

Administrators as Allies in AT Implementation

Ablenet University Webinar Series: November 3, 2020
Gayl Bowser: gaylbowser@gmail.com
Penny Reed: 1happypenny@gmail.com
www.educationtechpoints.org

1

Speaker Disclosures

Gayl Bowser and Penny Reed, are authors of: *Leading the Way to Excellence in AT Services: A Guide for School Administrators* which is the basis for much of this webinar. They have a limited financial relationship with CAST Professional Publishers.



2

Implementation for meaningful tasks and activities

- Is critical for successful use of AT
- Requires specific actions
- May be viewed by teachers as "not my job"



3

Why don't they think it is their job? Perhaps:

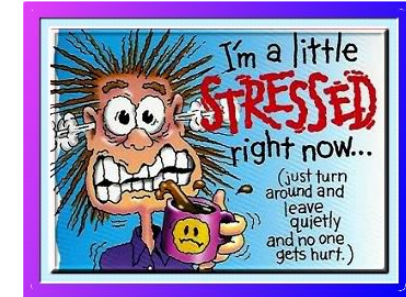
- Not included in their training
- Not written in job description, or not there in any way that makes it obvious.
- No peers pointing out their responsibility to make sure the AT is used in their setting.
- Not mentioned when observed/evaluated.
- Not directed to implement AT by administrator
- Not sent to training

4

To change teacher's behavior we
must change the environment in
which they function.

How do we do that?

5



6

Only administrators can change the environment in the way that is needed.

Let's look at ways we can work with them to help them understand and embrace their role in relation to AT.

7

Mirage Report



Our research suggests that, while understandable and well-intentioned, layering on *more* support is not the solution. Instead, we believe school systems need to make a more fundamental shift in mindset and define "helping teachers *improve*" *not just in terms of* providing them with a package of discrete experiences and treatments, but with *information*, conditions and a culture that facilitate growth and normalize continuous improvement.

The New Teacher Project (August, 2015)

The New Teacher Project, page 35 (August, 2015)

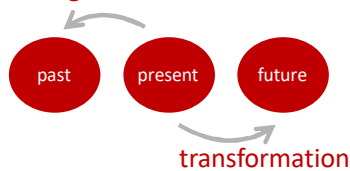
8

Administrators Set the Tone

- Whether or not they are aware of it, administrators have a huge impact on determining what is acceptable and unacceptable behavior in their building or program.
- They are the leader for that program.
- They have an assigned leadership role in all aspects of services within their program.

9

change



Where do we go from here?

10

So, what Can an AT Service Provider do?

- Keep administrators informed about AT
- Help identify how administrators can impact AT services and why it is important
- Help administrators understand their role, especially in developing and sharing a vision.
- Engage their supervisors and other administrators in changing the environment.

11

Two types of leaders can play a role in changing AT services

- Some individuals are leaders because of the assigned administrative position that they fill (e.g., school principal, special education director).
- Other individuals may become leaders in changing AT services because of their knowledge of AT devices and services or the way others in the group respond to them.
- Northouse (2016) labels these two types of leaders as **assigned leaders** and **emergent leaders**.

12

A Closer Look at Leadership



13

What is Leadership?

Leithwood, Harris, & Hopkins (2008) noted that almost all successful leaders draw on the same set of basic leadership practices. They organized these into four categories:

- building vision and setting directions;
- managing the program;
- understanding and developing individuals; and
- redesigning the organization.

14

Leadership and its impact on Excellence

- Administrators and AT Leaders can work together to develop, maintain, and improve AT services.
- Help staff, students, & families develop vision of AT use and communicate it widely.
- Support staff in using AT to improve education of students with disabilities.
- Develop a culture where AT is valued and used.
- Facilitate collaboration between individuals and departments

15

Importance of a Vision

- A vision must dispel misconceptions held by many:
 - AT is expensive
 - AT is only for students with very severe disabilities
 - AT is "cheating"
 - AT is the job of the "expert"
- It must define roles:
 - AT service providers
 - Building principals
 - Classroom teachers
 - Leaders of IEP meetings

16

AT Service Delivery Adjustments Setting Leadership Directions

- Specific guidance related to virtual schools
- Team-based decision making with all stakeholders
- Communication Focused-rapid and for everyone.

17



The only guidance we have
gotten is "just do your best"

QIAT List Comment

18

America Association of School Administrators:

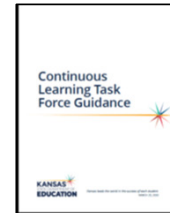
As you begin the process of developing a plan for your school, do not work in a silo. Bring a team of stakeholders together who will be impacted. Collaboration is key to hearing from all vested parties who must carry out the reopening of schools.

Parents, teachers, paraprofessionals, school engineers, custodial staffs, school office personal, central office staff and students all need to be part of the discussion. The best plans will be ones developed with everyone's understanding and consensus. It will help remove uncertainty and fear.

19

Kansas Continuous Learning Task Force

Specific Guidance for All Educators in creating and managing virtual and face to face school environments.



<https://www.ksde.org/Portals/0/Communications/Publications/Continuous%20Learning%20Task%20Force%20Guidance.pdf>

20

Oregon

[Specific Guidance about Students Who Experience Disability Service](#)



"Provide e-learning training and support for parents or caregiver including:

- *Parent or caregiver role in e-learning;*
- *How to use the district online e-learning platform and/or other required assistive technology; and*
- *Formal process to address concerns and/or address challenges."*

Link to document: https://www.oregon.gov/ode/students-and-family/health/safety/Documents/Ensuring%20Equity%20and%20Access%20Aligning%20State%20and%20Federal%20Requirements.pdf?utm_medium=email&utm_source=govdelivery

21

Leadership Actions for AT Leaders

- Recruit the support of your Assigned Leaders.
- Report regularly to your administrator about your service model and service provision,
- Collect, analyze, and share data about the AT activities of staff.
- Discuss goals and activities with your administrator to identify how you can support each other in leading AT services.
- Suggest outreach activities that may encourage collaboration with other parts of the agency.

22

Leadership Actions for Administrators

- Be aware of how AT services are provided in your program.
- Make a list of the questions about AT use in your building or program.
- Collaborate with AT Leaders to include stakeholders in setting a vision for an AT service model.
- Identify opportunities where advocating for AT use might be appropriate and effective.
- Identify barriers to collaboration with other parts of the agency and initiate outreach efforts to those groups.

23

A Closer Look at Management



24

Aspects of Management

- Ensure AT services are legal, efficient, equitable, and cost-effective by identify internal processes and developing and using operating guidelines
- Ensure that all appropriate employees know how to respond to a parent's request for AT.
- Require that staff use data to make AT decisions.
- Make funds, human resources, and planning time available for the provision of AT services.
- Monitor AT services to ensure that IEPs are implemented in all environments.

25

25

Operating Guidelines

Provide answers to questions about...

- Referral/request for help
- Assessment
- Consideration
- Documentation
- Implementation
- Other AT Issues

26

26

AT Service Delivery Adjustments Management

New Operating Guidelines

- Definition of the amount of f-t-f time required
- Requirement for number of student contacts per week
- Time spent at work-distribution and direct contact
- Platform and sharing expectations

27

Example Virtual Management Issue: Access to Technology

- Hot spots provided to individuals
- Hot Spots in busses parked in neighborhoods
- Local Internet service provider donations.

28

28

Management Actions for AT Leaders

- Help identify frequently asked questions.
- Gather and maintain data about AT used by students throughout the program and share with administrator.
- Maintain a list of AT devices needed by the program based on current and future student needs.
- Establish a system for tracking, distribution, and management of equipment.
- Research and organize volume licensing and bulk purchases.
- Keep administrator informed.

29

29

Management Actions for Administrators

- Ensure that current processes for AT are legal, ethical, and consistent.
- Develop (or review) operating guidelines for AT services and update if needed.
- Allocate physical, personnel, time, and monetary resources
- Ensure accountability for AT services by working with the AT leader to use cost-effective acquisition strategies.
- Identify opportunities that you typically have where advocating for AT use might be appropriate and effective.

30

30

A Closer Look at Supervision



31

Supervision and its impact on Excellence in AT Services

- Recruit individuals with AT skills.
- Ensure that all staff have needed understanding of AT to fulfill their role in supporting AT use.
- Demonstrate interest in making AT usable.
- Ensure that all who serve child implement IEP.
- Foster environment with low level of conflict.

32

Infusing AT into Recruiting of Teachers

- Mention use of technology in recruitment materials.
- Include in job descriptions
- Ask questions during interview.

33

School District Responsibility

300.105 Assistive Technology

Each public agency shall ensure that assistive technology devices or assistive technology services or both, as terms are defined in § 300.5 and 300.6 are made available to a child with a disability if required as part of the child's

- 1) Special education under § 300.36
- 2) Related services under § 300.34; or
- 3) Supplementary aids and service under § 300.38 and § 300.114(a)(2)(iii).

34

300.5 AT DEVICE

AT Device: "any

item
piece of equipment
or product system,
whether

acquired commercially
off the shelf
modified
or customized,

that is used to
increase,
maintain,
or improve functional
capabilities
of children with
disabilities.

300.5 [Authority: 20 U.S.C. Chapter 33, Section 1401 (25)]

35

Monitor staff performance in relation to AT

- Listen for knowledgeable discussions,
- Be alert to negative comments & address them,
- Listen to discussions during AT Consideration,
- During classroom observations look for signs that AT is available and being used,
- Look for and respond to **red flags**: cursory AT consideration, no mention of AT when problem solving, teachers unaware of AT in IEP, etc.

36

ISTE Standards for Teacher: Facilitator

Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators:

- 6a-Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
- **6b-Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.**
- 6c-Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
- 6d-Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

37

Supervision = Powerful relationship

Expectation of the supervisor is the single most powerful influence on whether a teacher uses technology in the classroom

(O'Dwyer, Russell, & Bebell, 2004)

38

Teacher Assessment/Evaluation

- The core purpose should be to strengthen the knowledge, skills, attitudes, and classroom practices.
- A comprehensive teacher assessment and evaluation system should have two distinct components:
 - 1) ongoing, consistent, formative assessments of performance for the sole purpose of fostering professional growth and improved practice; and
 - 2) periodic summative evaluations of teacher performance for the purpose of approving continued employment.

39

Train teachers and administrators about AT

- Definition of AT devices and services,
- School district's responsibility under the law,
- Factors that indicate a student might need AT,
- How to participate effectively in AT consideration,
- Who to contact within the building or district,
- Agency process to refer for AT support,
- Strategies to determine when AT is working.

40

AT Service Delivery Adjustment: Supervision

- Professional development guidelines
- Accountability for time and activities
- Guidelines for licensed related services providers

41

Special Education and Related Service Descriptions / Conversion Chart			
Special Education Teacher	<ul style="list-style-type: none"> Services will be provided as a number of sessions per the delivery model in the IEP. Individual services will be provided as phone or online as consult with parent, student, and/or teacher. Group services will be provided as online, and/or home based activities (materials to be provided by staff) Provide online materials and/or paper workbooks as appropriate based off lesson and content IEP timelines will be adhered to when appropriate 		
	Individual (phone, email, online, packet)	Group (phone, online, packet)	Consult (phone, email, online, packet)
	SAT	3 sessions per week	2 sessions per week
High School Transition	2 sessions per month	1 session per month	1 session per month
	Behavior	2 sessions per week	1 session per week
BCBA	<ul style="list-style-type: none"> BCBA will provide student materials and parent friendly instructional protocols for key skills. Teachers/OTs will provide phone/email consultation to caregivers Office hours will be posted and schedule shared with families and staff 		
	Individual (phone, email, online, packet)	Group (phone, online, packet)	Consult (phone, email, online, packet)
	Behavior	2 sessions per week	1 session per week
Speech and Language Pathologist	<ul style="list-style-type: none"> Online services will be provided by total number per the delivery model in the IEP. Half of these sessions will be online service time Half of these sessions will be completed through home based activities (materials to be provided by staff) 		
	Individual (phone, email, online, packet)	Group (phone, online, packet)	Consult (phone, email, online, packet)
	Behavior	2 sessions per week	1 session per week

42

Supervision Actions for AT Leaders

- Alert your administrator to opportunities to celebrate the successes of children and educators who are using AT well.
- Provide information about needed AT skills.
- In consultation with the administrator, identify professional development topics and opportunities to provide it.
- Report to administrators when students are not making progress at anticipated rate.
- Develop and implement a system to inform administrator about which students have AT in their IEPs, what task the AT is used for, and expected performance change.

43

43

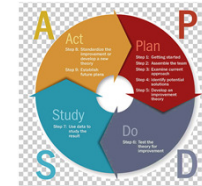
Supervision Actions for Administrators

- Working with the AT leader, identify the AT knowledge needed by each staff member.
- Review hiring practices to find where AT fits into job announcements, application forms, and interviews.
- Review forms used during staff evaluations to determine where AT is appropriately addressed or how it can be worked into existing process.
- Determine how existing conflict management practices can be applied to AT issues.

44

44

A Closer Look at Advocacy and Program Improvement



45

Advocacy and Program Improvement

- Advocate for AT services and resources at all opportunities.
- Develop, implement, and monitor a long range, system wide AT plan.
- Use research-based program improvement strategies.
- Conduct ongoing evaluation of AT services.
- Integrate AT into strategic plans, tech plans, and other improvement efforts.

46

46

Improvement Science

Two types of knowledge are needed to change how things are done in a program:

- **Basic knowledge**-comes from experimental research,
- **Profound knowledge**-includes organizational specific knowledge about how things work in a particular setting.

• Langley, G.J., et.al. (2009). *The Improvement Guide*.

47

47


Program Advocacy for a 3-year Plan

48

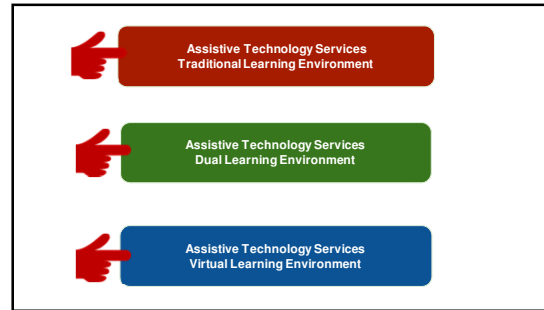
Assistive Technology Service Delivery COVID Preparedness Plan

Barbara Welsford, M.Ed., ATP, ATS, LDATS, ADE
Anita Kingdon
Assistive Technology Specialist
South Shore Regional Centre for Education
Fall 2020

Assistive Technology Service Delivery includes a wide range of services including AT Functional Evaluations / Assessments; AT Purchasing and Procurement/ Distribution and Set Up; Assistive Technology Capacity Building, Team Training, Student Training etc.; Follow up and Monitoring and Extended Collaborations with other Professionals



49



50

Assistive Technology Services Traditional Learning Environment

Functional Evaluation

Assistive Technology Referral Process

- Receive AT referrals digitally from schools (Tienet). Process digitally. Complete a Tienet file review on student
- Digitally schedule face-to-face AT Assessments
- Travel to Schools to perform AT Assessments with students

AT Service Delivery Adjustment

- 1) Divide Referrals & Assessments into Tier 1 Accessible or Tier 2 & 3 Assistive Technology
- 2) Develop & distribute a Pre-Referral AT Assessment Have-You-Tried form to suggest first step use of Tier 1 Accessible Technology prior to referring to AT Services
- 3) Develop a When-to-Refer-to-AT checklist for Tier 2 Assessment
- 4) When in-school focus on Tier 2 and 3 AT Face to Face Assessments
- 5) Assistive Technology Tier 2 & 3 Assessment Kits
- 6) UDL & AT Virtual Training opportunities

HEALTH PROTOCOLS

- Entering building protocols
- Cleansing protocols
- AT Equipment use with students / staff protocols
- Space availability
- Staff availability
- Meeting location (distance seating, barriers)
- PPE requirements

COMMUNICATION PROTOCOLS

51

Identifying program strengths and needs

Use a proven self assessment tool, such as:

- Quality Indicators for Assistive Technology Services (QIAT) Self-Evaluation Matrix <https://qiat.org/indicators.html>
- Education Tech Points Profile of AT Services <https://educationtechpoints.org/knowledge-base/assessing-your-needs/>

52

Plan, Do, Study, Act

- Plan:** Make a plan using the information from the self-assessment.
- Do:** Implement the plan.
- Study:** Check the results by reviewing the progress made by students using AT and input from participating staff.
- Act:** Make any changes needed based on the results. Repeat.

53

Unanticipated Outcomes

- Many students can follow their own schedules, use timers and calendars and set alarms independently-
- They learned this so that they could see their friends.

54

Profound Knowledge: Where do we go from here?

- More awareness of technology features
- More technology available in school and virtually
- Awareness of need for universal connectivity as an equity issue
- Increasing capacity of all educators to use built in access, UDL features
- Increase in planning for students who use AT by general education teachers.
- Increased teamwork as Silos are collapsing
- Parent are developing in-person pods with teachers they hire. Schools are providing supports for these pods as a natural part of virtual schooling.

55

Thinking About Future Outcomes

- Roseburg schools will invest a little more than \$135,000 in live streaming equipment to allow students access to a classroom from home.
- "I think the exciting thing, too, is future possibilities to have an in-house, in-district online option for families," board chair Rebecca Larson said. "I know I have a friend who has a child who's having some hip surgery this year and is going to be out of school for two months. Well, this kind of thing is great, because she doesn't have to drop out of her classes and she can stay with the same teacher and with her same classmates. And while she's recovering, participate. So, I think there are a lot of future benefits to this kind of equipment in our classroom."

56

Advocacy and Program Improvement Actions for Administrators

- Create a planning committee to identify program needs for AT.
- Complete a self-assessment about AT services.
- Work with committee to create a plan to improve services.
- Design a system to regularly evaluate AT services.
- Review strategic plans, technology plans, and other improvement plans and policies, looking for opportunities to align efforts and leverage resources.

57

Advocacy and Program Improvement Actions for AT Leaders

- Help identify individuals to serve on a planning committee to identify AT program needs.
- Help disseminate and collect self-assessments.
- Help review and analyze self-assessment data.
- Participate in developing, implementing, and monitoring the AT improvement plan.

58

Putting these ideas into practice

Join us on November 17, 2020 when Maggie Judson and Jeanna Antrim will share with the you how they have worked with their administrator to implement these ideas.



59

Morongo Unified School District
Special Education Local Plan Area
Comprehensive Distance Learning Plan for Special Education and Related Services

March 24, 2020

Guiding Principles:

Morongo Unified School District will use a hybrid model to create opportunities for students and teachers to stay connected, while remaining flexible and sensitive to the needs of students, staff and families.

- This is a comprehensive plan meant to include online learning opportunities to meet students' IEP goals and objectives.
- Special education teachers should:
 - Plan as proactively as possible, setting priorities and requesting resources in advance whenever possible.
 - Begin with student's current level of service
 - Design work supportive of IEP goals and objectives for each student
 - Employ district technology guidelines and approved procedures for use
 - Continue to collaborate with general education staff to support students enrolled in co-taught classes
- Provide online services consistent with the provisions of this comprehensive closure plan.
- Case managers should continue to monitor the provision of services as they do when school is in session.
 - Maintain a log of sessions provided either electronically or in a log book
- There are two models for online teaching and learning:
 - **Synchronous:** Students and teachers are working together and interacting in a digital space concurrently.
Ex: Phone consultation, service session or lesson in real time.
 - **Asynchronous:** Teachers post instruction and learning materials online. Students engage with class materials and complete work at their own pace within a given timeframe.
Ex: Student logs onto Google Classroom to access posted assignments at any time.
- We are all in this together. As a team, we should ask each other for support so that we can best serve students and families during this stressful time. We should look to communicate with administration and others when questions arise so that we can all proceed to our best ability.

Special Education and Related Service Descriptions / Conversion Chart

Special Education Teacher	<ul style="list-style-type: none"> Services will be provided as a number of sessions per the delivery model in the IEP. Individual services will be provided via phone or online as consult with parent, student, and/or teacher. Group services will be provided via online, and/or home based activities (materials to be provided by staff) Provide online materials and/or paper workbooks as appropriate based off lesson and content IEP timelines will be adhered to when appropriate 		
	Individual (phone, email, online, packet)	Group (phone, online, packet)	Consult (phone, email, online, packet)
SAI	3 Sessions per week	2 Sessions per week	1 Session per week
High School Transition	2 Sessions per month	1 Session per month	1 Session per month
BCBA	<ul style="list-style-type: none"> BCBA will provide student materials and parent friendly instructional protocols for key skills. Teachers/BCBAs will provide phone/email consultation to caregivers Office hours will be posted and schedule shared with families and staff 		
	Individual (phone, email, online, packet)	Group (phone, online, packet)	Consult (phone, email, online, packet)
Behavior	2 Sessions per week	1 Session per week	1 Session per week
Speech and Language Pathologist	<ul style="list-style-type: none"> Online services will be provided by total number per the delivery model in the IEP. Half of these sessions will be online service time Half of these sessions will be completed through home based activities (materials to be provided by staff) 		
	Individual (phone, email, online, packet)	Group (phone, online, packet)	Consult (phone, email, online, packet)
SL	2 Sessions per week	1 Session per week (½ online and ½ homework)	1 Session per week
ERMHS	<ul style="list-style-type: none"> Online services will be provided by a total number per the delivery model in the IEP. Office hours will be posted and schedule shared with families and staff Initial and Triennial assessment timelines will be adhered to as appropriate 		
	Individual (phone, email, online, packet)	Group (phone, online, packet)	Consult (phone, email, online, packet)
Counseling	2 Sessions per week	1 Session per week	1 Session per week
Health & Nursing	<ul style="list-style-type: none"> Weekly parent consults (online and/or phone) Additional parent consult as needed (online and/or phone) 		
	Individual (phone, email, online)	Group (phone, online)	Consult (phone, email, online)
	2 Sessions per week	1 Session per week	1 Session per week
APE, DHH, OT, & VI	<ul style="list-style-type: none"> Home based activities will be provided via email, online, or packets Accessibility, accommodations, and modifications will be provided through consultation with parent, student, and teachers. 		
	Individual (phone, email, online, packet)	Group (phone, email, online, packet)	Consult (phone, email, online, packet)
	2 Sessions per week	1 Session per week	1 Session per week
PT	<ul style="list-style-type: none"> Physical Therapy will continue to be provided by the contracted agency. Service minutes are not being changed since provider is not effected by school closures. 		

Technology Resources

There are a lot of online learning resources available through the MUSD website. The link is at the top of the page. Keep in mind that students need to maintain acceptable use of technology while working and use best judgement when encouraging the use of video conferencing. The background or activities that may be captured can place you in jeopardy. If you are unsure, ask first.

Additional Information

- IEPs and 504 Meetings will continue. They will be held remotely, when possible.
- All transition meetings for students moving up to the next level (ECP - Kindergarten, grade 6-7, grade 8-9, grade 12- transition program) will be scheduled as appropriate.
- All modified and accommodated materials related to general education classes will be posted on Google Classroom for that content area. Please collaborate with all teachers.