

MATN WEBINAR SERIES

2010 – 2011

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AT IMPLEMENTATION: TECHNOLOGY INTEGRATION IN CLASSROOM INSTRUCTION

MATN WEBINAR SERIES

MARCH 24, 2011

3:00 PM EASTERN

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Big Ideas for Today

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1. Teachers need support to integrate AT in their instruction and in everyday routines.
2. Research about classroom organization and management has implications for AT integration strategies.

We are...

1. AT Specialists
2. Related Service Providers
3. Instructional Technologists
4. General Education Teachers
5. Special Education Teachers
6. Other....



We primarily serve...

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1. Students with disabilities
2. General Education Teachers
3. Special Education Teachers
4. Consumers and Families of Children with Disabilities
5. Other





Why aren't some students with disabilities getting the AT supports and services they need?

Common Reasons for Lack of AT

- Not enough stuff
- Nobody knows what stuff we need
- The stuff's too expensive
- They don't know what to do with the stuff
- The stuff's too hard to manage
- They can't use the stuff on school networks
- They can't use the stuff on tests...

It's not about the stuff!

WHAT WE'VE LEARNED
ABOUT AT OVER TIME...

A Big Idea

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Teachers need support in order to integrate AT into their instruction and into everyday routines and activities.

Support Services



What support services will be needed for the student to use the materials effectively?

What support services will be needed for Johnny to use the materials effectively?

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- Identification of an audio output device that will read RFB&D files and that can be controlled by Johnny.
- The OT and PT will continue to provide services to ensure that Johnny is progressing in the use of his assistive technology and is using the devices effectively.
- The therapists will provide training to the teachers to help them to determine when and how to support Johnny in the use of the technology throughout the day.

Supporters need to know about:

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- ✓ the big picture of the reform and the reasons for the changes.
- ✓ the schools in which they work
- ✓ their own roles
- ✓ the specific knowledge and skills needed in the setting
- ✓ where to get help when needed

Tools for AT Support



Consultation



Collaboration



Coaching

Differences in:

- Focus
- Characteristics of conversation
- Goal of the support

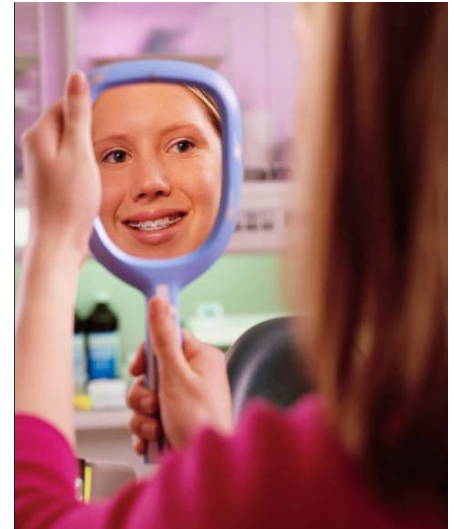
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But, I used to *BE* the implementer!



You can not consistently perform in a manner which is inconsistent with the way you see yourself.

Zig Zigler



Common Support Errors

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- Needing to be needed
- Needing to being an expert
- Providing too much information
- Assuming that there is agreement about the purpose of the consultation
- Stating opinion as fact
- Accepting your own assumptions without questions
- Trying to convince someone

Another Big Idea



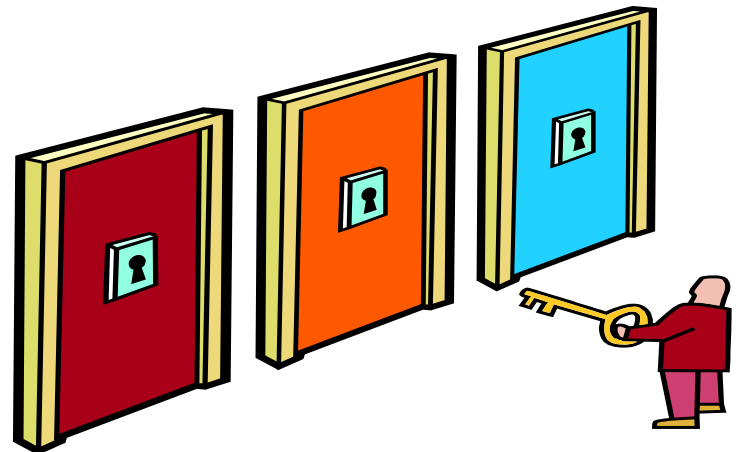
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Research about classroom organization and management has implications for AT integration strategies.

What most affects learning?

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- Home Environment/Parent Support
- School Culture
- School Demographics
- Classroom Management
- Quantity of Instruction
- Use of technology



Classroom Management

Of the 28 factors related to how students learn that were investigated, the #1 Factor is....

Here's Why!

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ESTIMATED USE OF SCHOOL TIME

	HOURS/DAY	HOURS/YEAR
Total Available Time	6	1080
Academic Learning Time	0.6 – 1.5	108 - 270
Content-Engaged Time	1.5 – 3.5	270 – 430
Attendance Time	5.4 – 6.0	970

*Berliner's Beginning Teacher Evaluation Study

Classroom Management for AT

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Includes:

- *Classroom Organization*
- *Rules Procedures and Goals*
- Anticipatory Set
- Relationships
- Behavior

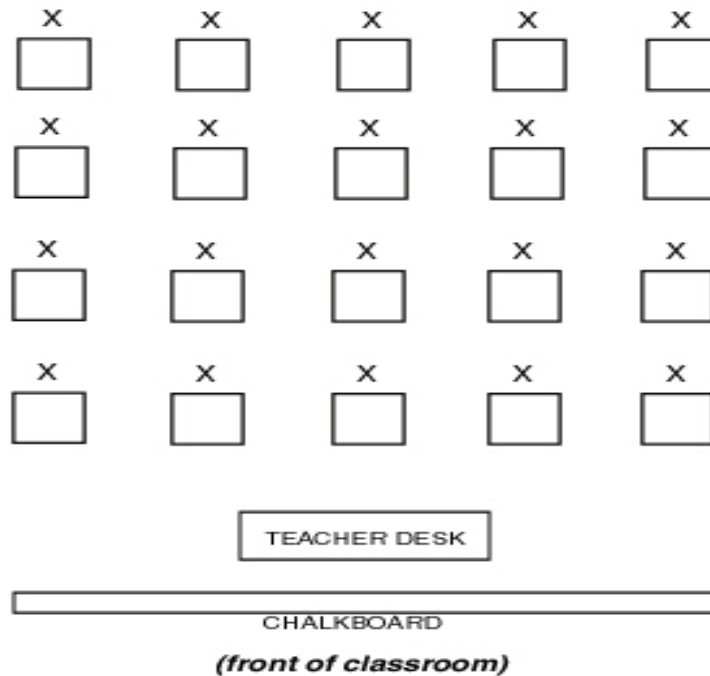
Carolyn M. Evertson
“Classroom Management”
in [Psychology and Educational Practice](#)
Eds. Walberg & Haertel, 1997

Classroom Organization

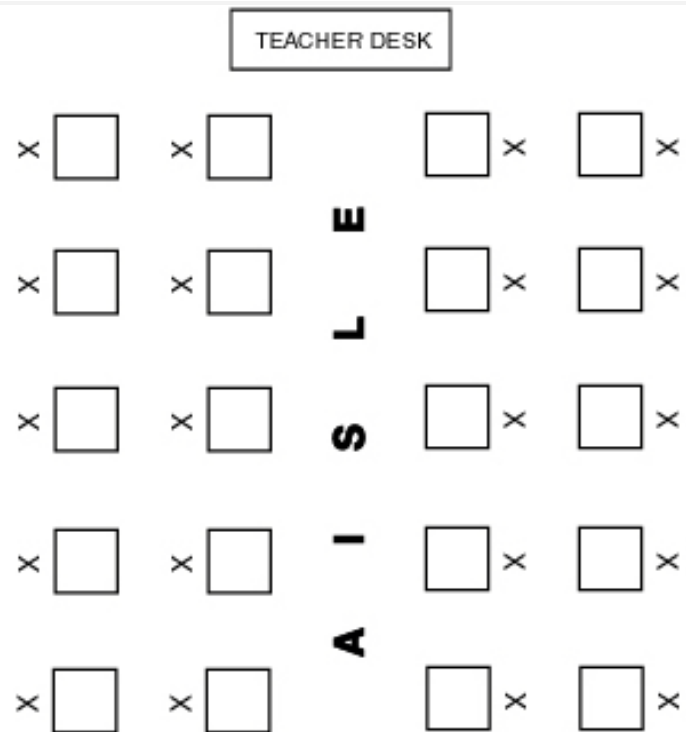
What changes in the *environment* will be needed?



Organizing a Classroom for AT

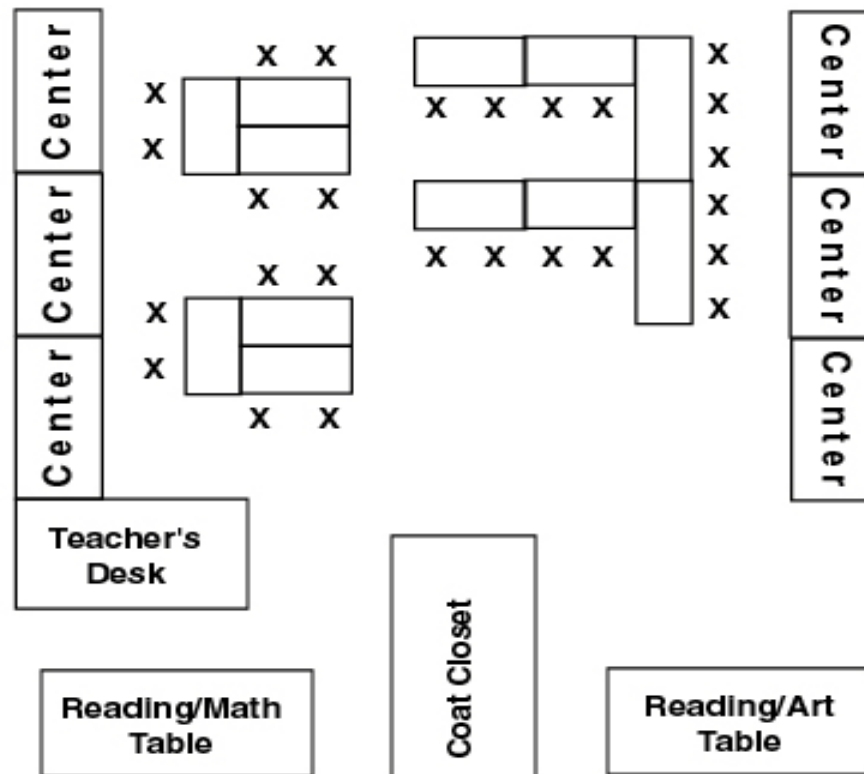


Primary Mode of Instruction?



(front of classroom)

Primary Mode of Instruction?



Classroom Organization for AIM

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- Visibility
- Distractibility
- Accessibility
- Materials
- Support for activities



MIGUEL'S CLASSROOM

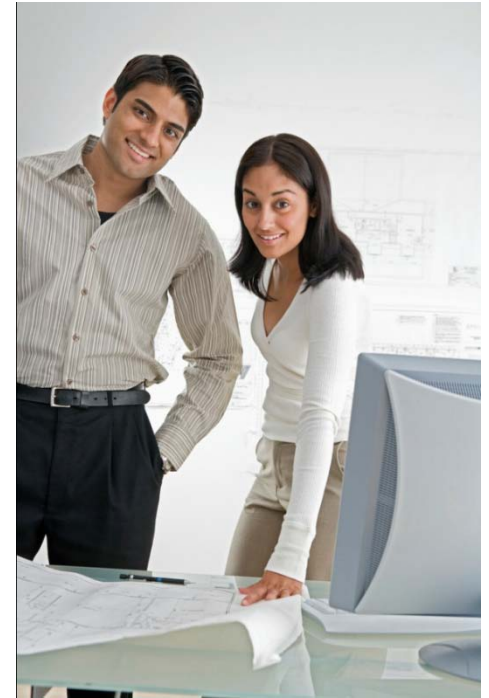


MIGUEL'S NEW ENVIRONMENT

Suggested Activity

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- Sketch your student's classroom.
- Identify changes you might make to ensure learning support for your student :
 - **Visibility**
 - **Distractibility**
 - **Accessibility**
 - **Materials**
 - **Support for activities**
- Review the “map” with the student's teacher



Classroom Procedures

What changes in routines will be needed?



Procedures are for Everyone

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Rubrics for Behavior of...

- Student
- Staff and Supporters
- Families
- AND
- Peers and Partners

AT Procedures

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- Student space for students who use AT
- Centers and stations that include both technology and assistive technology
- Shared technology materials
- Shared assistive technology
- *Using assistive technology independently*



Procedure for Daniel: Science Reading Time

Class' Steps	Daniel's Steps
Clear desk	Clear off tray
Walk to book baskets	Put your things in your basket
	Go to computer
Pick book	Pick Computer Book
Write start page	Open and enter start page on Reading Record file
Find place to read	Put on headphones
Science Reading	Listen to talking science textbook file
Write end page	Write end page on computer
Put book away	Close book file
	Save and Close Reading Record file

Suggested Activity

Use the Plan for Procedures to create a Procedure for your student who uses AT

CLASSROOM PROCEDURE PLAN

_____ (CURRICULAR AREA)

Daily School Routine:		Date:
Student		Purpose of routine:
Person assisting student during routine:		

	Steps involved in Routine	What specifically will the student do? (Procedures)	Participation Level	What will the student need in order to do this?	What will staff and supporters do?
1			<input type="checkbox"/> Competitive <input type="checkbox"/> Active <input type="checkbox"/> Involved		
2			<input type="checkbox"/> Competitive <input type="checkbox"/> Active <input type="checkbox"/> Involved		
			<input type="checkbox"/> Competitive		

Change requires support

The main reason that change fails to occur in the first place on any scale and does not get sustained when it does occur is that the infrastructure is weak, unhelpful or working at cross purposes. By the infrastructure, I mean the next layers above whatever unit we are focusing on.

Fullan (2000): *The New Meaning of Educational Change*