

Resources that Address Classroom Diversity Learning Disabilities: Computer Literacy Class

Strategy/Resource	Discussion of types of diversity addressed through strategy/resource	Student Outcome in Computer Literacy
<p>Expressing Ideas through Language www.inspiration.com Inspiration is a software program that helps clarify and organize thoughts when studying.</p> <p>Digital Voice Recorders and Memo Recorders www.voiceit.com Voice recording organizers ranging from simple recording devices to complex ones with alarms</p>	<p>Cognitive Difficulties (e.g., problems with memory and language).</p> <ul style="list-style-type: none"> ➤ Some individuals with learning disabilities have difficulty putting their thoughts into language. They can often express their ideas more effectively in a multi-sensory way or using abbreviated language structures. ➤ Some individuals with learning disabilities also have difficulties in the area of organization resulting from limitations and attention span, memory and retrieval and planning ability. They commonly struggle with timetables, homework notebooks, organizing course notes and handouts, studying for tests and working effectively on long-term projects. 	<ul style="list-style-type: none"> • Individual uses visual tools to categorize information, make connections and recognize patterns to clarify their thinking. • Individual uses graphic organizers to organize information. • The individual will use organizational tools to studying in advance for tests and quizzes. • The individual will use organizational tools to organize and complete long-term projects. • The individual uses visual learning tools to organize their thinking. • Individuals categorize information, make connections and recognize patterns to clarify their thinking.
<p>Screen Readers www.texthelp.com www.nextup.com/TextAloud Screen Reader</p> <p>Voice Recognition http://www2.edc.org/NCIP/vr/toc.html Explore the ins and outs of using voice recognition technology to address writing difficulties.</p>	<p>Sensory Difficulties (e.g., problems with mild or severe visual or hearing impairment).</p> <ul style="list-style-type: none"> ➤ Some individuals with learning disabilities show strength in oral language and comprehension areas but are limited in their ability to read printed or electronic materials independently. ➤ Some individuals with learning disabilities struggle with written expression due to difficulties with spelling and or handwriting. 	<ul style="list-style-type: none"> • Access printed curriculum materials independently using a variety of assistive technology tools. • Conduct independent research of printed materials in a variety of media with the aid of assistive technology tools. • Comprehend printed and electronic text more effectively using assistive technology. • Individual uses technology to complete written assignments. • Individual for uses assistive technology strategies to circumvent reading difficulties.

<p>On Screen Keyboard On-screen keyboard Displays a visual keyboard with all the standard keys. Instead of relying on the physical keyboard to type and enter data, you can use On-Screen Keyboard to select keys using the mouse or another pointing device.</p> <p>Touch Screen Windows Touch While great for a lot of tasks, using a keyboard and mouse is not always the easiest way to do things. If you've got a touch-screen monitor, you can just touch your computer screen for a more direct and natural way to work. Use your fingers to scroll, resize windows, play media, and pan and zoom.</p>	<p>Physical Difficulties (e.g. problems with milder physical difficulties such as tremors and poor fine motor control or severe physical difficulties such as cerebral palsy or motor neurone disease).</p> <ul style="list-style-type: none"> ➤ Some individuals have difficulties in motor movements that may involve gross or fine-motor movement and frequently exist concurrently with other disabilities. 	<ul style="list-style-type: none"> • Individual types more and for longer periods of time. • Individual works independently as they progress through the stages of typing. • Individual gains typing confidence. • Individuals categorize information, make connections and recognize patterns to clarify their thinking.
<p>Text to Speech www.wordq.com Allow students to hear their letters, words, sentences, and paragraphs as they write. This enables them to evaluate and revise their grammar, word cohesion, and consistency.</p> <p>Electronic Tutorial www.brainpop.com BrainPOP is used in numerous ways, from introducing a new lesson or topic to illustrating complex subject matters.</p>	<p>At-Risk (e.g. low academic achievers especially in reading and comprehension).</p> <ul style="list-style-type: none"> ➤ At-risk students are students who are not experiencing success in school and are potential dropouts. They are usually low academic achievers who exhibit low self-esteem. ➤ Students who are in danger of fulfilling their academic learning potential are considered at risk and are at risk for reading failure. Many students who are at risk for reading difficulties start school with little or no phonological awareness often due to socioeconomic disadvantage and weak reading readiness skills. ➤ Students with learning disabilities or any other learning difficulties are also at risk for reading failure. 	<ul style="list-style-type: none"> • Comprehend printed and electronic text more effectively using assistive technology. • Draft and edit writing more focused, purposeful and reflects insight into the writing situation. • Individual monitors their own work to ensure standard usage, varied sentence structure and appropriate word choice. • Individual writes more and for longer periods of time. • Individual works independently as they progress through the stages of writing, including research during prewriting, drafting, revising for mechanics and content and final draft.
<p>Gifted Resources http://www.hoagiesgifted.org/ http://www.adifferentplace.org/menu.htm</p>	<p>Gifts and Talents (e.g. high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields)</p> <ul style="list-style-type: none"> ➤ Today "giftedness" is generally accepted to include a wide range of attributes, from the traditional intellectual measures to interpersonal abilities. 	<ul style="list-style-type: none"> • Conduct independent research of printed materials in a variety of media with the aid of assistive technology tools. • Individual uses multimedia software to complete assignments demonstrating and understanding of essential course concepts. • increased use of computer technology, • Take independent-directed studies.

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