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TRANSCRIPT OF RECORDED WEBINAR

Texas Assistive Technology Network

Tablet Computers = Success for Struggling Students

Presented on September 17, 2013

Moderator: Kirk Behnke

Presenter: Mike Marotta

Transcribed on September 24, 2013, by:

Melodie I. Thompson, CSR, RPR, CRR, TCRR  
DepoTexas Deposition Services  
13101 Northwest Freeway, Suite 210  
Houston, Texas 77040  
(281) 469-5580 or (888) 893-3767  
Fax (713) 460-2525

1 (Beginning of Webinar.)

2 >> KIRK BEHNKE: So, thank you, everyone,  
3 for joining us today for Tablet Computers Equals Success  
4 for Students -- Success for Struggling Students. And  
5 I'd like to welcome you all to the -- the live  
6 presentation, which is happening today on  
7 September 17th, at 11:00 o'clock in the morning.

8 We have a pretty full house today. I had  
9 about 45 people registered. We have 33 in the main  
10 room, so I'm assuming that more people will be coming in  
11 as we move along.

12 This is a recorded session. It will be  
13 available -- excuse me -- on the Texas Assistive  
14 Technology Network main site. If you have any  
15 questions, comments, or resources which you'd like to  
16 share with the group, feel free to go ahead and type  
17 them in the chat window. We'd be real appreciative if  
18 you do have any resources to share as we move along  
19 throughout the presentation today.

20 I'd like to introduce to you Mike  
21 Marotta. He is our assistive technology practitioner,  
22 and he's from New Jersey. He does -- he does  
23 professional development. He does technical assistance.  
24 He works in -- in the -- for the State of New Jersey as  
25 an AT/EdTech Consultant.

1 Mike and I have known each other --  
2 excuse me -- for a number of years. Excuse me one  
3 second.

4 >> MIKE MAROTTA: That was nice. I get  
5 choked up when I think about it too, Kirk. That's nice.

6 >> KIRK BEHNKE: Yeah. Thanks, Mike.  
7 Mike and I have worked together for a number of years.  
8 And as you can tell, we're pretty laid back, so  
9 hopefully if you have any questions or comments, feel  
10 free to go ahead and just type them in the chat window.

11 This will be a broadcast webinar, so  
12 basically you will be only hearing my voice -- sorry  
13 about that -- or Mike's voice in giving the  
14 presentation.

15 So without further adieu, I'm going to  
16 hand it over to Mike. So, Mike, go ahead and tell us a  
17 little bit about tablet computers and how they equal  
18 success for struggling students.

19 >> MIKE MAROTTA: Very good, Kirk. Thank  
20 you. Good morning, everybody. Glad to be here.  
21 Excited to talk to you about this today. Kirk, as  
22 always, sets the stage very nicely, so I appreciate  
23 that. And I look forward to sharing information with  
24 you.

25 It's always interesting when you -- when

1 you think about a topic in assistive technology that  
2 could easily expand beyond the one hour of the webinar  
3 we have in front of us today. This is definitely the  
4 topic that could do that. We could easily sit here for  
5 days and talk about tablet computers and probably never  
6 get all the information out, but we'll -- we'll try our  
7 best. I'm going to -- I'm going to share some  
8 information with you today. Hopefully you'll find  
9 something useful.

10 On the main screen right now you're  
11 seeing the main page of the wiki site that I've made for  
12 our training today. So if you take no other notes from  
13 this afternoon -- from, I mean, this morning -- sorry.  
14 It's already afternoon here, so I'm thrown off. Sorry  
15 about that. If you take no other notes, make sure you  
16 write down the web address where this presentation  
17 lives, which is [tablets4students.wikispaces.com](http://tablets4students.wikispaces.com).

18 Everything I talk about will be on that  
19 page. You'll have my contact info. You'll have the  
20 embedded PowerPoint presentation. You have a handout,  
21 if you'd like to print it out. And then as I go through  
22 some of the topics that we talk about this morning, I  
23 made you guys extra pages related to those topics to try  
24 to embed more resources in there. So hopefully either  
25 the things that we talk about in person right now or on

1 the resources that are on that page you'll find  
2 something that's helpful for you in your setting.

3 So with that said, I will take over  
4 Kirk's computer, which was the worst mistake he could  
5 have done. He's given me this power over his computer.  
6 And we'll start. We'll jump into the PowerPoint  
7 presentation.

8 I'll give you a little bit more  
9 background about myself and who I am and what I do.  
10 There's my contact information on the screen now. As  
11 Kirk said, I'm an assistive technology professional in  
12 New Jersey. I currently work for a non-profit that goes  
13 out and provides consultation services to schools and  
14 organizations throughout our state.

15 So I serve not only students in the K  
16 through 12 setting but also students in higher ed. I  
17 serve people in vocational settings. I also serve  
18 people in the community with assistive technology, so a  
19 little of everything. So while we'll focus today on  
20 tablets for students, I -- I have some experience using  
21 them on the -- on the broader scale as well, so  
22 hopefully I'll be able to share some -- some stories,  
23 hopefully not too long, hopefully not too rambling, but  
24 I'll share some resources as we go.

25 Kind of the idea of what we're going to

1 talk about throughout the hour as we go, we're going  
2 to -- we're going to look at a couple of main sections,  
3 and then we'll break each of those down, but talking  
4 about access to the tablets, figuring out this -- the  
5 device that's most appropriate for the student you're  
6 working with. And you can't talk about tablets without  
7 talking about apps, so we'll talk about apps a little  
8 bit. And then finally we'll wrap up talking about  
9 implementation: What does that look like at the end?  
10 How do we make sure that we've done a good job of  
11 getting these tools in the hands of students where they  
12 can use them effectively?

13           As Kirk mentioned, there is a chat window  
14 on the left-hand side of your screen. If you have  
15 comments or questions, throw them in that chat window.  
16 If I don't get to it right away, don't panic. I will  
17 look over there. I know Kirk is lurking around too, so  
18 maybe if Kirk sees a question that he can answer, maybe  
19 he'll be kind enough to type in an answer or a comment.  
20 But I will go through that as we go and try to -- or  
21 respond to as many questions as you guys have.

22           And also, like Kirk said, if you have  
23 resources -- if I touch on something and you have  
24 resources that you've worked with related to that topic,  
25 please share that in there. I think it's a great

1 opportunity for us all to share our collective  
2 experience about this and make sure we touch on all the  
3 areas that affect the students we're working with. So  
4 please put in as much as you'd like in that window. I'm  
5 all for it. Go ahead, Kirk.

6 >> KIRK BEHNKE: I'd be happy -- I'd be  
7 happy to, Mike.

8 >> MIKE MAROTTA: Kirk, you going to make  
9 it?

10 >> KIRK BEHNKE: Gosh, I'm -- no, I'm  
11 glad I'm not presenting here. I'm losing my voice.

12 >> MIKE MAROTTA: All right. If I -- if  
13 I hear Kirk fall to the ground, whoever's closest to him  
14 in Texas, you've got to go help him out.

15 So all right. Let's -- let's keep  
16 ourselves going here. Let's talk about -- there's the  
17 wiki page address again that I gave you just to have it.  
18 Again, [tablets4students.wikispaces.com](http://tablets4students.wikispaces.com).

19 So when we think about tablets, I usually  
20 start off with this thought as we do one of these kinds  
21 of presentations. Truly, if you think about it, tablets  
22 have become, in essence, the new normal when you think  
23 about computers. Even some of our desktop systems and  
24 laptops that we provide to a student, or even get  
25 ourselves now, have a touch component to it. So this

1 idea of tablets and touch computing has kind of  
2 overwhelmed the -- the field and -- and the area of  
3 technology when we look at the things that are available  
4 now, whether -- it's everything from a smart phone all  
5 the way up to a 28-inch desktop computer that is touch  
6 enabled that is -- is, in essence, a very large tablet.

7           So this is the -- the way the field or  
8 technology is moving. And the concern that we might  
9 have as providers working with students with  
10 disabilities is: Where does that leave the students we  
11 work with? And there are some times where this leaves  
12 our students in not a great place, not being able to use  
13 the tools that are out there. And that's why we'll look  
14 at access in a second, but kind of that thought process  
15 of this is where the field of technology is going.

16           And if you read articles about technology  
17 as you see kind of predictions of what's to come, there  
18 are market predictions that the use of tablet computers  
19 will rise to be 80 percent, 85 percent of all the  
20 systems sold within the next several years. I believe  
21 it was 2018. I saw that in -- in an article that said  
22 by 2018, we'll be -- tablet computers will make  
23 up upwards of 80 percent of the computers that people  
24 buy. So this is the trend. This is where the field is  
25 going. We need to make sure we can adjust and continue

1 to provide support to the students we work with.

2           When you think tablet computers in  
3 assistive technology, why are we doing that? And  
4 predominantly it's for those couple of reasons that are  
5 on that slide there. They're everywhere. I mean, you  
6 can't spin around in a circle without bumping into a  
7 smart phone or an iPad anywhere. Those devices are  
8 there. They're readily available. The support for them  
9 is easier to find in a sense that the general public and  
10 families of the students we're supporting are not  
11 necessarily afraid of these devices.

12           If we provide a laptop computer with  
13 specialized AT software on it, that tends to scare  
14 people sometimes because it's different than what  
15 they're used to. But if we provide a tablet and say,  
16 "This is the tablet we're using, and the app your child  
17 is going to use is app X," whatever that might be, there  
18 is not a fear with that. People don't get afraid that  
19 that's what you're going to be giving them. They  
20 understand how the device might work, and that's  
21 comfortable to them.

22           And then realistically the idea that  
23 tablets and all these devices are more socially  
24 acceptable. Students are willing to use these devices.  
25 This is not a red flag sometimes in a classroom but, in

1 fact, some kind of tool that involves them in the  
2 classroom activities. It goes from the "I don't want  
3 anybody to see me using this" to "I want to make sure  
4 everybody sees me using this tool; this is really cool  
5 that I sit and I use this."

6 So -- so we see those different things,  
7 and I know as I go out to schools, any time I make  
8 recommendations for an AT tool that is not a tablet,  
9 that is always in the back of my mind with -- with any  
10 of the students that I work with is, you know: Are they  
11 going to accept this tool and want to use it in the  
12 classroom? Sometimes yes, sometimes no.

13 So as we move through tablets, and -- and  
14 I -- I'm -- I'm smiling to myself over here. I'll give  
15 you a little understanding of why there's a smile in my  
16 voice. I just had this presentation, a very similar  
17 one, last night to a parents group. And all they wanted  
18 to talk about was iPads and "How could we get iPads?"  
19 and "We need iPads" and "My child should have an iPad."

20 And I had to stop after a couple of  
21 minutes and bring everybody kind of off the ledge a  
22 little bit and say, "Remember the idea of the SETT  
23 Framework." And for anybody who might not be familiar  
24 with the SETT Framework, it was developed by Joy Zabala.  
25 The SETT framework, the letters of SETT, S-E-T-T, stand

1 for student, environments, tasks, and tools.

2           And it's important to remember that even  
3 as we get all absorbed in this new field of tablets and  
4 look at us being mobile and having all this computing  
5 power and all these apps and we can do all these things  
6 and however else someone sells to you why they might  
7 need an iPad, remember that for certain situations and  
8 for certain students, a mobile device might not be  
9 appropriate, specifically if the student has access  
10 issues that the tablet is not going to support. Well,  
11 then maybe that's not the most appropriate tool for  
12 them.

13           But remembering what the student's skills  
14 are, the environments they're going to use the tech in,  
15 and then the tasks they need to accomplish, are those  
16 tasks best suited to a mobile device, a tablet device?  
17 Maybe they are, maybe they're not. And so it's  
18 reminding people to take a breath, remember that there  
19 are other tools out there, and ultimately we're working  
20 to find the best tool that makes the most sense for the  
21 student. Whether that is a tablet or not remains to be  
22 seen sometimes, but reminding them that that is the  
23 case.

24           So we think about starting to move into  
25 these devices and looking at the big kind of picture of

1 this and how these work, the first thing we need to  
2 think about is the idea of access to the device, so the  
3 idea of using these devices which are predominantly  
4 touch enabled. And so will the student be able to use  
5 this device?

6 Now, with these touch screens of all the  
7 tablets that we're talking about, it's not the issue of  
8 requiring pressure but the ability to touch the screen.  
9 And so is a person -- is a student able to isolate a  
10 finger to touch the screen? Do they use maybe a stylus?  
11 And I think there's a picture of that in the next slide  
12 that we'll get to. Do they need a stylus to access the  
13 screen? What do they need?

14 On the -- on the slide that you're  
15 looking at right now is a picture of somebody using an  
16 iPhone, and they're using a texting glove. Now, if  
17 you're not familiar with that, it is a glove -- it's a  
18 knit glove that you can wear, and the fingertips, the  
19 thumb and the index finger, are sewn into -- sewn into  
20 those fingertips is conductive thread that actually  
21 allows the person to use a touch device with that glove  
22 on, which -- okay, so that 's great.

23 It's -- it's wintertime. Here I am in  
24 New Jersey and I'm -- I'm using my phone in the winter,  
25 and I can use that glove to use it. That's perfect.

1 But think about some of the other functions we can do  
2 with that or some of the other needs that that can meet.  
3 I've actually used that in classes where -- I'm  
4 currently supporting a room where they just recently --  
5 it's a -- is it a kindergarten? I'm trying to think --  
6 it's a first grade room. Sorry. I couldn't picture how  
7 old these little kids are. I just know they're small.  
8 I'm trying to picture what grade they were in. It's  
9 first grade. They -- the school put a whole cart of  
10 iPads in there.

11 So everybody has an iPad throughout the  
12 day that they use. And one of the students is having  
13 some issue with accessing the iPad because they're  
14 laying their entire hand on the screen. And as they  
15 move their hand around, the iPad's registering all of  
16 that movement of their whole entire palm and all of  
17 their fingers. So the solution for that student that we  
18 did was we purchased one of these texting gloves. And  
19 now the student can rest their whole hand on the iPad  
20 without it accessing or making any selection until  
21 they're ready. They can use either their thumb or their  
22 index finger to tap where they need to.

23 And it's actually taken a student who was  
24 not able to use the iPad because they were having such  
25 struggles with it that they were actually using the

1 classroom computer. Now with this glove, they're able  
2 to use the iPad like everybody else, participate in the  
3 same activities that everybody else is, do the same  
4 tasks that everybody's doing just from one of those  
5 texting gloves.

6 So if you're looking for a quick solution  
7 that isolates touch for someone on these devices, that's  
8 a great one. And that one right there in the slide,  
9 that's the one I purchased at my local Walgreens. It  
10 was an impulse buy, right at the register there. It was  
11 about four or five bucks. So those devices are out  
12 there -- those tools are out there.

13 The other thing we need to consider when  
14 we look at using the screen, the touch screen of these  
15 tablets -- devices is the ability to do gestures. Is  
16 the person comfortable -- the student comfortable with  
17 performing these gestures? Are they able to perform  
18 these gestures to access certain apps and certain  
19 functions of apps?

20 And, you know, the ability to do these  
21 gestures is actually kind of twofold. There is a  
22 physical component to it. Are they physically able to  
23 do these gestures? And if not, then we look for ways to  
24 accommodate that within the device. Are they able to  
25 move two fingers at once? Are they able to pinch or tap

1 and hold? Are they able to complete that physically?

2 Or the flip side of that, are they able  
3 to cognitively understand the gesture that is needed to  
4 perform any task at any given time? And if not, then we  
5 need to look at: Is that app making the most sense for  
6 that student, or is the device itself making the most  
7 sense for that student? Sometimes yes, sometimes no.  
8 We need to address.

9 If they need assistance with the actual  
10 gestures and -- and supports for that, we can look at --  
11 if people are familiar in the iOS devices, we use the  
12 feature called assistive touch and you -- and that gives  
13 you a single access point on the screen that actually  
14 allows you to launch a variety of features on the  
15 device, from gestures all the way to button pushes. So  
16 that's a solution that we use for a lot of students that  
17 don't have the ability to perform multiple physical  
18 touches at one time.

19 And then anything else that you might  
20 think of as far as access aids from styluses to key  
21 guards, which is the picture on the left. If a  
22 student's using a tablet device and as perhaps an  
23 augmented communication device, do they need a key  
24 guard?

25 Please remember that if you're going to

1 put a key guard on a touch device, make sure every  
2 screen the student's going to access has the same button  
3 layouts so that keyboard is actually still workable once  
4 they get beyond that first page.

5           And then also any type of potentially  
6 homemade stylus that you might need. You think about  
7 the -- the typical styluses that they sell for touch  
8 devices mimic the look and shape of a pen or a pencil.  
9 That's the style most of them are. But for some of our  
10 students, they need physically those shapes to be  
11 changed, so looking at other options, adding different  
12 handles to it, giving it a different size and weight  
13 perhaps to help with stability. Looking at different  
14 strategies to give them the touch access.

15           If you're ever looking for some kind of  
16 fun little activity to do maybe in a staff meeting or  
17 you're going to pull people together to do some kind of  
18 build-it-yourself, a make-and-take, if you will, do  
19 some -- do a Google search on "make your own touch  
20 tablet stylus." And there are so many different ways  
21 you can make them out there, everything from use a candy  
22 wrapper and a pencil to use a Bic pen with a -- with a  
23 paper clip and a sponge attached to it. And you can  
24 make yourself your own stylus. But it gets you kind of  
25 thinking of creative ways to make sure the students are

1 able to access these devices.

2           The flip side of this slide reminds us  
3 that if the student is using a tablet device for -- for  
4 some task, will they need that sound from that device?  
5 And -- and right away when we think about sound, we  
6 think about students using tablets for communication  
7 aids. And they're maybe not as loud as they might need  
8 them to be to be heard in the environment. So you look  
9 for amplified speakers. And do they need to have some  
10 other way to generate sound? And the -- the flip side  
11 of that is: "Yes, I need the louder speech" or "I need  
12 sound to come out of my device and be amplified."

13           The flip side of that is I've taken  
14 something that's potentially very mobile and small and  
15 easy to carry, and am I adding something else to it?  
16 Now I have another piece potentially and how is that  
17 going to work and looking at the ways that amplification  
18 can happen without causing a student to start carrying  
19 around bunches of things, just more stuff again. So  
20 consider that as we go.

21           And then when we think access, this is  
22 another area that is becoming thankfully more crowded  
23 with devices, but the idea of providing alternate access  
24 to mobile devices. So for your student who has a  
25 physical disability of some kind and needs alternate

1 access, whether it's through switches or other  
2 alternative pointer controls, are they able to get that  
3 access through their device?

4 The pictures on this slide are all  
5 different methods of interacting with the iPad or the  
6 iOS devices. The bottom left shows a device called the  
7 Pererro, which connects into your connector port and  
8 then gives you a switch input jack that you can plug a  
9 switch into. The bottom right shows you the device  
10 called the Blue2, which is a Bluetooth device that  
11 allows you to do two-switch access into an iPad.

12 And then the device on the top, which is  
13 that kind of silver, blue, and orange one, is called the  
14 Tecla DOS, D-O-S. That -- that one is really  
15 interesting, and that's the -- if I had to say I'm  
16 coveting one of those devices right now, it is the Tecla  
17 device. That is really very cool looking and, according  
18 to the company, will give you access to the entire  
19 tablet device, because that is part of our concern is I  
20 can get switch access into a device, but what am I  
21 controlling once I get in there?

22 Do I have control over the whole device?  
23 Do I have control over the menus? Do I have control  
24 only in apps? And even that, is it only certain apps,  
25 or is it every app? And those are the things we need to

1 consider is once you get the alternate access -- that's  
2 great -- what are you doing with the access on the  
3 device? And according to the -- what I've read from the  
4 company, that Tecla is supposed to give you access to  
5 the device itself, every feature of the device through  
6 their connector.

7           The other nice thing about the Tecla,  
8 where I start looking at it from an evaluator's  
9 perspective and a tool that makes sense to have, that  
10 Tecla DOS has a switch on it that allows you to switch  
11 between iOS devices and Android devices. So you can  
12 control both devices from the same access point. Again,  
13 as an evaluator, I'm always looking for something I can  
14 use everywhere. So I could use that with a multitude of  
15 devices, which is pretty exciting.

16           So definitely check those out. On the --  
17 on the wiki page I made for you guys, there is a video  
18 of somebody -- of somebody using that Tecla device to  
19 get kind of an idea of how it works.

20           And the other thing, you know, just to  
21 remind ourselves, that there are tablets out there that  
22 are not iPads. iPads tend to be predominantly what we  
23 talk about, but there are others. The slide that's up  
24 now, the picture up -- that's up now shows my -- my  
25 newest toy that I just recently got, which is a

1 Windows 8 tablet, so not the surface tablet that Windows  
2 puts out, but just a regular Windows 8 tablet put out by  
3 Acer.

4           And what's -- what's nice about that, by  
5 purchasing a little cable, and the cable shown on the  
6 side there -- it's a -- it's a micro USB OTG cable.  
7 That stands for "on the go." I can plug that OTG cable  
8 into my tablet, and then I can plug in any mouse I have  
9 and control the cursor on that tablet. You know, so  
10 what I have is the ability to take that device and  
11 change it from a touch tablet to something that seems  
12 more like a standard computer interface with a mouse or  
13 a track ball.

14           My next fun thing I'm going to try is try  
15 that with a head pointer, with some type of -- with  
16 iGaze, I'm going to try, you know, to kind of broaden  
17 the scope a little. I've tried it with pretty basic  
18 alternate access tools, and it's worked, different track  
19 balls, different mouse alternatives, different switch  
20 inputs through that plug. I've given me access to the  
21 device. So think about that if alternate access is your  
22 issue. Maybe an iPad doesn't make the most sense.  
23 Perhaps you look at one of these other tools.

24           While I'm showing that as a Windows  
25 tablet, you can also plug that same cable into an

1 Android tablet too, and it will give you the same  
2 function, so you'll have the ability to do the same  
3 thing in an Android. Like if you have a Google Nexus  
4 tablet, that would work as well.

5           And then something that I just started  
6 playing with, so I can't give you any more than just  
7 kind of a general "Gee, this is really cool" of this  
8 one. This is an app that's available for your iOS  
9 devices. It's called Parallels Access, the same company  
10 that makes Parallels that allows you to run Windows  
11 programs on your Mac computer. This is their newest  
12 product, which is called Parallels Access, which is an  
13 app that allows you to run computer programs on your  
14 iPad.

15           So what you're seeing in the picture on  
16 the left -- and I apologize for the darkness of the  
17 picture. I'll have to fire the photographer, which was  
18 myself, but sorry about that. The idea with that is on  
19 my iPad, I'm running Draft:Builder right now. And  
20 I'm -- I'm able to work in Draft:Builder even though  
21 Draft:Builder is living on my laptop.

22           I'm able to perform tasks through my  
23 iPad. I can add in information. I can save documents.  
24 It's basically mirroring my computer and allowing me to  
25 have access to that. Really cool.

1           So you get a free trial, and then it --  
2   it's a subscription-based service that you pay yearly.  
3   And from what I've been able to dig through the company  
4   website, it looks like it's about \$50 a year to have  
5   that, but a very nice option if you have students who  
6   need specialized AT software that there is no app  
7   alternative to yet, but you want them to have access to  
8   it on a tablet. This is a really good solution.

9           I'm actually going to introduce this to a  
10   student I'm working with tomorrow, because the school  
11   has Draft:Builder. It's a middle school, and they use  
12   Draft:Builder through a site license to do all their  
13   writing assignments. And he wants to use his iPad. And  
14   that's kind of the strategy we're going to use for him  
15   to get through this. And so we're going to try using  
16   Draft:Builder through his iPad, which will be really  
17   exciting to see how that works.

18           So stay tuned. Maybe -- maybe we'll get  
19   some -- follow me on Twitter, and I'm sure I'll comment  
20   on it all the time as it's working. But it is actually  
21   pretty cool, a nice option, something to consider.

22           Again, as we move through and we keep  
23   talking about access, you have to be aware of the idea  
24   of the accessibility of the devices you're working in  
25   and what type of accessibility is built into any of the

1 devices you have. On the screen now is a picture of the  
2 iPad versus a Kindle and the different types of  
3 accessibility that's built into each.

4           Knowing those features and knowing what's  
5 available in those, everything from adjusting the size  
6 of the font to the spacing on the Kindle to the array of  
7 access supports that are built into the accessibility of  
8 the iOS devices, knowing what's there, can you customize  
9 the user experience for your student and make sure you  
10 meet their needs with that device? And knowing the  
11 different features that are in there and how to do that.

12           Now, if our webinar would have been one  
13 day later and would have been tomorrow, we would all  
14 have iOS 7 already, which is the update that's coming  
15 out tomorrow for your iPads and your iPhones and your  
16 iPad -- and your iPod -- sorry. That comes out  
17 tomorrow.

18           According to the early reports, iOS 7 is  
19 going to have switch access build into it and also the  
20 ability to control things on the screen with your head.  
21 And it's going to use the built-in camera to track your  
22 head movement, and then you'll be able to access apps.  
23 So that is something that -- as we start thinking about  
24 using these devices for students that have unique needs  
25 as far as accessibility, this is another nice option to

1 have.

2           And I'm curious to see the depth of  
3 what's involved there and see how involved someone could  
4 be and potentially use the accessibility features that  
5 are built right in to actually meet their needs. Will I  
6 still need obviously to have some kind of plug to plug a  
7 switch in? I may. So I'm not -- I'm not even sure. I  
8 can't even tell you what this looks like yet, but I have  
9 to admit, I'm pretty excited to update my iPad tomorrow  
10 and see what it looks like.

11           I've already done the necessary backup.  
12 There's my -- my warning to you too, that I just read an  
13 article that said if you're going to move from iOS 6 to  
14 iOS 7, make sure you've backed up your device, just in  
15 case, because this is a big enough upgrade of your  
16 operating system that there is some -- some -- I guess  
17 some concern that this could potentially wipe your data  
18 or not retrieve your data.

19           So if you're going to do that on the  
20 device, do it on one that is not your main device first  
21 maybe and see how it goes. I'll be updating my iPad to  
22 try it, and then I'll move to my phone after it and see  
23 if that works. So think about that. Spend the night  
24 tonight backing up your phone before you go and do those  
25 updates, but a very interesting accessibility feature

1 built in to the new iOS 7.

2           So we'll keep rolling. We'll keep  
3 talking about the hardware now. And, again, if you have  
4 any comments, throw them in there in the chat box, and  
5 we'll go from there. Otherwise, you get the feeling  
6 I'll just talk all day. If you guys keep sitting in  
7 this chat room, I'll just keep talking until the day  
8 ends.

9           We'll look at -- we'll talk about the  
10 hardware, where we think about these tablet devices  
11 and -- and the picture on the screen is just a reminder  
12 that on the left is a man from the '80s or, as my  
13 children say to me, all the way from the '80s and all of  
14 the pieces of technology that have been replaced by our  
15 tablet devices now. And it's everything from a VCR to a  
16 videocamera to a phone to a radio to a typewriter, a  
17 calculator. All of the functions that used to be their  
18 own separate devices now live in these tablet devices we  
19 have at our fingertips all the time.

20           So the power is there. The trick is how  
21 to harness that and use it effectively for our students  
22 and make sure that they're able to do the tasks they  
23 have to. And so we think about some of the issues with  
24 hardware. And this -- we'll just kind of walk through  
25 them a little.

1                   Everybody knows the iPad and the iOS  
2 devices. There's not a whole lot of mystery there  
3 because it is -- it tends to be the one area of device  
4 that is used the most. Most schools will do that.  
5 They'll -- they'll employ iPads when they're looking at  
6 a tablet initiative, but we -- I wanted to remind  
7 everybody, there are others there. And some of these  
8 others might make more sense for a student you're  
9 working with.

10                   And Android has a whole array of tablets  
11 as well, everything from something like a Nexus tablet,  
12 which is a -- comparable to an iPad, to some of the  
13 other tools, like a Kindle Fire and the Nook, where they  
14 also run a version of Android. It's a little different,  
15 but they do run a version of it, which may give your  
16 student access to the tools they need.

17                   And I have a school that I work with  
18 where they were gifted a -- a whole box -- I was going  
19 to just say a whole load -- but it's a whole box of Nook  
20 tablets. There were about 50 or 60 Nook tablets. And  
21 they weren't quite sure what to do with them; because  
22 they were so used to iPads and the architecture of how  
23 that works with apps that it took a while to figure out  
24 how to implement these in the classroom. But in working  
25 with the teachers and doing some professional

1 development, I started to remind them that, "Hey, these  
2 things are -- think of it as an extension of your  
3 classroom computer. What can you do on-line with these?  
4 How can the students take notes? How can they go to a  
5 website and share their notes with each other using  
6 these little tablets?"

7           Just because it doesn't have all the apps  
8 that their iPad has on it doesn't mean it's not an  
9 effective tool for them, so thinking about different  
10 ways to use them, especially if you end up with some of  
11 these tools and have to come up with a plan of how to  
12 use them in a classroom.

13           Windows tablets are now coming full  
14 force, and you're seeing more and more push from -- from  
15 Microsoft to get their surface tablets out there.  
16 They're doing things with -- they're reducing the costs  
17 and they're offering to people tablets at a very, very  
18 reduced cost, but their version of the tablet  
19 architecture with the tiles, and it's the same kind of  
20 idea. Not nearly the amount of apps available that you  
21 would see in the iOS devices or even the Android  
22 marketplace, but a fair number of tools out there.  
23 The -- the positive of these tablets, the Windows  
24 tablets, that I've seen in schools that are using them  
25 is that they will run native Microsoft applications.

1           So if you're already using things like  
2 Word and PowerPoint and Outlook, those will run on those  
3 devices and be a very natural fit for your student.  
4 There's no relearning there.

5           The other thing about Windows 8 -- and I  
6 kind of include this in. Here's another view of my  
7 Windows tablet that you saw before with the track ball.  
8 If you have a tablet -- this is my Acer tablet, where I  
9 was able to plug in an external CD drive and load  
10 software like a regular computer.

11           So now I was able to load the whole SOLO  
12 Suite of software into my tablet. So my Windows tablet  
13 runs SOLO. It runs Microsoft Office. So I can have  
14 a -- a student using Word and have Co:Writer pop up in  
15 front of it and have them have help as they're starting  
16 to write. So thinking about these different  
17 architectures and how they run gives me the function and  
18 that -- kind of that flexibility a little bit to mimic  
19 what a -- what a desktop computer would do in a small  
20 tablet stance, so that little tiny 8-inch tablet, which  
21 is what that is.

22           So think about those as an option as  
23 well. And that -- that tablet was -- I think it was  
24 \$300. So it has the ability to have things plugged in  
25 the side like a flash drive. I can add in additional

1 memory through an SD card. So there's a lot of these  
2 other functions and features we need to consider and not  
3 just automatically jump to an iPad potentially that  
4 might not meet the needs of our student.

5           Okay. While not truly a tablet computer,  
6 I did want to add this in. And I -- I left it in on  
7 purpose just to keep in mind that this is a growing  
8 trend in schools, where schools are moving away from  
9 one-to-ones with a tablet and moving towards something  
10 like a Chrome Book. And that's the picture on the  
11 screen. That's what that is, a Google Chrome Book, with  
12 the idea that these are smaller, laptop-shaped devices  
13 that run the Chrome browser as their operating system.

14           And so that is becoming more and more  
15 ingrained in some schools, especially schools that move  
16 to having everything they do run through Google apps.  
17 So they use Google Drive for all of their writing and  
18 assignments. Those schools are moving to devices like  
19 this. And, you know, in -- in my state we're doing --  
20 we're preparing for the -- the high-stakes testing, the  
21 PARCC that's coming out soon, and more and more schools  
22 are using this platform as their technology platform for  
23 those -- testing, so that instead of buying tablets,  
24 they're buying these devices in bulk and using them and  
25 incorporating them in.

1                   Along the top of that slide you'll see  
2 the picture -- that's actually the -- a screen capture  
3 from my laptop, and you'll notice on the right-hand side  
4 past the address bar, all of those little buttons are  
5 little different extensions that can be used to assist  
6 students who struggle with reading and writing or maybe  
7 have a visual impairment. There are a lot of Google  
8 apps and Google extensions that will give you the  
9 function of a lot of the software tools we use for  
10 students.

11                   And -- and even one of the nicer ones,  
12 which has just gotten a really nice update is the read  
13 and write application from Textell, which will provide  
14 text to speech. As the student types, it gives me the  
15 function to highlight, and it -- it has a lot of  
16 built-in features that when I'm using the Google  
17 documents to use them as my word processor, I have all  
18 those functions built in through the read and write  
19 extension, which makes that a very powerful word  
20 processing tool for a student who struggles with  
21 writing.

22                   So keep it in mind. That's more of a --  
23 an awareness thing, like, "Oh, by the way, watch for  
24 these because they might pop up and you might -- you  
25 might visit a school or a classroom that has one of

1 these devices instead of a tablet." But something to  
2 consider.

3 Are you using an eReader as your  
4 hardware? Perhaps you are, whether it's a dedicated  
5 device or one of the tablet eReader devices. So you're  
6 looking at the -- the dedicated or the -- the E Ink are  
7 the ones that will display in gray, so in the different  
8 shades of gray and black, versus the tablets, which are  
9 closer to the functionality of an iPad. They give you  
10 additional features. They give you the ability to put  
11 apps in there and different types of apps.

12 The one thing I warn people about when  
13 they think about eReaders as a support for students in a  
14 classroom as a tablet is be aware of the file formats  
15 that these devices use. As you can imagine, as shocking  
16 as it seems, if you buy an Amazon -- if you buy a  
17 Kindle, it wants to read an Amazon book. If you buy a  
18 Nook, it wants to read a book from Barnes & Noble.  
19 Rarely do they want to read their other's content. They  
20 want to stick with the content that brought them there.

21 So knowing that and being aware of the --  
22 of the limitations of those devices. Read through, look  
23 at the features that are there because -- I've had this  
24 happen to me several times, where I will show up at a  
25 school and a family will have purchased the device they

1 think will meet their student's needs -- their child's  
2 needs, only to find that that's not a feature of the  
3 device they bought.

4           And I'm thinking specifically of text to  
5 speech, where like someone will buy a device thinking  
6 it's going to read a book back to a student, and it  
7 doesn't because it's not a feature of that tool. And  
8 then they have this idea of: "Oh, well, now you just  
9 bought something that's completely inappropriate because  
10 you got kind of all excited to move forward with the  
11 tool, thinking that they all just talk, but they don't."  
12 So be aware of the -- of the features and what those  
13 devices have in them. It could be very different.

14           Things to remember when you start  
15 thinking to implement these tools -- and these are  
16 always the things that tend to get forgotten.  
17 Everything else you're going to need to use this device.  
18 Remember, it's not included in the box, so if you're  
19 going to use these in a classroom and you're going to be  
20 projecting to share information with the group, how are  
21 you going to do that? Maybe it's as simple as an  
22 adapter, which are the two white adapters on the left,  
23 that will allow you to plug your iPad into a projector  
24 to show your materials up on a screen.

25           Maybe you'll use something like an Apple

1 TV, which will allow you to stream your screen from your  
2 I-device wirelessly to the projector. And then on the  
3 other side there's -- one of the newer tools that's out  
4 there is the Google Chromecast, which works with a lot  
5 of the devices. And it's the same idea. It's a -- it's  
6 a small thumb-drive size device that plugs into your TV  
7 through an HDMI port, and then it allows you to stream  
8 your device to the TV.

9           Pretty inexpensive. It's only 35 bucks.  
10 Pretty limited right now too, though. So I always warn  
11 people, be -- be aware that it's not going to stream  
12 everything. I'm one of those -- I'm officially -- when  
13 you think of an early adopter, I'm an early adopter.  
14 And that Chromecast I bought the first day it came out,  
15 not even knowing what it would do. I just bought it  
16 because it seemed really cool, and I wanted to have  
17 that, thinking I would be able to mirror my entire  
18 device onto my big screen TV. And what I find is that  
19 it's not built with that functionality yet.

20           It has several apps that it will stream.  
21 It'll stream music and videos and movies. And it will  
22 stream your web browser, but it won't let me go to the  
23 desktop of my tablet and show apps that I'm using and  
24 move through different apps.

25           So just be aware of what those things do.

1 And if you don't want to spend money you're going to  
2 regret later, be aware that those things will happen and  
3 those different features that they have. I go with the  
4 theory it was 35 bucks, and eventually I'm hoping it's  
5 going to do what I want it to do anyway, so that's going  
6 to be okay.

7           The other thing to consider, cases and  
8 mounts. Does the person you're working with, the  
9 student, need one of these tools in order to use this  
10 device effectively? Do they need some way to carry it  
11 and protect it from being dropped? I don't know if  
12 you've ever seen an iPad hit the ground and then look at  
13 its screen. It's pretty ugly when it turns back over  
14 and it's all spider webbed out, and then all the glass  
15 falls out of it. It's very sad.

16           So do they need a case to protect it? Do  
17 they need it mounted somewhere, on a wheelchair or a  
18 table? In -- on the slide there, they even show one  
19 that allows you to attach your iPad to a golf cart,  
20 which might be a nice option for mobility. If you have  
21 someone who's going to be moving around a lot and they  
22 want to take something that rolls to help perhaps with  
23 gait as well as transporting this device, that's not a  
24 bad option. Something to consider.

25           All right. Let's talk about apps, the

1 A to Z of apps and all of the apps that are out there.  
2 This is always the fun. This is where people will walk  
3 up to you and say, "I have 700 apps in my iPad, and I  
4 have so many that I'm about to buy another device to put  
5 more apps on it."

6 And then I will typically stare at that  
7 person and then say, "That's pretty cool, I guess. What  
8 do you do with those apps? Which ones are your  
9 favorites? How do you use this app?" and will point to  
10 one and talk.

11 And sometimes there are instances where  
12 they can't tell you what they do with a certain app, but  
13 they just keep repeating over and over that they have  
14 700 apps, which is fine. I would argue you're better  
15 served by 7 well-placed apps than 700 apps that you got  
16 because they were free on a Friday or you just  
17 downloaded them because you got a free code to download  
18 them.

19 Just having 700 apps on your device  
20 doesn't make the device effective for people. It just  
21 makes it a bit of a bear to manage. So think about  
22 that. Consider what your student's trying to accomplish  
23 and go with the "less is more" approach to things.

24 Find apps that work for them. Perhaps  
25 download a few that do the same thing and then explore

1 the features of each and then pick one and then delete  
2 the others. It's okay to delete an app from your  
3 device. It still lives in your account somewhere. You  
4 can always get it back.

5           And we've had that struggle with  
6 teachers, where they watch me delete something and they  
7 panic that it's gone forever. I say, "No, you can get  
8 it back. It'll come back, but right now it's off your  
9 device. It's not needed right now."

10           Think about the apps you're going to use  
11 and then pick ones accordingly. And I always compare  
12 apps and device management to the Wild West. It's just  
13 a free-for-all, how apps are placed on devices, how you  
14 access them, where -- where you use them, when you use  
15 them, whose device has what apps on them. It is a  
16 complete and total free-for-all sometimes. And this  
17 slide is to remind you to not be the Wild West, where  
18 it's just complete anarchy, but instead think about the  
19 plan of how a student's going to access this, especially  
20 if you start working in an environment where there's an  
21 iPad for everybody and everybody has these tools and  
22 what apps make the most sense for everybody.

23           And I'll point you towards this idea of  
24 this Revised Bloom's Taxonomy, where they -- you think  
25 about the areas that make sense when looking at an app

1 and evaluating how effective this app is for what you're  
2 trying to do. And does it give you -- does it meet  
3 these criteria of allowing you to remember and  
4 understand, apply, analyze, evaluate, and then  
5 ultimately create? Does it give you this -- that  
6 functionality? And if it doesn't, what does it do for  
7 you? And does that still meet the need of what you're  
8 looking at?

9                   On our wiki page that we have under  
10 the -- the tab -- or the -- the page that says "Apps,  
11 Apps, and More Apps," there's a link there to an app  
12 evaluation rubric that Kathy Schrock put out, and  
13 that's actually the slide right now. That's her slide  
14 talking about apps. I gave you the link to the PDF of  
15 her app rubric.

16                   It's the one I hand out to every teacher  
17 when we start talking about whether an app is  
18 appropriate for a student or not. Or any time they  
19 download a free app and they want to try it with a  
20 student, I ask them to go through this rubric and  
21 determine how appropriate that app is for the student  
22 they're working with using the scale on that rubric.  
23 And it starts to give you a really good indicator of:  
24 While this app may seem cool and I really want it  
25 because it's normally \$10 but it's free today and I have

1 to use it with this student -- really kind of brings it  
2 back to the idea of matching what that app does to what  
3 the student needs it to do, regardless of cost and  
4 whether it was free for the next four hours. That  
5 doesn't matter.

6 And -- and I'm not saying I don't do  
7 that, because when I see something that's free and it  
8 tends to cost money and it even remotely looks like I  
9 might use it, I download it to my account. I may not  
10 put it on my iPad, but I download it so I have it. And  
11 then I'll put it on to explore it. But there's many  
12 times that I'll download those free ones on one of those  
13 free days and then delete it a couple of days later  
14 because it just doesn't do what I'm hoping for it to do  
15 for the student I might have thought of. So don't be  
16 afraid to get rid of those and consider making sure that  
17 those apps are meeting the need that you were -- you  
18 were striving to meet when you started.

19 When putting tablets in place for people,  
20 especially for a school that's doing a one-to-one or a  
21 roll-out of a lot of devices, one for each student,  
22 that's fine, but remember, typically the students we're  
23 working with are the students that might have different  
24 needs than everybody else. So while a straightforward  
25 roll-out of apps might work for everyone, the student

1 I'm working with may also need the ability to get  
2 specialized apps on their device. And what's the  
3 process for doing that? How am I able to do that?

4 And that's a discussion to have with the  
5 technology people that roll these devices out for you --  
6 is: "That's fine. I'm all for you managing it from  
7 somewhere else. That's okay. But when that instance  
8 comes where I need Co:Writer loaded on -- on the iPad  
9 for the student I'm working with, what's the process to  
10 do that? How do I get that on there? Do I have to go  
11 see somebody? Am I able to do it myself? Do I have  
12 control of the Apple I.D. that's attached to that iPad?  
13 And am I able to get an app on there, or do I need to  
14 bring it back to be reimaged? If they push out an  
15 update, will it erase all of the custom and specialized  
16 apps that I'm using for the student I'm working with?"

17 Those are huge issues. And if you  
18 haven't had that happen yet to you, I'm happy for you.  
19 I think that's great. And I'm only telling you this  
20 because I've watched this happen, where we've worked on  
21 different things and they've pushed out a new update to  
22 all of the devices and it's erased all of the work a  
23 student has done because it lived in an app that went  
24 away when the new image got pushed out. So consider  
25 that. Make sure you're aware of that, what happens to

1 those unique situations that you might come across.

2 And then that kind of leads us nicely  
3 into this next step of: "How do I get apps on the  
4 device? What's the process that's put in place?"

5 And schools do this differently, whether  
6 it is all about providing gift cards -- and I have a --  
7 I have a school that does this, and they -- actually it  
8 works very, very well. They give -- they give the  
9 teachers gift cards in certain denominations, and  
10 they've actually put this in their budget in -- in the  
11 same line that they put -- I've lost the word. I'm  
12 sorry. I can't think of the word. I was going to say  
13 expendables, but that's not it. Like paper and all  
14 that. It goes in --

15 >> KIRK BEHNKE: Consumables.

16 >> MIKE MAROTTA: Thank you, Kirk. I  
17 was waiting for you to help me and save me. Thank you.

18 Consumables. So they put those in that  
19 line on the budget. And then when the teachers use that  
20 money up, there is a process -- for one school I'm in,  
21 there is a process where the teachers have to kind of  
22 document why they bought certain apps they did and how  
23 they used it to meet their curricular goals. And then  
24 if that seems appropriate for their director of special  
25 services, she will issue another gift card in a small

1 amount. And usually they're small amounts, about 20  
2 bucks at a time. So they go through and they'll  
3 purchase these for classroom devices and try them.  
4 That's one strategy to do it, and that -- that works  
5 well for some schools.

6 Others go with the idea of they're using  
7 the iPads and they're doing the volume purchasing  
8 program, which allows them to purchase apps in a larger  
9 scale at sometimes a discount and then push those out to  
10 people through codes that they then redeem on their  
11 certain devices. Again, depending on the level of what  
12 you're talking about here, the number of devices, the  
13 number of apps you're thinking about, depends on how  
14 schools will go and -- and try this.

15 As we can see just from the picture on  
16 the -- the flowchart for the volume purchasing program,  
17 as you move through this process, there are people  
18 involved at each step. There's a program manager, a  
19 program facilitator, an end user. There's other people  
20 associated with the process.

21 Many times that program manager or  
22 facilitator is someone in the school's technology  
23 department. And are they willing to take that job on?  
24 Are they going to be effective at doing that? So  
25 that -- that's a discussion logistically of how that

1 works out. Not always an easy discussion but one that  
2 has to happen so that you make sure that the apps that  
3 are purchased end up staying in the device they were  
4 purchased for.

5           And then finally, in our last few  
6 minutes, we'll -- we'll talk about the idea of  
7 implementation. It's great. Oh, I have all these  
8 iPads. That's wonderful. I have all these tablet  
9 devices in my classroom. Well, that's great, but what  
10 are you going to do with them? Just having the tools in  
11 the classroom does not make that more effective for your  
12 students. There has to be some systematic plan of what  
13 you're going to do.

14           And a lot of times, I will tell teachers,  
15 "Think about the short term. Don't worry about the long  
16 term right now. Think of short. What is going to be  
17 accomplished? How are you going to integrate these  
18 tools into what you're teaching in the class already?  
19 Don't let the technology drive your teaching but instead  
20 use it to help facilitate the learning that happens in  
21 the classroom."

22           The -- the picture on the slide there is  
23 such a cool picture. The idea is that it's an art show  
24 that happened in a school. And as they went and did the  
25 art show, at the bottom of each picture, they attached a

1 QR code, which is those little boxes with all those  
2 squiggly lines in it. The students could walk up to any  
3 painting or any piece of art and take a picture with  
4 their device, and it would bring them to a page on the  
5 school's website that talked about the artist and how  
6 they went about doing that and their inspiration for  
7 what they -- what they painted or made or drew, whatever  
8 it was. But it was that interactive approach.

9           The technology is not driving that,  
10 because you know what? If you went to that art show  
11 without a device, you could still go to that art show  
12 and enjoy it. And then if you knew there was a website  
13 you could go to or a -- or a book that you could read  
14 through to see about the artists and learn more, you  
15 could do that. But the technology is facilitating that  
16 for someone who might need that additional support. Not  
17 driving the whole process but instead enhancing it for  
18 your students, which I think is a really great way to  
19 show a use of technology as far as implementing it into  
20 a process.

21           So think about integration. Don't  
22 necessarily tie it to a specific tool. You don't have  
23 an iPad curriculum. No, you have a curriculum, and you  
24 employ mobile devices to help you meet that curriculum.  
25 Because you may have students who come in with some

1 other device, especially if it's a -- if it's a school  
2 or a district that does bring-your-own technology. Then  
3 we could go back to that Wild West picture.

4 Then it -- it, again, is a free-for-all,  
5 and that makes you really consider: "What is it I'm  
6 trying to get across and will that work on any device  
7 someone ties into my curriculum with?"

8 And then the last bullet there is -- is  
9 one of the most critical ones. Find some way to do  
10 staff development for this, professional development.  
11 Encourage your teachers to -- to work collaboratively to  
12 come up with ideas of -- of how to use these tools  
13 effectively in their instruction and how to build  
14 moments that these technology tools support their  
15 instruction and not potentially take it over. And it  
16 doesn't become a computer class but instead a class -- a  
17 class that, oh, by the way, has computers in it. And  
18 that's a good way to look at it as well.

19 Look at different types of opportunities  
20 for learning. Is it something you could do at a staff  
21 meeting where people get moments to just brainstorm?  
22 I -- I just recently -- I haven't done it yet, but I did  
23 get a director to agree that at their special services  
24 staff meetings that happen one day -- it's every two  
25 months, they get a half of a day where they can all come

1 together. And the next one I'm going to be doing in  
2 October with them, part of the day is going to be run  
3 kind of ed camp style, where there is no -- there is no  
4 set schedule but instead people will get together in  
5 loose kind of informal groups and talk about  
6 applications that are interesting to them, technology  
7 that's interesting to them.

8           They -- they're going to drive the -- the  
9 actual meeting. All I'm going to do is stand there and  
10 facilitate, make sure they don't leave the room or run  
11 away or do something else, but instead let them drive  
12 the learning on what they want to do in order to use  
13 their tools effectively. So think about those  
14 strategies to do that.

15           Well, there we go. We're at the end of  
16 our hour. Like I said, we could talk for another three  
17 hours if we wanted to on each of these topics. You  
18 have -- my information is there, my e-mail address, my  
19 Twitter handle. There's my website. If you have any  
20 other questions, I'd be happy to answer them. Hopefully  
21 I have an answer. If not, I will find somebody that has  
22 an answer for you and get that out to you.

23           So with that, I say thank you very much  
24 for your attention today. And are there any questions?

25           >> KIRK BEHNKE: I think I just want to

1 echo what Angela at -- here at Region 4 said: "I also  
2 tell folks that they need to be able to articulate how  
3 the tech (true for all tech, not just tablets) connects  
4 and supports to the TEKS and the IEP."

5 So I think that's a really great way to  
6 also end up our training for today for tablets for  
7 students. So thank you, Mike, very much for your  
8 presentation.

9 I do want to draw everyone's attention  
10 that this [tablets4students.wikispaces.com](http://tablets4students.wikispaces.com) will still be  
11 available to you after this live training. And, of  
12 course, it will also be available on the recorded  
13 session, which will be housed on the Texas Assistive  
14 Technology Network, which is [Texasat.net](http://Texasat.net). So please  
15 tell your friends if they missed it or whatever that,  
16 again, the recording will be available at [Texasat.net](http://Texasat.net)  
17 and then also will have a link to the wiki site as well.

18 And we certainly appreciate your  
19 attendance today and your presence. So thank you so  
20 much, Mike. Thank you, everyone, for coming today, and  
21 we appreciate your support.

22 And just to let you know that our next  
23 webinar will be on Funding of Assistive Technology, and  
24 that will be held on December 3rd of 2013. And, again,  
25 it will be just a one-hour webinar that'll be held from

1 11:00 to 12:00, Central Time. And it's on Funding of  
2 Assistive Technology for K through 12 settings.

3 Thank you so much, everyone. Thank you  
4 very much, and, Mike, again, thank you so much for a  
5 great webinar. And we'll talk to you later.

6 >> MIKE MAROTTA: Thank you.

7 (End of Webinar.)

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DepoTexas, Inc.  
Texas CRCB Firm Registration No. 95  
13101 Northwest Freeway, Suite 210  
Houston, Texas 77040  
(281) 469-5580  
(888) 893-3767