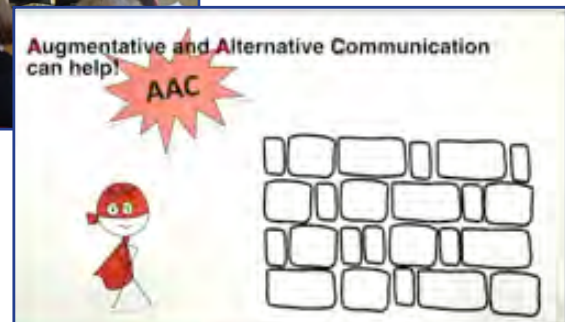




THE UNIVERSITY *of* EDINBURGH

CALL Scotland

Communication, Access, Literacy and Learning



Annual Report
2012 - 2013

CALL Scotland

Annual Report

April 2012 – March 2013

CALL Scotland, University of Edinburgh

National Support for Learning through
Assistive Technology (AT) and
Augmentative and Alternative Communication (AAC)

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Executive Summary

Strategic Impact

Through our direct assessment and support and CPD delivery with learners, parents and staff, CALL has shown it has impact 'on the ground' with improved outcomes for individuals. It is heartening when CALL experiences can also influence national developments across the country as a whole. In recent years, and particularly over 2012-13, CALL has sustained that impact across Scotland, through our partnerships with national agencies such as Scottish Government, Education Scotland, SQA and NES; national professional groupings such as ICTSLS, ACP:S and SICTDG; and national voluntary organisations such as Dyslexia Scotland, RNIB and NPFS. (Refer to the GLOSSARY for an explanation of these acronyms.)

For example, CALL is actively involved in the development of the replacement for Glow, and we aim to ensure that the new service is more accessible and usable for learners with additional support needs. CALL contributed to the Doran Review and follow up, and to the revision of guidance on Accessibility Strategies. CALL's development projects such as Books for All, and the Digital Examinations and Assessments continue to be adopted by more schools across the country year on year. In the field of AAC, CALL was commissioned by the NES Right to Speak project to develop awareness-raising materials on AAC and is involved in ongoing development work and consultations on aspects of AAC provision. We are particularly keen that the **educational** needs of learners who use AAC be considered equally alongside NHS-oriented issues, following through with the GIRFEC approach and intentions.

Our main challenge over the next few years in terms of strategic development is to develop CALL services within the framework presented in Scottish Government's response to the report by Peter Doran: *Review of Learning Provision for Children and Young People with Complex Additional Support Needs*. CALL's 2013-2014 workplan addresses 11 of the 21 Doran recommendations.

Assessment, information, loans and CPD

What makes CALL unusual, if not unique, is the mix of practical, hands-on work with children and young people with a huge range of complex support needs, and the development and strategic work outlined above. By supporting learners, staff and parents directly; and by responding to requests for information and CPD from practitioners, the CALL multidisciplinary team is able to identify and synthesise trends, develop solutions with a wider application, and then deliver and implement these initiatives. Good examples of this process in action are for example Personal Communication Passports, Books for All, the Digital Exams, and the Scottish Voices.

New mobile technologies

2012-2013 has seen an explosion in the use of iPads and other mobile technologies. In 2011, very few local authorities were contemplating the use of iPads in schools; one year later, most are, and there are now thousands of devices in use across Scotland. The iPad has great potential for learners with additional support needs, but introduces a whole new set of challenges and issues for practitioners and learners. CALL is responding to this need through development of new CPD (both face to face and webinars); publications; and via the CALL web sites.

Looking to the future

The Doran Review and recommendations, and Scottish Government's response to them, provide an opportunity for reflection about the provision of Assistive Technology and AAC services in Scotland.

CALL was founded in 1983: after 30 years we remain committed to serving the needs of learners with disabilities and additional support needs in Scottish education. Our vision is that every child / young person in Scotland with a disability or additional support needs has the curriculum materials, the AT and/or AAC tools they may need - and the support to use them effectively - in order to participate and learn.

Over the next few years CALL will be engaging with Scottish Government and local authorities to help this vision become reality.

1. Strategic Leadership

Funded by: Scottish Government Core Grant

CALL Scotland has a role in the development and delivery of effective policy and good practice in the use of AT and AAC for pupils with additional support needs or disabilities in Scotland. This is primarily achieved through collaboration with colleagues in The Scottish Government, HMIE, Learning and Teaching Scotland / Education Scotland, SQA, local authorities, parent groups and voluntary organisations.

AAC, Communication Matters, & National AAC Project

- With NHS Education for Scotland, and SCTCI, input to strategic planning and decisions via a series of meetings throughout 2012 on implementation of the recommendations of the 'Right to Speak' report (published in June 2012) by Scottish Government, on the development of Augmentative and Alternative Communication provision in Scotland.
- With NHS Education for Scotland, participation in creation & development of a national network of 'AAC Leads' to implement improved AAC services across Scotland.
- Creation of awareness raising materials about AAC, as commissioned by NES. (Sally & Craig)
- With Augmentative Communication in Practice: Scotland colleagues, leadership and participation on national AAC issues. This year, this has particularly focused on the issue of sustainability following the NES project. (Funding for AAC from Scottish Government is 2012- 2015.) (Sally)
- In partnership with other members of the ACiP:S network, running CPD events. This year's annual study day, well-attended by professionals and parents, was *Using iPads in AAC* (November 2012) and planning was carried out on events for people who use AAC (*Finding Our Voices*, planned for summer 2013; *Family Fun Technology Day* - biennial, planning this year for 2014). (Allan & Sally)
- One issue of the *ContAACt* newsletter for AAC users was produced and circulated, through the ACiP:S network (Joanna)
- Editorship of *Communication Matters* Journal, 3 issues per year (Sally).
- Blissymbols UK Committee and Blissymbolics Communication International Symbol Panel (Sally).



DORAN REVIEW

The Doran report ("[The Right Help at the right time in the right place](#)") into the strategic review of learning provision for children and young people with complex additional support needs was published by the Scottish Government in September 2012, followed by the Scottish Government response in November 2012. The response accepted 20 of the 21 recommendations directed at national government, and set in progress workplans to meet them.

CALL could potentially contribute to 11 of the recommendations (recommendations 1, 2, 3, 8, 9, 10, 12, 14, 16, 17, 20) and actions to address these have been built into CALL's 2013-14 workplan.

GLOW and new digital learning technologies

In August 2012, the Scottish Government convened an ICT in Education Excellence Group to consider the future development of Glow and the [report](#) was published in January 2013. CALL commented upon sections of the report dealing with pupils with additional support needs and disabilities.

An [ICT in Education Project Implementation Board](#) was established to take forward the Group's recommendations, and Paul was invited to participate in the [Stakeholder Group](#) which will advise the Board. CALL's role on the Stakeholder Group is to ensure that the new Glow environment is accessible to pupils with complex additional support needs, and offers relevant and appropriate content and tools. The

first task is to provide advice to Education Scotland and Scottish Government on the new Glow portal, planned for the start of the 2013-14 school session. The first version of Glow lacked basic accessibility features, despite repeated submissions by CALL to the then Learning and Teaching Scotland. We are encouraged by the drive shown by the new group to ensuring that 'Glow 2' is a resource for all pupils

The iPad and other new mobile learning devices such as the Google Chromebook, and initiatives to provide 'one-to-one' devices for learners, have great potential to benefit pupils with additional support needs, but CALL feels that clear advice and guidance is required to ensure that the needs of pupils with disabilities are considered (e.g. not all pupils can access or use an iPad) and to achieve best value. On 4th March, the Government launched a national procurement framework for notebook and tablet devices, and CALL hosted a very successful national conference on [Developing Teachers in a Post PC Era](#) on March 22nd, attended by 135 practitioners.

EDUCATION SCOTLAND

In February 2013, Paul worked with a group convened by Education Scotland to test and design "[learning spaces](#)" using the new Microsoft Office 365 and Sharepoint 2013 tools that underpin the new Glow.

ICT for Information Accessibility in Learning (ICT4IAL)

Running from January 2013 to December 2015, the EU project on accessible information follows on from the 1-year i-Access project "Promoting Accessible Information for /Lifelong Learning". CALL has again been invited to represent Scotland as a 'country expert'. ICT4IAL aims to move from the EU Agency (<http://www.european-agency.org/>) developing policy guidance to full implementation wherein the Agency will act on its own policy guidance in conjunction with European Schoolnet (EUN - <http://www.eun.org/>) and the International Association of Universities (<http://www.iau-aiu.net/>). Other partners will include UNESCO (<http://www.unesco.org/new/en/communication-and-information/>), the Global Initiative of Inclusive ICTs (G3ICT - <http://www.g3ict.org/>) and the DAISY Consortium (<http://www.daisy.org/>).



Practical guidance will apply to schools and across Lifelong Learning. In so doing it will provide a framework in line with a number of Articles contained in the UN Convention on Rights for Persons with Disabilities. There is potential to bring together other international work in this area including from UNESCO, Universal Design for Learning (UDL) and others. CALL's own work through Books for All, contributions to developing accessibility guidance, and partnership working with local authorities will, we believe, provide a platform to showcase Scotland's developments in this area. Project aims are to:

1. Raise awareness and increase the visibility of the issue of accessible information provision and its relevance for equitable lifelong learning opportunities;
2. Support accessible information provision within organisations through the development, trialling and evaluation of guidelines that build upon already existing work in the field (notably the i-access project recommendations (<http://www.european-agency.org/agency-projects/i-access/recommendations>)).

Initial objectives to meet these aims include information exchange and a network event to be held in Lisbon, Portugal June 2013.

In association with a focus on developing practical guidelines Education Scotland will be in parallel discussion with the Agency regarding policy frameworks surrounding data collection.

NATIONAL PARENT FORUM SCOTLAND

CALL participated again in the annual National Parent Forum Scotland event held at Bishopbriggs High School in November 2012. Despite the event being for all parents and not just parents of a child with



additional support needs, the CALL Scotland stand was well attended. Many parents were interested in finding out about the Scottish Voices, trying out digital exams, learning about accessible books, trying out communication aids and finding out about CALL's contribution to Scottish education.

The relevance of an organization, providing bespoke solutions for a small number of children and young people with disabilities or ASN, and then identifying which of these solutions can benefit many more pupils, was again witnessed. All parents who came up to discuss what CALL did recognized the potential for their own sons and daughters of the Scottish Voices Heather and Stuart, Digital Question Papers and Books for All. Interestingly, it was clear that their children did not all have a disability or ASN.

CALL would be delighted to again participate in NPFS Forum in 2013, if given the opportunity.

CALL organised and carried out a Parent Information Day on iPads (Saturday 24.11.12) which was enthusiastically attended by 35 parents

Through links with other parents groups (in this case, via National Autistic Society local group), CALL delivered a Training Day to parents on *iPads and Communication* in Ellon, Aberdeenshire, in February 2013.

SCOTTISH GOVERNMENT

Mark McDonald MSP (Aberdeen) visited CALL in September 2012, for discussions about the use of the iPad with children with autism.

SCOTTISH QUALIFICATIONS AUTHORITY

CALL continued to work with SQA to develop and support the use of digital question papers and ICT in assessments (see *Development and support for schools using SQA digital exam papers*).

SICTDG (Scottish ICT Development Group)

- Paul and Sandra are members of [SICTDG](#); Sandra is the NAACE Representative to SICTDG. CALL hosted a meeting of the group on 26/10/12.

ICT SUPPORT FOR LEARNING, SCOTLAND (ICTSLS)

- Sandra chairs the ICTSLS group and CALL hosted a meeting on 29/10/12.
- There were 457 messages posted to the ICTSLS Yahoo Group compared to 412 messages the previous year. Messages cover information of use to the group as well as requests for advice from the other members.
- CALL provided a Briefing Note to ICTSLS members entitled *Managed Networks and the Equality Act 2010*.

OTHER COLLABORATIONS

- Discussions with software and communication aid suppliers, making an input into product development.
- Participation in conferences, roadshows and other events organised by Dyslexia Scotland.
- Exhibition and presentations at Dyslexia Scotland roadshows and events (Allan, Paul and Sandra).
- Participation in conference, roadshow and other events organised by Communication Matters. (Sally, Allan) Allan acts as Returning Officer for Trustee Elections for Communication Matters.
- Collaboration with BRITE and JISC Regional Support Centre, North and East Scotland to include Further and Higher Education in the ICT and Inclusion days.
- Participation on the Right to Read Alliance and eBook Working Group (Paul).
- Membership of the British Assistive Technology Association (BATA).
- Leadership on strategic planning work within Communication Forum Scotland. (Sally stepped down in 2012 after several years in the Chair of CFS.)

2. Pupil Assessment and Support

Funded by: Partnership Agreements with local authorities (primarily)

CALL Scotland provides multidisciplinary assessment, follow up and support of Individual referred pupils with complex ASN, in mainstream or special settings.

OUTCOMES

- CALL provided assessment and support for 88 pupils in 18 local authorities during the year (cf. 98 the previous year).
- 49 new referrals were received (57 the previous year).
- 58 pupils received a comprehensive assessment for ICT / AAC (53 the previous year).
- 150 assessment and/or support sessions were delivered in schools (94 the previous year).
- 15 Partnership Agreements or SLAs were agreed, for 228.5 days work, with local authorities for 2012-13: Angus, Argyll and Bute, Clackmannanshire, Dumfries & Galloway, Falkirk, Highland, Inverclyde, North Ayrshire, Moray, Orkney, Perth & Kinross, Shetland, South Lanarkshire, Stirling, West Dunbartonshire and Western Isles.
- CALL also worked in partnership on Assessment and Support on a less formal basis with 3 other local authorities: East Renfrewshire, Renfrewshire, and Scottish Borders.
- 48% of Assessment and Support staff time is spent in schools; the balance is taken up with support by telephone and email, equipment preparation, development work, report writing, etc. (30%) and travel (22%).
- Table 1 shows that the number of local authorities with which CALL has a working partnership has steadily increased over the last 5 years.
 - The number of pupils referred to CALL decreased slightly in 2012-13. Probably due to economic constraints, local authorities are giving greater attention to targeting CALL services carefully, and awarding priority access to CALL mainly to pupils with the most complex support needs or complex mixes of support needs.
 - CALL provided significantly more assessment / support sessions in schools than in previous years. This partly due to the increasing complexity of need of the pupils referred, with most now requiring more than one visit, but the main factor behind the increase was the staffing level within CALL. We were fortunate to be able to retain Craig and Gillian on a part-time basis after Joanna returned (part-time) from maternity leave.
 - We have experimented with the use of Adobe Connect software to provide support 'at a distance' over a video link. We will make more use of this technology for ongoing support, but we recognise that it cannot replace direct contact, particularly for assessment.



Table 1: Assessment and Support 2007-2012

Number of ...	2008-09	2009-10	2010-11	2011-12	2012-13
New referrals	29	34	35	57	49
Pupils assessed / supported on site	68	80	81	98	88
Assessment / support sessions	99	95	99	94	152
SLA/Partnership agreements with local authorities (number of days work)	10 (161)	11 (160)	12 (155.5)	14 (161.5)	15 (228.5)
Informal collaborations with local authorities	3	6	11	8	3

EVALUATION AND FEEDBACK

Assessment and support is monitored and evaluated both informally and formally. A sample of comments from staff is given below:

“Just a wee e-mail to say thanks for your on-going support. It is much appreciated and makes a big difference to A’s inclusion within class. It also enlightens me and lets me help him the best I can!”

(Teacher on ongoing support for pupil.)

“Outcome 3 has been brilliant for him in allowing him to draw the symmetrical shapes and tilings. He has been able to do the work independently which is great. Thank you for your help and support. It is really appreciated.”

(Teacher on adapted digital version of Access 3 maths assessment.)

“Thanks for getting the book finished, I’ve been having a look at it. It seems fine, but obviously it won’t be until G starts to use it that we’ll see what needs changing or juggling around. I do know that G is going to LOVE it though, there is just so much in it that she can use already, I especially like the “hair” pages, and G will too....”

“G is loving the Go Talk App...”

(Parent on receipt of personalised communication book and communication aid app for iPad.)

3. Specialist Information and Expert Advice

Funded by: Scottish Government Core Grant

CALL Scotland provides an open access national information and advice service delivered in response to enquiries and proactively through publication and circulation of e-News, newsletter, books, information leaflets and the CALL Scotland web sites.

OUTCOMES

Information and Advice

- 502 significant enquiries were received and given a response, compared with 556 the previous year.
- 38% of enquiries came through the enquiry form on the CALL web site, compared with 37% in 2011-12.
- 49% of enquirers were from education, 11% from health / social work, 21% from families and people with disabilities and 19% were from other sources.
- 23% of enquiries related to Supporting Reading and Writing; 14% to Books for All work; 10% involved advice on behalf of a specific child or adult; 9% concerned the use of iPads and other mobile devices.

Publications

- One new book was published during the course of the year: *iPads for Communication, Access, Literacy and Learning* by Craig Mill and members of the CALL Team.
- 794 publications were sold, compared with 117 last year. This increase was largely due to a bulk order for 190 copies each of *Personal Communication Passports*, *Communicating with Pictures and Symbols* and *Keep Talking* from NHS Education for Scotland for the Right to Speak project.
- *iPads for Communication, Access, Literacy and Learning* proved very popular with 109 sales in just over six months, in addition to 2,694 downloads from the CALL web site.
- Seven issues of the *News from CALL Scotland* email newsletter were sent to over 2,500 subscribers, 67% of whom are based in Scotland.
- One issue of the *ContAACt* newsletter for young people who use AAC was produced and circulated.
- CALL Quick Guides are being reformatted to provide more accessible options for users. 174 Quick Guides are currently available free from the CALL web site.
- Social media has become a primary method of dissemination of information. CALL makes extensive use of blogging (85 blogs in 2012-13) and Twitter (738 tweets), though the Facebook presence requires additional work.



Library

- 35 new titles were added to the library; mainly in the form of free electronic downloads.
- 11 journals are received.

Web sites

- The 'new look' CALL Scotland web site was launched in November 2012. The new web site has a more modern appearance and has been re-structured to make key information easier to find. The other CALL mini-sites have also been given the new look. Work is ongoing to adapt and update resources for the new sites.
- The total number of visitors to the CALL web sites continues to grow dramatically, as can be seen in the table and graph below.

Table 2: CALL Scotland web site visits and downloads

CALL Scotland Web Sites	2008-09	2009-10	2010-11	2011-12	2012-13
CALL Scotland main site (visits)	25,962	43,504	53,571	113,866	160,649
CALL Scotland (resources downloaded)		41,358	53,687	43,338	54,808
WordTalk (visits)	9,079	54,557	70,506	92,805	97,068
WordTalk (copies downloaded)	2,934	15,042	20,037	24,928	21,504
The Scottish Voice (visits)	11,162	17,482	15,487	16,347	13,317
Heather downloads	662	459	728	588	949
Stuart downloads				947	851
Books for All (visits)	9,500	16,909	26,409	37,893	48,770
Communication Passports (visits)	8,519	15,530	19,947	25,114	29,397
Adapted Digital Papers (visits)	9,578	5,984	4,946	5,142	7,810
Total visits	73,800	153,966	190,866	291,167	378,515

Figure 1: Visits to CALL web sites 2008 - 2013

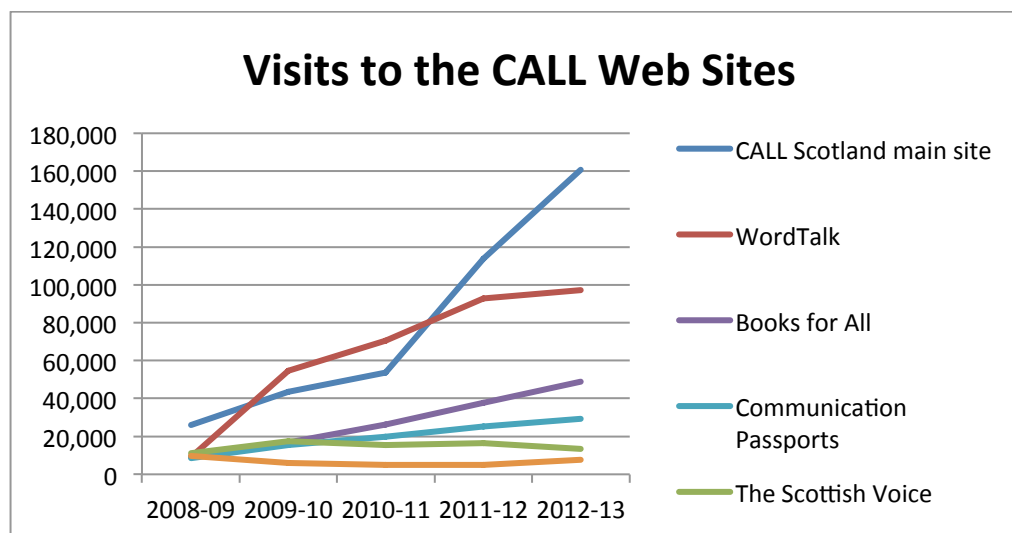


Table 3: The 'Top Ten' most downloaded resources from the CALL web site in 2012-13.

Title	Downloads
iPads for Communication, Access, Literacy and Learning	2,694
Using Calibre to Read E-Books and to Convert E-Pub Files for the Kindle	1,629
Free Text-to-Speech Options for the Mac	1,525
Microsoft Word Equation Editor	1,486
Keep Talking! Structured Communication Activities for Fun and Learning	493
Advanced Spellcheckers Compared: Ghotit, Ginger and Oribi VeritySpell	433
Textease for the PC	425
Eye Pointing and Using an E-Tran Frame	360
Ease of Access Centre for Windows 7	353
Scanning and OCR with Acrobat Pro 9	350

EVALUATION AND FEEDBACK

Evaluation forms are sent to a sample of people who used the information service. Additional feedback is received on an informal basis. 32 evaluation forms were sent out in this period, with a response rate of 22%. Various questions are asked about relevance, timeliness and usefulness of information provided and the overall quality of the service, on a score from 1 (poor) to 5 (excellent). The Information Service was given an overall rating of 4.3 during this period.

Comments:

"Many thanks for taking the time to look into these resources; there is lots there for us to try. I appreciate that it is not always as easy as you think it will be to find "an app for that"! I hadn't found the iPad eBook on your website so thank you for the link; it looks as though it will be very useful for us in terms of general iPad considerations and information as well as in relation to apps."

(Speech and Language Therapist seeking information on iPad apps.)

"Just to say thank you so much for your advice. It is all very confusing if you are not up to date with technology like myself! Your advice was very helpful and reassuring regarding the Kindle."

(Parent seeking information on using the Kindle for reading electronic books.)

"Thank you so much. This is a fabulous resource. I have a son who is going to start school soon and this is a great way to give them the information they need in a format that is quick for me to fill in."

(Parent on the Communication Passports web site.)

4. Continuing Professional Development and Training

- Funded by:
- (a) Scottish Government Core Grants (CPD development)
 - (b) Charges to course participants (CPD delivery)

CALL Scotland identifies CPD requirements in (complex) additional support needs, ICT & AAC for staff in both special and mainstream settings, and provides a range of opportunities to meet these requirements in a program of courses at CALL and in tailored CPD delivered in schools and local authorities.

OUTCOMES

CALL-based CPD

- CALL's *CPD Opportunities 2012 - 13* brochure was distributed to around 3,500 schools, organisations and individuals in May 2011. Further, targeted mailings for specific courses were sent in August and December. Information on courses and a booking facility is available on the CALL web site. Details on courses were also distributed through Twitter and as part of the regular CALL email newsletter.
- The CALL CPD courses were offered within five main themes: Books for All: Accessing Literacy across Learning; SQA Digital Exams; Meeting Equality Duties: Improving Services; Technology and Software in Schools; Accessible and Inclusive Communication.
- 219 teachers and others attended 16 courses held in CALL during the year.
- The 3 iPad-based courses that we ran in CALL were all over-subscribed, with numbers having to be restricted to allow hands-on for participants using the CALL set of training iPads. We also ran an Information Day on *iPads and Additional Support Needs* for parents. This was attended by 46 parents and included short presentations with opportunities to discuss issues and find information on an individual basis.
- One supplier provided a product update and training day for CALL staff and invited guests.
- CALL hosted and supported *Emotion Talks* training sessions delivered by Claire Murray of City of Edinburgh – Education and Learning. These consisted of an initial briefing session and two separate two-day courses.

CALL Live! Webinars

In order to extend CPD opportunities we ran a series of eight *CALL Live!* webinars in 2012-13. Five were presented by suppliers, two by CALL staff, and one by Margaret Crombie on the Addressing Dyslexia Toolkit. The webinars were delivered using Adobe Connect rather than Glow, so that health and social work staff or parents, who do not have Glow accounts, could participate. The webinars are archived and can be [viewed on the CALL web site](#).

INSET CPD

- CALL delivered 35 INSET courses to 570 participants in schools and other organisations across Scotland.
- As with CALL-based CPD, there has been considerable demand for courses on the use of the iPad, with 8 being provided, predominantly in the second half of the year.

Conferences and CPD events

CALL hosted or helped to organise 5 conferences:

- CALL hosted and helped to run a prestigious event funded by Apple UK, on *Developing Teachers in the Post PC Era*, on March 22 2013. This was attended by 135 educators from Scotland.



- A *Parent Information Day* on iPads and Additional Support Needs was held at CALL on 24.11.12. 35 parents attended.
- The *22nd Augmentative Communication in Practice: Scotland Study Day, Using iPads in AAC*, was held on 7.11.12 and attended by 75 teachers, therapist and other interested people.
- The *ICT and Inclusion Roadshow*, run in conjunction with The Brite Centre visited Edinburgh and Aberdeen and attracted around 205 visitors.



CALL staff gave 13 Conference Presentations - see p.18 and presentations at other events (below):

- Presentations at Dyslexia Scotland roadshows and events (Allan, Paul, Craig and Sandra).
- *Books for All*, at eLATES Working Group, 10.5.12
- *iPads to support learners with dyslexia* at Dyslexia Action and Stevenson College (5.11.12, Craig)
- Five *Books for All Strategic Planning Sessions* in Aberdeenshire (28.9.12), Highland (3.10.12), East Lothian (24.10.12), East Ayrshire (22.10.12), West Dunbartonshire (4.12.12). Dumfries (12.2.13).
- *Books for All* presentation to the SAVIE VI Tech Group, 27.2.13.

There were 9 presentations to parent / interest groups:

- *iPads and Apps to Support Dyslexia*, Dyslexia Scotland. 28.4.12
- *Using iPads to Support Learners with Literacy Difficulties*, Dyslexia Scotland South East, 9.5.12
- *Using the iPad and Apps to Support Literacy*, Dyslexia Scotland, Inverclyde, 18.9.12
- *Low Cost Software for People with Dyslexia*, Dyslexia Scotland, Fife, 20.9.12
- *Digital Papers and Books for All*, Dyslexia Scotland, East Renfrewshire, 6.11.12
- *Using iPads to Support Dyslexia*, Dyslexia Action, Glasgow, 5.12.12
- *Digital Exams*, Dyslexia Scotland, Fife, 17.1.13
- *Digital Exams*, Dyslexia Scotland, Lanarkshire, 20.2.13
- *ICT to support pupils with Dyslexia*, Dyslexia Scotland, West Lothian, 20.3.13

CALL had a stand at 13 events and exhibitions:

- Dyslexia Scotland Roadshow, Forfar, 22.5.12
- ICT and Inclusion, Aberdeen, 13.6.12
- ICT and Inclusion, Glasgow, 14.6.12
- Dyslexia Scotland Roadshow, Oban, 11.9.12
- Dyslexia Scotland South East Open Evening, Edinburgh, 12.9.12
- Dyslexia Scotland Roadshow, Greenock, 18.9.12
- National Parent Forum Scotland Conference, Bishopbriggs, 6.10.12
- Communication Matters Conference, Leicester, 23-25.9.11
- Dyslexia Scotland Education Conference, Edinburgh, 29.9.12
- Scottish Council for Independent Schools Learning Support Conference, Edinburgh 6.11.12
- Augmentative Communication in Practice: Scotland Study Day, Dunfermline, 7.11.12
- Education Scotland Health and Wellbeing Conference, Stirling, 2.2.13
- Aberdeen Learning Festival, Aberdeen, 12.2.13

Table 4: CPD events 2012-13

Area of CPD	2008-09	2009-10	2010-11	2011-12	2012-13
CPD delivered in CALL					
Number of courses	12	14	11	14	16
Number of supplier information days	5	4		4	2
Number of participants	302	239	128	240	219
CPD delivered in schools / authorities					
Number of courses	47	50	36	43	38
Number of participants	670	854	635	550	635
Presentations at conferences	5	7	9	13	13
Exhibitions	8	8	12	13	13
Talks for parent/voluntary groups			8	5	7
Family Fun day participants		189	-	142	-
ICT and Inclusion participants	400	391	325	235	205
ACP:S participants	87	80	60	20	75

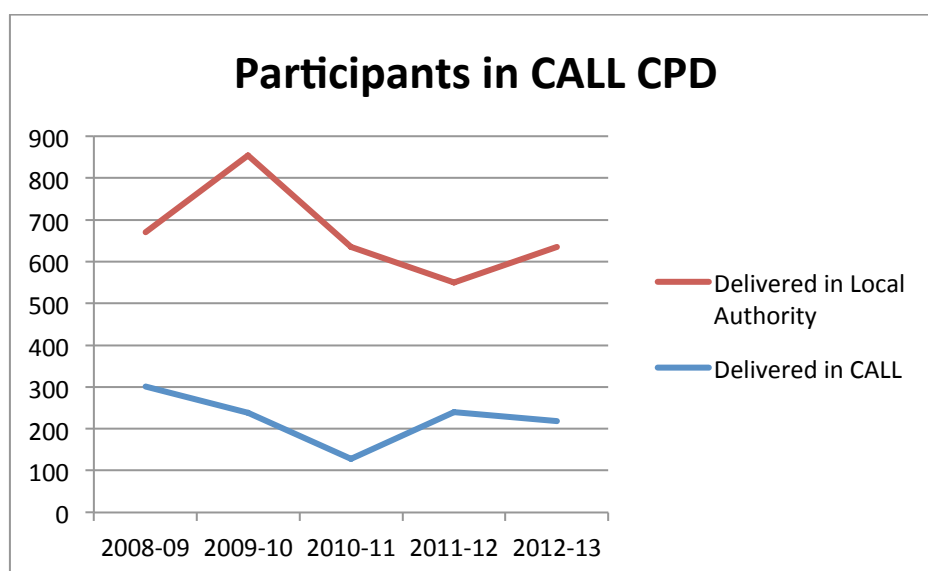


Figure 2: Participants on CALL CPD events 2008-2013

Under and post-graduate teaching

- Paul delivered teaching sessions to Moray House Postgraduate Primary students on 30/11/12 and Allan and Sandra contributed to a day on ASL for the same cohort on 19/1/13.
- However, we believe that there is a demand and need for an accredited Postgraduate course on AT and AAC and so we developed a course outline for a 20 credit course to be offered to Postgraduate students, and a 4th year Primary BEd course. The Moray House Board of Studies has advised that the course should have a significant online or distance learning element, in order to appeal both to practitioners across Scotland, and to the international market, and this is in development.

EVALUATION AND FEEDBACK

All events and courses, whether at CALL or in schools, are routinely evaluated through a CALL or local authority evaluation form.

85% of the people attending a course at CALL were 'very satisfied' and 15% were 'satisfied', compared with 79% 'very satisfied' and 21% 'satisfied' in 2011-12.

For courses held in schools or local authorities 84% of attendees were 'very satisfied' and 16% were 'satisfied', compared with 55% 'very satisfied' and 42% 'satisfied' last year.

Sample comments:

"I liked the practical information about Kindles and finding out about the different ways to access ebooks. Also the fact that someone was on hand to help as I had never used a Kindle before! The instructors were fantastic - made it accessible and were very helpful and realistic."

(Teacher on *Using E-Books, Kindles and iPads* course)

"CALL is a brilliant discovery for us, and I feel it should be promoted to EVERY dyslexic kid as a matter of course - by law! Many others missing out. Improvements: cheeseburger & beer please. Sign at the end of the road pointing the way in."

(Parent on iPad Information Day)

"I liked the real life examples and handouts that I can use to help with own planning. I feel the course was very useful and has improved my confidence of where to go with individual children."

(Teacher on Routes for Learning INSET in school.)

"I find these events very useful and very interesting, furthering my knowledge and staying updated with resources and assistive technology available to support the needs of learners."

(Further Education Lecturer on ICT and Inclusion Day.)

A long term evaluation is also carried out, asking participants to complete a short online survey six to nine months later in order to assess the impact of the course. Surveys for courses run between September and December 2012 were completed in June 2013. The evaluations measure increase of knowledge about the subject; the use of resources provided on the course; the extent to which training has been implemented; overall impact on professional practice. Each is measured on a scale from 1 (low) to 5 (high). Forms were sent to course participants by email, with a response rate of 45% (compared with 42% the previous year). The average score for impact on professional practice was 4.47 out of 5, compared with 4.62 in 2011-12.

This feedback can highlight any particular issues that have created barriers for teachers trying to implement what they have learned on a course.

Sample comments:

"I have introduced digital papers and created several myself following my participation in this course. I took the advice of the member of staff and upgraded the school package. I have since requested these papers for use for two students for their final examinations.."

(Teacher giving long term feedback on Digital Exams course.)

"Not being able to connect to the school wifi has made it more difficult to manage updates, new apps etc."

(Teacher giving long term feedback on iPads course.)

5. Assistive Technology Loans and Support

Funded by: (a) Scottish Government Core Grants (Assistive Technology Loans and Support service)
(b) other income (estimate £20,000) for purchase of new equipment for Loan Bank, in 2011-2012

CALL Scotland provides a Scottish National Loan Bank of Assistive Technology, offering loans of specialist equipment for communication and learning for the use of individual disabled people throughout Scotland.

OUTCOMES

- 207 devices and software products, with a value of £45,514, were added to the Loan Bank last year.
- 190 of these items, costing £44,447, were purchased through funding from the Scottish Government. The remaining items were either provided free by suppliers for evaluation purposes, or purchased through other funding sources.
- We are very grateful to the Scottish Government for additional funding provided in March 2012 to update equipment in the Loan Bank. Some of the equipment purchased in March 2012 did not arrive until later and has therefore been included as new equipment added in 2012-13.
- The new equipment was publicised through a series of blogs, email newsletters and a presentation at ICT and Inclusion.
- The trend for increased use of the loan bank following recent equipment updates has continued. 231 new equipment loans, with a total value of over £87,500, were issued to clients in 28 local authorities.
- Compared to the previous year, the number of loans increased by 4%; the value of equipment loaned decreased by 10% and the number of local authorities borrowing equipment increased by 12%.
- The decrease in the value of loans is accounted for by a small but significant movement away from loans of expensive communication aids towards iPads with communication apps. In 2011-12 there were 31 loans of communication aids (Average Value £2,505) and 2 iPad loans ((AV £479). This year there were 27 communication aid loans (AV £1,952) and 16 iPad loans (AV £491). Note that values for iPad loans do not include the cost of associated apps.
- 170 instances of technical support were recorded, compared with 174 last year. This includes the design and manufacture of two 'non-contact' switches for a pupil with significant physical disability, preparation of accessible books and resources for pupils with print disabilities, creation of picture/symbol communication books for non-speaking pupils, preparation of loan equipment, advice, support and resource development for people using eye-gaze systems and advice on setting up iPads and apps.
- New equipment brings new development work, for example; evaluation and dissemination of information; and development of vocabularies in new formats with new features, for users.
- Loans and technical support of equipment are a significant 'best value' service, representing a substantial saving to schools and local authorities by ensuring that they buy only suitable and successfully trialled equipment and preventing them from making inappropriate purchases.



Table 5: Loans of equipment

	2008-09	2009-10	2010-11	2011-12	2012-13
Number of loans	134	154	142	222	231
Value of loans	£30,000	£52,000	£42,000	£97,000	£87,500
Number of items added to loan bank	174	179	294	375	207
Value of items added to loan bank	£30,000	£33,000	£80,934	£100,149	£44,447
Number of instances of technical support	47	83	79	174	170

EVALUATION AND FEEDBACK

Borrowers are asked to complete a feedback form when returning equipment. There was feedback on the outcome of a loan for 64 of the 182 loans returned in 2012-13 (35%).

Of these, 70% indicated that the 'Equipment met the client's need'; 11% 'did not meet the client's need' and 19% were 'inconclusive'.

44 feedback forms gave an indication of intended future action. Of these, 45% stated that they would try to buy the system that had been borrowed.

Overall, 73% of borrowers who provided feedback were 'very satisfied' with the CALL Loan Service and 27% were 'satisfied'.

"It was very useful to have a range of apps to try on the iPad - L found the Sonoflex app best met her needs. L enjoyed using it - her confidence in communicating developed over the loan period."

(Speech and Language Therapist on loan of iPad with communication apps.)

"We used this piece of equipment as a menu board for a group with diverse communication needs and they all loved being able to make their choice. Really accessible, met the needs of most of the group and could be used for so much more. We have purchased 8 for a variety of activities, excellent!"

(Voluntary sector worker on loan of Recordable Bar Story Sequencer.)

"We wanted to see if O could use a Pal Pad as he doesn't have the strength to press down on our other switches. This Pal Pad works great, we ordered one for the school. We can't wait to see if this new switch helps O to see the affect of his actions."

(Teacher on loan of Pal Pad switch)



"I did want to let you know how pleased we are with the non contact switch. Thanks again for making such a good switch for our girl."

(Parent on design and manufacture of non-contact switches)

Figure 3: Custom-made non-contact switch

6. Knowledge Transfer, Research and Development

Funded by: Scottish Government Core Grants and other funders (see individual projects/activities, below)

CALL Scotland works on a range of research and development projects and carries out dissemination and knowledge transfer of products and outcomes of project with stakeholders in Scottish education.

OUTCOMES

Reports, papers, articles and books

- Mill, C. (2012) *iPads for Communication, Access, Literacy and Learning*. ISBN 978 1 898042 35 8. CALL Scotland.
- Nisbet, P.D. (2013) *SQA Digital Papers 2012*. Report for Scottish Qualifications Authority. CALL Scotland. <http://www.AdaptedDigitalExams.org.uk>
- Nisbet, P.D. (2013). *Accessing SQA Digital Question Papers with Text to Speech Software*. Report for Scottish Qualifications Authority. CALL Scotland. <http://www.AdaptedDigitalExams.org.uk>
- Millar, S. (2013) *iPads and Apps for Learners with Autism: Thoughts from CALL Scotland*. NASEN's 'Special' magazine, Autism Edition, January 2013.

Conference Presentations

- Aitken, S. & Nisbet, P.D. (2012) *Books for All - Strategic Planning*, ICT and Inclusion Aberdeen, 13.6.12.
- Aitken, S. & Nisbet, P.D. (2012) *Finding and Using Books for All*, ICT and Inclusion Aberdeen, 13.6.12 & Edinburgh, 14.6.12.
- McNeill, G. (2012) *Making the Most of Communication Opportunities in the Classroom*, ICT and Inclusion Aberdeen, 13.6.12 & Edinburgh, 14.6.12.
- McNeill, G. (2012) *Text-based AAC Apps for / with Adults with Acquired Neurological Disorders*, Augmentative Communication in Practice: Scotland, Dunfermline, 7.11.12.
- Mill, C. (2012) *Using Google Chrome Tools to Support Literacy*, ICT and Inclusion Aberdeen, 13.6.12 & Edinburgh, 14.6.12.
- Mill, C. (2012) *Assistive Technology for Learners with neuromuscular disorders*. Scottish Muscle Network Education Conference, Clydebank, 6.9.12.
- Mill, C. (2012) *Getting Started with Your iPad - Hints and Tips*, Augmentative Communication in Practice: Scotland, Dunfermline, 7.11.12.
- Millar, S (2012) *Simple Photo and Video Apps to Support Communication*, Augmentative Communication in Practice: Scotland, Dunfermline, 7.11.12.
- Nisbet, P.D. (2013) *Books for All*. BETT 2013, 30.1.13.
- Nisbet, P. (2013) *Accessible Mobile Learning*, Developing Teachers in the Post PC World conference, Edinburgh, 22.3.13.
- Nisbet, P. & O'Neill, S. (2013) *Technology for Learners with Additional Support Needs*, Learning Through Technology Conference, Glasgow, 26.3.13.
- O'Neill, S. (2013) *Adapted Digital Exams for Students with Disabilities or Additional Support Needs who have Difficulty Using the Ordinary Exam Papers*, BETT 2013, 31.1.13.
- Wilson, A. (2012) *The CALL Scotland Loan Bank of Equipment*, ICT and Inclusion Edinburgh, 14.6.12.

7. Books for All

Funded by: Scottish Government Core Grant

CALL Scotland has a leading role in the provision of learning materials in accessible formats for pupils with additional support needs, through the Books for All Scotland database and a number of other initiatives to raise awareness and provide accessible resources.

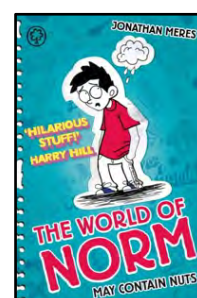
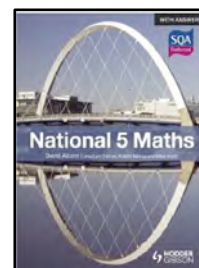
OUTCOMES

Awareness raising and CPD

- To raise awareness and build capacity in schools and local authorities, CALL offered to facilitate strategy planning meetings in local authorities with for example managers in Support for Learning, ICT support, Additional Support Needs, Literacy, VI and Sensory Support. In 2012-13, these were held in Aberdeenshire (28.9.12), Highland (3.10.12), East Lothian (24.10.12), East Ayrshire (22.10.12), West Dunbartonshire (4.12.12). Dumfries (12.2.13) adding to the authorities covered in 2011-12 (Angus, Argyll & Bute and Glasgow). Feedback from participants has been good.
- 64 participants attended five courses on various aspects of Books for All in CALL.
- CALL continued to develop the Books for All web site (an average of over 4,000 visitors per month, reaching a peak of 7,430 in March 2013).

Accessible format books from CALL

- Over 200 Hodder Gibson textbooks in accessible digital format are now available from CALL through the Books for All web site.
- CALL continued to work with the Scottish Book Trust and publishers to create and distribute accessible digital versions of the shortlisted titles for the 2012 Scottish Children's Book Awards. Schools requested 89 copies of CDs with accessible copies of the shortlisted books, allowing pupils who find it hard to read standard 'print' books to take part in the judging along with their peers in the classroom.
- The annual return to the Copyright Licensing Agency, listing copies of accessible books prepared and distributed directly by CALL, showed that 655 copies of 156 individual digital books were issued to pupils who are unable to access standard print materials between July 2011 and June 2012. This compared with 755 copies of 121 titles the previous year. It may be that further adoption of Curriculum for Excellence has resulted in less demand for certain texts previously regarded as 'key'.

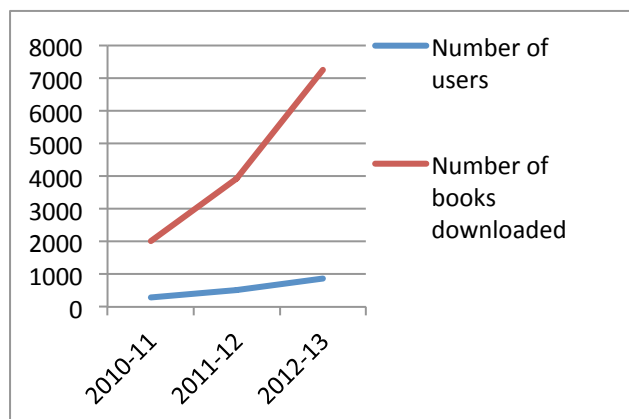


Books for All Database

- Another 229 books, contributed by the VTSS team in City of Edinburgh were added to the database in September 2012.
- CALL has a long-standing partnership with The Seeing Ear, a charity that provides an online database of books in accessible text format. The Books for All Database now has listings of the Seeing Ear catalogue so that Scottish staff can search both resources at the same time.
- The Database now has 5,540 items listed.
- 7,257 books were downloaded by 862 users in 2012-13, compared to 3,923 books by 523 users the previous year; a 65% increase in the number of users and an 85% increase in the number of downloaded books (Table 6 and Figure 4).

Table 6: Users and books downloaded from the Database

	2010-11	2011-12	2012-13
Number of users	289	523	862
Number of books downloaded	2012	3923	7257



The Scottish Computer Voices

The Scottish Voice web site received 13,317 visits in 2012-13, compared with 16,347 in 2011-12, the year in which the male Stuart voice was launched. Heather was downloaded 949 times (up 61%) and Stuart 851 times (down 11%).

Interactive maths textbooks

In 2010 we created adapted digital versions of Heinemann Scottish Primary Maths books for a pupil with severe physical disabilities referred to CALL for assessment and support. The learner cannot use a pen or pencil, but can access his laptop with a joystick and an on-screen keyboard. The adapted digital textbooks used the same PDF technology as employed by SQA for the Digital Question papers, and his teacher wrote to say that "I wanted to e-mail to let you know how successful, from my point of view, A.B.'s scanned maths materials have been. With him being able to fill in the answer boxes independently, after class and group tasks, I can really assess the areas he is secure in".

The books were evaluated and refined with other pupils, and proved equally successful, and so from September 2012 to March 2013, Sarah and Rebecca in CALL, with some volunteers from George Heriot's School in Edinburgh systematically adapted the entire Scottish Heinemann Maths catalogue. This involved scanning and then adapting and manually drawing in tens of thousands of answer boxes to the digital textbooks. We hope to have the books available on the database in time for the 2013-14 session.

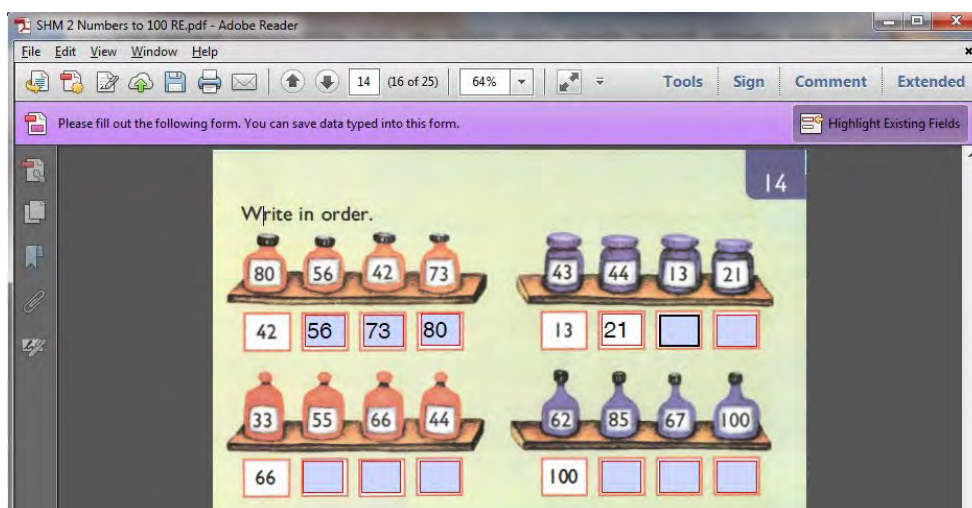


Figure 5: Typing answers into an adapted digital maths book

Related developments in England

In 2011 the Department for Education in Westminster awarded RNIB and Dyslexia Action £1.35 million over 2 years, to create a collection of “accessible curriculum resources to support learners who cannot use standard print materials, particularly those with dyslexia or who are blind or partially sighted.”

Following advice from CALL, RNIB chose to host their “Load2Learn database” (<http://load2learn.org.uk/>) with Scran, who also host the Books for All Database.

Initially, Load2Learn charged a yearly subscription charge based on the number of pupils ranging between £180 for a school with less than 100 pupils, to £810 for a school with more than 1200 but in January 2013, this charge was scrapped and the database is now free to use. Load2Learn now has 2,200 books and 2,300 accessible images. Many of the primary school books are used in Scottish schools, but there are very few secondary textbooks – most secondary titles are for the English National Curriculum.

8. Development and support for schools using SQA digital exam papers

Funded by: SQA

TARGET OUTCOMES

- CALL Scotland works in partnership with the Scottish Qualifications Authority to continue to develop and implement digital papers, increasing awareness and expertise in schools, and improving access to digital papers for candidates who can benefit from them in examinations.

OUTCOMES

- In 2012 there were 3,694 requests for digital papers on behalf of 1,327 candidates from 173 centres, representing a 42% increase in the number of requests; a 58% increase in the number of candidates; and a 16% increase in the number of centres. 44% of Scottish secondary schools used the papers in 2012. Digital papers and use of ICT in examinations are being used by more candidates, from more schools, for more assessments, each year (Figure 6).
- Digital papers were used in schools in 30 out of 32 local authorities, and also in FE Colleges and independent schools. Harris Academy in Dundee made the largest number of requests (201 – up from 125 in 2011).

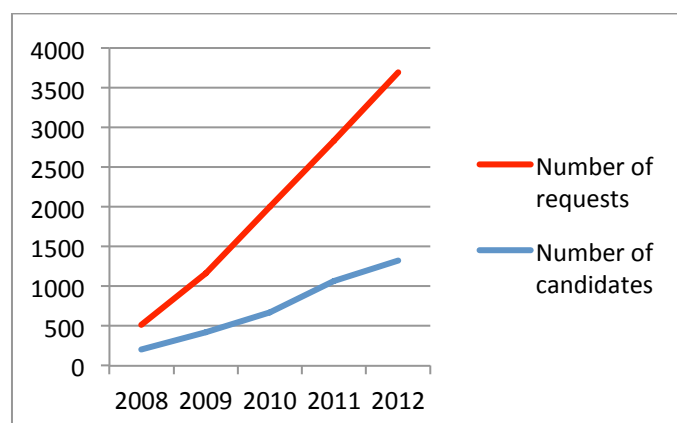


Figure 6: Number of candidates using digital papers, and requests for papers 2008 - 2012

- Use of ICT and digital question papers is becoming more common: 18% of the 57,821 requests for Assessment Arrangements in examinations involved use of digital question papers or ICT (up from 11% in 2008). Readers and scribes remain the most common methods of support (32% of requests involve a reader; and 25% involve a scribe) but the data suggests that ICT is replacing use of human support in many cases. The evidence indicates that digital papers and ICT offer candidates a more independent method of support, and that demands on staffing and accommodation are reduced, compared to user of reader/scribes.
- SQA and CALL, in collaboration with schools and users, continually monitor and improve the digital papers. A new innovation for 2012 was the introduction of Digital Answer Booklets in Word (DOC) format (previously they had only been available as PDFs). These have been well received by candidates and centres.
- There continues to be considerable demand from schools and local authorities for CPD on introducing the digital papers and also on creating prelims. 20 CPD sessions were delivered in schools and local authorities throughout the year, plus another 4 in CALL.
- It is important that the digital papers can be read out accurately with text-to-speech software, and so in 2011 and 2012, CALL carried out an analysis of the papers to identify mispronounced vocabulary. This information was fed back to CereProc, the developers of the Scottish computer voices, and improved versions of the voices were treated and made available to schools. The 2012 analysis indicates that this has resulted in fewer mispronunciations.

- Reports on the 2012 diet and on the text-to-speech analysis with further details and feedback from schools is available from the CALL web site at <http://www.adapteddigitalexams.org.uk/Downloads/Reports/>.

USER FEEDBACK

Each year SQA seeks feedback from schools that used digital papers, and a sample of comments from staff are given below:

- I enthusiastically endorse the use of digital papers for pupils with ASN - Specific learning difficulties with reading, writing, spelling. Also, more able pupils who have poor handwriting and presentation skills can use the papers to type answers straight into paper rather than cope with paper exam and laptop.
- This was our first attempt at using Digital Papers and we felt that it went much better than we had expected! Will be using next year with a larger number of pupils.
 - *Pupils are trained in using digital papers from 1st year onwards. Subject workbooks and class tests are in digital format for ASN pupils. This will continue to be updated and developed.*
 - *This was our first year of using Digital Question Papers. We were very pleased with how it went. One pupil used them for most of her Standard Grades and it made a huge difference to her and her overall confidence.*
 - *The time involved to set up all machines prior to each examination when you had four or more pupils needs always to be considered by the school*
 - *I fully intend to broaden my use of Dig. Papers in 2013 now that I have tried them. I admit to being extremely nervous of using them for the first time but having bitten the bullet I was extremely impressed. They work for pupils who are not entirely relaxed with a Reader / Scribe and allow greater independence.*
 - *I like the idea that pupils can type their own work without the aid of a scribe. However, technical hitches with saving work (one pupil had to resit the exam as the work could not be saved and was lost), has made me nervous about using the digital exams again.*
 - *We are very keen to continue to use digital exams. There are ongoing related issues though such as staff cutbacks (severe recently) and this means that we have little time to provide practice for candidates in advance of exams. There is also little time to teach youngsters keyboarding skills to speed up their typing. If they are very slow at typing up answers, they are generally not keen to use a digital exam. Cutbacks have also meant that we now have very few printers in school and so if a number of candidates are printing at the same time, there can be quite a backlog.*
 - *Digital papers are a great improvement on using readers and scribes as it promotes independence and puts the candidate in control.*
 - *We are delighted with the advancement of digital presentations. Pupils have a far greater sense of independence and achievement. As far as logistics are concerned, it is an invaluable development in the smooth delivery of additional support.*
 - *This is our second year using digital papers but last year we had just a couple. This year we had most of our AA pupils on digital and the system worked extremely well and the feedback from pupils and staff was very positive. We will definitely be using them in future. We use digital papers all through school so that when the pupils sit SQA exams they are completely used to the system.*

9. iPads & ASL

Funded by: Scottish Government Core Grant

CALL has undertaken a number of initiatives to examine and raise awareness of the potential for iPads and other tablet devices to improve access to the curriculum for pupils with additional support needs.

OUTCOMES

iPads and other tablet devices have great potential for learners with additional support needs, but there is a need to gather and disseminate good practice so that schools do not make inappropriate purchases, obtained best value, and most importantly, use the devices to deliver effective teaching and learning.

- A database of apps for personal communication was created and made available at <http://www.callscotland.org.uk/Resources/>.
- An article by Sally Millar called *iPads and Apps for Learners with Autism: Thoughts from CALL Scotland* was published in NASEN's 'Special' magazine, Autism Edition, January 2013.
- A book entitled *iPads for Communication, Access, Literacy and Learning* was written and published. It is a free download from the CALL website and is also available in print from the CALL shop. It was the most popular book on the CALL website, with 2,694 downloads.
- The CALL Passports app is finished but is not yet available through the iTunes store.
- As a result of additional funding from the Scottish government, CALL now has a stock of iPads for assessment, loan and training. Following assessment by CALL of individual referred pupils, iPads were recommended to 14 learners as personal communication aids or personal writing aids..
- CALL developed and delivered iPad-related CPD courses on:
 - iPads for AAC
 - iPads to support basic communication
 - iPads and dyslexia
 - iPads for pupils with visual impairment
 - Introduction to iPads for pupils with ASN
- With ACiP:S, a Study Day on *iPads and AAC* was held in Dunfermline on 7 November 2012 and attended by 75 participants. Three speakers from CALL Scotland presented at the day on three separate topics.
- CALL ran an Information Day for parents, Saturday 24 November 2012 in Edinburgh, and 22 February 2013 in Aberdeenshire, on the iPad for learning, communication, and to support literacy.
- With Apple UK, CALL hosted a very successful conference focusing on iPads and mobile devices, entitled *Developing Teachers in the Post PC Era*, on March 22 2013, attended by 135 educators from across Scotland.



It gave me lots of food for thought! It made me realise (if I hadn't already!) how much consideration needs to be given to choosing the correct app – matching it to your client's needs and abilities. Is it the right way for them? Really good info today!

Informative and clear presentations – dynamic. Basic and more advanced information. varied and highly informative workshops. (Speech and Language Therapist attending ACiP:S day on 7.11.12)

10. NES 'Right to Speak' project

Funded by: NHE Education for Scotland

In October 2012, CALL was commissioned by NHS Education for Scotland (NES) to create a suite of "appropriate resources, to promote universal support, for people who use AAC, by increasing awareness of AAC in the wider community and by enhancing the ability of the wider community to adapt to the communicative requirements of those who use AAC."

OUTCOMES

Sally Millar and Craig Mill, with valuable input from other CALL team members, created a set of materials comprising:

- *Ways to Communicate* – A short, 'fun' instructional video introducing the concept of AAC, some examples of different types of AAC, and hints and tips about how best to communicate with someone using AAC.



- *How many ways are there to communicate?* A short video collage showing clips of people who cannot speak, due to disability, but who can communicate using a variety of different forms of 'Augmentative and Alternative Communication' (AAC). This film gives a 'mini preview' of AAC in action. There are more ways to communicate than you think!
- An online learning module, created in Articulate Storyline (this is Section 1 in a 4-part series; Sections 2-4 are done, but still awaiting NES moderation.)

- A set of eye catching posters, downloadable and printable in A5, A4 or A3 size.



- A set of downloadable resources for use with / by people who do not speak and who need AAC.
- A web site created to host the materials, and from which to run pilot evaluations

All of these resources are currently in a 'pilot phase'. They can be viewed and used, provided evaluation is supplied, but are not yet finalised, 'published' or launched by NES. They can be viewed here www.aacscotland.org.uk



11. Continued development and support of Personal Communication Passports

Funded by:

- (a) Scottish Government Core Grant (development of materials)
- (b) Income from schools, local authorities & CPD participants (CPD)

TARGET OUTCOMES

A new CALL 'App' is in preparation for publication via iTunes, which will bring the use of 'talking' digital Personal Communication Passports within reach of all who have an iPhone, iPad or iPod Touch. This will be especially useful to parents. Practitioners and parents can download, free of charge, both paper and computer-based Passport Templates from the CALL/Passports web site, also articles and useful practical information, <http://www.communicationpassports.org.uk>. Schools, parents, families and other agencies engaged in service provision to children and adults with disabilities can access training in best Passports practice and hands-on Passport creation techniques.

OUTCOMES

Funded by a residue of a grant from the Edinburgh University Knowledge Transfer and Exchange service, work has continued on a CALL 'App' for iPad / iPod Touch & iPhone. This will allow parents, professionals and young people themselves to carry, update and share an electronic Passport, with photos and recorded audio, in an easy to use and 'cool' format.

The first versions of the App were well received at early demonstrations and at CALL courses, throughout 2012. This is the first App that CALL has undertaken, so the learning curve has been quite steep. The App is currently being rewritten / upgraded to take advantage of recent software developments and improvements and to run on iOS 7 (about to appear on general release).

Demand for Passports courses and 'refresher courses' continues steadily, albeit at a low level. A section on Personal Communication Passports is commonly included in CALL training on e.g. 'Listening to Children'; Complex and Multiple ASN etc.

CALL is frequently both referenced and asked for information and references, as increasing numbers of health, education and social care students worldwide undertake research and development work in Passports, indicating that Passports has become recognised as an element of established 'Good Practice'.

USER FEEDBACK

None as yet, as the App is still not on general release. Informal feedback is positive.

12. CALL Scotland Staff and Steering Group Members, 2012 – 2013

CALL Scotland Staff

- Sally Millar, Specialist Speech and Language Therapist & Joint Coordinator
- Paul Nisbet, Engineer, Educational Technologist & Joint Coordinator
- Stuart Aitken, Psychologist & Visual Impairment Specialist
- Sandra O’Neill, Teacher & Training Services Coordinator
- Joanna Courtney, Specialist Speech and Language Therapist (on maternity leave until August 2012)
- Gillian McNeill, Specialist Speech and Language Therapist
- Craig Mill, Assistive Technology Advisor
- Allan Wilson, Information Coordinator
- Robert Stewart, Technology Support Officer
- Sarah Marjoribanks, Administrator
- Rebecca Gow, Resources Editor, Assistant Administrator

Steering Group Members

- Stuart Robertson (Chair)
- David Thompson, Scottish Government Learning Directorate (until March 2013)
- Laura Meikle, Scottish Government Support and Wellbeing Unit (from March 2013)
- Trevor Baxter (ASLO Representative), Inclusive Education Manager, South Lanarkshire Council (from February 2013)
- Grant Douglas, ICT User representative (until January 2013)
- Marie Foley, Manager, Learning Support Service, East Dunbartonshire
- Jill Hale, National Manager: Support for Learners with Profound and Complex Needs, Scotland’s Colleges (until February 2013)
- Sandy MacLean, Adviser, Scotland’s Colleges (from October 2012)
- Joan McKay, Principal Teacher, ASL, Scottish Borders
- Sheila Riddell, Professor of Inclusion and Diversity, Moray House School of Education
- Irene Stove (ASLO Representative), Educational Support Officer, Angus Council (until January 2013)
- Janis Sugden, Coordinator, Scottish Sensory Centre
- Barry Syme, (ASPEP Representative), Principal Psychologist, City of Glasgow Council
- Martin Vallely (ADES Representative), Professional Services Manager, City of Edinburgh Council (from March 2013)
- Tina Woolnough (National Parent Forum of Scotland Representative)

13. GLOSSARY

AAC	Augmentative and alternative communication
ACiP:S	Augmentative Communication in Practice: Scotland
ADES	Association of Directors of Education
ASLO	Association of Support for Learning Officers
ASN	Additional Support Needs
ASPEP	Association of Scottish Principal Educational Psychologists
AT	Assistive Technology
B4A	Books for All
BECTA	British Educational Computing and Technology Agency
BETT	British Education and Training Technology Exhibition
CALL	Communication, Access, Literacy and Learning
CfE	Curriculum for Excellence
CFS	Communication Forum Scotland
CLA	Copyright Licensing Agency
CM	Communication Matters
CPD	Continuing Professional Development
ES	Education Scotland
FACCT	Fife Assessment Centre for Communication through Technology
FE	Further Education
GASS	Grant Aided Special Schools
HE	Higher Education
HMIe	HM Inspectorate of Education (now part of Education Scotland)
HI	hearing impairment
ICT	Information and Communication Technology
ICTSLS	ICT Support for Learning Scotland
JISC	Joint Information Systems Committee (in FE/HE)
KeyComm	Edinburgh & Lothians AAC service
LA	Local authority
LTS	Learning and Teaching Scotland (now part of Education Scotland)
MH / MHIE	Moray House / Moray House Institute of Education
NAACE	[not an acronym] ICT association for education professionals (UK)
QMUC	Queen Margaret University College
RCSLT	Royal College of Speech and Language Therapists
RNIB	Royal National Institute for the Blind
RSC	Regional Support Centre
SCRAN	Scottish Cultural Resource (charity and online resource base)
SCTCI	Scottish Centre for Technology for the Communication Impaired
SG	Scottish Government
SICTDG	Scottish ICT Development Group
SIG	Special Interest Group
SLA	service level agreement
SLF	Scottish Learning Festival (LTS run event every September)
SocITM	Society of IT Managers
SQA	Scottish Qualifications Authority
SSC	Scottish Sensory Centre
TASSCC	Technological Assessment and Support Service for Children and the Curriculum (Aberdeen)
UoE	University of Edinburgh
VI	visual impairment
VIP	visually impaired persons
VQ	Victoria Quay



Communication, Access, Literacy and Learning

Moray House School of Education

The University of Edinburgh

Paterson's Land

Holyrood Road

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CALL Scotland provides services and carries out research and development projects, working with all those involved in meeting the needs of people who require augmentative communication and/or specialised technology use, particularly in education.