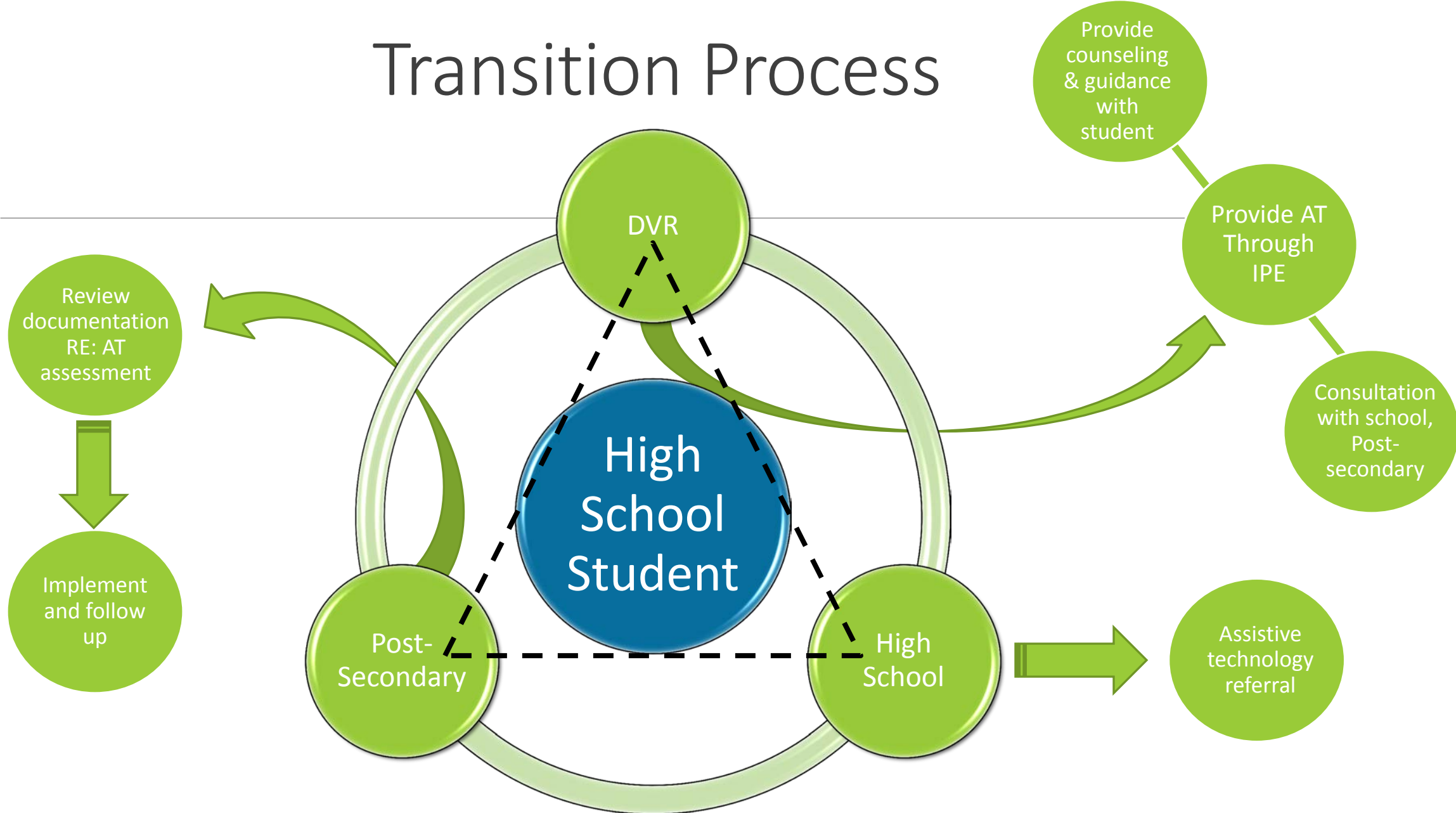


Try it, Learn it, Use it, Succeed with it: The Integration of Assistive Technology in Transition

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Transition Process



Transition Process

High School Level

- Assistive Tech referral (include on I-5)
 - Discussion at IEP on the results
 - Student gets trained by school personal on the appropriate assistive technology
 - Continuous adjustments per student feedback
 - Partner with student, high school, and post-secondary school



Transition Process

■ Division of Vocational Rehabilitation



- Referred by the high school, student or parent/guardian
- If student is eligible and has open case (not on waiting list):
 - Will Provide guidance and counseling
 - May Provide assistive technology consultation
 - May Provide thorough support for assistive technology through the IPE
 - Partner with student, high school, and post-secondary school
 - <http://dwd.wisconsin.gov/dvr/>

Transition Process

- **Post-Secondary**
 - Referral from high school or DVR
 - Engage in the interactive accommodations process:
 - Talk to student
 - Review documentation
 - Consult with the partners, DVR and High School
 - **Retraining on use assistive technology**

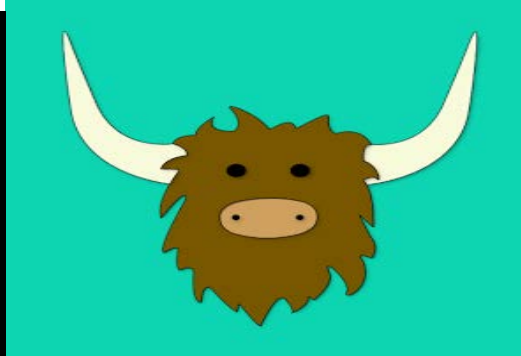


The SETT Framework (Zabala, J. 2002)

- Designed to aid in gathering, organizing and analyze data
- Create collaborative problem solving and decision in AT/appropriate educational programming for SWD
- Interdisciplinary team engages in considering process, key questions within the SETT Framework (see Figure1)
- Information is gathered in the following areas:
 - The Student
 - Environment
 - The Tasks
 - The Tools

Try it, Learn it

Organization & Note taking: Evernote, Confer, YIK YAK, Smart Pen



Video 1 with student: http://youtu.be/q1MzO_00wrM

Video 2 with teacher: <http://youtu.be/Be1AatVckZo>

Try It, Learn It

Autism: Autismate



<https://play.google.com/store/apps/details?id=com.specialneedsware.autismate365&hl=en>

Try It, Learn It

Reading: Kurzweil Firefly, Learning Ally



<http://www.kurzweiledu.com/experience-kurzweil/video-library/video-firefly-ipad-demo.html>



<http://www.youtube.com/user/LearningAlly>

Try It, Learn It

More Reading (and dictation): Read and Write Google and Bookshare



<https://chrome.google.com/webstore/detail/readwrite-for-google/inoeonmfapjbbkmdafoankkfajkcphgd?hl=en-US>



<https://www.graphite.org/website/bookshare>

Try It, Learn It

Mental Health/Anxiety: Buddhify 2, Guided Mind, Deep Relax



The SETT Framework (Figure 1)

The Student

1. What does the student need to do?
2. What are the student's special needs?
3. What are the student's current abilities?

Environment

1. What materials & equipment are currently available in the environment?
2. What is the physical arrangement? Are there special concerns?
3. What is the instructional arrangement? Are there likely changes?
4. What supports are available to the students?
5. What resources are available to the people supporting the student?

The Tasks

1. What activities take place in the environment?
2. What activities support the student's curriculum?
3. What are the critical elements of the activities?
4. How might the activities be modified to accommodate the student's special needs?
5. How might technology support the student's active participation in those activities?

The Tools

1. What strategies might be used to invite increased student performance? What no-tech, low-tech, and high-tech options should be considered when developing a system for a student with these needs and abilities doing these tasks in these environments?
2. How might these tools be tried out with the student in the customary environments in which they will be used?



Succeed with It!

The Sett Framework: The Student

The Student

1. What does the student need to do?
2. What are the student's special needs?
3. What are the student's current abilities?

The Sett Framework: The Environment

Environment:

1. What materials & equipment are currently available in the environment?
2. What is the physical arraignment? Are there special concerns?
3. What is the instructional arrangement? Are there likely changes?
4. What supports are available to the students?
5. What resources are available to the people supporting the student?

Considerations for Specific Environments:

1. High School:
 - Subject
 - Essential Learning Outcomes
 - Room Change
 - Add to physical room/environment
2. Post-Secondary:
 - Subject
 - Essential Learning Outcomes
 - Room Change?
 - Add to physical room/environment
3. Vocational:
 - Job Duties
 - Safety
 - Best Fit for student/client

The Sett Framework: The Task

The Tasks

1. What activities take place in the environment?
2. What activities support the student's curriculum?
3. What are the critical elements of the activities?
4. How might the activities be modified to accommodate the student's special needs?
5. How might technology support the student's active participation in those activities?

Considerations for Specific Students:

- What is most accessible, both for the student/employee and the environment
- How does the AT address the student/employee's disability
- What is most cost-effective- who is going to pay? School, DVR, employer

The Sett Framework: The Tools

The Tools

1. What strategies might be used to invite increased student performance? What no-tech, low-tech, and high-tech options should be considered when developing a system for a student with these needs and abilities doing these tasks in these environments?
2. How might these tools be tried out with the student in the customary environments in which they will be used?

Scenario

The Student: Jake

Environment: Technical college

Scenario: Jake is enrolled in Math Applications and a hands-on Auto Mechanics course. He has a learning disability in reading comprehension and ADHD.

The Tasks: Reading the math and automotive textbooks, staying focused and organized in his classes

The Tools:

Turn to your seat partner. What tools would you suggest exploring for this student to access their education.

Discussion & Questions



Presentation Materials

PowerPoint & Handouts available at: <http://goo.gl/b6dVNH>

