SETC Focus

The Special Education Technology Center

Do you have questions about Universal Design for Learning (UDL)?

For more information and training opportunities, see the insert with our webinar schedule of events.

SETC Annual Conference 2019

Personalize Learning with the UDL Lens:

Presented by: Luis Pérez, PhD & Kathleen McClaskey, M Ed

Along with SETC Staff

Universal Design for Learning (UDL) is a framework that makes learning personal, offers choices and removes barriers so that all students can achieve in an inclusive environment.

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Session 1: 9:00 - 12:00
**Personalize Learning with the UDL Lens:
Empower All Learners with Agency and Self Advocacy Skills**

When each learner can understand and advocate for how they learn, barriers to learning can be removed and engagement and motivation can result. But where do you begin? Universal Design for Learning (UDL) and personalized learning can be the perfect match to have every learner realize agency and take ownership to learning. UDL leverages the latest research from the neurosciences in order to create more inclusive learning experiences, but how can we use UDL to empower every learner with the tools and skills to become independent, self-directed learners with agency, learners who are future ready for college, career and life? In this interactive session, participants will explore the UDL Lens of Access, Engage and Express to understand the value of knowing learners' strengths, challenges and aspirations as a foundation for acquiring the lifelong skills of agency and self-advocacy

Session 2: 1:00 - 3:00
**Build a Personal Learning Backpack with
Technology Tools and Skills**

During this interactive session, you will learn about a range of free and low-cost technology tools you can use to create a truly personalized learning environment where every learner is valued, supported and empowered to do their best work. You will leave this session ready to take your first steps toward building a Personal Learning Backpack that can empower every learner with voice and choice in their learning. A number of built-in accessibility features, apps, extensions for Google, Apple and Microsoft devices will be discussed and time will be provided for hands-on experimentation so that you leave the session with confidence in newly learned technology skills and strategies.

Session 3: 3:00 - 4:00
**Action Plan: Putting Tools and Technology
into Practice**

Facilitated by SETC staff.

Date and time:

Nov 13th 2019
9:00-12:00
Break for lunch
1:00-4:00

Locations:
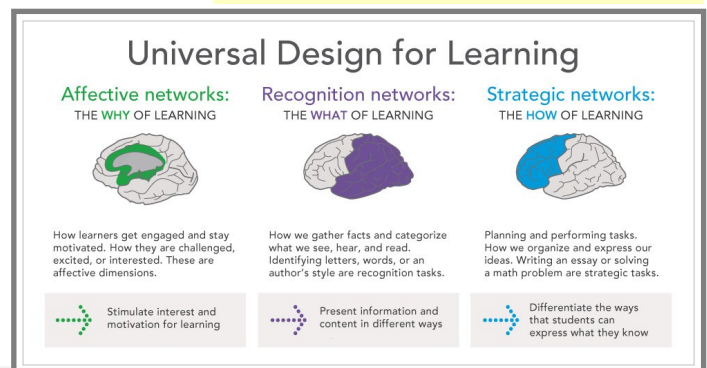
Live in Spokane
or
One of these remote locations:
Bellevue SD
Bellingham SD
Olympic ESD
Tacoma SD
-
-

Conference Fees:

Spokane - $95 (lunch included)
Remote Locations - $45

Who:

General & Special Education

Teachers
Administrators
Support Staff
Specialists
Parents

Graphic courtesy of CAST.org

How young Is Too Young For a Speech Generating Device?

Top 6 things to consider when introducing assistive technology and AAC.

No matter how young the student is, or how young they have been told their "functional age" might be, there is always something that can be introduced that will produce voice output with consistency and reliability.

1. Understand the body in front of you. What are the student's abilities in hearing, vision, and motor? What are their relative strengths?

2. Identify a consistent and reliable movement. This might be direct select with a pointer finger, but it might not be. You may need a switch for alternative access. Consider options depicted in the illustration.

3. Match the relative strength to motivators. For example, if you have determined that vision is their relative strength, be sure your motivators are bright, engaging, and presented within their field-of-vision.

4. Movement motivates, even if they cannot run or jump, be sure you are providing movement or tactile experiences because those activities increase the level of alertness and engagement.

5. Single and sequential message buttons are a good starting point. Pair speech generated messages in its simplest form with single-message and sequential message buttons to give a voice to the voiceless.

6. Consider a low tech eye gaze board. For those students that have no voluntary movement, consider a basic eye gaze board so they can begin to make choices in their environment. The student may use direct eye gaze or partner assisted scanning to make choices with low tech eye gaze boards.

Myths that hinder the introduction of Assistive Technology and Speech Generating Devices at a young age:

- "I don't want to give them a crutch."

- "They will get 'lazy' and never talk."

- "Sign Language is better."

- "They haven't mastered PECS." The thought that there is a prerequisite.

- The students "cognition is too low."

1) Hand

2) Head (temple)

3) Elbow

4) Foot

Image courtesy of GoGraph

Being seen and heard is essential for human connection, and you have the skills to bring these experiences to each child!

Still not sure where to begin? Let SETC staff consult with you on your most challenging students. We are here to help!
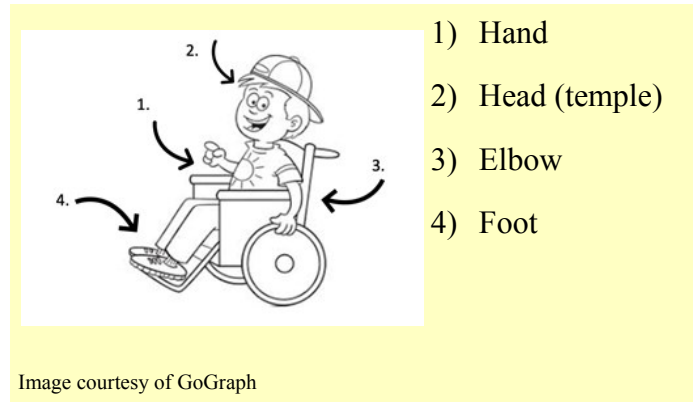
Expanding Environments:
A Deep Dive into Mobility, Access and Connectivity

Presenters:

Michele Bishop ATP, Clinical Educator & Lisa Rotelli, Director of Adaptive Switch Labs (ASL)

This course will outline the steps necessary to find access for patients with the most complex needs. It will help with strategies for functional seating, access methods and training for more successful outcomes. It will break down the steps and strategies for effective training and will demonstrate why some strategies are ineffective for functional independence. We will discuss seating for access and the difference between passive seating and active functional positions. It will explain steps for successful activity-based training.

Attendees will participate in a seating lab that will show why some clients are not successful with access to technology and discuss seating strategies that will support successful outcomes. They will view wheelchairs with the current electronics that are available and discuss how to identify components necessary to connect technology. Participants will view client case studies that demonstrate different strategies for access to powered mobility, seat functions, communication devices, phones and tablets and how to integrate these systems to promote independence. Finally, the class attendees will participate in a hands-on lab where they will be required to drive power chairs with alternative access, use the seat functions through the drive control, and set up the chair to access a communication device, computer, phone, tablet and games through the drive control.   Audience: OTs, PTs, SLPs, ATPs, Teachers, WC Mobility Specialist

http://www.asl-inc.com/education/media/Expanding-Environments-diving-into-2-Day.pdf

Date: Nov 18-19th 2019
9:00-4:00

Location:
Federal Way, WEA
Lecture day one
Hands-on day two

Course Fee:
$65 for the complete training

Lunch and light refreshments are included. Clock hours will be available through ESD for a small fee.

Who:
OT's
PTs
SLPs
ATPs
Teachers
Wheel chair mobility specialist

Registration Information found on the SETC website.

Autism, Sensory Processing, and Functional AAC Use: 4 Tools for Your Tool Box

There are many barriers to AAC for those on the autism spectrum; stimming, poor initiation, and underdeveloped social skills, to name a few. Research data shows that 59% of those evaluated for an AAC device exhibited sensory processing deficits, which interfered with the ability to attend to and therefore accurately access AAC devices. (Del Monte et al., 2019) With the incidence this high, we all need a few tools in our toolbox.

Let's look at two strategies to meet a child's sensory needs and two device modifications that decrease stimming behavior, increasing functional use of AAC.

"He just won't sit still."

"All she will do is stim on buttons."

"He only has one topic of interest… and he can verbally request that."

"She already talks in scripts."

Sound familiar?

Meeting the Sensory Need

Deep pressure - joint compression Deep pressure or joint compression provides proprioceptive input that improves body awareness, body organization, and postural security. They can relax an overstimulated system and awaken an under-stimulated system. It's like magic! Try pairing it with a song. If a child shows tactile defensiveness, try heavy work – pushing, pulling, or lifting a box of preferred items.

Get the child moving SLPs love desks! But sitting still is torture from some of these bodies! Try placing items strategically so they can get up to get a new motivator. Consider removing your table and working on the floor. Can they reach for things or find hidden things? Can they have their schedule on one side of the room and their workspace on the other, so they get to move during transitions? Here is where you inhibit the need for "containment" and allow movement to keep them at their optimal level of alertness for learning.

Device Modifications

Visual change to a button upon selection Ideally, the device button will change to red when the child is selecting the button. This does several things. First, it draws attention to their selection amid a visually, sometimes overwhelming, screen of "options." Second, the user can engage with or point to any area of the screen and slide to the icon they are "looking" for and lift off to make it speak. Although this may go against motor planning initially, some kids have a motor plan to enter device at the same point each time, and that can be difficult to break. Third, if they are activating the device before they are looking, the "red upon selection" draws their eyes and therefore, their attention, to the screen.

Set up for delay The delay can be set for as little as 0.2 seconds so that they are required to hold the button slightly longer to make it speak and drastically reduces the tapping stim. If they continue to tap, they aren't "reinforced" with auditory feedback and tapping reduces as well. Tapping behavior can be diminished or avoided using this strategy even at the evaluation.

Del Monte, B., Trujillo, C., Conaster, M., & Norris, G., Wescott, C., Moritz., K., & Malmgren, T. (2019). Interdisciplinary Approach to AAC Evaluations:

OT's Role in Assessing Those with Complex Needs. Manuscript submitted for publication

SETC Webinar Highlights for Fall

AT for ALL Book Study facilitated by Rose Racicot, MS, OTR/L AT Specialist and Traci West, MOTR/L

Advancing AT Processes is a webinar series hosted by Kristin Leslie ATP, MAT, OTR/L and Linda Doehle, AT Specialist. It provides a deeper dive into practical implementation of AT procedures.
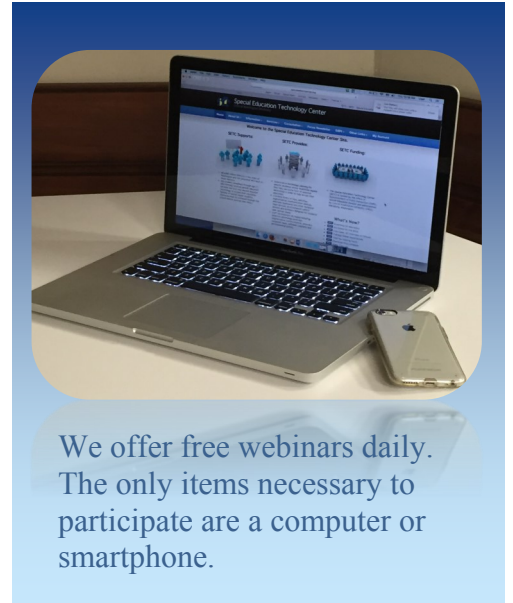
Shared Reading webinars by Sofia Benson-Goldberg, MS, CCC-SLP, Center for Literacy and Disability Studies, University of North Carolina

Switch Access webinars by Amy Fleishcher, MS, OTR/L, ATP

AAC topics covered by Brenda Del Monte, MA CCC-SLP, AAC Specialist and Sarah Kinsella, MA CCC-SLP, AT Specialist

We offer free webinars daily. The only items necessary to participate are a computer or smartphone.

- Complicated Sensory Systems Accessing AAC: What does the Research Say?

- AAC Assessment Resources - Online resources, apps, tests and more!

- Autism, Sensory Processing and Functional AAC use, focused on sensory

- Getting to Know Saltillo (vendor webinar with Sarah hosting)

- NovaChat vs TouchChat

- Intro to Unity

- Intro to Empower and Look: PRCs latest and greatest!

- TobiiDynavox: Snap + Core First for all access methods

- Implementation Strategies for Eye gaze Users

- Intro to Head pointing on TouchChat HD on the iPad Pro

- Getting to Know Project Core

Reference the schedule insert for dates. Visit the SETC website for descriptions and registration.

**Special Education Technology Center**

Eye Gaze Strategies

When the fear of eye gaze stares you in the face, use these four strategies to stare right back at it! Starting with a user new to eye gaze can be terrifying, especially when someone said you were the expert. Take a deep breath, stare right at the fear of the unknown, and dive-in.

1. Positioning is everything with eye gaze!
   Line the device up to the student's eyes while they are in a position that promotes head stability. Be mindful of positioning that promotes sleep rather than fosters a learning level of alertness. Remember, this is not the time to work on the positioning you hope to have. Resist your inclination to say, "I want them to hold their head up so I will place the device higher." Communication is already hard. Work on postural goals separate from your communication goals, and you will find eye gaze endurance increases significantly!

2. Set up for success.
   Select visual feedback that lets the student know what they are looking at and how long to hold their gaze. This can be accomplished by: adjusting the pointer, highlight feature, shrinking dot or clock dial, and any combination of these features depending on your device.

3. Use a warm-up for the eyes and the brain.
   Do an activity on the screen that reminds the brain they are controlling the screen rather than watching it. Use a simple target game that comes with the device or third party games such as *Look to Learn* or *Sensory Eye FX*.

4. Use a magic wand.
   This is the cheapest and most magical tool you will use to help guide their eyes to a specific location on the screen. It can be made with a simple pipe cleaner or two if you need to make it longer.

Now that you are ready, don't forget everything you already know about AAC. The only piece that is different is the access method. So remember to model, model, model, and presume potential by reacting to everything they say. Because we assume that they meant to say it, even if it is with their eyes!

Request a consultation with SETC for specific tips on eye gaze for your students.
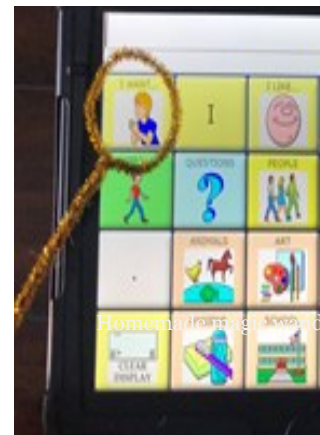
We all Have a Story to Tell: Using Literacy, Core Vocabulary and AAC in Teaching Personal Narratives

Presenters:

Heidi Brislin, MS,OTR/L, AT Specialist &

Michele Bishop, ATP, Clinical Education Specialist

Morning 9:00-12:00

We all Have a Story to Tell: Using Literacy, Core Vocabulary and AAC in Teaching Personal Narratives

Every student can become a reader, writer, and storyteller. In this session, we will discuss the importance of reading, writing, and personal narrative instruction for individuals with complex bodies and complex communication needs. We will include how to teach writing, including using an alternative pencil or perhaps an AAC device. A variety of methods to teach and provide reading access and opportunities will also be discussed. Specific strategies for teaching and incorporating personal narrative skills throughout the day will be addressed.

Lunch: 12:00-1:00, on your own

Afternoon 1:00-4:00

Everyone Deserves Independent Mobility: Getting Started with Power Mobility

You've heard from the experts, but how do you get started doing power mobility trials in your school district or clinic? This can seem to be a daunting undertaking in any setting. Optimal access for children cannot be determined in one visit to a wheelchair clinic; children need the opportunity to experiment with movement to determine access. We will share our experience starting a power mobility program and how power mobility assists with identifying access. The course will cover seating, integrating access into authentic learning opportunities, power chair considerations, and alternative access methods. Vendor support with loaner equipment, the importance of knowing your state laws, advocating for students, and what to consider when writing the letter of medical necessity will be addressed.

Visit the SETC website for updates and registration.

The Arena

This Fall, whether you are starting with a whole new group of students, returning to familiar faces or a little of both, SETC challenges you to be brave and "dare greatly." As you are in "the arena," equipping your students with tools and strategies to increase independence, you may feel as if you are coming up short again and again. "There is no effort without error." This year, we ask you to dare to try old things new ways and to try new things in new ways.

We believe that ALL students are capable, especially when presented with motivating content and tools that bring out their abilities. Gather your colleagues in your arena and support one another toward the "worthy cause" of increasing access and independence for all students. Help each other look at things in a different way. Try new things together. Begin this year with great enthusiasm and let the SETC staff help you expand your knowledge base and experience.

We are in your arena, ready to support you!

~ Inspired by *Daring Greatly* written by Brene' Brown

What does being brave look like when it comes to supporting students with AAC and AT?

Join us for **Tuesday Tips** on the SETC's FaceBook, and YouTube, pages

SETC Website online payments

The Special Education Technology Center has a new online payment platform.

One of the most significant changes is the addition of an online payment linked to Central Washington University. Most of our trainings are free. Our annual conference is one of the few events that have a registration fee. Those of you who plan to attend the SETC conference or a 3 hour course will have the opportunity to complete the registration and payment all in one sitting. Another option is the Conference Payment link on the SETC home page. This allows clients to make a payment later. It also gives school administrative personnel access to a payment link.

The link can be found on our home page, listed under Quick Links, Conference Payment.

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CWU is an AA/EEO/ IX Institution. For accommodation: CDS@cwu.edu.