OH, THE PLACES THEY’LL GO!

http://tinyurl.com/lrxng7k

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Session Description

- Start with the end in mind! We try to apply that principle on a daily basis. We’ll explore how a few common, but essential tools – iOS / Android devices, Chrome books, and yes, PC’s can support students with Autism who experience reading, writing, & self management difficulties. Integrating the principles of UDL can be an everyday reality with these tools. I will show real examples of how integrating these tools have improved student independence, engagement and achievement. Nothing fancy, just reliable apps, extensions and software that provide independence building supports to struggling learners now and in their future. Oh, the Places They’ll Go!
The participant will be able to identify common mobile technology apps that can improve a student’s independence in the general education classroom.

As a result of this activity, the participant will be able to integrate technology based reading and writing supports into common classroom assignments.

As a result of this activity, the participant will be able to identify and list ways of integrating self-management tools to build student independence.
Components of Our Students’ Struggle

- Emotional Regulation and Self management –
  - Anxiety and emotion that matches the situation
  - Blurting out in class, self-talk
  - Understanding due dates and time lines

- Language difficulties
  - Struggle to talk to peers and teachers – questions and answers
  - Understanding Language usage, higher order thinking
Components of Our Students’ Struggle

- Struggle to follow social cues
  - Getting materials ready to use
  - Participate in group activities
  - Hygiene

- Deficits in written expression and related fine motor
  - Handwriting legibility and speed
  - Writing process

- Deficits in decoding, reading comprehension and critical thinking (ex: inferential)
Executive Function

- **Executive function** is a set of mental processes that helps connect past experience with present action. People use it to perform activities such as planning, organizing, strategizing, paying attention to and remembering details, and managing time and space.
How does Executive Function affect learning?

In school, at home or in the workplace, we're called on all day, every day, to self-regulate behavior. Normally, features of executive function are seen in our ability to:

- keep track of time
- keep track of more than one thing at once
- meaningfully include past knowledge in discussions
- wait to speak until we're called on
- reflect on our work
- change our minds and make mid-course corrections
- finish work on time
- (know when to) ask for help
What are some strategies to help?

There are many effective strategies one can use in when faced with the challenge of problems with executive function. Here are some methods to try:

**General strategies**

- Take step-by-step approaches to work; rely on visual organizational aids.
- Use tools like time organizers, computers or watches with alarms.
- Prepare visual schedules and review them several times a day.
- Ask for written directions w/ oral ones whenever possible.
- Plan and structure transition times and shifts in activities.
More strategies …

Managing time

- Create checklists and "to do" lists, estimating how long tasks will take.
- Break long assignments into chunks and assign time frames for completing each one.
- Use calendars/apps to keep track of long term assignments, due dates, chores, and activities.
- Be sure to type/write the due date on top of each assignment.

Managing space and materials

- Organize work space to minimize clutter.
- Consider having separate work areas with complete sets of supplies for different activities.
More strategies ...

Managing work

- Make a checklist for getting through assignments. For example, a student's checklist could include such items as: get out pencil and paper; put name on paper; put due date on paper; read directions; etc.

- Meet with a teacher or supervisor on a regular basis to review work; troubleshoot problems.

- Discuss rubrics (even initial sections) for projects
Time Management and Emotional Regulation

- Structure and Routine are crucial; changes need to be explained
- Monitor emotional state and use self-checks check-in with staff—staff txt messaging, sheets, Google docs, etc
- Have students read rubric with you, then sign it
- Timetimer or personal time piece to monitor progress during a single task
- Motiv-Aider to help keep students on task and in our world
- Tasker app ($2.99) and Watchminder—triggers such as time, day, location to trigger
- Digital agendas and calendars—not so easily lost, built in way to prompt
Communication

Difficulty expressing ideas verbally

- Provide /practice scripts to help get sentences started – speech therapy, PALS, carried reminders
  - Post on the back of notebooks; apps or devices

- Color coded answering cards in cloze format

- AAC software in common and unique ways – prompt the language use; sequencing parts of a task, word prediction / spelling support
Communication

Difficulty expressing ideas in writing

- Deliberate EARLY instruction / practice – must be efficient

- Shared Google docs for commenting/scaffold support and discretely monitoring project progress
  - Templates to focus task – 8 Thinking Maps

- Provide / practice scripts to help get sentences started – speech therapy for vocabulary use

- Dragon Dictate and AudioNote for voice to text
Communication

Difficulty expressing ideas in writing

- Word prediction because confusables have to be learned
- Text to speech (Free Natural Reader, Read&Write for Google) and Ginger for editing
- Apps for note taking (Gelinas/Bunn)
- Livescribe Pen for note taking
- iWordQ, iReadWrite
- Apps that convert/use handwriting
- Google Apps –Daum Equation Editor
Studying

- Build prior knowledge deliberately via YouTube, TEDed, Livescribe, etc.
- Shared Google folders for comments and discrete project monitoring
- Imbedded supports Adobe Reader or K3000
  - Comments, highlights, bubble notes
  - Provide /practice scripts to help get project rolling
- Ctrl F for efficient term locating
Reading

Difficulty with reading grade level materials

- Text to speech – word recognition, attending and tracking – must have digital versions
  - Free Natural Reader – TWP and floating toolbar
  - Apps - ClaroSpeak, iReadWrite, iWordQ, ClaroPDF
  - iOS accessibility and Android Clipboard Talker or Easy Text-to-Speech

- Control – F to locate terms
- GoogleGoggles app (Free) – snaps a picture or barcode and app searches it
- CamDictionary app (free) translates words it sees through the camera
- Readability – Chrome extension

** Remember: “digital” provides a means to external supports
Reading

- Subscription – Bookshare, GIMC, Learning Ally
  (Print disability certification required)
  Read2Go and GoRead,

- Downloaded materials from websites

- Publisher provided on-line and CD /USB files

- In-house production for everything not already digital: worksheets, workbooks, trade books

- Adobe Reader XI – worksheets, study guides, test, and books
Adobe Reader for Reading and Writing

- Content is fixed, but additions are possible
- Adobe Reader XI provides good mix of reading and writing supports across platforms
- It is a “standard tool” — familiar to all, available everywhere, and we need only teach a few toolbar items, not the whole program
- Available on all platforms

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**Eleanor Roosevelt Test**

1. Eleanor Roosevelt was born to a  
   A. poor farm family in Nebraska  
   B. wealthy New York family  
   C. blue collar family in Detroit  
   D. fisherman’s family in New England

6. She began to blossom when she went to  
   A. New York High School  
   B. a religious academy  
   C. a boarding school near London  
   D. a private school in Queens
Why IEP teams don’t include more technology in student plans

- Don't know what stuff is available
- Not enough stuff to go around
- Nobody knows what stuff we need
- The stuff's too expensive
- They don't know what to do with the stuff
- The stuff is too hard to manage
- They can't use the stuff on standardized tests
- The stuff didn't work for someone else so the stuff won't work with this kid either.

Bowser and DeCoste (2014) ATIA
How can we remove the barriers for teachers so they will embrace UDL?

- Ask them to temporarily suspend their concerns about teaching.
- Provide a “quality learning environment” where teachers are the learners.
- Change the focus to how they learn as individuals.
- Make sure they actually “experience” UDL as they learn about it.

Mary Ann Lasseter, Griffin UDL conference 2-2014
When you want someone to fully understand...

- You can tell them about it.
- You can show them.
- But THEY have to experience it to internalize and make it their own.
- **So teachers can’t just be told to change.**
- They are more likely to understand and adopt/adapt it if they experience it.
- Then they begin to think about the mechanics of “what that felt like”.
- Then they can begin to imagine that environment in their classroom.

Mary Ann Lasseter, Griffin UDL conference 2-2014
Consideration process

- It provides a starting place and framework for thoroughness (Consideration Checklist)
- It helps build a team process (SETT framework)
- It helps with accountability (IEP documentation)
- It’s the Law

- www.gpat.org
- www.gadoe.org
- www.joyzabala.com
Questions to ask ourselves …

- What do we do when standard low tech classroom materials are not enough?

- How do we decide which instructional technology tools will support learning in a new way ... provide “added valued” and not just another way to do the same task?
  - Example: Android tablet to access dictionary.com vs. using a print dictionary
  - Paper vs. PowerPoint vs. PowerPoint with PowerTalk

- How do we determine what to try when these items are not enough to support a struggling learner?
Questions and Comments

☐ Did we discuss learning supports that can be trialed with your students?

☐ Did a particular student ever come to mind?

☐ Did we discuss any tools, programs or apps that you would like additional information about?

☐ Did the discussion affirm your beliefs, teaching habits and choices of materials?
The usual mantra is to try harder. Trying harder is impossible when you're already trying as hard as you can. But you can always try DIFFERENT. --Seth Godin
One last analogy....

Remember this?
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