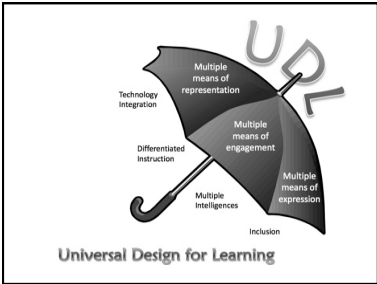


Shifts in Practice Assistive Technology and Learning in and out of the classroom

Gina Stefanini, 2013



I. Representation <i>(Understanding of the Domain)</i>	II. Expression <i>(Understanding of the Domain)</i>	III. Engagement <i>(Understanding of the Domain)</i>
<p>1. Possible topics for presentation</p> <ul style="list-style-type: none"> • Questions to determine the topic of reference • Questions to determine the domain of reference • Questions to provide alternative for alternative • Questions to determine the scope of reference 	<p>4. Possible topics for physical action</p> <ul style="list-style-type: none"> • Questions if the mode of physical action • Questions for the mode of expression • Questions for the mode of representation 	<p>7. Possible topics for reacting/inspiring</p> <ul style="list-style-type: none"> • Questions to determine the nature and intensity • Questions to determine the nature and intensity • Questions to determine the nature and intensity
<p>2. Possible topics for language and symbols</p> <ul style="list-style-type: none"> • Questions to determine the nature and intensity • Questions to determine the nature and intensity • Questions to determine the nature and intensity • Questions to determine the nature and intensity • Questions to determine the nature and intensity 	<p>5. Possible topics for expression itself and faculty</p> <ul style="list-style-type: none"> • Questions if the mode of expression • Questions for the mode of expression • Questions for the mode of representation • Questions for the mode of representation 	<p>8. Possible topics for reacting/inspiring effort and persistence</p> <ul style="list-style-type: none"> • Questions to determine the nature and intensity • Questions to determine the nature and intensity • Questions to determine the nature and intensity
<p>3. Possible topics for comparison</p> <ul style="list-style-type: none"> • Questions to determine the nature and intensity • Questions to determine the nature and intensity • Questions to determine the nature and intensity • Questions to determine the nature and intensity • Questions to determine the nature and intensity 	<p>6. Possible topics for association function</p> <ul style="list-style-type: none"> • Questions that give the nature and intensity • Questions that give the nature and intensity • Questions that give the nature and intensity • Questions that give the nature and intensity 	<p>9. Possible topics for goal setting and planning</p> <ul style="list-style-type: none"> • Questions that give the nature and intensity • Questions that give the nature and intensity • Questions that give the nature and intensity


<http://schools.nyc.gov/Academics/CommonCore/Library/ProfessionalLearning/UDL/default.htm>

<http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/UDL/default.htm>

[illegible]

A UDL Moment

Recall a UDL moment or 'non-moment' when providing multiple means of engagement, representation or expression changed the learning for a child.



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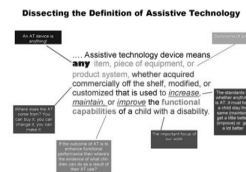
Recall a UDL moment or 'non-moment' when providing multiple means of engagement, representation or expression changed the learning for a child.



Dissecting the Definition of Assistive Technology

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

Disability



I also includes any service that assists in the selection, acquisition, or use of the AT Device.

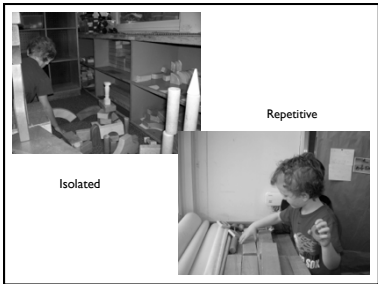
Training, Upkeep, Purchase, Security,
Application, Repair, Upgrade,
Troubleshooting...

Training, Upkeep, Purchase, Security,
Application, Repair, Upgrade,
Troubleshooting...



How can AT make UDL possible?

A few stories to share
(images and slides for sharing not included in print out. Sorry.)

A few stories to share
(images and slides for sharing not
included in print out. Sorry.)




Documenting a new Play Scheme

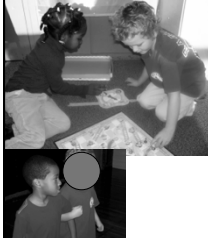
Nick participates in the process of what and when to document.

Nick participates in producing a 'script' that he will use to include a peer in his play.

The documentation 'holds' his learning so he can revisit and reflect.



Use of Comic Life.





- Documentation...
 - provided an avenue to revisit past learning and apply it to new learning.
 - encouraged collaborative and flexible play.
 - communicated a common set of language and experience.
 - gave entry into the learning community.
 - increased social contact.
 - provided the tools for students to record and share.





Choosing to Participate

"I can do my work."
 "I watch kids."
 "I want to sit with them."
 "Will I never sit with them?"






Capturing the Learning for Reflection and Practice



- "Am I smiling?"
- "Where do my teeth go?"
- "Let me see my smile."
- "Let me try again."
- "I will hide my teeth."

Back to the Classroom





Comic Life




<http://plasa.com>
<http://www.comeeko.com/> <http://www.pikikids.com/>

Lunch Bunch Groups became 'Investigation Teams'



Documentation and Research were tools for student discovery of social norms and social expectations. Students then went back to 'practice' using video/photo to support them.





- "They are close to each other."
- "No one is hitting."
- "Sharing. Sharing is using the same stuff."
- "I don't know. What are they doing?"
- "Using the same toys. No Yelling."
- "No teachers...They do it by themselves."
- "I don't like to share all the time."
- "Well, sharing is friendly."
- "Let's watch it again."
- "No, I want to try it before we watch again."

Self-Evaluation Student with CP



Student observes her video and participates in assessment and planning. Other Students engage with the documentation to think about their reading.



Co-Investigators in Literacy PhotoBooth

Student Reflection

Before No Video

I read the book.

It was good.

I just read it.

After Video

- "I need help with some of the words but I knew more then I thought."
- "I think I should practice it again before I tape."
- "I showed the pictures to the story...just like my teacher"
- "How can I show the book and my face!"
- The author wanted us to laugh.

Documentation to 'hold' the classroom norms and practices



Concentration Technique



SHARING AN IDEA

A New 'Communication System'



We discovered that when we replaced 'the book' with a few images that the student's at-home language about his school day increased and parents felt more connected then when provided a time-consuming text system.



We simply sent back/forth a cheap digital camera and parents downloaded the new visuals each day.

Students revisited their work and dialogue deepened as they revisited prior 'learning snapshots'.

Language Increased When the Student Had Access to the Documentation

Before:

Parent: How was gym today?

Student: What?

P: You had gym today.

S: Gym, yeah.

After:

Student: See me. I played gym. I had a blue ball. No, I have it. You look (referring to the image). I tag and Ann tags me. See. I run and hit the red wall...

What can happen to a meeting when the image and voice of the child is included:

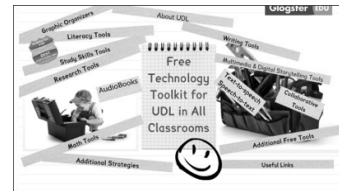


Including an image, voice or video before you begin provides a 'shared experience' and a starting point that focuses on the student. Barriers shift and we begin our conversation grounded in a common understanding.

Think of a child that you could make a difference with. Share your story.

Keep this child in mind as we review AT products and resources.

UDL Tool Kit



<http://udltechtoolkit.wikispaces.com/>

Teaching Every Student



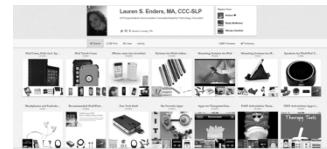
<http://teachingeverystudent.blogspot.com/>

Techmatrix



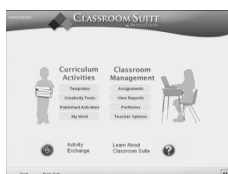
<http://techmatrix.org/>

pinterest



<http://pinterest.com/lasenders/>

Classroom Suite

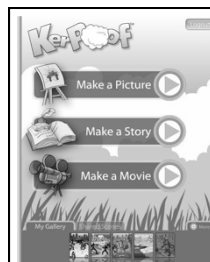


<http://www.intellitools.com/classroom-suite.html>

SOLO



http://www.donjohnston.com/resources/solo6_resources.html

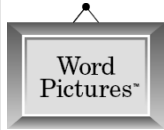


kerpoof

• <http://www.kerpoof.com/teach>

A multi-media tool for alternative output and affect.

Text Project



- Teacher created books to support vocabulary development and background knowledge.
- <http://www.textproject.org/teachers/word-pictures/>

<http://www.textproject.org/>

Book Maker Sites



- <http://www.storyjumper.com/>
- http://www.seussville.com/games_hb/storymaker/story_maker.html
- http://pbskids.org/animalia/zoes_story_book_creator.html
- <http://learnenglishkids.britishcouncil.org/make-your-own/story-maker>
- <http://storybird.com/>

audioboo



- A mobile & web platform that allows you to record and upload audio for your friends, family or the rest of the world to hear.
- <http://audioboo.fm/>

Homework reminder, Alternative Presentation, Sharing to Family

A hundred places to venture....

WEB RESOURCE LIST

Time to Plan

Think about that child. What could be I next step that Assistive Technology could help? Share with a neighbor.