

How Do YOU Define Access?

LeaderLink

eNewsletter

• FORWARD TO A FRIEND

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Access: The NEW Definition

This LeaderLink focuses on the issue of 'Accessible Instructional Materials' driven by IDEA 2004. The new regulations have the potential to provide broader technology access to our students than ever before.

We've seen how digital access to instructional materials can help students overcome their reading frustrations to read with excitement and comprehension. The IDEA accessibility law reinforces our **responsibility to level the playing field** for our students with diverse learning needs.

We CAN influence the outcome.

How Do YOU Define 'Access'?

*This editorial piece, written by our own 'access guru' and marketer, Mary Jo Barry, talks about the **NEW meaning of the words 'access' and 'accessibility'**. Let us know how you are spreading the word about accessible products. What can we do to help you get the word out? It's all about the tools and strategies to provide differentiated instruction in anytime, anywhere learning environments.*



The meaning of 'access' and 'accessibility' has expanded to encompass so much more than we ever imagined at the beginning.

Within the new definition you'll see that access is defined in relation to environment, services, products, devices and universal design—check out Wikipedia!

Did you know that Don Johnston Incorporated provided individuals with physical disabilities the very first access to a computer via the Adaptive Firmware Card? Or perhaps that Predict It—later renamed Co:Writer—was the first word prediction available? Our history is rich with revolutionary firsts and innovative accessibility solutions.

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Hatchet

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October topic:
National Book

Today though, **accessibility takes on new shapes and forms** as technological possibilities unfold...

[How DO YOU define 'ACCESS'? >>>](#)

USING TECHNOLOGY IN THE CLASSROOM

Tools for the (NEW) Accessible Classroom

Read:OutLoud – Accessible Text Reader and Accommodation Tool

Research shows that multi-sensory content helps to gain and hold a person's attention and improves memory. Lewandowski and Montali (1996) conducted a study that compared the learning of poor readers and skilled readers who were both taught through a text-to-speech application with simultaneous on-screen highlighting of the spoken word. This study showed that experiencing the text bi-modally (visually and aurally) enabled poor readers to perform as well as skilled readers in word recognition and retention. Research by Allinder, Dunse, Brunken, and Obermiller-Krolikowski (2001) and Meyer and Felton (1999) confirm that highlighting text as it is spoken can help learners pay attention and remember more.



Watch this FLASH demonstration and see how Read:OutLoud presents content in ways that can improve reading outcomes.

ClassMate Reader

The ClassMate Reader is a portable text reader designed to boost reading and learning independence. Students can listen to the audio version of their textbooks and study materials while following the highlighted text on screen. Students gain access to their curricular materials anywhere and anytime with this easy-to-use device.

Only from Don Johnston: with every ClassMate Reader you purchase, receive a **FREE SD card with Don's book, *Building Wings* pre-loaded!**

DON JOHNSTON HAPPENINGS

We Heard You - 2 NEW Product Demos!

View our newest product demonstrations online for [Co:Writer](#) and [Read:OutLoud](#)

Read:OutLoud has an affordable Whole School License

Month
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[BE -](#)
[English/Literacy](#)
[Product Support](#)

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Free 1-GB SD card with preloaded *Building Wings* on every ClassMate Reader you purchase!



Professional Development Tip - Jigsaw Learning

Here's a quick tip you'll want to try at your next professional development meeting or workshop! Jigsaw learning can be used when you've got a lot of information or a complex problem to solve. This strategy fosters cooperative learning, listening to different view points and communicating lots of ideas in a structured way.

Divide your group up into smaller think-tanks or pods. Assign portions of the issue to each pod to focus on one piece. Ask groups to read, discuss, learn about and think about this in an allocated timeframe. Schedule the time when each group will summarize the main

option – [Read the Press Release](#)

CONFERENCE NEWS

We hope to see you at **booth 262** in Minneapolis for [Closing the Gap](#) 2008, October 15-18.

Are you attending Closing the Gap? ['Speak Your Mind'](#) and receive special CTG offers and information.

SPEAK YOUR MIND

Will you be attending Closing the Gap in October?

[* YES!](#)

[* No](#)

[* No, but I will attend other conference\(s\) this year](#)

[* No, I seldom/never attend conferences](#)

points from the brainstorm and report back to the group. Like they say, it takes a "whole lot of minds" to get the best solution!

The professional development strategies mentioned here are fully utilized in our Don Johnston workshops and at the [TRLD conference](#). Have you registered yet?



Z - Don Johnston, Inc
26799 West Commerce Dr.
Volo IL, 60073 USA

800.999.4660- USA & CANADA
847.740.0749- USA & GLOBAL
847.740.7326- USA FAX

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