DISCUSSION QUESTIONS

• What are we currently doing with assistive technology? Is it working?
• How can we improve our efforts to assist students and adults individually with AT?
• What data do we currently have? What data do we need to inform our efforts?
Educators and providers often struggle with determining which assistive technology would best benefit their clients. Many find themselves trying to help the client, learn the devices themselves, assimilate the devices into daily activities, and conduct the rest of their day. This process can be quite overwhelming! This presentation presents best practices for assistive technology adoption and integration that have been developed in schools and therapy centers throughout the United States. Within the discussion of best practices, several approaches to professional development will also be discussed.
WHAT ARE WE CURRENTLY DOING?

• How do we define AT?
• iPad as a major factor
• Funding – the usual questions
IS IT WORKING?

• What metrics are you basing “success” on?
• Who is defining “success?”
• What happens after age 22? 30? 45?
• What are the daily life skills that must be taught?
WHERE DO THE ISSUES LIE?

- Funding
- Training
- Focus
- Perspective
- Research
- “Relate-able” data
START WITH THE END IN MIND

- How are we assessing?
- Do we focus on ratios?
- Which outcomes are most important?
- What assessment tool is being used?
SETT FRAMEWORK

- Student
- Environment
- Task
- Technology (Tools)
CHOOSING THE BEST SOLUTION

- Define all environments
- Add context
- Relate the tasks to daily life activities
- Include fiscal agents in the overall discussions
CATEGORIES FOR THE AT

• AAC/SLP
• Digital interaction
• Blind/visual impaired
• Deaf/hearing impaired
• Music
• Low Tech
• Sensory Assistance
AAC/SLP

- iPad w/ProLoqo2Go
- Tobii/Dynavox
- PRC
- ProxTalker
- Quick Talker
- TalkTrac
DIGITAL INTERACTION

• Eye Gaze Systems
• Interactive Boards/Tables
• iPad/Tablets
• Switches
• Keyboards/Mouse
• Mouth Control
EYE GAZE SYSTEMS

- All in one systems
- PCEye Go
- Inclusive Eye Gaze
- Tracker Pro
INTERACTIVE BOARDS/TABLES
IPADS/TABLETS

- IWBs
- Multi-touch tables
- iPads
- Surface
- TAPit
SWITCHES
KEYBOARDS/MOUSE

- Standard Switch
- Proximity Switch
- Specialized Switches
- Keyboards
- Mouse/Trackball
MOUTH CONTROL

- Sip and Puff
BLIND/VISUALLY IMPAIRED

- Braille Trainers
- Braille Labeler
- Text enhancer/enlarger
DEAF/HEARING IMPAIRED

- Closed Caption
- Visuals (ISU)
- Wireless keyboards
- In-room audio
MUSIC

• Beamz
• Skoog
LOW TECH
SENSORY ASSISTANCE

• Sensory Stones
• Koosh Balls
• Pencil Grips
• Velcro
• Snug Vest
ACCESSIBILITY WITH ADAPTABILITY

- Funding from differing sources
- Use with multiple groups
- Combine learning and therapy
- Use outside of perceived settings
MULTIPLE APPLICATIONS

• NAO Robot
  • “wait, that’s just an expensive toy, right?”
PROFESSIONAL DEVELOPMENT

• Use manufacturers or vendors who are experts in the technology
• Find trainers who understand the classroom/therapy room/other environment
• Take the time and bring in follow-up sessions
• Make it pragmatic
• Make it invisible
STAGES OF TECHNOLOGY ADOPTION

• Ask the questions
• Review its usage
• Time spent
• Date collected
• Eye Test
• REALITY
QUESTIONS?

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