

# AT Leadership Network Meeting

April 16, 2015

## Agenda 9am -3pm

<p><b>Welcome, Celebrations, Networking</b></p> <p>Hays AT and CTE combined forces. Majority of CTE students have LD in reading so qualify for Bookshare. They got access to their textbooks in digital + audio formats and so passing rate for electrician's certification was high!</p> <p>RRISD got 25 iPads!! And RRISD AT and edTech doing lots of collaboration. Eanes targeting co-teachers for app/technology integration</p>	<p><b>What are the connections to my work?</b></p> <p><b>Who else in my district needs this information?</b></p> <p><b>What follow up or actions will be needed?</b></p> <p><b>What other resources are available</b></p>
<p><b>Needs/Concerns/Problem Solving/Case Studies</b></p> <ul style="list-style-type: none"><li>• Gideon has previously requested we chat about iPads going home, financial responsibility, and other issues. *</li><li>• Carye has asked that we revisit how exactly we are documenting AT services (is it mostly as a related service?) See attached QIAT AT in IEP Guidance document. Also- maybe it looks like an "implementation plan" and less about IEP time on schedule of services.</li><li>• Accommodations vs AT discussion- is math 100s chart "AT" or accommodation or supplemental aid? To me this question is kinda like splitting hairs- if it's needed for student performance/progress on IEP put need for math chart in all the places on IEP it could go (PLAAFP, accommodation, AT). I tend to think if in doubt you won't get in trouble for calling it AT. (Also, as long as it's listed as an accommodation, I wouldn't go back to ARD and change it to AT!) This I think will always be a gray area since AT is an accommodation and the definition is so broad. It's not about if the technology is available to all (math 100's chart, pencil grips, 1:1 iPads) then it's NOT considered AT, but whether if it wasn't available to all, would Johnny need something (low to high) for FAPE/progress.</li><li>• Ex note taking assistance (copy of notes)= accommodation, but if app for student to take notes= AT. Anne Buchta offered that she thinks of AT as something the student acts on and accommodation is something adults provide.</li><li>• see GPAT updated AT Considerations document provided.</li><li>• Bookshare downloading, etc still clunky- Anne Buchta usually starts with Learning Ally since it's easier... Carye Edelman asking Matt Sauthoff (Bookshare</li></ul>	<p><b>*Karen Vinson shared this wording from her reports:</b> In the event equipment becomes unavailable for use, the Assistive Technology Team recommends the following alternative strategies:</p> <ul style="list-style-type: none"><li>• Use of alternate communication system including manual communication boards, picture boards, etc</li><li>• Provision of equivalent alternative device.</li></ul> <p>Decisions regarding the need for devices and services are made according to the student's ability to access the curriculum and meet IEP goals and objectives. Based upon the student's need to access the curriculum and complete homework assignments, it is recommended to the ARD committee that the Assistive Technology device be available for check out for home use...</p>

<p>rep) for updates How To cheat sheets.</p>	
<p><b>STAAR updates:</b>  <a href="#">TEAs announcement that results of STAAR A</a> and others won't count this year + implications, debrief and things to think about for next year</p>	<p>Things to think about for next year is really asking teachers/admin about time for keyboarding instruction!! Nic to ask our curriculum team where did KB go in the TEKS?</p>
<p><b>Overview of updated WPP/DeCoste Writing Protocol</b></p> <p>Denise DeCoste will be here Oct 20-21, stay tuned for your TDWProtocol ebook before school is out!!</p>	
<p><b>Reflection and Planning for next year's network meetings-</b> PD you're providing in your district?</p>	<p>Folks prefer to go deeper into knowledge and skill (ex: First Author software/apps/bookshare, etc) hands-on practice, basic mastery and how it'd be used with teachers/students.</p>
<p><b>PODD debrief + QIAT discussion</b></p> <ul style="list-style-type: none"> <li>• Takeaways from training?*</li> <li>• Verbal behavior theory vs. Aided language stimulation- (PECS/behaviorists vs child-centered and developmental philosophy) both have a place! - if you only have a hammer, everything's a nail. Start somewhere and use data to make decisions on sufficient progress, etc.</li> </ul> <p>Kelly Fonner on PODD vs core vocabulary:  I try to emphasize the importance of teaching our students, why we communicate. It's not just to know to say general words/core words often. What can be taught with the PODD that's different than traditional use of core boards/systems, are the pragmatic branch starters:  I want something, I have an idea/here's what I think, I have a question, something's wrong, let's chat, it's time for, etc</p> <p>AND the systematic use of if you want to say something that's not on this page, then let's add it to a list.</p> <p>Nic feels that you could use the sample core boards in the <a href="#">ESC13 Core Vocab toolkit</a> and add a flip row of pragmatic branch starters and the lists- in essence making a hybrid of core + PODD.</p>	<p>*"Users with complex communication needs" (CCN) should replace non-verbal student lingo. Explicitly model/teach "I have something to say." AAC users explained that they like using the low-tech paper books with social activities and with peers because it gives communication partner something to do and reduces physical barrier that devices sometimes provide. They use high tech systems at home, when access, glare, positioning, voice output are set up/consistent and when time demands aren't so high. Model, model, model... we don't stop talking to infants just because they can't speak back, we provide receptive input until they learn expressive output, etc. Can't make a 2 year old say what you want, nor can you make a young AAC user say what you want!</p> <p>Understanding typical language development is very important!  Karen Vinson shared the <a href="#">waterproof paper</a> (8ml )she used for making communication books</p>

<p><b><u>Upcoming Workshops/Conferences</u></b></p> <p><b>BTH- we want <u>YOU</u>!!!!</b> <b>TATN- 'doh, no reimbursement ☹</b></p> <ul style="list-style-type: none"><li>• PECS to Speech Generating Devices – July 20</li><li>• First Author Writing Curriculum- July 21 pending</li><li>• The DeCoste Writing Protocol: A 2-day, short course on PK-12 writing FA1532486- Oct 20-21</li></ul>	
<p><b>Next AT Leadership Meetings 2015-16</b></p> <p>September 18, 2015 November 18, 2015 January 26, 2016 April 19, 2016</p>	