

Title of Session: Special Education Forum: Tech in the SPED Classroom

Moderator: Paul Bohac

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Room: SPED Group

PaulDB: Hello Bridget

BJB2: I was telling Paul that you were going to share something very exciting, Bridget

BJB2: . o O (but I didn't tell him what)

BridgetM: I just stuck a file in my office

BridgetM: I am not sure how exciting it is though

DavidWe joined the room.

DavidWe waves

PaulDB: Okay, what kind of file?

DavidWe: Hi, Paul. Hi, Bridget

PaulDB: Hello David

BJB2: Let's formally start the session with introductions, please?

BJB2: Welcome to the Special Ed Forum

BJB2 looks around the room

BridgetM: I teach special education K-2, Cutchogue, Long Island, NY

DavidWe: I'm David Weksler. I lead a math and technology discussion in Tapped In and I'm one of the HelpDesk volunteers

PaulDB: I am a retired Correctional Educator, Administrator and Special education teacher.

BJB2: thanks. Bridget, can you share what you're going to present at NECC?

DavidWe wonders if Bridget is going to NECC in San Diego, too

BridgetM: using digital portfolios to document progress on IEP objectives

BridgetM: YES! San Diego!

DavidWe smiles

BJB2: great way to get sped teachers to use technology, Paul

PaulDB: I agree!!

BridgetM: the paperwork is our friend, it protects us - ha!

PaulDB: Is it an on-site project?

BJB2: when I was taking the special ed course with you, I was really interested in getting more student involvement in the IEP

BJB2: this would be a good way to do that

BridgetM: on-site? I guess. Just my class

PaulDB: The idea of doing an electronic portfolio opens a number of doors.

BridgetM: the project pulls together stuff I do anyway - digital aspect may make it easier - or not

PaulDB: And how is it done?

DavidWe nods

BridgetM: the not very exciting document is about what I do know. Binders and labels.

PaulDB: Describe what you mean by "digital" please.

BridgetM: It's in my profile docprog.doc

BridgetM: scanning student work

PaulDB: Okay.

BridgetM: audio files of them reading aloud

BridgetM: those 2 parts are new to me. oh, so is burning cd's for the parents

BJB2: that was going to be my question, Bridget...the format

PaulDB: Does the scanning of work occur before and after review?

BJB2: . o O (and where the information is stored)

BridgetM: ah there is the crux - this is a work in progress

PaulDB: Does the audio include only the student reading or does it include teacher observations?

BridgetM: here's the plan

BridgetM: get the scanner! I got the grant but there was a hold up on the money

BridgetM: I've made family cd's of scanned photos and sych but bringing the process to work is new

BJB2: I hope you will keep us up to date on how it's going, Bridget

PaulDB: I am really excited about the possibilities!

BridgetM: the vision is to first make a collection of scanned work samples. students can have input of course. Goal is to reach some level of critical examination of their work

PaulDB: Just the process of going through student work to select items to be included in a portfolio helps with continuous assessment.

BridgetM: mostly me young students are amazed to see their work show up on the monitor

BJB2 agrees...and including the student in the selection process is wonderful

BridgetM: I've been teaching them power point basics

PaulDB: Being able to update the portfolio as that experience and understanding of "critical examination" occurs reinforces the idea of "assessment".

BridgetM: we make class Letter sounds presentations weekly.

PaulDB: So are you also using power point as a part of that digital portfolio?

BridgetM: once collections are bigger they will make a power point of their work for parents

PaulDB: That would include the "critical examination" of their work?

BridgetM: I think the power points would go on a separate cd. pleasure viewing

BJB2: and this is 2nd grade?

PaulDB: But it would also make the process a "work in progress".

BridgetM: the documenting cd would have all the assessments and reports - the serious stuff

PaulDB: Wow. I could think of a couple of research projects that could evolve from what you are doing.

BridgetM: With 1:1 assistance the students follow steps now to make their letter sound pages

PaulDB: A longitudinal study about the benefits of such an approach and how it enhances the use of technological resources.

BridgetM: it is so engaging for them to show off when company comes into the room

PaulDB: Excited learners?

BridgetM: Well, I've taught older students in my school. Starting in fourth grade they are creating power points so I know they need the basics

PaulDB: Yes, but starting them off in the second grade means that the fourth grade teacher can build upon what has already been learned.

BridgetM: LD or distractible kids have so much trouble learning in the computer lab. Any basic understanding will carry over

PaulDB: That's what I call an example of progressive learning.

BridgetM: It was funny last week. The TA forgot to let them animate the slides

BridgetM: I could not believe how fast the pages were getting done

PaulDB: I bet the LD kids as well as the ADHD kids have fun with this practice.

BridgetM: The boys did not know how to say what was missing. They just gave me these pathetic looks from across the room

PaulDB: Did the kids want to go back and redo?

BridgetM: oh, yes. but they have to wait until tomorrow

PaulDB: Eager anticipation creates interest!!

BridgetM: nice thing is that they select their item to add, write and illustrate so much faster

PaulDB: You will make sure that they get to add the animation?

PaulDB: Are we talking about pre-planning?

BridgetM: I wonder if they will prefer their own illustrations or their scanned artwork

PaulDB: In a second grade class?

PaulDB: Choices?

PaulDB: Decision-making skills?

BridgetM: oh, yes they will select their animations and add sound. They would not have it any other way

PaulDB: Creative thinking?

BridgetM: K-2 special ed

PaulDB: Yes!!

BridgetM: one tip - they use the arrow keys instead of the mouse to select animations and clipart

BridgetM: they have much more control

PaulDB: Eye-hand coordination?

BridgetM: they use the mouse to preview

BridgetM: the mouse just slips away from them

PaulDB: So they have separated the two means to accomplish two separate tasks?

BridgetM: Yes eye hand. They get the arrow where they want it, look at their hand, and almost always push the mouse

PaulDB: But over time it does/will get better?

BridgetM: they know to look at the first letter in the sound and animation selections

BridgetM: the motivation is so high. I started the power points with my 1 2nd grader. He did his spelling lists or phonetic elements

BridgetM: others were jealous

PaulDB: So you are using some kind of pre-programmed computer application?

BridgetM: just straight power point

PaulDB: In the Spring 2006 catalogue from Linguisystems there is a free CD that may have some use in your setting.

BridgetM: linguisystems? sounds familiar

PaulDB: It includes games that focus on vocabulary, grammar and questions about what has been read.

BridgetM: do you know heapsprout? online subscription reading instruction

PaulDB: It is LinguSystems for speech, language, healthcare, learning disabilities and reading materials.

PaulDB: No, I don't know anything about heapsprout.

BJB2: <http://www.linguisystems.com/>

BridgetM: me neither unfortunately. It's online and I have had so many headaches connecting at school

PaulDB: Thanks BJ, I couldn't find the URL.

BridgetM: I got 5 free subscriptions at NECC last year but haven't been able to use it

PaulDB: How do you access the site?

BJB2: is it heapsprout or headsprout, Bridget?

BJB2: <http://www.headsprout.com/>

BridgetM: hopefully this week. headsprout - dang those reversals!

PaulDB: Thanks BJ.

BridgetM: I am hoping to add headsprout reports to cd. plus the assessment reports I do and the progress reports

PaulDB: How can I/we obtain a copy of your planned presentation at NECC?

PaulDB: Will you also use any of the other formal tests administered to the kids to the cd as well?

BJB2: Let's go to NECC together, Paul! I'll ride on the back of your motorcycle

PaulDB: Now that sounds like a plan!!!!

BJB2 chuckles

BridgetM: I'm working on presentation as the project progresses. The docprog document tells about the current system I use

BridgetM: yes, BJ and Paul come to San Diego!!!!

BridgetM: I just got funding this week.

BJB2: If you want to use this group as a sounding board, Bridget, you can upload your doc to the group room

BJB2: and post any concerns you have to the discussion board

BridgetM: It's all so circular. The grant is from the organization that is footing the bill for NECC

BridgetM: I will move what I made to special ed group

PaulDB: I cannot but marvel at the idea of cd's as a source of data and information on a child's learning. Getting to know the child by reviewing the work as presented by the youngster him/herself just seems so much more responsible.

PaulDB: Yes, please do that.

BridgetM: In NECC proposal I said their would be post conference collaboration through Tapped In

PaulDB: I like your style Bridget!!

BJB2 cheers for Bridget

BridgetM: the question, Paul, is whether or not it is too time consuming.

BridgetM: I came home with a pile of student work last June to scan for the parents. But I had no time to do it

PaulDB: I suspect it might be at first as one learns the process. But in time, both the product and the practice will become more efficient.

BJB2: Bridget, you also may want to think about having the children enter work right on the computer using a word document

BridgetM: I've got a pretty needy group of kids this year. On the upside 4 of the 7 have personal assistants

BridgetM: 2 of the TA's are eager to learn computer skills

BJB2: another thought is to use a digital camera instead of a scanner to convert their work

BridgetM: you are right, BJ.

BJB2: as Paul said, it's a process you're going through...

BridgetM: I used to have students type spelling lists and then play with fonts and color

PaulDB: I suspect that involving the personal assistants in the effort would not be a problem, but I also have to wonder if there would be a problem in asking others to assist.

BJB2: you'll find easier ways to do things as you move through the experience

PaulDB: The issue of confidentiality might arise.

BridgetM: The 2 TA's that want to learn computer skills are also in a "fade the aide" type of arrangement

BridgetM: I have to foster independence by moving them away from their student, but still have them in the room

PaulDB: But that applies to what specific areas?

BridgetM: ?

PaulDB: You answered my question as I was sending it.

BridgetM: The 2 TA's that need to spend more time away from their students are assigned to children with autism

PaulDB: So they could provide additional assistance to you in your efforts?

BridgetM: yes

BridgetM: one copied a power point manual and took it home to learn more

BridgetM: not that power point is so challenging but there is rarely time to talk

PaulDB: Are the autistic youth demonstrating a growing independence through the digital portfolio development?

BridgetM: part of NECC presentation is the directions for computer novices to scan and save work

BridgetM: too soon to say that - much too soon

PaulDB: Are you using the portfolio as a means to create the sense of autonomy?

BridgetM: we are doing intensive behavioral programming

PaulDB: I would think that incorporating the portfolio into that programming would be helpful.

BridgetM: you know a simple way to develop independence? I write a great big capital I and circle it on any work they do independently

PaulDB: I confess Bridget, I am just so excited about the potential for what you are doing that I may be exceeding your own hopes.

PaulDB: That is a great idea!!!

BridgetM: yeah - work in progress - baby steps

BridgetM: David, what are you doing at NECC

BJB2: David is afk, Bridget

BJB2: He and Jeff Cooper are presenting something on Tapped In

BridgetM: afk?

BJB2: afk=away from keyboard

BJB2: Bridget, I hope you will join us next month and get us up to date with how your project is going

BridgetM: I hope to BJ

BridgetM: thanks for the guiding questions, BJ and Paul

PaulDB: Is there anything we can do to help in your efforts?

BJB2: Hopefully, if we can do anything to help, Bridget will post to the discussion board

BridgetM: right now I can't think of anything - but know things will come up

BridgetM: it's what I like about tapped in

PaulDB: I check that almost everyday so if something appears....

DavidWe is talking about Tapped In at NECC

DavidWe returns

BJB2 smiles...wb, David

DavidWe smiles

DavidWe: Thanks

BridgetM: you know, this project is going on a wing and a prayer so I know I'll need people to bounce ideas off of

DavidWe: I'm talking on Thursday, I think, of that week, Bridget

BridgetM: ooo

PaulDB: Bridget, I will share your planned presentation description with a number of education personnel in my area, I will use the transcript from this session as a basis for discussion.

BridgetM: I have to check the schedule

DavidWe: Friday, actually

DavidWe: 7 July is Friday

DavidWe: I'm going to say goodnight. We can plan a Tapped In people gathering at some point

DavidWe: Warm weather

DavidWe: Good night, folks

DavidWe waves bye

PaulDB: g'night David

DavidWe: Goodnight, Paul

DavidWe hugs Bj

BridgetM: Good night and thanks for your support

DavidWe smiles

DavidWe: Ciao, folks

PaulDB: Okay, tell me how I can learn about NECC's conference.

BridgetM: iste.org

PaulDB: Thanks.

BJB2: <http://center.uoregon.edu/ISTE/NECC2006/>

BridgetM: I knew there was more to it than iste - that is a much more useful post

PaulDB: I will send that information to both Dr. Platt and to Dr. Alan as I think it would be of interest to both of them.

PaulDB: The idea of a digital portfolio would seem to have tremendous benefit to the correctional education community.

PaulDB: Transition plans, contact with community probation officers, etc.

BJB2: perhaps John and Tess could participate in one of your Special Ed discussions, Paul.

PaulDB: Bridget, I am really interested in what you are attempting.

BJB2 smiles...I knew you would be excited about this, Paul!

PaulDB: I am trying to get Dr. Platt to talk about grant writing.

BJB2: excellent!

BridgetM: It seems funny to connect K-2 with correctional populations but I guess it is all about communicating

BJB2: let me know if you want me to put a specific topic to the Feb meeting, please

BJB2 . o O (it helps if that is on the calendar...gets more people interested)

PaulDB: Maybe after I talk with him about Bridget's work, he can help identify some sources for her.

BJB2 nods

BridgetM: ooo yeah

BJB2: I've got to call it a night, Bridget and Paul

BridgetM: I uploaded the file

PaulDB: I will call him tomorrow to try and set up his participation in the Feb. session. That would be February 20, 2006, right?

BJB2: thanks so much for your input, Bridget, and for hosting the session, Paul

BridgetM: thank you again and again

BJB2: February 20

BJB2 . o O (right)

BridgetM: stay warm, BJ

PaulDB: This has been stimulating!!

BJB2 agrees

BridgetM: night

BJB2: be safe and stay warm.

PaulDB: I look forward to reading about your work Bridget.

PaulDB: Good night Bridget and BJ, I have enjoyed this session.

BJB2: Bridget's doc is in FILES, Paul

BJB2: I'll feature it tomorrow

PaulDB: You were reading my mind!!

PaulDB: You do good work!!

BJB2 . o O (if I remember. I should make you a moderator so you can do more here too)

BJB2 hugs goodnight...I've also enjoyed the discussion. It just shows we can be doing so much more

PaulDB: If I have not said thank you before for allowing me this opportunity, please accept my thanks at this time.

BJB2 bows deeply...it's certainly mutual, Paul. I owe you!

PaulDB: Stay warm and I owe you some chocolate covered cherries!!! and a rose.

BJB2 smiles and heads for bed.