



linking research to real life.

District-Wide Assistive Technology Planning: A View from 40,000 Feet

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Helpful Hints

- Your microphones have been muted
- Ask technical questions in the “Chat” window
- Type content related questions in the chat interaction tool on your Go-To-Meetings Screen
- Send questions at any time, but we will answer at the end

A question for you...
How many people are out there?

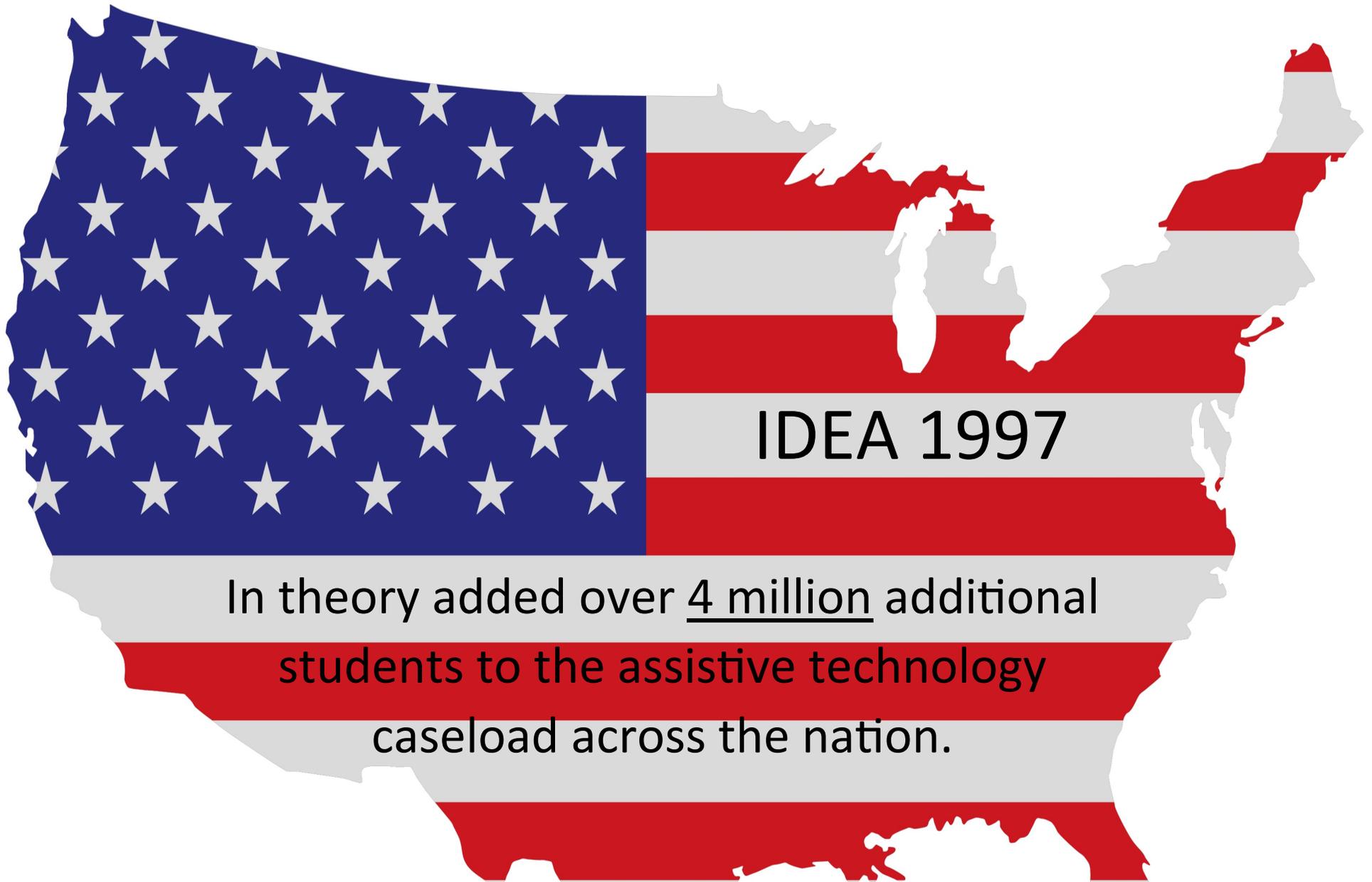


If you are not alone, please use the Chat tool to indicate
how many people are in your room

It has been 15 years since
IDEA 1997.....

“The IEP Team shall-(v)consider whether the child requires assistive technology devices and services.” [Section 614 (d)(3)(b) Consideration of Special Factors]

Where are we now ?



IDEA 1997

In theory added over 4 million additional students to the assistive technology caseload across the nation.

Edyburn, D. (2005), Assistive technology and students with mild disabilities: From consideration to outcome measurement. In D. Edyburn, K. Higgins, & R. Boone, Handbook of special education technology research and practice (pp. 239-270). Whitefish Bay, WI: Knowledge by Design, Inc.

Anticipated assistive technology use by disability category

Disability	% Expected Assistive Technology Use
Deaf and Hard of Hearing	100%
Blind and Visually Impaired	100%
Physical Disabilities	100%
Deaf/Blind	100%
Multiple Disabilities	100%
TBI	50-75%
Autism	50-75%
Learning Disabilities	25-35%
Health Impairment	25-35%
Cognitive Disabilities	25-35%
Speech/Language Disorders	10-25% *
Emotional Disabilities	10-25%

Golden, D. (1999). Assistive technology policy and practice. What is the right thing to do? What is the reasonable thing to do? What is required and must be done? Special Education Technology Practice, 1(1), 12-14.

The **vast majority** of students with disabilities **continue** to have limited access to assistive technologies and services.

Edyburn, D. (2008). Assistive Technology Consideration. (cover story). Special Education Technology Practice, 10(1), 16-18.



It is estimated that only 3-5% of students with disabilities have AT written into their IEP.



Edyburn, D. (2009). Assistive Technology Advocacy. (cover story). Special Education Technology Practice, 11(2), 15-17.

Why do so few students with disabilities receive needed assistive technologies and services?.....



Barriers to AT Implementation

Isn't AT a "crutch"?

\$\$\$

Our IEP team doesn't know about AT!

Won't the student be embarrassed by AT?

Educator Technophobia



Will using AT change my job duties?

I don't want to change!

\$\$\$

How will AT work on our old computers and unstable network?

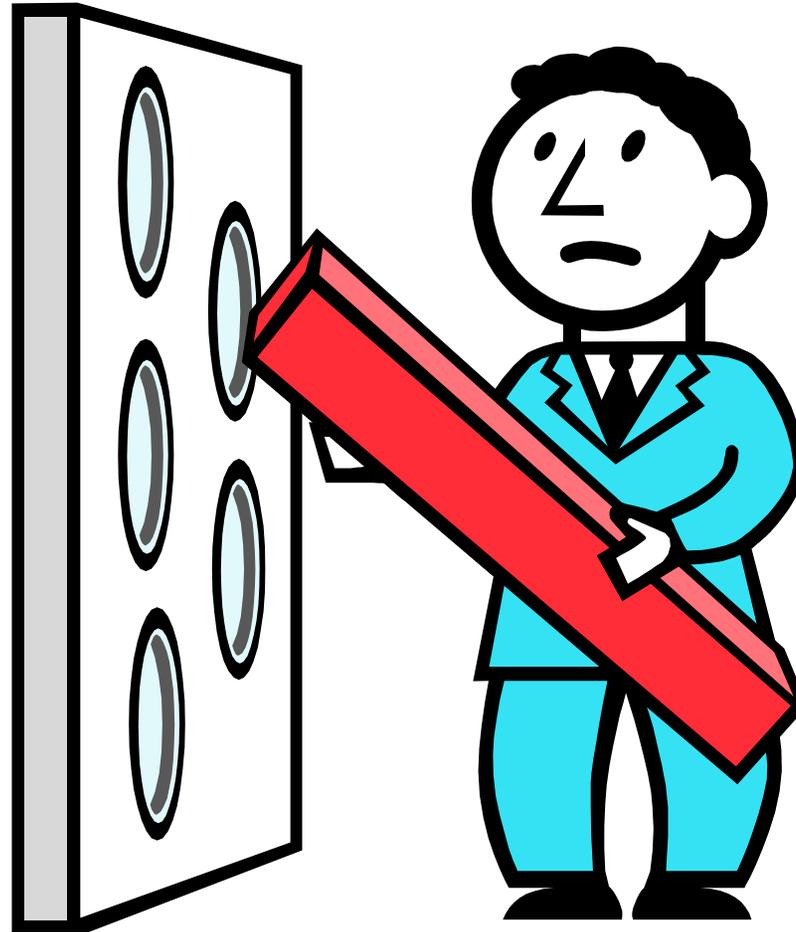
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Who will support AT?

Examining past and current practice

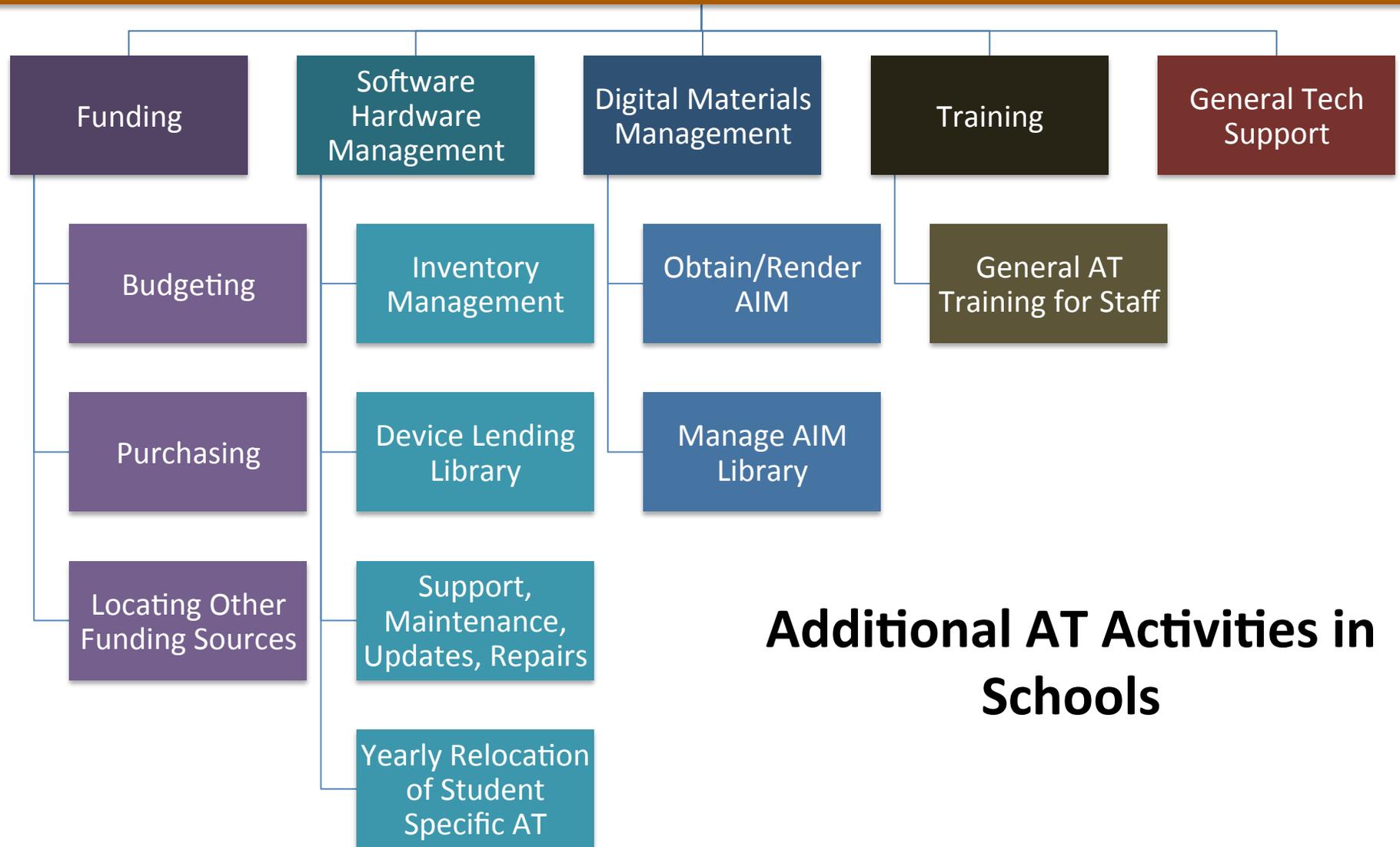


The perils of retro-fitting



AT Process

(Consideration, Assessment, Trials, Selection, Student Specific Training, Implementation, Follow-up/Follow-along)



Additional AT Activities in Schools

Assistive Technology

The View from 40,000 Feet



Map Your Assets



Systems Assets

Assess the current culture....

Are you working in a silo?....Do you even have a silo?

Pupil Services/
Special
Education

- IEP/MFE
- Alternate Assessment
- Accommodations and Modifications
- Continuum of services

Assistive
Technology
Services

- AIM
- Assessment/ Consultation
- Device/ software training/setup
- Purchasing
- Repairs

- Textbooks
- Content Standards
- High Stakes Testing
- Course of Study

Learning and
Teaching/
Curriculum/
Regular
Education
Services

District and
Building Level
Administration

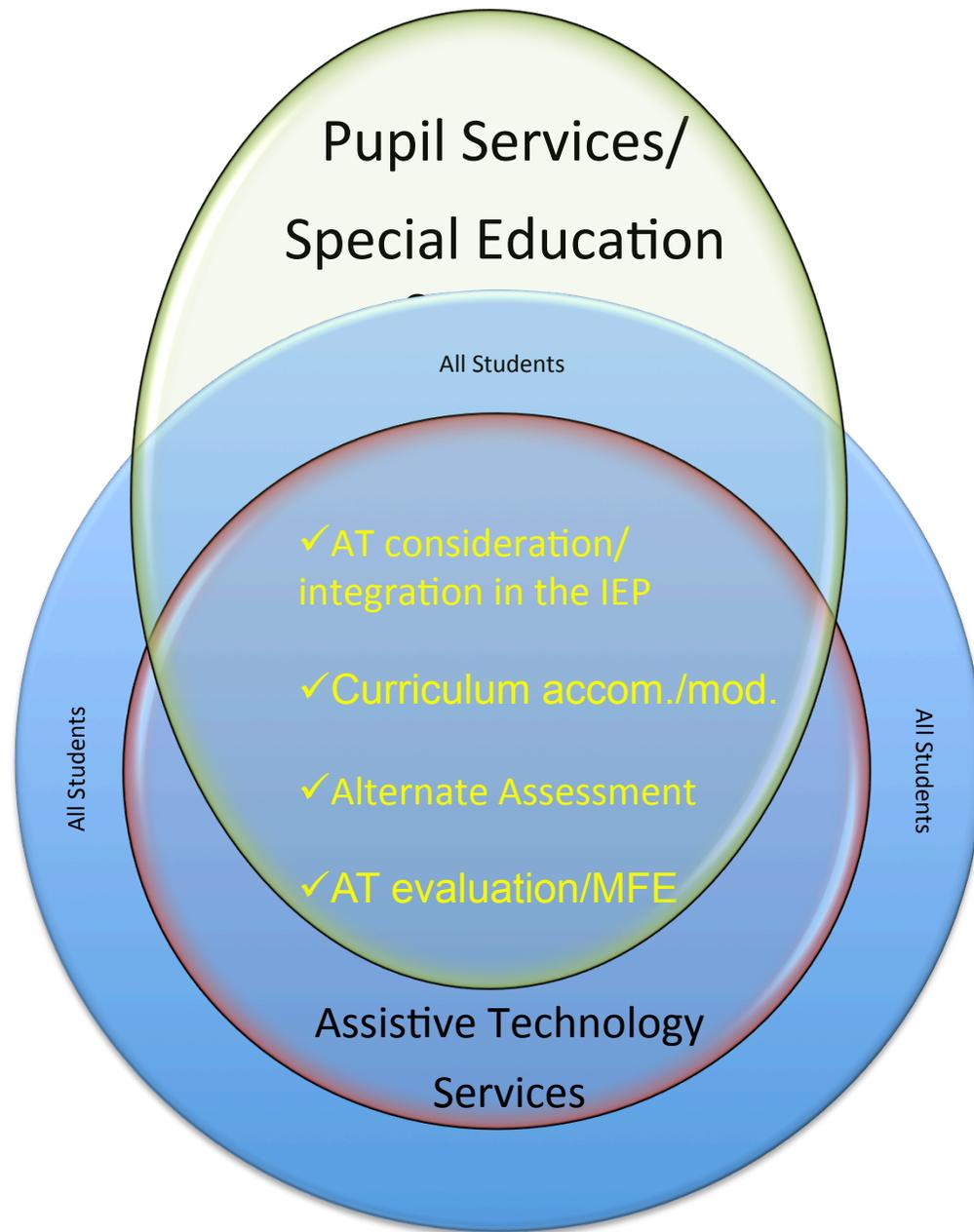
- Staffing
- Day-to-day operations
- purchasing
- instructional practices
- building/ district PD

- Purchasing of general technology
- Network administration
- Network/ computer security
- software and hardware support

Technology
Department

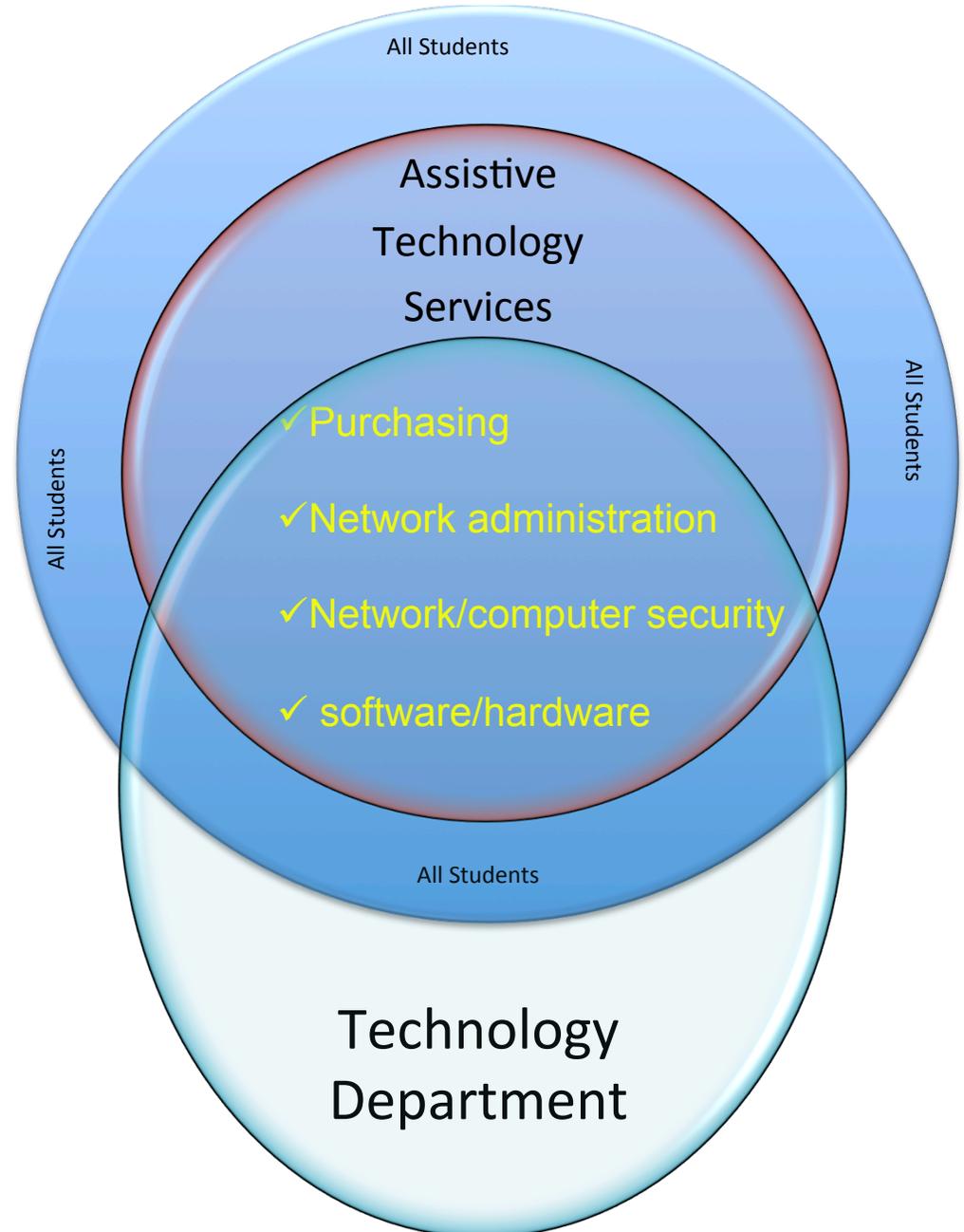
....if so work towards collaborative working relationships



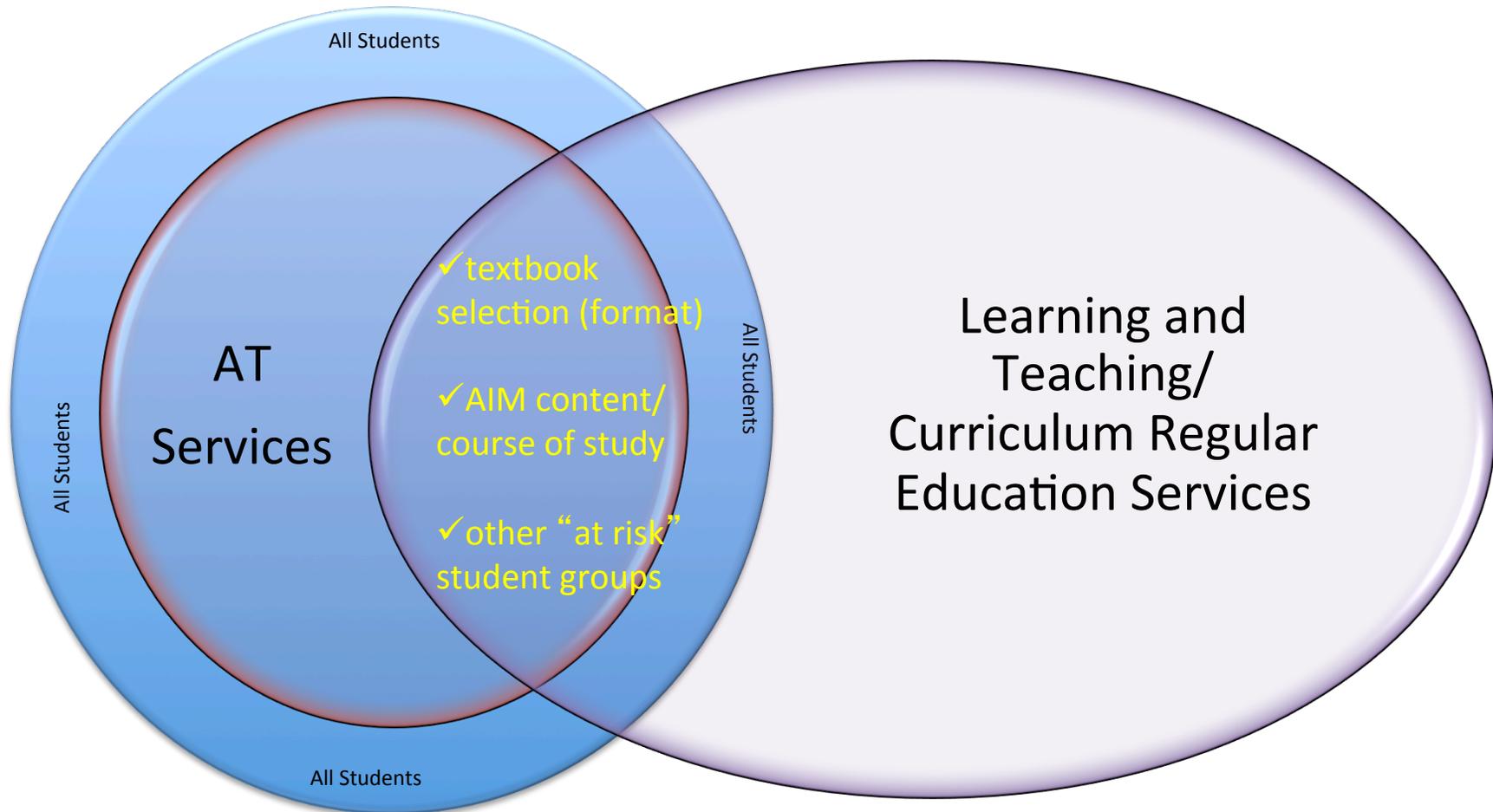


Pupil Services/ Special Education

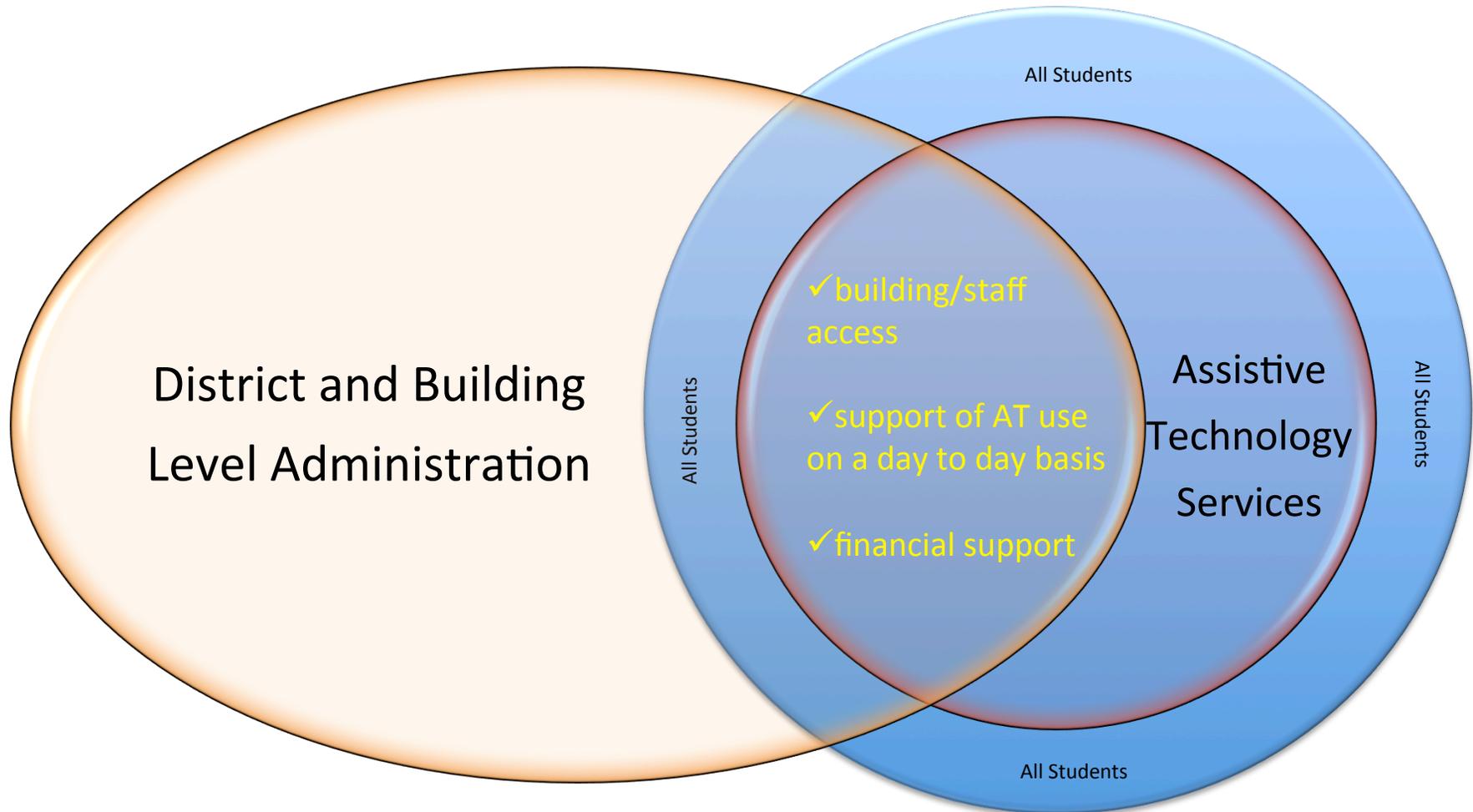
Technology Department



Learning and Teaching/Curriculum



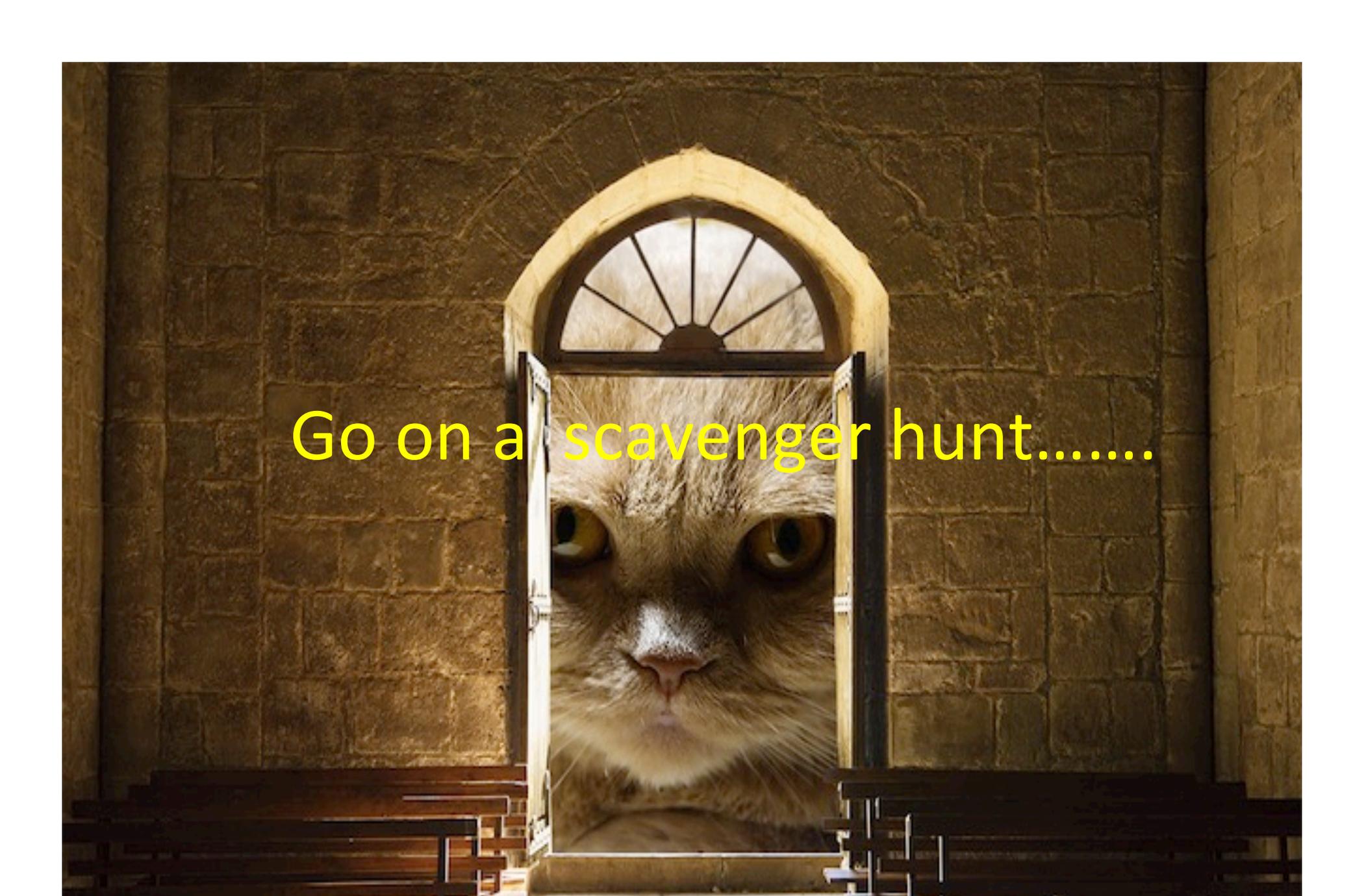
District and Building Administration



Map Your Assets



AT Assets

A ginger cat with large, expressive yellow eyes is looking out from a small, arched window. The window is set into a wall of rough-hewn, brown stone. The window frame is dark wood, and the panes are divided into a fan-like pattern. The cat's face is the central focus, framed by the window. The lighting is warm and focused on the cat, creating a dramatic effect. The background shows rows of dark wooden pews, suggesting the interior of a church or a similar stone building.

Go on a scavenger hunt.....

OCALI



and create an inventory

Map Your Assets



People Assets

Plan for Supporting Roles

District Support Team



AT Point of Contact within Buildings.

Make New Friends in Likely and Unlikely Places



Building Support Systems

Creating and Implementing an AT Plan by Understanding Student Needs



Assistive Technology Supports and Scaffolds

understands grade level material with accommodations

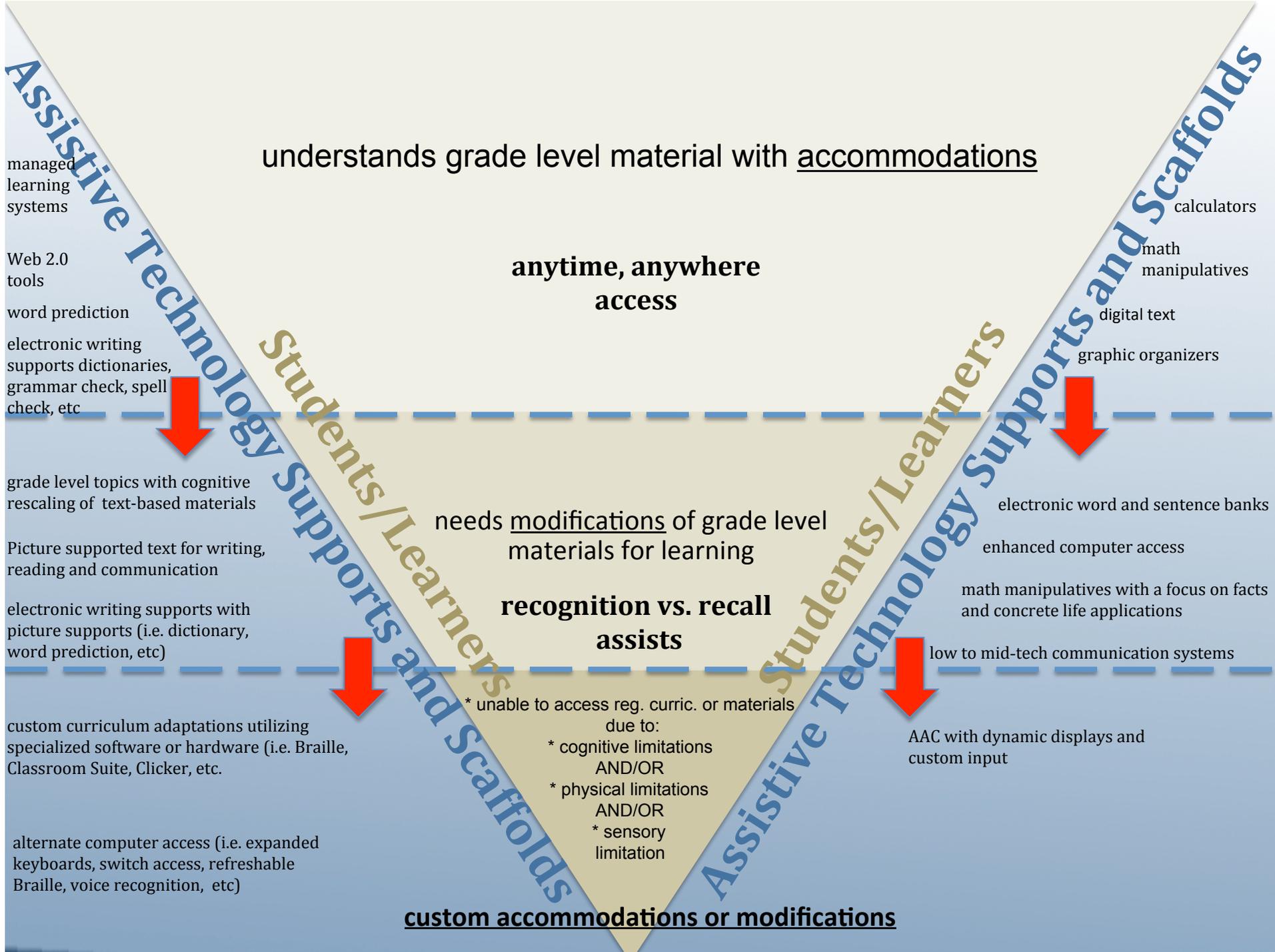
Students/Learners

needs modifications of grade level materials for learning

Students/Learners

needs custom accommodations or modifications due to the uniqueness of the curriculum access needs

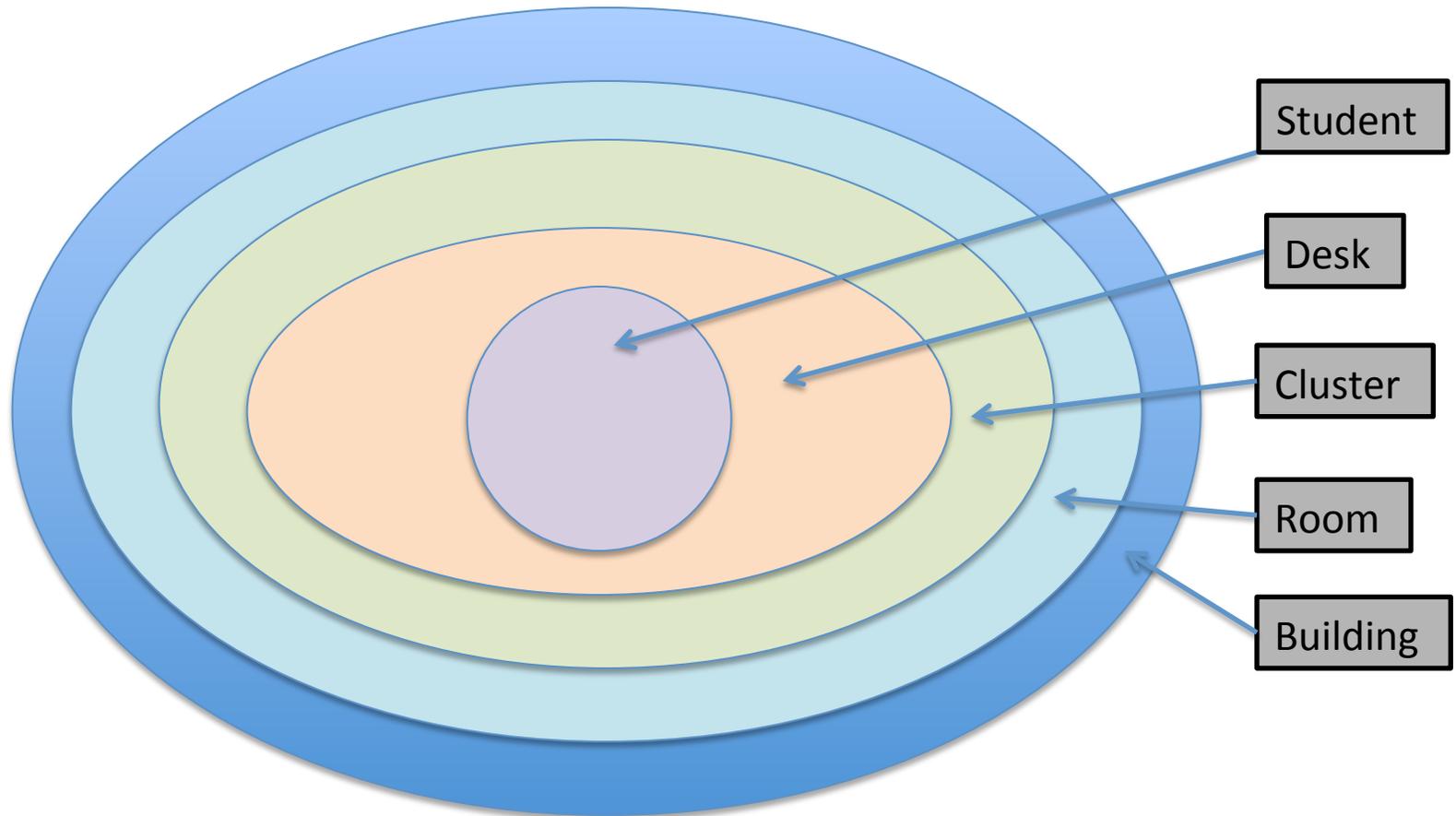
Assistive Technology Supports and Scaffolds





Minimize the variety
of software and
hardware
purchased....
look for robust and
feature rich products

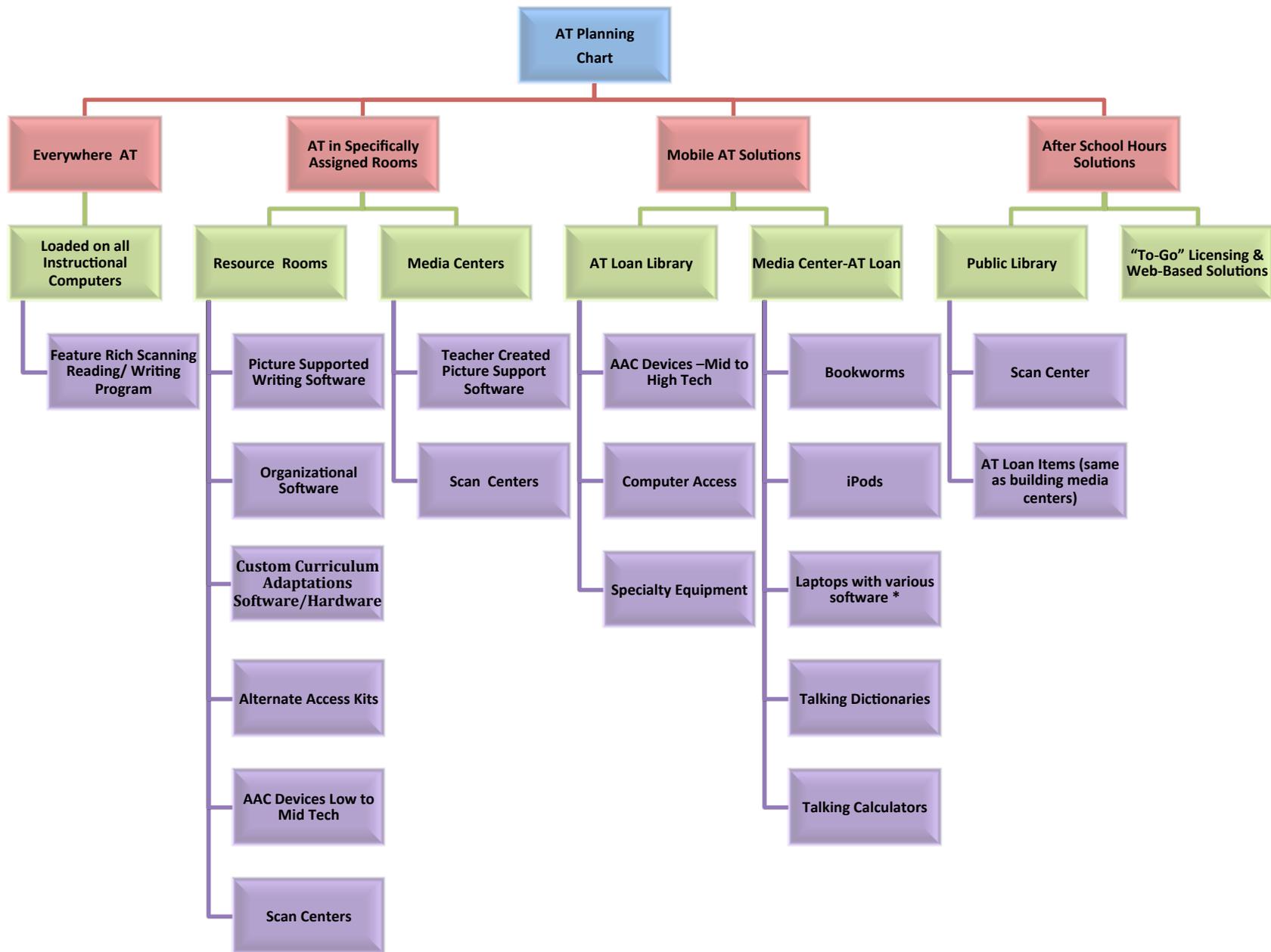
“Technology becomes more difficult and restrictive the further the tools are away from the student.”



Bugaj, C. R., & Norton-Darr, S. (2010). The practical (and fun) guide to assistive technology in public schools: Building or Improving your district's AT team. International Society for Technology in Education, Washington, DC.

A close-up photograph of several network cables plugged into a patch panel. The cables are illuminated with a warm, golden light. Some cables have white labels attached to them with the words 'server', 'internet', and 'marketing' visible. The background is a dark, reddish-brown color.

Network software
when possible or consider
web-based solutions



“Incrementalism”
or
Rome wasn’t built in a day

Questions?

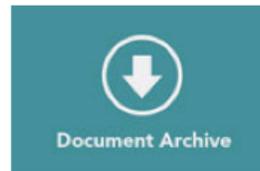
Resources for Learning more about AT

- OCALI Webinars, web resources and Assistive Technology Internet Modules (ATIM)
- Bowling Green State University-Master of Education in Special Education - Assistive Technology Specialization
- RESNA and CSUN national assistive technology certification programs
- The Special Needs Opportunities Window (SNOW) project at the University of Toronto-distance education courses
- SETBC-Special Education Technology in British Columbia web resources
- Technology and Media (TAM) Division of the Council for Exceptional Children-developed technology competencies for beginning special education teachers, master teachers and assistive technology specialists

-  Autism Center
-  Disabilities Center
-  Universal Design for Learning Center
-  Assistive Technology Center
-  Lifespan Transitions Center
-  Family Center

Connect with free resources, timely articles, sponsorship opportunities, local events and much, much more.

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THANKS FOR LEARNING WITH



linking research to real life.

Please visit our website for resources on
AT, ASD and Low Incidence Disabilities:
<http://www.ocali.org>