Name: _____Tanem Coskun_____

Topic: Increasing Student Access to Web or Software

3-2-1 Strategy

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<td rowspan="2">**3**</td>
<td>Things I found out</td>
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Before reading the readings provided for this session, I haven't realized how the things I use everything with no problem could cause some issues for other students from the special populations. Therefore, here is the list of the three things I found out about increasing student access to web/software:

1. One of our readings named *The Internet*, mentioned that "mouse maneuvers like 'double clicks' can be hard for young students with small hands and those with limited fine motor coordination." Therefore the solutions the handout provided was to use a trackball since it will be easier for some students to manipulate. The handout goes on to mention that "one of the buttons launches programs with a single click, and a 'lock' button keeps pull-down menus open while the student makes a selection." The second solution the handout provided was to use a device "that converts the standard computer screen into a touch-screen for easier navigation."

2. The second thing I found out from our reading, *The Internet*, was that the "text-based websites are inaccessible to students who do not speak English and some with learning disabilities." The solutions this handout provides for those types of students is to use "websites with graphics, pictures, sounds and other non-textual information," and the other solution is to copy and paste the texts "in a talking word processor to have the student "read" the text from there which all will make it easier for these students to use.

3. The last thing I found out from our reading, *The Internet*, was how time limitations on computer use can make it harder for students "who work slowly and need extra time to complete Web projects. The solutions the handout provides for this barrier is to have bookmarks on Web Browsers which can help the students to "go back and pick up their work over a period of days or weeks," and the second solution would be to download information from websites to use for later in order to help these students in the future.

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2	**Interesting things**
	1. The first interesting thing I found out was also from our reading *The Internet*, which mentions that "standard keyboards can be difficult for students with limited motor coordination, memory problems or cognitive disabilities;" all of which could cause these students to hot the wrong keys. The handout then provided three solutions, which I also believe were all very interesting and insightful as well. The first solution is to use "color-coded stickers on the keyboard" which would help the students to remember the function of certain keys, the second solution is to place a keyguard over the keyboard to provide hand support "so that key choices can be intentional, not accidental," and the last solution is to use an alternative keyboard that will let the students to work by "touching large pictures instead of small keys." 2. The second interesting thing I found out from our reading The Internet, was the fact that our "computer programs require following specific sequences to launch, creating barriers for students with limited memory." I haven't considered this barrier for students who would need more guidance to launch computer programs, and the solutions especially made this situation more interesting that I decided to add it as one of the interesting things I learned. The solutions the handout provided was by how flow charts and checklists can "help students follow a step-by-step process to start their work," and the second solution was to use a "Macro" software which can "automate a series of steps, which are activated with a single keystroke." Once I read about this solution, I decided to search up potential "Macro" software and came up with Pullover's Macro Creator, which is a software that will allows students to write scripts, has a built-in recorder, can record any use of your computer, and can also automate different tasks. This tool would be perfect for trainers and/or teachers to use to give to students who would need those extra steps in order to allow them to be able to navigate computer programs as well. I think this was the most interesting thing I could found, especially learning how there are so many options out there for these students in need.
1	**Questions I still have**
	1. Lastly, the one question I could come up with that I still have about increasing student access to Web or Software usage would be for the trainers and the teachers. I would like to know more about on the trainers/teachers get these sources to help these students in need or if they are able to acknowledge exactly what certain students would need help with that others don't. The teachers/trainers I am referring to are those who have no training in existing students in the special population groups, and I would love to learn how they are able to understand what a particular student might need. Of course there are trainings that these teachers/trainers would have to go through, however, I would like to know what kind of training they really have?