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MN Regions 5 & 7 Assistive Technology Community of Practice

Volume 20, Issue 6

February 2018

Region AT Representatives

Sponsored by MN Regions 5 & 7

Benton-Stearns—Kelly Peterson

Buffalo—Tessa Newby

Elk River—Michelle Farnum

Freshwater—Eric Weber/Bryan Winkels

Little Falls—Jeannie McKee

MAWSECO—Shawna Moe

Mid-State—Jennie Stumpf

Group Facilitator & Editor—Barb Lhotka

Paul Bunyan—Margaret Knebel/Lois Malepsy

PDF—Jodi Altringer

Regional Low Incidence Facilitator—Nan Records

Rum River—Jenny Groess/Zach Close

St Cloud—Kimberly Hess

SCRED—Connie Sim

Sherburne-Northern Wright—Joran Swedzinski

West Central—Cindy Ostrander

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Calendar of Events

2017-2018 REGIONAL MEETINGS

Benton-Stearns Ed District Office, Sartell MN

9:00 A.M. – 11:30 P.M.

September 20—AT Teams and AT Processes

October 4—AT Consideration/Assessment?

November 15—Feature Match

December 6—AT Trials and Purchasing AT Devices and Services

January 24—AT Inservice/Training; AT and IEPs

February— NO MEETING

March 21—Using AT Devices and Services; Progress Monitoring

April 18—Repair and Maintenance of AT; Updating AT

May 16—PACER, AbleNet, etc. Visit

**Note: Schedule will likely change to accommodate visit to PACER, AbleNet, etc. with P/HD CoP.

36th ANNUAL CLOSING THE GAP CONFERENCE

Mystic Lake Center, Prior Lake, MN

September 26-28, 2018

CHARTING THE CS CONFERENCE

Arrowwood, Alexandria, MN

Family Sessions: April 21, 2018

Pre-Conference Sessions: April 22, 2018

Conference Sessions: April 23 & 24, 2018

AT Information: Listservs

AT Listserv

The AT Listserv is a wonderful resource for educators who work with students who use technology for learning. Members ask questions, share information, and discuss topics that are relevant to our day-to-day work with students ages birth through 21.

How to Join: To subscribe, visit or send a message with the word “subscribe” in it to the request address, mn.at@mailmanlists.us for further instructions.

To Post on the Listserv: Send message to mn.at@mailmanlists.us. Complete the subject line identifying the topic of your post. Type your message and send it. Remember confidentiality when posting!

QIAT Listserv

The Quality Indicators for Assistive Technology (QIAT—pronounced quiet) listserv is a place to share resources, questions ideas, and problem-solving in an on-going email discussion (there are archives and a website of resources to assist you, too). To sign up, go to the following website <http://qiat.org> and follow the links to join the listserv.

Steps in Using Switch Access

Linda Burkhart has long been a leader in the field of switch access for students with significant disabilities. The following is a summary of her information on making switch progressions from one to two switches. The sequence is to be followed in a step by step manner with students often showing splinter skills.

Step 1: Single Switch: Cause and Effect

- “Student begins to associate an intentional movement with the ability to cause something to happen (working on understanding cause and effect connection between motor action and response).”

Step 2: Single Switch: Multiple Locations and Multiple Functions

- “Student understands simple cause and effect but needs practice intending and executing a movement for a specific purpose, different purposes or with different body parts, or when a switch is moved to a new location.
 - “Research on motor learning shows that developing a motor skills to the level of automaticity requires practice that includes thousands of repetitions with intent, purpose and variation. Automaticity of motor skills means that the individual is able to use a particular movement to achieve a desired intent without conscious thought toward the execution of that motor task. The intent may originate consciously or unconsciously, but is focused on the purpose of the movement, not the movement itself.”

Step 3: Two Switches—Two Functions

- “Student is able to activate one switch in multiple locations. Working on developing the student’s understanding that two switches do two different things (developing cognitive skills of discrimination and memory).”

Step 4: Learning to Two Switch Step Scan (move, move, get)

- “This step is for children who do not yet cognitively understand the concept of two-switch step scanning. The student may appear to activate the 2 switches randomly and without discrimination of function. The focus here is the student understanding that one switch moves something along a path (by repetitive activations) and the other switch selects of ‘gets it’ based on the moved item arriving at a given destination. (Note: children who do cognitively understand this process, but simply need more practice to develop motor automaticity, should skip this step and move on to step 5).”

Step 4-A: Side Step: Single Switch Scanning

- “Step 4-A is a side step. As you are working with a child, periodically check to see if they have developed automaticity of switch activation. Specifically, if the child quickly activates switch upon intent during an activity without having to think of/shift focus to the motor skill of activating the switch you may change focus to develop automaticity with scanning using one switch (automatic scanning).”

Step 5: Two Switch Step Scan: Errorless Learning

- “Student is beginning to understand, or already understands, how two switch step scanning works. The student now continues to work on automaticity for switch activation as well as develop automaticity for the motor coordination of the process of step scanning. Student is practicing with a variety of opportunities where any choice works. (Note: if the child appears very intentional in step 5, move on to step 6.)”

Step 6: Two Switch Step Scanning to a Target

- “Once the student has had enough practice at the errorless level, you can introduce some activities that require them to reach a specific target. This step is often used when the child appears to continue selecting items randomly and doesn’t appear to be trying to select a specific item based upon their intent. (Note this is something that you have to observe by the child’s attention, responses, interests, social reactions, and patterns of switch activation.)”

Step 7: Two Switch Step Scanning for Accuracy

- “Student needs practice to increase accuracy and beginning to demonstrate knowledge within activities that have incorrect answers.

“At this step, the student is developing the ability to integrate the motor component of step scanning with the cognitive component of selecting an item for a particular reason or purpose. With more than one target in the array, the cognitive load to select desired targets requires more engagement of cognition as the child refines automaticity of the motor skill.”

Step 8: Two Switch Step Scanning: Reducing Time for Success & Demonstration of Knowledge

- Student has developed motor automaticity of switch activation and the step scanning process. Student can now use step scanning with more ease, can focus on cognitive content of activity to both learn and demonstrate knowledge.

The student is now able to use a switch or button to access an array combining pictures, letters, and words.

For detailed implementation ideas/tips and sample activities go to [Stepping Stones to Switch Access](#).