Learning Outcomes:
Participants will be able to:
1. Learn how to contact and use the new, amazingly fast and efficient internet relay service available in Saipan and other parts of the United States and the role of the relay operator in assisting clients with relay calls for persons who are Deaf, Hard of Hearing, and 21st Century features such as Voice Carry Over, Deaf-Blind, and Speech Disabled services.
2. Learn three differences between a natural, visually based-language with conceptually accurate signs and facial grammar and an arbitrarily created signed form of a spoken language.

DIAMOND HALL
Instructional Principles for Training Students to Use Assistive Technology
Eric Morrison, M.A., Lead Faculty
Disabled Student Resources
Pima County Community College, Tuczon, Arizona

Abstract
This session will focus on the importance of effective training and basic principles for teaching students to use Assistive Technologies (AT). Pre-assessment of student needs and abilities will be discussed. Handouts will outline instructional guidelines, ways of reducing cognitive demands during learning, and conceptual ways to teach AT functions that help to limit student confusion. Methods for assessing outcomes and student perceptions will also be included.

Learning Outcomes:
Participants will be able to:
1. Learn the basic principles for teaching students to use Assistive Technology
2. Learn pre-assessment of students needs and abilities.

GENERAL SESSIONS
Friday, November 22, 2002
(1:00 pm to 2:30 pm)

HIBISCUS ROOM - A
Assistive Technology: Classroom Tools for Reading, Writing and Math
Jill S. Oberstein, M.A., OTR/L, Project Director (Assistive Technology Access Program)

Abstract
Students with learning disabilities don't always appear to be disabled to the casual observer, but their hidden disabilities have a significant negative impact on educational outcomes. This presentation will explore how the use of a range of assistive technologies combined with educational strategies can make a substantial difference in academic success related to reading, writing and mathematics.

1. Identify a continuum of low to high tech assistive technology tools and strategies that can be used to support and enhance academic performance related to reading, writing and mathematics.
2. Understand the application of assistive technology for both remediation and compensatory skills.

HIBISCUS ROOM - B
Section 508 of Rehabilitation Act and other Disability - Related Laws in Assistive Technology
Brian Shaughnessy, Attorney-at-Law (Honolulu, Hawaii)

Abstract
In 1998, Congress amended the Rehabilitation Act and strengthened provisions covering access to information in the Federal sector for people with disabilities. As amended, Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology.

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