Scenario 2: Carl has speech and motor disabilities. He has difficulty with his fine motor skills, making writing almost impossible. In addition, Carl's speech disability impedes communication with his teachers and other classmates.

Part A: Adaptive technologies/resources

Fine motor skills:

Since writing is impossible, Carl can use the computer during the classroom instead. There are several adjustments that can be made to the computer's hardware to help Carl's inability to write or to type if that is also an issue.

-Over-sized, compact, on-screen and ABC formats keyboards are available.
-Eye tracking technology follows the eye movements of the disabled person to aid in website navigation.
-Slow keys prevent mistakes on keyboards by requiring the user to hold down a key for a period of time before it registers.
-Sticky keys use modifier keys, such as Command, Shift and Control, to automatically apply the next keystroke. This feature is available for windows.
-Word prediction software anticipates entire words after a few keystrokes and increases input speed.

Assistive Technology for Physical & Motor Impairment | eHow.com
http://www.ehow.com/about_6499353_assistive-technology-physical-motor-impairment.html#ixzz1c2rHlRNZ

http://www.maxiaids.com/store/default.asp

Speech impairment

Voice output communication aid: photo album containing pictures that a person can point to in order to represent what they are trying to say.

A high-tech solution would be the TapToTalk program. It can be installed free in windows or for a fee for Nintendo, ipad and to other devices.
-A person can tap on picture and machine talks for them.

http://www.taptotalk.com/
http://www.ehow.com/about_6499353_assistive-technology-physical-motor-impairment.html

Part c: Lesson Plan

Second Grade Language Arts class

Step 1:
1) Students will be asked to read a fairy tale and write a summary in three sentences.

2) Students will also tell the class if they liked the fairy tale and will summarize their story to them.
Objective: Student will be able to summarize the story and tell the class if they liked the story and give their summary.

Preorganizer: Students will go online and find a fairy tale of their choice. They can go on my fairy tale web quest to find them.

The lesson can be modified for the child with speech and motor problems the following ways:
-To find the fairy tale the student can go online by using the computer especially adjusted for his motor difficulties. He will be able to use a pointing device to access web and read the story.
- He will type out the summary instead of writing by using the above mentioned software such as sticky keys, word prediction software, which are part of windows.

To tell the class his summary, the computer will be connected to a projector. The class will be able to read the summary. Student can also use the tap to talk system to add anything he wants to tell the class.

Speech therapy
-The devices mentioned above will be very helpful for therapy as well. The student can work on exercises on the computer. Student can also use the tap to talk system to express something he/she wants to say.
- As a speech therapist I will provide therapy so the student can strengthen his vocal chords to express vocally.