



# MADSEC Newsletter

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Maine Administrators of Services for Children with Disabilities  
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## President's Article

*By Erin Chase*

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Just over 3 years ago in the winter of the 2006-2007 school year, I was approached by Dominic DePatsy, then vice president of MADSEC, and asked about my interest in running for the MADSEC executive board. While completely flattered that someone would think I was qualified for such a role, my first reaction was "no way could I handle that!" I had just had my second child and I was in the first year of a challenging new administrative position in MSAD #15. I thought it would probably be best if I just focused on the work to be done in my district and my young, growing family. I thought I might better maintain my sanity by not voluntarily taking on another rigorous and time-consuming role. I politely declined the invitation.

A few months later, during my district's program review, I had the privilege of working with Laura Sereyko, an active MADSEC member, former director, and distinguished educator who we recently lost too soon to cancer. Having inherited a department formerly led by a series of administrators, I was worried about the outcome of the team's review. Long story short, the results were much more positive than I had expected and I found that Laura was my biggest cheerleader. We spent many hours together after that review and she supported and advised me in outlining the next steps in my improvement plan. Her wisdom and experience were invaluable to me and made this evaluation process a lot less stressful. Laura's guidance was an example of the importance of my relationships with other directors, administrators, and department of education leaders as I face challenges in the field of special education. I thought about the support and opportunities available to me through my membership and it was then that I decided to expand my role within MADSEC. At the conclusion of the SERT review, I promptly called Dominic and told him I had changed my mind and was willing to be nominated for a position on the executive board.

*Please see President's Article on page 2*

### Presidents Article - continued

As a member of MADSEC, I have been afforded many opportunities. When I was a novice director, I received technical support and guidance from experienced mentors in the field as well as through legal workshops presented in collaboration with Drummond Woodsum. Even as my skill and experience improved through the years, I always relied on MADSEC to provide consultation to the field when changes in our regulations occurred. At times I had the benefit of learning from my colleagues; other times I was honored to assist in their understanding of a particular topic. Even though I have MADSEC to thank for almost all of my professional development, I am most grateful for the professional relationships I have developed with many special education administrators in my regional group and statewide. My involvement with MADSEC has been essential to my development as an administrator. I believe that I can work harder for children with disabilities and their families through the knowledge, connections, and support available to me through membership in this organization.

My year as president has been much different than expected and again, I have relied on and thank my fellow MADSEC members for their support. As many in our community may know, I had my third baby in December and have been on maternity leave since then. I have not been as strong, active, or vocal as I had imagined I'd be in this role. I have to thank Beth Lorigan, President Elect, for assuming some of my duties earlier than she expected. I also want to acknowledge Jill Adams, Executive Director, for her flexibility and understanding as I try to balance my desire to focus on my baby while maintaining my professional responsibilities. The support from the representative board, my Cumberland regional group, and colleagues in MSAD #15 has been overwhelming.

I am grateful that I am surrounded by professionals who understand the importance of doing what's best for the children in our districts *and* the children in our own families.

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## MADSEC Executive Board

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Beth Lorigan	President-Elect
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Sharon Goguen	Secretary
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This publication is available in alternate formats to accommodate the needs of individuals with disabilities. It is also published on the web at: [www.madsec.org](http://www.madsec.org).

MADSEC Publications Committee members: Jill Adams (MADSEC), Anna Perkins (Good Will-Hinckley, and Clarissa Errington (RSU #10).

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MADSEC invites readers to submit articles for consideration for publication in this newsletter. Contact Jill Adams, Executive Director, if you are interested. In addition, if you have a need that can be met through this newsletter, please contact the MADSEC office.

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### Mission Statement

The Maine Administrators of Services for Children with Disabilities (MADSEC) believes in, and advocates for, the right of all students to receive a free and appropriate public education. We provide support to our members, opportunities for professional growth to Maine educators, and leadership in shaping policies and practices which impact the quality of education for children with disabilities.

**MADSEC Regional Representative Board**

Aroostook Bridges	Rick Umphrey - Caribou School Department Will Burrow - RSU # 4 Alt./Lisa Caron - MSAD #61 -- Naples
Capital	Deb Marshall - RSU #2 Alt./Donna Madore - Augusta School Department
Central	Stacy Shorey - MSAD #53 - Pittsfield Alt./Cheryl Mercier - RSU #18
Cumberland Hancock	Alison Marchese - Scarborough School Department Kelley Rush Sanborn - AOS #91 Alt./ Lynn Maddocks - Ellsworth School Department
Katahdin Mid-Coast	Cheryl Morin - RSU #67 Judy Gove - Fivetown CSD/MSAD #28 - Camden Alt./Karen Etheridge - MSAD #40
So. Penobscot	Lesley Snyder - MSAD #23 - Carmel & #38 - Etna Alt./Sharon Brady - RSU #26
Tri-County	Janet Morse - RSU #19 Alt./Norleen Fleming - RSU #19
Washington Western	Susan Hodgkins - MSAD #37 - Harrington Brian Foster - MSAD #9 - Farmington Alt./
York	Ruth Venell - RSU #60 Alt./Jean Beetz - York School Department

Child Development Services - Greg Armandi - CDS-Franklin

**Liaisons Who Serve On the Representative Board:**

Special Purpose Private Schools - Anna Perkins - Good Will-Hinckley

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The [MADSEC website](#) is a good source of information.

Check it out to find things like:

- Professional development calendar
- Interesting and important articles written by fellow educators
- Workshop registrations
- Membership Application

## 2009- 2010 MADSEC Calendar

### April 2010

15 Rep. Board Meeting

### May 2010

21 Rep. Board Meeting

### June 2010

28 -

30 Directors' Academy

### 2010 DIRECTOR'S ACADEMY REGISTRATION INFORMATION

Please be sure to register early for the 2010 Directors' Academy. Registration is available only on the MADSEC website with an absolute deadline date of June 4<sup>th</sup>. To register, go to [www.madsec.org](http://www.madsec.org)

### Monday, June 28

8:30 - 3:30

*Empowering Yourself as a Leader in a Strange New World* - Carol Kosnitsky

Educational policy has shifted over the past few decades resulting in significant changes in the field of special education. Terms such as "access to the general education curriculum", adequate yearly progress, and Response to Intervention are now a part of special education vocabulary. This presents some interesting challenges for special education directors as they must affect systems change within their special education departments as well as the greater school system. Yet, many Special Education Directors are constrained by traditional job descriptions and/or perceptions of their roles and responsibilities as they try to maneuver through this strange new world. This session will focus on the strengths and skills Special Education Directors have honed for years and describe the proactive steps they can take in redesigning their roles as district-wide instructional leaders.

11:30 - Noon Annual MADSEC Membership Mtg

5:00 - 6:00 p.m. Reception

6:00 p.m. Dinner with Annual Awards presentations

### Tuesday, June 29

8:30 - 3:30

*Under Resourced or a Student Eligible for Specialized Instruction?*

Debrajean Scheibel and Elaine Miller

The extent to which an individual does without resources is directly linked to how a student learns, and impacts their accessibility to a preferred future. This workshop will use mental models to develop a common understanding and language as to the role "resources" play in a student's success in school, home and community. In addition, educators will explore ways students can be under-resourced and how being-under-resourced necessitates strategic interventions.

### DINNER ON YOUR OWN

### Wednesday, June 30

8:30 - 11:30 a.m. *A Year in Review*

Eric Herlan and Amy Tchao

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### MADSEC Website

Remember to sign on to the website as a member and get your password so you visit the "Members Only" section. As a member you will be able to join in our blog once this portion is launched. There will be one for Special Education Administrators and one for Administrative Assistants. This is your website so please email us with ideas for information that you would like posted for the field. NOW take a minute and go to [www.madsec.org](http://www.madsec.org) and let us know what you think.

## A Trip to Cuba

By John Barton, Asst. Special Education Administrator, MSAD #55

Last October most of you got an email inviting you to visit Cuba along with some Canadian educators as part of the usual deluge of spam announcing that you have already won ten million dollars and had only to claim your prize. Like you, I usually delete all that without opening it. However, this was a Sunday, and I was checking my school mail from home as I usually do in preparation of the coming week, (rather than being blindsided Monday morning). I casually mentioned the Cuba invitation to my wife, Charlene thinking she would be amused by it. Instead she said, "Let's go. If it is at all legit, let's just go." I downloaded the itinerary and had to admit that it looked pretty interesting. It claimed that Cuba has the highest literacy rate in the world and that everyone was eligible for a free college education. I know their economy is poor, perhaps not that unlike ours here in rural Maine so I figured that perhaps we could learn something from them. As I looked out the window at the cold, threatening sky I decided that it was my professional obligation to find out.

The next day I phoned the Canadian agency up and was reassured by what I heard. It did seem pretty legitimate, affordable and sounded like a real adventure. Insofar as our State Department discourages travel to Cuba at this time (actually, I am not sure if they care if you go, it's coming back to America that can get you into trouble), I had to put together documents validating the legitimacy of my educational research. One requirement was a letter from my Superintendent, which she graciously provided. We traveled on Canadian Visas, which we picked up in Toronto.

So, on the day after Christmas, in a raging snowstorm, we drove to Boston. Charlene phoned the airport twice on the way to make sure our flight was not cancelled or delayed. It wasn't. When we arrived in Cuba we passed through Cuba customs easily. Some of our colleagues were detained and interrogated for more than an hour then released. They were quite shaken. That was nothing like the ordeal some went through returning to America. Again, for no apparent reason we went through without a hitch.

From the Havana airport we were driven to a hotel more lavish than anything I had ever seen in real life or even in the movies. I could not believe we were staying there. One doesn't stand in line to check in. We were escorted to a lovely patio overlooking the sea for complementary libations while attractive women in business suits, speaking proper English went table to table to check us in. They didn't want a credit card imprint, as they don't take American credit cards. (Fortunately we knew that.) That was our home base for much of our stay. As it turned out, most of our colleagues were college professors or university administrators. Despite that, we found we had a great deal in common and we continue to keep in touch with some of them.

We had the opportunity to visit a number of schools, two universities and one pre-school. We met with numerous educators, doctors, musicians, artists, urban planners, Communists, and even observed a few students. After the Revolution of 1959, the goal of universal literacy was established. All people were expected to learn to read at a fifth grade level. To do that, more advanced students and teachers went out to the rural areas that had no schools and established them and started teaching. Prior to the Revolution, there were some private urban schools, but no universal education requirement or opportunity. Over time, the literacy bar was raised to where it now stands at a twelfth grade reading level. According to all educators I encountered, this goal has remained elusive, but they are pursuing it.

Rural schools appear better equipped to address this goal than their inner city counterparts. In rural communities family connections are much closer and families work with social service agencies and the school toward common goals. Dropping out does not seem to be a problem, as students really have nowhere to go and few options as the government is really the only employer. Cuban authorities claim that there is no shortage of educational materials, but my observations could not support that. Much instruction is based on televised distance learning programs and most technology appears to be Soviet era.

## Cuba - *Continued from previous pages*

They seem to employ a poor version of our wretched ATM system. (Perhaps we can send them ours?) High school dropouts and juvenile delinquency admittedly are problems in the urban areas.

All Cuban students are required to take national assessments twice in their educational careers; failure to pass results in retention. In the two rural schools we visited no one could remember any student ever failing and being retained. I have no data on urban schools. It is not clear how stringent the assessments are. Special Education students are educated in separate facilities that I did not have the time or opportunity to visit. Some "resource room" level students did receive services in their community schools. They were supported by special education consultation and individual direct services.

In visiting an inner city pre-school and day care, we were struck by the diversity and quality of programs. Pre-school aged children demonstrated great talent and commitment to the study and performance of classical ballet. Not surprisingly the students displayed Russian movements, which are more stylized and rigorous than what is practiced in America, although the instructor denied Russian influence. Most likely that was the only ballet the instructors were ever exposed to. While community centers for children are not uncommon, few were reported to be of the quality of the one we visited. This facility was staffed primarily by volunteers and was housed in a colonial era building in need of repair and materials for student use.

Cuba boasts nineteen medical schools. Pre-medical studies are waived for all Cuban students as well as many students from many other countries. Remedial programs for students needing additional skills (often in math, science and Spanish) are provided based on need. Most enter a five-year medical program directly from high school. Tuition is free. Living expenses are provided, even for qualifying American students.

We saw rooms that lacked windows as they had been damaged in hurricanes years ago and could not afford to be replaced. The conditions of the buildings demonstrated a lack of adequate maintenance. Some outdoor areas were constantly being cleaned while others a hundred

yards away contained litter that appeared to have accumulated over a period of years.

Most instructors were multi-lingual and the ability to be fluent in three or more languages was not rare. Pre-college teacher preparation seemed much like that in America. A four-year college program was followed by a year of student teaching. Teachers and physicians earned very little compared to military and crafts persons. A physician I spoke with resented that, but he believed that some people are born to be doctors or teachers and that is his passion and his mission. (We sure aren't in it for the money here in Maine!) It was claimed that farmers could earn a good living but we saw no indication that anyone actually did. We saw families working small farms working their fields with cattle rather than tractors and lacked adequate footwear and other items we would consider necessities. Many of us left any clothing we could spare behind for them.

While in Cuba we honestly worked long hard days, but also had tremendous fun. We went horseback riding in the mountains, explored limestone caves, and danced our brains out. We felt like we could go anywhere and ask anyone anything. Members of the Communist Party seemed very open and honest. They readily spoke of their failed social experiments, frustrations and their guardedly optimistic plans for the future. In my opinion we have a lot to offer each other. While it is difficult to get a very complete picture of an educational system in eight days, there seem to be a few general observations I can make:

- Like us, Cuban educators are highly dedicated to their students, communities and their profession.
- Cuba has lofty educational goals, but limited resources to reach them. (Also like us. Now more than ever!)
- Teacher / Student ratios in Cuba are similar to those in Maine.
- High stakes assessment is integral to Cuban education.

**Cuba** - *Continued from previous page*

- Cuba has a highly educated work force, but lacks employment opportunities for many college graduates. (We were asked if we too had underemployed college graduates. Theirs, we were told, at least did not have to worry about paying back student loans.) Learning foreign languages seems to be a higher priority in Cuba than it is in our corner of Maine.
- Cubans generally seem to like the American people and culture, but are wary of American government. (Why would that be?)
- All Cubans we spoke with would like to see Cuba move toward increased capitalistic ventures while retaining the social gains (like universal health care) they have achieved.
- All Cubans are good dancers. Although we researched this thoroughly, could find no evidence to the contrary. This is a goal some of us have yet to meet.

**Blast from the Past”**

After reviewing numerous photos MADSEC has had hidden away, Jill and Pam thought it would be a “missed opportunity” not to share some of them with our colleagues. We hope you enjoy looking back.



## RSU Intervention Support System (RISS)

(<http://www.mainesupportnetwork.org/riss/>)

The RSU Intervention Support System (RISS) is funded through a Maine Department of Education IDEA Professional Development grant to the Maine Support Network. The project is supporting Response to Intervention (RTI) implementation in two western Maine RSU's, RSU 10 and RSU 38. RISS goals include developing effective RTI systems in a majority of the schools in the two RSU's, promoting collaborative work and learning among special and regular educators, building a continuous improvement approach to RTI implementation, and disseminating tools and processes that work across the state.

**Current work** in the two RSU's focuses on literacy, with plans to move to math and behavioral/social skills. K-12 literacy experts in the two RSU's are working together to identify and align specific literacy sub-skills, universal screeners, core program and intervention teaching strategies, and progress monitoring assessments. The literacy experts' work defines the RTI Tier 1 core program (the curriculum, instruction, and assessment experienced by all students at each grade span) and guides classroom teachers' selection of in-class Tier 2 and 3 interventions. This work is being translated into a web-based resource for classroom teachers. Eventually, a second grade teacher, for example, will be able to go to the site, click on a Grade 2 literacy skill, and find several aligned intervention strategies and progress monitoring assessments. As teachers use the intervention and monitoring assessments, the site will also track student scores and produce a graph of student progress over time.

**Two cross-RSU groups are also working on RTI implementation issues.** The first is a collaborative group composed of CDS directors, kindergarten and pre-kindergarten teachers, special educators, and preschools working to develop a "seamless system" for young students' transitions to preK-12 education. This "seamless system" group developed a vision and a draft action plan, and immediately began working together on creating a seamless transition for their own students.

The second group is working on RTI models and guidelines for RTI implementation in middle and high schools, using questions developed by the National Center on Response to Intervention (see [http://www.rti4success.org/index.php?option=com\\_content&task=view&id=1232&Itemid=149](http://www.rti4success.org/index.php?option=com_content&task=view&id=1232&Itemid=149)). As the group explores RTI at these two grade spans, participants are also designing how RTI will work in their own schools.

**RISS is also exploring how RTI works as a pre-referral system for special education.** We are compiling a comprehensive list of implementation questions as a first step, and would love to hear from special education directors. **If you have questions about any aspect of RTI as pre-referral, please email them to Heidi McGinley, RISS Project Director, [hjmcginley@aol.com](mailto:hjmcginley@aol.com).**

## Northern Maine School Leadership Teams Work on School-wide Systems of Student Support

A statewide Positive Behavioral Interventions and Supports (PBIS) grant was awarded to the Maine Partnership of Partnerships (POP) and the Maine Support Network (MSN) in the fall of 2009. This initiative has resulted in extensive, ongoing professional development related to PBIS for school teams in preK-12 schools in four POP regions (Central Aroostook, Penobscot, Northwoods, and Washington County).

PBIS is a comprehensive approach for building multi-tiered behavioral interventions and supports in school settings. The well-researched approach is being implemented extensively in over 10,000 schools nationwide, and the research shows that schools that implement PBIS experience significant decreases in office referrals, suspensions, and expulsions by focusing on teaching, and reinforcing, desired behaviors as an alternative to relying on punishment to correct misbehavior. Schools, educators, and students across the country are experiencing impressive results by using PBIS.

As a result of this grant initiative, over fifty Maine schools have engaged in learning about, and implementing, PBIS. PBIS will provide the foundation for participating schools' Response to Intervention (RtI) services in the area of behavior.

Throughout this first year, Dr. Jim Artesani has led multiple professional development sessions which have focused primarily on the development of school-wide core values and discipline plans. These discipline plans provide safe, predictable, and consistent environments by clearly identifying, teaching, and rewarding behaviors that promote positive social growth and academic achievement.

Dr. Artesani's workshops have also promoted a deeper understanding of Tier 1 interventions and how to design practices that infuse the core values into all aspects of the school. To date, all of the participating school teams have begun working together to explore what Tier 1 interventions and practices consist of in terms of instruction, assessment, school climate, and the daily interactions of staff and students.

Along with these ongoing learning sessions, participating schools have been provided with on-site coaching and leadership development. This individual aspect of the project helps move schools from where they are to where they wish to be by building upon their strengths, and identifying and attending to specific areas of need.

Participating educators in Maine are very excited about this in-depth, ongoing, personalized learning approach.

*"It's great to see how to pull together the team and the three tiers to make the behavior plans work in our schools!" ~PREP Educator*

Go to [mepbis.org](http://mepbis.org) for more information!

## Assistive Technology Specialized Software Buying Consortium

Maine CITE and ACTEM joined forces in 2008 to expand product offerings and obtain preferential pricing for selected K-12 specialized software and assistive technology.

"Activity and interest in our accessibility offerings has increased substantially in the past ten months," notes ACTEM Business Manager Craig Dickinson, "especially in Mac related devices." Dickinson notes that approximately 70 MacSpeech Dictate (speech-to-text) devices have been purchased through ACTEM at a discount price of \$139 each (\$199 suggested retail). For a 10-pack of MacSpeech the price drops to \$128 each. ACTEM also discounts Dragon Naturally Speaking for PCs.

Quotes or requests to investigate discounts on particular products are available by contacting Craig toll free at 1-866-99-ACTEM or via email at [cdickinson@actem.org](mailto:cdickinson@actem.org). Ordering involves simply submitting a purchase order to ACTEM (fax 641-2556) or via email. Most Maine school districts utilize ACTEM as a vendor already.

Adobe and Microsoft, two lines ACTEM offers at substantial discount, have recognized the need to incorporate additional accessibility features into their latest releases to allow more people to more fully participate and collaborate.

Adobe released Acrobat (sometimes called Adobe Writer) Pro v.10 in mid-April. One listed goal of the latest version is to simplify the process of creating Adobe PDF documents that will be accessible to a broad range of people with disabilities. Adobe wants Acrobat 10 to enable organizations to publish Adobe PDF documents that are accessible through the free Adobe Acrobat Reader software for users with low visual acuity or blindness, motion impairment, and other disabilities.

The new Microsoft Office 2010 (estimated availability June 2010) likewise seeks to provide broad usability improvements to make it easier for assistive technologies (like screen readers, for example) to build features for their users. A document Accessibility Checker (like a spell checker, but for accessibility issues) will be a core feature of Word, Excel, and PowerPoint in Office 2010.

The Maine CITE Coordinating Center ([www.mainecite.org](http://www.mainecite.org)) is the statewide program designed to help make assistive and universally designed technology more available to Maine children and adults who have disabilities. The Association of Computer Technology Educators of Maine ([www.actem.org](http://www.actem.org)) is a 900-member educator group who partners with technology companies to leverage the buying power for Maine school districts.

## October 14-15 MAINEducation Technology Conference

ACTEM has announced the annual Augusta MAINEducation Conference will offer several workshops and presentations geared for Special Education.

Thursday October 14 is a dedicated to 3-hour workshops. In the morning Cynthia Curry, MLTI Statewide Integration Mentor, will be presenting "The Role of Learning Technologies in RTI Tools for Core Instruction." Cynthia will explore cross-grade level and cross-curriculum tools such as concept mapping, text to speech, pod casting, images, closed captioning of video as well as considerations related to the accessibility of instructional materials for students with disabilities.

Complimenting Cynthia's presentation will be a three-hour afternoon workshop "FileMaker: Data for the Rest of Us" by RSU 13 Technology Coordinator Glenn Eichel. Glenn will specifically look at using FileMaker as a tool to focus literacy intervention and the RTI process.

Several Google workshops are planned on October 14, as well as a workshop by Janet Perry of Wells on using the iPod Touch to model appropriate classroom behavior. Typically MaineCite and ACTEM co-sponsor an Apple session on accessibility.

Over 70 one-hour breakout sessions are planned for October 15. Session titles developed to date include: "Are Your Instructional Materials Accessible to all Students?" (John Brandt); "Learning Through Listening" (Recording for the Blind and Dyslexic), and "Got Tools for Tier 1?" (Cynthia Curry).

ACTEM expects a full exhibit floor of 75+ vendors and the exhibitor reception from 4PM-6PM on October 14 is free to all educators regardless of whether they register for any conference day.

Conference updates are periodically posted at [www.actem.org](http://www.actem.org).

## ALLTech: Touching Lives through Technology

ALLTech has been providing services to individuals who have disabilities since 1988. A lot has changed since then. Legislation supporting individuals who have disabilities with technology has been written, implemented, and revised several times. Most dramatic has been the influx of technology that enhances lives, most markedly the lives of those who have disabilities. It was only three decades ago that Apple Computer introduced the “Apple Lisa,” the first personal computer to provide a graphic user interface (GUI). While people who had vision thought this was an amazing step forward, those who were blind could not navigate this visual display. Things have changed quite a bit in the world of technology since this short time ago. Driven by legislation and/or a desire to create technology that is universally designed today we see Apple, Windows, and other operating systems releasing technology that is usable and accessible to almost everyone.

The passing of time has brought a continuum of technology upgrades and new products. For over two decades ALLTech has continued to promote the use of technology that enables all individuals to lead full and independent lives.

Our focused work on providing access to computers and communication has enhanced the lives of students and adults in schools, homes, and the workplace. In addition, we provide consultation and training to individuals who are working toward moving back into the workforce through the Department of Vocation Rehabilitation.

This year we’ve increased our ALLTech family by bringing in another assistive technology professional (ATP), Patty McTigue, who also happens to be a Rehabilitation Engineer. Patty is usually in schools doing a great job supporting educators and students. Recently, however she spent two weeks in Peru working to improve the lives of individuals who have physical disabilities. She joined a group of 15 others (occupational therapists, wheelchair technicians, and students) from the US to work with a non-profit organization called the Eleanor’s Project (EP). Over the years EP has established lasting connections in Peru that have allowed them to provide specialty wheelchair seating and positioning to children with disabilities. This was Patty’s first trip with EP.

Over the course of two weeks they adapted and fitted donated wheelchairs to 117 children and a few adults. Patty said of her trip, “Many of these children had never had a chair. Their parents traveled up to 12 hours on a bus carrying them to be able to get one. As soon as they were sitting upright and supported properly it was amazing to see their expression change. Sometimes it was even hard for us to keep the kids in the room to finish the chair if they were able to propel on their own. They were just so excited to be able to move independently. It was an experience that I will never forget.” For more information about Patty’s trip to Peru see the Eleanor’s Project blog at: [www.eleanoresproject.org/wordpress/](http://www.eleanoresproject.org/wordpress/)

ALLTech invites you to visit us at our new home at the Spurwink Professional Development Center. Open House: Thursday, April 29<sup>th</sup> from 2pm until 8pm ♦ Location: at 125 Presumpscot Street, #7, in Portland Light refreshments will be offered.

Come see and hear about our services. Check out an array of alternative input and output computer devices and AAC systems.

We are opening our doors in hopes that you’ll stop in to see, hear about, and have hands-on experience with some of our “assistive” technologies. You’ll also have the opportunity to chat with our in-house experts about assistive technology (AT), accessible instructional materials (AIM), augmentative and alternative Communication (AAC), and universal design (UD).

The ALLTech Team!

## October 14-15 MAINEducation Technology Conference

ACTEM has announced the annual Augusta MAINEducation Conference will offer several workshops and presentations geared for Special Educators.

Thursday October 14 is dedicated to 3-hour workshops. In the morning Cynthia Curry, MLTI Statewide Integration Mentor, will be presenting "The Role of Learning Technologies in RTI Tools for Core Instruction." Cynthia will explore cross-grade level and cross-curriculum tools such as concept mapping, text to speech, pod casting, images, closed captioning of video as well as considerations related to the accessibility of instructional materials for students with disabilities.

Complimenting Cynthia's presentation will be a three-hour afternoon workshop "FileMaker: Data for the Rest of Us" by RSU 13 Technology Coordinator Glenn Eichel. Glenn will specifically look at using FileMaker as a tool to focus literacy intervention and the RTI process.

John Brandt of MaineCite has again arranged with Apple to have a representative from the Apple Special Education branch present a three-hour Thursday afternoon workshop. Details will be forthcoming, but certainly developing applications for Apple's iPad will be among the topics. There is no charge for this workshop that is co-sponsored by MaineCite and ACTEM.

Several Google workshops are planned on October 14, as well as a workshop by Janet Perry of Wells on using the iPod Touch to model appropriate classroom behavior.

Over 70 one-hour breakout sessions are planned for October 15. Session titles developed to date include: "Are Your Instructional Materials Accessible to all Students?" (John Brandt); "Learning Through Listening" (Recording for the Blind and Dyslexic), and "Got Tools for Tier 1?" (Cynthia Curry).

ACTEM expects a full exhibit floor of 75+ vendors and the exhibitor reception from 4PM-6PM on October 14 is free to all educators regardless of whether they register for any conference day.

Conference updates are periodically posted at [www.actem.org](http://www.actem.org).