High Tech Therapy for a Low Tech Price
Affordable iPad Apps for SLPs

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iPad Tips & Tricks

- Create folders to organize apps via categories
    - Touch & hold app icon until it begins to "shake"
    - Drag icon over to an icon of a similar app
    - Voila- a folder is created!
    - Name the folder
    - Continue to drag similar apps into the folder (maximum 20 apps)

- Spotlight Search
    - Used to search for and open apps on a cluttered iPad
    - From home screen, swipe right
    - Enter app name in search bar

- Multi-tasking
    - Allows you to toggle between open apps- this can be detrimental if students are using iPad
    - To use:
        - Swipe across screen with 4 or 5 fingers to switch between apps
        - Pinch 4-5 fingers together to go to home screen
        - Swipe up with 4-5 fingers to reveal multi-tasking bar
            - To close apps on multi-tasking bar, hold app until it shakes, then click red minus button
    - To turn off:
        - Settings → General → Multitasking Gestures- turn switch off

- Save images from internet
    - Tap & hold image → Select "save image" → To view- go to photos

- Screenshot
    - Hold home & lock button
    - Helpful to save progress from apps that don't have user features

- Restoring deleted apps
    - App store → Click "purchased" → Select "not on this iPad" (on top bar)

- Make web sites talk
    - Settings → General → Accessibility → Speak Selection- turn switch on

- Keyboarding Shortcuts
    - Split keyboard: swipe with two fingers from each hand
    - For special characters, touch and hold keyboard button
    - To capitalize, touch up arrow and swipe to letter without lifting finger

UDL Critical ELEMENTS

Developed in Collaboration with the Center for Applied Special Technology (CAST)

Universal Design for Learning (UDL) represents a paradigm shift in education that has the potential to improve outcomes for a broad range of students. MITS, in collaboration with CAST, has identified four critical elements intended to serve as a foundation for implementation and further research. Instruction aligned with the framework of UDL must minimally include each of the four critical elements shown below.

1. Clear Goals
   - Teachers have a clear understanding of the goal(s) of the lesson and expected, specific outcomes
   - Goals are communicated in ways that are accessible to all students, and can be articulated by them.

2. Inclusive, Intentional Planning
   - Intentional proactive planning addresses diverse student needs based on the teacher's knowledge of their students.
     - o Addresses individual differences in background knowledge, affect, strategies, etc. (Consider what students know, what they are capable of, and what engages them).
     - o Recognizes that all students learn differently and thus plan accordingly, paying particular attention to students in the margins (i.e., struggling and advanced) knowing that a broader range of students will benefit

   - Addresses the demands (e.g. standards) and resources of the curriculum:
     - o Maintaining rigor of the lesson while providing necessary supports and alternatives
     - o Reducing the barriers in the curriculum by embedding built in supports from the start

3. Flexible methods and materials
   - A variety of media and methods are used to present information and content
   - Students use a variety of media and methods to demonstrate their knowledge or express themselves
   - A variety of methods are used to engage students and build self-regulation

4. Timely progress monitoring
   - Formative assessments are frequent and timely enough to plan/redirect instruction and support
   - Both formative and summative assessments are varied and differentiated enough to be accurate for all

The Common Core Standards
Key points in ELA

Reading

- The standards establish a "staircase" of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.

- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.

- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.

- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.

- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.

- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Source: CoreStandards.org

Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.

- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.

- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

iPad, UDL, Common Core Standards & Speech Therapy

1. How does UDL relate to Speech Therapists' scope of practice?

2. How will UDL change what you do currently?

3. Does the iPad relate to UDL?

4. How do the Common Core Standards relate to Speech/Language therapy?

5. How will the Common Core Standards change what you do currently?

6. Will the iPad mesh with the Common Core Standards?

F I V E S F r a m e w o r k

Developed by Sean J. Sweeney, *SpeechTechie*

Is it *Free* or *Nearly Free*?

Is it *Interactive?*

Is it *Visual?*

Is it *Educationally Relevant?*

Is it *"Speechie"?*

Apps for Articulation

App Name	Description	Cost	Intervention Target Areas	My Rating
Articulation Station				
ArtikPix				
Tiga Talk				
Beginning Sounds				
Word Wall HD				
Tic Tac Toe Phonics				
Phonics Awareness				
Voice Changer HD				
Articulation Flip Books				
Apraxia Speech App				

Apps for Language

App Name	Description	Cost	Intervention Target Areas	My Rating
Qwiki				
TourWrist				
Sentence Builder				
Color Uncovered				
SimpleMind+				
Tools 4 Students				
ToonTastic				
Storyrobe				

Apps for Language

App Name	Description	Cost	Intervention Target Areas	My Rating
Story Patch				
Reading Monster Town (Levels 1-8)				
That's Silly				
Language Builder				
Picture Dictionary				
Fun with Directions				
Picture the Sentence				
Sentence Maker				

Apps for Language

App Name	Description	Cost	Intervention Target Areas	My Rating
Guess This Animal				
Autism and PDD Series				
NLConcepts Autism: Sort and Categorize				
Things That Go Together				
Language Lab Series				
My Play Home				
Injini				
Bag Game				
Easy Concepts App				

Time Saving Apps

App Name	Description	Cost	Intervention Target Areas	My Rating
Data Tracker				
Reminders				
USB Sharp Pro				
CloudWord				
Easy Key				
Caseload Tracker				
SLP Goal Bank				
Work With (Autism)				
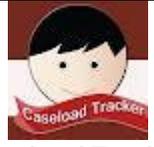
iPad TherAPPy: What do the experts say?

Key Idea: An iPad is a therapy TOOL. An app alone is not therapy without the clinical expertise of a Speech & Language Pathologist to guide decision making.

Evidence Based Practice Summary

Clinical Domain	Strategies for Intervention	Could the iPad be effective?
Phonological Awareness	• *Use children's literature to facilitate development (McFadden, 1998)* • *Direct Instruction for phonological awareness (Gillon, 2000)*	
Phonology	• *Cycles Approach (Hodson, 2007)* • *Minimal Pairs (Weiner, 1981)*	
Articulation	• *Auditory Discrimination (Travis, 1931)* • *Core Vocabulary Therapy (Crosby, Holm & Dodd, 2005)*	
Social Skills	• *Use of social stories (Hagiwara and Myles, 1999)* • *Use of incidental teaching (Oswald & Lignugaris, 1990)*	
Language	• *Communication Barrier Activities (Lloyd, 1994)* • *Use of repetitive stories to teach structures (Kaderavek & Justice, 2010)*	
Literacy	• *Graphic Organizers (DiCecco & Gleason, 2002)* • *Story mapping (Idol & Croll, 1985)*	

Source: Collins & Sterling-Orth (2012)

iWant More Apps!

Apps to find Apps:

- AppsFire

- Kindertown

- AutismApps

App Developers:
- SmartyEars

- PocketSLP

- Grasshopper Apps

- Doonan Speech Therapy

- Hamaguchi Apps for Speech, Language & Auditory Development

- Super Duper