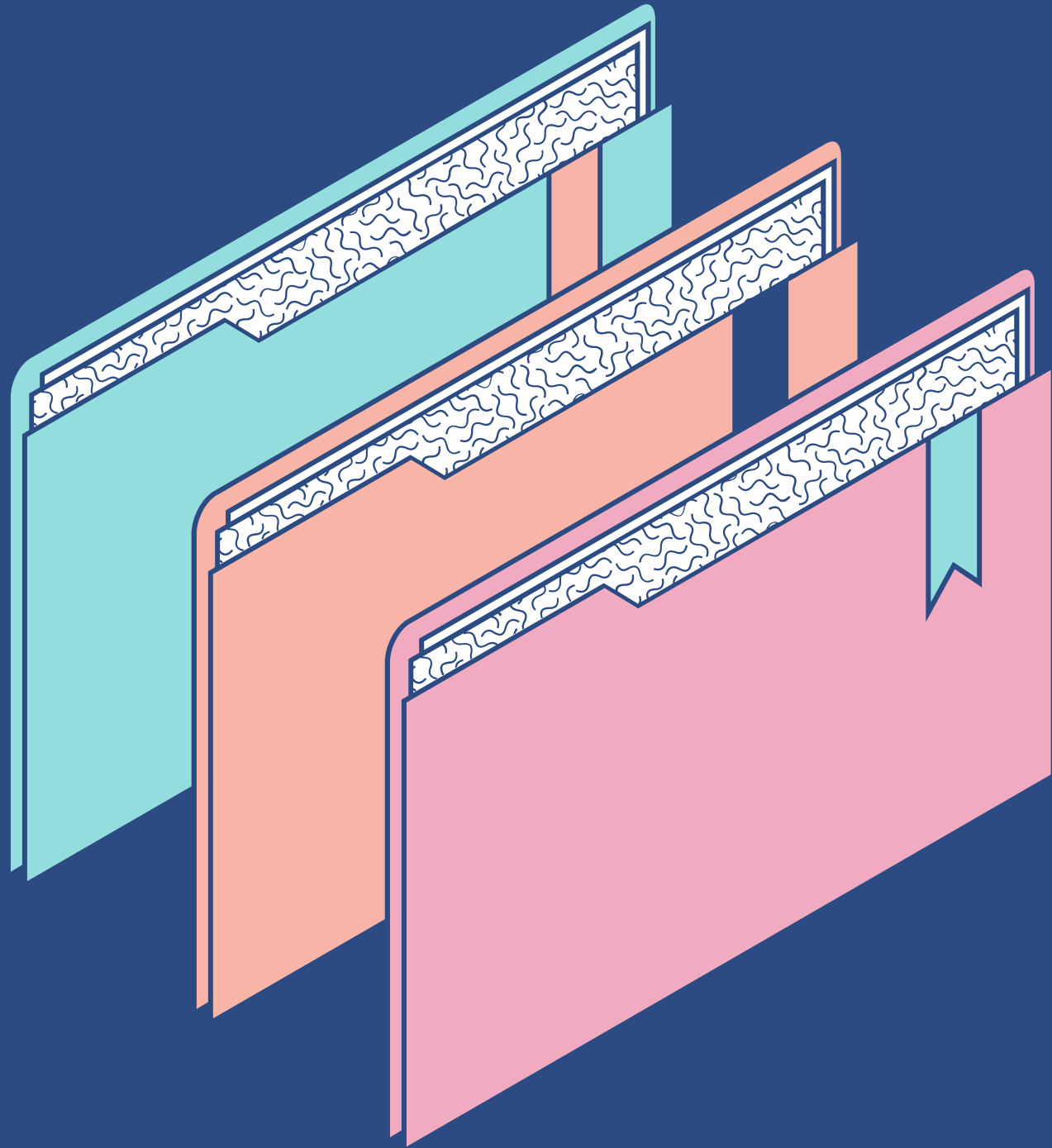




# Tech, Tools, and Teamwork: Leading Districts to Inclusive Practices

Rebecca Walker-Special Education Co-Director,  
Siloam Springs School District

Dalene Magsam, Teacher on Special Assignment,  
Pea Ridge Schools



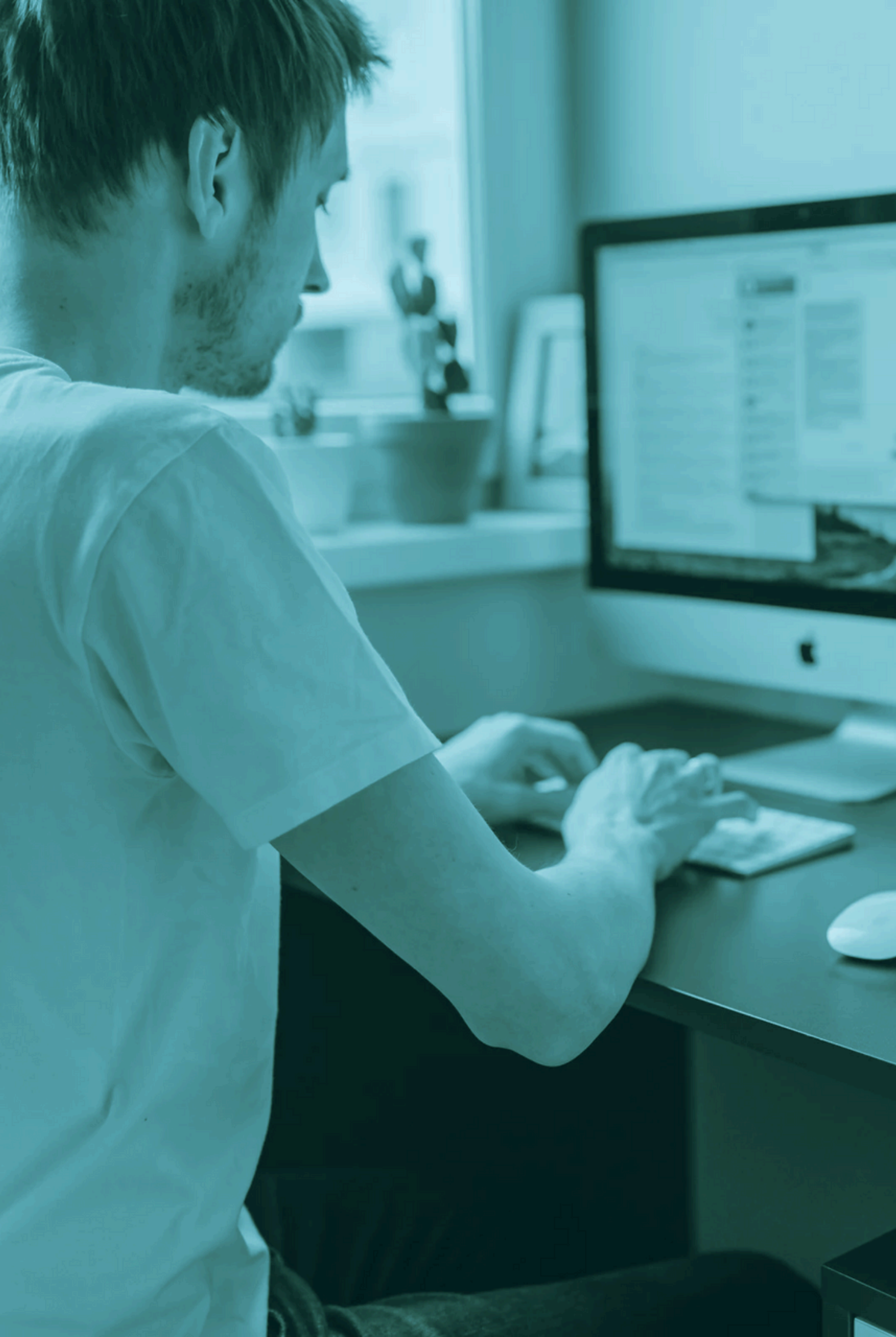
# Session Objectives

- STRATEGIES TO IDENTIFY INDIVIDUALIZED ACCOMMODATIONS
- USING DATA TO IDENTIFY SUPPORTS
- INCREASING AT USE IN THE DISTRICTS: WHAT WORKED AND WHAT DIDN'T

# Legal Obligation

- **IDEA (Individuals with Disabilities Education Act)**  
Requires schools to consider AT for students with IEPs when it supports access to the general curriculum.
- **Section 504 of the Rehabilitation Act (1973)**  
A civil rights law that mandates AT be provided if it's necessary for students with disabilities to access education equally.
- **ADA (Americans with Disabilities Act, 1990 - Title II):**  
Prohibits discrimination by public schools and requires AT if it's needed to ensure equal opportunity for students with disabilities, even without an IEP.





# Where we began

- Mindset and misconceptions
- Time constraints
- Noncompliant IEPs
- Absence of a cohesive vision or strategic direction
- Over accommodating/cookie cutter lists
- Data poor

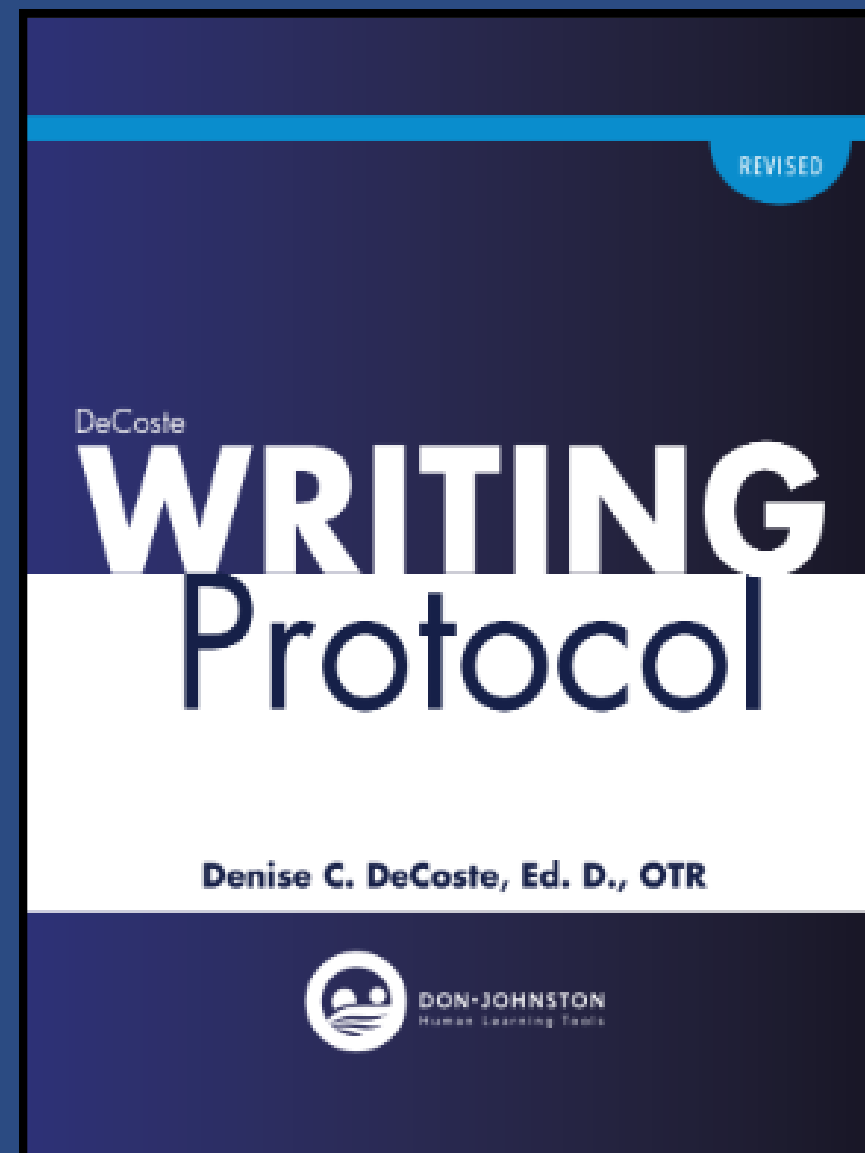
# How do we know what they need?

				
Struggling reader	Handwriting hater	Auditory learner	Poor speller	Struggling writer
				
Limited English/ELL	Does not qualify for special education	Executive function challenges	Reads below grade level	One handed typist





# Strategies to identify individualized accommodations



<https://bit.ly/3UmacV3>

### Writing Protocol Data Form

Student Name:	ID#B:
School:	Grade:
Evaluator:	Date of Assessment:

#### 1. Handwriting Assessment

LPM

WPM

Alphabet			Notes/Observations:
First Sentence Copy			
Dictated Sentence			
First Sentence Copy			
Composed Text			
Handwriting Likert Rating:	○ ○ ○ ○ ○		

#### 2. Keyboarding Assessment

LPM

WPM

Alphabet			Notes/Observations:
First Sentence Copy			
Dictated Sentence			
First Sentence Copy			
Composed Text			
Keyboarding Likert Rating:	○ ○ ○ ○ ○		

# Universal Protocol for Accommodations in Reading

- helps to identify students who could benefit from accommodations (TtS and extra time)
- increased access to HQIM and grade level text
- Increased student engagement

Recommendation: Read-Aloud Accommodation  
Grade 5 independent passage: 3 m, 46 s.  
Grade 5 passage with accommodation: 3 m, 54 s.  
Current Protocol/s

	1	2	3	4	5	6	7	8	9	10	11	12
recheck_1 (full) 09/25/2024 <b>Accommodation</b>					75%	44%	58%					
recheck_1 (full) 09/25/2024 <b>Independent</b>					43%							

Previous Protocol/s

	1	2	3	4	5	6	7	8	9	10	11	12
initial 08/27/2024 <b>Accommodation</b>				100%	63%	0%						
initial 08/27/2024 <b>Independent</b>				33%								

👤 Current Grade Level  
🟢 75% or higher  
🟡 26% - 79%  
🔴 0% - 25%  
⬜ Incomplete



uPAR



# Executive Function Screeners

FORM 2.5


Executive Skills Questionnaire for Parents/Teachers

Big problem	1
Moderate problem	2
Mild problem	3
Slight problem	4
No problem	5

Item	Score
1. Acts on impulse	_____
2. Gets in trouble for talking too much in class	_____
3. Says things without thinking	_____
TOTAL SCORE:	_____
4. Says, "I'll do it later" and then forgets about it	_____
5. Forgets homework assignments or forgets to bring home needed materials	_____
6. Loses or misplaces belongings such as coats, mittens, sports equipment, etc.	_____
TOTAL SCORE:	_____
7. Gets annoyed when homework is too hard or confusing or takes too long to finish	_____
8. Has a short fuse; easily frustrated	_____
9. Easily upset when things don't go as planned	_____
TOTAL SCORE:	_____
10. Difficulty paying attention; easily distracted	_____
11. Runs out of steam before finishing homework or other tasks	_____
12. Problems sticking with schoolwork or chores until they are done	_____
TOTAL SCORE:	_____
13. Puts off homework or chores until the last minute	_____
14. Difficulty setting aside fun activities in order to start homework	_____
15. Needs many reminders to start chores	_____
TOTAL SCORE:	_____
16. Trouble planning for big assignments (knowing what to do first, second, etc.?)	_____
17. Difficulty setting priorities when has a lot of things to do	_____
18. Becomes overwhelmed by long-term projects or big assignments	_____
TOTAL SCORE:	_____

(continued)

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 **SILOAM SPRINGS**  
SCHOOL DISTRICT

Executive Skills Questionnaire

Student Name:	Date of Birth:
Grade:	School:

STUDENT's parent and his/her teachers completed the Executive Skills Questionnaire as a means to determine which executive skills are strengths and weaknesses for STUDENT, and understand what challenges are impacting school performance. Executive functions are the self-management functions that support attention in multiple tasks of daily life.

- Planning-* The ability to create a roadmap to reach a goal or to complete a task. It also involves being able to make decisions about what's important to focus on and what's not important.
- Organization-* The ability to design and maintain systems for keeping track of information or materials.
- Time Management-* The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important.
- Working Memory-* the ability to hold information in mind while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future.
- Metacognition-* the ability to stand back and take a bird's eye view of oneself in a situation. It is an ability to observe how you problem solve. It also includes self-monitoring and self-evaluative skills (e.g., asking yourself, "How am I doing?" or "How did I do?")
- Response inhibition-* The capacity to think before you act. This ability to resist the urge to say or do something allows us the time to evaluate a situation and how our behavior might impact it.
- Emotional control (also called self-regulation of affect)-* The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior.
- Sustained attention-* The capacity to attend to a situation or task in spite of distractibility, fatigue, or boredom.
- Task initiation-* The ability to begin a task without undue procrastination, in a timely fashion.

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Does everyone need extended time to turn in assignments?

or

Do they need to be taught how to plan, initiate a task, and manage their time?

<http://bit.ly/46muZPD>

# Apps to Support Students with Executive Functioning Issues

Many students have executive functioning challenges that can hamper their learning. These challenges are complex. Today’s mobile devices can be valuable tools to support their educational journey. While apps are not a solution to their problems, they can provide them with supports, strategies and tools to overcome many of the barriers they face. It is important to remember that all students learn differently and selecting apps should be based on the unique learning needs of the student.

This app list is only a sampling of apps available for each skill area. This is not, nor is it meant to be a definitive list. This list is intended to give you a starting place and a rationale for picking certain apps.

Executive Functioning Skills

Executive Functioning Issues

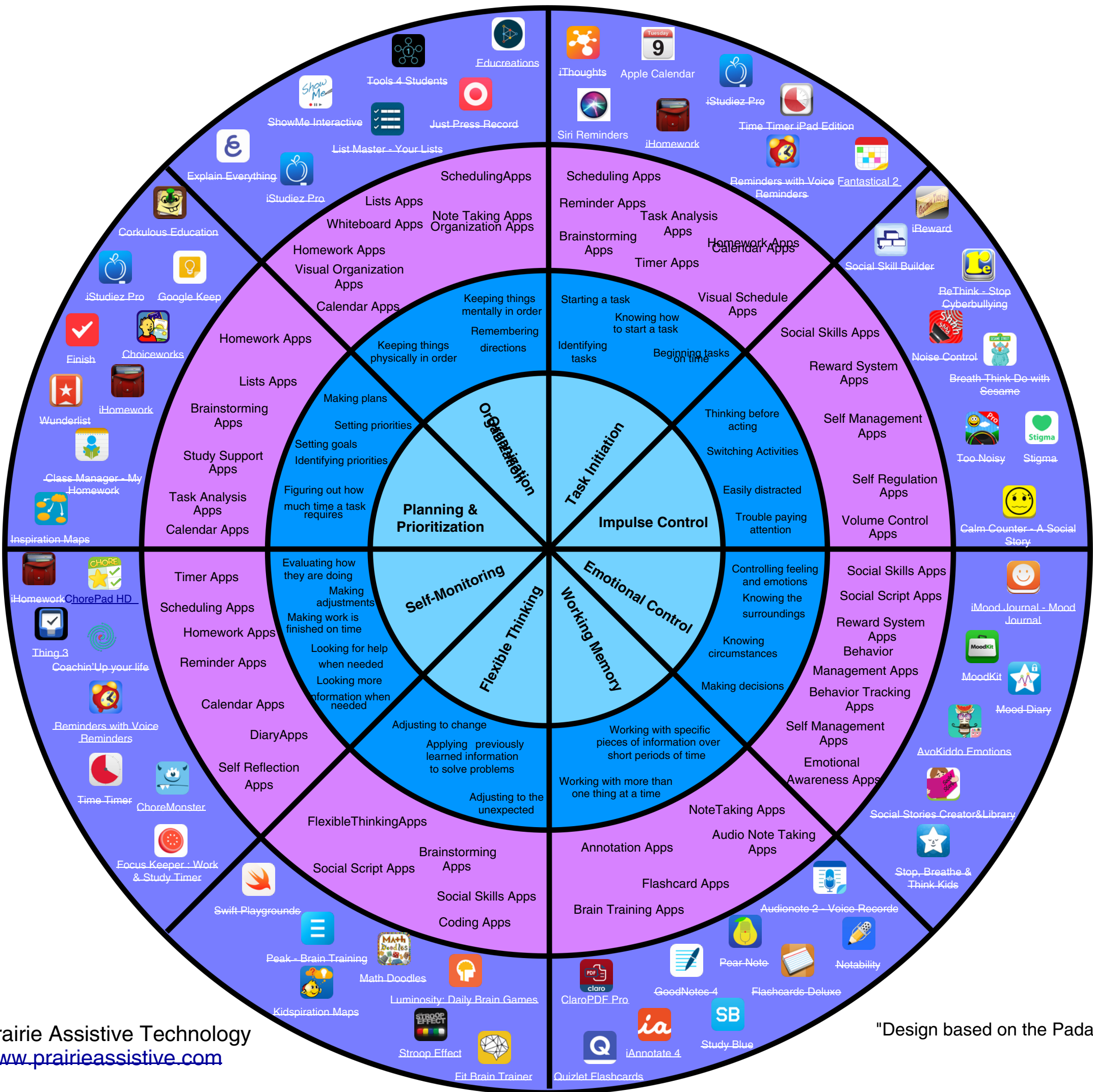
App Categories

Apps

Developed by Mark Coppin December 2018

"Design based on the Padagogy Wheel designed by Allan Carrington and modified by Cherie Pickering"

© Mark Coppin 2018



# Text to Speech

# Speech to Text



## Educator and student training

Everyone needed training with the goal of daily integration into lessons.

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## Avenue for technical support

AT Team was the “go-to.” We also partnered with DTS.

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# Using the data to identify supports



# Using data to identify supports needed

**FORM 2: ANALYSIS OF INSTRUCTIONAL AND PERSONAL SUPPORT NEEDS**

Q: What level and type of instructional support, if any, will the student need in order to participate in the classroom activity? Please use multiple sources of data to answer this question and complete this form. Data sources may include test results, benchmarks, student interviews, grades, observations, and behavioral data.

Current School: \_\_\_\_\_

Receiving School: \_\_\_\_\_

Student: \_\_\_\_\_

Case Manager (if applicable): \_\_\_\_\_

Grade (upcoming school year): \_\_\_\_\_

ID #: \_\_\_\_\_

SUBJECT/COURSE	INSTRUCTIONAL SUPPORT Attach Accommodations Sheet or BIP							PERSONAL SUPPORT					
	As Designed	With Accommo- dations		With Curricular Modifications		With Assistive Technology	Behavior Intervention	Advance Support	In-Class Support			Specialized Support	NOTES
		YES	NO	YES	NO				Supports Prior to Instruction	Peers	Support Facilitation	Co-Teach	
	Yes												
	No												
	Yes												
	No												
	Yes												
	No												
	Yes												
	No												
	Yes												
	No												
	Yes												
	No												

**Accommodation:** A change made to HOW content is taught and/or learning is assessed in order to provide a student with access to information and to create and equal opportunity to demonstrate knowledge and skills. **Modification:** A change in WHAT the student is expected to learn and/or demonstrate. **Co-Teacher (CT):** A formal, yearlong or semester-long commitment between a general education teacher and a special education teacher to jointly plan, deliver, and assess instruction for all students in the general education class. (WHO? Certified and/or licensed personnel partnered with the general education teachers) **Support Facilitator (SF):** An individual who provides a variety of supports, either to students and/or the general education teacher, which meets the needs identified through collaborative planning. (WHO? certified special populations teachers; licensed personnel, such as OT, PT, Speech, Paraprofessionals) **Behavior Interventions** that apply across the school day (if any). **Peer Support** refers to peers who have been formally trained as part of a school-wide peer support or peer assistance program.

<https://bit.ly/44DwHuK>

# Trends of support across the district

Stetson Building at a Glance 25/26

File Edit View Insert Format Data Tools Extensions Help

50%

\$ % .0 .00 123

Comfo...

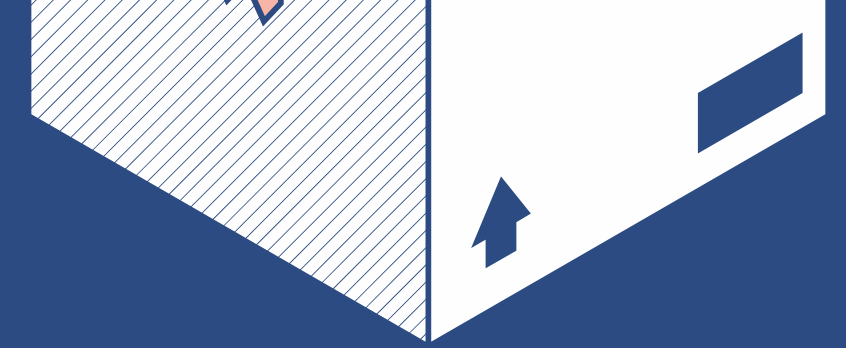
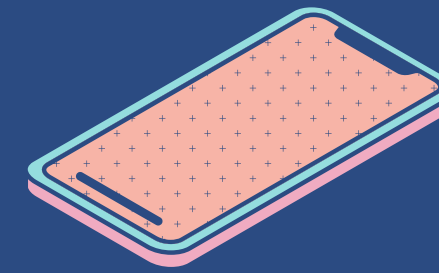
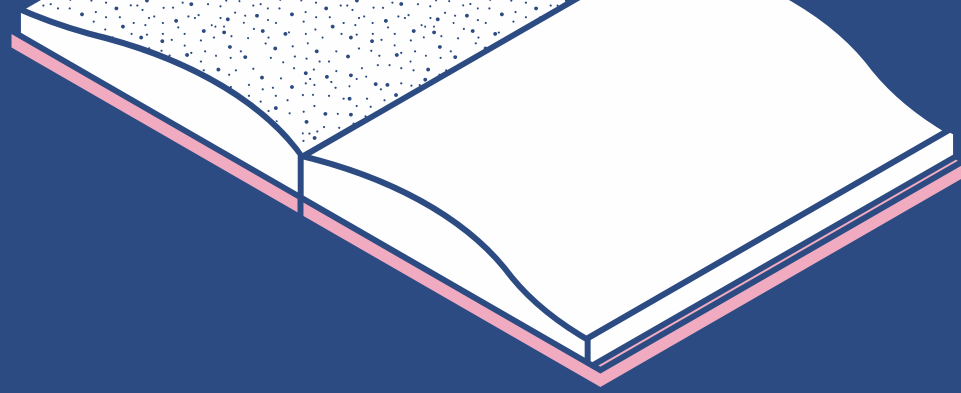
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[bit.ly/40YB06j](https://bit.ly/40YB06j)





# Increasing AT across the district

# Strategic Planning

- Built a small AT Team
- Created an implementation plan
- Training for staff
- Explicit instruction during WIN
- Engaged the entire system



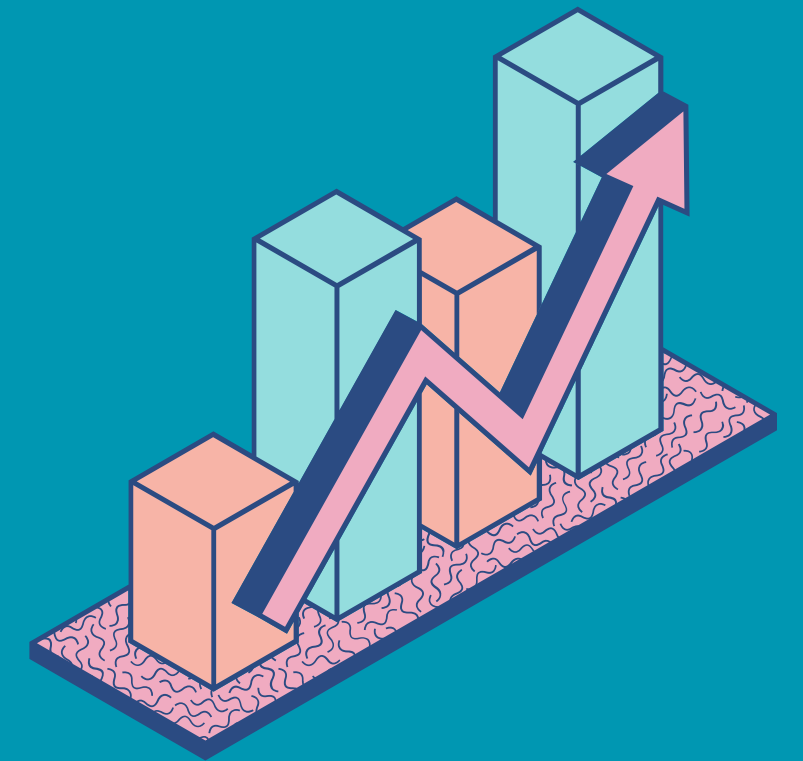
Tech



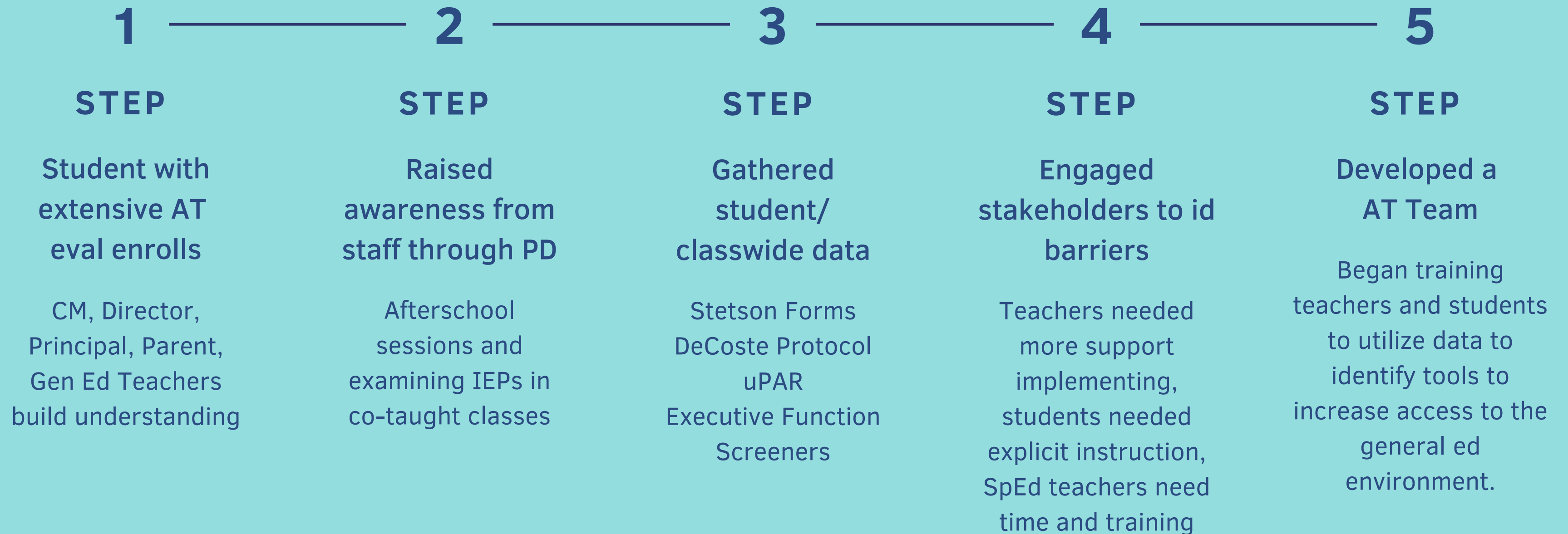
Tools (data)



Teamwork

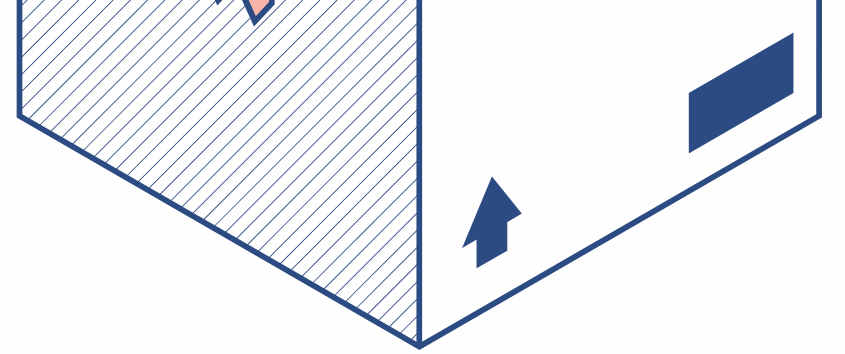
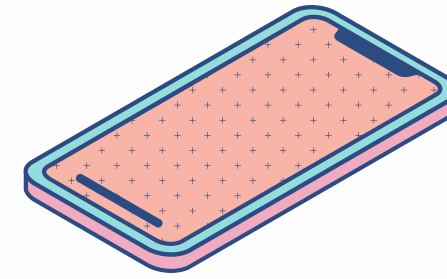
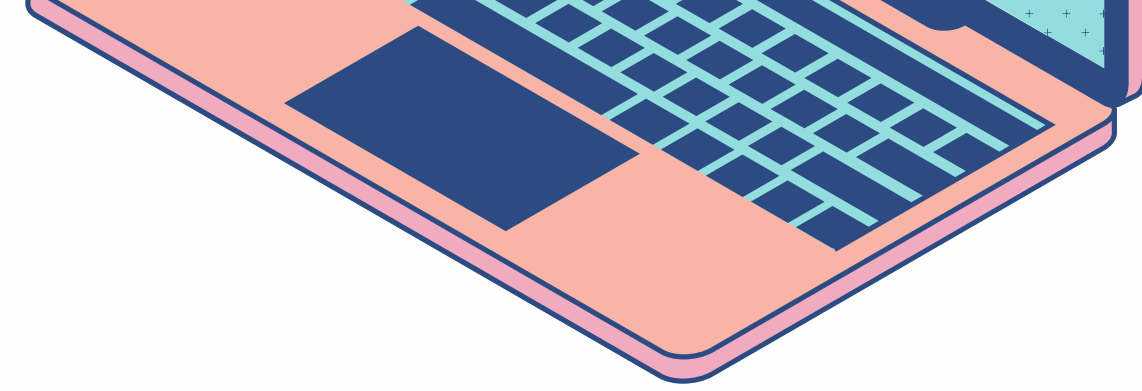
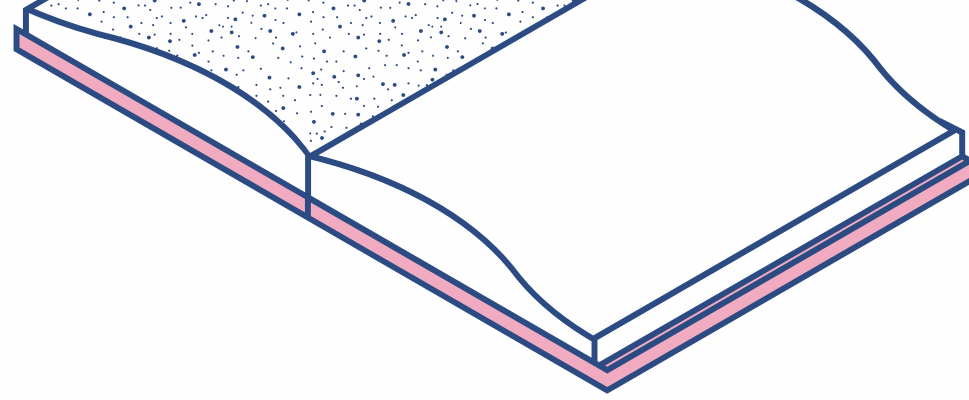


# Tech, Tools and Teamwork



# Inclusive Schools Activity





Thank you!

Rebecca Walker & Dalene Magsam