Why Technology?

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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 exists 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 shared 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...

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>ENVIRONMENT</th>
<th>TASKS</th>
<th>TOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the student’s strengths and needs?</td>
<td>What places and situations is help needed?</td>
<td>What are the tasks that need to be accomplished?</td>
<td>What AT or services will address these tasks?</td>
</tr>
<tr>
<td>- Loves music, dancing and being super girly</td>
<td>- At home after school with older brother</td>
<td>- Hang up coat</td>
<td></td>
</tr>
<tr>
<td>- Uses TouchChat on an iPad with WP to build 4-5 word sentences</td>
<td>- 15-20 minutes between when the bus drops off and mom gets home from work</td>
<td>- Empty lunch box</td>
<td></td>
</tr>
<tr>
<td>- Follows familiar routines well uses visuals for more complex tasks</td>
<td>-</td>
<td>- Relax until mom gets home</td>
<td></td>
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<tr>
<td>- Has a difficult time filling her unstructured time</td>
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<td></td>
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</tbody>
</table>

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**Consulting**

An Outreach Program of Cotting School
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

Expectations vs Reality Images

Expectations Image:
- A cake designed to look like Olaf from Frozen
- Clearly defined features: carrot nose, black express, etc.

Reality Image:
- A real-life snowman cake
- Has some imperfections, like spots instead of buttons

Conclusion:
- Expectations vs Reality - sometimes it's not as perfect as it seems
Participation Model

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

• 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.

Hint: there is no family dog :-)

WHY?
5 Why Form - Let's Do This
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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