TRANSCRIPT OF RECORDED WEBINAR

Texas Assistive Technology Network

Tablet Computers = Success for Struggling Students
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(Beginning of Webinar.)

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

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

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

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

excuse me -- for a number of years. Excuse me one
second.

>> MIKE MAROTTA: That was nice. I get

choked up when I think about it too, Kirk. That's nice.

>> KIRK BEHNKE: Yeah. Thanks, Mike.

Mike and I have worked together for a number of years.
And as you can tell, we're pretty laid back, so

hopefully if you have any questions or comments, feel
free to go ahead and just type them in the chat window.

This will be a broadcast webinar, so

basically you will be only hearing my voice -- sorry

about that -- or Mike's voice in giving the

presentation.

So without further adieu, I'm going to

hand it over to Mike. So, Mike, go ahead and tell us a

little bit about tablet computers and how they equal

success for struggling students.

>> MIKE MAROTTA: Very good, Kirk. Thank

you. Good morning, everybody. Glad to be here.

Excited to talk to you about this today. Kirk, as

always, sets the stage very nicely, so I appreciate

that. And I look forward to sharing information with

you.

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

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

Everything I talk about will be on that
page. You'll have my contact info. You'll have the
embedded PowerPoint presentation. You have a handout,
if you'd like to print it out. And then as I go through
some of the topics that we talk about this morning, I
made you guys extra pages related to those topics to try
to embed more resources in there. So hopefully either
the things that we talk about in person right now or on
the resources that are on that page you'll find
something that's helpful for you in your setting.

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

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

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

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

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

And also, like Kirk said, if you have resources -- if I touch on something and you have resources that you've worked with related to that topic, please share that in there. I think it's a great
opportunity for us all to share our collective experience about this and make sure we touch on all the areas that affect the students we're working with. So please put in as much as you'd like in that window. I'm all for it. Go ahead, Kirk.

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

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

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

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

So all right. Let's -- let's keep ourselves going here. Let's talk about -- there's the wiki page address again that I gave you just to have it. Again, tablets4students.wikispaces.com.

So when we think about tablets, I usually start off with this thought as we do one of these kinds of presentations. Truly, if you think about it, tablets have become, in essence, the new normal when you think about computers. Even some of our desktop systems and laptops that we provide to a student, or even get ourselves now, have a touch component to it. So this
idea of tablets and touch computing has kind of overwhelmed the -- the field and -- and the area of technology when we look at the things that are available now, whether -- it's everything from a smart phone all the way up to a 28-inch desktop computer that is touch enabled that is -- is, in essence, a very large tablet.

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

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

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

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

And then realistically the idea that tablets and all these devices are more socially acceptable. Students are willing to use these devices. This is not a red flag sometimes in a classroom but, in
fact, some kind of tool that involves them in the classroom activities. It goes from the "I don't want anybody to see me using this" to "I want to make sure everybody sees me using this tool; this is really cool that I sit and I use this."

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

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

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

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

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

So we think about starting to move into these devices and looking at the big kind of picture of
this and how these work, the first thing we need to
think about is the idea of access to the device, so the
idea of using these devices which are predominantly
touch enabled. And so will the student be able to use
this device?

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

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

It's -- it's wintertime. Here I am in
New Jersey and I'm -- I'm using my phone in the winter,
and I can use that glove to use it. That's perfect.
But think about some of the other functions we can do with that or some of the other needs that that can meet. I've actually used that in classes where -- I'm currently supporting a room where they just recently -- it's a -- is it a kindergarten? I'm trying to think -- it's a first grade room. Sorry. I couldn't picture how old these little kids are. I just know they're small. I'm trying to picture what grade they were in. It's first grade. They -- the school put a whole cart of iPads in there.

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

And it's actually taken a student who was not able to use the iPad because they were having such struggles with it that they were actually using the
classroom computer. Now with this glove, they're able
to use the iPad like everybody else, participate in the
same activities that everybody else is, do the same
tasks that everybody's doing just from one of those
texting gloves.

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

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

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

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

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

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

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

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

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

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

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

And then when we think access, this is another area that is becoming thankfully more crowded with devices, but the idea of providing alternate access to mobile devices. So for your student who has a physical disability of some kind and needs alternate
access, whether it's through switches or other alternative pointer controls, are they able to get that access through their device?

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

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

Do I have control over the whole device? Do I have control over the menus? Do I have control only in apps? And even that, is it only certain apps, or is it every app? And those are the things we need to
consider is once you get the alternate access -- that's
great -- what are you doing with the access on the
device? And according to the -- what I've read from the
company, that Tecla is supposed to give you access to
the device itself, every feature of the device through
their connector.

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

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

And the other thing, you know, just to
remind ourselves, that there are tablets out there that
are not iPads. iPads tend to be predominantly what we
talk about, but there are others. The slide that's up
now, the picture up -- that's up now shows my -- my
newest toy that I just recently got, which is a
Windows 8 tablet, so not the surface tablet that Windows
puts out, but just a regular Windows 8 tablet put out by
Acer.

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

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

While I'm showing that as a Windows
tablet, you can also plug that same cable into an
Android tablet too, and it will give you the same function, so you'll have the ability to do the same thing in an Android. Like if you have a Google Nexus tablet, that would work as well.

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

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

I'm able to perform tasks through my iPad. I can add in information. I can save documents. It's basically mirroring my computer and allowing me to have access to that. Really cool.
So you get a free trial, and then it -- it's a subscription-based service that you pay yearly. And from what I've been able to dig through the company website, it looks like it's about $50 a year to have that, but a very nice option if you have students who need specialized AT software that there is no app alternative to yet, but you want them to have access to it on a tablet. This is a really good solution.

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

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

Again, as we move through and we keep talking about access, you have to be aware of the idea of the accessibility of the devices you're working in and what type of accessibility is built into any of the
devices you have. On the screen now is a picture of the iPad versus a Kindle and the different types of accessibility that's built into each.

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

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

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

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

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

So if you're going to do that on the device, do it on one that is not your main device first maybe and see how it goes. I'll be updating my iPad to try it, and then I'll move to my phone after it and see if that works. So think about that. Spend the night tonight backing up your phone before you go and do those updates, but a very interesting accessibility feature
built in to the new iOS 7.

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

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

So the power is there. The trick is how to harness that and use it effectively for our students and make sure that they're able to do the tasks they have to. And so we think about some of the issues with hardware. And this -- we'll just kind of walk through them a little.
Everybody knows the iPad and the iOS devices. There's not a whole lot of mystery there because it is -- it tends to be the one area of device that is used the most. Most schools will do that. They'll -- they'll employ iPads when they're looking at a tablet initiative, but we -- I wanted to remind everybody, there are others there. And some of these others might make more sense for a student you're working with.

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

And I have a school that I work with where they were gifted a -- a whole box -- I was going to just say a whole load -- but it's a whole box of Nook tablets. There were about 50 or 60 Nook tablets. And they weren't quite sure what to do with them; because they were so used to iPads and the architecture of how that works with apps that it took a while to figure out how to implement these in the classroom. But in working with the teachers and doing some professional
development, I started to remind them that, "Hey, these things are -- think of it as an extension of your classroom computer. What can you do on-line with these? How can the students take notes? How can they go to a website and share their notes with each other using these little tablets?"

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

Windows tablets are now coming full force, and you're seeing more and more push from -- from Microsoft to get their surface tablets out there. They're doing things with -- they're reducing the costs and they're offering to people tablets at a very, very reduced cost, but their version of the tablet architecture with the tiles, and it's the same kind of idea. Not nearly the amount of apps available that you would see in the iOS devices or even the Android marketplace, but a fair number of tools out there. The -- the positive of these tablets, the Windows tablets, that I've seen in schools that are using them is that they will run native Microsoft applications.
So if you're already using things like Word and PowerPoint and Outlook, those will run on those devices and be a very natural fit for your student. There's no relearning there.

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

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

So think about those as an option as well. And that -- that tablet was -- I think it was $300. So it has the ability to have things plugged in the side like a flash drive. I can add in additional
memory through an SD card. So there's a lot of these other functions and features we need to consider and not just automatically jump to an iPad potentially that might not meet the needs of our student.

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

And so that is becoming more and more ingrained in some schools, especially schools that move to having everything they do run through Google apps. So they use Google Drive for all of their writing and assignments. Those schools are moving to devices like this. And, you know, in -- in my state we're doing -- we're preparing for the -- the high-stakes testing, the PARCC that's coming out soon, and more and more schools are using this platform as their technology platform for those -- testing, so that instead of buying tablets, they're buying these devices in bulk and using them and incorporating them in.
Along the top of that slide you'll see the picture -- that's actually the -- a screen capture from my laptop, and you'll notice on the right-hand side past the address bar, all of those little buttons are little different extensions that can be used to assist students who struggle with reading and writing or maybe have a visual impairment. There are a lot of Google apps and Google extensions that will give you the function of a lot of the software tools we use for students.

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

So keep it in mind. That's more of a -- an awareness thing, like, "Oh, by the way, watch for these because they might pop up and you might -- you might visit a school or a classroom that has one of
these devices instead of a tablet." But something to consider.

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

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

So knowing that and being aware of the -- of the limitations of those devices. Read through, look at the features that are there because -- I've had this happen to me several times, where I will show up at a school and a family will have purchased the device they
think will meet their student's needs -- their child's needs, only to find that that's not a feature of the device they bought.

And I'm thinking specifically of text to speech, where like someone will buy a device thinking it's going to read a book back to a student, and it doesn't because it's not a feature of that tool. And then they have this idea of: "Oh, well, now you just bought something that's completely inappropriate because you got kind of all excited to move forward with the tool, thinking that they all just talk, but they don't."

So be aware of the -- of the features and what those devices have in them. It could be very different.

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

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

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

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

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

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

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

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

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

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

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

Find apps that work for them. Perhaps download a few that do the same thing and then explore
the features of each and then pick one and then delete
the others. It's okay to delete an app from your
device. It still lives in your account somewhere. You
can always get it back.

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

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

And I'll point you towards this idea of
this Revised Bloom's Taxonomy, where they -- you think
about the areas that make sense when looking at an app
and evaluating how effective this app is for what you're trying to do. And does it give you -- does it meet these criteria of allowing you to remember and understand, apply, analyze, evaluate, and then ultimately create? Does it give you this -- that functionality? And if it doesn't, what does it do for you? And does that still meet the need of what you're looking at?

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

It's the one I hand out to every teacher when we start talking about whether an app is appropriate for a student or not. Or any time they download a free app and they want to try it with a student, I ask them to go through this rubric and determine how appropriate that app is for the student they're working with using the scale on that rubric. And it starts to give you a really good indicator of:

While this app may seem cool and I really want it because it's normally $10 but it's free today and I have
to use it with this student -- really kind of brings it back to the idea of matching what that app does to what the student needs it to do, regardless of cost and whether it was free for the next four hours. That doesn't matter.

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

When putting tablets in place for people, especially for a school that's doing a one-to-one or a roll-out of a lot of devices, one for each student, that's fine, but remember, typically the students we're working with are the students that might have different needs than everybody else. So while a straightforward roll-out of apps might work for everyone, the student
I'm working with may also need the ability to get specialized apps on their device. And what's the process for doing that? How am I able to do that?

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

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

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

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

>> KIRK BEHNKE: Consumables.

>> MIKE MAROTTA: Thank you, Kirk. I was waiting for you to help me and save me. Thank you. Consumables. So they put those in that line on the budget. And then when the teachers use that money up, there is a process -- for one school I'm in, there is a process where the teachers have to kind of document why they bought certain apps they did and how they used it to meet their curricular goals. And then if that seems appropriate for their director of special services, she will issue another gift card in a small
amount. And usually they're small amounts, about 20
bucks at a time. So they go through and they'll
purchase these for classroom devices and try them.
That's one strategy to do it, and that -- that works
well for some schools.

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

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

Many times that program manager or
facilitator is someone in the school's technology
department. And are they willing to take that job on?
Are they going to be effective at doing that? So
that -- that's a discussion logistically of how that
works out. Not always an easy discussion but one that has to happen so that you make sure that the apps that are purchased end up staying in the device they were purchased for.

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

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

The -- the picture on the slide there is such a cool picture. The idea is that it's an art show that happened in a school. And as they went and did the art show, at the bottom of each picture, they attached a
QR code, which is those little boxes with all those squiggly lines in it. The students could walk up to any painting or any piece of art and take a picture with their device, and it would bring them to a page on the school's website that talked about the artist and how they went about doing that and their inspiration for what they -- what they painted or made or drew, whatever it was. But it was that interactive approach.

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

So think about integration. Don't necessarily tie it to a specific tool. You don't have an iPad curriculum. No, you have a curriculum, and you employ mobile devices to help you meet that curriculum. Because you may have students who come in with some
other device, especially if it's a -- if it's a school or a district that does bring-your-own technology. Then we could go back to that Wild West picture.

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

And then the last bullet there is -- is one of the most critical ones. Find some way to do staff development for this, professional development.

Encourage your teachers to -- to work collaboratively to come up with ideas of -- of how to use these tools effectively in their instruction and how to build moments that these technology tools support their instruction and not potentially take it over. And it doesn't become a computer class but instead a class -- a class that, oh, by the way, has computers in it. And that's a good way to look at it as well.

Look at different types of opportunities for learning. Is it something you could do at a staff meeting where people get moments to just brainstorm? I -- I just recently -- I haven't done it yet, but I did get a director to agree that at their special services staff meetings that happen one day -- it's every two months, they get a half of a day where they can all come
together. And the next one I'm going to be doing in October with them, part of the day is going to be run kind of ed camp style, where there is no -- there is no set schedule but instead people will get together in loose kind of informal groups and talk about applications that are interesting to them, technology that's interesting to them.

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

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

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

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

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

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

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

And just to let you know that our next
webinar will be on Funding of Assistive Technology, and
that will be held on December 3rd of 2013. And, again,
it will be just a one-hour webinar that'll be held from
11:00 to 12:00, Central Time. And it's on Funding of
Assistive Technology for K through 12 settings.

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

>> MIKE MAROTTA: Thank you.

    (End of Webinar.)

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Certified to by me this 24th day of September, 2013.

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