

Why Technology?

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COTTING
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An Outreach Program of Cotting School

STOP Spinning for a Cause





Why do we do what we do?

We believe everything we do supports students in

accessing their curriculum,
increasing their independence, &
achieving their goals.

We are here to teach *what* we do and *how* we do it.

Why do you do what you do?

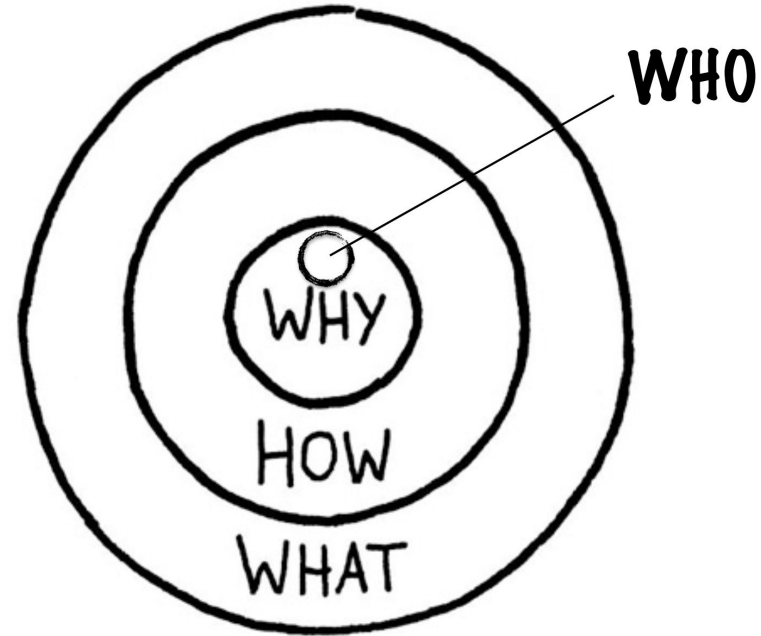
I believe everything I do _____

I'm are here to _____ and _____

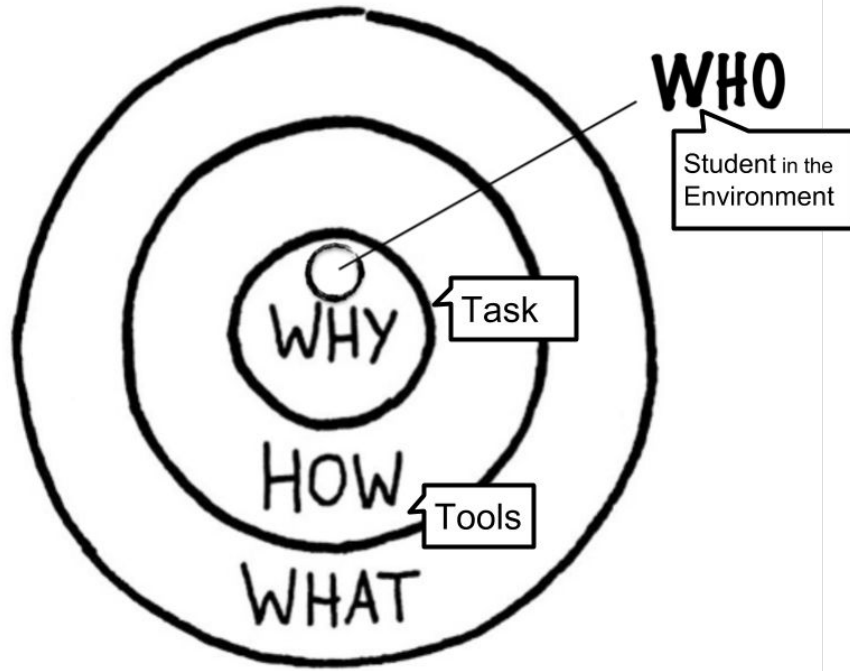
But is Simon wrong???

Lex Sisney author of *Organizational Physics* thinks so because

- businesses don't exist to promote beliefs, they exist to produce results for customers.
- leading with who allows businesses to focus on the population they serve- whether a narrow sub population or major group



Good News: Joy Zabala got it right



The SETT Framework

- Designed for educational teams
- Focuses on organizing information to make technology decisions
- Guiding questions move members toward share understanding and goals

SETT Framework

- **Student**
 - Who is the student as a person? As a learner?
- **Environment**
 - What is the classroom environment? In what ways does this impact the student?
- **Task**
 - What is the task (assignment)? Is this a draft? A final copy? A group project? Is it single words on a worksheet or a 5 paragraph essay?
- **Tools**
 - What are the tools that will support this student in the steps of this project?

From the work of Joy Zabala

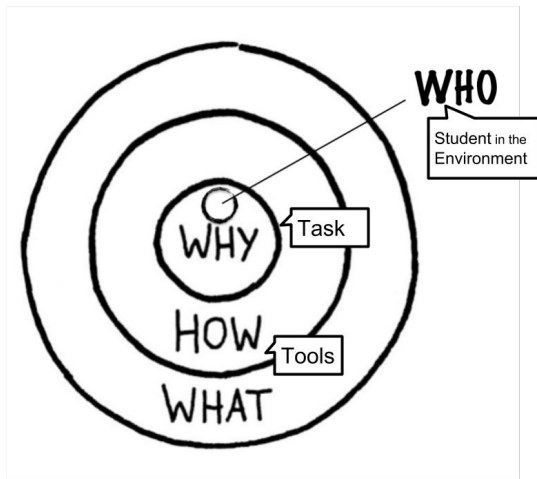
Example: Amazon Echo

Caregiver: We bought an Amazon Echo and want Sally to use it

Us: Ok, why do you why did you pick the Echo?

Caregiver: Well actually, it's kinda hard to buy her stuff for her birthday and our neighbor's daughter's best friend has one.

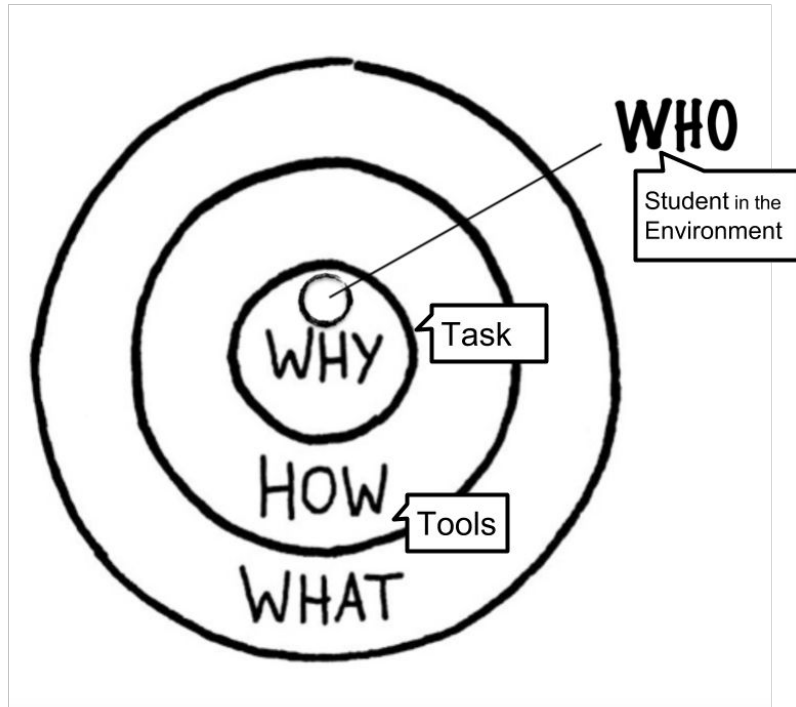
Us:



Let's Refocus Here...

<p>STUDENT</p> <p>What are the student's strengths and needs?</p>	<p>ENVIRONMENT</p> <p>What places and situations is help needed?</p>	<p>TASKS</p> <p>What are the tasks that need to be accomplished?</p>	<p>TOOLS</p> <p>What AT or services will address these tasks?</p>
<ul style="list-style-type: none"> • Loves music, dancing and being super girly • Uses TouchChat on an iPad with WP to build 4-5 word sentences • Follows familiar routines well uses visuals for more complex tasks • Has a difficult time filling her unstructured time 	<ul style="list-style-type: none"> • At home after school with older brother • 15-20 minutes between when the bus drops off and mom gets home from work 	<ul style="list-style-type: none"> • Hang up coat • Empty lunch box • Relax until mom gets home 	<p>COTTING <i>Consulting</i> <small>An Outreach Program of Copping School</small></p>

A different conversation...



Caregiver: Sally waits at home with her older brother for about 15 minutes before I get home from work. We are looking for ideas to help her relax and pass the time. We heard that some people are using Amazon Echos. Can we think about how Sally might use one or something similar?

Us: Yes, let's talk more about the what and how to make that work.

Planning: Expectation v Reality



Participation Model

- Janice Light
 - augmentative and alternative communication guru
- Assessment and intervention model
- Looks at multiple areas including “barriers”

~~What?~~

Why!

Barriers to Participation

Access Barriers

- Physical
- Cognitive
- Literacy
- Sensory

Opportunity Barriers

- Policy
- Practice
- Knowledge
- Skill

This is lot of possible reasons why!

Six Sigma and the 5 Whys

6σ

- Six Sigma (Motorola and General Electric)
 - Set of business strategies designed to improve quality by identifying and removing barriers to the process and production
- 5 Whys
 - A problem solving tool designed to find the root cause of a problem.

5 Whys

WHY?

WHY?

WHY?

WHY?

WHY?

Rules and Guidelines

- Identifying the Problem
- Distinguish causes from symptoms
- Look for causes step-by-step and avoid jumping to conclusions (this is spinning)
- Use facts and data rather than “feelings” and opinions
- Assess the process, not people
- Keep the client’s point of view in mind

Follow the 5 Why’s Golden Rule:

People do not fail, processes do.

Identifying the Problem

What's the problem?

(Really! Solving the wrong problem doesn't work. Be sure you know. Solving the wrong problem is ineffective and infuriating and makes us bang our heads against the wall)

ASK:

“Why is that a problem?” or “Why doesn't that work”

(Another hint: “Because we don't do it that way” is not an acceptable answer)

Example 1

Student completes math homework every night (the parent sees him do it) but the teacher reports that more than half of the homework for the term is missing.

WHY?

Hint: there is no family dog :-)



5 Why Form- Let's Do This

<p>I</p> <p>Cotting Consulting An Outreach Program of Cotting School 453 Concord Avenue Lexington, MA 02421 781-862-7323 ex 164- Fax 781-861-1179</p>	
Student:	Date:
Team:	
Consult Notes & Essential Question:	
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<p>Getting to the Root of the Problem</p> <p>Identifying the problem... not the evidence of the problem and then potential solutions</p>		
Why or why not?		
Why or why not?		
Why or why not?		
Why or why not?		
Why or why not?		
PLAN A:	PLAN B:	PLAN C:

Root Cause Does ≠ Solutions. Solutions come later (hint: it might be a tech tool)

Pros and Cons of the Process

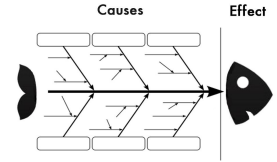
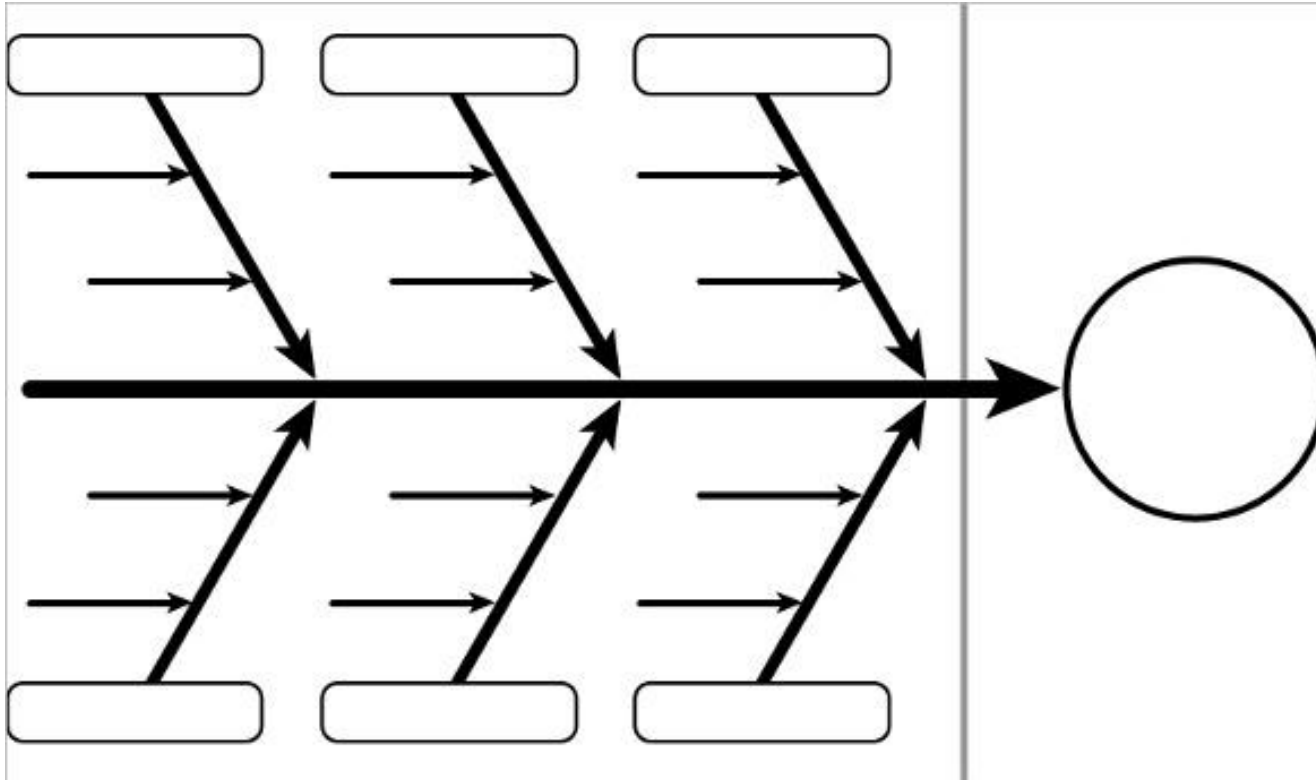
Example 2

Following an AT evaluation, a student is assigned a Chromebook for writing in class. He does not use the tools for writing spontaneously. He often uses handwriting instead.

WHY?



Same process, new approach



Let's Make a Deal- Implementing Solutions



- List possible solutions
- Narrow the list to no more than 3
- Implement no more than 2
- Review progress in solving the problem

How will you STOP spinning?

- Make WHY a mantra (Simon Sinek)
- Focus on WHO (Lex Sisney)
- SETT up for success (Joy Zabala)
- Investigate BARRIERS (Janice Light)
- Ask WHY why why why & why (Six Sigma)



Questions? Comments?

Cotting *Consulting* is an outreach program of the Cotting School providing solutions for students in their school environment.

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Works Consulted

"Universal Design for Learning Guidelines." N.p., n.d. Web. Retrieved 13 Feb. 2017. from http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf

Zabala, Joy. "The SETT framework: Critical issues to consider when choosing and using assistive technology." *Introduced in Closing the Gap presentation* (1993). Retrieved on 2/13/17