State your inquiry questions: *If...then...*

Students with SEA equipment within the board
- If students with SEA equipment use their assistive technology effectively, then improvements in learning skills will ensue.

Classroom (Teacher/EA) Grade X and Grade XX
- If Classroom teachers and EAs are more confident with and make use of SEA equipment in the classroom, Students with SEA prescriptions will use Assistive Technology at a higher frequency.

District School Board
- If assistive technology training is provided to Teachers and EAs, then teachers will be more confident with and make use of SEA equipment and Integrated Technology in their classrooms.
- If the SEA equipment transition process is clearly outlined, then students will be supported in using the appropriate equipment in a more timely manner.
How has the inquiry impacted your board’s practice of:

- “knowing the students” and “students knowing themselves as learners” through an integrated assessment and instruction process
- continuous improvement of IEPs and transition planning?

The project focused on enabling teachers and educational assistants to better understand various applications and their uses. The Teachers and Educational Assistants were then in a better position to teach students what applications may be most beneficial to complete individual tasks. As a result of the increased confidence of teachers using various technology programs, students would be more aware and confident to choose various programs and determine the best option to complete their work (i.e. If students have more options presented to them, they can pick the best option for their needs).

As part of the process, the IEP included a transition plan for assistive technology, outlining SEA purchased equipment, SEA purchased apps being used by the students, and board licenced software being used by students with SEA equipment. There was also a notes section added to the IEP under SEA equipment where the classroom teacher could add any relevant information that the incoming teacher may need. This has improved communication between teachers in supporting students using assistive technologies and provided an outline of technologies used by the student.

What evidence supports the above outcomes (board level, school level, classroom level)?

For the first time, the Rainy River District School Board had students with prescribed technology use iPads as tools to complete the EQAO.

Technology Coaches for the Board observed a higher frequency of SEA technology use in the classroom.

In a Post Training Survey, Classroom Teachers and Educational Assistants reported a higher level of confidence in using iPads and in supporting students in their use of iPads in the classroom.

Classroom teachers and SERTs are using the transition plan for SEA equipment on the IEP and determining this is a useful communication strategy to support the student.
What has changed (in student learning and/or teacher learning)? How do you know?

Teacher and Educational Assistants have an increased level of confidence and competence in using iPads as a tool for educational instruction. The increased level of confidence was reported by both groups via pre/post training surveys.

More teachers, parents, and Educational Assistants are making inquiries regarding the possibility of attaining SEA iPads for their students/children with special needs.

Students are becoming more independent in using appropriate applications for various tasks.

What new questions have arisen as a result of your project this year?

How do we develop a sustainable procedure for training staff on the use of the computer/iPad assistive technology?

How do we determine what devices/apps are most suitable for each student’s individual needs?

How do we transition a student from one device to another based on their developing needs (e.g., iPad to Laptop)?

Additional Comments

The Rainy River District School Board is planning on continuing to explore the questions above into the following school year. We are greatly appreciative of the opportunity to use the L4All project as a means to continue to explore best practices for using SEA purchased assistive technology.