



Interactive Activities Introduction: Why do we use them?

- 1. Accessibility** - orthopedic, visual or learning impairments need an accommodation to curriculum - switch access and text to speech can help with this.
- 2. Independence** - allows a student to read or watch and listen, answer questions on their own without help - switch access allows this for some of the software we will explore.
- 3. Engagement** - multiple modalities (video, text to speech, sound, animation and interaction with making choices) engage the learner and motivate to learn.
- 4. Reinforcement** - provides a different way to re-teach and remediate a concept or skill.
- 5. Enrichment** - provides an independent study activity for students that desire additional challenging material. Some students are orthopedically or visually impaired but cognitively sharp and in need of more.

Definitions for our discussion:

Modified: Taking content and raising or lowering its' vocabulary, reading level, key concepts, etc. to match the students learning level and objectives for learning.

Accommodated: providing tools that support the curriculum as it is, so a student has the same equal access to learning as other students; i.e. using larger font, adding text to speech, providing a virtual keyboard, etc.

When do we use them?

- 1. When narrowing down concepts and objectives for a student on a 504 plan or an IEP**, the software and activities will give you ideas on how to use them to accommodate, modify and provide content that is accessible to students. (Union example)

Section 504: <http://www.chtu.org/504.html>

Section 508: <http://www.section508.gov/>

- 2. Computer time/class time** - when the student has independent computer time or during the block of time the student has science, math, reading,

etc. If the student goes with an assistant to a sped room for help with a modified version of a lesson, that would be an ideal time.

- 3. During differentiated and remedial instruction times within the RTI structure**
- 4. Use content as extended practice to prep for an upcoming test.**
- 5. At home with family for a part of computer time - to work on skills.**
Parents should consider learning how to use these tools and work on activities for the computer at home.

What kind of activities?

Electronic book - can use MOB, Powerpoint, a blog with text to speech.

Video on social skill with quiz at the end: MOB, TMSM, **Modified/ accommodated and directed lesson** - Blog or PowerPoint

The blog works well with a video and questions to answer as a comment, The teacher corrects and comments. Will look at later in day

Multiple choice practice activity on numbers, shapes, colors, letters - can use TMSM, PowerPoint

Convert an assignment for accessibility - using larger font, different colors, and either text to speech or recorded narration, for visual and learning disabilities. Could do with a PowerPoint or a blog with accessibility tools.

Communication Boards: PowerPoint - no step scanning though.