Assistive Technology
for Youth with Complex Needs

April 27, 2016,
9:00 AM – 11:00 AM

Pennsylvania Training and Technical Assistance Network

Navigating the Road to Success: Expect, Educate, Empower, Employ

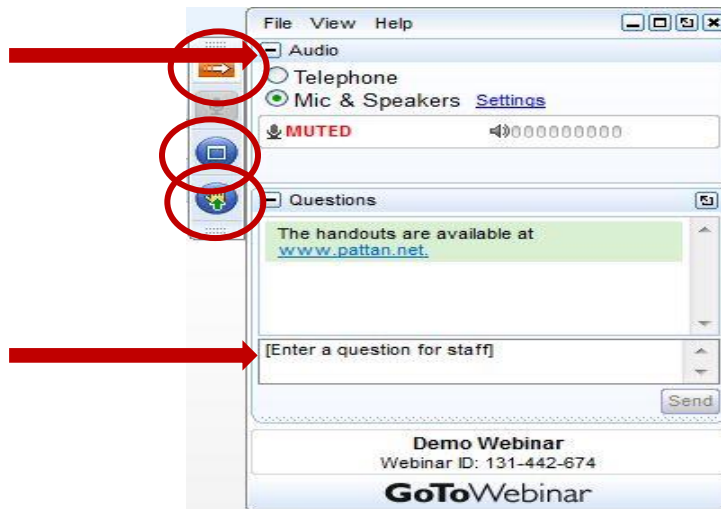*2015-16 PA Community of Practice (COP) Series*

Assistive Technology for Youth with Complex Needs

April 27, 2016

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PA Community of Practice on Transition

The Pennsylvania Community on Transition is a group of various stakeholders from across Pennsylvania who work collaboratively to ensure appropriate transition outcomes for Pennsylvania youth and young adults.

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www.secondarytransition.org

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Today's Presenter

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Session Objectives:

- Define assistive technology, including devices and services, and describe functions of AT for youth with complex needs.
- Provide examples of AT for use by youth in transition.
- Address myths and barriers to consideration of AT in transition planning for youth with significant intellectual disabilities.
- List resources for learning more about AT for youth with significant intellectual disabilities.

On Saturday, I used technology to…

- Talk to my mom
- Check the outdoor temperature
- Make coffee
- Take a picture; send it to my kids
- Check schedule
- Get a discount at the store
- Remember what to buy
- Check route downtown
- Heat dinner
- Watch a movie

COMMUNICATE
ORGANIZE
REMEMBER
SIMPLIFY
SOCIALIZE
ACCESS
LEARN

Technology Supports

Employment

Post-Secondary Education & Training

Independent Living
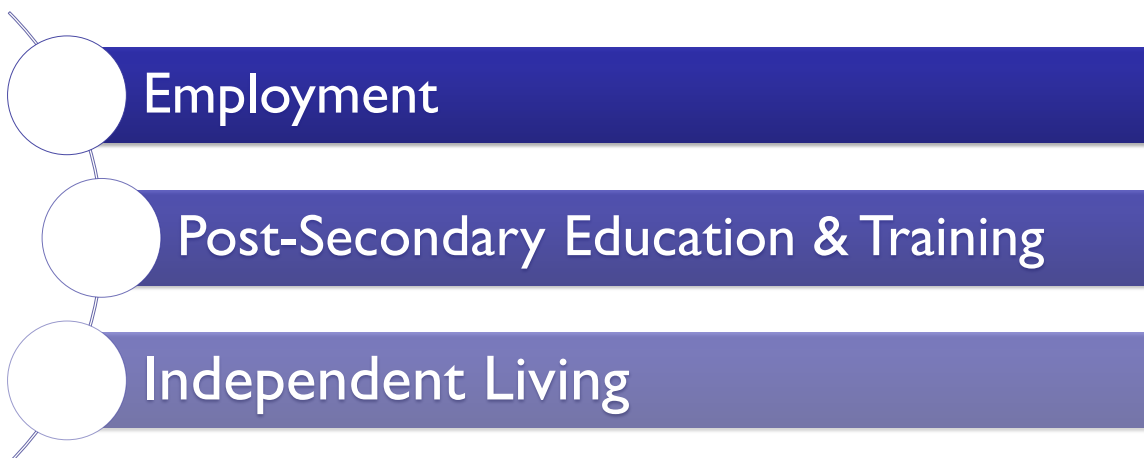
Who are these students?

- May be eligible for alternate assessment (PASA)
- As learners
  - Often demonstrate a pattern of inconsistent progress on academic and functional skills;
  - Often have difficulty expressing what they know and are able to do;
  - May have a limited means of verbal and written communication;
  - Demonstrate a very broad range of interests and experiences.

Assistive technology device:

- Any item, piece of equipment, or product system, whether acquired commercially or off the shelf, modified or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

★Functional

AT Service

- Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

★Use

What skills do you think are needed?

Academic Skills?

Functional Skills?
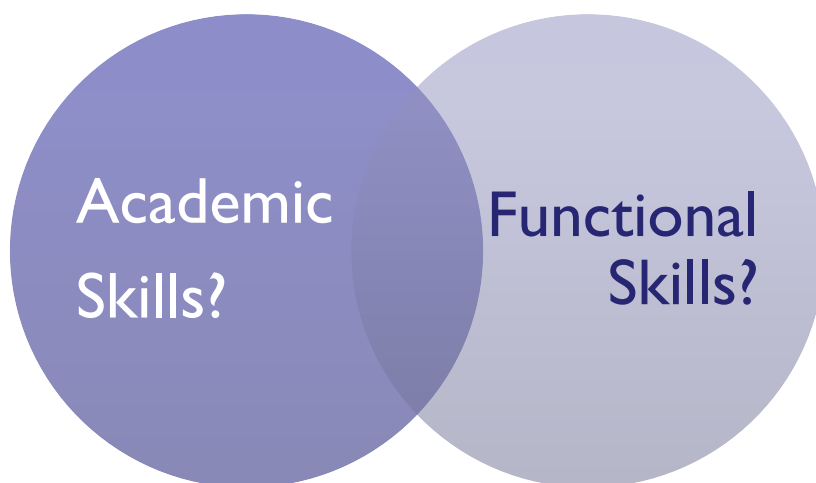
Our Context

Employment First
- All youth, including those with significant disabilities, can have meaningful employment in the community.

College and Career Readiness
- Supporting college- and career-ready standards (PA Core Standards), preparing college- and career-ready students.

What skills do you think are needed?

Academic skills are functional skills.

For ALL.

AT can support both.

Academic Skills? Functional Skills?

Function: "Cognitive Support Technology"

Can decrease:

- Need for prompts
- Need for support
- Cost of care
- Caregiver fatigue

Device:
Never Miss Timer
http://www.bindependent.com/product/gct5043/Wearable-Timer/

Can increase:

- Accuracy of Task- completion
- Independence
- Self-management
- Self-instruction and
- monitoring
- Self Determination
- Autonomy
- Social Acceptance

- *from Bowser, 2013*

App: Visual Schedule Planner

http://abledata.com/product/visual-schedule-planner $14.99

Resource: Abledata.com

"AbleData does not produce, distribute or sell any
of the products listed on this website, but we
provide you with information on how to contact
manufacturers or distributors of these
products…"

App: Visual Schedule Planner

http://www.abledata.com/product/picture-scheduler $2.99

App: InPromptu

Free

https://itunes.apple.com/us/app/inpromptu/id473450377?mt=8

Video Modeling

Resource: Apps for Video Modeling on Pinterest

https://www.pinterest.com/lasenders/apps-for-video-modeling/
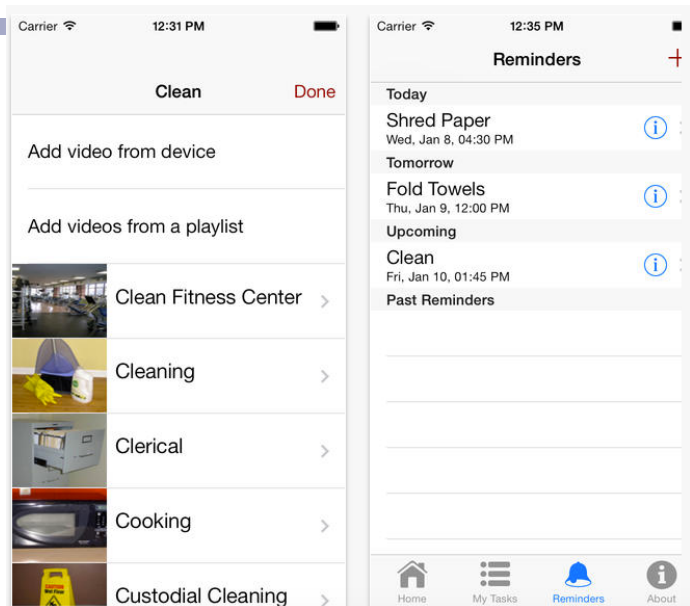
AT in the IEP.

- Assistive Technology **must** be considered for every student with an IEP.

- Why might this **not** happen?

AT in Supports Provision

Bryant, et al (2012) *"Use of AT by Individuals with Intellectual and /or Developmental Disabilities Use of AT Devices in Support Provision"*

- *Supports Intensity Scale:*
   Home Living, Community Living, Lifelong Learning, Employment, Health and Safety, Social, Protection and Advocacy

Finding: AT devices underutilized by adults with intellectual disabilities.

Frequently sited as barriers to AT use

Post secondary (Bryant article)

- Funding
- Training Service Providers and AT Users
- Lack of a proper match between person and technology
- Low Expectationa

School-aged youth

- Funding
- Device abandonment
- Lack of data-based decision-making
- Change of environment
- Expectations (related to myths)

Participation Model (Beukelman)
Access barriers: related to the capabilities, attitudes, and limitations of (AT) users themselves.
Opportunity barriers: imposed by others, cannot be eliminated simply by providing AT

Myths and misconceptions

- AT is always expensive.
- Human assistance is better
- AT is for certain disabilities
- Many students 'fail' at AT
- "Functional" is enough.
- What we've always done works.

Augmentative and Alternative Communication: What We Know

- Not all students who need a means to communicate have AAC.
- There are no prerequisites to communication.
- Students who use AAC are often provided with insufficient messages (labels instead of generative words)
- Low interest may masquerade as lack of progress in communication
- Vocabulary for academic use (e.g alphabet) is not prioritized

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Core Vocabulary

High Frequency vocabulary is a *statistical concept* related to overall *word frequency*.	The most frequently occurring words = 80% of our actual words spoken
	78 – 80% of the words we use daily come from a set of fewer than 350 - 400 words
	50 most frequently occurring words account for 40-50 % of total words said, *100 most frequently occurring words* account for 60% of what is said

AAC and Transition

- Nouns and other activity and environment- specific words fail to generalize.
- What messages can you convey with this?

An example of "First 40" core words

I	like	not	want
help	it	more	different
who	she	you	he
where	up	on	in
me	make	get	look
what	need	are	is
some	put	all	this
don't	that	go	do
when	finished	can	here
open	turn	stop	over

What do supports for AAC in transition look like?

- Staff training and support
- All staff model use of AAC (including high frequency words) in a variety of expressive tasks
- Explicitly teach vocabulary, including *high frequency words*
- Explicitly teach use of AAC system(s) across environments and with new partners.
  - Note: Interacting with new people is a predictable event in transition
- Carefully document all details of AAC use. (Video portfolio)

AT Resources for AAC

- Universal Core Boards: https://www.med.unc.edu/ahs/clds/resources/universal-core-boards

- POWER AAC: Video module series on PaTTAN website, providing professional development on using core words in AAC. http://bit.ly/poweraac

Resource: Locating AAC Apps and devices

- Lauren Enders on Pinterest:
  https://www.pinterest.com/lasenders/aac-devices-hi-tech-voice-ouput-options/
- Jane Farrell AAC Apps list: http://www.janefarrall.com/aac-apps-lists/

Communication: Smartwatches

- Made for kids, but not age-inappropriate in styles
- Limited features
  - 2-4 phone numbers
  - Voice control
  - GPS tracking
  - Parent controls
- Most require cellular plans
- http://smartwatches.org/learn/here-are-the-best-gps-tracking-watches-for-kids/

Literacy & Lifelong Learning:

Communication, reading and writing are inextricably linked.

PA's Alternate Eligible Content reflects high expectations for access to grade level standards. Targets in ELA require interaction with literary and informational text.

- Useful across employment, post-secondary, and independent living domains.
- Reflect individual preferences.
- Social topics

What PA Core Standards emphasize:

Learning that builds over time

Application of knowledge and skills

Active participation and interaction in learning

Collaboration and communication.

Ongoing comprehensive instruction in reading, writing, speaking, listening, and language.

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening and Language
Respond to the varying demands of audience, task, purpose, and discipline.
Build content knowledge and share it through writing and speaking.
Use technology and digital media capably.
Demonstrate independence.

AT for Literacy for Youth with Complex Needs

- Text with audio format, multimedia, and video
- Modified text
  - **Newsela.com**: Multiple articles every day – each at five reading levels https://newsela.com/articles/20bill-harriettubman/id/16856/
  - **Tarheel Reader**: Simple talking books- written and shared. Accessible using switches or Intellikeys keyboard. http://tarheelreader.org
  - **Route 66 Literacy:** a web-based program that makes it easy for any literate person to teach adolescent and adult beginning and struggling readers, such as people with developmental disabilities, to read.

Back to AT Consideration:

- Does the student have means of communication that can be understood by others? Does he/she use clarification strategies when not understood?
- Does the student have an effective way to access text? Has he/she used auditory or alternative means to engage with preferred texts?
- Does the student have a means to travel around the building, campus, or community? Can he/she contact and utilize help independently?
- Does the team need technical assistance to address these questions?

Assistive technology devices and services:

- Any item, piece of equipment, or product system, whether acquired commercially or off the shelf, modified or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

- Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

Resources

- PaTTAN Short Term Loan
- PIAT   PA's Initiative on Assistive Technology
- Abledata.com A searchable database of 19000 AT products.
- POWER AAC Modules: bitly.com/poweraac
- Lauren Enders on Pinterest::
- Newsela.com: https://newsela.com
- Tarheel Reader: http://tarheelreader.org/

Resources:

- **Support Needs of Adults with Intellectual Disability Across Domains: The Role of Technology,** Michael L. Wehmeyer, Marc J. Tassé, Daniel K. Davies, and Stephen Stock, J Spec Educ Technol. 2012 Apr; 27(2): 11–22.

- **Assistive Technology Companion Guide to the Transition Health Care Check List**: http://disabilities.temple.edu/programs/assistive/transitionListGd.shtml

Upcoming Events

- Community of Practice Transition Conference 2016
  - **July 20 - 22**, **2016** Penn Stater Conference Center
  - **May 16, 2016** – Conference Brochure and Scholarship Distribution

- Additional information can be found on www.secondarytransition.org and www.pattan.net

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Thank you for joining us on today's webinar.

Please join us for the remaining webinar sessions in this series

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