Assistive Technology

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Accessibility

Text to speech (help with reading)

Speech to text (help with writing)





Learning

The Universal Design for Learning Guidelines

Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning

Provide multiple means of Representation

Recognition Networks
The "WHAT" of Learning

CAST Until learning has no limits

Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of Learning

cess

Provide options for Recruiting Interest

- Optimize individual choice and autonomy
- · Optimize relevance, value, and authenticity
- · Minimize threats and distractions

Provide options for

Perception

- . Offer ways of customizing the display of information
- . Offer alternatives for auditory information
- · Offer alternatives for visual information

Provide options for Physical Action

- . Vary the methods for response and navigation
- . Optimize access to tools and assistive technologies

+ Heights

Provide options for Sustaining Effort & Persistence

- * Heighten salience of goals and objectives
- . Vary demands and resources to optimize challenge
- · Foster collaboration and community
- · Increase mastery-oriented feedback

Provide options for

Language & Symbols

- * Clarify vocabulary and symbols
- · Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- * Promote understanding across languages
- * Illustrate through multiple media

Provide options for Expression & Communication

- * Use multiple media for communication
- . Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

ternalize

Provide options for

Self Regulation

- Promote expectations and beliefs that optimize motivation
- · Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for

Comprehension

- · Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- · Guide information processing and visualization
- · Maximize transfer and generalization

Provide options for

Executive Functions

- Guide appropriate goal-setting
- . Support planning and strategy development
- * Facilitate managing information and resources
- · Enhance capacity for monitoring progress

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

Provide options for

Recruiting Interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide options for

Perception

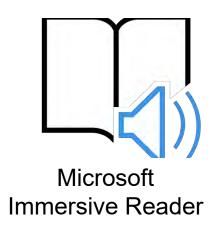
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Provide options for

Physical Action

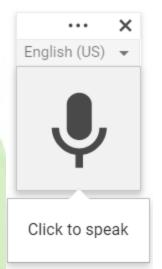
- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies











Google Voice Typing











Vision

Learn how to use Narrator, Magnifier, color filters, and other sight-related tools to best suit your vision.

LEARN ABOUT VISION-RELATED TOOLS >

Hearing

Customize Windows and use hearing-related tools such as live captions and mono audio to fit your hearing needs.

EXPLORE HEARING ASSISTIVE TOOLS >

Neurodiversity

Discover the tools that help you stay focused and organized and improve your reading and writing skills.

DISCOVER TOOLS FOR NEURODIVERSITY >







Learning

Improve your writing, reading, and math skills and communicate with confidence and inclusiveness.

UNCOVER TOOLS FOR LEARNING >

Mobility

Use accessibility tools such as eye control, dictation, or on-screen keyboard to suit your mobility needs.

FIND MOBILITY ASSISTIVE TOOLS >

Mental Health

Learn to use tools that can help you improve your mental focus and minimize distractions.

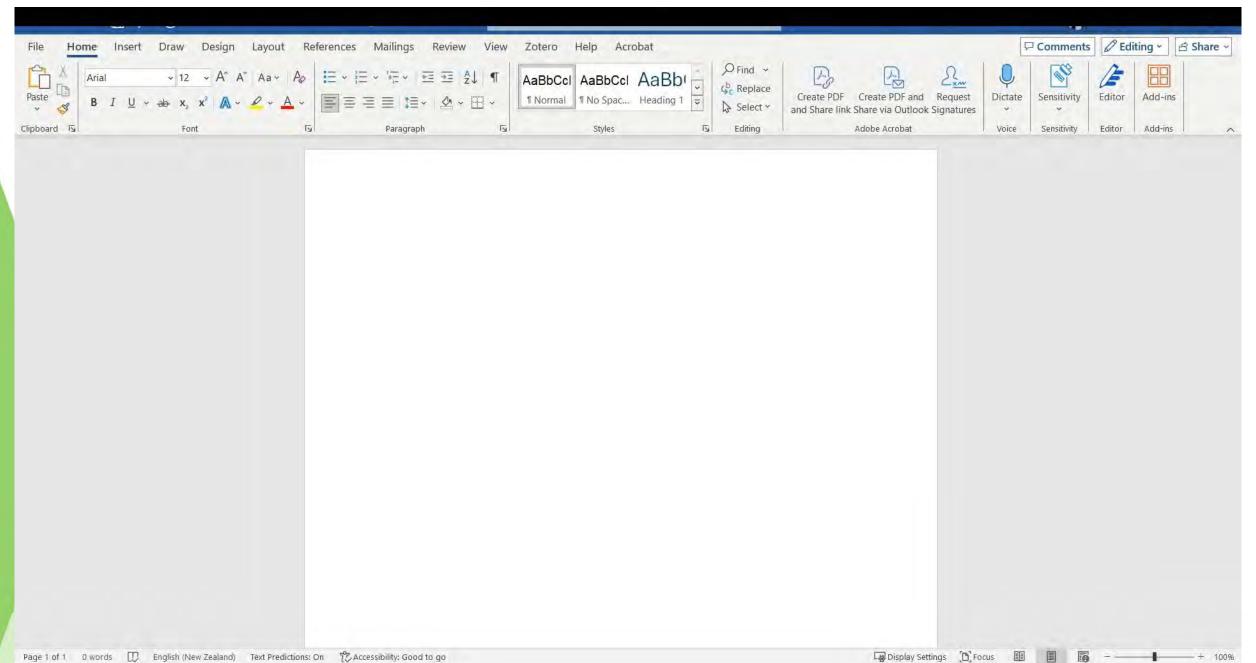
TRY MENTAL HEALTH ASSISTIVE TOOLS >



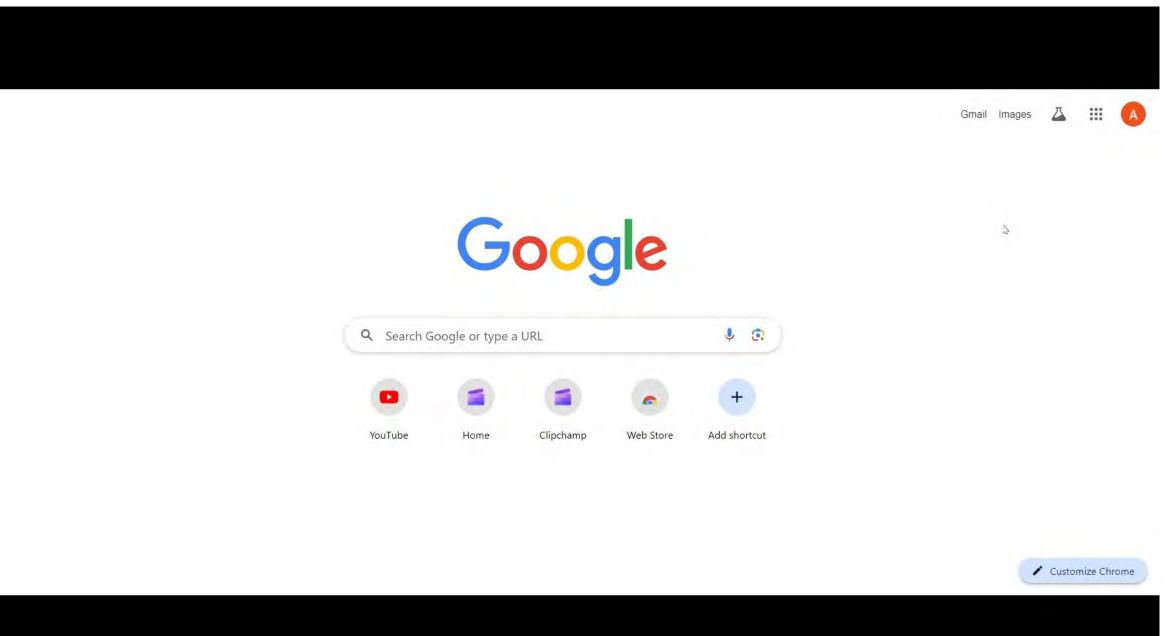
(Help with writing)
(Dictation)



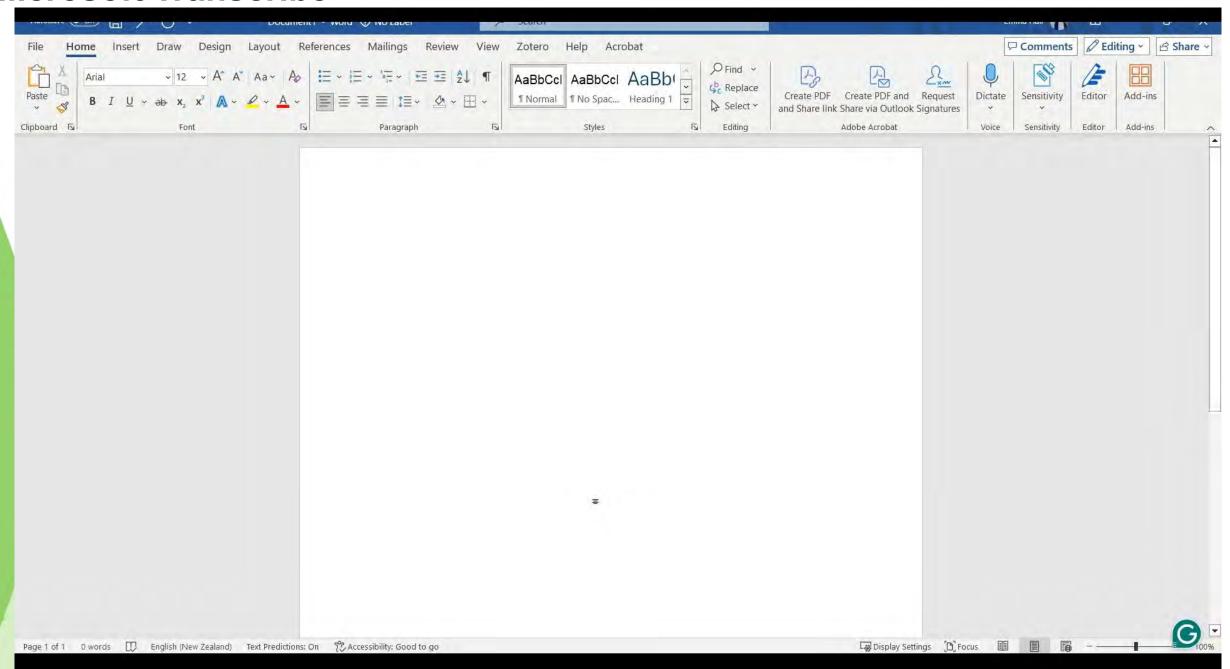
Microsoft Dictation



Google Voice Typing



Microsoft Transcribe





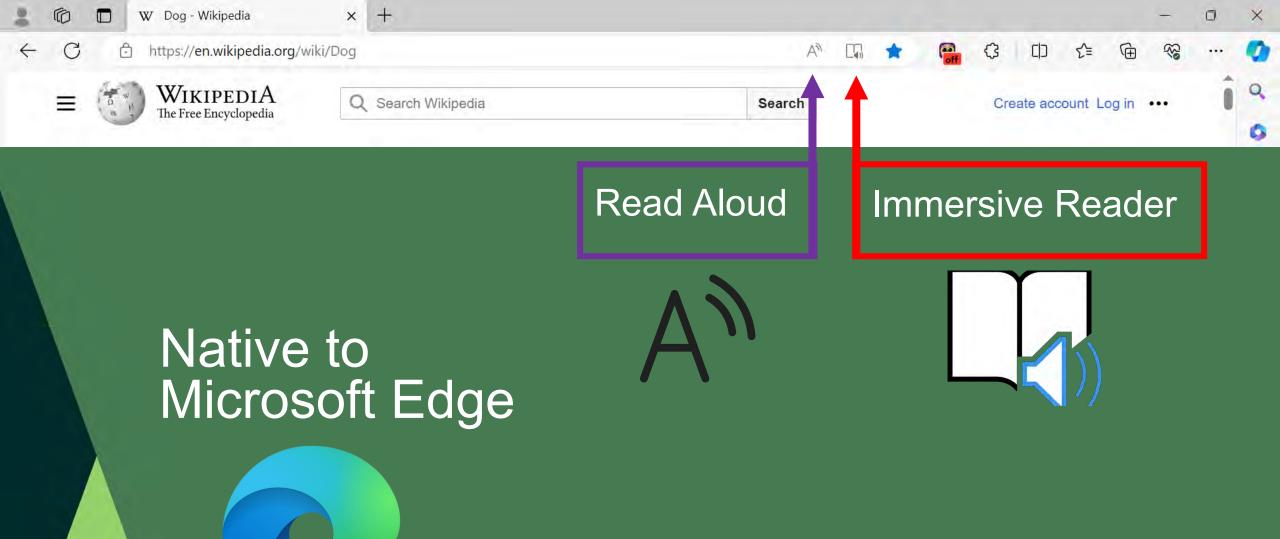


Text to Speech

(Help with reading)

(Read aloud)





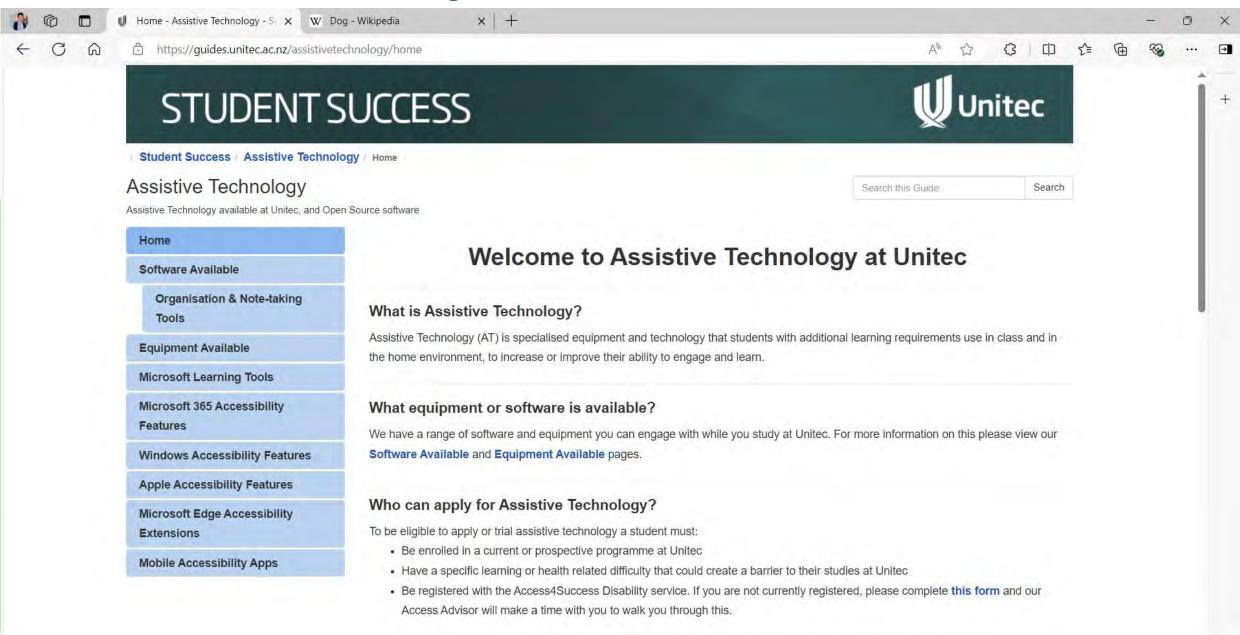




Read Aloud



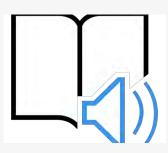
Read Aloud in Microsoft Edge



If you are interested in engaging with one, or a selection of the equipment and software we have available you can do so by contacting

Microsoft Immersive Reader





Immersive Reader is available on these platforms:

OneNote Online learn more

OneNote Universal App
Download now

OneNote for Mac and iPad learn more

Word Online learn more
Word Desktop learn more

Word for Mac, iPad and iPhone learn more

Outlook Online learn more
Outlook Desktop learn more

Office Lens for iPhone and iPad (iOS)

Download now

Microsoft Edge browser

Microsoft Teams learn more



Alice in Wonderland

Chapter 1: Down the Rabbit-Hole

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, "and what is the use of a book," thought Alice "without pictures or conversations?"

So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

There was nothing so very remarkable in that; nor did Alice think it so very much out of the way to hear the Rabbit say to itself, "Oh dear! Oh dear! I shall be late!" (when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but when the Rabbit actually took a watch out of its waistcoat-pocket, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she ran across the field after it, and fortunately was just in time to see it pop down a large rabbit-hole under the hedge.

In another moment down went Alice after it, never once considering how in the world she was to get out again.





Accessibility: Good to go

Links to Mac features

Hear your Mac read documents

Dictate messages and documents on Mac

Links to Google features

Google Voice Typing

Chromebook Users



Accessible Materials





How do I make my materials accessible?

- Use Heading structure, so the page is fully navigable
- Sans serif or accessible fonts
- Left Align Text
- Include images/diagrams that convey the same information as the text
- Videos have captions & audio descriptions
- Images have alt text descriptions
- If PDFs are scanned images, make sure they go through Optical Character Recognition (OCR) software to access text

Deep Dive

- Round Table Print Disability Guidelines
- Accessible Design for print MSD
- Web Content Accessibility Guidelines (WCAG)



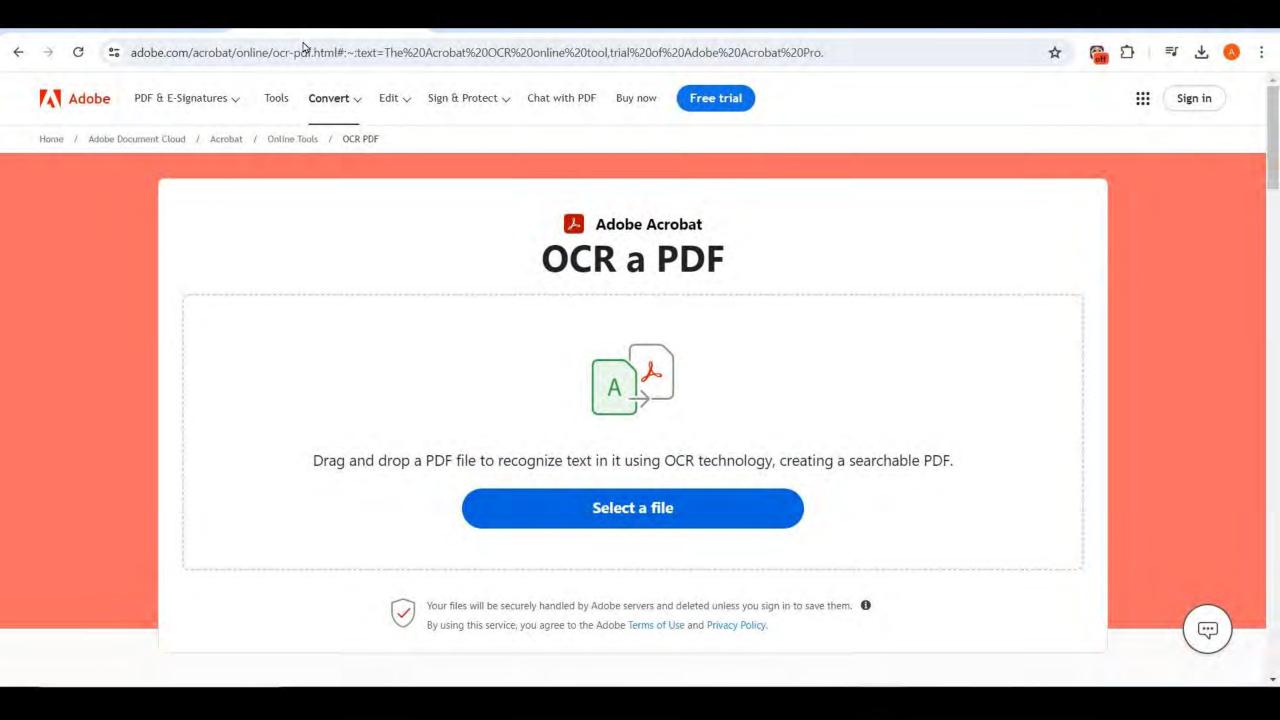
Make a scanned PDF more accessible

Adobe OCR a PDF

Is it accessible? Quick check:

- ✓ Can you select the text?
- ✓ Does your text-to-speech tool work?
- ✓ Does your text-to-speech tool follow how you would visually read the document?
- * This does not mean your PDF is fully accessible, but it's a great start.





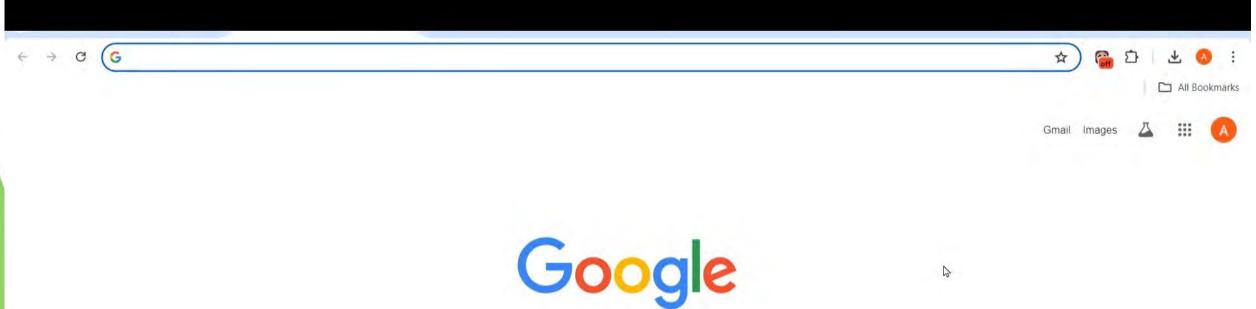
Before OCR

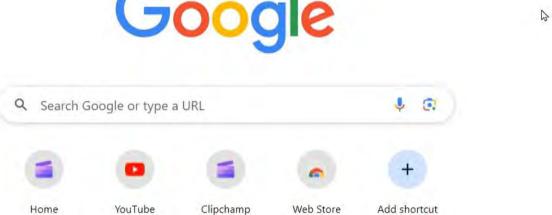
Helperbird



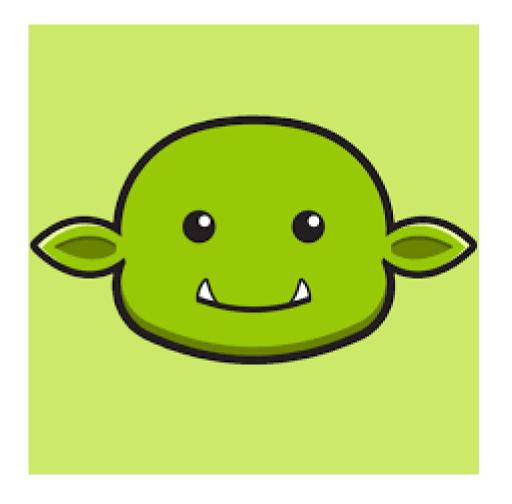


Helperbird



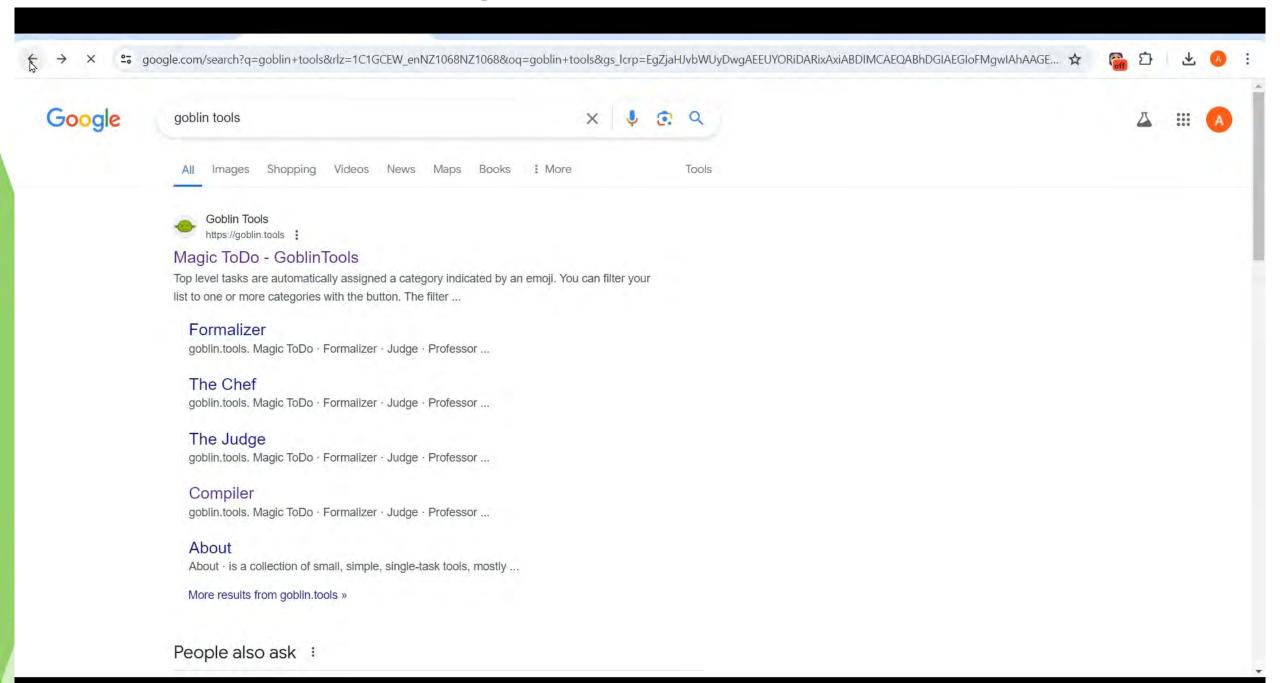


Goblin Tools

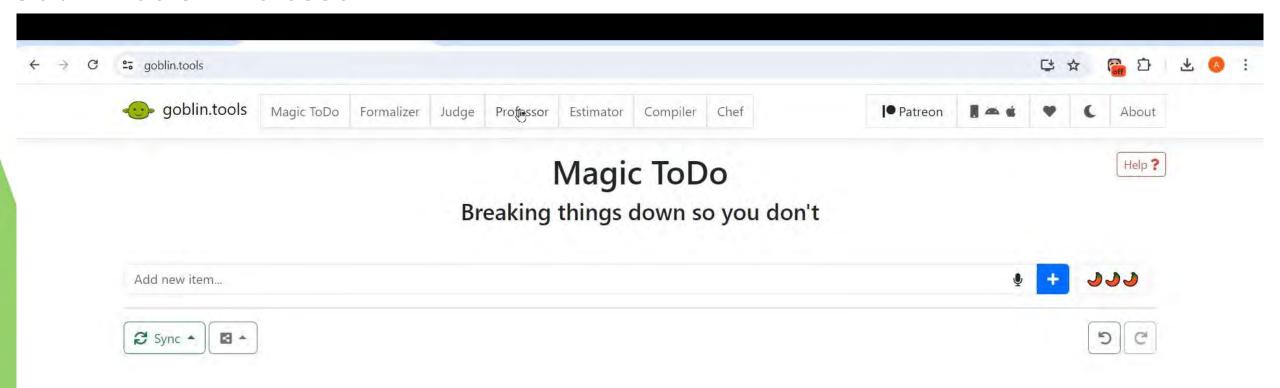




Goblin Tools – Compiler and Magic To-do List

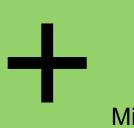


Goblin Tools - Professor



Summary

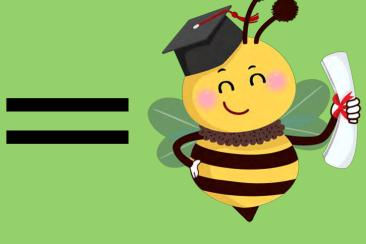












Successful









Google Voice Typing





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