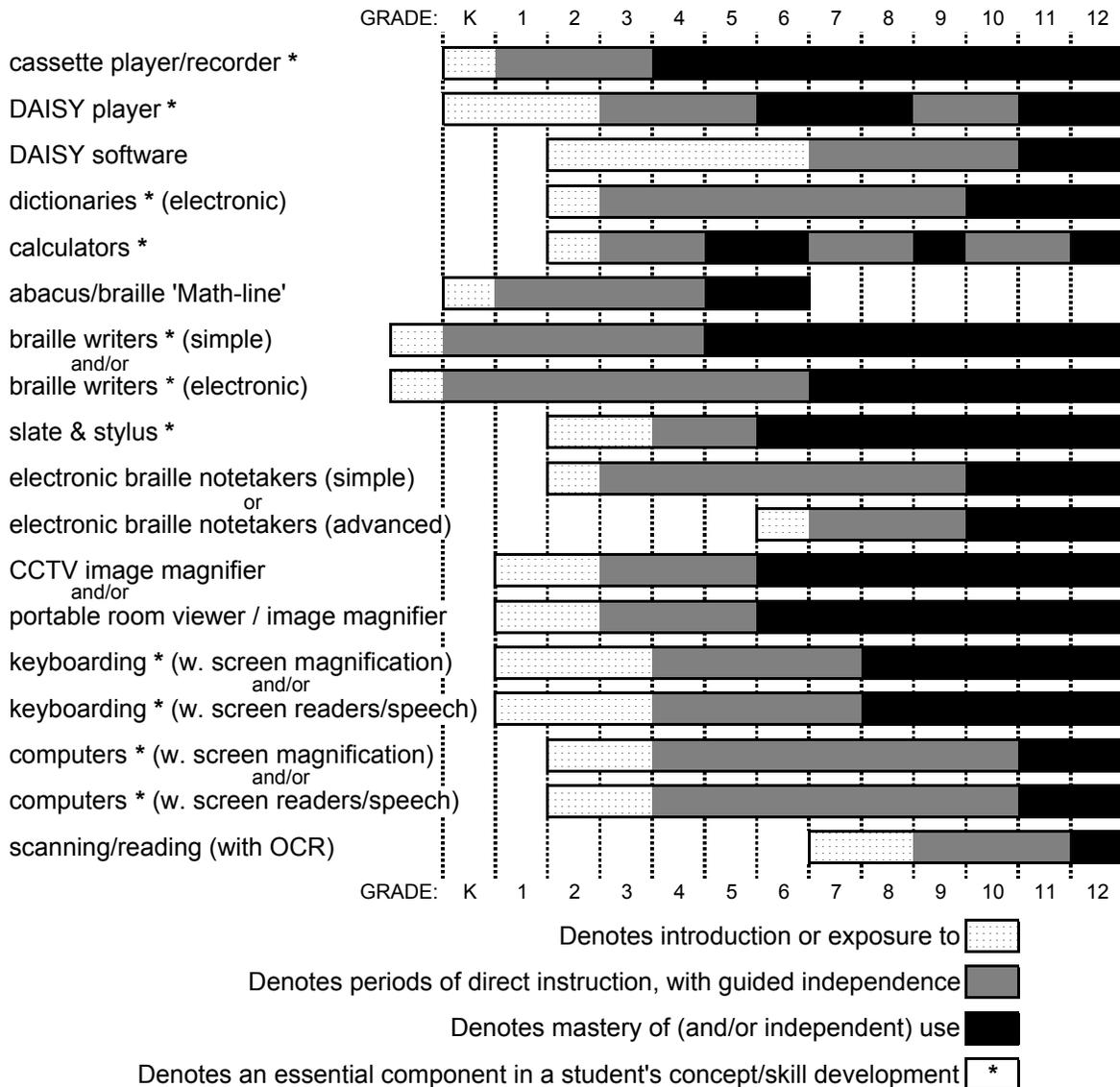


SUGGESTED GRADE LEVELS FOR TECHNOLOGY FOR CHILDREN/STUDENTS WITH VISUAL IMPAIRMENTS

(based on Alberta Education Curriculum)



This chart is for general planning purposes only and is based on average developmental progress in learning technology skills. Actual selection of teaching priority and sequence depends on the individual student's level of visual impairment, cognitive ability/onset of additional disabilities, motivation and preference, specific program needs, and availability of technology. The instructional time required to become competent with specific technologies will vary considerably from student to student.

Note: some of the technology listed above are appropriate only for students who are blind, some only for those who have low vision, and some may be appropriate for both.

SUGGESTED GRADE LEVELS FOR TECHNOLOGY FOR CHILDREN/STUDENTS WITH VISUAL IMPAIRMENTS

(based on Alberta Education Curriculum)

ADDITIONAL COMMENTS:

Cassette players:

Although the 4-track variety is being phased out, there are still some resources in cassette format; as well, recording audio (onto cassette, in this case) is a necessary skill in later grades for project submission & examinations; this skill could also be accomplished using digital recorders.

DAISY player:

Early exposure to this (such as the *VictorReader Pro* and 'X' models) is beneficial. Currently, CNIB clients are still eligible to receive one at age 8 (Grade 3); formal instruction at this age is required to learn basic operations.

More advanced training is required for certain models (such as the *BookPort*, *VictorReader Stream*, and *Braille+*) which require the ability to upload DAISY, MP3, text files or other electronic book formats to the device through a computer interface.

DAISY software:

As students' ability with computers and DAISY books increase, it would be an ideal step to allow them the ability to make their own e-books in DAISY.

E-dictionaries:

This includes exposure to a braille dictionary and *Franklin Language Master SE* in early grades; in later elementary with e-dictionaries in braille notetakers and in MS Word; and in Jr. & Sr. High with e-dictionaries used in OCR programs such as *Kurzweil & OpenBook*, as well as online.

Calculators:

As the complexity of calculations increase over the grade levels, there may be periods of independence by the student with a simpler model of calculator, followed by more training required with advanced calculator model. This could possibly culminate in the highly advanced use of *Audible Graphing Calculator (AGC)* or *Virtual TI* software programs.

Simple Brailers:

This would include the *Perkins*, *Tatrapoint*, and *Jot-a-Dot* braille writers.

Electronic Brailers:

This would include the *Mountbatten* (original), *Mountbatten Pro*, and *Mountbatten Learn Station*.

Simple Notetakers:

This would include the *BrailleLite* series (among others), and could also be applied to the advanced features of the *Mountbatten* model of brailers

Advanced Notetakers:

Currently this could include the *BrailleNote*, *BrailleSense*, and *PACmate* notetakers.

OCR programs:

Kurzweil 1000 and *OpenBook* (as well as *Read & Write Gold* in conjunction with screen magnifier or screen reader software) are excellent computer programs to allow students to independently scan and use any printed text, and translate it into an accessible form. This also includes the e-dictionaries built into these programs.

As well, stand-alone talking scanners (such as *ScannaR*, *SARA*, and *Excalibur*) would be an alternate device for students to master as it does not require a computer connection.