



Early Intervention Assistive Technology Resource Chart

El Assistive Technology Research Institute: Collaboration Between
Thomas Jefferson University (Philadelphia – 215-503-1608) and
Arizona State University (480-965-9396)

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HOW TO UTILIZE THIS RESOURCE CHART:

This chart is designed to provide individuals who are involved in the early intervention system (e.g., families and service providers) with resources about assistive technology.

- The first 4 columns are outcomes which were originally NTAC outcomes but were then modified to pertain to the early intervention system.
- Column 1: general description of the outcome or goal (e.g., receptive language).
- Columns 2-4: maps the general outcome onto 3 differing levels: a child/family level, service provider level, and a systems level. Outcomes generally map onto 1 or 2 levels.
- Column 5: re-words the outcome(s) into one that is specific to assistive technology. Some outcomes were not amenable to becoming AT specific, so in this column you will then see "N/A" (not applicable).
- Column 6: a check mark represents whether the modified NTAC outcome is similar to a Quality Indicator for Assistive Technology Services (QIAT) indicator; a blank space means that no similar outcome was found in the QIAT indicators. (For more information on the QIAT indicators or QIAT consortium, please visit the QIAT website: <http://www.qiat.org>)
- Column 7: a check mark represents whether the modified NTAC outcome is similar to a Division of Early Childhood (DEC) Recommended Practice in Early Intervention/Early Childhood Special Education (2000); a blank space means that no similar outcome was found in the QIAT indicators.

Underneath the outcomes, you will find resources (e.g., booklets, websites, training modules) which will provide information to help you reach the outcome designated. Please note that not all outcomes have related resources (in these cases, the resource section is blank).

Following the chart, a reference list is provided so that you may obtain the references suggested.

| OUTCOME DESCRIPTION | Child and/or Family OUTCOMES | Service Provider OUTCOMES | Systems-Level OUTCOMES | "AT" SPECIFIC | QIAT INDICATORS | DEC REC'D PRACTICES |
|---|---|---|------------------------|---|-----------------|---------------------|
| Sensory stimuli | I/T's responsiveness to and use of sensory stimuli has increased | | | AT is used to increase I/T responsiveness to and use of sensory stimuli | | |
| Resources | <ul style="list-style-type: none"> • ID- Assistive Technology for Infants and Toddlers with Disabilities: A Handbook for Parents and Caregivers • NC- AT and Play for Infants and Toddlers | | | | | |
| Active engagement in instruction | I/T's active engagement in intervention of instruction has increased | | | N/A | | |
| Resources | | | | | | |
| Receptive language | I/T's receptive communication and language has increased. | Service provider's use of strategies to improve communication and language has increased. | | AT is used to increase I/T's receptive communication and language. | | |
| Resources | <ul style="list-style-type: none"> • ID- Assistive Technology for Infants and Toddlers with Disabilities: A Handbook for Parents and Caregivers (p. 12) • NC- AT and Play for Infants and Toddlers; Baby Power: A Guide for Families Using AT with their Infants & Toddlers | | | | | |

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|-------------------------------------|--|--|------------------------|---|-----------------|---------------------|
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| | | | | | | |
| Expressive language | I/T's expressive communication and language has increased. | Service provider's use of strategies to improve communication and language has increased. | | AT is used to increase I/T's expressive communication and language. | | |
| Resources | | | | | | |
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| Positioning and motor skills | I/T's positioning and motor skills have increased. | Service provider's use of strategies to improve motor development and positioning has increased. | | AT is used to increase I/T's positioning and motor skills. | | |
| Resources | | | | | | |

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|----------------------------------|--|--|------------------------|---|-----------------|---------------------|
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| | | | | | | |
| Orientation and mobility | I/T's orientation and mobility skills have increased. | Service provider's use of strategies to improve orientation and mobility has increased. | | AT is used to increase I/T's orientation and mobility skills. | | |
| Resources | <ul style="list-style-type: none"> ID- Assistive Technology for Infants and Toddlers with Disabilities: A Handbook for Parents and Caregivers NC- AT and Play for Infants and Toddlers; Baby Power: A Guide for Families Using AT with their Infants & Toddlers (communication in general) National - ASHA - Technology in the Classroom Series: Positioning, Access, and Mobility Module | | | | | |
| Adaptive/self-care skills | I/T's adaptive/self-care has increased. | Service provider's use of strategies to improve adaptive/self-help skills has increased. | | AT is used to increase I/T's adaptive/self-care skills. | | |
| Resources | <ul style="list-style-type: none"> ID- Assistive Technology for Infants and Toddlers with Disabilities: A Handbook for Parents and Caregivers NC- Baby Power: A Guide for Families Using AT with their Infants & Toddlers | | | | | |
| Cognitive skills | I/T's cognitive skills has increased. | Service provider's use of strategies to improve cognitive development has increased. | | AT is used to increase I/T's cognitive skills. | | |

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|---------------------|---|--|---|---------------|-----------------|---------------------|
| Resources | <ul style="list-style-type: none"> AZ - AT and Early Childhood Education (designed for providers but good info for families too) ID- Assistive Technology for Infants and Toddlers with Disabilities: A Handbook for Parents and Caregivers IL - Center for Best Practices in Early Childhood (online workshops ~ www.wiu.edu/ectiis) NC- AT and Play for Infants and Toddlers OH- Assistive Technology for Preschoolers with Disabilities: Collected resources; Project Participate: Modules for competency-based personnel preparation in early childhood education (preschool focus) WI- Designing Environments for Special Kids | | | | | |
| Pre-literacy skills | I/T's pre-literacy skills have increased. | | AT is used to increase I/T's pre-literacy skills. | | | |
| Resources | <ul style="list-style-type: none"> AZ - AT and Early Childhood Education (designed for providers but good info for families too) ID- Assistive Technology for Infants and Toddlers with Disabilities: A Handbook for Parents and Caregivers IL - Center for Best Practices in Early Childhood (online workshops ~ www.wiu.edu/ectiis) NC- AT and Play for Infants and Toddlers; Baby Power: A Guide for Families Using AT with their Infants & Toddlers (communication in general); Training Curriculum - Tech it Easy OH- Assistive Technology for Preschoolers with Disabilities: Collected resources; Project Participate: Modules for competency-based personnel preparation in early childhood education (preschool focus) WI - WATI ~ literacy kits for birth to three population | | | | | |
| Social interactions | I/T's social interactions have increased. | Service provider's use of strategies to improve social interactions has increased. | AT is used to increase I/T's social interactions. | | | |
| Resources | <ul style="list-style-type: none"> ID- Assistive Technology for Infants and Toddlers with Disabilities: A Handbook for Parents and Caregivers NC- AT and Play for Infants and Toddlers OH- Assistive Technology for Preschoolers with Disabilities: Collected resources; Project Participate: Modules for competency-based personnel preparation in early childhood education (preschool focus) | | | | | |

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|--|---|--|------------------------|---|-----------------|---------------------|
| Participation in play and family/community leisure activities | I/T's participation in play and family/community leisure activities has increased. | Service provider's use of strategies to foster participation in play or recreation and leisure activities has increased. | | AT is used to increase I/T's participation in play and family/community leisure activities. | | |
| Resources | <ul style="list-style-type: none"> • AZ - AT and Early Childhood Education (designed for providers but good info for families too) • FL - Adaptive Play powerpoint presentation by FFAST • ID- Assistive Technology for Infants and Toddlers with Disabilities: A Handbook for Parents and Caregivers • NC- AT and Play for Infants and Toddlers; Baby Power: A Guide for Families Using AT with their Infants & Toddlers (communication in general); Training Curriculum - Tech it Easy • OH- Assistive Technology for Preschoolers with Disabilities: Collected resources; Project Participate: Modules for competency-based personnel preparation in early childhood education (preschool focus) • PA - AT for Babies and Toddlers (ideas for participation in every day routines ~ play included) • WI - Designing Environments for Special Kids | | | | | |
| Family understanding of disability | Family members' understanding of the impact of the disability on their child has increased. | | | Families develop an understanding of AT and how it may be used in relation to their child's disability. | | |

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|---|---|---------------------------|------------------------|--|-----------------|---------------------|
| Resources | <ul style="list-style-type: none"> AZ - AT and Early Childhood Education (designed for providers but good info for families too) CA - Tech for Tots - training curriculum ID- Assistive Technology for Infants and Toddlers with Disabilities: A Handbook for Parents and Caregivers ME- Parent Guidebook to Assistive Technology (geared to all ages, but has segments for EI) MT - Family Guide to Assistive Technology, prepared by PLUK NC- AT and Play for Infants and Toddlers; Baby Power: A Guide for Families Using AT with their Infants & Toddlers (communication in general); Training Curriculum - Tech it Easy OH- Project Participate: Modules for competency-based personnel preparation in early childhood education (preschool focus); Computing and Software Field Guide (preschool specific) OR - AT Pointers for Parents (geared to school-age but has applications for younger; also available in Spanish) PA - AT Resource Pack for EI Families & Professionals: FAQ; AT: Creating Opportunities and Expanding Expectations (powerpoint handout); Helping Tools for Young Pennsylvanians and their families (training curriculum) SC - Assistive Technology (mostly very general, but small section focuses on young children) | | | | | |
| Family involvement in planning of IFSP development | <p>Family members' participation in the planning, development and implementation of their child's IFSP or IEP has increased.</p> | | | <p>Family members understand how AT can be incorporated into the IFSP/IEP.</p> | v | |
| Resources | <ul style="list-style-type: none"> AZ - AT and Early Childhood Education (designed for providers but good info for families too) CA - Tech for Tots - training curriculum ID- Assistive Technology for Infants and Toddlers with Disabilities: A Handbook for Parents and Caregivers MT - Family Guide to Assistive Technology, prepared by PLUK NC- Baby Power: A Guide for Families Using AT with their Infants & Toddlers PA - AT Resource Pack for EI Families & Professionals: FAQ; AT: Creating Opportunities and Expanding Expectations (powerpoint handout) | | | | | |

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|--|---|---------------------------|------------------------|--|-----------------|---------------------|
| | <ul style="list-style-type: none"> OH- Assistive Technology for Preschoolers with Disabilities: Collected resources OR - AT Pointers for Parents (geared to school-age but has applications for younger; also available in Spanish) | | | | | |
| Use of family-centered strategies | Family members' use of family centered strategies with their child has increased. | | | N/A | v | v |
| Resources | | | | | | |
| Family's use of effective communication strategies | Family members' use of effective communication strategies with their child has increased. | | | Addressed above -- expressive and receptive communication and AT | | |
| Resources | | | | | | |
| Research based and/or promising effective practices | Family members' understanding of research based and/or promising effective practices has increased. | | | Families are provided with references on research based and/or promising effective AT practices. | | v |
| Resources | | | | | | |

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| Family networking | Family-to-family networking and support has increased. | | | Families are provided with organizations or structures which support/build family-to-family networks. | | |
| Resources | | | | | | |
| Family-professional (or inter-professional) collaborative model | Family members' use of effective teaming skills with professionals has increased. | Service provider's use of effective teaming strategies has increased. | | N/A | v | v |
| Resources | Family members demonstrate increased empowerment, advocacy, and leadership skills. | | | | | |
| Providers' understanding of how disability relates to social/emotional development and learning | | Service provider's understanding of how the disability impacts learning and social/emotional development has increased. | | N/A | | |
| Resources | | | | | | |

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|---|--|--|------------------------|---|--|---------------------|
| Comprehensive, ongoing assessment strategies used to develop program | <ul style="list-style-type: none"> GA - Babies Can't Wait Assistive Technology Plug-In; Babies Can't Wait Assistive Technology Protocol OR - AT Assessment Plan for Early Childhood; Assistive Technology Question Worksheet with associated handout "After the assessment: strategies to improve AT implementation" (school age focus but can be used for EI) WY- Assistive Technology Tools for Early Childhood (prof dev workshop from WYNOT) ~ assessment tools are compiled from different sources (e.g., some original to WYNOT, some from Center for Best Practices in IL, some from WATI) | Service provider's use of comprehensive, ongoing assessment strategies for identification and program development for children with special needs has increased. | | Comprehensive, ongoing assessment strategies specific to AT are provided to service providers. | v | v |
| Resources | | | | | | |
| Service providers are given tools to develop IFSP | <ul style="list-style-type: none"> AZ - AT and Early Childhood Education CA - Tech for Tots - training curriculum CO- Assistive Technology for Infants, Toddlers, Children & Youth with Disabilities CT- Guidelines for Assistive Technology (for school age and birth to three) GA - Babies Can't Wait Assistive Technology Protocol: Request Form IL - Early Intervention AT Guidelines; PowerPoint handout by EI Services Program (most specific to IL system, but there is a case study and the template could be generalizable) MN- Child, Environment, and Tasks Worksheet: AT Planning Process | Service provider's use of strategies for effective IFSP/IEP development for children with special needs has increased. | | Service providers are given tools to guide decision-making, etc in order to incorporate AT into the IFSP/IEP. | v focuses on consideration and documentation | |
| Resources | | | | | | |

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| Service providers use effective strategies to meet IFSP goals | | Service providers use of effective intervention or instructional strategies to implement the IFSP/IEP has increased. | | AT is used to meet IFSP goals. | v | v |
| Resources | | | | | | |
| Behavioral issues | | Service provider's use of functional behavioral analysis and positive behavioral supports has increased. | | N/A | | |
| Resources | | | | | | |
| Transition | | Service provider's use of strategies to improve transition planning has increased. | | Policies, procedures, etc describing the status of AT during transition are fully explained. | v | |

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| Resources | | | | | | |
| Increased use of AT | | Service provider's use of AT has increased. | | Already AT specific | | v |
| Resources | | | | | | |
| Use of technology to access information and support | | | | | | v |
| Resources | | | | | | |
| Administrative Support | | | Leadership and advocacy needed for systems change and/or capacity building has increased. | N/A | v | v |
| Resources | | | | | | |
| Long range planning for systems change | | | Long range planning to identify strategic actions needed for systems change and/or capacity building has increased. | Long range planning in relation to AT are in existence. | v | |
| Resources | | | | | | |
| Strategies implemented for systems change | | | The implementation of strategies needed to support systems | N/A | Educational agency provides professional development and training in AT for | program policies and administration promote (1) interagency and interdisciplinary |

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| | | | change and/or capacity building has increased. | | staff. | collaboration; (2) rec'd practices; (3) family participation AND systematic professional development |
| Resources | | | | | | |
| Formative/summative evaluations of systems for systems change | | | The use of formative and summative evaluation of the systems change and/or capacity building has increased. | Formative and summative evaluations of systems change and/or capacity building are in existence. | v | v |
| Resources | <ul style="list-style-type: none"> OR - Administrator's assessment guide for program development in "A School Administrator's Desktop Guide to Assistive Technology" p. 41-46 (for school-age but has applications for EI) | | | | | |
| | | | The capacity of a new and/or existing family organization to meet the identified needs of families has increased. | Provide references here of family organizations who focus on AT. | | |
| Resources | | | | | | |
| Environment design | | | | | AT implementation includes | v |

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|---------------------|------------------------------|---------------------------|------------------------|---------------|--|---------------------|
| Resources | | | | | management and maintenance of equipment and materials. | |

Resources

Arizona

Assistive Technology and Early Childhood Education

M. J. Wilcox (principal investigator), T. Norman-Murch, J.S. Oberstein, M.A. Volkmann, D.K. Wagner, C.R. Musselwhite, & E. Malena

Early Assistive Technology Training Project
Infant Child Communication Research Programs
Arizona State University
POB 871908
Tempe, AZ 85287-1908

California

Tech for Tots: Assistive Technology for Infants and Young Children, Level 1 (2000)

T. Solano & S.K. Aller
Children's Hospital Los Angeles
Corporate Relations and Technology Transfer
POB 54700
Los Angeles, CA 90054-0700
(323) 669-4110

Colorado

Assistive Technology for Infants, Toddlers, Children, and Youth with Disabilities: Colorado Guidelines for Health Professionals, Educators, and Administrators (2001)

Colorado Consortium on Assistive Technology
Copies of these guidelines may be accessed on the Colorado Department of Education website at www.cde.state.co.us or by contacting a Consortium representative:
Colorado Department of Education (303) 866-6694
Colorado Department of Public Health and Environment (303) 692-2413

Assistive Technology Partners (303) 315-1280
Colorado School for the Deaf and Blind (719) 578-2201

Connecticut

Guidelines for Assistive Technology (1999)
Connecticut State Department of Education and Connecticut Birth to Three System
460 Capitol Avenue
Hartford, CT 06106
(860) 418-6147
www.birth23.org

Florida

To inquire about the adaptive play powerpoint presentation handout, contact:
Florida Alliance for Assistive Service and Technology (FAAST)
325 John Knox Road, Building B
Tallahassee, FL 32308
(850) 487-3278
faast@faast.org
www.faast.org

Georgia

To inquire about *Babies Can't Wait Assistive Technology Protocol*, contact: Babies Can't Wait
Division of Public Health
2 Peachtree Street, NW
Atlanta, GA 30303-3186
(404)652-2700
gdphinfo@dhr.state.ga.us
<http://health.state.ga.us>

Idaho

Assistive Technology for Infants and Toddlers: A Handbook for Parents and Caregivers (1999)
L. Rhoads, M.e Doty, and R. Seiler
Idaho Assistive Technology Project
Center on Disabilities and Human Development
University of Idaho
129 West Third Street
Moscow, Idaho 83843
(208) 885-3771 or (800)432-8324

Illinois

To inquire about the EI services program Powerpoint handout or the Early Intervention AT Guidelines, contact:
Illinois Department of Human Services
Bureau of Early Intervention
222 South College, 2nd floor
Springfield, IL 62704
(212) 782-1981
www.dhs.state.il.us/ei

Maine

Parent Guidebook to Assistive Technology is available at
www.maineite.org/ptguide

Minnesota

To inquire about *Child, Environment, and Tasks Worksheet: Assistive Technology Planning Process*, contact:
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113-4266
(651) 582-8200
mde.contactus@state.mn.us
<http://education.state.mn.us>

Montana

Family Guide to Assistive Technology is available at
www.pluk.org/AT1.html
Or in alternative formats by contacting
Parents, Let's Unite for Kids (PLUK)
(406) 255-0540 or plukinfo@pluk.org

North Carolina

Assistive Technology and Play for Infants and Toddlers (1993)

L. F. Lewis, D. Fitzgibbons, & L.U. Kearney
Augmentative Communication Therapy (ACT)

2301 Rexwoods Drive, Suite 108

Raleigh, NC 27607

(919) 781-4434

Developed in coordination with NC Assistive Technology Project, 1110
Navaho Drive, Suite 101, Raleigh, NC 27609, (919) 850-2787

*Baby Power: A Guide for Families Using Assistive Technology with
Their Infants & Toddlers*

A collaborative project of

The Center for Literacy and Disability Studies (CLDS)

Campus Box 8135

730 Airport Road, Suite 200

University of North Carolina at Chapel Hill

Chapel Hill, NC 27599-8135

(919) 966-7486

and

The Clinical Center for the Study of Development and Learning (CDL)

Campus Box 7255, BSRC Building

University of North Carolina at Chapel Hill

Chapel Hill, NC 27599-7255

(919) 966-5171

Tech It Easy: Technology for Infants and Toddlers Made Easy (1995)

The Clinical Center for the Study of Development and Learning (CDL)

University of North Carolina at Chapel Hill

Campus Box 7255, BSRC Building

Chapel Hill, NC 27599-7255

(919) 966-5171

Ohio

*Assistive Technology for Preschoolers with Disabilities: Collected
Resources* (1995)

The Preschool Technology Training Team Project

G. Mahoney (director), P.P. Porto, M. Rosenshein, & J. Woolley

Family Child Learning Center

Children's Hospital Medical Center of Akron

Akron, OH

*Project Participate: Modules for Competency-Based Personnel
Preparation in Early Childhood Education*

J. Ireland, B. May, M. Seibert (editor), L. Weber, & M. Rosenshein

Mid-East Ohio SERRC

431 Stow Street

Cuyahoga Falls, OH 44221

(330) 926-3800

Oregon

To inquire about *Assistive Technology Model Operating Guidelines for School Districts and IEP Teams* (2003)

OR

Assistive Technology Question Worksheet and associated PowerPoint handout "*After the Assessment: Strategies to Improve AT Implementation*"

G. Bowser

Oregon Technology Access Program (OTAP)

1871 NE Stephens

Roseburg, OR 97470

(541) 440-4791

www.otap-oregon.org

gayl.bowser@douglasesd.k12.or.us

Assistive Technology Plan for Early Childhood (2002)

Assistive Technology Options for Preschoolers (ATOP)

Union-Baker Educational Service District

10100 North McAlister Road

Island City, OR 97850

www.ei.ubesd.k12.or.us

Assistive Technology Pointers for Parents (2000; also available in Spanish)

Collaboration between Wisconsin Assistive Technology Initiative (WATI) and Oregon Technology Access Program (OTAP)

P. Reed & G. Bowser

Can order through Coalition for Assistive Technology in Oregon (CATO)

POB 431

Winchester, OR 97495

(541) 440-4791

A School Administrator's Desktop Guide to Assistive Technology (2004)

Technology and Media Division (TAM) of the Council for Exceptional Children

1110 N. Glebe Road, Suite 300

Arlington, VA 22201-5704

www.tamcec.org

Pennsylvania

To inquire about *Assistive Technology Resource Pack for Early Intervention Families and Professionals: Frequently Asked Questions* (2003)

Or *Assistive Technology: Creating Opportunities and Expanding Expectations!* (powerpoint handout), contact:

Pennsylvania Training and Technical Assistance Network (PaTTAN)

6340 Flank Drive, Suite 600

Harrisburg, PA 17122-2764

(717) 541-4960 or (800) 360-7282

(717) 541-4968 fax

www.pattan.k12.pa.us

To inquire about *Helping Tools for Young Pennsylvanians and Their Families* (2000)

contact:

Pennsylvania Initiative on Assistive Technology (PIAT)

Institute on Disabilities/UAP

Temple University

Ritter Annex 423

1301 Cecil B. Moore Street

Philadelphia, PA 19122

South Carolina

Assistive Technology

J.D. Tillman & G. Clement -Atkinson

The Center for Disability Resources

A University Center for Excellence in Developmental Disabilities

Education, Research and Service (UCEDD)

University of South Carolina

School of Medicine, Department of Pediatrics

Columbia, SC 29208

Wisconsin

Designing Environments for Successful Kids (2003)

Penny Reed, Editor

Wisconsin Assistive Technology Initiative (WATI)

800 Algoma Blvd.

Oshkosh, WI 54901

(800) 991-5576

(920)-424-1396 (fax)

www.wati.org

Literacy Kits available at www.wati.org/Literacy

Wisconsin Assistive Technology Initiative (WATI)

(800) 991-5576

Wyoming

Assistive Technology Tools for Early Childhood

Wyoming New Options in Technology (WYNOT)

1465 N. 4th Street, Suite 111

Laramie, WY 82070

(800) 861-4312 or (307) 766-2084

(307) 721-2084 fax

National (not state specific):

*Technology in the Classroom: Positioning, Access, and Mobility
Module* (1992)

Elaine Trefler, Med

American Speech-Language-Hearing Association

10801 Rockville Pike

Rockville, MD 20852