

Making it Work

How one student with significant physical disabilities made it to high school on a regular, general education track



Justin Salter, 10th Grade Student at Greenbrier High School

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What Do *You Need* to Make it Work?

- Dedicated Student
- Dedicated Parents
- Teachers that believe that student is able to learn and participate beyond social interactions- Expectations
- Dedicated Paraprofessionals
- Dedicated Therapists (private and school based)
- Collaboration: Work as a team
- Consistency of support
- Provide a variety of environments- Social opportunities
- Use a variety of AT (low and high tech)



From the Interviewers

- Know the potential of the student
- Investigate
- Teacher + Parent + Student must all work together
- County need for AT Department with fully staffed- “if teachers don’t do research on their own, they cannot help”

How Did it Work for Justin?

- Early identification
- Persistent parents
- Very involved and dedicated parents and family
- Motivated teachers
- Dedicated paraprofessionals
- *Consistent* use of high and low technology-
- Consistency of teachers and paraprofessionals
- Paraprofessional involved in ongoing trainings
- Ongoing AT training for student, parents, and staff
- Balance of low to high tech being used throughout the day-every day



- Balance of academics and socialization





- Expectations that student is able to do it!





Make
Socialization
opportunities
happen for them





Lucky Kiddo!



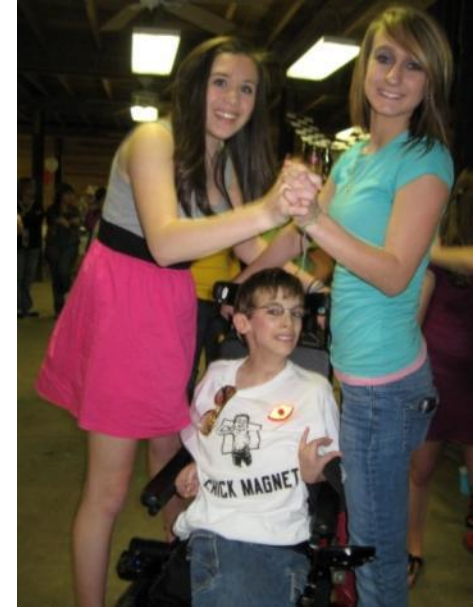
Timeline

- Early intervention
- Early start with advanced system
- Before AT, SLP told parents that Justin was Moderately Cognitively Impaired
- Parents knew and created their own AT to demonstrate skills (infrared on cap)
- 3 years old first computerized system
- K-2nd grade same teacher- learned system



Timeline

- 3rd grade parent had to become “home-school teacher”
- 5th grade new access from infrared to switch based system
- 9th grade dedicated system
- Heavy academic load-- needed to change schedule to allow extra time--Mental shift for student and family
- 10th grade hospitalization-Presented to nurses
- 10th grade presentation with MCG Neurologists-CP success story
- New opportunities- future



Taking time to teach others



Making it work for Justin

- Individualized schedule
 - 1st- Academic Elective
 - 2nd- Academic Elective
 - 3rd- Math I Co-Taught
 - 4th- World History- Co-Taught
 - 5th- Reading Intervention- Separate Class
 - 6th- PE



Administrators Role with Successful Assistive Technology

- Make sure teachers have a clear understanding of the difference between Accommodations VS Assistive Technology-
- Make sure AT is being properly addressed and documented within the IEP
- Support general education classes **AND** resource classes by equipping with AT as part of the general classroom set up
 - Smart Boards, LCD projectors
 - Teachers use technology as part of daily academics
 - Power points
 - Elmo/overheads
 - Flash drives
- Must be flexible with teacher's time-
- Allow time for teachers to plan together
- Allow for SPED staff to work with grade level
- Release for trainings (typically more than one time)



Administrator's Role

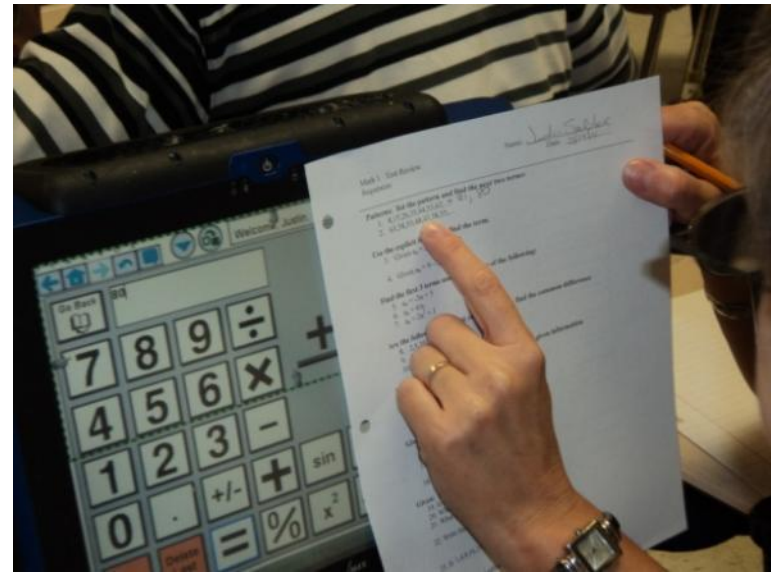
- Designate staff member/s who will be able to answer questions about AT
 - This can be at a district level- Gatekeeper
 - School based level
 - SPED staff, SLP, OT, PT-may not be enough
 - Designated staff member (school based or district based) available as AT consultant for IEPs. Can also help with follow up and appropriateness of AT for individual student.
- AT procedures-Teachers need to know what the procedure is when they have a concern (if it is not clearly stated and known, it may not happen... if the process is too difficult or takes too much time and effort, it **will not** happen)

Administrator's Role

- Resource guides, checklists, menu of AT, etc.
- Help support the efforts to obtain the AT that students need
 - Funding
 - Technical resources
- Important to start early in elementary school so they are comfortable with using the systems when they get to middle and high-
- Make sure that teachers understand that AT may be used to:
 - Support learning
 - Support student's performance
 - Use to teach deficit skill
 - May be faded

Administrator's Role

- Make sure teachers understand relationship of AT and data
 - Is the data reflective of use of device or performance of academic skill
 - The data drives the updating of the AT
- Ensure that an implementation plan is being used-
- Follow up with use-
 - Building level-
 - What happens when teachers don't buy into AT
 - Low and High tech together
- Don't assume teachers know-



Your Staff's Role with Successful Assistive Technology

- Understand that AT supports learning- It does not teach
- Understand that academic expectations should be the same as for peers, but the workload may be different to allow for use of AT-(Not modified)
- Organize and make AT available to student
- Provide trials of a variety of AT before making choice-
- Environment may need to be set up
- Understand that one AT solution may not be appropriate for other/all students
- Teach student and other students to use AT



Staff's Role

- Must be involved in teacher training
 - Ongoing
 - Accountability
 - For using AT
 - Updating AT based on individual student needs
- Ongoing assessment of appropriateness of AT- Document
- Problem solve as issues come up- Ask for help!
- Ignorance= lack of growth
- Get and keep parents involved
- Consider transitional needs from grade to grade and into young adulthood
- Clear understanding of what is acceptable AT and accommodations for specific needs

Staff's Role

- Teachers need to pass on what they have used in the past, what has worked and what has not
- SPED staff is responsible for making accommodations and having AT available for students
 - Common planning
 - Get lesson plans, activities, tests, worksheets ahead of time
 - Make accommodations easy for everyone
 - Make computer accessible
 - Flash drives, Power Points, Study Guides
 - Email
 - Textbooks online
- Have supporting software available

Staff's Role

- Document on IEP-
 - Follow IEP-take data
 - From classroom to testing
 - Make general education staff aware of what works
 - May need to incorporate into goal for PM
 - Teachers must know what AT/accommodations are necessary
- Consider the SETT Framework
 - **S**- Self/Individuals Abilities/Needs
 - **E**- Environment/Setting
 - **T**- Tasks
 - **T**- Tools
- Help parents understand curriculum

Staff's Role

- Teachers need to be accountable
 - Make sure that students are using the AT
 - Monitor and take data on progress with use of AT
 - Communicate with parents, student, other staff on how successful AT is to ensure that changes are made based on student's changing needs
- Teachers will have to adapt what and *How* they teach. Consider students participating
 - Flexible instructional planning/materials
- Understand that AT may not need to be used every time task is presented
- Extra staff-may be needed or utilized to support AT

Staff's Role

- Consider outside support with use of AT
 - Extra time
 - Environmental settings
 - Transition of AT from room to room
- Be flexible with student's performance to allow for flexibility to demonstrate mastery of standards
- Understand that AT is not a full fix
 - It may need to be altered
 - Faded
 - May not be needed for all academic tasks
- Have a backup plan ready

Parents Role with Successful Assistive Technology

- Parent involved in ongoing training
- Advocate for student's specific needs- most important piece to success
- Educated on what is available for student and their specific needs
 - Keep updated- share with staff
- Constant communication with staff
- Make sure that there is a sufficient balance between academics and social- if the social is not presented, student may not have access
- Understand curriculum
- Work with teachers on ***standards*** versus busy work

Parent's Role

- Create, foster, and encourage friendships with typical peers
- Parents are the best resource for sharing student's individual needs- Share with teachers
- Share changes in needs, student's desires
- Consider transitions (school, home, community)
- Share ideas and visions of what they have for their child



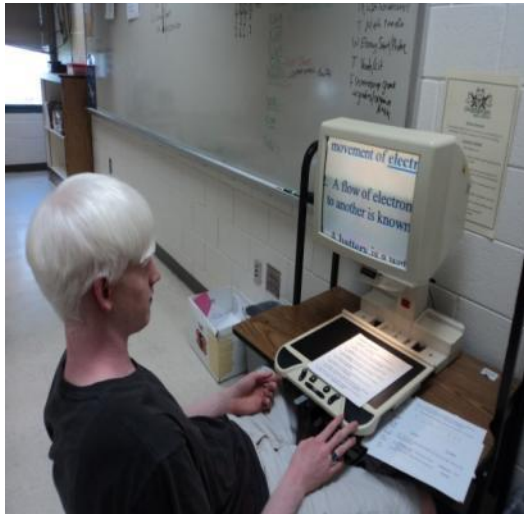
Students Role with Successful Assistive Technology

- Student's ongoing training in AT
- Self advocacy
- Initiation of socialization/use
- Communicate desires with parents and staff
- Utilize new AT such as U-Tube teaching videos
- Utilize Textbooks on-line
- Use the technology
- Make sure available in different settings/classes



AT is Diverse

- It is not just high-tech. It is necessary in varying degrees for a variety of exceptionalities, settings and placements. It is whatever that ONE student needs to access their curriculum.



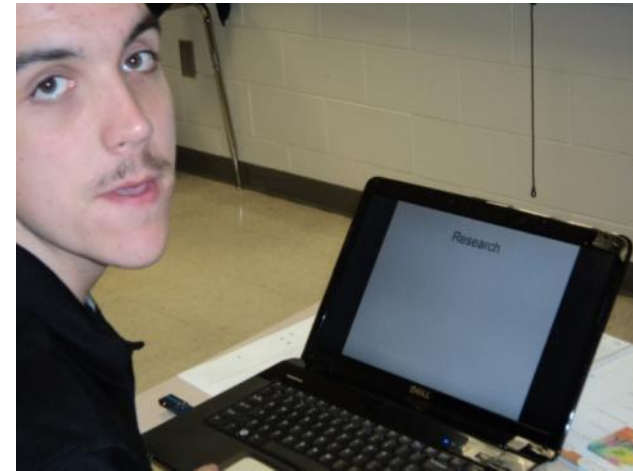
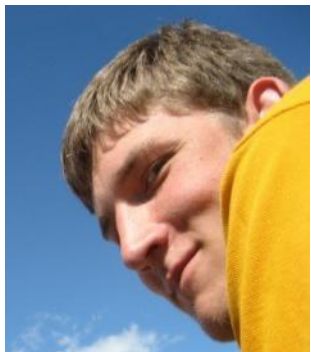
Alex
using
his
CCTV
to
review
Science
notes
for the
GHS GT



Math 1 class where
SmartBoard and Elmo
used regularly and notes
posted online daily.

Student Experiences with AT

- Nick and his AlphaSmart.
 - Student Interview
- Alex and CCTV
- College graduate Kurt.
 - -Experiences from college setting.
 - -Note-takers and jump drives, tests on computer.
 - -Getting set up with ADA office and vocational and technology evaluations.



How You Can Help Your District and Teachers Get Started

- Start with AT that is already available
- Help teachers Get Started!
 - Make part of the IEP and PM data represents the use and implementation of AT
- Develop procedures
- Resource and [Planning Guides](#)- Menu or checklist of items for them to try
- AT may seem to be the answer, but DATA will drive appropriate AT
- Provide classrooms with Core Classroom Inventory (See GPAT list www.gpat.org)

Getting Started

- Use the products that are available for trial use- can check out, collect data to support the need for AT
 - Assistive Technology Core Inventory
 - Increases ease of access and teacher implementation
 - AT Kit
 - Increases appropriate AT use - trials are accessible
 - Builds access to more AT system wide
 - Decreases wasted money on inappropriate AT (new gimmicks, use of high tech, etc.)
 - Supports purchasing for county versus individual student- as student's needs change or move, can recycle

Getting Started

- Get local school based technologists on board
- Make sure that your staff has a clear understanding of accommodations: Easy guide to menu of items for areas of concern
- Allow for common planning (be sure to consider SPED staff schedule. Covering different grade levels may cause scheduling to be difficult)
- Follow through with making sure that general education is providing SPED with lesson plans, activities, and tests ahead of time
- May need to incorporate into goal for PM



RESOURCES TO GET STARTED

Resources are already available for your teachers to try

- Low-tech AT (pencil grips, slant boards, communication boards, voice output devices, switches, visuals, tape recorders, highlighters, white out, colored overlays, raised paper, etc)
- GPAT - AT Academic and Learning Aids Core Classroom Inventory
- GPAT- lists AT for each area of deficit
- United Streaming with Smart Boards
- Flash drives for teachers and students
- Email accounts
- Utilize Word resources-
 - Word talk www.wordtalk.org.uk
 - Zoom feature
- Google free downloads and free trials
- Natural Reader 6.5 www.naturalreaders.com

RESOURCES

- WATI- A Resource Guide for Teachers and Administrators About Assistive Technology www.wati.org
- A School Administrator's desktop Guide to Assistive Technology
- Helping Your Administrators Understand the Important Role They Play in Assistive Technology webinar
- GPAT-Georgia Project for Assistive Technology www.gpat.org
- AT Support that is already produced and may be aligned to standards
 - GADOE-Resource Board
 - Mayor Johnson, Boardmaker- www.boardmakershare.com
- State Illuminate Sessions
<http://illuminate.gavirtualschool.org/doe/index.html>
- Portable Keyboards- Alpha Smarts/Dana

FREE AT DOWNLOADS at your fingertips

- Jaws- www.freedomscientific.com
- Microsoft –
 - Narrator- able to read text for students
 - Textbooks online
 - Highlighting
 - Enlarged text, mouse, etc
- Google Scribe- word prediction- <http://www.scribe.googlelabs.com/>
- Flash Drives-
- Email-
 - Email worksheets, homework
- Don Johnston: Co:Writer, Write Out-loud, Solo Free downloads and trials http://www.donjohnston.com/resources/cowriter_index.html
- Paper- <http://www.printablepaper.net/>

