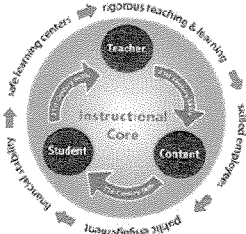


Akron Public Schools
Tish Kwiatkowski and Lindsay Slater
Assistive Technology Consultants

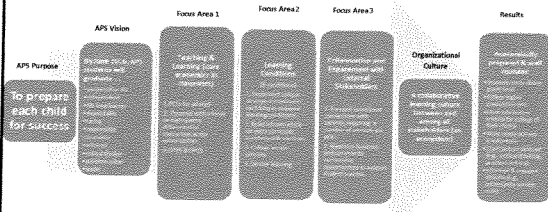
Technology

Akron Public Schools
District Focus, 2008-09 and Beyond



The mission of Akron Public Schools, a pioneer in academic excellence passionately committed to life-long learning, is to ensure that each student in our diverse population achieves his or her fullest potential in a safe and affirming learning center characterized by an extensive, student-focused collaboration of all segments of the community, with an emphasis on preparing students to live and excel in a global environment.

District Focus to be the #1 Urban School System in the United States
Akron Public Schools



APS Purpose: To prepare each child for success

APS Vision: Prepare to lead, learn, and grow

Focus Area 1: Teaching & Learning Core


Focus Area 2: Learning Conditions

Focus Area 3: Professionalism and Leadership and Organizational Development


Organizational Culture: A collaborative, student-focused, and community-oriented environment

Results: Academically prepared to meet standards

Foundation: Human Resources and Technology





District Goal:
By June 2015, APS district and schools will cut the achievement gap in one-half for all students and all subgroups, as measured by the State Local Report Card.




Two District Priorities


Priority 1: High Quality PLCs
❖ Using Data to inform PLC work and instruction and using the 5-Step PLC process with fidelity



Priority 2: Robust Pyramid of Learning at the Universal Level
❖ Instructional Strategies and Adjusting Instruction



Training Objectives



Participants will:

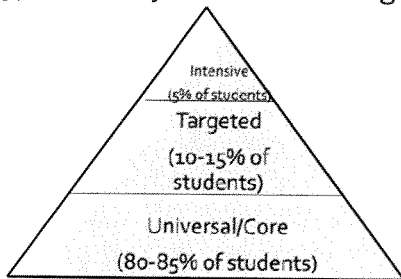
1. develop a general understanding of the RTI and Core Plus models used in the Akron Public Schools.
2. understand the definition of assistive technology and how these tools are used to support classroom instruction and individual students.
3. develop a general understanding of Universal Design for Learning (UDL) and how these principles can be applied in the classroom to support student achievement.

What is Response to Intervention (RTI)?

- A multi-tier approach to the early identification and support of students with learning and behavior needs.
- Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning



Typical RTI Pyramid of Learning



3 Levels of RTI Defined



RTI Essential Components

- High-quality, scientifically based classroom instruction.
- Ongoing student assessment.
- Tiered instruction.
- Parental Involvement

Response to Intervention

Tier 3
Students who do not respond to Tier 1 or Tier 2 interventions and require more intensive, individualized interventions.

Tier 2
Students who do not respond to Tier 1 interventions and require more intensive, targeted interventions.

Tier 1
High-quality, evidence-based instruction in the general education classroom for all students.

Core Concepts of RTI

Core Concepts of RTI

For more information on RTI...

- <http://www.rtinetwork.org/>
- <http://www.rti4success.org/>

RTI

process

students

assessment

intervention

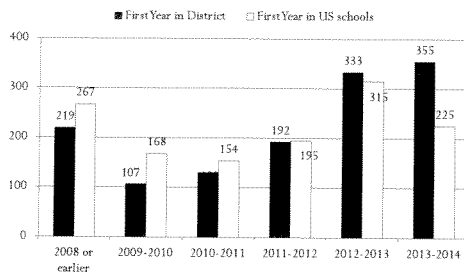
Most Common Disability Categories of Students Accessing Core instruction

Over 85% of students with disabilities do not have a cognitive disability.

- Specific Learning Disability 42%
 - Speech-Language Impairment 10%
 - Other Health Impaired 15%
 - Emotional Disturbance 9%
-
- Cognitive Disability 9%



ELL Time in Country Data

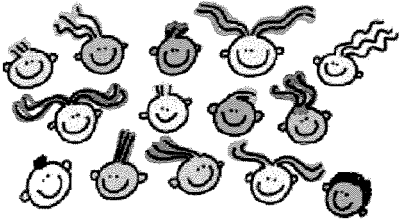


Gifted Students

- 9.9% of our students or just under 2,000 students are identified as gifted.
- Students can be identified as gifted in the following areas:
 - Superior cognitive ability ("general" academic ability)
 - Specific academic ability (reading, math, social studies, and science)
 - Creative thinking ability
 - Visual-performing arts ability (dance, drama, music, and visual art)

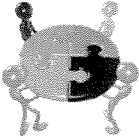


One Size DOES NOT Fit ALL!



A group of approximately 15 diverse cartoon children with various hairstyles, skin tones, and expressions, arranged in a loose cluster.

What is Core Plus?





A cartoon character with a large puzzle piece on its chest, symbolizing the integration of different educational components.

- All Students are considered to be general education students first.
- All students need to receive their core instruction in reading and math from a content specialist (general educator).
- Some students will still need and receive additional services such as ELL, Gifted, SPED, Title I and 504 services (varying amounts).
- ELL, Gifted, SPED, Title I and 504 services are designed and intended to support core instruction and not replace it.

APS Core Plus Resources Wiki

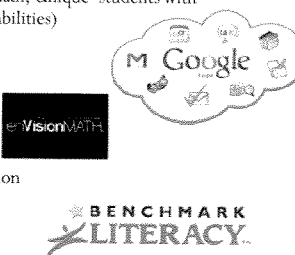
- <http://apscoreplusresources.wikispaces.com/>
- Resources included on this wiki:
 - Co-Teaching
 - Universal Design for Learning
 - Accommodations and Modifications for Students with Disabilities



A group of diverse children of various ethnicities and ages, some with their arms raised in a celebratory gesture.


Universal Classroom Technology

- Curriculum has online components (Benchmark Literacy, Envision Math, Digits Math, Unique- students with significant cognitive disabilities)
- Safari Montage
- Earobics
- Smartboard Technology
- Chrome Books
- Laptop Carts
- Google Apps for Education
- Moby Max




Classroom Technology Supports for Students with Disabilities

- VizZle™ is state-of-the-art web-based Special Education software for quick and easy creation and sharing of customized, interactive visual activities. With a searchable library of over 10,000 images, sound effects and video clips and the ability to upload personal images, the lessons created with VizZle™ can be used interactively on a computer or Smartboard or printed out for table top use.
- Monarch Teaching Technologies, Inc. (MTT) developed VizZle™ for use by teachers, clinicians or parents working with children with autism and other communication disorders.
- 10 classrooms




- **TEACHTOWN: Social Skills Classroom**
- Online and offline social skills lessons that engage and motivate children with autism while providing teachers with real-time data reports on every student's progress.
- 5 classrooms



Technology Supports for Students with Disabilities

- Boardmaker Plus and Boardmaker Studio
 - Create valuable print materials, like communication boards, with Picture Communication Symbols™ (PCS) and other pictures and graphics.
 - Studio allows you to make creations interactive
- RJ Cooper Switch Games
 - Cause and effect switch games for our students with significant cognitive disabilities
- iPads
 - Each related service provider (SLP, OT, PT) and Achieve (Autism) classrooms each have an iPad for student use.



What is Assistive Technology?

- In the 2004 Reauthorization of IDEA, the definition of AT device has not changed but the definition of assistive technology service has been expanded to include the following:
- Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.
- The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities.

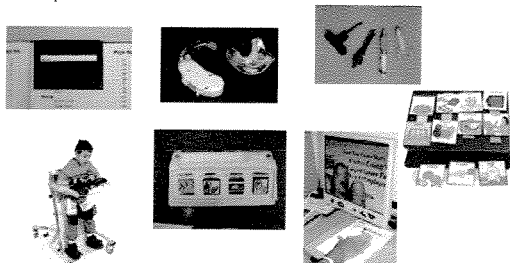
What is AT? (continued)

- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- Training or technical assistance for a child with a disability or, if appropriate, that child's family; and
- Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child. (IDEA 2004)

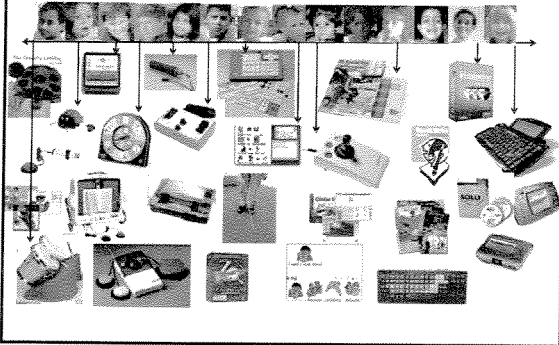


Common Types of AT

- http://www.autisminternetmodules.org/up_doc/TypesofAT.pdf

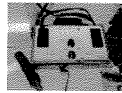


Tools for Learners on the Continuum



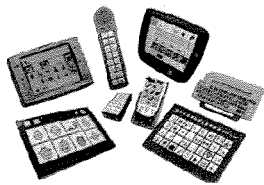
Consideration of Assistive Technology (AT)

- For the individual student as part of the IEP process...
- For a classroom as part of your unit or lesson design...



AT for the individual student

- District AT Consultation Process
 - Used when IEP team has an ongoing concern about student's communication or academic/classroom performance
 - Interventions are attempted and data is kept.
 - If the IEP team requires additional guidance, a referral for a consultation or observation to the AT/AAC Consultant is made.



AT for the Individual Student (continued)

- Complete referral packet on a Google Drive Form
- Once the referral packet is returned, the AT consultant will contact the family and the IEP to schedule a meeting
- At the meeting, the IEP team will use the SETT framework developed by Joy Zabala.
- At this team meeting recommendations are made by team members based on the student's unique needs and a plan is developed for AT and/or additional interventions.



SETT Framework (Joy Zabala)

- S-Student
- E-Environment
- T-Tasks
- T-Tools
- <http://joyzabala.com/>



SETT Framework



- The **SETT framework** is based on the premise that in order to develop an appropriate system of Tools (support-devices, services, strategies, accommodations, etc) teams must first develop a shared understanding of the student, the customary environments in which the student spends time, and the tasks that are required for the student to be able to do, or learn to do, in order to be an active participant in the teaching/learning process that will lead to educational success.
- When the needs, abilities, and interest of the Student; the details of the Environment; and the specific Tasks required of students to perform in these environments are fully explored, teams are able to consider what needs to be included in a system of tools that is Student -centered, Environmentally-useful, and Task -focused.

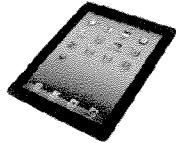
Akron Public Schools Special Education Lending Library



- Located at one of our central office buildings
- Online inventory system
- Maintained by two graduate students from The University of Akron
- <http://apsassistivetechnologyresources.wikispaces.com/>

iPads

- Individual students are using iPads to meet individual AT needs.
- Augmentative and Alternative Communication (AAC) Needs
 - TouchChat
 - Proloquo2Go
 - Verbally
 - SoundBrd
- Writing with Productivity Apps
 - Scanner Pro
 - Notability
 - Claro
 - Write On Pdf
- Akron Public Schools iPad Resources Wiki: <http://apsipadresources.wikispaces.com/>



AT for Writing

- Neo 2 Text to Speech
 - Full QWERTY keyboard with CoWriter software that allows for word prediction.
 - Allows storage of up to 9 files and connection to computer and printer.
 - Text2Speech hardware converts typed text into spoken words.
 - Headphones can be connected for personal auditory feedback or speakers for spoken messages.
- Write:OutLoud
 - Software program that provides auditory feedback as the student types.



AT for Writing

- Inspiration
 - Software program for organizing information into a web or outline form.
- CoWriter
 - Software that can be used with typing programs to make typing faster and more accurate.
- Dragon NaturallySpeaking
 - Voice recognition software that provides speech to text options for word processing on the computer.



AT for Reading

- Pens
 - Portable reading device for dyslexia, and reading disabilities.
 - Individuals with learning disabilities often have difficulty reading printed words, but they have no problem recognizing words if they can hear them.
- Read out loud
 - Point to words on screen to be read aloud.
- Interactive books
 - Books with removable pictures



Bookshare

- provides the world's largest online library of accessible reading materials for people with print disabilities
- Individuals can sign up for free membership and access the library on their own.
- U.S. schools that serve individuals with print disabilities (schools, libraries, community centers, etc.) can sign up for free and provide access to their students or clients
- Membership offers unlimited access to accessible books, textbooks, newspapers and magazines. Additionally, free access technology makes it easy to read books with a computer.

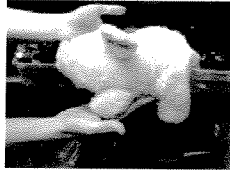
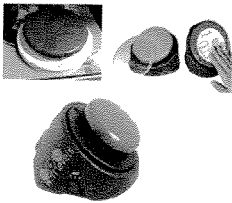
AT for Reading and Writing

- Read&Write GOLD
 - Literacy software solution that allows struggling students to access any curriculum and complete reading, writing, and research assignments as well as take tests independently.



Cause Effect Items

- Switches
 - Recordable Buttons and control switch-controlled items
- Cause and Effect animals

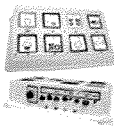


AAC Devices-Mid Tech

QuickTalker



GoTalk

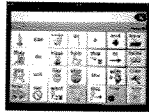


CheapTalk



Tobii S32

AAC Devices- High Tech



iPad with TouchChat app



Tobii C12 with Eye Gaze



Forbes Comlink



Satiole NovaChat

Resource Manuals

- *A 5 Could Make Me Lose Control* by Kari Dunn Buron
 - An activity-based method for evaluating and supporting highly anxious students.



- *The Incredible 5 Point Scale* by Kari Dunn Buron and Mitzi Curtis
 - Helps children understand social interactions and control their emotions.



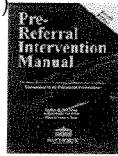
Resource Manuals (Continued)

- *My Book Full of Feelings* by Amy V. Jaffe, M.S.W. and Luci Gardner
 - Used to teach children to monitor their feelings.
- *Power Cards: Using Special Interests to Motivate Children and Youth with Asperger's Syndrome and Autism* by Elisa Gagnon
 - Uses the special interests of the child for motivation to teach a specific skill.



Resource Manuals (Continued)

- *The Pre-Referral Intervention Manual* by Stephen B. McCarney
 - Intervention ideas for RTI.



- *More Social Skills Stories: Very Personal Stories for Readers and Nonreaders K-12* by Anne Marie Johnson and Mayer-Johnson, LLC

- Picture social stories about a variety of topics.
- Several manuals in the series.

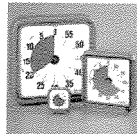


Miscellaneous Resources

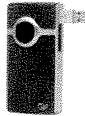
- Digital Camera



- TimeTimer



- Flip Camera

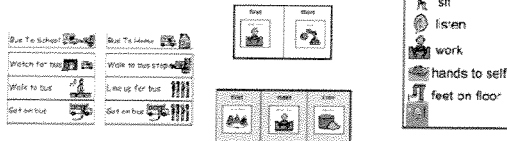


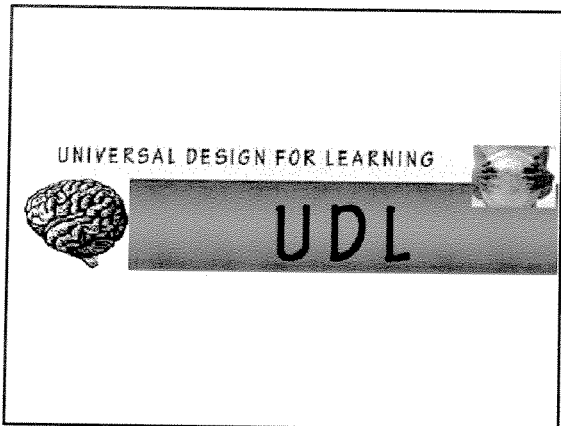
- Caliphone Reader

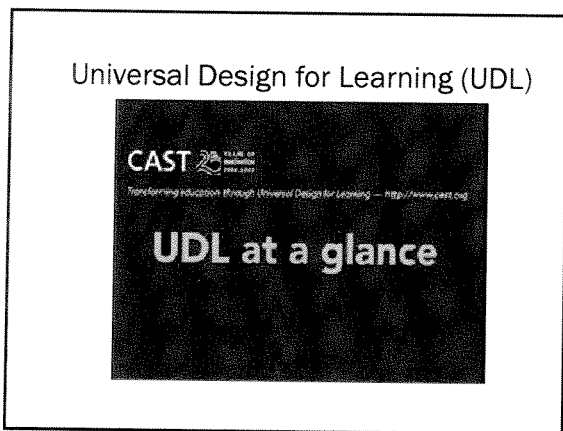


Other Resources/Services We Provide

- Visual Supports
- Picture icons
- Social Stories
- Visual Schedules
- Sensory Supports
- Communication Boards
- Velcro
- Laminating
- AAC device programming
- Software Installation







UDL Principles


- Multiple Means of Representation- "What" of Learning
- Multiple Means of Action and Expression- "How" of Learning
- Multiple Means of Engagement- "Why" of Learning

Universal Design for Learning

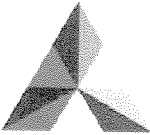
A diagram of an umbrella with the word "Choice" written inside it. Three lines radiate from the center of the umbrella to the text "Multiple Means of Representation", "Multiple Means of Expression", and "Multiple Means of Engagement" positioned around the umbrella's canopy.

UDL Resources

- <http://www.cast.org/index.html>
- <http://www.udlcenter.org/>
- <http://udltdtoolkit.wikispaces.com/>
- <http://marylandlearninglinks.org/1021>
- <http://www.patinsproject.com/UDLlessons/udlteam.html>
(UDL Lesson Plans)



Questions?



**Akron Public
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