



# SETC Focus

## The Special Education Technology Center

Do you have questions about switch access to the iPad?

So did we. For more information on switch access information and training , see page 5.

### The Changing Role of AT Teams: Fall Conference



Presented by Gayl Bowser

**November 3, 2015**  
**8:30 a.m.—4:00 p.m.**

Are you concerned about the viability of your school district’s Assistive Technology Team? Are you looking for new ways to improve AT services in the coming years? If you are part of a team that provides AT services in public school settings, then this intensive one-day training is right for you. Working with your team or in small groups of similar teams, you will have the chance to envision AT services in the context of a Universal Design for Learning

model for professionals and to modify your service model to meet the changing role of AT teams. Interactive activities will give you an opportunity to analyze your current service model, focus on improving service delivery, building agency-wide capacity, and planning effective outreach. You will identify areas of need, rethink the vision for your AT services, and begin work on a multi-faceted 3-year plan.

AT specialists are encouraged to attend in teams, develop team objectives, and discover practical ways to ensure the viability of your team. Whether you are an individual AT practitioner or part of a local or regional school-based AT team, you will leave with a clear, detailed plan to move into the next decade of AT services.

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## **The Changing Role of AT Teams: Conference**

**November 3, 2015 ● 8:30 a.m.-4:00 p.m.**

### **Initial Topic Outline**

#### **Why the roles of AT teams are changing**

Rationale for re-examining the ways your agency provides AT services

Creating a vision of AT services that clearly describes the population(s) you serve and the kinds of services you want to provide

Activities: Students served and support services, allocation of effort activity

#### **Differentiating models of AT support**

Models of AT supports from direct services to students, consultation, collaboration, mentoring or coaching

Using a “triage” paradigm for deciding which models might be the most effective

Activities: Service triage planning

#### **Designing built-in accountability for AT team activities**

Gleaning data from your service systems

Re-examining your current AT service model

Developing a three-year plan to improve service design

Activity: Strategies for data collection

#### **Rolling Out Your AT Model**

Role of outreach within the agency and with national, regional and state programs

Administrative support

Collaboration with other departments

#### **3-year plans, reports and wrap up**

##### **Objectives**

Participants will develop and articulate a vision for improving the scope and types of AT services provided by their AT team.

Participants will create a 3-year plan for improving AT services

Identify delivery systems (iPhone, iPod Touch, and iPad) to increase access to information about AT and restructure professional development priorities.

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Registration fee: \$75 for this one day conference. Districts sending a group registration may be discounted.

Location: Washington Education Association in Federal Way.

Lunch and light refreshments will be provided. To register for this conference please visit our website. For additional information and billing contact Sue Wright at [wrightsu@cwu.edu](mailto:wrightsu@cwu.edu), 509-963-3350.

An additional benefit: 6 clock hours are available from ESD 105. Clock hour fees can be paid to ESD 105 at a later date.

# Autism, Behavior, and Communication

We all have had students with autism who have a single word vocabulary or can repeat “I want” statements. However, requesting is only one function of communication. Some of our students can even quote whole sections of movies or commercials. We hear many words flowing out of their mouths but, with little to no context cues or informative body language, they are difficult to understand. Deciphering the true intent of this type of communication requires a skilled and familiar communication partner.

Traditionally, AAC for autism has been low tech picture based systems like PECS. Undoubtedly, visual language systems are of high interest to those with autism. This makes language more concrete and provides multi-sensory input. However, research is showing that children with autism respond well to AAC with voice output and often repeat the voice output, thus expanding their verbal language. (Schlosser and Wendt, 2008)

AAC should not be a “last resort” but rather should be considered as soon as possible to augment communication. AAC is an excellent way to expand functional use of language and increase the number of communication partners for our students with autism. The features of the AAC app, including photos versus symbol and single words versus phrase based language, need to match the student’s age and level of development. In addition to voice output, visual and verbal modeling including facial expressions, body language and vocal inflection can be repetitively observed through non-traditional AAC apps for optimal learning of conversational speech.

If you are wondering where to start, here are some strategies:

- **MOVITATION, MOTIVATION, MOTIVATION!** It is easier said than done to find a variety of novel activities that motivate the student to communicate. AAC is not a magic bullet and does not always increase areas of interest. Therefore, start with items and interactions of high interest. This requires a high level of personalization of an AAC system.
- **PERSONALIZATION IS THE KEY!** Provide video modeling through apps like Pictello or TapSpeakSequence. These apps allow for creation of videos that show social exchanges, appropriate behavior and communication skills with recorded speech, thus modeling inflection and emotion.

## Stimming:

Self-stimulating behavior thought to help some people balance situations of over-stimulation. Stimming is common in persons on the autism spectrum. Examples of stimming are repetitive hand/body movements, repetitive vocalization of words/phrases and repetitive movement of objects.

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# Autism, Behavior, and Communication (continued)

Text support is available for those with literacy skills. This can be very helpful for learning new social scripts.

Whenever possible, use the actual student in your video models. (Axelrod, Bellini, and Maroff, 2014)

- **EXPECT NEW CHALLENGES!** While implementing the ideas above, behaviors, such as stimming on the visual or verbal output will arise. There are strategies to address these behaviors and many others that may arise along the way. Attend the Autism and AAC webinar in our Fall Webinar Series for tips and tricks to address barriers to successful communication. To discuss specific students and make a plan for individual needs, contact SETC staff for webinar consult or an in-person collaborative consultation.

Axelrod, Michael I., Bellini, Scott, and Markoff, Kimberly

Video Self-Modeling: A Promising Strategy for Noncompliant Children

Behav Modif July 2014 38: 567-586, first published on February 4, 2014  
doi:10.1177/0145445514521232

Schlosser and Wendt (2008) Effects of Augmentative and Alternative Communication Intervention on Speech Production in Children With Autism: A Systematic Review. *American Journal of Speech- Language Pathology*, Vol. 17 212-230

## Clicker Apps For Writing

Are you looking for apps that will support your students as they develop writing skills? Crick Software, developers of the award winning "Clicker", have several apps that provide differentiated levels of support for the writing process. All Clicker apps use text to speech and picture supports. With "Clicker Sentences" students can write a series of grammatically correct sentences, no matter their level of writing independence. "Clicker Connect" allows students to create a variety of sentences and paragraphs with grids that visually support parts of speech. For more independent writers, "Clicker Docs" includes easily created word banks and built-in word prediction. There are also some accessibility features that are unique to Clicker apps. To learn more about these apps, join our SETC webinar "Clicker Apps for Writing" on September 15 from 3:30 to 4:30. Sign up at our website,

[www.specialedtechcenter.org](http://www.specialedtechcenter.org). You can also learn more at the Crick Software website at:

[http://www.cricksoft.com/us/products/clicker-apps/clicker-apps\\_home.aspx](http://www.cricksoft.com/us/products/clicker-apps/clicker-apps_home.aspx)

## Switch Access to the iPad

With each new version of iOS, advances are made in the accessibility features for students with physical limitations. Whether your student requires opportunities for switch training, or alternative access to speech output communication and academic activities, the iPad provides unique and novel ways to achieve these goals.

Currently, there are two primary ways to access the iPad with switches. The first is through apps that are switch accessible within the app itself. The second way is by making the entire iPad switch accessible through the iOS settings. Both ways require a switch interface. The function of the interface is similar to that of a remote control to operate a TV. The remote, or in this case, the interface, sends the signal to the iPad when a switch is pressed. Most of the interfaces available today use Bluetooth technology.



Pictured: iPad, Blue2 Switch and two Big Red Switches

What do you need to access an iPad via a switch?

- A Switch Interface paired via Bluetooth to your iPad
- A Switch mounted at the students optimal access site
- Determine what type of apps the student needs to access
  - Internally Switch Accessible Apps
  - Or
  - Whole iPad Switch Accessibility

There are features within app settings and within the IOS settings to address the complexity of switch access, such as adding auditory preview and adjusting timing. Knowing these settings can enhance switch access and increase efficiency for the switch user. If you are embarking on this journey with your students, SETC provides collaborative consultations and webinar consults to assist with locating the optimal switch sites matching apps with a student's learning levels, as well as problem solving the advanced settings to enhance switch access. Check out our website for our fall 2015 webinars series, many of which address switch access from a variety of angles.

## Change Coming for the State Needs Projects

Over the past 25 years the OSPI State Needs Projects (SNPs) have served the needs of special education departments in Washington State school districts. Projects like the Special Education Technology Center (SETC) and Washington Sensory Disabilities Services (WSDS) exist in response to gaps in district level supports for special education personnel and students.

In surveying the needs that exist and the available services and resources that address those needs, OSPI regularly reviews the purposefulness of the SNPs. Projects come and go as needs change and/or as other resources become available to serve those needs. Autism is an area of need for which many resources and services now exist and so OSPI has determined that the need for a project specializing in that area is no longer necessary. Thus, the Autism Outreach Project will cease to exist after August of this year. If you have utilized the services of this project and would like to extend your appreciation for the support you have received you may contact the staff at [autism@nwesd.org](mailto:autism@nwesd.org).

## IntelliTools: On a Journey

Almost ten years ago, IntelliTools was purchased by Cambium, Inc., a mega educational curriculum publisher. It wasn't a great relationship since Cambium is really more focused on mainstream and high incidence special learners whereas IntelliTools is certainly geared toward mid to low incidence disabilities. IntelliTools was in limbo with out any significant updates or new development.

A little over a year ago IntelliTools found a new home. They were acquired by AbleNet, a longtime assistive technology vendor with a focus on low incidence populations. Now, in the hands of AbleNet, we have the first upgrade to Classroom Suite in years – welcome to Classroom Suite version 5!

At first glance Classroom Suite 5 doesn't appear to have changed too much. There have been an addition of thousands of new icons, buttons and other images to help give pages a more modern look.

If you'd like to give it a try you can download a trial copy at:

[www.ablenetinc.com/resources/classroom-suite-free-trial-request/](http://www.ablenetinc.com/resources/classroom-suite-free-trial-request/)

Owners of Classroom Suite 4 will receive a free upgrade upon request!



## What's new on the SETC website?

One of the goals and objectives of the Special Education Technology Center project is to provide collaborative technology planning for specific students whose disabilities require that they use some form of assistive technology in order to fully access their education. We encourage school teams to contact us for assistance. Over the past 2 years we have updated our website to include an online consultation application.

The new online form has improved our response time, thus decreasing the waiting time for teams. We also feel that the new form has increased the number of consults and technical assistance we have been able to accommodate this year. Follow this link to access our online consult application.

[specialedtechcenter.org/client/consult/](http://specialedtechcenter.org/client/consult/)

After reading through the consult instruction click on Start a new Consultation application.



Our staff is available by email for questions. If you or your colleagues have questions, please feel free to contact us. Each of us can be found on the Meet the Staff page.

[specialedtechcenter.org/about-setc/meet-the-staff/](http://specialedtechcenter.org/about-setc/meet-the-staff/)



We offer free webinars daily. The only items necessary to participate is a computer and a telephone.

To register go to:  
[www.specialedtechcenter.org/services/trainings/webinars](http://www.specialedtechcenter.org/services/trainings/webinars)

## How to Login to our website.

To login to the SETC website go to the home page at:  
[www.specialedtechcenter.org](http://www.specialedtechcenter.org)

- My Account and LOGIN

Some accounts will be in place, based on previous user history. Before creating a new account we would encourage each user to try to login using their e-mail address and the password **test1**.

If the screen returns with a message, then a new account will need to be created by following the directions on the bottom of that web page.

## Try 200 iPad apps for free.

There are currently 20 iPads ready for loan in the SETC lending library. Each of these devices have over 200 apps loaded and ready for trial with your students. To review the list of applications or request a loan visit the SETC Software Library at:

[www.specialedtechcenter.org/services/software-library/software-library](http://www.specialedtechcenter.org/services/software-library/software-library)



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SETC is a statewide grant funded by OSPI, Special Education Unit  
and administered by Central Washington University.  
CWU is an AA/EEO/Title IX Institution. For accommodation: DS@cwu.edu.



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**Superintendent of Public Instruction**

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