

SWAAAC Contact Hours: Overview

Team coordinators should collect contact hours monthly and send them to Shelly Elfner via email or fax. Email: shelly.elfner@ucdenver.edu Fax: 303-837-1208

The following definitions are revised to help simplify the process of counting the contact hours you spend with your students who need assistive technology devices and services.

Assessment Hours: The number of hours spent assessing a student's need for assistive technology. This includes actual assessment time and preparation activities. Examples include but are not limited to:

- reviewing student records;
- interviewing the student and family members or caregivers;
- collaborating with and gathering information from other staff members;
- providing skill specific assessments that relate to a student's AT use;
- observing a student in the classroom or school environment;
- assessing a student's abilities with a specific device or tool;
- configuring a device or tool to be used in the assessment process;
- meeting with the student's IEP team to discuss potential AT needs

Implementation Hours: The number of hours spent ensuring that AT devices or services are implemented successfully for a student. This includes a variety of follow up activities, classroom consultations, and trainings. Examples include but are not limited to:

- meeting with vendors;
- trouble-shooting or repairing/modifying a device or tool;
- programming a device;
- designing/creating AT supports to be used by a student;
- modifying or adapting curriculum using AT tools;
- writing instructions or cheat sheets;
- making phone calls or sending emails related to device implementation;
- participating in CSAP-A;
- training a student, teacher, support personnel, or family member in device use;
- giving AT advice about a student who is not on the caseload;
- monitoring a student's progress or ability with an AT device as changes occur in the environment or the student's abilities;
- contacting family members/caregivers and other support personnel to monitor student progress and receive feedback
- attending IEP meetings to address changes in a student's AT needs, use, etc.

Report Writing Hours: The number of hours you spend documenting a student's need or use of assistive technology. Examples include but are not limited to:

- writing SWAAAC reports and evaluations
- writing SWAAAC status notes
- writing a letter of justification or other funding related report

Travel Time: The number of hours (use 0.5 for 30 minutes) spent in transit from one location to another. Do not include time from home to job or vice versa.

Staff Development Time: The number of hours spent attending in-services, conferences, or other professional development activities related specifically to your role as an assistive technology team member.

Case Example: Assessment

Susie is a 5th grade student with Asperger's syndrome. She attends a special education classroom for half the day and is included in the general education classroom for Science and Social Studies. She is referred to the SWAAAC team by her special education teacher with concerns that she may benefit from assistive technology devices/services to improve her writing. Susie is able to write legibly with a pencil, but her penmanship is slow, immature in nature, and she complains of pain and fatigue frequently.

In preparation for an AT assessment, the SWAAAC team contacts Susie's mother and interviews her by phone for 20 minutes. In addition, the team disseminates questionnaires to each of Susie's teachers to gather information about her handwriting abilities and the types of writing tasks she is expected to do in the classroom. These forms are disseminated by email and the process takes 10 minutes to disseminate and 30 minutes to review the feedback. The team observes Susie working in each of her classrooms for a total of 30 minutes and then conducts handwriting vs. keyboarding assessment which takes 20 minutes. During these observations, Susie is noted to have other issues that relate to her writing difficulties such as limited spelling and poor reading comprehension. After reviewing and discussing the data gathered (15 minutes), the team decides to implement a trial with a talking word processor such as IntelliTalk 3. The team sets up the software program by modifying some of Susie's homework assignments for trial (1 hour). A team member installs the program on the classroom computers in both the special education classroom and the general education classroom, observes Susie using the program, and gives instruction to the classroom teachers and support personnel regarding data collection during the trial (1 hour, 30 minutes). Three weeks later, a team member returns to the classrooms to determine Susie's success with the software program (20 minutes). An IEP meeting is scheduled and the team recommends that Susie use IntelliTalk 3 for some of her writing assignments. This meeting lasts 45 minutes.

Each of the above activities should be documented as Assessment hours. Each SWAAAC member would tabulate the hours they spend involved in this process on their daily tally sheet. In this example, a total of 5 hours and 40 minutes are identified as AT contact time; however, because multiple people may have been involved in different stages of the process (ie, two SWAAAC members attend the IEP meeting which lasts 45 minutes) the total time would actually be much greater. Each SWAAAC member should therefore keep track of his/her time on the daily tally sheet. Team members do not need to keep a separate record for each student. Instead, the total time a team member spends engaged in each category of AT service should be recorded for the day and then a

monthly total can be tallied. It might be helpful to log time as a tally mark, with each tally representing 15 minutes of time. It is up each individual practitioner, however, to create a system that works for him/her.

Implementation:

Now that the team has identified the AT Susie will need, a SWAAAC team member consults with her classroom teachers and support staff and provides training to them in the programming features of IntelliTalk 3 (1 hour, 30 minutes). The SWAAAC member also meets individually with Susie for 30 minutes over four separate visits to help her learn the features and capabilities of the program and to “tweak” the program settings to best meet Susie’s needs. The SWAAAC team member checks back with each of Susie’s teachers on a monthly basis to monitor her progress by email (10 minutes). Four months later, Susie’s general education teacher goes on maternity leave, and the SWAAAC member returns to the classroom to provide training/support to Susie’s new teacher in the use of the program (1 hour). The SWAAAC member creates a cheat sheet describing the features and basic programming for this software to provide additional support to Susie’s teachers and support staff (2 hours). As Susie prepares for transition to a new classroom at the end of the year, the SWAAAC team member is invited to provide additional training and support to Susie’s classroom teachers for the upcoming school year (2 hours).

General Comments: Keep in mind that information provided on this form is to be used as a guideline only. It is impossible to predict all of the AT related tasks you need to do in your day, so try to think in general terms whether your work activities relate to Assessment, Implementation, Writing Reports, Travel, or Staff Development. If you are unsure how to categorize your time, it is okay to make your best guess. What is most important is that your time is counted and documented!!! We recognize that this will be ONE MORE THING for you to do each day; unfortunately, collecting this data is vital information that the CDE requires as they consider funding this program each year. Thank you for taking the time to do this. It does make a difference!!!