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

Anticipated assistive technology use by disability category

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

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

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

Why do so few students with disabilities receive needed assistive technologies and services?......
Barriers to AT Implementation

Isn’t AT a “crutch”?  $$ $$  

Educator Technophobia  $$ $$  

I don’t want to change!  $$ $$  

Our IEP team doesn’t know about AT!  $$ $$  

Won’t the student be embarrassment by AT?  $$ $$  

Will using AT change my job duties?  $$ $$  

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

Who will support AT?  $$ $$
Examining past and current practice
The perils of retro-fitting
Additional AT Activities in Schools

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

Funding
- Budgeting
  - Purchasing
  - Locating Other Funding Sources

Software Hardware Management
- Inventory Management
- Device Lending Library
- Support, Maintenance, Updates, Repairs
- Yearly Relocation of Student Specific AT

Digital Materials Management
- Obtain/Render AIM
- Manage AIM Library

Training
- General AT Training for Staff

General Tech Support

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OCAli
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?
.....if so work towards collaborative working relationships
Pupil Services/Special Education

- All Students
- Assistive Technology Services
  - AT consideration/integration in the IEP
  - Curriculum accom./mod.
  - Alternate Assessment
  - AT evaluation/MFE

Pupil Services/Special Education
Learning and Teaching/Curriculum

AT Services

- textbook selection (format)
- AIM content/course of study
- other "at risk" student groups

Learning and Teaching/Curriculum Regular Education Services
District and Building Administration

District and Building Level Administration

All Students

Assistive Technology Services

- building/staff access
- support of AT use on a day to day basis
- financial support

All Students
Map Your Assets

AT Assets
Go on a scavenger hunt......
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

- Parents
- Related services
- ISS monitors
- NHS students
- Retired staff
- Sororities and fraternities
- Hall monitors
- Regular education
- Technology staff
- Individual student aides
- Volunteering
  - Volunteers
  - Other Volunteers
  - Work study students
  - Under grad. and grad. students
- Civic organizations
- Special education
- Under grad. and grad. students
- Under grad. and grad. students
- NHS students
Creating and Implementing an AT Plan by Understanding Student Needs
understands grade level material with accommodations

needs modifications of grade level materials for learning

needs custom accommodations or modifications due to the uniqueness of the curriculum access needs
understands grade level material with accommodations

anytime, anywhere access

needs modifications of grade level materials for learning

recognition vs. recall assists

* unable to access reg. curric. or materials due to:
  * cognitive limitations
  * physical limitations
  * sensory limitation

grade level topics with cognitive rescaling of text-based materials

Picture supported text for writing, reading and communication

electronic writing supports with picture supports (i.e. dictionary, word prediction, etc)

custom curriculum adaptations utilizing specialized software or hardware (i.e. Braille, Classroom Suite, Clicker, etc.)

alternate computer access (i.e. expanded keyboards, switch access, refreshable Braille, voice recognition, etc)

custom accommodations or modifications

managed learning systems

Web 2.0 tools

word prediction

electronic writing supports dictionaries, grammar check, spell check, etc

electronic word and sentence banks

math manipulatives with a focus on facts and concrete life applications

low to mid-tech communication systems

enhanced computer access

AAC with dynamic displays and custom input

calculators

digital text

math manipulatives

graphic organizers

word prediction

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custom curriculum adaptations utilizing specialized software or hardware (i.e. Braille, Classroom Suite, Clicker, etc.)

alternate computer access (i.e. expanded keyboards, switch access, refreshable Braille, voice recognition, etc)
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.”

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
THANKS FOR LEARNING WITH

OCALI

linking research to real life.

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

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