Introducing Karen…

Karen Latimer is the newest member of the DATI Team. Serving as an Assistive Technology Specialist in both New Castle and Kent Counties, Karen is no stranger to the world of AT. She has decades of experience, most recently as AT Specialist at the Pennsylvania Initiative on Assistive Technology (PIAT)—DATI's sister program in PA—and as a Student Services Coordinator for AT at Temple University's Disability Student Services.

Prior to coming east, Karen was the CEO at TECH4U Adaptive Solutions in Phoenix, Arizona where she assisted individuals and families in finding solutions that enabled them to work, live independently, and attend school. In addition to providing individual assessments, Karen worked with employers to implement reasonable accommodations for employees with disabilities.

Karen has a degree in Deaf Education, and she has extensive background working with technology solutions for Deaf and Hard of Hearing populations. She is also fluent in

American Sign Language. Over the years she has broadened her skills to include most types of AT. Karen is one of only eight individuals in Delaware to be credentialed by RESNA as an Assistive Technology Practitioner (ATP).

To Contact DATI's Central Site or the ATRC closest to you, call 1-800-870-DATI (3284)

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.

What You Should Know as a Student or Parent of a Student with a Disability-Related Need for Accessible Instructional Materials

Marissa L. Band, Staff Attorney, Disabilities Law Program, Community Legal Aid Society, Inc.

All students in publicly funded schools have a right to learn and to have access to instructional materials that will allow them to do so. Some

students, however, may find it difficult or impossible to use "traditional" school materials, such as paper textbooks, because of their visual, print, or other disability that interferes with their ability to read standard text. These students may need what is called Accessible Instructional Materials, or "AIM", which is a term for school materials that are in an alternative format, such as large print, Braille, audio, or electronic/digital text.

The good news is that there are several laws that protect students with disabilities who need AIM in order to benefit from their education. These laws include the Individuals with Disabilities Education Act "IDEA", Section 504 of the Rehabilitation Act "Section 504", and the Americans with Disabilities Act "ADA." All students who meet the definition of an individual with a disability under Section 504 and the ADA are protected by those laws, including students in special education (students with Individual Education Programs under IDEA). Not all students with disabilities need "special education" (sometimes, students with disabilities simply need a minor change to the school program in order to benefit from their education, rather than requiring the specialized instruction provided under IDEA). Let us first begin with the IDEA and then we will broaden our discussion to Section 504 and the ADA.

AIM for Students with Individual Education Programs "IEPs" under IDEA

A. General Requirements

IDEA requires that students who are blind or who have a print disability receive instructional materials in accessible formats and in a timely manner. The IDEA regulations clarify that students (even if they are not blind or have a print disability[i], as discussed below) are entitled to instructional materials in other formats if they need them because of their disabilities. Under the IDEA, students must be provided with AIM if it is necessary to ensure that a student receives a free, appropriate, public education "FAPE." In Delaware, for special education, FAPE has a definition that offers students more protection than the standard established by the federal rules. For Delaware students, briefly stated, FAPE is specially designed instruction and related services that are required to assist a student with a disability to benefit from the student's education. In Delaware, FAPE means an education that provides significant learning to the child with a disability and confers meaningful benefit on the child with a disability, that is gauged to the child's potential. In Delaware, schools must provide students with AIM at no cost if needed for FAPE; in other words, if the AIM is needed to provide significant learning, for the student to meaningfully benefit from their education, which is gauged to their potential, it must be made available to that student. Under the IDEA, AIM should also be provided to students with disabilities to enable them to be educated with peers without disabilities to the maximum extent appropriate. For example, if providing a student with AIM would allow them to continue to be educated

in the general education classroom, rather than a separate classroom, then AIM must be provided. IDEA also requires that if equipment is necessary in order to utilize the AIM, the student must be provided with a device – at no cost – for the student to do so; school districts may need to provide training and technical assistance for the student and/or parents regarding the use of the AIM. In cases where the AIM is delivered via a device, the district is required to pay for repairs, batteries, or other services to keep the equipment working well. If the device providing the AIM must be taken away for repair, the school must provide similar supports while the device is gone.

B. "Special Factors"

IDEA regulations require that, when developing IEPs, IEP teams must discuss certain specific considerations, called "special factors"; there are five such factors in the federal regulations.[ii] Several of these "special factors" are relevant to the AIM discussion. For students who are blind or visually impaired, the IEP team must specifically consider and include in the IEP whether the child will be instructed in Braille, unless, after consideration of an evaluation of the student's reading and writing skills, needs, future need of Braille, and appropriate reading/writing media, that instruction of Braille is not appropriate for a child. Another required topic that must be addressed when developing an IEP is the student's need for assistive technology devices and services, which includes AIM in forms such as audio and electronic text. Communication needs, including some specific needs of students who are deaf/hearing impaired, are also a "special factor." Significantly, Delaware has demonstrated notable innovation in adding an additional "special factor" in the Delaware special

education regulations, which directly addresses AIM: IEP teams have a specific requirement to consider the need for AIM for students who are blind, visually impaired, and/or have a physical or print disability.[iii] On the actual IEP document, these "special factors" have specific check-boxes that must be checked indicating whether or not the student has a need for the "special factors"; if "yes" is checked the need should be addressed in the IEP.

C. The National Instructional Materials Accessibility Standard... and Beyond

The newest version of IDEA adopted the National Instructional Materials Accessibility Standard "NIMAS" and established the National Instructional Materials Access Center "NIMAC" to help make sure there is more AIM created for students who are blind or who have print disabilities. For students eligible under NIMAS, this makes it easier for schools (and thus the student) to obtain accessible instructional materials. While this is a good thing for students with print disabilities or who are blind, if a student needs AIM but does not fit into the rules for NIMAS/NIMAC eligibility they may be told, wrongly, that they cannot be provided AIM. While it is true that only those eligible under NIMAS are entitled to NIMAC derived materials, it is not correct that students who need AIM cannot be permitted access to AIM through other sources.

It is very important to remember that, in fact, the IDEA, the ADA, and Section 504 require that students with a disability-related need for AIM, regardless of if they have some type of disability other than print impairment/blindness – hearing impairments, learning or intellectual disabilities, etc. – must still be provided with appropriate AIM in a timely

manner.[iv] The IDEA regulations about NIMAS specifically state that the NIMAS regulations do not relieve the state school systems from ensuring that children with disabilities who need instructional materials in accessible formats, but who are not covered by NIMAS, receive those instructional materials in a timely manner (see 34 CFR § 300.172(b)(3))! The Office of Special Education and Rehabilitative Services also has clarified that the obligation to provide accessible materials to all students who need them remains whether or not the student qualifies for NIMAS-derived files.[v] In other words, a student not eligible under NIMAS but who nonetheless needs AIM can still get it from another source![vi]

Protection for Students with Disabilities under the ADA and Section 504

Section 504 and the ADA in the context of public schools is about ensuring that schools provide all students, including students with disabilities, the ability to equally participate in their education. Therefore, schools must ensure that school programs are accessible to all students, including students with disabilities. In order to do so for students with disabilities, schools must provide students with reasonable accommodations, or changes to the education program/policies. AIM is one type of accommodation that can be provided.[vii] Under Section 504, schools are required to provide a free, appropriate, public education or "FAPE" to students with disabilities, so schools must provide AIM, in a timely manner, at no cost to the student/parents if needed for that student to receive an appropriate education. If a student needs a device for the AIM (such as an electronic media audio player or reader), under Section 504, the school must provide that device at no cost.[viii] The school may be required to

provide training on how to use the device, if needed. It is the Disabilities Law Program's position that the school and not the student/parent is responsible for repairs and maintenance of that device.[ix]

Students and parents of students, who believe that they have been wrongly denied AIM or that their rights regarding AIM were otherwise violated, should know that they may question this decision through the complaint, appeal, and other procedural safeguards available under the ADA, Section 504, and/or the IDEA. For more information, parents may wish to contact the Delaware Department of Education (http://www.doe.k12.de.us/), the U.S. Department of Education Office for Civil Rights (http://www2.ed.gov/about/offices/list/ocr/index.html), the U.S. Department of Education Office of Special Education Programs (http://www2.ed.gov/about/offices/list/osers/osep/index.html), or the Disabilities Law Program of Community Legal Aid Society, Inc. (http://www.declasi.org/).

[i] See 34 CFR § 300.172(b)(3).

[ii] 34 C.F.R. § 300.324(a)(2); see also Delaware regulation: 14 DE Admin. C. § 925.24.2.

[iii] 14 DE Admin. C. § 925.24.2.6. The checkbox on the Delaware IEP form reads: "Intervention supports and strategies for students who have difficulty accessing and/or using grade-level textbooks and other core materials in standard print formats."

[iv]The U.S. Department of Education has long supported the provision of modified textbooks and workbooks as an adaptation to the educational program pursuant to Section 504. See Office of Special Education and Rehabilitative Services, "Joint Policy Memorandum", September 16, 1991, 18 IDELR 116.

[v]In response to the question, "[a]re students who receive services under Section 504 of the Rehabilitation Act eligible to receive specialized formats from NIMAS-derived files through the NIMAC?" OSERS clarifies that while Section 504 does not entitle students to NIMAS-derived files through the NIMAC unless they are otherwise eligible under IDEA, "SEAs and LEAs are required to provide accessible materials to all students who need them, regardless of whether or not they qualify for accessible materials produced from NIMAS-derived files (34 CFR §300.172(b)(3))." OSERS, U.S. Department of Education, "Questions and Answers on the National Instructional Materials Accessibility Standard (NIMAS)", Revised August 2010.

[vi]In the case of a student who is not eligible for NIMAS-derived AIM, the educational entity could, for example, purchase accessible versions of textbooks and other instructional materials directly from the publisher.

[vii]Citing to 34 C.F.R. §104.44(a); 28 C.F.R. § 35.160(b)(1), the "Report of the Advisory Commission on Accessible Instructional Materials in Postsecondary Education for Students with Disabilities," explained that Section 504 and Title II of the ADA's prohibition of discrimination requires the provision of academic adjustment, including auxiliary aids and services, be provided to qualified students with disabilities; the Report clarified that

"AIM are frequently required in postsecondary settings as an auxiliary aid."
The Report also cites a June 29, 2010 Office for Civil Rights (OCR) and
Department of Justice (DOJ) joint "Dear Colleague" letter (DCL) to colleges
and universities regarding the use of electronic book readers and other new
technology that is not yet accessible to students with vision impairments;
the DCL explained that the use of such technologies in a classroom when
the technology is inaccessible to students with disabilities, is discrimination
prohibited by both the ADA and Section 504 unless those individuals are
provided accommodations or modifications that allow them to receive equal
educational benefits. The report continues by explaining that on May 26,
2011, OCR issued a frequently asked questions (FAQ) document to
provide more details on the June 29, 2010 DCL. The FAQ highlighted that
the DCL applies to all emerging technologies, not just electronic book
readers, and that the principles apply not only to students with vision
impairments, but to those with other disabilities (the Report gives the
example of dyslexia), that affects their ability to access written materials.
OCR also clarified in this FAQ that these principles apply to elementary and
secondary schools. This report then discusses the complexities of copyright
law and provides a number of recommendations to increase access to AIM.
While this report focuses on postsecondary education, it is informative for
elementary and secondary schools as well, indeed, the OCR FAQ
demonstrates OCR's intention that these issues be addressed by
elementary and secondary schools as well.

[viii]OCR has explained that "the obligation to make accommodations or
modifications to avoid disability-based discrimination – also applies to
elementary and secondary schools under the general nondiscrimination

provisions in Section 504 and the ADA" and is also supported by the requirement to provide a free appropriate public education, in their FAQ clarifying the requirement to provide accessible electronic book readers, or accommodations or modifications to ensure equal and integrated educational programs. OCR, "Frequently Asked Questions About the June 29 2010, Dear Colleagues Letter", May 26, 2011.

[ix]We believe this is a correct reading of Section 504's requirement to provide a free appropriate public education, but we are unaware of any Office of Civil Rights opinion directly on point.

AIMing for Access to the Curriculum for Students with Print Disabilities

Beth Mineo

Director, Center for Disabilities Studies*, University of Delaware*

As the article on page two from the Disabilities Law Program points out, students with qualifying print disabilities have a right to get their instructional materials in a format consistent with their needs. For example, students who struggle with print because of a learning disability might be more successful with content delivered in a way they can hear it. Likewise, a student with cerebral palsy who has difficulty carrying a book and turning the book's pages might benefit from content delivered on a computer or an iPad.

Delaware's system for ensuring that accessible instructional materials (AIM) are delivered in a timely manner to students with print disabilities has evolved considerably over the last several years. When the federal mandate for AIM was clarified in the 2004 reauthorization of the special education law (IDEA), the Delaware Department of Education (DOE), in conjunction with the Delaware Assistive Technology Initiative (DATI), began offering training at both the state and local levels about the requirements of the new law. Although this training succeeded in raising awareness about the mandate to provide AIM to students with print disabilities, there was not much progress across the state in actually getting accessible materials into the hands of students.

One reason that awareness hadn't translated into practice was that schools were not equipped with the expertise and the tools to complete timely conversion of print documents into other formats. Another reason was that educators were well aware of copyright laws and were concerned that providing materials in alternate formats could constitute a violation of those laws. In order for Delaware to comply with IDEA—and in order for students to get the materials to which they are entitled in a timely manner—both of those legitimate concerns on the part of educators and administrators needed to be addressed.

To facilitate timely and accurate production of AIM, the DOE began thinking about the value of a centralized source for AIM that would be available to all school districts and charter schools; the service could provide a one-stop resource for learning more about AIM, qualifying students for AIM, and ordering materials in appropriate formats. During the 2012-2013 school year, the envisioned service was launched. The Delaware AIM Center

represents a collaboration among many stakeholders committed to providing accessible materials; these included the DDOE, the Delaware Division for the Visually Impaired (DVI), and the DATI at the University of Delaware's Center for Disabilities Studies. The Delaware AIM Center (www.aimdelaware.org) features a wealth of information for students, families and educators, and provides access to an on-line system that schools can use to order materials and monitor the timeline of their production and delivery.

The copyright issue also had to be addressed before educators could be confident that they were acting in compliance with the law. IDEA did not explicitly define which students were eligible to receive AIM, other than to say that they were students with "print disabilities," so many states interpreted that to mean students who historically have been eligible for accessible materials, such as those who are blind or have visual impairments. Since the 1930's, students with physical disabilities and those whose reading difficulties arose from "organic dysfunction" also qualified, but schools tended to avoid qualifying students on the basis of those definitions because they were subject to such wide interpretation.

Delaware's solution was to create two ways to establish students' eligibility for AIM. Students who have qualified for decades on the basis of blindness, visual impairment, physical disabilities and "organic dysfunction" are considered to fall under Group A eligibility. The law is very clear about which professionals can attest to a student's eligibility under Group A qualifications; for example, only physicians can qualify students on the basis of "organic dysfunction." The other mechanism for establishing students' eligibility for AIM is to qualify them as meeting Group B

requirements, which are: 1) presence of a print disability, as determined by a neurologist, psychiatrist, learning disability specialist, special education teacher, or school or clinical psychologist with a background in learning disabilities; and 2) documentation of the students' need for AIM in the IEP. At this time, students with print disabilities who do not have IEPs—such as those with 504 plans—do not qualify for AIM.

Why all the fuss about meeting eligibility requirements? So that we can provide AIM to as many students who need it as possible while remaining within the bounds of copyright and special education law. Schools are prohibited from providing accessible materials to students who don't meet the requirements. To assist schools with this compliance, the state created the role of the Digital Rights Manager (DRM). DRMs are the only individuals authorized to submit an order for AIM to the Delaware AIM Center, and before doing so must attest that the student qualifies for AIM under the Group A or Group B requirements. The AIM Center delivers the accessible materials to the DRM, who is then responsible for ensuring that all who receive the materials understand their legal obligations (for example, the materials can be used only by the student for whom they were ordered, and they must be returned to the AIM Center at the end of the year).

AIM Center personnel have been busy providing guidance to districts about the AIM mandate, eligibility criteria and strategies for assessing students' need for AIM. They have also been creating accessible materials; last year alone, they filled several hundred orders on behalf of students statewide. If you would like to know more about the AIM mandate, or would like to

arrange training for your school or organization, contact Beth Mineo at 302.831.1589 or mineo@udel.edu.

This article is an overview of Delaware's AIM system. Future articles will offer more in-depth descriptions of assessment strategies and the tools that can be used to deliver accessible materials to students with print disabilities.

Delaware Assistive Technology Initiative

Email: dati-ud@udel.edu   www.dati.org

DATI connects Delawareans who have disabilities with the tools they need in order to learn, work, play and participate in community life safely and independently. The program's ATRCs are barrier-free, open to the public and contain examples of all types of AT. Highly-qualified Assistive Technology Specialists are available to demonstrate equipment and help identify technology options for a given need. Most of the equipment is available for a two-week loan period, enabling users to "try before they buy."

Assistive Technology Resource Centers throughout the state

New Castle County ATRC

Center for Disabilities Studies

College of Education and Human Development

University of Delaware

461 Wyoming Road, Newark, DE 19716-5901

800-870-DATI (3284) (Voice/TDD)

302-831-0354; 302-831-4690 (Fax)

Kent County ATRC

Easter Seals Kent County Center

100 Enterprise Place, Suite One

Dover, DE 19904-8200

302-739-6885; 302-739-6886 (TDD) 302-739-6887 (Fax)

Sussex County ATRC

Georgetown Professional Park

20123 Office Circle

Georgetown, DE 19947-3197

302-856-7946; 302-856-6714 (TDD) 302-856-6990 (Fax)

Extending ModelTalker to Pediatric Speech Generation Device Users

Jane Chandlee, Ph.D., H. Timothy Bunnell, Ph.D., Nemours A.I. duPont Hospital for Children

Anyone who has ever asked Siri a question has experience with a synthetic voice, but many of those who have either lost or have never developed the ability to speak rely on synthetic voices for daily communication. Though these voices and devices have improved over the years, there are typically only a small number of voices to choose from. As a result, while the person's

communicative needs are met, what's missing is the sense of personal identity that comes with having one's own voice.

This need for personalized synthetic voices is the focus of current research led by Dr. Timothy Bunnell at the Center for Pediatric Auditory and Speech Sciences (CPASS) at the Nemours A.I. duPont Hospital for Children. Dr. Bunnell's team developed ModelTalker, a speech synthesis system designed to build voices for those who have lost or will soon lose the ability to speak. To date, this technology has been of most benefit to patients diagnosed with ALS.

ALS patients and others who are diagnosed with a neurodegenerative disease undertake a process called voice banking while they are still able to speak fluently. For voice banking, they record approximately an hour's worth of sentences designed to include the range of speech sounds found in American English. Those recordings are then used to build a database of these speech sounds, which in turn can be used to synthesize any English sentence (not just the ones that were recorded by the user) via a process called concatenative synthesis.

Unfortunately, this procedure requires a large amount of usable speech, which means it won't be successful for those who cannot record the needed sentences. This includes ALS patients who have progressed to a point where they can't speak, as well as children whose speech development has been impaired. With these populations in mind, CPASS is now working on the next generation of technology that was pioneered in partnership with Rupal Patel at Northeastern University. This technology, called VocaliD, combines the voice quality of the impaired speaker with

'healthy' speech that has been donated by a speaker of a similar age, sex, and dialect. The result is a synthetic voice that sounds as much like the impaired speaker as possible. In addition, the voice will be totally unique to them.

Here at Nemours, we are focusing on taking this exciting technology to the next level by improving the naturalness of the synthetic speech and demonstrating how important it is for children to have a voice of their own. A person's voice is as individual as his/her face or fingerprint – consider how easy it can be to recognize someone by voice alone. The goal is to provide that same sense of vocal individuality to children who use a synthetic voice. Even giving them a voice that sounds like a child is an improvement, as the commonly available synthetic voices are built from adult speech. The hope is that having a unique voice will augment these children's sense of identity and even encourage them to communicate more.

To refine and extend this experimental technology, CPASS's newly formed Clinical Speech Technology program is undertaking a research project that will build voices for non-speaking children in Delaware and surrounding states. All children who use speech generating devices (SGDs) as a means of communication and who are able to make at least some vocalizations are potentially eligible to participate in this ground-breaking research.

In addition, CPASS has teamed up with the company Therapy Box to provide ModelTalker voices in upcoming releases of their award-winning Predictable and ChatAble applications for Apple mobile devices. Currently, MT voices can only be used with Android and Windows devices, so these

new apps represent an exciting step toward expanding the number of users who can benefit from a personalized synthetic voice.

For more information about the ModelTalker system and our upcoming research to create voices for pediatric users, visit www.modeltalker.org or contact us at 651-6839 or cst@nemoursresearch.org.

CapTel Captioned Telephone

Karen Latimer

Assistive Technology Specialist, DATI, Center for Disabilities Studies, University of Delaware

If you are hard-of-hearing and live in Delaware, you could be eligible for a FREE captioned telephone. There are phones that work with both analog and digital services, and they all provide both amplification and captions to individuals with hearing loss. You must have a form signed by a qualifying practitioner (doctor, audiologist or vocational rehabilitation specialist) and may have to show proof of income to qualify. There are no additional fees added to your telephone service, but you are still required to pay for your phone service and your long distance charges.

The CapTel works through the Delaware Relay Service, a federally mandated service that pays for a variety of telephone communication

services. Basically, the telephone calls a toll-free number that is answered by a human "communication assistant" who will act as a captioner for the call. The captioner is only able to hear the side of the conversation that she is captioning. Your voice goes through the phone to the person you are calling as it normally would. When an individual wants to call your home telephone through the relay service, they will call the toll-free number first, and then enter your home number in order to access the captioner. There is a small delay between what you hear on the phone and what you see on the captions, similar to television captioning. It can take some time and practice to get used to!

We encourage you to borrow a phone from your local DATI office and spend some time deciding if it is the best fit for you before applying for the program or purchasing the phone. For more information, contact us the Delaware Relay Service at: http://www.delawarerelay.com/captel/

That's AT?

Karen Latimer

Assistive Technology Specialist, Center for Disabilities Studies, University of Delaware

I often come across gadgets in the store or on the internet that I think would be great additions to our "AT Tool Box". These items are usually marketed to a target audience or those without disabilities, so why would we consider them Assistive Technologies?

The Assistive Technology Act of 2004 defines an assistive technology device as: "…any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities." (29 U.S.C. Sec 2202(2)). What kinds of things is Congress talking about here? Just about everything! Which is why we can look at all technologies that are brought to the market with "AT Eyes."

Let's look at some technologies currently being developed for the mainstream market with our AT EYES. These include tools for home safety/security/automation, fitness and some so-called "smart" technology options. The increase in popularity of these tools is due in part to the increased ability of wireless technology including Bluetooth®. Bluetooth® is merely a trademarked name for a wireless technology that uses shortwave radio waves to interconnect devices such as cell phones, printers, computers, and other devices.

Cuff Smart Jewelry, coming to market next year, is one such device that combines fashion and technology and, when viewed through AT EYES, offers some interesting applications for individuals with disabilities. https://cuff.io/ The device itself is a small chip that can be put into several types of fashionable jewelry (bracelet, necklace, and cuff) and will interact with an app on your cell phone or tablet. The jewelry can notify you of phone calls, text messages or alarms (by vibration), or send a help signal to a caregiver with a double press of the chip. It will also function as an activity tracker, monitoring the level of activity of the user. Other features are currently being explored. Pre-orders of the Cuff are starting at $49.00, a very reasonable piece of assistive technology!

Recently arrived on the market is the Amazon Echo. A voice-controlled home assistant will access the internet for simple questions like "What is the weather tomorrow?" as well as keep track of grocery lists, play your favorite music, or create an alarm. Connected by Bluetooth to a wireless home network (Internet), this device has the potential to access a great number of home activities for individuals who prefer to use their voice to control their computers. This device has apps for iPhones and Android devices. Retail price is $179.00.

http://www.amazon.com/oc/echo/ref_=ods_dp_ae

amazon echo

Volume ring

Reflex port
Enhances the woofer's output for deeper sounds without distortion

2.5 inch woofer
Delivers deep bass response

2.0 inch tweeter
Crisply hits the high notes

9.25 in

3.27 in

Also in the area of home automation is a line of controls by Belkin called the WeMo. This family of components allows users to control a wide range of home electronics, water, power, and Wi-Fi from your smartphone, or tablet. There is even a We-Mo enabled Crock-pot! These products retail at major home improvement stores such as Home Depot, making them easy to find, install, and use for the average homeowner! $39.99-$199.99

http://www.belkin.com/us/products/home-automation/c/wemo-home-automation

The popularity of applications available on telephones, tablets and other smart devices has led to an increase in devices designed to amplify the sound from these smaller devices. This is particularly important for individuals who use apps/tablets/phones for augmentative communication ("AAC") purposes or for educators who use these devices in the classroom. Portable speakers that can be connected through Bluetooth® are coming down in price and going up in quality. A quick search online will bring up an astonishing number of speakers in all sizes, colors and shapes. Some of the most interesting for use with AAC devices include "wearable" devices such as the XWAVE Echo (picture), which retails at Amazon for $79.99.

Some of these products, specifically the WeMo and a variety of Bluetooth speakers, are available through the DATI Lending Library. We will be evaluating the effectiveness of the other items for possible inclusion as they become available on the market. If you purchase or own any of the products, please write to us and let us know how they are "assistive technology" to you!

Bureau of Engraving and Printing Distributes Free Currency Readers

The Department of Treasury's Bureau of Engraving and Printing (BEP) is now accepting and processing applications nationwide from blind or visually impaired individuals who wish to receive a free currency reader. This initiative is one of a number of steps the BEP is taking to introduce technologies and features to make our nation's paper currency accessible to all individuals.

The reader, called iBill® Currency Identifier, provides a convenient means for blind or visually impaired individuals to identify all Federal Reserve notes (U.S. currency) in circulation. It uses a single AAA battery, which is included, and identifies all denominations of U.S. paper currency in one of three modes: a clear natural voice, a pattern of tones, or a pattern of vibrations for privacy. The vibration mode also assists people who are deaf and blind.

Currency Readers may be requested by submitting the U.S. Currency Reader application form to: U.S. Currency Reader Program, 14th & C Streets, S.W., Washington, DC 20228. The form is available in English and Spanish, and can be downloaded from the BEP's website at

http://www.bep.gov/uscurrencyreaderform.html. The form must be filled out completely and be signed by a competent authority that can certify eligibility.

Please direct questions or comments about the U.S. Currency Reader Program to the BEP toll-free number (844-815-9388) or email at meaningful.access@bep.gov. More information about the U.S. Currency Reader Program and the BEP's meaningful access initiative is available at www.bep.gov.

Delaware AT Exchange

Items Available

COMPUTERS AND RELATED

NEO, AlphaSmart, portable, battery powered, Word Processor, compatible w/PC & MAC, infrared capability enable cableless transfer, full 80-key keyboard w/function keys, 128 KB of memory, ok, free, Item ID 1910

DAILY LIVING

Make & Shake ice tray, Zofcom, Inc., fill bottle to measured mark & freeze w/bumpy side down, wide mouth for easy filling & pouring, good cond, free, Item ID 1663

RC Speaker telephone, Clarity/Ameriphone, remote controlled speaker phone can be used from a distance of up to 15' away, features hi-fi speakers, one-touch operator access, wireless "mouse-style" remote, & voice-activated answering, excel cond, free, Item ID 1776

Sequential circulator, Bio Compression Systems, Inc./Model 3004, gradient, sequential, pneumatic compression device, intended for the

primary or adjunctive treatment of primary or secondary Lymphedema, excel cond, $175, Item ID 1833

ENVIRONMENTAL ADAPTATIONS

EasyBlue Modified Blue Tooth Headset, SAJE Technology, gives one the ability to answer, place & end calls all by activating any ability switch, good cond, free, Item ID 1802

PowerLink® 4, PowerLink 4, controls power to the lamps -- just plug them into the device, & to a switch turns on fans, hairdryer, blender, etc, allows switch users to control up to two electrical appliances with single switches, never used, $50, Item ID 1830

Prism D ECU Telephone w/corded handset, AbleNet, Inc., large keys, volume of the loudspeaker, ringing signal & handset can be easily adjusted via slide switches, excel cond, free, Item ID 1775

Stair lift, Sterling Model 1000, straight rail, standard 13 steps, 350 lb weight capacity, slim, anodized aluminum track, no special electrical requirements, plugs into any outlet, purchased new 3/2009 & used until 2/2012, I may be able to remove it from my house, however, can't install it, excel cond, BO, Item ID 1812

Wireless switch interface, Pretorian Technologies, Ltd., Bluetooth switch interface that allows children & adults w/neurological & mobility disabilities who require simple switch access within apps & simple access to the media player on an iPad, never used, $50, Item ID 1829

HEARING

Amplified telephone, Clarity/Ameriphone XL-30, features include adj tone control & visual ring indicator, very good cond, free, Item ID 1777

Hatis Epic II, Hatis, is an audio-only silhouette that allows hearing aid users to listen to audio from the TV or stereo without the buzzing or feedback commonly experienced, good cond, free, Item ID 1800

MOBILITY, SEATING & POSITIONING

EZ Stand bed rail, place between the mattress & box spring w/attached straps for secure placement, will assist w/standing up at the bedside, side rail goes down 180 degrees, never used, $75, Item ID 1937

Hospital bed, Invacare 5410IVC, fully electric, w/air mattress & pump, very good cond, $230 or BO, Item ID 1919

Hospital bed, Invacare, w/rails, total electric, remote control, mattress included, very good cond, $850 or BO, Item ID 1945

Power wheelchair, Frontier/V6, all-terrain, black, 375 weight capacity, manual included, excel cond, $6,000 or BO, Item ID 1848

Stander, EasyStand Evolv, youth size, fits individuals 4'0"-5'6" & up to 200 lbs, excel cond, BO, Item ID 1719

SPEECH COMMUNICATION

DynaVox DV4 w/Dyna Syms, DynaVox, lightweight AAC device features a dynamic display & powerful communication software, good cond, free, Item ID 1882

DynaVox M3, DynaVox, durable dynamic display augmentative & alternative communication (AAC) device w/digitized (recorded) speech created specifically for emergent communicators of all ages & physical abilities, good cond, free, Item ID 1867

DynaVox MT4 w/PCS, DynaVox, lightweight AAC device features a dynamic display & powerful communication software, good cond, free, Item ID 1881

DynaVox V (silver), DynaVox Systems LLC, lightweight AAC device features a dynamic display & powerful communication software (WordPower, Page Set, Communicate 4/5, & DynLessons), good cond, free, Item ID 1935

Hip Talk Plus, Enabling Devices, AAC device that is worn on the hip, it plays messages when the corresponding button is pushed. Device allows 3, 6, or 12 messages, as is, ok, free, Item ID 1805

L*E*O Scanning, Tobi ATI, recorded-speech communication device that is a good match for early communicators. Activate pre-recorded, digitized speech messages simply by touching pictures or symbols in a grid or scene, good cond, free, Item ID 1863

Lightwriter, Toby Churchill/Model SL30, Small, portable text-to-speech communication aid, good cond, free, Item ID 1880

Link Plus, Tobii, AAC device speaks as the user types or scans & features a full-size keyboard & word prediction, ok, free, Item ID 1795

SpringBoard Lite IR with PCS Symbols (green), Prentke Romich Co, smaller, lighter, & more portable version of a speech output device, similar product shown in photo, good cond, free, Item ID 1950

Tango Zack, Blink Twice Inc., six-button structure reduces mis-hits for successful touch access, built-in camera to personalize the device, Voice Morphing™ technology to create a personalized voice, good cond, free, Item ID 1888

TechTalk, AMDi, 8 message buttons, messages have 4.5 seconds of record time, ok, free, Item ID 1878

Tobii C8, Tobii ATI, a small, lightweight portable communication device. Users communicate via text or symbols to generate synthesized or digitized speech or connect through email, text messages or chat etc, good cond, free, Item ID 1874

Vanguard II WordPower, PCS, Headpointing, Prentke Romich Co, AAC device features digitized & sythesized speech options, infrared environmental controls, & integrated headpointing option. 4-, 8-, 15-, 45-, & 84-location display options are available, good cond, free, Item ID 1951

Xpress, DynaVox, an ultra-portable, dynamic display, communication device, good cond, free, Item ID 1891

VEHICLE MODIFICATION AND TRANSPORTATION

Exterior swing away power lift, Pride Outlander, for scooters or chairs, black frame w/silver metal pan, must pick up, excel cond, $600 or BO, Item ID 1913

Minivan, Dodge Grand Caravan Sport, 2001, silver, w/electronic ramp & swivel driver seat for easy access, 3.3L V6 engine, 79K miles, will not be shipped – pick up in Delaware only, very good cond, $9,900, Item ID 1942

Van, Ford E150, 1997, leather, Rifton lift, lowered floor, 70k miles, garage kept & well maintained, Pictures available upon request, good cond, $6,000, Item ID 1948

Van, Dodge Caravan, 2006, rear entry ramp, 49K miles, very clean, new tires, excel cond, $15,000 or BO, Item ID 1851

VISION

Big & Bold low vision timer, sturdy, plastic timer has high contrast 1" black numerals on a white background & has a loud, clear ring to indicate when the set time has passed, good cond, free, Item ID 1943

Big Button Phone w/Caller ID, Radio Shack/43-3901, corded. 3 one-touch emergency buttons, 10 number memory, stores info for 64 calls, excel cond, free, Item ID 1826

Big Button Plus telephone, Northwestern Bell/Model #20200-1 (white), 13 number memory, braille augmented keypad, handset volume control, speakerphone, ringer visual indicator, excel cond, $30 or BO, Item ID 1847

Big Button Plus telephone w/corded handset, Northwestern Bell, 13 number memory, speakerphone volume control, speakerphone LED Indicator, adj handset volume, good cond, free, Item ID 1944

CCTV, Aladdin Ultra/NX-1, 17" screen, black & white, w/table, ok, free, Item ID 1864

Clarity i-vu, Clarity, handheld video magnifier, 5x to 20x magnification in natural or inverse color, w/freeze frame & auto shut off features, good cond, free, Item ID 1840

Max TV Glasses, Eschenbach, 2.1 magnification, good cond, free, Item ID 1885

Victor Reader Classic+, Humanware, digital talking book player, good cond, free, Item ID 1900

Voice controlled talking clock/radio, ivee Flex/Model iv2, set time & alarm by voice command, voice or touch activated, never used, $30 or BO, Item ID 1846

Items Being Sought

DAILY LIVING

Assist pole, w/handle, donated or will pay reasonable price, Item ID 1854

Commode, bedside, white, grey, beige or light color, adj height, 24" wide, elongated about 15" padded seat to prevent pressure sores, donated, Item ID 1928

Overbed table, donated, would prefer beige, white or light color, will accept any style w/drawer, mirror &/or storage container, Item ID 1932

Overbed table, donated or will pay reasonable price, Item ID 1946

Portable oxygen concentrator, donated, Item ID 1897

ENVIRONMENTAL ADAPTATIONS

Lift chair, donated, Item ID 1931

Lift chair, larger size, donated or will pay reasonable price, Item ID 1933

Outside wheelchair lift, donated or will pay reasonable price, must go 54" or 75", weight capacity 300 lbs, Item ID 1895

Stair lift, 3 steps, donated or will pay reasonable price, Item ID 1894

HEARING

FM System, will pay reasonable price, for classroom use by a 7 yr old, Item ID 1815

MOBILITY, SEATING & POSITIONING

Hospital bed air mattress, w/alternating pump to prevent or alleviate pressure sores, donated, Item ID 1929

Hoyer lift, fully electric but will consider manual, donated, Item ID 1930

Scooter, donated or will pay reasonable price, Item ID 1936

Scooter, donated, will accept power wheelchair, Item ID 1952

Wheelchair, bariatric, donated or will pay reasonable price, Item ID 1730

Wheelchair, needs to be 24" W, donated or will pay reasonable price, Item
ID 1947

VISION

CCTV, color, will pay reasonable price, Item ID 1886

To learn more about an item on the AT Exchange or to post a listing of any item you have available or an item you are seeking, contact Sandy Walls at the Sussex County ATRC. You can reach her at 302-856-7946 or toll-free at 800-870-DATI. The toll-free number uses an automated system to direct your call. To reach Sandy, press 1 after the first prompt and 6 after the next prompt. Please be ready to share your contact information as well as item ID of any item in which you are interested.

You can also view the AT Exchange on the DATI website (dati.org/exchange/index.php). Click on the "Register Now" button, unless you already have an AT Exchange account, and complete the online form. All prices listed on the AT Exchange are negotiable if the listing includes "BO," meaning best offer. 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 AT Exchange liability: DATI does not warrant the condition or terms of sale of any device offered for reutilization by an existing owner or borrower under the AT Program. DATI shall not be liable for any claims, liabilities, damages, losses, costs, expenses (including but not limited to

settlements, judgments, court costs and reasonable attorney's fees), fines and penalties, arising out of any actual or alleged injury, loss or damage of any nature whatsoever in connection with the sale or use of any device purchased or sold under the AT Program. It shall be the responsibility of the seller to provide accurate and detailed information about the device's specifications and condition to any buyer. DATI functions solely as an information-sharing communication channel.

Can I Connect?

Connection Possibilities without Smart Phones for people with Visual Impairment

Dan Fendler

Assistive Technology Specialist, Center for Disabilities Studies, University of Delaware

Practically everyone these days uses some type of smart phone. The phones have become a staple of everyday life for both business and social functions. What may be even more important to some, many smart phones have remarkable features that can really benefit people with visual impairment.

However, what if you are in a positon where you simply cannot afford the cost of a typical smart phone data usage bill? A young man who came into one of our Assistive Technology Resource Centers put it this way: because of the high cost of his smart phone data plan, he had to decide between paying rent and keeping his phone.

Apple's Accessibility Features

In June of 2009, Apple changed the world of smart phones by announcing the addition of an accessibility feature, VoiceOver, in its operating system (iOS). According to Apple: "VoiceOver is a gesture-based screen reader that lets you enjoy the fun and simplicity of iOS even if you can't see the screen. With VoiceOver enabled, just triple-click the Home button to access it wherever you are in iOS. Hear a description of everything happening on your screen, from battery level to who's calling to which app your finger's on. You can adjust the speaking rate and pitch to suit you."

For people with a visual impairment, there is little argument that this feature has been a real game changer. Once inaccessible to many, iPhones are now accessible to people with a visual impairment, even those who were blind.

These benefits are truly amazing, but help only if you could afford the price of a monthly smart phone data plan. Most smart phones require voice, text and data plans.

Sustainable Options

Is there a way you can benefit from the accessibility features of a smart phone without incurring a costly monthly bill? There just might be.

Lloyd Schmitz, a Delawarean who is blind, does not have a cell phone. He does carry an iPod Touch, which gives him all of the conveniences of a smart phone when he has an internet connection. "At home and in many other facilities, I connect to the internet through a wireless Wi-Fi," Lloyd said. "This gives me the opportunity to make and receive telephone calls,

send and receive emails, and use the various apps on the device. I can do all of this without having a monthly bill! I can make and receive calls with FaceTime, Skype and GV phone. I have all of these apps on my iPod Touch."

The accessibility features found in Apple's iPhone are also available in their other tablets and music players. The iPad, the iPad Mini and the iPod Touch all run on the same operating system (iOS) and have all the same accessibility features built in, including VoiceOver.

Wireless Hotspots

To determine if you could survive without a cell phone, evaluate how you use a phone today. For the iPod Touch to be a viable solution, you would need reliable access to the internet. Lloyd indicated that he has experienced some challenges contacting DART, Delaware's public transit system. "Since I use Paratransit sometimes it's hard to get Wi-Fi since there is no Wi-Fi at the connecters," he said. He has found that "Wi-Fi is available in all libraries and most state office buildings. It is also available in many restaurants and convenience stores. "Consider how, when and where you use your phone today. If you simply must be connected 24/7, this option is probably not going to work for you. However, there are a growing number of Wi-Fi hotspots available today. If you are a Comcast customer, you might be aware that they are setting up wireless hotspots all over the country. In fact, if you had your Comcast equipment updated in the past year, chances are good that your home or business is now one of those hotspots. The controversial nature of these actions aside, this opens up many possibilities that did not previously exist. For more details on the

controversy or to find Comcast hotspots in your area, Google "comcast xfinity hotspot".

With widely available internet access, it is possible to use many apps designed for those with visual impairments: those that run not only on the iPhone, but also on the iPad, Mini and iPod Touch as well. Location sensitive apps like GPS LookAround and BlindSquare; identification apps like TapTapSee, ColorID, and EyeNote; document converting apps like the KNFB Reader; and environmentally sensitive apps like Light Detector. It is possible to make phone calls with FaceTime, Skype or Talkatone.

Lloyd shared some of the iPod apps he uses regularly: "audio recorder, note pad, phonebook, appointment calendar, money reader, BARD book reader, light detector, newspapers, white pages, music and podcast player, as well as a web browser to browse the internet, and a few accessible games. There are two cameras to take pictures of print and OCR software to read the print. I can type and share documents with others using an app and access them from anywhere using Dropbox, Google Drive and Evernote. I can also access them from my home computer and any other computer since they are located on the internet."

If you think this might be a viable solution for you but still have questions, please feel free to contact one of the DATI Assistive Technology Resource Centers. We would be happy to answer any questions you may have. At a price point under $200, an iPod Touch may be an affordable alternative to a smart phone. If affordability is still and issue, talk to the folks at DATI to learn about alternative funding options.

For details about apps available for visual impairment, visit
www.applevis.com.

Bringing the Latest AT to You

One of the most challenging things about operating a statewide AT program is ensuring that we have the "latest and greatest" equipment on our shelves for Delawareans to learn about and to try. Our federal funding, which averages $400,000 per year, doesn't come close to covering the cost of our day-to-day operation, let alone the replenishment of our equipment inventory. So we rely on individual donations, state agencies, and additional grant funding to help us keep our inventory current. For example, the Delaware Early Childhood AT Demonstration, which is funded by the U.S. Department of Education, Office of Special Education Programs, has made it possible for us to add considerably to the collection of items useful to young children and their families. This article will provide you with a sampling of equipment that has been added to the inventory recently; for an up-to-the-minute look at what we have available for demonstration and short-term loan, check out the interactive listing on our website at http://www.dati.org/loan/index.html. When you click on the Search Inventory button, you will have the option of searching the entire inventory by category or keyword. Once you've located one or more products that you'd like to learn more about, you can choose to contact the AT Resource Center nearest you to arrange for a visit.

The following pages highlight our new products by name and manufacturer.

Switches, Mounts, and Environmental Control Items

Adjustable Angled Switch (Yellow), Enabling Devices

Big Beamer Transmitter & Original Receiver, AbleNet, Inc.

Big Beamer Twist with Wireless SLAT 5", AbleNet, Inc.

Body (Leg) Mount with iPad 4, 3, 2, 1, AbleNet, Inc. System

Candy Corn Switch, AbleNet, Inc.

Cordless Headset DECT 6.0 Digital, AT&T

Desktop Tablet Holder with 14" Arm, ModularHose.com

Dual Switch Latch and Timer, AbleNet, Inc.

Geemarc CLA3 Amplicall Headset & Mic, Sonic Alert Inc.

Grasp Switch, AbleNet, Inc.

Gum Ball Switch, Enabling Devices

iDevice Hover Mounting System, AbleNet, Inc.

iPad Mini Cradle Mobile Mount System , AbleNet, Inc.

Jelly Beamer Twists, AbleNet, Inc.

Komodo tecla shield, Komodo OpenLab

Mini Beamer Transmitter & Receiver, AbleNet, Inc.

Mini Cup Switch, AbleNet, Inc.

Mount'n Mover Eval Kit, Mount'n Mover by BlueSky Designs

NEW Blue2 Bluetooth Switch, AbleNet, Inc.

PC USB Blackwire Headset, Plantronics, Inc.

Petite Pillow Switch (green), Enabling Devices

Pillow Switch, AbleNet, Inc.

Possum Chin Switch, AbleNet, Inc.

PowerLink 4 - Control Unit, AbleNet, Inc.

Rocking Say It Play It, Enabling Devices

Sensitrac Flat Pad with 360 Adjustable Arm, Sensitrac Company

Switchamajig iPad Switch, Enabling Devices

Tablet Holder Arm w/Clamp Kit, ModularHose.com

Tabletop Suction Mount with iPad Cradle, AbleNet, Inc.

Trigger Switch, AbleNet, Inc.

Two-Arm Tablet Holder, ModularHose.com

Vertical Wobble Switch, Enabling Devices

WeMo Switches, Belkin Corp

Wider V-tabsTablet Holder, ModularHose.com

Wireless Receiver with SLAT, AbleNet, Inc.

Communication Devices

7-Level Communication Builder, Enabling Devices

Accent 1000, Bilingual, PCS Symbols, Word Power, Unity & Essence, Prentke Romich Co.

Accent 800, Bilingual, PCS Symbols, Word Power, Unity & Essence, Prentke Romich Co.

AutisMate app, SpecialNeedsWare, LLC

Big Talk Triple Play Sequencer, Enabling Devices

Chattervox with Collar Microphone, Enhanced Listening Technologies, Corp

DynaVox T10, DynaVox Systems LLC

DynaVox T15 , DynaVox Systems LLC

Express One with Glove, Attainment Company, Inc.

Go! Board (6 icon holders), Enabling Devices

GoTalk Now app, Attainment Company, Inc.

LAMP Words For LIFE, Prentke Romich Co.

Logan ProxTalker with white Binder, ProxTalker.com

MegaBee   E2L, Products Ltd

Mini Com Sequencer, Enabling Devices

MyTalkTools Mobile, SpecialNeedsWare, LLC

NOVA Chat 10 Plus, Saltillo Corp

NOVA Chat 10.3 Plus inc IVONA, SymbolStix & PCS, Saltillo Corp.

NOVA Chat 5.2 Plus inc IVONA, SymbolStix & PCS, Saltillo Corp.

NOVA Chat 8.1 Plus inc IVONA, SymbolStix & PCS, Saltillo Corp.

NuEye Tracking System for use with Accent 1000, Prentke Romich Co.

Partner Plus 4 with LED and Vibrating, AMDi

PODD Pragmatic Organization Dynamic Display, Mayer-Johnson LLC

Predictable, Therapy Box Limited

Proloquo4Text, AssistiveWare

Recordable Answer Buzzers, Learning Resources, Inc.

Smart/Scan 8 Pro, AMDi

SuperTalker Progressive Communicator AbleNet, Inc.

Talking Photo Album, Attainment Company, Inc.

TalkingBrix (set of 3), AbleNet, Inc.

TalkTrac Wearable Communicator, AbleNet, Inc.

Tech/Talk 12 x 8 White/Blue with Jacks, AMDi

Tobii Communicator 4 (USB), Tobii ATI

Turtle Voice-Amplifier System, Turtle Amplified Systems

Computers, Tablets and Related Items

ASUS 10.1" Tablet, Asustek

Bluetooth Keyboard for iPad, IPad mini, and iPhone, Amazon

Curved Morency Rest, R&D Ergonomics

Dragon NaturallySpeaking 13 Premium, Nuance Communications, Inc.

Google Chromebook Pixel, WiFi, Google

Gum Drop iPad Case, Gumdrop Cases

Hearing Safe Hearing Protectors (noise reduction), Califone

HIgh Fidelity Stereo PC Headset w/Noise Canceling Mic & Volume, Andrea
    Electronics Corp.

High-Fidelity Noise-isolating earphones, Etymotic Research Inc.

HP Envy 23", Hewlett Packard Company

HP Split 13 x2 PC (Win 8), Hewlett Packard Company

iGuy for iPad Mini (Mango), Speck Products

iPad Air Stalion Safe Case for Kids, Stalion

iPad Air Wi-Fi 16GB, Apple Inc.

iPad Mini Wi-Fi 16GB Space Gray, Apple Inc.

iUSBport, Sanho Corp.

iZiggi HD Wireless Document Camera, IPEVO

KeyFolio Pro 2 Removable Keyboard, Kensington Technology Group

KeyOvation Goldtouch Adjustable Keyboard USB, Key Ovation, LLC

KHOMO Safekids Children Proof Case for iPad Mini, Khomo

MacBook Air 13.3" 256 GB, Apple Inc.

MIKEY digital (Microphone) for iPad & iPhone, Blue Microphones

Natural Ergonomic 4000 Keyboard, Microsoft Corp

Panasonic ToughPad FZ-G 10.1", Panasonic

Sky wifi Smartpen 2GB, Livescribe

Studio Over-Ear Headphones, USB (noise canceling),
    Beats Electronics LLC

Swissgear Sherpa 16" Slimcase, Hewlett Packard Company

Swissgear Sherpa Slimcase, Hewlett Packard Company

textHELP Read&Write Gold Mobile v11.5, Texthelp Systems, Ltd.

ThinkPad S1 Yoga 12.5" 4GB, Lenovo

Thunderstorm Handheld Theater Speaker/ Case, Belkin Corp

Tobii PCEye Go, Tobii ATI

TouchPad app, Martian Craft LLC

Ultrathin Keyboard Cover for iPad Air, Logitech Inc.

Wireless Rechargeable Touchpad, Logitech Inc.

XL Print Bluetooth Mini Keyboards, LogicKeyboard

ZAGGkeys Flex: Bluetooth Keyboard, ZAGG Inc.

For the complete list of items, please visit our website at www.dati.org.

We are very grateful to the Delaware Department of Education, Delaware Division of Developmental Disabilities Services, the W.E. Tobin Fund for Visual Assistive Technology at the University of Delaware, the Federal Communications Commission, U.S. Department of Health and Human Services-Administration on Community Living, the U.S. Department of Education-Office of Special Education Programs and to individual donors for their financial support.

AT Messenger is Moving to an Electronic Format Only

Many organizations are eliminating their printed newsletters in favor of electronic versions to be better stewards of the environment and their limited financial resources. With this in mind, this will be our last hard copy issue of the AT Messenger. To register to receive the newsletter electronically, please visit http://dati.org/subscriptions/atmess_subscribe.html.

If you currently receive the newsletter electronically, you do not need to take any action. If you do not have the ability to receive the newsletter electronically, please consider asking a friend or family member with

computer access to subscribe and then print a copy of the newsletter for you.

Thank you for reading the AT Messenger and for your continued support of the DATI.

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