

Successfully Changing your Assistive Technology Program

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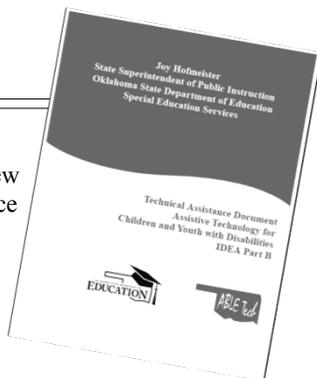
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Training so far.....

- Overview of Quality Indicators
- Accessible Educational Materials
- AT Consideration Made Easy
- AT Assessment Made Easy
- Importance of Collecting Data
- What Every Administrator Needs to Know about AT

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Introducing your new Technical Assistance Guide



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Snapshot



- What changes are taking place in your district?

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Change is—

- Inevitable
- Challenging
- Exciting
- Difficult
- An opportunity
- Here



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As soon as I get up in the morning,
I feel like I'm in over my head.



Schulz, (Blinky). I Buried Ate! It Was Too Late
(and Other Minor Truths)

Coping with change



- Identify concerns
- Provide forum for discussion
- Recognize FEAR
- Enlist allies

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Forum for discussion

- Staff meetings
- Working groups
- Learning Communities
- Topical meetings
- In-service training sessions
- QIAT list



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Collegial Conversations

- Share the leadership
- Set own norms and procedures
- Have a purpose and a focus
- Get commitment from admin for time, space, etc.
- Limit group size
- Use good resources (books, videos, speakers, etc.)

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Recognize FEAR

- False
- Events
- Appear
- Real



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Resistance

- An emotional response based on a rational or irrational fear or concern related to whatever change is proposed or occurring.

– Friend & Cook, 1992



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Causes of Resistance



- Fear of change itself
- Fear of the impact of the change
- Fear of other persons initiating, participating in or affected by the change
- Desire for status quo

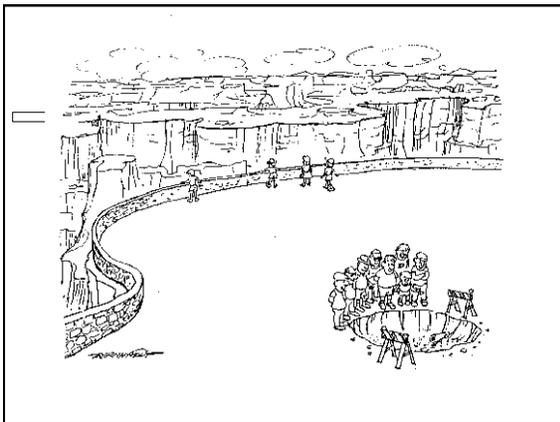
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A + B + C > X = Change

- A = shared dissatisfaction with current state by a critical mass
- B = shared vision of desired state by a critical mass
- C = Practical steps of moving from current state to desired state
- X = Cost of change

—Garnston

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Identify concerns

- What are your concerns?



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Why do we need to change?

- Technology has changed
- Changing requirements
- Better outcomes
- It's the law!



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AT Works!!

- Progress on IEP goals;
- AT's contribution greater than any of nine other intervention strategies;
- Team approach is most effective.
 - -Watson, Ito, Smith, & Anderson (2010)

504 and ADA (Title II)

- Students with disabilities are covered by Title II and Section 504, regardless of their eligibility for special education and related services under the IDEA.
- No required schedule for the consideration or assessment of the need for AT under Section 504 or the ADA
- The agency should have a procedure in place to address the need for AT for students who receive services under Section 504

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Differences between IDEA and Title II

- Title II of ADA regulations require that public schools provide appropriate auxiliary aids and services when necessary to afford an “equal opportunity” to participate in and benefit from the agency’s services, programs, or activities and that communication with students with disabilities is as effective as communication with students without disabilities.

(23 C.F.R. §§ 35.130 and 35.160)

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- Student covered under both laws- the education agency must ensure that both sets of legal obligations are met. For many students, the special education and related services that they receive under the IDEA will ensure that their communication is as effective as communication is with other students. In other instances, AT and other methods or strategies for providing effective communication that are provided under the IDEA, may not be sufficient to ensure that communication with the specific student is as effective as communication with other students. In this case, the Title II obligations have not been met (U.S. Department of Justice and U.S. Department of Education (2014a, 2014b).

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Better outcomes

- Distributed practice vs. massed practice
- Administrator expectations for performance



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Case law-Basic test

- Board of Education v. Rowley (1982)
- FAPE required “meaningful access to an individualized education that was of some educational benefit”. How much benefit was determined on an individual basis.
- Eyer (1998) asserted that IDEA 97 elevated the basic floor of opportunity from access to meaningful progress.²²

East Penn SD v. Scott B (1999)

- Student with physical disabilities and intellectual disability.
- Used Rowley as standard
- AT devices & services were insufficient to provide meaningful benefit.
- Major problem: AT use not designed to “permeate” entire school day, thus district did not provide meaningful benefit.²³

Bd. of Ed. of Harford County v. Bauer

- 10 year old student with ADD
- District failed to implement AT that was in the IEP
- District had to pay tuition to private school
- Had to provide talking word processing and word prediction software for use at home and in private school and training on its use.²⁴

Barber v. Bogalusa City SB

- Teenage girl with profound vision impairment
- District provided tape recorder, auditory aides, large print books, reading machine, and other visual aids
- Family wanted computer, but the student had trouble reading the screen and using the keyboard.
- District prevailed

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Kevin v. Elmhurst Community SD

- Teenage boy with LD, ADHD, and bi-polar disorder who was unilaterally graduated from high school against his (and parents) wishes;
- Court ordered compensatory education based on a denial of FAPE that included, failure to consider or provide AT.

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Hearings and Complaints

- 18 cases between 1997-2001 related to AT being needed in order to benefit from instruction;
- In 12 of these cases, the district won;
- Main reason they did not prevail:
 - Two did not receive an adequate AT evaluation
 - In four found that the AT in the IEP was not provided

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What matters?

- The school district must have procedures to:
 - Consider AT in every IEP
 - Provide AT Assessment when needed
 - Have enough knowledgeable staff to implement the AT that is written into the IEP

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Administrators are key!

- Play critical roles in leadership, management, supervision, and program development.
- Research shows the administrator creates the culture of the setting.

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Administrator's Leadership



- Set example
- Lead visioning activities
- Reinforce desired behaviors
- Advocate when opportunity arises.

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Administrator's Management

- Help develop written operating guidelines/procedures
- Ensure that services are responsive to the school's constituency (parents and students)
- Ensure equity of access
- Ensure that services are cost effective and efficient



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Supervision and AT

- Ensure IEPs are implemented in legal and ethical manner
- Ensure staff have appropriate levels of knowledge for their role.
- Foster environment with low level of conflict
- Address use of AT as part of staff evaluation



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Administrator must know:

- What IEPs currently require
- How the student's performance is expected to change .
- Who in the district can provide training.
- Who in the district/building can trouble shoot problems with the AT and IT.

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Program Development and AT

- Conduct ongoing evaluation
- Plan for program improvement
- Include in professional development
- Allocate resources
- Integrate inclusion and technology use into strategic plans



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Reflecting on content

- Most important thing you heard.



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Implementation Science

- Exploration,
- Installation,
- Initial implementation,
- Full implementation, and
- Sustainable implementation.

Wallace, Blasé, Fixsen, Naoom (2008)

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Ten minutes before the party is no time to be learning to dance!

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Effective Change in Schools

- Always addresses two components:
 - Personal capabilities
 - Agency capacity

--Wellman & Garmston



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It is important to know:



- That people have real concerns about any new idea or innovation,
- That those concerns cannot be ignored, and
- What those concerns are, in order to respond to them appropriately!

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Misconceptions = Barrier



- AT = Computer, expensive device
- Use of AT will prevent “normal” skill development (not true!!)

See: Millar, Schlosser & Light (2006)

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Law of the Few

- Connectors
- Mavens
- Salesman



• Gladwell, 2002

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Context

Changes behavior

Reason for
addressing culture
not individual
cases

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Create groups



- Especially important for women
- Need to “tend and befriend” when under stress

– Taylor, et.al.

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Power of Reflection

- Discussing and reflecting on information about your organization is critical
- Shared reflection amplifies and creates new information
- Builds on significance with each new perception or interpretation



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Create a map



- Procedural guidelines
- Forms
- Source of Technical Assistance

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Order out of Chaos



- Growth is found in disequilibrium, not in balance
- New principles describe dynamics between chaos and creativity
 - Prigogine & Stengers

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Utilize Persuasion

- Simply smiling and nodding head makes a difference in attitude and opinion
- Choose time and place carefully

– Wells & Petty



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Reflecting of content



- Most import thing you heard in this section.

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Now more about your
new Technical
Assistance Guide

