

Many Thanks...

Dear Educator,

I just wanted to thank each and every participant of these staff development workshops. I hope you are enjoying the *A.T.TIPSCAST* episodes and that you are able to utilize the content within to help you differentiate instruction to meet the needs of every student! If you have questions, comments, or concerns please don't hesitate to ask by sending me an e-mail at attipscast@gmail.com. If you are finding these episodes worthwhile please spread the word and tell a friend or colleague about the show. Furthermore, I'm always looking for new bumpers to the show. Feel free to send me an audio clip (.wav or .mp3) telling me your name, job title, and location along with a statement reminding the audience that they are listening to the *A.T.TIPSCAST*. Thanks again for listening and for your continued support!

Sincerely,

Chris



A.T.TIPSCAST Christopher R. Bugaj attipscast@gmail.com



STAFF DEVELOPMENT WORKSHOP
CD & QUESTION BOOKLET
VOLUME #13, EPISODES 71 - 77
Christopher R. Bugaj MA, CCC-SLP

In Volume 14...

**Episode 78:
Scanning Pictures as a
Work Job**

**Episode 79:
Being Both Smart & Activ**

And much, much, more!

Register as a fan of the show to receive automatic e-mail updates every time a new episode is posted. Go to www.tinyurl.com/attipscast and select "Register as a FAN of this show".

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A.T.TIPSCAST - Volume 13

Your Name: _____

Job Title: _____

Episode 71: Wallwisher @ Temple University

Episode 72: Digital Video Strategies

Episode 73: UDL for Online Courses

Episode 74: Contextualized Communication

Episode 75: Mouse Properties

Episode 76: Universal Design for Working

Episode 77: Product Spotlight - Intel Reader

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NIGHT LIGHT STORIES

FREE AUDIO FICTION FOR KIDS OF ALL AGES!



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Episode #72: Digital Video Strategies



1. A strategy for students with language goals can be to script and act out plays.
T or F
2. A strategy for students with language goals can be to become reporters who interview teachers.
T or F
3. One strategy for students with language or behavior goals can be to make videos of them acting appropriately and inappropriately.
T or F
4. Digital photos in assistive technology reports can help provide a visual representation of what is being described.
T or F
5. Someday digital videos might be embedded in assistive technology reports.
T or F

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Episode #77: Product Spotlight– Intel Reader

1. What does the acronym “OCR” stand for?

2. The Intel Reader is a handheld OCR solution?

T or F

3. The benefit of the Intel Reader over a desktop scanner is portability.

T or F

4. What is the URL to learn more about the Intel Reader?

5. Describe a capture station.



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Episode #74: Contextualized Communication

1. Context will help a listener understand a speaker with difficulties with intelligibility.

T or F

2. Students could take pictures to help provide contextual clues.

T or F

3. Students need a cellular plan to use the camera feature of a cell phone.

T or F

4. For the student mentioned in this episode, taking pictures and showing them to listeners increased the amount of successful interactions.

T or F

5. If you got a 90% in English, what percentage would Uncle Mike say you didn't know?

- | | |
|--------|--------|
| A. 10% | C. 30% |
| B. 20% | D. 5% |

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Episode #75: Mouse Properties

1. In Windows XP, how do you access the Mouse Properties?

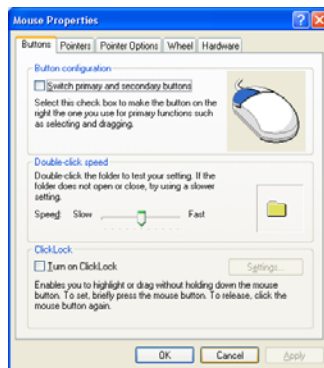
2. The mouse properties of Windows XP and Windows 7 are nearly identical.

T or F

3. In the mouse properties window, what tab is user to change the pointer?

4. In the mouse properties window, which tab allows the user to give the pointer a trail.

5. What tab allows you to swap the functions of the buttons on the mouse?



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Episode #76: Universal Design for Working

1. Professionals and students could keep notes right in their digital calendars.

T or F

2. The Disability and Technical Assistance Center has a PDF outlining Universal Design in the work place.

T or F

3. Work places that embrace Universal Design consider the following:

- A. Equitable use
- B. Flexibility in use
- C. Simple & intuitive use
- D. All of the above

4. Work places that embrace Universal Design consider the following:

- A. Perceptible information
- B. Low physical effort
- C. Tolerance for error
- D. All of the above

5. Name the company that was named as the best place to work in 2010 by Glassdoor.com.



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Episode #73: UDL for Online Learning

1. What does the acronym CODE stand for?
2. One 2/1/11, CAST updated the guidelines for the Universal Design for Learning framework.
T or F
3. Professional developers should include all of the following modalities in an online lesson.
A. Text C. Video
B. Audio D. As many of the above as possible
4. What is an example of a podcast aggregator?
5. Name one comic generator.



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Feedback

1. What did you like best about this workshop?
2. What would you change about this workshop?
3. Would you be interested in participating in follow-up activities centered around one or more of the concepts covered in these episodes? If so, which concepts/episodes?
4. Which episode did you find most useful?
5. Would you be interested in listening to other podcasts with a focus on education?



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Episode #71: Wallwisher @ Temple University

1. What URL was shared by Jennifer Mitchell?
2. What is the URL for Wallwisher?
3. A user can add text and hyperlinks in Wallwisher.
T or F
4. Wallwisher can be used for sorting activities.
T or F
5. Wallwisher can be used to create a story guide.
T or F



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5/09



Instructions:

The *A.T.TIPSCAST – Assistive Technology: Tools in Public Schools*, is a podcast that features episodes pertaining to inexpensive (often free) tools that can be used to assist students who are struggling in school. Although the focus is meant for students with disabilities, the strategies discussed in each episode will be useful to any educator interested in differentiating instruction to meet the needs of any student.

As a staff development workshop, this CD is meant to provide your school district with an easy-to-implement method for providing awareness level training to any educator. Here is how it works. Once you have checked out the CD, listen to the contents anytime and anywhere a CD player is available. Listen in your car on your way to and from work. Listen at night as you do the dishes. Listen in the morning as you take a shower. Listen during planning periods or during lunch. Listen anytime that is convenient. After listening to an episode answer the five corresponding comprehension questions for that episode which are contained within this booklet. Return the CD and the booklet to your district's staff development personnel and earn staff development credit.

Listen to the episodes. Answer the questions. Return the CD and booklet. Receive staff development credit!

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