Helping Teachers Use AT Effectively

Amanda Inman and Wanda Oliver, Paulding County Schools

Jennifer Lyons, Fulton County Schools

Tuesday, March 19, 2013

2:00pm to 3:30pm EST

AMAC
Accessibility for All

TOOLS for LIFE
Georgia's Assistive Technology Act Program

www.gatfl.org

CREATE/Center 4 AT Excellence

www.amacusg.org

AMAC
Accessibility for All

This session is being recorded

- You will be able to access the archive of this and other webinars at www.gatfl.org

TOOLS for LIFE
Georgia's Assistive Technology Act Program

Credits

- **CEUs** are administered through Georgia Tech Professional Education
- ***CRCs** will not be provided for today's webinar*
- To receive your verification form, send an e-mail with the webinar title and date, your full name, organization, city, state, e-mail address and date of birth to **Liz.Persaud@gatfl.gatech.edu**

Webinar Evaluation

At the end of today's webinar, we ask that you please take a moment to complete our survey:

https://www.research.net/s/TFLwebinar

Join us!

- **March 27, 2:00 to 3:30 – Exploring Tools for Life's Favorite Apps for Learning Disabilities**, *Carolyn Phillips & Martha Rust*

- **April 4, 2:00 to 3:30 – TFL & CREATE: Interactive Whiteboards and Inclusive Classrooms**, *Diane Talbert, Unified AV*

Contact

Liz Persaud

Training, Development and Outreach Coordinator

Tools for Life

liz.persaud@gatfl.gatech.edu

www.gatfl.org

Disclaimer
This presentation is produced by Tools for Life which is a result of the Assistive Technology Act of 1998, as amended in 2004. It is a program of the Georgia Institute of Technology, Enterprise Innovation Institute [EI2], Alternative Media Access Center (AMAC) and is funded by grant #H224C030009 of the Rehabilitation Services Administration (RSA), Department of Education. The contents of this presentation were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, Georgia Tech, EI2 or AMAC and you should not assume endorsement by the Federal government.

Assistive Technology Implementation

A Look Behind the Scenes

Developing Effective Trainings

Jennifer Lyons
Assistive Technology Implementation Specialist

- Provide Overview Of Assistive Technology
- Provide Focused Trainings for Administrators, Teachers, Support Staff and Parents
- Provide Individual Follow up
- Provide Feedback to Teams and Administration

What is Assistive Technology?

Why is Assistive Technology Crucial?

How does The IEP Team consider AT?

Where can I locate trainings and resources?

Assistive Technology Overview

- http://www.gpat.org/Georgia-Project-for-Assistive-Technology/Pages/Assistive-Technology-Definition.aspx#Device

Understanding Assistive Technology

- How Do I Consider Assistive Technology
  - Provide a Core of Equipment and Software for special education classes or a lending library
  - Provide Focus training on core
  - Provide a consideration checklist to help guide the IEP team
  - Have a process in place to request Assistance when the team has difficulty

How to Consider Assistive Technology

- Provide Overview Of Assistive Technology
- Provide Focused Trainings for Administrators, Teachers, Support Staff and Parents
- Provide Individual Follow up
- Provide Feedback to Teams and Administration

Low Incidence Trainings

- Setting up an Accessible Classroom
  - Using core equipment and software
  - Setting up class, Zone plans, Schedules, etc.
- Visually Cued Instruction
  - Cover Boardmaker Software (core for Teachers)
  - Using visuals in instruction and transitions
- AAC 101
  - Day 1 Intro to communication from 8 choice core words to 60 core words
  - Day 2 Integrating Teaching Reading and Writing to students who are non verbal, displays echolalia or has unintelligible speech.

- Qualities Focused Training
  - Define Learning Objective
    - The goal is implementation
    - Minimal focus on the technical
  - Consider Learning Styles
  - Hook your audience
  - Interactive
    - Allows participants to learn “the why” while experiencing “the how”
  - Provide video of real implementation

Focused Training

Video: 1Voice

Hook Your Audience

Use Videos in Training

- Video – In class snack

- Video - Read along with step by step

Accessible Classroom

Examples from AAC 101

- Video – Core words
- Video - Transition to high tech week

- Video - Board

- Video – Vocab review reading

Visually Cued Instruction Boardmaker training

Vary Examples

- By age
- Class Type
- Types of equipment

- Provide Overview Of Assistive Technology
- Provide Focused Trainings for Administrators, Teachers, Support Staff and Parents
- Provide Individual Follow up
- Provide Feedback to Teams and Administration

Follow Up Support

- Individual Follow ups in the classroom
  - Teachers, Paraprofessionals, OT's, PT's, SLP's each sign up for a 45 minute follow up in there school.
  - Trainee drives the follow up based on their needs
  - Trainee can email questions or special request ahead of time

- AT Specialist
  - Observe
  - Model
  - Provide feedback
  - And answer questions

Assistive Technology Specialist Role in a Follow Up

- Provide Overview Of Assistive Technology
- Provide Focused Trainings for Administrators, Teachers, Support Staff and Parents
- Provide Individual Follow up
- Provide Feedback to Teams and Administration

Provide Feedback

- After a Follow up
  - It may be determined additional follow up is needed
  - A form can be sent to the administrator with things to watch for based on class objectives
    - This can be part of their walk through

Feedback Is Key

Don’t be afraid of it; use it to be your best!!!

Jennifer Lyons
Assistive Technology
Implementation Specialist
Fulton County Schools
lyonsj@fultonschools.org

Research In Action: *One District's Student-Focused Approach to Professional Learning*

Presented by:
Amanda Inman & Wanda Oliver
http://missionpossibleat.wikispaces.com/

READ OutLoud 6

PAULDING COUNTY SCHOOL DISTRICT
Focused on Learning

PAULDING COUNTY SCHOOL DISTRICT
Focused on Learning

Missions

Paulding County:

The Student Services Department is committed to empowering teachers by providing the support needed to meet the instructional needs of a diverse population, preschool through high school.

Don Johnston:

Don Johnston believes in sharing his personal journey as a struggling reader to build self-confidence in others. He also believes in designing supplemental instruction and intervention strategies to help students become successful readers, writers and thinkers. One of the tools he created is *ReadOutLoud.*

PAULDING COUNTY SCHOOL DISTRICT
Focused on Learning

READ:OutLoud 6

- Designed specifically to build comprehension strategies in struggling readers

- Provides a framework where students spend more time independently learning and practicing the reading strategies of good readers and turning them into habits

- Instructional technology allows students to spend more time meaningfully interacting with text than using traditional instruction methods only (National Reading Panel, 2000)

- "Technology is both a facilitator of literacy and a medium of literacy. Effective adolescent literacy programs therefore should use technology as both an instructional tool and an instructional topic"(Reading Next Report, 2004, p. 27).

How We Got Here

- District-Wide Licenses
- Pre-Planning Training
- Collaboration between AT and Reading Specialist
- Don Johnston's Leadership Summit

PAULDING COUNTY SCHOOL DISTRICT
Focused on Learning

Preparing for Take-Off!

Planning the Mission

PAULDING COUNTY SCHOOL DISTRICT
Focused on Learning

Planning the Mission

- Brainstorming session – AT and Reading Specialist
- Met with principal – leadership buy-in
- Developed plan of action – Google Docs
- Met with grade-level team leaders (3rd, 4th and 5th)
- Distributed self-efficacy survey (K12-Insight)
- Developed plan for training (AT and Reading Specialist)

PAULDING COUNTY SCHOOL DISTRICT
Focused on Learning

Mission Control: Student Training

- Training 3rd, 4th and 5th grade classes with teachers
- Classes rotate to lab session in place of specials
- Specials Teacher provides support
- Classroom Teacher assists during training
- Walked through basic features of Read: OutLoud
- Reading Specialist takes active role in training
- Teachers receive monthly training sessions on reading strategies

Read: OutLoud Training

Read: OutLoud Training

Mission Control: Gathering Information

- Classroom Observations

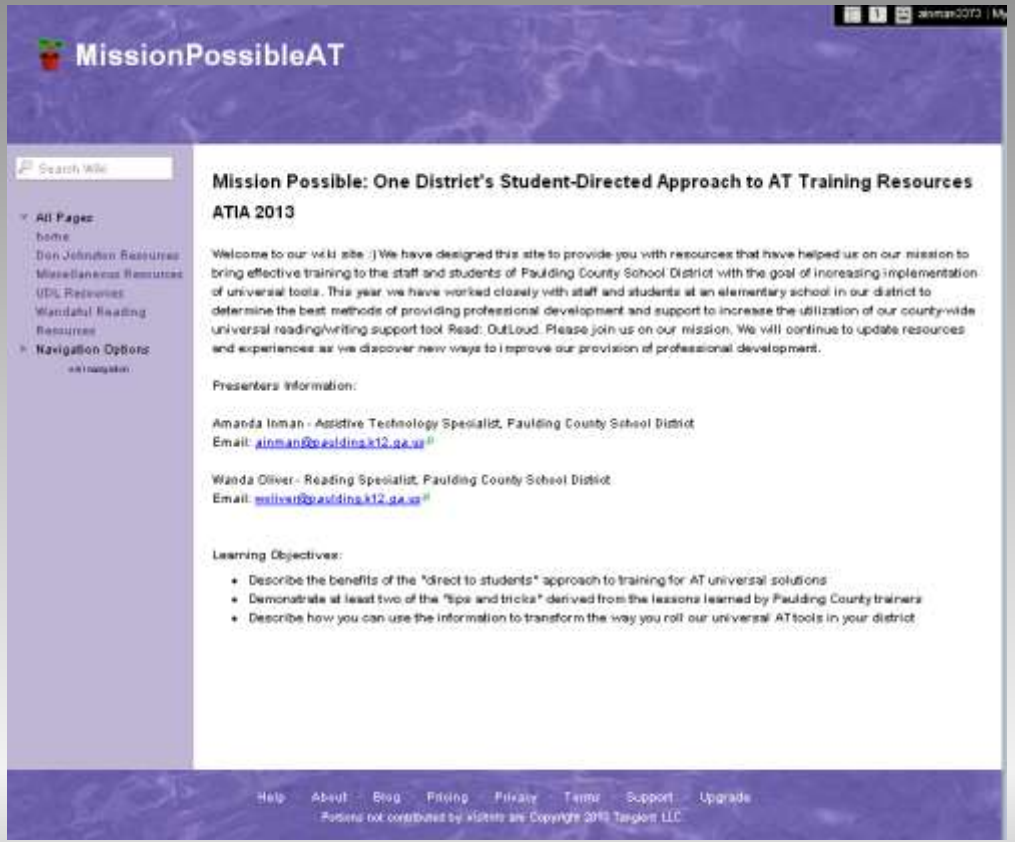
Mission Control: Gathering Information

- Focus Groups

Future Missions

- Providing additional training for teachers utilizing Don Johnston's Train-in-30 model.
- AT Collective
- Infuse more Read: OutLoud support in monthly Reading cohort
- Follow up observations and focus groups
- Spread the word – Principal's Meeting

Resources


MissionPossibleAT
Search Wiki
All Pages
home
Don Johnston Resources
Miscellaneous Resources
UDL Resources
Wandaful Reading Resources
Navigation Options
Mission Possible: One District's Student-Directed Approach to AT Training Resources
ATIA 2013
Welcome to our wiki site :) We have designed this site to provide you with resources that have helped us on our mission to bring effective training to the staff and students of Paulding County School District with the goal of increasing implementation of universal tools. This year we have worked closely with staff and students at an elementary school in our district to determine the best methods of providing professional development and support to increase the utilization of our county-wide universal reading/writing support tool Read: OutLoud. Please join us on our mission. We will continue to update resources and experiences as we discover new ways to improve our provision of professional development.
Presenters Information:
Amanda Inman - Assistive Technology Specialist, Paulding County School District
Email: ainman@paulding.k12.ga.us
Wanda Oliver - Reading Specialist, Paulding County School District
Email: woliver@paulding.k12.ga.us
Learning Objectives:
Describe the benefits of the "direct to students" approach to training for AT universal solutions
Demonstrate at least two of the "tips and tricks" derived from the lessons learned by Paulding County trainers
Describe how you can use the information to transform the way you roll our universal AT tools in your district
Help
About
Blog
Pricing
Privacy
Terms
Support
Upgrade
Portions not contributed by visitors are Copyright 2013 Tangient LLC

Q
&
A