

AT Implementation: 
Everyone has a role to play!

Webinar #3: Tasks for Students and Staff

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Last Time...

Implementation:
What do we communicate to our teams ?



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What does your Implementation Planning form/approach communicate to your agency's IEP teams?



- What was your reason for choosing the approach?
- What is the role of the IEP Team in planning for implementation?
- What is the role of your AT team/specialists in planning for implementation?

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Implementation/Re-SETT

- Student - New competencies
- **Environment - Implementation Plan**
- Tasks – Routines and procedures
- **Tools - Measured changes**

Last Time...

Denver Conference, June 2008

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Implementation/Re-SETT

- Student - New competencies
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- Tools - Measured changes

Re-SETT: The Tasks Change



- Tasks that staff and supporters complete change.
- The way the student completes the task(s) change.
- Classrooms may need to change
- Daily Routines change.

Today's Reading.

Closing The Gap

Computer Technology
in Special Education
and Rehabilitation

SETTing up staff and supporters to promote student achievement

Joy Zabala and Gayl Bowser

The SETT Framework is widely used by collaborative teams in all phases of assistive technology service delivery. Using the SETT Framework as a guide, teams build shared knowledge about the strengths, challenges, and interests of a student, the facilitators and barriers of the student's customary

additional devices, etc. – that they need to be successful.

In the following discussion, we'll follow the story of Jacob and his team. First we'll take a quick look at how they used the SETT Framework to determine what system of tools Jacob needs to be successful. Next, we will take a more in-depth look at how they used the SETT Framework

decided that he needed assistive technology in order to benefit from his educational program in the middle school. They determined that Jacob could use a portable word processor at his desk in the regular classrooms where he was expected to write and that he could easily transport it from class to class. They decided that he could use the

Questions about Staff and Supporters

- Who is involved in the support of this student?
- What are their individual and collective strengths and challenges?
- Are they familiar with this student?
- What is their prior experience with students with similar or same devices?
- What is their comfort level with students using devices?
- Does support staff (SLP, IA, OT or PT) have knowledge and/or skills of the device?
- What are each person's specific roles in the student's educational program?

Questions about *roles* of staff and supporters

- Who will teach the student to use the device?
- Who should be called for help with the student's AT?
- Who will train the staff and supporters in the use of the technology?
- Who will provide the training for the student?
- Where and when will training for all these people be provided?

Questions about the Environment

- What are the conditions in the environments in which staff and supporters will be working with this student?
- What is the availability of support?
- What level of administrative support is available to this team?
- What are the team's responsibilities in addition to support for this student?
- What is the number of other students in the environments? Are there issues in classroom dynamics that must be addressed?
- What needed resources regarding devices, time, money, people and physical resources like furniture and space should be considered as the team plans?

Questions about the Tasks for staff and supporters

- How will the team implement collaborative planning and shared delivery of services?
- How will the team set and share information about expectations of the student?
- How will team members learn the basics of device operation?
- Who will be responsible for maintenance to keep devices "operational"?
- Who will be responsible for troubleshooting?
- If the device needs programming, who will take that responsibility?

Implementation Organizer

The form is divided into several sections:

- Student Information:** Fields for Student Name, School, District, Home Address, City/State, Student Age, Birth Date, IEP Disability Code, School Name, and School Address.
- Team Members:** A table with columns for Name, Title, Home, and Email.
- Overall Goals for Assistive Technology Use:** A section for defining goals for the device/software.
- Items (Device/Software):** A table for listing items, including fields for Name, Description, and Date.
- Implementation Tasks:** A large table with columns for Name, Account/Checklist, Evidence of Completion, and Date.
- Organizer:** A section with checkboxes for 'Used', 'Not to be Used', and 'Not to be Used'.

Questions about integration into everyday routines and activities

- How will each staff member and supporter learn strategies for integrating devices into educational programs?
- How will the device use be evaluated? Who will be responsible for data collection and analysis?

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What kind of change will there be in the way the student completes the task(s)?

- New tools
- New educational strategies
- Accommodations
- Modifications

What aspects of the student's performance will change?

- Speed/Frequency
- Accuracy
- Independence
- Spontaneity
- Duration
- Latency
- Quality
- Quantity

What changes in routines will be needed?

- Environmental Changes
- Procedures within Routines
- Task Analysis

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AT Infrastructure and Change



How do we create an infrastructure to support teachers who want to make AT change?

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What resources, tools, strategies and classroom accommodations and/or modifications will be needed for the student to use AT effectively?



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Resources, Tools and Strategies Needed

- Time
- Training and technical assistance
- Material resources maintenance
- Implementation and evaluation plan development

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Poll: What most affects learning?

Home Environment/Parent Support
School Culture
School Demographics
Classroom Management
Quantity of Instruction
Use of technology

Wang, Haertel, & Walberg

Of the 28 factors related to how students learn that were investigated, the #1 Factor is....

Classroom Management!

Here's Why!

ESTIMATED USE OF SCHOOL TIME

	HRS/DAY	HRS/YEAR
Total Available Time	6	1080
Academic Learning time	0.6 -1.5	108-270
Engaged time	1.5 -3.5	270-430
Attendance Time	5.4-6.0	970

*Berliner's Beginning Teacher Evaluation Study

Classroom Management

The actions teachers take to create, implement, and maintain *a classroom environment that supports learning.*

Includes:

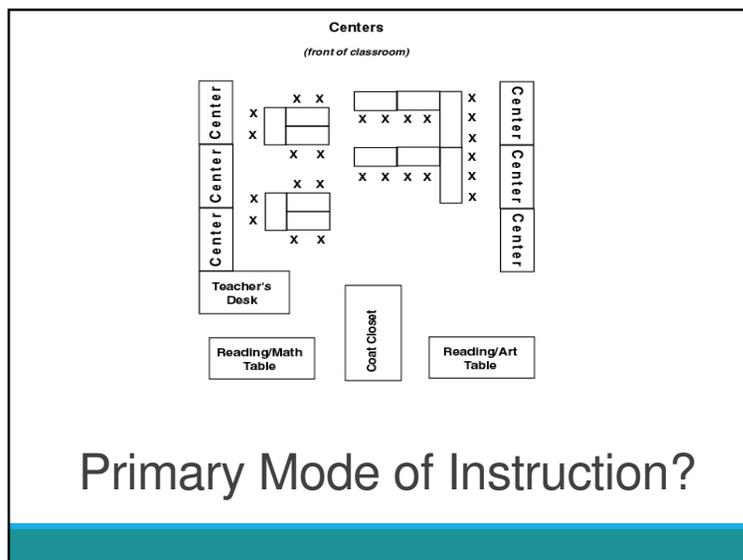
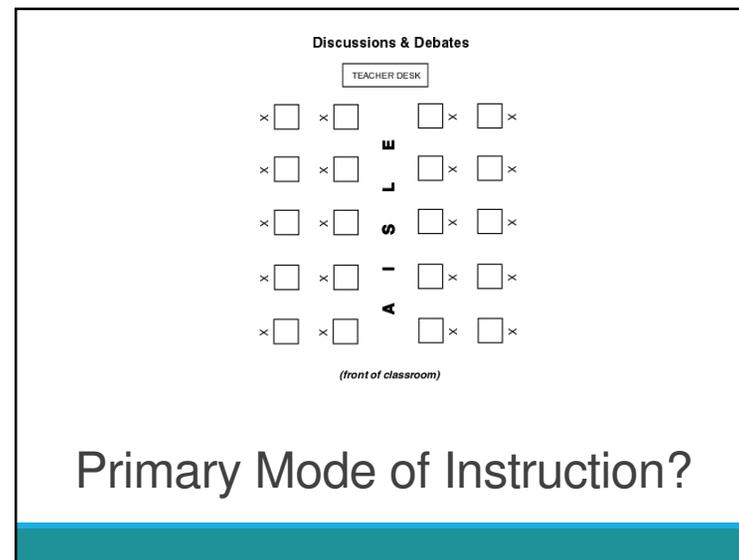
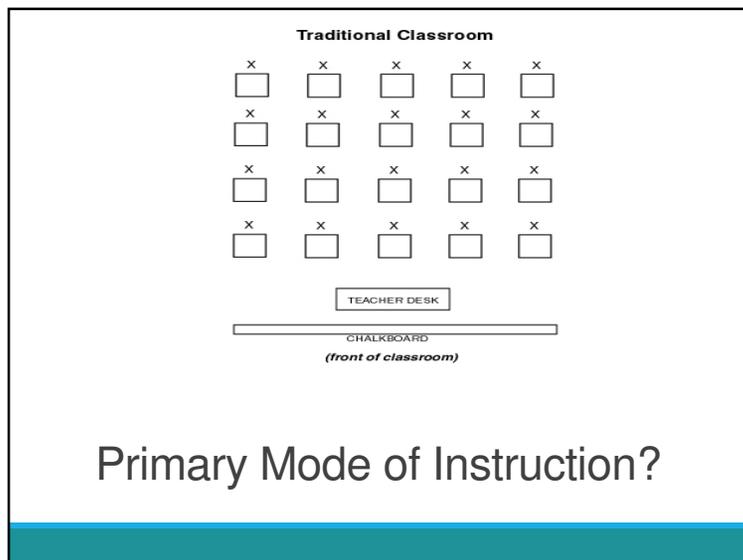
*Classroom Organization
Rules Procedures and Goals
Anticipatory Set
Relationships
Behavior*

Carolyn M. Evertson
"Classroom Management"
in Psychology and Educational Practice
Eds. Walberg & Haertel, 1997

Classroom Management for AT



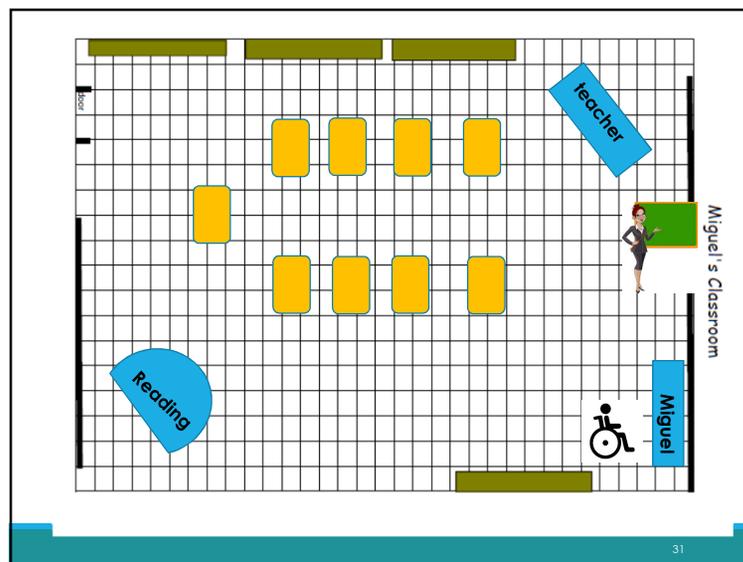
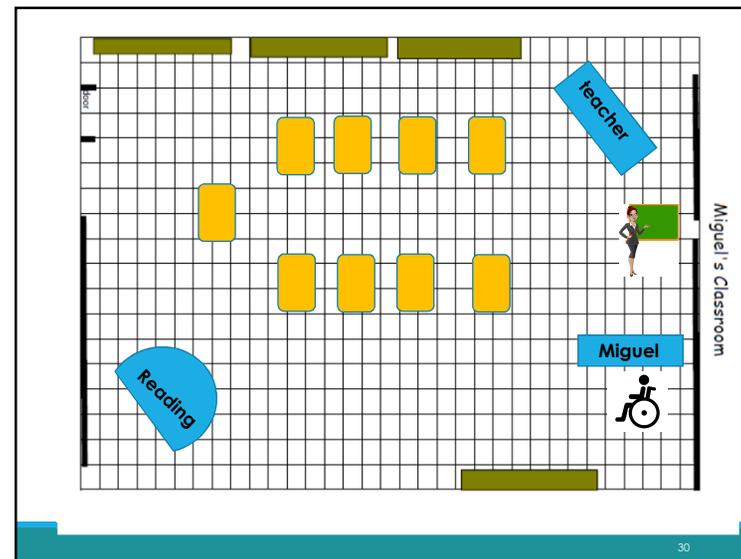
Classroom Organization



- Classroom Organization for AT
- Visibility
 - Distractibility
 - Accessibility
 - Materials
 - Support for activities



Miguel's Classroom



Miguel's New Environment

Classroom Technology Walkthrough

Classroom Organization	Yes	No	NA
Can the teacher see the student?			
Can the student see the teacher?			
Can the student interact with peers?			
Can the student move about the classroom freely?			
Is the student's movement a distraction?			
Are materials easily accessible?			

Rules, Procedures & Goals	Yes	No	NA
Are classroom rules posted?			
Is there evidence that classroom procedures are taught?			
Are classroom procedures followed by the student?			
Are students using technology?			
Is there evidence that classroom procedures for technology use are taught?			
Are classroom procedures for technology use followed by the students?			
Are transitions smooth and timely?			

What specific skills does this student need to learn in each area of technology use?

Operational Skills: Making technology work

Functional Skills: Using technology to increase function

Social Skills: Using Technology with other people

Strategic Skills: Choosing the right tool for the task

Technology
 What is the expected level of participation for this student in the area(s) where technology is used?
 Competitive Participation
 Active Participation
 Observed Participation
 None

Rules, Procedures and Goals
 Is it necessary to modify classroom procedures so that the student can participate at teacher expected level?

Does the student need additional procedures for using assistive technology as part of instruction?

Planning for the Student
 What are the distractions for the student in the classroom? (e.g. lots of movement, noisy environment, visual distracters)

Classroom Technology WalkThrough

Student	Activity
Observer	
1st Date	
2nd Date	
3rd Date	

A Transitions

- Teacher communicates about activity
- Student may communicate about activity
- Student chooses activity
- Student helps prepare for activity
- Activity terminated when student done
- Students help clean up afterwards

B The Activity

- Student is motivated by activity
- Instructional demands don't frustrate
- Student responds to instruction
- No prolonged distractions
- Teacher available for interaction
- Performance idea collected
- Teacher consistent, with variations

C Adult's Interaction

- Teacher participates as an expert
- Teacher appears to enjoy activity
- Teacher allows student time to communicate
- Students interact one pair at a time
- Teacher encourages independence

D Communication System

- System is appropriate
- Can communicate about specifics
- System comprehension assessed
- Has means to get attention
- Has means to say "finished"
- Has access to system at all times
- Position makes communication easy
- Teacher understands teacher's communication
- Teacher uses student's symbols system

E Peer Interaction

- All members can participate
- Students have clearly identified roles
- Students watch each other
- Student engages peer partner
- Peer encourages, don't do everything for
- Peer anticipates material
- Includes peer to model targeted skills
- Group size facilitates interaction
- All members use common system to communicate

F Opportunities to Communicate

- Open Attention
- Request More
- Request Something New
- Request Assent Item
- Protest
- Drawing / Social Affection
- Label / Comment
- Continue / Negate
- Ask Questions
- Direct Attention

G Opportunities to Use Objects

- Manipulate Surface
- Search and Locate
- Use Containers
- Use Tools to Gain Access
- Basic Object Use
- Combine Objects
- Activate Objects
- Construct Objects
- Use Representational Information
- Simple Interactions with Peers
- Cooperate with Peers
- Play Games with Peers

H Materials

- Material foster interaction
- Have separate parts to request help
- Afford opportunities to request help
- Student engage material
- Peer engage material
- Material provide practice of object skills
- Material encourage new object skills

Design to Learn Environmental Assessment - Communication Matrix

Your Turn!

Use one of the classroom assessment tools or a classroom organization approach to assess your student's classroom environment.

Identify changes you might make to ensure learning supports are provided for your student who uses AT.



Procedures

Rubrics for Behavior of...

- Student
- Staff and Supporters
- Families
- Peers and Partners

Classroom Procedures



Tasks Within Routines
Strategies that get things done

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Procedures for Technology

- Student space for AT users
- Centers and stations that include technology
- Teacher area
- Shared technology materials
- Shared assistive technology
- Using technology independently

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Develop Procedures Through Task Analysis

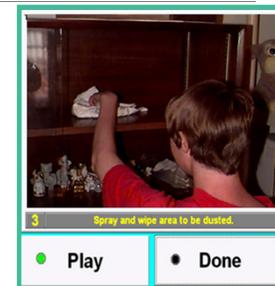
Task analysis is the practice of taking a behavior (task) that needs to be learned, analyzing the behavior by identifying the most important steps of the behavior (analysis), and listing the steps in sequence.



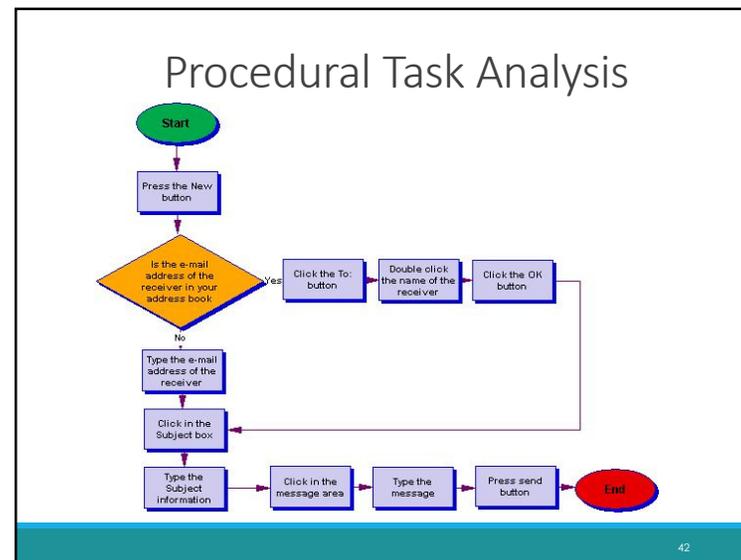
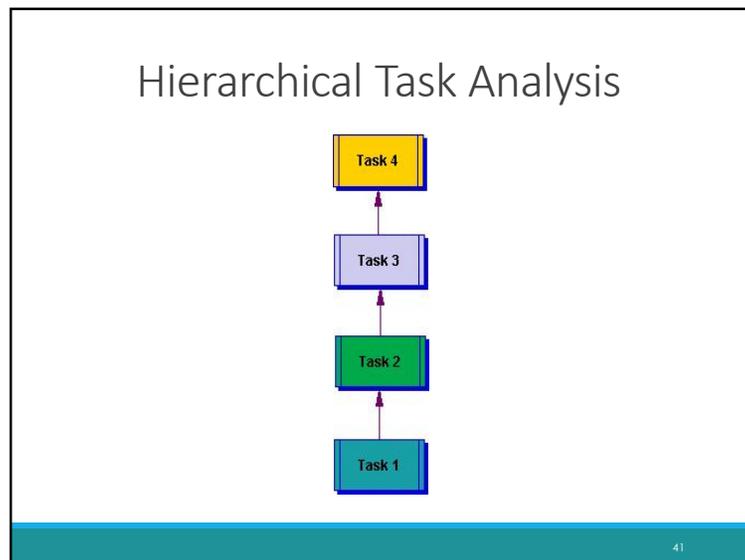
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Kinds of Tasks to Analyze

- Learning analysis
- Cognitive task analysis
- Activity analysis
- Schedule analysis
- Job or performance analysis



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Determine Level of Detail

Characteristics of the individual

Importance of the task

Safety issues

Environmental concerns

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Teaching a Task Analysis Sequence

Backward Chaining:
Learning the last step first

Forward Chaining:
Learning the first step first

Total Chaining:
Learning all the steps in sequence with support and prompts

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Listening to Voice Mail

Return home

Check for flashing light

Listen to voice mail

List calls to return

Add caller to address book

Choose next call to return

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More to Listening to Voice Mail

Return home

Check for flashing light

Listen to voice mail

List calls to return

- People I know
- People I don't know
- Commercial Call

Add caller to address book

- Keep this number
- Enter number
- Save number

Choose next call to return

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Using Task Analysis

1. Identify a daily activity/routine in a classroom
2. Make a list of each step the class's students will take to complete that activity
3. Describe how the student who needs AT will do the steps (if different)
4. What other supports will the student need for this routine?

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Procedure for Miguel Free Reading -Active Participation

Class' Steps	Miguel's Steps
Clear desk	Clear off tray
Walk to book baskets	Put your things in your basket
Pick book	Go to computer
Write start page	Pick Computer Book
Find place to read	Enter start page on computer
Free Reading	Put on headphones
Write end page	Talking computer book
Put book away	Write end page on computer
	Close book file
	Save and Close Free Reading file

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Class' Steps	Miguel's Steps	Operation	Function	Strategic	Social
Clear desk	Clear off tray				
Walk to book baskets	Put your things in your basket			Basket on low table	
	Go to computer				Path to computer
Pick book	Pick Computer Book	Turn on computer			
		Open books folder			
		Choose file with correct book title	Match book title to card		
		Open book file			
		Find correct page			
Write start page	Enter start page	Locate clipboard	Page number on chart	Use a pencil and paper	
Find place to read	Put on headphones				Ask for help
Free Reading	Talking computer book		Independent listening/ comprehension	Text to speech for reading	
Write end page	Write end page			Pencil / paper	
Put book away	Close book file	Close files			
	Close Free Reading file	Save/Close files			49

Creating Procedures

1. Review the task analysis
2. What can the student do independently?
3. What help does the student need?
4. What procedures need to be developed?
5. What are the steps in the procedures?
6. How will the procedures be taught?

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Miguel's Data

Class' Steps	Miguel's Steps	Monday	Tuesday	Wednesday	Thursday	Friday
Clear desk	Clear off tray	I	I	I	P	P
Walk to book baskets	Put your things in your basket			P	P	P
	Go to computer	I	I	I	I	I
Pick book	Pick Computer Book	A	A	A	P	P
Write start page	Enter start page on computer	A	A	A	A	A
Find place to read	Put on headphones	A	I	I	I	I
Free Reading	Talking computer book	I	I	I	I	I
Write end page	Write end page on computer	A	A	A	A	P
Put book away	Close book file	P	P	P	P	I
	Save and Close Free Reading file	A	A	P	P	P

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Create an AT procedure for your student. What do other students in the class do? How will your student use assistive technology to complete the same routine?

CLASSROOM PROCEDURE PLAN _____
(CURRICULAR AREA)

Daily School Routine:	Date: _____				
Student:	Purpose of routine:				
Person assisting student during routine:					
Steps involved in Routine	What specifically will the student do? (Procedures)	Participation Level	What will the student need in order to do this?	What will staff and supporters do?	
1		... Competence ... Ability ... Need/Requirement			
2		... Competence ... Ability ... Need/Requirement			
3		... Competence ... Ability ... Need/Requirement			
4		... Competence ... Ability ... Need/Requirement			
5		... Competence ... Ability ... Need/Requirement			
6		... Competence ... Ability ... Need/Requirement			

Your Turn!

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Shifting paradigms require
flexibility of thinking



- At first you will gradually shift to doing old things in new ways
- But eventually, you want to get to the point of doing new things in new ways

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