Welcome to

OPEN ACCESS
Learning & Participation for ALL

2020 Every Student Counts Symposium
February 6, 2020
Welcome & Introductions

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Assistive Technology Program
Who’s in the Room?
Connect

Read

Feel

Reflect
SURVEY:
How are we currently meeting the needs of our students around breaking down access barriers?

tinyurl.com/OAACSA
If you are mostly responding with “A”s...

You are “capacity building” gurus, with a strong approach to eliminating barriers to access through a UDL lens. You are building systems that support ALL learners, with strong elements of training and coaching at all levels. You are empowering site-based teams, and providing them with the resources, to meet the needs of all learners.

If you are mostly responding with “B”s...

You are on your way towards building more “capacity building” models (versus expert-driven one student, one assessment at a time service delivery) and more empowered site-based teams! You may be looking for a few next steps, some resources, or some ideas for how to push your system to the next level.

If you are mostly responding with “C”s or “D”s...

You may need or want more intentional support or help to shift your direction. You may be finding yourself more in a “reactive” stance when needs come up, having to scramble to get resources or assistance in place. Even when you do get tools and supports in place, you may struggle with sites effectively implementing recommendations.
Where are we as a group?

https://tinyurl.com/OAACSAResults
What is Open Access?
California System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.

**LEVEL 1**
**SUPPORT FOR ALL**
Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and narrow gaps in performance among student groups across the LCFP priorities.

**LEVEL 2**
**DIFFERENTIATED ASSISTANCE**
County Superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance by working with school districts to address identified performance gaps among student groups.

**LEVEL 3**
**INTENSIVE INTERVENTION**
The Superintendent of Public Instruction may require more intensive supports for local education agencies (LEA) and/or schools with persistent performance issues and a lack of improvement over a specified time period.

**CORE FOCUS AREAS**
- **Resource Leads & Initiatives**
  - Run by county offices
- **Community Engagement**
- **Math Initiative**
- **Equity Lead**
- **SELPA Resource Lead**
- **MTSS/SUMS**
  - Scale up Multi-Tiered System of Support
- **Geographic Lead Agency**
  - Specific County Offices of Education will be tasked with supporting other COEs in their region — helping to coordinate and bring in other supports
- **Regional EL Specialists**
  - English Learners
- **SELPA LEADERS**
  - Special Education Local Plan Areas

**Local Education Agency (LEA)**
School districts & charters

**County Office of Education (COE)**
The COE is the primary support for the district and is involved in or at least aware of all supports being provided to the district.
California State System of Support
Lead Agencies

SELPA Systems Improvement Lead Agencies
- El Dorado COE SELPA
- Riverside COE SELPA
- West San Gabriel Valley SELPA

SELPA Content Lead Agencies
- Placer COE SELPA
- Marin COE SELPA
- Imperial COE SELPA
- South County SELPA

Equity Lead Agencies
- San Diego COE
- Santa Clara COE

Title III Liaison Lead Agency
- San Diego COE

Community Engagement Initiative
- San Bernardino CSOS
- California Association for Bilingual Education (CARE)
- Families in Schools

MTSS/SUMS Lead Agencies
- Orange COE
- Butte COE

Early Math Initiative Lead Agency
- Fresno COE

Geographic Lead Agencies
- Shasta COE
- Sonoma COE
- Placer & Sacramento COEs
- Alameda COE
- Tulare COE
- Kern CSOS
- Riverside & San Diego COEs
Open Access Project Vision and Purpose

The Open Access Project is based on the foundation that access to quality curriculum & instruction and participation & active engagement with learning can be achieved by:

- Implementing the principles and practices of Universal Design for Learning (UDL) across all learning environments;
- Incorporating digital tools and/or Assistive Technology (AT) into the design of instruction and measurement of learning;
- Providing access to Augmentative and Alternative Communication (AAC) strategies and supports and building communication competence for students with complex communication needs.
Universal shared resources and tools across all three areas through the Open Access website.

www.openaccess-ca.org

Projects to develop SELPA lead teams to build capacity in supporting implementation of UDL, AT & AAC. These projects will be implemented using the continuous improvement process to scale up evidence-based practices in UDL, AT & AAC.

Statewide networking and professional learning resources and events, in partnership with CAST & the UDL–Implementation Research Network.

www.learningdesigned.org
The 2020 Summit will be in Silicon Valley, CA!

Join us on April 8th and 9th, 2020 with pre-conference sessions on April 7th.

Hyatt Regency San Francisco Airport
1333 Old Bayshore Hwy
Burlingame, CA 94010

https://summit.udl-irn.org/
Options for Capacity Building Projects

Leading & Coaching towards UDL
Accessible Curriculum For All
Building Tiered Supports for Augmentative & Alternative Communication

Resources – Professional Development – Coaching
Read or scan the *History of Accessible Curriculum for All* to yourself.

With a partner sitting next to you, or your team or group, briefly discuss one or two points of interest, or a question you have.
Our Assumptions...

If we provide access to tools that we have narrowed down for our teams [in the Open Access UDL and AT FlipKits], then we have reduced the hurdles that teams need to go through to give students what they need, when they need it. The tools in the FlipKit were specifically selected to be cost-effective and within reach of every site and every student.

If tools are there for all students to access and try…then your teachers and specialists can use them as they implement strategies for teaching students and working on goals; and once they have been shown to be effective for individual students, then you can discuss and document them (AT Consideration) as supplementary supports in your student’s IEPs.

It should be just that simple!

When an assessment process is needed, it should be team-based and based on the Quality Indicators for AT. All team members should be familiar with the process in order to be active and effective contributors.
Our Progress...

✔ We are making progress in maintaining the overall costs of running a county-wide assistive technology program, without the need for future growth.

✔ We believe we now have the resources to give access to EVERY student on an IEP the tools they need to be successful, without needing to ever increase the staffing of specialized AT providers.

✔ We believe we have dramatically increased the knowledge base of the people we have trained. We believe they have the knowledge, they have the skill, and they have access to resources that will make it easier for them to do this work.

✔ We believe we have reduced the need for a team to have to go through the costly and time-intensive tasks of making a referral outside of the district, completing an assessment plan, conducting (as a sole provider) an assessment process, writing a report, and reviewing it in an IEP, to do what a team who knows a student and knows the tools and resources available and can access them at any time, can do in real-time. And we know this will benefit students.
Diving Deeper:
Accessible Curriculum for All
What do we want to see in our classrooms after participants complete ACA?

- High expectations for all students
- Classrooms focused on strategies for engaging all learners
- Classrooms embedding more accessible materials and resources into their lesson design
- Classrooms giving students options for how to show what they know and understand
What do we want to see in our regional model after LEAs participate in our training?

- AT being adequately considered in every IEP
- More students getting what they need without needing to “jump through hoops”
- Fewer referrals for direct assessment
- A shift in mindset across general and special education about access being important for ALL students
Big Ideas
We want site based staff confident and competent in...

- Planning and doing a consistent and collaborative “AT Consideration Process”
- Considering a range of AT solutions that will match the needs of the majority of high incidence students
- Participating as an active team member in a more in-depth Student Access Planning process
What happens next?

- Participants practice, and receiving coaching and feedback from a Regional Lead, in implementing an AT Consideration process for a student with an upcoming IEP.
- Participants explore their district’s policy around downloading apps/extensions for teacher and student use.
- Participants complete online modules (background content) in preparation for each upcoming “Digital Tools” days of training.
Digital Tools

Continuum of Supports, Strategies, & Tools and the UDL Guidelines Connection

Supports for Math
Supports for Reading
Supports for Speaking & Listening
Supports for Writing
Technology Access & Skill Building
Deeper Dive into the AT Consideration Process

Digital Tools

Supports for Executive Function

Supports for Writing
What happens next?

- Participants apply information learned around digital tools based on their own learning needs (options and choices for extending learning into practice).
- Participants receive coaching and feedback as they complete their assignment from a Regional Lead.
Quality AT Practices & the SAP Consideration Process

- SAP as a team-based consideration assessment tool
- What’s My Role in the process?
- Alignment with the SETT Model
- SAP Data Gathering Tools
- Modeling the SAP Process
What happens next?

- Participants participate in a Student Access Planning process (led by a Regional Lead) by using data collection tools (targeted for team members, to help narrow and refine areas of need prior to the problem-solving meeting) and participating in the team-based process to develop an action plan.
- Participants receive coaching and feedback following the meeting from a Regional Lead.
Deeper Dive: Leading a SAP/Data Collection Tools (for Regional Leads or AT Specialists)

Facilitating a Team-Based SAP

Using assessment & Inventory tools to gather additional data needed

DeCoste Writing Protocol

PAR

Mock SAP Meeting

Practice using the SAP Inventories

Trials & Implementation

Documenting AT in the IEP
What happens next?

Regional Leads conduct the Student Access Plan process (deeper dives/AT assessment), with participating site based teams.

- Regional Leads use appropriate data collection tools prior to meetings.
- Regional Leads plan and conduct team-based meetings, and complete documentation.
- Regional Leads set up appropriate trial and implementation plans.
- Participants receive ongoing coaching and feedback throughout from Open Access mentors.
Time to Explore!

www.openaccess-ca.org
Read & Connect

Read or scan the *History of Building Tiered Supports for AAC* to yourself.

With a partner sitting next to you, or your team or group, briefly discuss one or two points of interest, or a question you have.
Our Goal in Placer County...

To build capacity for providing Augmentative Alternative Communication (AAC) assessments and services to the region, without increasing or expanding specialized staff at the county level.

- have some copies in the back, also a copy in Sched-
Tier 1 – AAC Foundations (for ALL team members):

● Three full days of training, the first two back-to-back with day 3 scheduled to give staff time to go back and complete an assignment.

● Designed to build the knowledge and skill that EVERY person who supports a student with complex communication needs should have in order to foster the student’s skill development with augmentative and alternative forms of communication. Participants have been SLPs, SLPAs, Special Education Teachers, Paraeducators, Psychologists, Behaviorists, Occupational Therapists, Program Specialists and Administrators.
  ○ As an incentive, and to “boost” the implementation skills of site or classroom teams, we provide additional follow-up training with sites where SLP, teachers and support staff have participated in Foundations together (Ramping Up, 4 X 4 with Core).
  ○ We are also developing a training for parents and family members who are just beginning the journey with AAC.
Tier 2 – AAC Implementation (for SLPs)

- Four full days of training with time between each day for SLPs to complete hands-on, practical application and demonstrate skill mastery.
- Each participant is assigned an AAC Specialist mentor/coach to work with them through completion of the training.
- Designed to build the knowledge and skill of school-based speech-language pathologists who can guide individual student teams in selecting appropriate tools and strategies and developing effective plans for students with complex communication needs. Target students – those students with the ability to direct select, who primarily benefit from iDevices and Apps.
- Participants must successfully complete assignments incorporating the tools we have developed to support best practice assessment and implementation.
Certification

● Once in-class training, online modules and course assignments are completed, SLPs must complete [with coaching and mentoring support]:
  ○ TWO AAC Needs Assessments/Core Competencies/Goal Setting Worksheets
  ○ ONE Team-based Communication Access Plan (with observation and feedback)

Maintaining Certification - **within 24 months/two years of certification**:
  ○ Attend and participate in at least three AAC Implementer’s Community of Practice forums

● Submit, for review, an additional AAC Needs Assessment completed within the 6 months prior to each two-year renewal period.
After completion of Tier 2

In addition to ongoing access to the tools and resources to conduct AAC Needs Assessment and support Collaborative Teaming, Tier 2 SLPs (AAC Implementers) within Placer County can ALWAYS:

- Request mentoring support with an AAC Needs Assessment from a PCOE AAC Specialist
- Request mentoring support with a Communication Access Planning process from a PCOE AAC Specialist
- Request mentoring support with training staff and customizing AAC tools and devices from a PCOE AAC Specialist

These supports will be delivered to the SLPs, not to individual students, in a coaching/mentoring model (our AAC Specialists are NOT on these student’s IEPs)

Referrals for students with more complex AAC needs: (complex seating, positioning or access issues; complex symbolic or linguistic needs requiring more customized vocabulary design) can ALWAYS be made for a PCOE AAC Specialist to conduct the assessment or guide the funding process.
Tier 3 – AAC Specialization

Launching Summer 2020!

- 3-day “Advanced AAC Summer Institute” in 2020 - in Northern California
- 2-day “Advanced Summer Institute” in 2021 - in Northern California

Coaching and mentoring with more complex assessments and funding of speech-generating devices over this two year period

-or-

- 3-day “Advanced AAC Summer Institute” in 2021 - in Central or Southern California
- 2-day “Advanced Summer Institute in 2022 - in Central or Southern California

Coaching and mentoring with more complex assessments and funding of speech-generating devices over this two year period
Diving Deeper:
Tier 1 – AAC Foundations
What do we want to see in our classrooms after participants complete Tier 1?

- High expectations for all students
- Classrooms focused on engagement with learning and preparing students to build and maintain relationships
- Opportunities to “fill the bank” – students that enter into adulthood with enough “words” to say what they want or need to say
- Teams that know how to and can support moving students UP through user levels to the highest level possible
Big Ideas: Tier 1
A Universal Classroom Support for Developing the Foundations of Language

Key Beliefs

Multimodal communication

What is an AAC System?

Communicator Profiles

Making a case for AAC

Practice with Strategies that Work

Building Learners

Collaborative Teaming Supports - Introduce them to these tools our SLPs will be using

 AAC Foundations

AAC Foundations

A Universal Classroom Support for Developing the Foundations of Language

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Building Learners

Collaborative Teaming Supports - Introduce them to these tools our SLPs will be using
# AAC Collaborative Supports: Roles & Responsibilities

<table>
<thead>
<tr>
<th>AAC Collaborative Supports: Roles &amp; Responsibilities</th>
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<tr>
<th><strong>If appropriate, identify who is responsible for...</strong></th>
<th><strong>Student:</strong></th>
<th><strong>Date:</strong></th>
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<tbody>
<tr>
<td>Developing and supporting structured supports</td>
<td>Parent</td>
<td>Para</td>
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<td>Revising and updating structural supports</td>
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<td>Setting up and modifying access plans for the student</td>
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<td>Updating visual supports or multimodal supports as needed</td>
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<td>Scripting routines and instructions</td>
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<th><strong>Building opportunities for participation and skill development</strong></th>
<th><strong>Parent</strong></th>
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<th><strong>Teacher</strong></th>
<th><strong>SLP</strong></th>
<th><strong>AAC Support</strong></th>
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<td>Identifying and expanding the number of opportunities for use of supports or tools throughout the day</td>
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<td>Identifying the vocabulary needed to participate in new activities/tasks</td>
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<td>Planning or pre-teaching new vocabulary or programming with the student</td>
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<td>Teaching peers how to interact using the supports or tools the student uses</td>
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<td>Recording data relative to goals targeting communication skills</td>
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<th><strong>Responsibilities for implementing technology tools</strong></th>
<th><strong>Parent</strong></th>
<th><strong>Para</strong></th>
<th><strong>Teacher</strong></th>
<th><strong>SLP</strong></th>
<th><strong>AAC Support</strong></th>
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<td>Programming tools for daily changes/activities</td>
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<td>Overseeing overall vocabulary development and content to align with language goals</td>
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<td>Making minor changes/updates to vocabulary</td>
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<td>Making changes/adjustments to programming at source or mouse</td>
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<td>Obtaining/maintaining accessories and assistive supports (e.g. switches, cables, prongs)</td>
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<td>Ongoing monitoring of skills and needs for new goals, strategies, and supports</td>
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<th><strong>Responsibilities for maintaining technology tools</strong></th>
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<th><strong>Teacher</strong></th>
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<td>Training teachers on a scheduled basis</td>
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<td>Charging the device on a regular basis</td>
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<td>Solving minor problems with the device</td>
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<td>Contacting the vendor regarding problems with the device</td>
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<td>Sending the device to be repaired</td>
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Diving Deeper:
Tier 2 – AAC Implementation
What do we want our participants (AAC Implementers) to be able to do after they compete Tier 2?

1. Identify appropriate tools to support students across the range of communicator profiles
2. Guide and support IEP teams using the Collaborative Teaming Tools
3. Independently complete an AAC Needs Assessment when current systems of communication are not meeting the student’s needs
4. Support teams in identifying, selecting and implementing with fidelity appropriate implementation strategies
Big Ideas: Tier 2
AAC Needs Assessment

Introduction to the AAC Needs Assessment

Phase 1 - Documenting a student's current communication behaviors

Making a determination IF the student's current systems of communication are meeting their needs

Phase 2 - Evaluating the skills and factors that impact the selection of strategies and tools

Summary & Recommendations
AAC Needs Assessment in the Educational Setting

Phase 1

Document a student's current communication behaviors, means & functions
If appropriate, describe current augmented strategies and patterns of participation
Clinical judgment... make a determination if the student's current systems of communication are meeting student's needs

If YES, identify strategies to support continued development of vocal and expressive language skills. Use Phase 2 Report Writing Guide and Phase 2 Report Writing Template

If NO, move on to Phase 2. Use Phase 2 Report Writing Guide and Phase 2 Report Writing Template

Phase 2

Evaluate the skills/factors that impact the identification and selection of appropriate communication strategies & tools.
Identify current user levels/gender in order to identify skills and communication outcomes to target and to identify features needed in potential tools or devices.
Establishe needs for additional multimodal supports, and based on features, identify potential tools or devices for the team to try.

60 days... IEP team meets

Review assessment report with team and, if appropriate, develop an action plan for system trials & funding

AND

Develop goals and incorporate multimodal and aided communication strategies to support communication needs and develop foundational skills for AAC system use

Phase 3

Meet to review outcomes of trials and, if appropriate, funding processes

-have some copies in the back, also a copy in Sched-
Intervention

Aim of AAC Intervention

Identifying Core Competencies

Vocabulary Representation

Using the Communication Access Plan (CAP) process to support collaborative teaming
This Tier has a wide range of scaffolds, resources or tools for SLPs to use in the work of AAC Implementation!
Time to Explore!

www.openaccess-ca.org
How do we apply?

- Explore the Project Overviews attached in Sched
- Find applications under “Capacity Building Projects” on our website.
- Contact me to set up a time to chat and answer questions; Jillian King at jking@placercoe.k12.ca.us.
- We are accepting applications now, and will review beginning March 9th.