Helping Teachers Use AT Effectively

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2:00pm to 3:30pm EST
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• 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
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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.
A Look Behind the Scenes
Developing Effective Trainings

Assistive Technology Implementation
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?
Understanding Assistive Technology

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

Low Incidence Trainings
Focused Training

- 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
Video: 1Voice

Hook Your Audience
Use Videos in Training
• Video – In class snack

• Video - Read along with step by step

Accessible Classroom
• Video – Core words

• Video – Transition to high tech week

Examples from AAC 101
Visually Cued Instruction
Boardmaker training

- Video - Board
- Video – Vocab review reading
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 their school.
  - Trainee drives the follow up based on their needs
  - Trainee can email questions or special request ahead of time
Assistive Technology Specialist

Role in a Follow Up

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

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

Presented by:
Amanda Inman & Wanda Oliver
http://missionpossibleat.wikispaces.com/
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.
• 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
Preparing for Take-Off!
Planning the Mission
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)
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