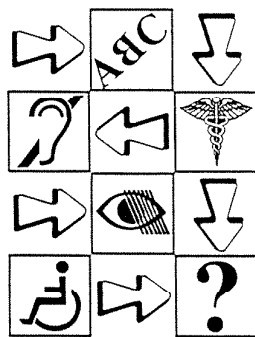


University of Toronto at Mississauga

AccessAbility Resource Centre

Annual Report

2000 - 2001



Prepared by Elizabeth Martin – Coordinator
AccessAbility Resource Centre

For
The Ministry of Education and Training

To obtain this report in alternate formats
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EXECUTIVE SUMMARY

The Access**Ability** Resource Centre is a student service, academic service and equity office on the UTM campus. It is a separate entity from the St. George and Scarborough disability offices and is funded through a grant from the Ministry of Education and Training. The Coordinator of the Centre reports directly to the Dean of Student Affairs & Assistant Principal, Student Services at UTM.

The Centre provides services and academic accommodations to students who have a documented learning, physical, sensory, mental health disability or medical condition and ensures that the accommodations the students receive are appropriate for their disability and are in accordance with the Ontario Human Rights Code.

Centre staff also consults with faculty, staff and community professionals (e.g. case managers, guidance counselors, special education teachers) about specific student cases and provides information about the services offered by the Centre.

In 2000-2001 the Centre continued to grow in its partnerships with a number of UTM services. There was also a considerable increase in the awareness of access issues on campus and the desire to remove barriers that made participation in university life difficult for students who have a disability.

The Centre also continued to struggle with significant funding difficulties that at times impacted service delivery to students.

In 2001-2002, the Centre will continue to increase its partnerships with services and departments at the UTM campus. It will also begin planning for the substantial growth in population that will happen in the next few years and look at increasing the funding it currently receives.

REVIEW OF ACHEIVEMENTS

In 2000-2001, the Centre provided accommodations and services to 141 students who had a documented disability. This number does not include those students who began the registration process and then decided not to continue or those who thought they may have a disability and the difficulty they were experiencing was determined to be a skills deficit.

Although the number of students stayed in the same range as in 1999-2000, the needs of a number of students were very complex (e.g. personal assistance in lectures often provided by Centre staff).

The Centre continued to provide the same services as in the previous year. Services included:

- disability management
- advising
- access to bursaries and scholarships
- orientation to the Center and UTM services
- diagnostic screening for learning disabilities
- onsite psycho-educational assessments
- access to assistive technology and equipment
- liaison with faculty, community, and staff
- test and examination arrangements
- notetaking services
- library assistants
- personal assistants
- liaison with Laidlaw for access on UTM/St. George inter-campus bus
- equipment loan
- readers
- scribes
- mobility training for orientation to UTM campus
- sign language interpreting, computerized notetaking, attendant care
- access to materials in alternate formats
- referrals to on and off campus resources
- assistance with other access issues

Centre staff also encouraged students to learn to manage their own academic supports. The development of self advocacy skills will assist the student in the future when they require accommodations in the workplace.

Disability Management/Advising

All new students were required to meet with the Coordinator in August or September to register with the Centre. Returning students were also required to meet with the Coordinator to re-register for services. This initial meeting allowed the Coordinator to update the student's file and accommodations and also discuss any changes or events that may impact their studies (e.g. future hospitalization, changes in medication, progression of medical condition).

Students also met with the Coordinator to discuss submitting petitions and appeals, obtaining financial assistance and were encouraged to contact the Centre with any questions they had. If the Centre staff were unable to answer the question, the student was referred to the appropriate person/department.

Administrative Processes

The Centre continued to update forms used for registering and re-registering students for accommodations and services.

A Medical Certificate was incorporated into the intake process. The certificate requested that the medical professional answer specific questions pertaining to the student's disability and how it would affect the student's involvement in academic activities at UTM.

This certificate reduced the number of follow up contacts the Coordinator made with medical professionals for clarification on information he/she had provided.

Outreach to Students

The Centre sent print materials (brochures, letters, Coordinator's business cards) to the secondary schools in the surrounding regions (e.g. Peel, Halton).

This mailing prompted numerous contacted from guidance counselors, special education teachers, students and parents requesting more information about the Centre's services and transition to university.

Students who made contact ranged from Grade 11 to OAC. The students in Grade 11 indicated that they were researching different universities in Ontario for the future.

The Centre also participated in two student information days that were held in October 2000 and March 2001. Other methods of outreach included distributing brochures and promoting the Centre's web page.

Accommodations to Students

The Centre continued to provide test and examination accommodations and volunteer services to all registered students. The procedures used to deliver services to students were reviewed due to a reduction in staff that significantly impacted the Centre. The procedures were streamlined as much as possible in the attempt to ensure that accommodations were received in a timely manner.

Learning Disability Program

Students with learning disabilities continued to be one of the largest groups accommodated by the Centre.

The turn around time for learning disability assessments at UTM was again two weeks. The assessment process entailed:

- Intake interview with Coordinator of the *AccessAbility* Resource Centre
- Diagnostic assessment by the Skills Strategist in the Academic Skills Centre
- Referral to the Registered Psychologist and psycho-educational assessment (performed on UTM campus to suit the student's schedule - including evenings and weekends)
- Feedback meeting involving the student and the psychologist to review the report including an explanation of testing results, recommendations and strategies
- Follow up meeting between Coordinator and Psychologist (if required) to review results and any other recommendations (e.g. referral to psychiatrist in Health Services)
- Meeting involving the student and the Coordinator to review and put into place the accommodations recommended by the Psychologist
- Sessions with the Skills Strategist in the Academic Skills Centre to develop and refine strategies (always a recommendation for students who are diagnosed with a learning disability at UTM)

Volunteer Services

The Centre continued to provide volunteer services to all students. Over 100 volunteers were recruited, trained and supervised by the staff of the Centre.

Volunteers provided the following assistance:

- Notetaker (taking notes for students who have a disability)
- Personal Assistant (assisting students in and outside of the classroom with personal needs)
- Library Assistant (assisting students who have a physical or sensory disability obtain information/books)
- Special Events Assistant (assisted in looking after Centre's booth at information days and Volunteer Fair)

Students needs this year were much more complex than the previous year requiring more time from volunteers and when a volunteer was not available Centre staff filled the role to assist the student.

The Centre also provided volunteer services to faculty and staff who had a temporary disability while at work. Volunteers assisted in transporting the person from one building to another and ensuring they knew the accessible routes on campus.

Bursary Assistance

The Coordinator of the Centre continued to manage and approve students requests for the OSAP Bursary for Student With A Disability. Access to the OSAP bursary, college bursary and university bursary allowed students to purchase services, technology, equipment and other disability related educational expenses essential to their participation in university studies.

All psycho-educational assessments were paid for using a bursary. Students did not have to use their own personal funds.

Students were also referred to Registrarial Services for information about scholarships and any other financial assistance available.

Provision of Assistive Technology and Equipment

The AccessAbility Resource Centre continued to provide on campus access to technology and equipment.

The Centre's Adaptive Technology Room continued to house specialized software (JAWS, Dragon Dictate, Openbook), hardware (Smartview, scanner, voice synthesizer) and other equipment (height adjustable desks, Obus chairs, footrests) for students who have a disability.

The technology and equipment was available to students for studying however, it was also used for tests and examinations. Due to the demand for access to the technology, the Centre implemented a booking procedure as often more than one student required the same technology at the same time.

Outreach and Disability Awareness

The Coordinator continued to consult with faculty and staff about specific student cases and on how to make their program/service more accessible and welcoming to students who have a disability.

Inservices and presentations were conducted with a number of departments and individuals including the UTM library and new UTM faculty.

The Coordinator continued to serve on a variety of committees and working groups to ensure the needs of individuals who have a disability were addressed.

A new website for the Centre which includes a section for staff and faculty and disability awareness information was developed and an implementation date of September 2001 was set.

Partnerships

At the University of Toronto at Mississauga

The Coordinator became a member of the following committees:

- Phase 7 Residence Implementation Committee
- CCIT Users' Committee
- Theatre Design Committee
- Centre for Applied Biosciences and Biotechnology Users' Committee
- Coordination of Student Services and Confidential Records Committee
- Positive Space at UTM

The Coordinator continued membership on the following committees:

- UTM Access Committee
- Quality Service to Students (QSS) Committee
- Student Services Posse
- Volunteerism Committee
- Staff Development Committee
- Joint Health and Safety Committee
- Personal Safety Committee

The Centre also had partnerships with the following services/departments:

UTM Library

- The Centre continued to provide volunteer library assistants to assist students who have a disability in obtaining resources from the library, searching the library database and photocopying

Academic Skills

- The Centre continued to work with the Skills Strategist in identifying students who may have a learning disability and providing academic support to students with a diagnosed learning disability, ADD/ADHD, mental health disability or acquired brain injury.
- The Coordinator also participated in the new faculty orientation.

Psychology Department

- The Coordinator presented to students in lectures of the Exceptionality in Human Learning courses PSY345F and PSY442F.
- The Coordinator also assisted the faculty in obtaining guest speakers for the PSY345F course.

Campus Police

- The Coordinator and Manager of Campus Police worked together on implementing the evacuation procedures for individuals who have a disability. The procedures were presented to and approved by the Joint Health and Safety Committee at UTM and signs have been placed in many of the buildings.

Career Centre

- The Coordinator and Manager of the Career Centre presented two career development workshops for students who have a disability. Both were well attended and were also taped for students who were unable attend.

Centre for Physical Education

- The Coordinator consulted with the staff regarding access for individuals who have a disability and want to use the department's facilities. Areas of concern were addressed and plans for future changes to the facility and services were discussed.

Facility Resources

- The Coordinator was designated as the accessibility consultant requiring input and approval of any renovations and new buildings at the UTM campus.

Registrarial Services

- The Centre assisted Registrarial Services by providing a volunteer who gave a tour to a student who used a mobility aid. The volunteer also discussed physical access at UTM.
- At the request of recruitment staff, the Coordinator met with a group of secondary school students who have disabilities to provide them with information about services and accommodations the Centre provides and access at UTM.
- The Centre participated in two student information days.

Student Affairs

- The Coordinator participated in organizing the Volunteer Fair and Volunteer Recognition Ceremony. Over 200 students were recognized for their volunteer services to UTM and the surrounding community.
- The Coordinator also sat on the Staff Development Committee which developed and implemented a half day training program for front line student services staff (Registrarial Services, Child Care Centre, Academic Skills Centre, Diversity Relations Office, AccessAbility Resource Centre, Career Centre).

Erindale College Student Union

- The Centre participated in "Diversity Week" held at the Student Centre.

Business Services

- The Centre staff assisted the staff of Business Services by registering all students using a mobility aid (wheelchair, scooter, walker) or those with a visual disability with Laidlaw. Laidlaw provides the vehicles for the UTM/St. George inter-campus bus. This contact ensured that the bus driver was aware that a student with a disability would be on the bus and also that the bus had a wheelchair/scooter lift.

Health Services

- The Coordinator consulted with physicians and nurses in the Health Services at UTM about specific student cases and policies around documentation required by students when missing a test, examination or requesting an extension for a paper due to illness.

Microelectronics and Computing Services

- Technicians from Microelectronics assisted the Centre in placing text enlargement software on computers in the computer labs at UTM. They also provided ongoing maintenance for the specialized hardware and software in the Adaptive Technology Room.
- Staff from Computing Services assisted the Coordinator in developing the Centre's web page.

At the University of Toronto

The Coordinator continued to be a member of the Equity Issues Advisory Group and Deaf Students Transition Project.

Tri-campus meetings were held between the Coordinators from *AccessAbility* Services (UTSC), *AccessAbility* Resource Centre (UTM) and *DisAbility* Services (St. George). At these meetings service policies and procedures, upcoming projects and any other relevant information was shared.

In the Community

The Coordinator continued to be the University of Toronto representative on the Community on Campus Advisory Committee. Community Living Mississauga is responsible for the program which has been on the UTM campus since 1996.

The Coordinator consulted with community case managers (for students who have an acquired brain injury), speech and language psychologists and psychiatrists about specific student cases when required.

Workforce

The Centre hired and trained invigilators to supervise tests and examinations. The training component for invigilators was reviewed and updated as was the Invigilator Procedures Manual.

A Work Study student updated the disability/medical conditions and community organizations/services resource files.

Resource Centre

The Centre continues to house resource files containing information about different disabilities, medical conditions, community organizations, social issues and services for individuals who have a disability. Students who have a disability, faculty, staff and students in the Exceptionality in Human Learning Program requested to review these files.

Professional Development/Memberships

Professional Memberships

IDIA	Inter-University Disability Issues Association (ONTARIO)
CADSPPE	Canadian Association of Disability Provides in Post-Secondary Education (CANADA)
AHEAD	Association on Higher Education and Disability (U.S.A)
NEADS	National Educational Association of Disabled Student (CANADA)
CACUSS	Canadian Association of College and University Student Services (CANADA)

Professional Development

The Centre staff attended the following seminars/conferences:

- CACUSS Annual Conference held at York University
- "The Effects of Manic Depression" held at UTM
- "Student at Risk – Responding to Suicidal and Self Harming Behaviour" held at University of Toronto
- AHEAD Annual Conference held in Kansas City, Missouri
- "Understanding the USWA Collective Agreement" held at UTM

Accessibility

In 1999-2000 UTM received \$52,000 from the Provost of the University of Toronto for accessibility projects on the UTM campus. The campus also received \$34,000 from the university's Students' Administrative Council Wheelchair Access Committee.

In order to decide how these funds were to be used, the Coordinator of the Centre consulted with students who had wide range of disabilities to determine what areas of the campus required immediate attention. Once the areas were identified, the students assisted in prioritizing the projects in order of their importance.

Areas to be renovated include:

- Service desks in student services (Career Centre, Health Services, Fitstop, Phase 6 Residence, and Registrarial Services), Student Centre Info Desk and Pub counter to be lowered
- Door openers to be installed in key areas of the South Building, North Building and Student Centre
- Path to be constructed from Five Minute Walk to basketball courts near North Building
- Curb cuts throughout campus to be recut
- Entrance on level 1 leading to Lot 4 to be graded for evacuation purposes
- 21" computer monitor to be purchased for future kiosk in Student Centre
- Washroom to be renovated in the Centre for Physical Education women's changeroom
- Nosings of the stairs in the Student Centre and campus lecture theaters to be painted a contrasting colour
- Infrared listening system to be purchased and installed in Matthews Auditorium

The Coordinator was asked by the Principal of UTM and committee chairpersons to sit on user and implementation committees for future buildings (Phase 7 Residence, CCIT, Theatre Extension, Centre for Applied Biosciences and Biotechnology) to ensure that the needs of individuals who have a disability are included in the design of the structure.

The Coordinator was also asked by the Director of Facility Resources at UTM to sign off approval on the designs for all renovations and new construction on the UTM campus.

A report on accessibility at the UTM campus was written by the Coordinator and reviewed by the University Affairs Board. The report indicated that UTM uses the design standards for the university and has also implemented the principles of universal design (see Appendix E).

Principal's Advisory Committee On Access Issues For Individuals Who Have A Disability

In 2000-2001, the *UTM Access Committee* evolved into the *Principal's Advisory Committee On Access Issues For Individuals Who Have A Disability*. The role of the committee is to ensure that students, staff, faculty and visitors who have a disability are given every opportunity to participate fully in the UTM environment. The committee also ensures that the principles of universal design (Appendix E) are incorporated into all areas of the campus.

The committee meets every two months or as required and at least two students registered with the *AccessAbility* Resource Centre are members.

REVIEW OF THE CHALLENGES

In 2000-2001, the Centre provided the same array of services to students as in the previous year however, the Centre was reduced by one staff person due to funding problems. This made service delivery extremely difficult as there was an increase in the demand for services and many students' needs were very complex.

The Centre had a deficit of \$20,747 due to a \$10,000 increase in invigilator costs, a reduction in the funding given by UTM and the Centre had very little funding to carry forward from the previous year.

Invigilators continued to be a drain on the Centre's budget. Due to their membership in the CUPE Local 3902 they earn between \$24.55 and \$30.81 per hour depending on their classification (UG, SGSI or SGSII).

Another area that placed considerable stress on the Centre's budget was the lack of a designated test and examination centre for students who have a disability. At times more than one invigilator had to provide supervision to students when a test and examination centre would have required only one invigilator be scheduled.

The limited funding the Centre received continued to significantly impact the Centre's ability to provide services in a timely manner.

Hours of Operation

The Centre staff experienced difficulty maintaining its drop-in hours for students and volunteers. This was due to an increased need for staff to provide direct service to students when a volunteer could not be found to fill a role or to invigilate a test or exam when an invigilator is unable to work. The Coordinator must also attend meetings outside of the Centre, which leaves only one staff person to keep the Centre open.

Students, staff and faculty have commented on the number of times they come to the Centre and find it closed during drop-in hours.

Volunteer Services

The Centre recruited, trained and supervised over 100 volunteers in 2000-2001. In previous years volunteer services were organized by a casual staff person however, with the reduction in staff, the duties were given to the Test and Examination Officer.

The processes involved in volunteer services were reviewed and streamlined however, the amount of work required to set up the services and ensure that students were being appropriately accommodated increased the need for overtime hours for the Test and Examination Officer.

There was an increase in the requests for personal assistance on campus. Volunteers assisted the students by meeting their Transhelp bus, accompanying them to their lecture, assisting the student in the lecture to remove heavy coats, organizing the students books, ensuring there is an appropriate writing surface available, moving an ergonomic chair into the lecture room and if required assisting the student in transferring from their wheelchair/scooter to the chair.

A staff person dealing specifically with volunteer services would ensure that students receive the assistance they require in a timely manner. This additional position would also reduce overtime hours for current Centre staff.

Accommodating Tests and Examinations

The Centre experienced difficulty at times accommodating students appropriately for tests and examinations. A designated test and examination centre for students who have a disability is not present on the UTM campus and staff must rely on the availability of meeting rooms. These rooms were also at times not acceptable when a student needed a private room due to ADD/ADHD, an anxiety disorder, an acquired brain injury or if the student had a physical difficulty and required a scribe. They may also have not be near an accessible washroom or located in a high traffic area.

The Centre also experienced difficulty accommodating students who required the use of a computer for tests and examinations. There were often more students requiring the use of a computer at the same time than there were appropriate computers available. The Centre does have computers in the Adaptive Technology Room however, due to the size of the room only one invigilator and two students can write in the space comfortably. A test and examination centre would have the space to appropriately house a number of computers for use during tests and examinations.

Provision of Assistive Technology and Equipment

Specialized software, hardware, accessible computer stations and other equipment were available in the Adaptive Technology Room to students registered with the Centre.

In 2000-2001, there was an increased demand from students to use certain technology in the Adaptive Technology Room. Due to the increase in students requests to use the technology and as the computers in the room were also used for tests and examinations, a booking procedure was implemented. Students were frustrated by this procedure as some days the room was booked from 9:00am to 9:00pm for tests or examinations.

A designated test and examination centre would allow students full access the Adaptive Technology Room for studying and researching however, a booking procedure to use equipment would still be in place.

Workforce

As previously mentioned, the Centre staff was reduced in 2000-2001. It was difficult to keep the Centre open during drop-in hours and provide services to students as done in previous years.

Accessibility

UTM addressed a number of access issues this year however, in a few areas the renovations made were also not accessible to individuals who have a disability. These areas were reviewed again with input from the Coordinator of the Centre.

Due to the reduction in Centre staff, the Coordinator was unable to perform accessibility audits on the Student Centre and UTM Library. Many elements in buildings and departments were reviewed and recommendations were made on how to make the areas more accessible and welcoming.

PROPOSED INITIATIVES FOR 2001-2002

The Centre will continue to provide academic accommodations and services to students, promote disability awareness and consult on accessibility issues on the UTM campus. It will also function as an equity office for the University of Toronto.

Administrative Processes

The Centre is continuing to review database software programs that are being used by different university disability services. *DisAbility* Services at the St. George campus has hired a person to develop a database specifically for their service that will be shared with UTM and UTSC when completed.

Volunteer Services

The Centre will add volunteer readers to the services it provides to students. This service was in place two years ago however, students did not request items read onto audiotape. Due to the difficulties students experience in obtaining books on tape, the Centre will attempt to find volunteers to read chapters of textbooks onto audiotape until the students receive their tapes from W. Ross MacDonald or Recording for the Blind and Dyslexic.

Volunteer readers require considerable training on how to use the four track tape recorder, reader etiquette and troubleshooting. A handbook for volunteer readers will also be developed.

Partnerships

Partnerships for 2001-2002 will include:

Career Centre

- Coordinate career development workshops for students who have a disability

Academic Skills Centre

- Work with Skills Strategist providing support to students who have a learning disability, ADD/ADHD, an acquired brain injury or a mental health disability
- Request seminars and print materials on notetaking skills for volunteer notetakers

Campus Police

- Complete implementation of signage for evacuation procedures in existing buildings

Health Services

- Meet with nurses to inform them of the services provided to students by the Centre and update physicians on the Centre's medical certificate

Psychology Department

- Present in lectures to students who are in the Exceptionality in Human Learning Program

Student Affairs

- Assist with the organizing of the Volunteer Fair and Volunteer Recognition Ceremony

Professional memberships will be continued with:

IDIA	Inter-University Disability Issues Association (ONTARIO)
CADSPPE	Canadian Association of Disability Provides in Post-Secondary Education (CANADA)
AHEAD	Association on Higher Education and Disability (U.S.A)
NEADS	National Educational Association of Disabled Student (CANADA)
CACUSS	Canadian Association of College and University Student Services

The Coordinator will continue to be a member of the following committees:

- Quality Service to Students (QSS)
- Student Services Posse
- Principal's Advisory Committee On Access Issues For Individuals Who Have A Disability
- UTM Volunteerism Committee
- Staff Development Committee
- Joint Health and Safety Committee
- Equity Issues Advisory Group
- Deaf Students Transition Pilot Project Committee
- Community on Campus Advisory Committee
- Positive Space at UTM
- Phase 7 Implementation Committee
- CCIT Users' Committee
- Personal Safety Committee
- Standing Committee on Barrier Free Accessibility

Accessibility

In 2000-2001, UTM received funding from the Provost and SACWAC for accessibility projects.

UTM will experience renovations to key areas of the campus including the student services and Student Centre.

The Coordinator will continue to sit on users' and implementation committees for any future buildings and renovations being constructed on the UTM campus to ensure the design is accessible for individuals who have a disability.

Provision of Assistive Technology and Equipment

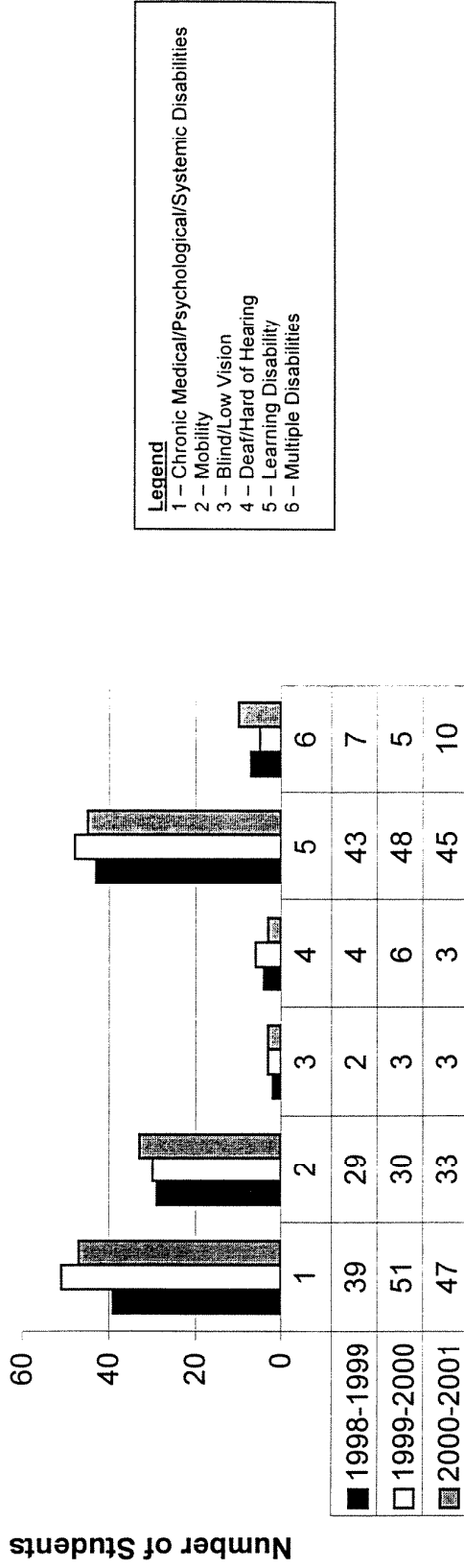
The Centre continues to have \$4,245 remaining from the 1999-2000 OTO funding given by the Office of the Vice Provost, Students to purchase equipment and technology.

Due to funding difficulties the \$4,245 was again not used this year however, it has been kept as a budget line in the 2001-2002 budget and will be used to purchase equipment and technology for students registered with the *AccessAbility* Resource Centre.

Workforce

A request has been made to the Dean of Student Affairs & Assistant Principal, Student Services for funding to hire a staff who would be responsible for organizing the Centre's volunteer services.

Students by Disability Classification Three Year Comparison



- Legend**
- 1 - Chronic Medical/Psychological/Systemic Disabilities
 - 2 - Mobility
 - 3 - Blind/Low Vision
 - 4 - Deaf/Hard of Hearing
 - 5 - Learning Disability
 - 6 - Multiple Disabilities

1998 - 1999 Total Number of Students - 124	1999 - 2000 Total Number of Students - 143	2000 - 2001 Total Number of Students - 141
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**AccessAbility Resource Centre
UTM**

**Statistics for Test & Examinations
2000 -2001**

MONTH	NUMBER OF STUDENTS	TESTS/EXAMS WRITTEN
May 2000	2	2 Tests
June	10	19 Tests
July	9	11 Tests
August	7 22	8 Tests 27 Exams
September	0	0 Tests
October	48	106 Tests
November	44	80 Tests
December	35 44	65 Tests 75 Exams
January 2001	13	14 Tests
February	53	103 Tests
March	40	72 Tests
April	36 53	56 Tests 83 Exams
May	51	80 Exams
TOTALS	467	801

**Statistics for Notetaking
2000 - 2001**

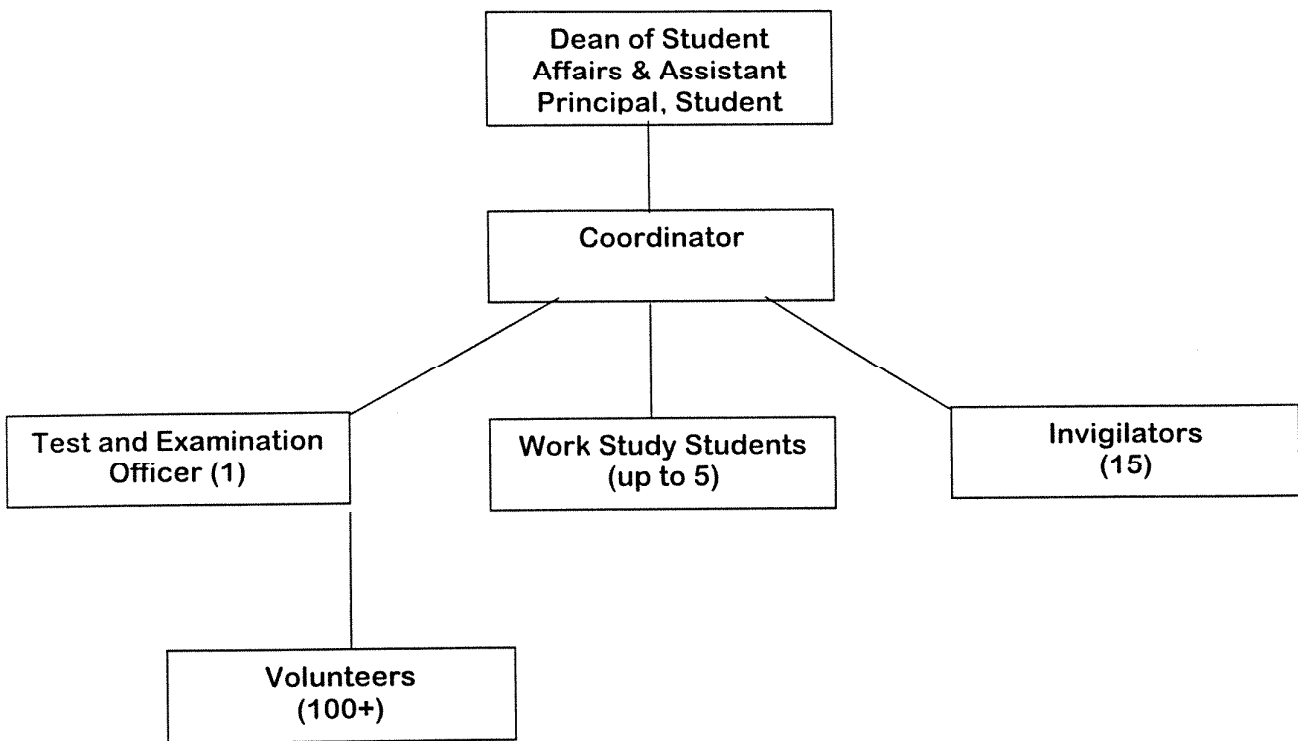
VOLUNTEER NOTETAKERS	
Number of Students	50
Number of Notetakers	93
Number of Courses Where Notetakers Requested	148

Statistics for Interpreters, Intervenors, Real-time Captioning and Computerized Notetaking

During the 2000 - 2001 academic year, there were no students requiring an interpreter, intervenor, real-time captioning or computerized notetaking.

AccessAbility Resource Centre
University of Toronto at Mississauga

Organizational Chart



AccessAbility Resource Centre
University of Toronto at Mississauga

Technology/Equipment List

HARDWARE

- Desk top computers
- 21" computer monitor
- printer
- lap top computer
- flat bed scanner

SOFTWARE

- JAWS for Windows
- Dragon Dictate
- ZoomText Extra
- Open Book

ERGONOMIC EQUIPMENT

- Adjustable desks (manual and motorized)
- Obus Forme chairs
- Footrests
- Task lights

OTHER

- Smartview CCTV
- CCTV (to be placed in library reference section)
- Alphasmart Pro – word processor for notetaking
- four-track tape recorders
- Artic Transport screen reader/voice synthesizer
- Accutek screen reader/voice synthesizer
- Portable magnifier