ASSISTIVE TECHNOLOGY
PROFESSIONAL LEARNING

Visit these sites to view professional learning available online.

Word Q + Speak Q
www.goqsoftware.com/resources.php

Read and Write Gold
www.texthelp.com/en-us/support/training/feature-videos#RW11

Kurzweil

HOW TO APPLY:
Scan for more information

or visit
www.gov.nl.ca/edu/k12/studentsupportservices/assistive_tech.html

Most assistive technology is available for both French and English speakers.

Assistive Technology
Student Support Services Division
Department of Education &
Early Childhood Development
AT solutions that work for your students
AND BENEFIT THE WHOLE SCHOOL.

The deadline for application for assistive technology is May 15.

ADVANTAGES: Students who use assistive technology for their accommodations develop more independence and self esteem thereby contributing to greater lifelong learning. Students are able to remain in the classroom with their peers and have text read aloud using technology. Students can complete assessments at their own pace and in whatever order they prefer.

ASSISTIVE TECHNOLOGY is for students with exceptionalities.

WHAT IS AT?
Assistive Technology can be high tech or low tech. It can be a pencil grip, a foot stool, or a switch. It can be word prediction or text to voice software, a communication system for a student who cannot speak, a sound field system to assist a student with hearing loss, or a system to allow a student to dictate responses using speech to text software.

ELIGIBILITY:
- EECD supplies assistive technology through an application process.
- Individual items must cost $200 or more to be covered by EECD.
- EECD does not provide computers or laptops as AT.
- iPads are provided only as communication devices for students who are nonverbal.

EASE OF TRANSITION
When students transition to postsecondary or the workplace, they are expected to use technology for accommodations involving reading of text aloud or assistance with written output. Providing students with this skill before they leave school makes for a smoother transition.

ADDITIONAL PROGRAMMING TIME
When students learn to facilitate their own accommodations through technology, Instructional Resource Teachers may find they have more time to devote to programming because less time is required to deliver accommodations.

ANOTHER WAY TO SUPPORT THE DIVERSE LEARNERS IN YOUR SCHOOL