their district, school, or classroom.

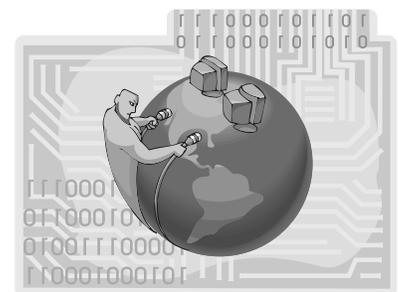
The Inclusion Conference will be held on November 15, 2001 at the John M. Clayton Conference Center in Newark. Registration will be \$20 per person (\$10 for students). For registration materials, contact DATI at 1-800-870-DATI (in-state) or 302-651-6790. Contact us by email at dati@asel.udel.edu. ■

Social Security on the Web

If you haven't visited the Office of Disability's page on the Social Security Administration's (SSA) website recently, you may be pleasantly surprised by the new look and additional features you will find. Visit the site at www.ssa.gov/disability.

Whether you are an individual with a disability applying for or already receiving disability benefits, helping someone apply, or simply interested in the disability program, the SSA website can be a valuable resource.

- Find out what you need to know about qualifying for Social Security disability insurance by using the Disability Planner (www.ssa.gov/dibplan).
- Use the Benefits Eligibility Screening Tool (B.E.S.T.) to find out which programs you may be eligible for



(<http://best.ssa.gov>).

- Get benefits information in other languages.
- Learn the difference between Social Security's two programs that pay benefits to people with disabilities (Social Security Disability Insurance [SSDI] and Supplemental Security Income [SSI])
- Search frequently asked questions and get updates by email if the answer changes
- Get eNews updates with new information about Social Security's disability programs.
- Access important publications:
 - 1) The "Red Book," a guide for rehabilitation counselors, social workers, and others on SSDI and SSI employment incentives (www.ssa.gov/work/ResourcesToolkit/redbook_page.html)
 - 2) The "Blue Book," a guide for physicians and other health professionals on SSDI and SSI programs (www.ssa.gov/disability/professionals/bluebook/)
 - 3) A Guide for People with Disabilities Seeking Employment (www.ssa.gov/work/workta2.html)
 - 4) The 2001 Social Security Handbook: Your Basic Guide to the Social Security Programs (www.ssa.gov/OP_Home/handbook/ssa-hbk.htm)

All of these resources are available from the Social Security Administration's Office of Disability. For more information on Social Security, you can visit www.ssa.gov. It has even more information about disability and retirement benefits programs, social security cards, and agency goals.

Another site, www.disability.gov, is a one-stop shop designed for people with disabilities and their families. This site includes links to resources, services and information available throughout the federal government. ■

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Workshops and Conferences

Free DynaVox Training: DynaVox Strategies for Programming, Implementation, and Teaching at DelTech, Stanton on October 23. Contact Deb Bassett, 732-438-9787 or debbassett@home.com.

ATIA 2002 Conference: Showcasing Excellence in Assistive Technology, January 16-19, 2002, Orlando, FL www.ATIA.org, 877-OUR-ATIA

CAMA AAC Workshop, including Medicare Funding presentation, October 1, 2001, Holiday Inn Philadelphia Stadium, Philadelphia, PA, www.aacproducts.org, 800-441-CAMA.

Assistive Technology in Higher Education Conference, November 14–16, 2001, University of Colorado at Boulder, www.colorado.edu/sacs/ATconference, 303-492-8671.

Computer Access: Microsoft and Apple Offer Accessibility in Operating Systems

by Michael Meyreles, ATP, New Castle County ATRC

As use of the computer has proliferated, both Microsoft and Apple have recognized the need to make their systems accessible to people with disabilities. Since the advent of their Macintosh Operating System 7, Apple Computer has included many utilities to aid in accessing the computer. Microsoft accessibility has had a slower evolution. With the latest version of Windows, Windows *Me* (Millennium Edition), many new features have been added.

Windows Me Accessibility

Accessibility options are installed by default during Windows *Me* setup, making the Accessibility Wizard and accessibility utilities instantly available.

The Accessibility menu now includes On-Screen Keyboard, a virtual keyboard on the computer screen. On-Screen Keyboard provides some functionality for people with mobility impairments (allowing them to type using only the mouse) and can help people who do not know how to type.

The Windows *Me* Accessibility Wizard has been enhanced to help users more quickly, easily, and completely customize the accessibility options on your computer.

The Accessibility Wizard takes the user through a series of questions about vision, hearing, and mobility needs, then customizes Windows *Me* accessibility settings accordingly. The customized settings can be saved to a disk for use on other Windows *Me* computers.



Features that were previously only available with the purchase of a special mouse (IntelliMouse®) have been integrated into Mouse Options in the Control Panel. These new features include:

- ClickLock—highlight or drag without holding down the mouse button
- SnapTo—automatically move the pointer to the default button in a dialog box
- Mouse Pointer Visibility Options—show pointer trails, hide pointer while typing, show location of pointer when you press the CTRL key.

The width of the cursor can now be adjusted, making it easier to locate for people who have visual impairments.

The Windows Calculator accessory has been improved as well. Special scripting is no longer needed when using accessibility tools such as Microsoft Magnifier.

The accessibility features in Windows *Me* build on the options included in earlier versions of Windows, including:

- Microsoft Magnifier—creates a separate window that displays a magnified portion of the screen. Magnifier provides a minimum level of functionality for people who have slight visual impairments.
- Sticky Keys simulates simultaneous keystrokes while the user presses only one key at a time.
- Filter Keys adjusts the keyboard response so that inadvertently repeated keystrokes are ignored.
- Toggle Keys makes the computer sound an alert when certain “locking” keys are pressed.

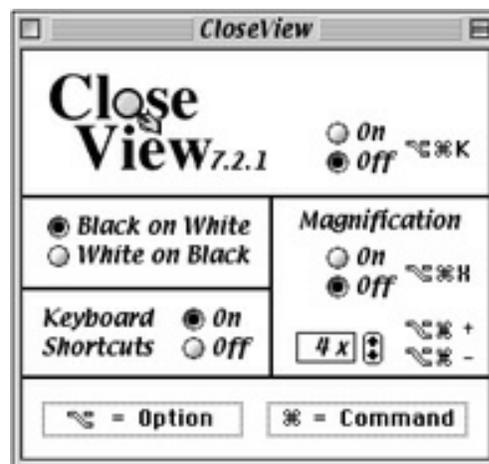
- Sound Sentry provides visual cues for system sounds.
- Show Sounds makes applications display captions for audio.
- High Contrast improves screen contrast with alternative colors and font sizes designed for easy reading.
- Mouse Keys enables navigation with the numeric keyboard instead of the mouse.
- Serial Keys allows the use of alternative input devices instead of a keyboard and mouse.
- Notification gives warning messages when features are turned on and sound messages when features are turned on or off.

The Macintosh Operating System

In the disability community, it is a well known fact that the Macintosh operating system has always been one of the most accessible personal computer systems available. The features that make the Macintosh accessible include CloseView screen magnification software, Easy Access system software (Sticky Keys, Slow Keys, Mouse Keys), electronic documentation, key-repeat disable, text-to-speech synthesis and voice recognition (Plain Talk), and visual alert cues. All of these features are included as part of the Macintosh's system software (System 7.x, 8.x, and 9.x).

CloseView is a screen enlarger. It magnifies all screen images (including text, graphics, menu bar, and the mouse cursor) up to 16 times the normal size. In addition, CloseView can invert the Macintosh display (so that text appears white on a black background). Naturally, these features are used most often by individuals with visual impairments.

Easy Access is a control panel extension containing a set of keyboard utilities. These utilities—Mouse Keys, Sticky Keys, and Slow Keys—assist people who might otherwise have difficulty using the keyboard or the mouse. Also included is Talking Alerts (alerts are written on screen as well).



- MouseKeys controls all mouse movements via typing on the numeric keypad. This utility is especially valuable for people who lack the manual dexterity to maneuver a mouse.
- Sticky Keys is a software key-latch, meaning it can hold down keys during times

when two or three keys must be pressed simultaneously (e.g., typing a capital letter or a question mark). For people with a physical disability who type with one finger or with a mouth wand, this key-latch feature is a helpful tool.

- Slow Keys enables the user to change the length of time it takes for a keystroke to be registered on the screen. This allows several keys to be pressed accidentally without effect. For a child or adult with fine motor difficulties, this customizable feature saves unwanted keystrokes from appearing on the screen.

Text-to-Speech allows your computer to speak the alert messages that appear on the screen. There are 26 different voices to choose from. The computer can be set to speak alert messages using the Talking Alerts section of the Speech control panel. In some application programs, the computer can also read text contained in documents aloud.

Plain Talk—Apple Speech Recognition lets the Macintosh understand what the user says, offering a new dimension for interacting with and controlling the computer by voice. The user does not even have to train it to understand his/her voice. Rather, users can speak naturally, without pausing or stopping, and add their own words.

Visual Alerts—Enables a user with hearing difficulty to be alerted to errors and alerts that are typically delivered via sound feedback by delivering such feedback by a blinking menu bar.

For more information about these Microsoft or Apple features, check the web pages below, or contact your local ATRC. ■

Information for this article has been gathered from the Microsoft (www.microsoft.com/enable) and Apple (www.apple.com/disability) websites.

The Digital Divide and People with Disabilities

by Beth Mineo Mollica, DATI Director

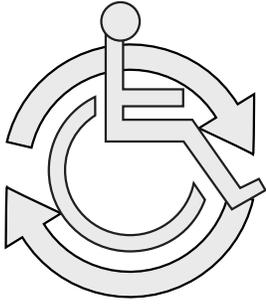
Why is the issue of the “Digital Divide” so important to people with disabilities? The finding of the recent study, *Computer and Internet Use Among People with Disabilities*¹, confirmed what most of us already know: while people with disabilities arguably have the most to gain from the emergence of new technologies, they have among the lowest rates of use of the most prominent of these technologies.

Less than 25% of people with disabilities have access to a computer at home (compared to 52% of those without disabilities), and only 11% can access the Internet from home (compared to 31% of those without disabilities). And there is growing concern that technology, once regarded as the means to “equalize the playing field,” may turn that field into a muddy bog, miring people with disabilities.

We know that people with disabilities are often economically disadvantaged. A Harris Poll released in July 2000 revealed that employment among this segment of our society has remained at a constant 32% for the last 14 years, despite the economy of the late 1990s with its overall low unemployment rates. The poll also showed that people with disabilities are more likely than those without disabilities to be living in poverty (i.e., household incomes less than \$15,000). In addition to economic factors, however, people with disabilities often must overcome an additional set of barriers too often ignored in Digital Divide conversations—system designs that fail to accommodate users’ physical, cognitive, or sensory limitations.

By the end of this decade, 80% of the jobs in this country are expected to be in the information technology field. Unless we want to see disability-related employment statistics become even more deplorable, we had better ensure that today’s students have the requisite skills to be viable employees. Unless we want to create a new class of people dependent on social welfare programs, we had better do what it takes now to ensure that those at-risk have uncompromised access to the tools and the means for learning how to use them. ■

¹Kaye, H.S. (2000). *Computer and Internet use among people with disabilities*. Disability Statistics Report (13). Washington, DC: U.S. Department of Education, National Institute on Disability and Rehabilitation Research.



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-DATI, press 1 for English, then press 3 for the DATI Central Site office. All prices are negotiable and all area codes are 302 unless otherwise noted. You may also find an up-to-date recycle list on the DATI web site:

<http://www.asel.udel.edu/dati/recycle/index.html>.

Devices Available:

Ambulation/Positioning

Cane, standard, free, Gloria, 324-1214

Cane, standard, \$10, Esther, 454-7866

Chair, Rifton, for young child (1-3 years), wooden, adjustable footrest , back, tray and padding, free courtesy of DATI, Joann, 651-6790

Crutches, pediatric, adj., aluminum, \$10, Alison, 427-0405

Crutches, adult, adj., aluminum, \$10, Alison, 427-0405

Crutches, adult, adj., aluminum, \$5, Judy, 945-7449

Crutches, adult, adj., wood, \$5, Judy, 945-7449

Prone Stander, for person 4'-5', free, Donna C., 424-1770

Walker, for youth 4'7"-5'5", Guardian, standard, folding, never used, \$35, Jon, 610-255-3931

Walker, for youth about 9 yrs old, wheels, extension legs, free, Joann, 652-3968

Walker, adult, adj., no wheels, free, Gloria, 324-1214

Walker, (2), adult, adj., folding, no wheels, \$25 each, Esther, 454-7866

Walker, adult, \$5, Carolyn or Charles, 322-5036

Communication

Artificial Larynx, \$100, Wes, 243-1444 or 633-1815 (pager)

DynaVox 2C, perfect condition, 3 yrs. old, \$3,000, Andrea, 212-605-0423

DynaVox 3100, back up kit, carrying case, mini cup switch, communication desk mount kit, new, \$1,000, Angela, 834-9374

Liberator, battery charger, handle, learning guide, needs new battery, free courtesy of DATI, Joann, 651-6790

Personal Care/Home Management

Air Mattresses, automated, for decubitus skin problems, originally \$3,500 and \$58,000, negotiable, Herbert, 215-365-1122

Bed Rails, for a hospital bed, \$40, Carolyn or Charles, 322-5036

Cervical Collar, adult, large, foam, \$5, Judy, 945-7449

Commode, portable, arms & back, free, Gloria, 324-1214

Commode, portable, arms & back, like new, negotiable, Herbert, 215-365-1122

Commode, freestanding or can be placed over a toilet, arm rests, \$25, Esther, 454-7866

Commode Chair, portable, wheels, arm rests, child/youth ages 8-15, \$300, Lynn, 610-869-7407

Commode Chair, for paraplegics, \$30, Carolyn or Charles, 322-5036

House, w/c accessible, 2 bedroom rancher, 2 bathrooms, roll-in-shower, oversized garage, located on cul-de-sac in DE, Wayne, 733-7073

Hospital Bed, manual, side rails, excellent condition, \$200, Angela, 834-9374

Hospital Bed, electric, adj., excellent condition, free, Richard, 610-361-0108

Hospital Bed, electric, adj., like new, make an offer, Ellen, 454-2142 x143

Hospital Bed, electric, adj., trapeze, \$400, Beatrice, 349-4295

Hospital Bed, electric, adj., 2 motor, negotiable, Herbert, 215-365-1122

Hoyer Lift, never used, negotiable, Herbert, 215-365-1122

Kangaroo Pump, built in battery back-up, negotiable, Herbert, 215-365-1122

Lift Chair, motorized recliner, colonial blue, originally \$1,100, asking \$400, Millicent, 838-9232

Lift Chair, brown, lifts a person to a standing position, free, Gloria, 324-1214

Oxygen Tanks, (3), aluminum, gauges, pull cart, \$100, Marcene, 677-0155

Parallel Bars, manufactured by Bailey, Model 597, 7' long, chromium plated, height and width adj., portable, \$350, George, 302-984-2048

Reacher, \$5, Esther, 454-7866

Safe-Lock Elevated Toilet Seat, 4" elevation, arm rests, standard round shape, never used, \$25, Jon, 610-255-3931

Shoes, P.W. Minor leather, extra-depth shoes, taupe, size 6-1/2, 3W, \$170 new, \$100, Becky, 594-6576 day, 292-1834 evening

Shower/Commode Chair, adult, standard, wheels, arms, made with PVC pipe, \$25, Jeri, 645-4785

Shower Bench, \$20, Carolyn or Charles, 322-5036

Shower Chair, adult, Quickie, originally \$1,000, \$100, Herbert, 215-365-1122

Stair Glide, Butler, adjusts to 14-16 stairs, like new, deluxe model, leather seat, \$2,500, Linda, 292-3066

Tens Unit, Century 2100, carrying case & supplies, B/O, Sharen, 856-0969

Transfer Bench, adj. height, back rest, padded seat, never used, \$40, Jon, 610-255-3931

Power Scooters

Rascal, ConvertAble 4-wheeled, joystick control, \$2,000 or B/O, James, 731-7768

Rascal, 3-wheeled, Model R245, less than one year old, \$3,000, Mark, 764-8370

Rascal, 3-wheeled, headlight & taillight, front & back baskets, arm rests, disassembles easily, 400 lb. capacity, \$2,000, call to discuss, Jaclyn, 636-0308

Victory, 3-wheeled, basket, like new, deluxe wheels, \$1,500, Dana, 455-0424

Recreation

Exercise Bike, \$50, Judy, 945-7449

Formula Stepper/Climber, exercise equipment, \$900 or B/O, Lynn, 610-869-7407

Tricycle, Haverich 24/20, teen/adult, foot straps, back support and strap, used 8 times,

\$2,200 new, B/O, Susan, 945-4017

Vehicles/Accessories

Braun Assistive Device for Front Seat Access, assists a person in getting in and out of a van, \$1,500, Oneida, 349-5725

Car Seat, Columbia, provides full spinal support for children up to 60 lbs, new, \$100, Lynn, 610-869-7407

Lift, Bruno, lifts w/c or scooter (without passenger) into van, \$1,600, Bonnie, 836-5892

Pac-All, wheelchair carrier & cover for manual w/c, requires a Class 1 hitch installed on vehicle, purchased 12/99, used once, instructions available, \$250, Becky, 594-6576 day, 292-1834 evenings

Van, 96 Chevy conversion, wheelchair lift, vcr & tv, all power, approx. 33,500 miles, \$16,900, Betsy, 610-358-3743

Van, 83 Ford Econoline, 8 cylinder, original engine, w/c lift w/5 way operation, can accommodate driver or passenger in w/c, interchangeable seat for ambulatory drive, \$2,500, Beth or Jean, 284-0123

Van, 2000 Dodge Caravan Sport minivan, loaded, superb condition, Bruno VSL-600 curb sider scooter lift, \$17,500, Vickie, 239-5942

Van, 91 Ford E150, w/c lift on side, 97,000 miles, \$12,000 or BO, Robert, 322-5264

Wheelchairs/Accessories

Wheelchair Pad, posey quilted; peach, turquoise, & white plaid; \$10, Becky, 594-6576 day, 292-1834 evening

Power, adult, standard, new, \$3,000, Judy, 655-9408

Power, adult, standard, wide tires, right hand control, air pump, battery charger, \$700, Sylvia, 875-0611

Power, adult, standard, battery included, 18" roho cushion (originally \$1,200), excellent condition, cost \$6,000 new, \$2,000, Millicent, 838-9232

Power, adult, Quickie, standard, charger, 5 years old, \$700, Jaime, 424-1823

Manual, adult, Invacare, w/Jay back, \$600 firm, William, 652-1914 after 9 p.m.

Manual, adult, Invacare Action, ventilator tray, head rest, cushions, never used, \$500, Angela, 834-9374

Manual, adult, oversized, footrests, excellent condition, \$100, Val, 738-2695

Manual, adult, Invacare, deluxe, folding, \$225, Carolyn or Charles, 322-5036

Manual, adult, Rolls Invacare, needs new seat and back, free, Herman, 798-9665

Manual, pediatric, Quickie II, 14" seat, GS cushion and back seat, \$350, Gay 453-1837

Devices Needed

Bed rail, fits under mattress, willing to pay reasonable price, Leon, 424-4244

Computer, willing to pay reasonable price, P.J., 349-9116

Hospital Bed, low to the ground, willing to pay reasonable price, Ruth, 422-5294

House, accessible, in Delaware, willing to pay reasonable price, Lorenzo, 201-930-9819

Laptop computer, PC compatible, willing to pay reasonable price, Helen, 764-6220

Rehabilitation Exercise Machine, passive motion, willing to pay reasonable price, Lori, 633-6389

Scooter (not a Rascal) or power wheelchair able to accommodate a large person, willing to pay reasonable price, Sharon, 875-9624

Scooter Lift, fits into trunk of car, willing to pay reasonable price, Zoan, 697-1291

Van, wheelchair accessible, willing to pay reasonable price, Michele, 846-0789

Wheelchair, adult, manual, lightweight, similar to a stroller, willing to pay reasonable price, Asha, 737-2098

Wheelchair, adult, manual, standard, high back, recliner, willing to pay reasonable price, Kenneth, 697-1816

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.

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.

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

Press
#1 for English or
#2 for Spanish,

then press

#3 for the Central Site office
#4 for the New Castle County ATRC
#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 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.



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)

Price: \$10 ea. (any quantity)

Free Publications

Independent Living Brochure Series

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

You Can Get There From Here (Reaching and mobility aids)

Zip It Up (Clothing adaptations and dressing aids)

Around the House (Housecleaning and storage)

Cleanliness Is Next To... (Personal care and grooming)

What's For Dinner? (Cooking and dining)

Set of Five Brochures

Delaware Recycles AT Brochure

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

Selecting & Obtaining Assistive Technology Brochure

Outline of steps to be taken in acquiring assistive technology, including assessment, vendor selection, funding, training, and follow-up.

ORDER FORM

Ship to: Name _____ Title _____

Affiliation _____

Address (check one) __Business__ Residence _____

City/State/Zip _____

Phone: Business _____ FAX _____ Residence _____

Email _____

Address: _____

I am a: consumer family member friend/advocate professional
 other _____

For printed materials, I need: braille large print 15/16 audiotape
 1-7/8 audiotape Spanish

*Make checks payable to: University of Delaware/DATI (EIN 51-6000297).
 Sorry, no purchase orders accepted.*

Items:

quantity	publication titles	price	total

Send to:

Delaware Assistive Technology Initiative
 University of DE/duPont Hospital for
 Children
 P.O. Box 269, 1600 Rockland Rd.
 Wilmington, DE 19899-0269
 FAX: (302) 651-6793

total enclosed

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