10 Things Every District Should Know about Assistive Technology
Part 2

Georgia Department of Education
Georgia Project for Assistive Technology
Division for Special Education Services and Supports
1870 Twin Towers East
Atlanta, Georgia 30334

Reference 16, 23
Support is the KEY to Successful AT Use
Pearls of Wisdom

• Services are a big piece
  – Emphasis should be 10 times more on support than on the technology
  – Training provided should be ongoing and incremental
  – Teacher knowledge is dependent on their exposure to the tools
“Wonder If...” Moments

Implementation

Basic Training

Experience

Understanding Abilities

Reference 22, C, E,
Knowledge Sources

- GPAT (www.gpat.org)
- ATSTAR (www.atstar.org)
- CAST (www.cast.org)
- WATI (www.wati.org)
- Vendor resources
  - Trainings
  - Knowledge bases
  - Technical support

Reference C, E, I, R
There are Different Levels in Staff Development for Assistive Technology
Who Needs to Know...

Dave Edyburn’s Universal Design Template ‘Planning Pyramid’

https://pantherfile.uwm.edu/edyburn/www/ud.html

Reference 6
Everybody

• All of the staff should know
  – What AT is
  – Legal mandate for AT
  – AT can support student independence
Most

- Most of the staff should know
  - That there is a variety of technology to support students in all curriculum areas
  - That there is a continuum of technology from low to high
  - Who to go to get more information.
Some of the staff should know

- Why the student uses technology
- How the technology relates to academic goals
- Specific program features
- Basic trouble shooting
- Implementation strategies
What’s Out There?

Assistive Technology Takes Time
Playground time, technology work for children with autism

“The changes in behavior and play did not occur overnight, though, nor even in a matter of weeks. Ricky has taken several years to learn how to behave and to communicate his feelings better.”
AT Selection

- Why is it time consuming?
  - Obtain the equipment
  - Train and Trial
  - Analyze results
  - Make changes as needed
Implementation

• Customization
• Incremental training
• Behavior change takes time
  – Student
  – Staff

Reference 5, 11
This concludes part 2 of
Ten Things Every District Should Know
About Assistive Technology

Please continue this presentation in
Ten Things Every District Should Know
About Assistive Technology, Part 3