IATP Statewide Conference
2019
Discover the Possibilities

Implementation: Adoption vs. Abandonment

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SWCCCASE
IMPLEMENTATION

Adoption vs. Abandonment

What power do we have?
Accessing This Presentation

QR Code - Scan It!

Shortened URL:
https://tinyurl.com/ydzxppxa
TINY URL Hyperlink
Shameless self-promotion!

- Baby came December 21st! Little boy, Max!

- **Sayard Bass** is a Speech Language Pathologist and an Assistive Technology Professional. She currently works for Southwest Cook County Cooperative, and has a passion to improve independence and adoption of assistive technology for students.

**Disclosures: Sayard’s registration for this conference was paid by SWCCCASE.**
Understanding these Big A’s!

- QIAT Area - Implementation
- Abandonment
- Adoption
- Consideration and Feature Matching
- Implementation Plans
- Data Collection
- AT Implementation is a Cycle
QIAT

Implementation
Implementation

“...the ways that assistive technology devices and services, as included in the IEP (including goals/objectives, related services, supplementary aids and services and accommodations or modifications) are delivered and integrated into the student’s educational program.”

- Collaboratively Developed Plan
- Integrated into the environment
- Shared Responsibilities
- Using a Variety of Strategies
- Learning Opportunities
- Data
- Management of Equipment
Common Errors

1. Everyone knows what we are doing, right?
2. One person is responsible
3. Acquisition is put before implementation
4. Plan is not compatible with instruction
5. No one is taking care of the AT device
6. No contingency for broken tech
<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>UNACCEPTABLE</th>
<th>Variations</th>
<th>PROMISING PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AT implementation proceeds according to a collaboratively developed plan.</td>
<td>1. There is no implementation plan.</td>
<td>2. Individual team members may develop AT implementation plans independently.</td>
<td>3. Some team members collaborate in the development of an AT implementation plan.</td>
</tr>
<tr>
<td>2. AT is integrated into the curriculum and daily activities of the student across environments.</td>
<td>1. AT included in the IEP is rarely used.</td>
<td>2. AT is used in isolation with no links to the student’s curriculum and/or daily activities.</td>
<td>3. AT is sometimes integrated into the student’s curriculum and daily activities.</td>
</tr>
<tr>
<td>3. Persons supporting the student across all environments in which the AT is expected to be used share responsibility for implementation of the plan.</td>
<td>1. Responsibility for implementation is not accepted by any team member.</td>
<td>2. Responsibility for implementation is assigned to one team member.</td>
<td>3. Responsibility for implementation is shared by some team members in some environments.</td>
</tr>
<tr>
<td>4. Persons supporting the student provide opportunities for the student to use a variety of strategies—including AT—and to learn which strategies are most effective for particular circumstances and tasks.</td>
<td>1. No strategies are provided to support the accomplishment of tasks.</td>
<td>2. Only one strategy is provided to support the accomplishment of tasks.</td>
<td>3. Multiple strategies are provided. Students are sometimes encouraged to select and use the most appropriate strategy for each task.</td>
</tr>
</tbody>
</table>
### QIAT Indicators: Implementation (Continued)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Training for the student, family and staff is an integral part of implementation.</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>3</strong></td>
<td><strong>4</strong></td>
<td><strong>5</strong></td>
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<tr>
<td></td>
<td>AT training needs have not been determined.</td>
<td>AT training needs are initially identified for student, family, and staff, but no training has been provided.</td>
<td>Initial AT training is sometimes provided to student, family, and staff.</td>
<td>Initial and follow-up AT training is generally provided to student, family, and staff.</td>
<td>Ongoing AT training is provided to student, family, and staff as needed, based on changing needs.</td>
</tr>
<tr>
<td><strong>6. AT implementation is initially based on assessment data and is adjusted based on performance data.</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>3</strong></td>
<td><strong>4</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td></td>
<td>AT implementation is based on equipment availability and limited knowledge of team members, not on student data.</td>
<td>AT implementation is loosely based on initial assessment data and rarely adjusted.</td>
<td>AT implementation is based on initial assessment data and is sometimes adjusted as needed based on student progress.</td>
<td>AT implementation is based on initial assessment data and is generally adjusted as needed based on student progress.</td>
<td>AT implementation is based on initial assessment data and is consistently adjusted as needed based on student progress.</td>
</tr>
<tr>
<td><strong>7. AT implementation includes management and maintenance of equipment and materials.</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>3</strong></td>
<td><strong>4</strong></td>
<td><strong>5</strong></td>
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<tr>
<td></td>
<td>Equipment and materials are not managed or maintained. Students rarely have access to the equipment and materials they require.</td>
<td>Equipment and materials are managed and maintained so that students sometimes have access to the equipment and materials they require.</td>
<td>Equipment and materials are managed and maintained so that students generally have access to the equipment and materials they require.</td>
<td>Equipment and materials are managed and maintained so that students consistently have access to the equipment and materials they require.</td>
<td></td>
</tr>
</tbody>
</table>
Abandonment

What to Avoid
Abandonment

- Philips and Zhao (1993)
- Not Considering the user’s opinions
- Ease of device procurement
- Poor device performance
- Changes in the user’s priorities
Abandonment (Continued)

• What can it look like?
  • Dust
  • Behavior
  • Breakage
Adoption

Evidence Based Ideas
Adoption

When the matching is not correct. It ends up on the shelf. This is often seen with academic tools. A student doesn’t need them for “existence” but they do need them to improve. If the student doesn’t see the value, why then?

Figure 1: Cycle for Adoption of A.T.

Kintsch & DePaula - 2002
## Adoption (Continued)

<table>
<thead>
<tr>
<th>Characteristics of successful adoption</th>
<th>User</th>
<th>Caregivers</th>
<th>A.T. specialists</th>
<th>Developers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desires change in what they can do.</td>
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<tr>
<td>Self-disciplined and has high frustration tolerance</td>
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<td>Proud to use the device</td>
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<tr>
<td>Willing to the tools use into their daily routine</td>
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<td>Able to put forth effort required to learn to use and personalize the tool</td>
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<tr>
<td>Support the user in using the new tool</td>
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<tr>
<td>Welcome changes use of the tool brings to the social dynamic</td>
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<td>Understand that customization is not a one-shot deal and may need to continue throughout the technology’s life</td>
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<td>Extensive knowledge of assistive technology</td>
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<tr>
<td>Willingness to learn about new tools coming out on the market</td>
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<td>Facilitate a process which is collaborative rather than directive</td>
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<tr>
<td>Offer training and support both in programming and integration</td>
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<td></td>
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<tr>
<td>Sensitivity to family values and cultural differences</td>
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<tr>
<td>Comprehensive understanding of functional limitations</td>
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<tr>
<td>Develop customizable tools</td>
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<tr>
<td>Develop tools which are simple to set-up</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Develop tools which are durable</td>
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<tr>
<td>Allow for customer’s aesthetic preferences</td>
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<tr>
<td>Support users with technical support and short repair times</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

*Kintsch & DePaula - 2002*
Considering Hierarchies

We don’t start at the top...
How big can the steps be?

Progress is not inevitable. It’s up to us to create it!
QIAT-PS

Transition Focused (We don’t get to keep them forever)
Fulfills Indicator 13
Free
Follow up resources have been added

http://www.qiat-ps.org QIAT - PS Free assessment
Consideration and Feature Matching

What is different?
Consideration

What leads to that positive outcome of Adoption?

Student - Age, Disability, Motivation

Family - Expectations, Background

Staff - Presentation

Time - Support
Feature Matching

Student Weaknesses
Student Strengths
Instructional Technology
Accommodations
Modifications
Models of Feature Matching

GPAT
SETT
MTSS
HAAT
Task-Demand

http://www.at4il.org/resource-guides
Link to AT For Illinois Resource Guides
Implementation Plans

Usable and Dynamic
Necessary Components

BEST PRACTICES
❖ Collaboratively Developed Plan
❖ Integrated into the environment
❖ Shared Responsibilities
❖ Using a Variety of Strategies
❖ Learning Opportunities
❖ Data
❖ Management of Equipment

COMMON ERRORS
❖ Everyone knows what we are doing, right?
❖ One person is responsible
❖ Acquisition is put before implementation
❖ Plan is not compatible with instruction
❖ No one is taking care of the AT device
❖ No contingency for broken tech
How we teach the tool

What make sense?

**Hierarchies** - Adoption via small steps

**Task Analysis** - What parts will be easy for the student? What will have a learning curve?

**Involved parties** - Do the parents want to know how to use this? What staff need to be trained, will they need refreshers?
Data Collection

No data, no change
Objective Data

Do we SEE the student using it?

Tracking software/programming
(Realize Language, Learning Ally, DJ Products, Google Docs)

Grades

Use of accommodations
Subjective Data

Does the student report using it?

Asking the student, What do you think of this?

Has anyone noted a change in the student’s work - refusal?

Does the student feel things are easier/harder?

Subjective and judgment free!
What do we do with this?

New features in Google Sheets make it easy to make pretty graphs! Use the Explore button at the bottom :).
AT - Cycle

Students Change, tech changes, so we need to....?
JHU Model

- D. Cochrane - Consideration goes beyond the student and beyond the tools.
- At its heart, AT is problem solving.
SETT

A framework, not an evaluation! (per Joy Zabala herself!)

<table>
<thead>
<tr>
<th>Student</th>
<th>Environment</th>
<th>Task</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the student's current abilities?</td>
<td>What activities take place in the environment?</td>
<td>What specific tasks occur in the environment?</td>
<td>Are the tools being considered on a continuum from no/low to high-tech?</td>
</tr>
<tr>
<td>What are the student's special needs?</td>
<td>What activities do other students do that this student cannot currently participate in?</td>
<td>What activities is the student expected to do?</td>
<td>Are the tools student centered and task oriented and reflect the student's current needs?</td>
</tr>
<tr>
<td>What are the functional areas of concern?</td>
<td>What assistive technology does the student have access to or currently use?</td>
<td>What does success look like?</td>
<td>What are the training requirements for the student, family and staff?</td>
</tr>
</tbody>
</table>
Yearly Review?

Is once a year at the IEP meeting enough?
Quarterly
Case Manager responsibility?
AT person responsibility?
Consider Other Models and Strategies

HAAT - Human Activity - Assistive Technology

Social - Can the student show others how to use it?

Start with person first - WHO Model
Wrapping Up

Review and Final Notes
What else is needed?

All QIAT areas integrate together! How each relates to Implementation:

Successful implementation cannot happen without:

❖ **Administrative Support** - *You are sunk if you don’t have this.*
❖ **Consideration** - *We need to know who will benefit.*
❖ **Assessment** - *We need to know how they will benefit.*
❖ **IEP Development** - *The plan needs to be clear and legally outlined.*
❖ **Evaluation of Effectiveness** - *Monitoring needs to happen.*
❖ **Transition** - *The importance of independence and AT.*
❖ **Professional Development and Training** - *Staff need to know how to help.*
Sources

Images pulled from generic Google Images search

QIAT Resources - Link to the QIAT-PS


Laure, April, MS, OTR, Longenecker Rust Kathy, MS, OT, & Smith, Roger PhD, OT

ATOMS Project, UWM, 2016

Cruz, Daniel MC; Emmel, Maria Luisa G.; Manzini, Mariana G.; and Braga Mendes, Paulo V. (2016) "Assistive Technology Accessibility and Abandonment: Challenges for Occupational Therapists," The Open Journal of Occupational Therapy: Vol. 4: Iss. 1, Article 10.

