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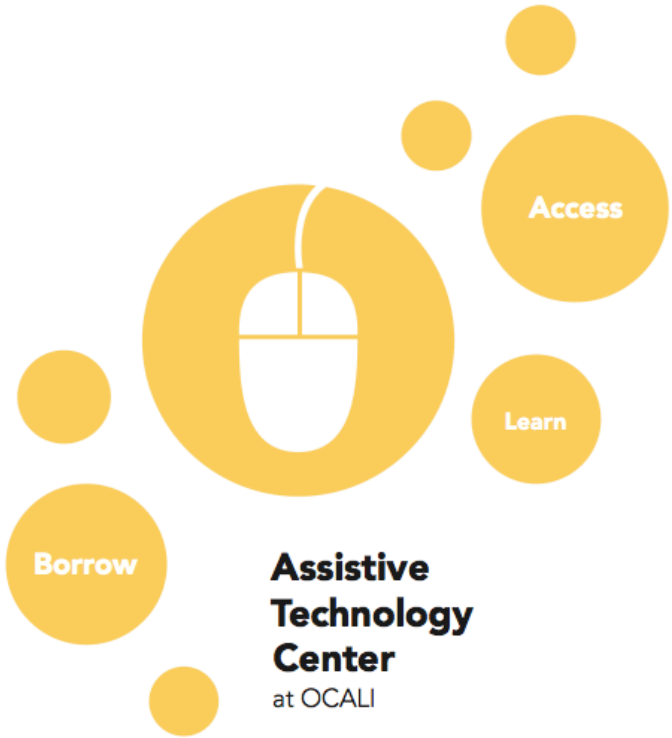
linking research to real life.

# The OCALI AT Center

## Free Resources to Meet Your Students' AT Needs

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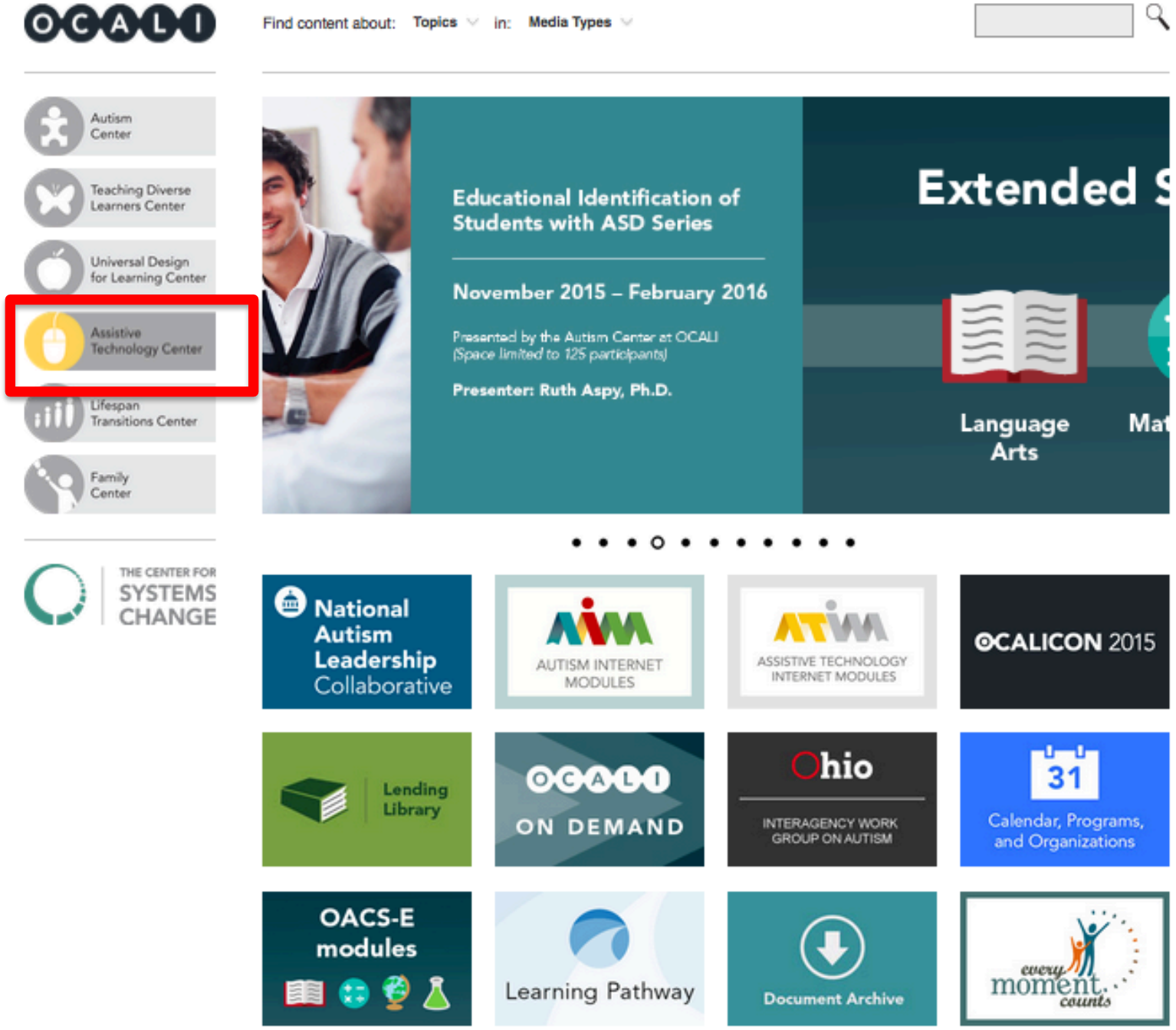
jan_rogers@ocali.org

A division of the ESC of Central Ohio

# Full Slide Handouts

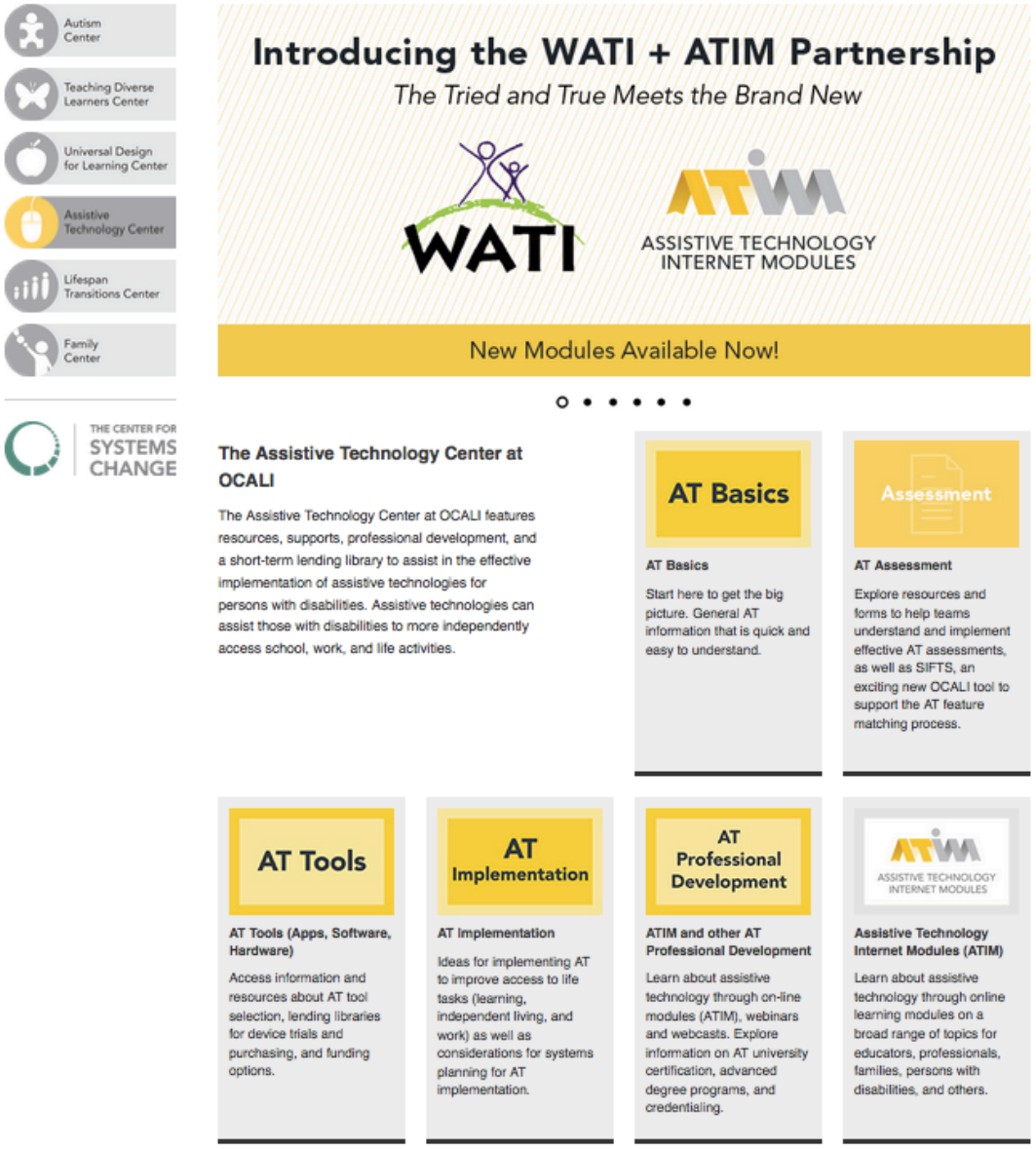
DD Council Presentation
December 11, 2015

http://www.ocali.org/project/document_archive




www.ocali.org

# AT Center




http://www.ocali.org/center/at

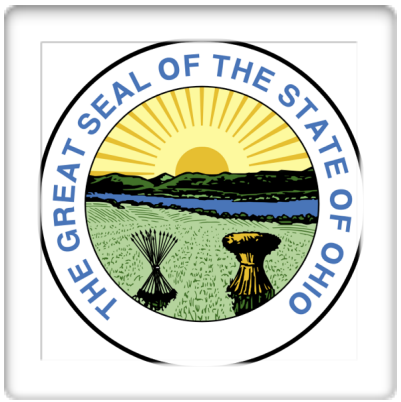
# Problems - ATIM - Survey of Ohio School Districts

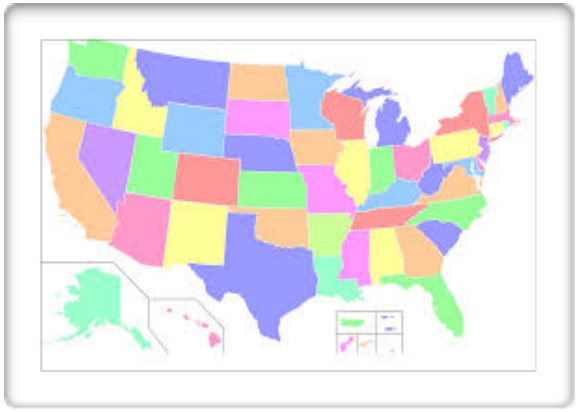
- limited knowledge of AT including specific devices, features of devices and the overall scope of AT.
- limited knowledge of AT assessment processes
- limited time to gain knowledge
- Limited training in pre-service programs about AT (depth and breadth)
- limited available information about AT

ASSISTIVE TECHNOLOGY
INTERNET MODULES

# WWW.ATINTERNETMODULES.ORG

…87 Counties in Ohio, all 50 States & 50 Countries



# ATIM Partners & Users

TEXAS ASSISTIVE TECHNOLOGY NETWORK
TATN
Consider the Possibilities

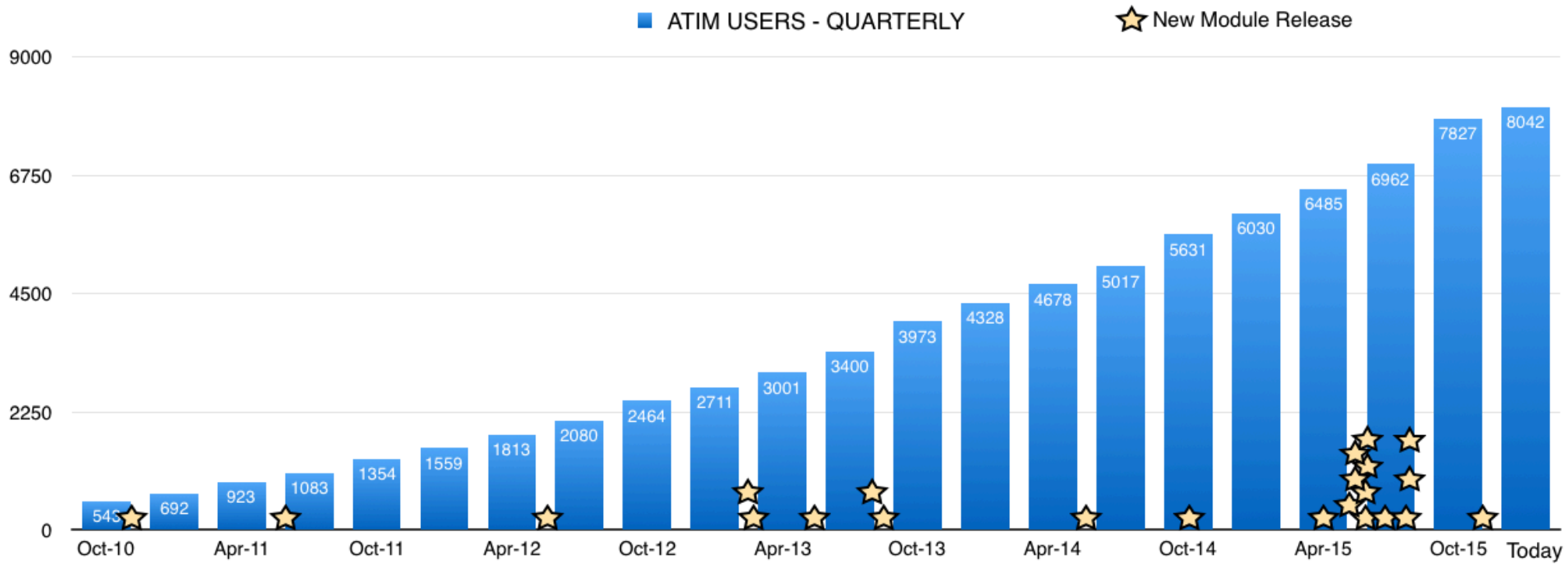
Ohio | Department of Education

WATI

**8,041**

users and counting!

# ATIM User Stats

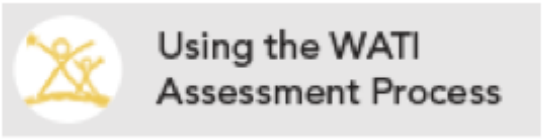


# Module List

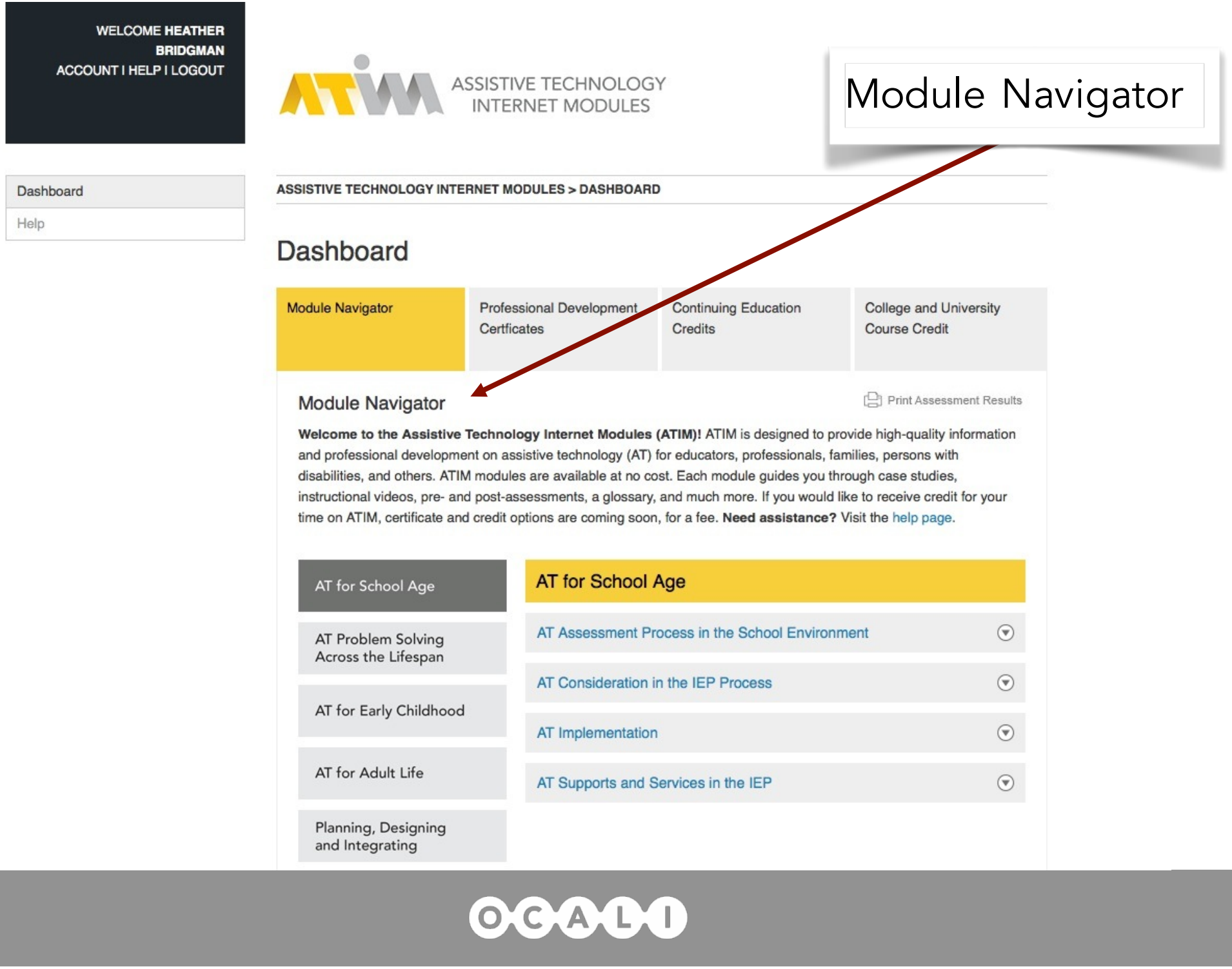
## Current Modules (23)

- A Family-Centered Approach to Assistive Technology in Early Childhood
- An Overview of Using the WATI AT Assessment Process
- AT Assessment Process in the School Environment
- AT Assessment Tools
- AT Consideration in the IEP Process
- AT for Administrators
- AT Implementation
- AT Supports and Services in the IEP
- AT Transitions
- Automatic Speech Recognition (ASR) / Speech-to-Text
- Communication - WATI - Part I
- Communication - WATI - Part II
- Computer Access - WATI - Part I
- Computer Access - WATI - Part II
- Funding Assistive Technology
- Mobile Device Access - WATI - Part I
- Mobile Device Access - WATI - Part II
- Navigating Accessible Instructional Materials
- Overview of Assistive Technology (AT)
- Reading - WATI - Part I
- Reading - WATI - Part II
- Seating and Positioning - WATI - Part I
- Seating and Positioning - WATI - Part II

# New WATI ATIM 2015-2017




- Environmental Access - WATI - Part I
- Environmental Access - WATI - Part II
- Hearing - WATI - Part I
- Hearing - WATI - Part II
- Math Access - WATI - Part I
- Math Access - WATI - Part II
- Mobility - WATI - Part I
- Mobility - WATI - Part II
- Motor Aspects of Writing - WATI - Part I
- Motor Aspects of Writing - WATI - Part II
- Organization - WATI - Part I
- Organization - WATI - Part II - Self Management
- Organization - WATI - Part III – Information Management
- Organization - WATI - Part IV - Time Management
- Organization - WATI - Part V - Materials Management
- Recreation and Leisure - WATI - Part I
- Recreation and Leisure - WATI - Part II
- Students with Complex Needs - WATI - Part I
- Students with Complex Needs - WATI - Part II
- Switch Access - WATI - Part I
- Switch Access - WATI - Part II
- Vision - WATI - Part I
- Vision - WATI - Part II
- Vision - WATI - Part III
- Writing Composition - WATI - Part I
- Writing Composition - WATI - Part II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ASSISTIVE TECHNOLOGY INTERNET MODULES
Module Navigator
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ASSISTIVE TECHNOLOGY INTERNET MODULES > DASHBOARD
Dashboard
Module Navigator
Professional Development Certficates
Continuing Education Credits
College and University Course Credit
Module Navigator
Print Assessment Results
Welcome to the Assistive Technology Internet Modules (ATIM)! ATIM is designed to provide high-quality information and professional development on assistive technology (AT) for educators, professionals, families, persons with disabilities, and others. ATIM modules are available at no cost. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. If you would like to receive credit for your time on ATIM, certificate and credit options are coming soon, for a fee. Need assistance? Visit the help page.
AT for School Age
AT Problem Solving Across the Lifespan
AT for Early Childhood
AT for Adult Life
Planning, Designing and Integrating
AT for School Age
AT Assessment Process in the School Environment
AT Consideration in the IEP Process
AT Implementation
AT Supports and Services in the IEP

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ASSISTIVE TECHNOLOGY INTERNET MODULES

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- Initiation of the AT Assessment Process
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- Team Members
- AT Feature Match +
- Equipment Trials and Recommendations
- AT Implementation +
- Transition Planning
- Quality Indicators of Assistive Technology (QIAT) - Assessment
- Summary
- Frequently Asked Questions

DASHBOARD > AT ASSESSMENT PROCESS IN THE SCHOOL ENVIRONMENT

## Introduction

Video: AT Assessment Process Intro

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Video Welcome

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ASSISTIVE TECHNOLOGY INTERNET MODULES

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RESOURCES

Glossary
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# Discussion Questions

[ Export PDF with Answers | Export PDF without Answers ]

1. **What are the expected results of effective AT implementation?**

   The effective use of AT has the potential to increase a student's achievement in academic areas like reading, writing, and math and improve functional performance areas such as motor skills, activities of daily living, and self-help skills. Ideally, the use of AT results in a student's increased participation, achievement, and access to the general curriculum.

2. **Discuss the four basic principles that form the foundation for AT implementation.**

   Each principle is discussed separately.

   **1. AT Implementation involves the use of AT devices and services to promote student achievement.**

   Increased student achievement and functional performance is the critical outcome of AT implementation in educational settings. Effective AT implementation that leads to this outcome involves not only AT devices and services but also may involve many instructional and therapeutic strategies. The purpose of AT use is to eliminate or reduce barriers and to enable students to accomplish IEP goals and make progress in the general curriculum.

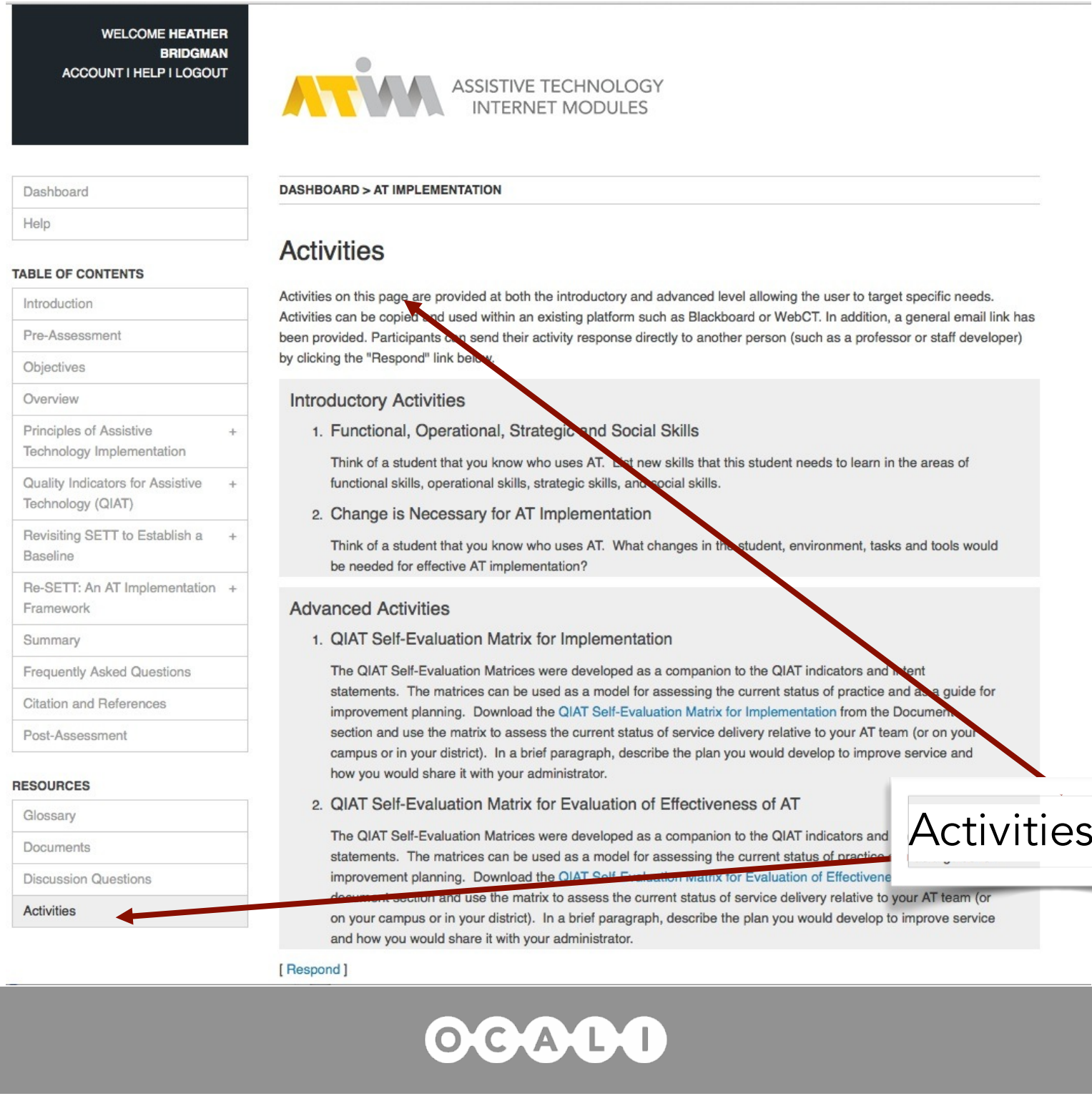
   **2. AT Implementation focuses on functional areas of concern when and where they occur.**

   Throughout consideration and evaluation, the IEP team thinks about and gathers information about areas of concern that present barriers to the student's achievement. As the team moves to planning for implementation, it is important to give thought to when and where those areas of concern occur for the student in school, home, and community settings to ensure that implementation takes place at those times and in those places whenever possible.

   **3. AT Implementation is an ongoing process that involves all those who work with the student.**

   In order to be effective, AT use is integrated into the curriculum across environments, and everyone working with the student needs to support the implementation. No one team member is responsible for providing all the support; rather, all team members are responsible for providing support and guidance when working with the student. Effective implementation involves continuous monitoring of progress and application of needed improvement in the student's AT use by all who come in contact with the student.

   **4. AT Implementation requires a plan that is collaboratively developed by all who will be involved.**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DASHBOARD > AT IMPLEMENTATION
Activities
Activities on this page are provided at both the introductory and advanced level allowing the user to target specific needs. Activities can be copied and used within an existing platform such as Blackboard or WebCT. In addition, a general email link has been provided. Participants can send their activity response directly to another person (such as a professor or staff developer) by clicking the "Respond" link below.
Introductory Activities
1. Functional, Operational, Strategic and Social Skills
Think of a student that you know who uses AT. List new skills that this student needs to learn in the areas of functional skills, operational skills, strategic skills, and social skills.
2. Change is Necessary for AT Implementation
Think of a student that you know who uses AT. What changes in the student, environment, tasks and tools would be needed for effective AT implementation?
Advanced Activities
1. QIAT Self-Evaluation Matrix for Implementation
The QIAT Self-Evaluation Matrices were developed as a companion to the QIAT indicators and indent statements. The matrices can be used as a model for assessing the current status of practice and as a guide for improvement planning. Download the QIAT Self-Evaluation Matrix for Implementation from the Document section and use the matrix to assess the current status of service delivery relative to your AT team (or on your campus or in your district). In a brief paragraph, describe the plan you would develop to improve service and how you would share it with your administrator.
2. QIAT Self-Evaluation Matrix for Evaluation of Effectiveness of AT
The QIAT Self-Evaluation Matrices were developed as a companion to the QIAT indicators and statements. The matrices can be used as a model for assessing the current status of practice improvement planning. Download the QIAT Self-Evaluation Matrix for Evaluation of Effectiveness document section and use the matrix to assess the current status of service delivery relative to your AT team (or on your campus or in your district). In a brief paragraph, describe the plan you would develop to improve service and how you would share it with your administrator.
[ Respond ]
Activities
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linking research to real life.

# SIFTS

## Student Inventory for Technology Supports

A division of the ESC of Central Ohio

# Problems – SIFTS – Customers requests

Requesting assistance with AT assessments

Limited knowledge of AT features

Limited knowledge of AT feature matching process

## What is SIFTS?

The SIFTS is a quick and easy web-based survey tool developed primarily to support IEP teams who need assistance in matching student needs and strengths to AT features.

- Quick and easy online tool
- Aids in matching student needs and strengths to AT features.
- Usable by school teams, parents, consumers and others
- Builds knowledge of AT features
- Embedded text, picture and video supports
- Secure website to store student data
- Developed by a multi-disciplinary team of AT professionals

atfeaturematching.org

OCALI

## Terms and Conditions

**Through your responses to a series of questions about your student's functional performance, the SIFTS assists the IEP team in determining AT features that may match the student's specific strengths and needs. Because of the nature of the tool, please be aware of the following limitations and responsibilities of the IEP team when using the SIFTS.**

- Not every feature generated by the SIFTS is equally appropriate for a given student. The tool is designed to generate a variety of features in low-, mid- and high-tech categories to allow flexibility of the final solutions. It is the team's responsibility to investigate the feature solutions generated and to determine which of them are most appropriate for meeting the student's needs. These feature solutions should be included in the device(s) selected for equipment/device trial. As for any other instructional product, sound data collection and data interpretation techniques must be utilized before final selections are made.
- The field of technology is ever changing, so it is conceivable that the most recently developed AT features are not yet in the SIFTS database. In other words, this is not a complete listing of everything that is available in the field of AT but a starting point for identifying AT solutions that may be investigated for a given student.
- The SIFTS is not intended to take the place of a full AT assessment with a qualified team. Also, it is not intended to take the place of individual professionals who should be participating in the process as a part of the team. Throughout the SIFTS, prompts will assist you in identifying professionals beyond the required IEP team members whose training and expertise may be needed when making decisions in the various AT domains.
- Finally, providing assistive technologies in the absence of sound instructional practices and/or therapeutic interventions along with follow-up and follow-along will likely not result in desired outcomes. Rather, a combination of all these strategies is needed to ensure the best outcomes for students.

**By clicking the button below, I am indicating that I have read the terms and conditions related to the use of the SIFTS and that I understand the limitations of the SIFTS as well as the responsibilities of the AT assessment team when using the SIFTS.**

Student Inventory for Technology Supports

DASHBOARD LOGOUT

## SIFTS - Communication Domain

### Use of Language

**Team Members:** The following team members should be included when exploring AT solutions in the communication domain: parent, student, classroom teacher/s, speech pathologist, and the occupational therapist/physical therapist if the student has motor challenges that may impact their access to the communication system.

**Select the statement that best describes your student's use of language. The student has…**
(Required)

- ○ **no** speech.
- ◉ difficulty being **understood**.
- ○ limited communication **topics**.
- ○ difficulty speaking with appropriate **volume**.
- ○ primarily verbal but needs assistance with **social skills**.

SAVE AND CONTINUE

Bolded key words to increase understanding and speed of use

## Student Performance

- difficulty being **understood**.
- an understanding of language at a level **comparable to that of peers**.
- Picture Symbols - BLACK AND WHITE
- a preference to use and understand **one symbol has one meaning without** the need for **contextual supports** e.g., picture/word apple = apple) but the student is not able to categorize.
- difficulty quickly recalling the location of vocabulary on a **single page** (e.g., needs to hunt for the location of items even when they have been at the same location for an extended time and with repeated training opportunities).
- an understanding of **21-144** words.
- the ability to combine single symbols / words to generate a novel message (e.g., **I + like + cake**).
- the ability to spell with **phonetic approximations** and recognize properly spelled words.
- **no need to see the message** as it is being created.
- an **adult female** voice.
- the ability to construct **simple sentences** (e.g., may not have proper word tense or omits little words such as the, to, a).
- **no** hearing concerns.
- no visual acuity concerns.
- **difficulty moving and touching** all four corners and the center of the selected device or overlay.
- the ability to accurately select a **1.75" - 3.5"** size target.
- the ability to **visually locate** and select a specified cell from a board filled with other symbols.
- **difficulty quickly** making a selection by pointing with a finger or typing (may impact ability to generate communication quickly enough to maintain the interest of the listener).
- **fine motor manipulation difficulties** that do not allow independent operation of simple on-off switches, changing paper overlays, etc.
- **difficulty safely carrying objects** while walking (portability).
- difficulty with **drooling**.
- an understanding of and ability to use **more vocabulary** than what can be provided on one page of a communication device.

## Environments

- a need to communicate primarily within **noisy** environments.

## Tasks

- the need to use a communication device as the primary method of accessing the **Internet**.

SETT Framework

CONTINUE

Student Inventory for Technology Supports

DASHBOARD LOGOUT

## SIFTS - Communication Domain

### Feature Considerations for Student 3

**Profile Created by Jan Rogers on September 4, 2015 at 2:07 pm**

Download a PDF version of these Feature Considerations

The following list of features were generated based on your answers to the inventory questions. The features can be entered into a Google search page or shared with a vendor of AAC products to determine potential AAC solutions for your student. Note: When searching with Google, adding the acronym "AAC" (Augmentative and Alternative Communication) before the feature you are searching will result in more accurate results.

The goal of this tool is to help identify a comprehensive listing of features that might be included in a communication system. The descriptions, images and videos are provided to enhance your understanding of each individual feature. Use these features to begin the process of matching appropriate AT solutions to your student's needs.

**Note:** A comprehensive AAC system includes supports for all environments (school, home, work, community). The type of AAC system may vary depending on the environment. For example, a high-tech system might be used at home and school, but a low-tech, portable system might be needed in the work or community environment. It is important to consider all of these environments as well as both written and spoken communication needs when determining a communication system for a student.

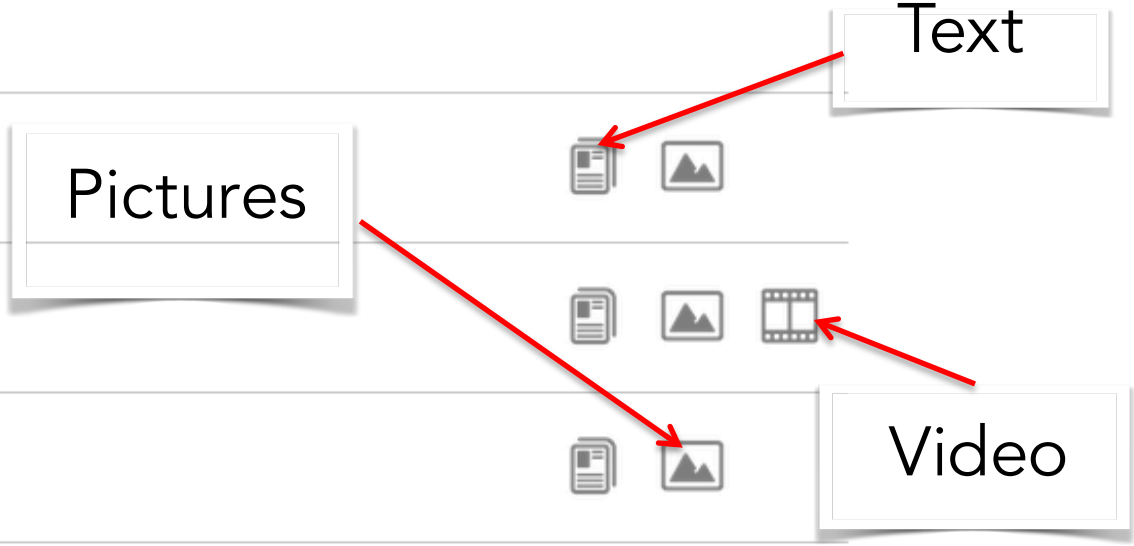
Appropriate seating and positioning impacts a student's ability to access their communication system and should be addressed prior to making AAC device selections.

### Symbol System

Color-Coded Cells to Support Recall

Frequently Used Vocabulary

Limited Vocabulary Choices on a Page



# Text Descriptions

Frequently Used Vocabulary

For a beginning communicator, the vocabulary is selected based on core words and high-interest words frequently used by the student. "Core" vocabulary describes a small set of basic words in any language that are used frequently and across contexts (Cross, Baker, Klotz, & Badman, 2006). Core words tend to be pronouns, verbs, and demonstratives because they represent words that generally do not change meaning (Stubbs, 1986). Words like big, little, give, eat, go, and you are examples of core vocabulary terms used every day in many situations. Research shows that 80% of what we say is communicated with only the 200 most basic words in our language (Baker & Hill, 2000). A frequently used vocabulary system typically consists of a single communication board containing all vocabulary words/phrases. Examples of frequently used vocabulary systems would include: One Hit Unity, Picture/Word Power or low-tech core/fringe system.

**Additional Resources:**

Adult Core Vocabulary List

Preschool Core Vocabulary List

Toddler Core Vocabulary List

# Pictures

Frequently Used Vocabulary

Picture WordPower

Unity 45 1-Hit

+ Click images to zoom

# Pictures

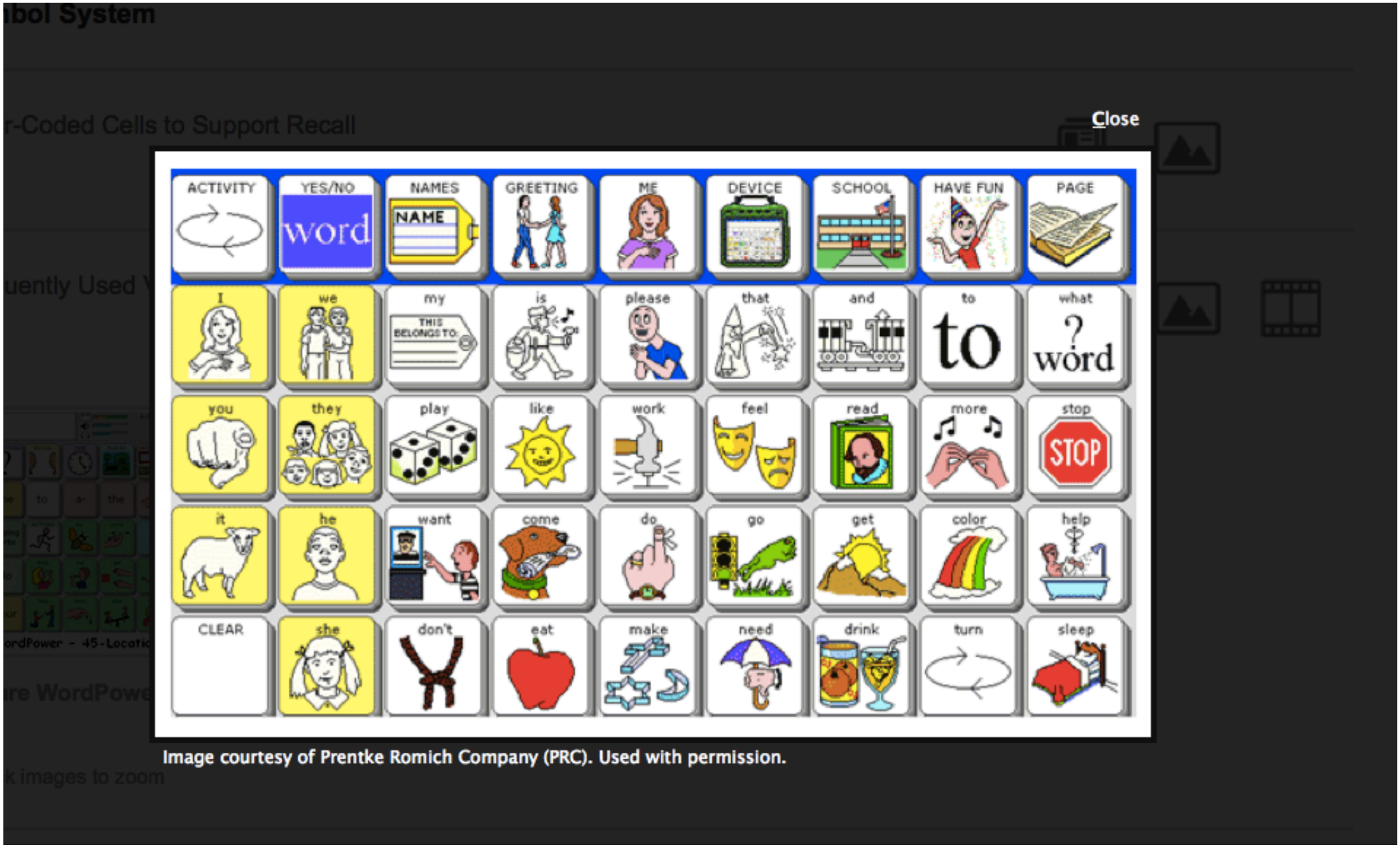



Image courtesy of Prentke Romich Company (PRC). Used with permission.

# Application for Pre-Service Training Programs

To enhance student knowledge of:

- AT assessment strategies and processes
- the application of AT intervention strategies based on student needs, tasks and environments
- AT features matching process
- AT features and associated vocabulary

# Identify the Problems for Adult AT Services – Are/is there limited…

- AT providers?
- AT assessment sites (mostly found in metro areas)?
- scope of AT assessments d/t funding constraints (mostly communication, seating and mobility)?
- funds for AT purchases?
- access to AT for equipment trials?
- knowledge of AT by adult service providers?
  - Pre-service
  - In-service

# First Steps to Consider

- survey consumers/families
- survey current adult AT providers
- analyze current funding structures and supports
- identify regional structures and potential regional partners
- methods for "building capacity"

Keep in mind with regards to surveys: that you can't know what you don't know

linking research to real life.

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