

Using the Internet as a Classroom for Families in Rural Areas

- Jane Adams, Keys for Networking
- Trina W. Osher, Huff Osher Consulting, Inc.

Transformation for Families?

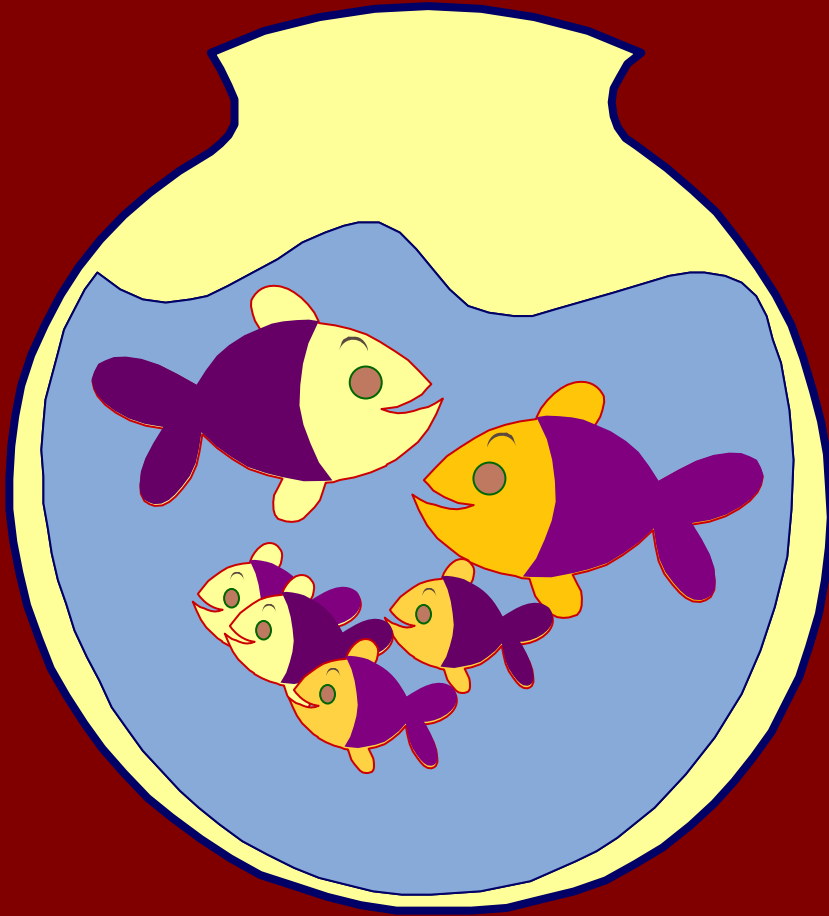
- Promoting mental health,
- Supporting caregiver and youth choice
- Eliminating disparities
- Identifying mental health needs early and across the lifespan
- Expanding evidence based practice
- Building infrastructure via technology

Transformation = youth/family driven

- Family organizing • Building family capacity to interact with and influence:
 - Child
 - Self
 - System development



Will This Fish Thrive?



- What is the **condition** of the water?
- What is the fish's **capacity** to live in this kind of water?
- What happens when something changes?

Conditions

Capacities

Transformation

Teaching and Learning on the Internet

CONDITIONS

CAPACITIES

- Families have access to the Internet.
- Families have access education laws.
- Families have access to accurate information about services.

- Families know how to use the Internet to communicate with each other.
- Families know how to read regulations.
- Families know how to “surf” the Internet.

Our GOALS

- To create a cadre of parents to help other parents to access to NCLB and IDEA resources.
- To use technology as a vehicle for creating a self-sustaining learning community across a vast rural state.

What We Wanted to Accomplish

KNOWLEDGE = CHOICE

- Increase access to IDEA and NCLB supports by providing a framework to understand these laws and developing skills maintain and process it (create an independent network of customers sharing for quality).
- Allow youth and parents to find information independently by giving them skills and tools to access and evaluate information about services (evidence-based practices)
- Eliminate disparity by offering more information to more people, linking parents to each other, and providing structure for them to organize (early identification and connection to broad array of family experience)

The Design

The plan:

- 10 sessions (90 minutes each).
- Interactive seminars
 - Short presentations
 - Activities that engaged participants.
 - Homework

The reality:

- Technology missing or didn't work
- Homework not done
- Inconsistent participation
- Content shifted from week to week
- Distractions: cats, visitors, handymen, cell phones, TV, weather

Reality: difficult



Outcomes

- Students learned to use technology (faster and more adept than the faculty)
- Students developed new skills: 100% could present information upload documents, write on whiteboard, comment (clap, question, chat).
- Focus gradually shifted each week.
 - Less concern with the technology.
 - More to the content of getting a good evaluation for educational supports.

Tension Technology vs. Content



- What we taught became more important than where it was taught and what we had to eat.



Establishing Human Contact

- Getting to know each other takes time, more time.
- Making good visual and auditory contact.
- Encouraging participation.
- Giving feedback to students.



Lessons

Learned

Using the Technology

- Interacting over the Internet/conference phone.
- Using various features of the software.
- Presenting concrete materials such as documents or visual aids.
- Adhering to the fundamentals of good teaching when the teacher and the student are not in the same room.
 - engaging students in dialogue,
 - meeting their needs,
 - demonstrating how to do something,
 - giving students opportunities to practice new skills take on a different quality



Lessons

Learned

Addressing the Content

- Determine group project with participants to engage them and to encourage discussion
- Develop instrument to evaluate evaluations--group project/work on it during sessions
- Take turns presenting readings by demonstrating technology skills
- Engage content expert and tech expert



Lessons

Learned

Mastering the Content

- Develop the content together.
 - Gather resources of the expert.
 - Build on experience of families.
- Develop and use what we develop.
 - Test it out each session.
 - Pilot, repair and redo.



Teaching Strategies That Worked

- Sharing assignments so everyone presented.
- Adding one new thing each time.
- Demonstrating to each other
 - content specific and
 - host whiteboard



**Lessons
Learned**

What a Family Organization Has to Do To Support Distance Learning

- Have patience and persistence
- Cheerlead
- Facilitate practice between sessions

Kansas Medicaid Reform-July 1

- In Kansas 10% of child population = 60,000
 - at most serve 34,000 and not with intense services
 - only therapy for 30,000
- Need to reach people fast with the information they need to:
 - Make decisions
 - Organize,
 - Participate meaningfully in planning, delivery, evaluation.

Kansas

Now:

- Deliver information with enough training in content and depth to help people in real time in format they can/will use.

In the past:

- Offer just enough to make people mad-- not enough information to respond when the school says: we don't do that here in western Kansas.

Challenges of Training and Supporting Family Advocates in Rural Settings

- Limited information, resources, support
- Isolation
- Distance
- Time
- Money
- Transportation
- Focus
- Effort

Distance Learning Technology

- Any hardware--low end (conference phone backup plus internet), add video cams late
- Experimented with several software programs--all on trial basis, difficult but free. (16 months deciding what we needed)

Parent guide to evaluation

Checklist to address

Purposes of special education evaluation:

1. Determine presence of disability
2. Develop plan to address disability
3. Address general ed curriculum

Evaluation Checklist				
Purpose of evaluation	Areas of Need and Measurement Instruments		Parent Involvement	
To determine eligibility for special education.	Academic Needs	Math	Write here the names of the measurement instruments to be used with your child, ask that instruments that meet all three purposes of evaluation are used: Eligibility, planning for IEP, and match to general ed curriculum	
		Reading		
		Writing		
	Developmental Needs 300.8 (b) 72-962-1	Physical health		Ask questions about what tests will be given what they will be looking at, who will be working with child, what credentials are Document any missed appointments and reasons, produce the child for the assessments. Journal, keep records of who is doing what, what has been done,
		Cognitive		Ask questions about the measures— look at the assessments that are used to determine special education eligibility: for ED, LD, MR, OHI Identify places and/or smart, friendly people to get this explained are school psychologist, sped teachers, parent information center, and family network center. Ask to see baseline information and qualifications of persons administering these measurements.
		Adaptive		
		Communication		
		Social or emotional developmental		
		Motor abilities		
	Functional Needs	Oral Expression		Provide the school with copies of relevant information (such as written reports or letters)
Hearing/Vision				

Evaluation Checklist

Purpose of evaluation	Areas of Need and Measurement Instruments		Parent Involvement
To connect to general ed curriculum			
	Academic Needs	Math	Identify child's performance in relation to classroom and grade standards for the school. Specify for each grade standard important for child to master, the current baseline and appropriate target behavior and timeline to achieve.
		Reading	
		Writing	
	Developmental Needs 300.8 (b) 72-962-1	Adaptive	Ask through your own and others with credentials to do so—what adaptations the child needs to increase, maintain performance on state assessments in reading, writing, math, science—there may need to be accommodations in any of these areas—click here for suggested accommodations based on assessed need.
		Cognitive	
		Communication	
		Motor abilities	
		Physical health	
		Social or emotional developmental	
	Functional Needs	Oral Expression	Ask for daily classroom accommodations which match testing accommodations, ask for study skills and training for test taking as well as increased communication skills and social skills training if these are assessed needs. Ask that these tests/measurements are given in relation to supporting the general education
		Hearing/Vision	
		Physical	
		Social/Emotional	

Evaluation Checklist

Purpose of evaluation	Areas of Need and Measurement Instruments		Parent Involvement	
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		Communication		
Social or emotional developmental				
Motor abilities				
Functional Needs	Oral Expression		Provide the school with copies of relevant information (such as written reports or letters)	
	Hearing/Vision			

Evaluation Checklist

Purpose of evaluation	Areas of Need and Measurement Instruments		Parent Involvement
To plan IEP 300.301 (a) & (c) 91-40-8 (2) (b) (2)	Academic Needs	Math	
		Reading	
		Writing	
Developmental Needs 300.8 (b) 72-962-1		Adaptive	Provide the school with copies of relevant information (such as written reports or letters) from other sources such as social workers, service coordinators, respite care workers, and mental health professionals working with your child and family. (Keep a list of what you have given them.)
		Cognitive	
		Communication	
		Motor abilities	
		Physical health	
		Social or emotional developmental	
	Functional Needs	Oral Expression	Bring your own experts, advocates, and support

What We Are Doing Now

- Kansas moving to managed care--we had CEO do our presentations via conference call/internet (we figured out the microphone problem).
- We had practiced before so families were better at technology than provider.
- Q/A session: families talked, not blamed.
- Families had time to read ahead and think--they were not angry, they had difficult and valuable
- New MHO has offered new training contract.

What we do now!

- For example: we had a chance in February but had to do it in 12 hours to respond to the state Medicaid contract. Can you believe that: of course the state posted information on a university website no one could find. So we put it up and convened two family meetings to discuss it. We got our stuff in.--so this can be used for policy work and people still sent in letters.

NEW

- Youth portfolios for parents to collect data and share with providers
- Skill Building and demonstration
- Service demonstrations
- Q/A (faculty of experts) with discussant opportunities for families

Training developed by youth for youth

Keys LMS - Microsoft Internet Explorer


File Edit View Favorites Tools Help

Day One at Your New School

course developed by **Jane Adams** on 10/29/06

Screen 1 of 15

The First Day



The first day at a new school can be exciting. It can be a little scary, too. There are so many new people to meet and so many new things to learn!

This mini-course offers you a step-by-step checklist of things you can be ready for as you check into your new school. The more prepared you are, the smoother things will go for you.

There's even a page you can print out and take with you in case you forget something you need to ask about.

next


Done Internet

Provide youth with access to data

Portfolio Application - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Sarah Adams



Upload Document **Start Discussion** **Calendar** **Invite User** **Credit Calculator** **Child Info** **Providers** **Schools** **Families** **Residences** **The Team**



[Home](#) [Documents](#) [Discussions](#) [Add Calendar Event](#)

ACTIVITY




There have been **121** logins to this portfolio

There have been **7** discussions started in this portfolio.

There are **3** documents in this portfolio

 [View all users](#)  [View all activity](#)

DOCUMENTS

 Grade Checklist	Download
uploaded by Sarah Adams to the Credits Folder on 10/31/2006	
 Transcript	Download
uploaded by Sarah Adams to the History/Previous Schools Folder on 10/31/2006	
 Release	Download

Done Internet




Provide youth with access to education decision makers

Portfolio Application - Microsoft Internet Explorer

File Edit View Favorites Tools Help






Back Forward Stop Refresh Home Search Favorites Media

DOCUMENTS

 Grade Checklist	Download
uploaded by Sarah Adams to the Credits Folder on 10/31/2006	
 Transcript	Download
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 Release	Download
uploaded by Sarah Adams to the History/Previous Schools Folder on 10/31/2006	

[View All Documents](#)

DISCUSSION

 Concerns about gradecards	started by Sarah Adams on 08/07/2006 @ 08:50 PM	View Discussion
 grades look odd	started by Sarah Adams on 08/08/2006 @ 12:22 PM	View Discussion
 Portfolio design	started by Sarah Adams on 08/09/2006 @ 05:43 PM	View Discussion
 assessment issues	started by Sarah Adams on 09/14/2006 @ 08:06 AM	View Discussion
 changing from 504 to IEP	started by Sarah Adams on 09/14/2006 @ 09:01 AM	View Discussion

[View All Discussions](#)

Internet

Provide youth with access to credit information

The screenshot shows a web browser window titled "Portolio Application - Microsoft Internet Explorer". The address bar is empty. The page header displays the name "Sarah Adams" in a large white font on a dark background. Below the header is a navigation bar with ten icons and labels: "Upload Document", "Start Discussion", "Calendar", "Invite User", "Credit Calculator", "Child Info", "Providers", "Schools", "Families", "Residences", and "The Team". The "Credit Calculator" icon is highlighted. Below the navigation bar is a secondary navigation bar with links: "Home", "Documents", "Discussions", and "Add Calendar Event". The main content area is titled "CREDIT CALCULATOR" in large blue letters. Below the title is a disclaimer: "Disclaimer: The following application is not intended to provide the user with infallible information. To the best of the ability of the creator, all information provided herein has been verified and is current as of Fall 2006. By using this tool, you agree to not hold Keys for Networking, Inc. anyway liable for the information provided." Below the disclaimer is another disclaimer: "Further, this tool is not meant to serve as a substitution for a high school counselor. Should you have any questions about the results of this tool, please address them to your high school counselor." Below the second disclaimer is a dropdown menu with "Shawnee" selected. Below the dropdown menu is the text "Please select the name of your school from the list below:" followed by a list of schools in a dropdown menu: "Seaman High School, Topeka", "Seaman High School, Topeka", "Silver Lake Junior-Senior High School, Silver Lake", "Washburn Rural High School, Topeka", "Shawnee Heights High School", "Highland Park High School", "Topeka High School", "Topeka West High School", "Hope Street Academy", and "Capital City High School". The status bar at the bottom shows "Done" and "Internet".

Portolio Application - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Search Favorites Media

Sarah Adams

Upload Document Start Discussion Calendar Invite User Credit Calculator Child Info Providers Schools Families Residences The Team

Home Documents Discussions Add Calendar Event

CREDIT CALCULATOR

Disclaimer: The following application is not intended to provide the user with infallible information. To the best of the ability of the creator, all information provided herein has been verified and is current as of Fall 2006. By using this tool, you agree to not hold Keys for Networking, Inc. anyway liable for the information provided.

Further, this tool is not meant to serve as a substitution for a high school counselor. Should you have any questions about the results of this tool, please address them to your high school counselor.

Shawnee

Please select the name of your school from the list below:

- Seaman High School, Topeka
- Seaman High School, Topeka
- Silver Lake Junior-Senior High School, Silver Lake
- Washburn Rural High School, Topeka
- Shawnee Heights High School
- Highland Park High School
- Topeka High School
- Topeka West High School
- Hope Street Academy
- Capital City High School

Done Internet



Drawer



Previous



Next

1

Page



Back/Forward



Zoom In



Zoom Out



Tool Mode



RE-EVALUATION Summary Report

STUDENT: _____ ID: _____ DATE: _____

Parent Input: *All verbal and written information must be considered and discussed. Any written reports must be included in the evaluation materials.*

Intellectual

When evaluated as a sixth grade student with the Wechsler Intelligence Scale for Children-Third Edition, (WISC-III) _____ earned a Full Scale Intelligence Quotient of 100 that placed him in the Average range according to the classification system for this test. However, his Verbal IQ score was 27 points below his Performance IQ, indicating a significantly stronger ability to express _____ / when it is not necessary to use words. This also indicates that the Full Scale IQ is not the best indicator of _____ academic ability. Instead, the Performance IQ of 115 should be used as the level to which his achievement skills might be able to rise given time, appropriate instruction and reasonable effort by _____.

Not evaluated File Review Reporter: J. Campbell Date: 5-18-04

Academic

A history of poor attendance and frequent moves is evident from reviewing _____ educational record.

In May of 2004 _____ was given the Test of Written Language-III (TOWL-III), the KeyMath and the Woodcock Reading Mastery Tests-Revised (form G) to assess his academic skills. The scores for each are listed below.

Test of Written Language-III (TOWL-III)

	Standard Score Mean=10, SD=3	Percentile	Grad Eq.	Descriptor
Vocabulary	15	95	7.7	Superior
Spelling	11	63	3.7	Average
Style	8	25	<2.0	Average
Logical Sentences	11	63	3.4	Average
Sentence Combining	Student refused			
Contextual Conventions	9	37	<2.0	Average
Contextual Language	14	91	6.2	Above Average
Story Construction	11	63	<4.0	Average
	Percentile	Quotient Mean=100, SD=15	Descriptor	
Controlled Writing Composite	70	108	Average	
Spontaneous Writing	73	109	Average	
Overall Writing	73	109	Average	


ACTIVITY

There have been **80** logins to this portfolio
There have been **4** discussions started in this portfolio.
There are **4** documents in this portfolio

[View all users](#) [View all activity](#)

DOCUMENTS

- AlbertAA-compeval.pdf** [Download](#)
uploaded by **Darin Challacombe** to the **School Plans Folder** on **03/08/2007**
- Albert-IEPdemographics.pdf** [Download](#)
uploaded by **Darin Challacombe** to the **School Plans Folder** on **03/08/2007**
- Albert-IEP-FBA** [Download](#)
uploaded by **Darin Challacombe** to the **School Plans Folder** on **03/08/2007**
- Albert-IEP-PIlevel** [Download](#)

 DISCUSSION

-  **Demonstration: contact Keys or Families Together** started by **Sarah Adams** on **03/16/2007 @ 11:24 AM** [View Discussion](#)
-  **Albert's Reading ability** started by **Darin Grey** on **03/09/2007 @ 10:26 AM** [View Discussion](#)
-  **Progress on 3/8/07** started by **lashell jimenez** on **03/08/2007 @ 10:22 AM** [View Discussion](#)
-  **Reviewing portfolio** started by **lashell jimenez** on **03/08/2007 @ 10:30 AM** [View Discussion](#)

 [View All Discussions](#)

What's coming

- Provider ratings by youth/parents
- Parent leadership connector/information exchange for members in GMHPC
- Parents identify mode of preferred information delivery

For More Information

- Trina Osher – tosher3@comcast.net
- Keys for Networking – www.keys.org
- Jane Adams – jadams@keys.org

Comparison: Information access

Pre transformation

- Source of information— therapist.
- Church, neighbor
- Family organization delivers information, minimal depth, few people.
- Parents desperate to get handouts, phone number.
- Dysfunctional planning meetings.

Post transformation

- Added options to secure and process information: individual selects level and scope.
- Addresses multiple learning styles
- Available when people want to learn.
- Content rigor.

Comparison: Isolation

Pre Transformation

- Parents isolated from each other.
- Parents isolated from agency planning, evaluation.

Post Transformation

- Parents linked to quality information, variety of formats.
- Parents linked to each other, organized.
- Parent voice drives planning, evaluation.

Comparison: Distance

Pre Transformation

- Parents cannot attend meetings,
- trainings, events
 - Childcare.
 - Uproar.
 - Far far away,
 - Managing child at home or in front of others.
- Vehicle maintenance concerns
 - Lack of public transportation,
 - No connection to carpool.
- Increased anxiety about leaving child or taking child along.

Post Transformation

- Parents may participate in training from their living room.
- Parents have choices of how to participate
 - Close to home and
 - Can still go to far away meetings.

Comparison: Time

Pre Transformation

- Time spent on presentation has to be replicated each time training developed
- Development is continuous.
- Start over every time.

Post Transformation

- Presentation can be used multiple times, multiple audiences.
- Training is not dependent on one person's time
 - the presenter or
 - the family.

Comparison: \$\$\$\$\$

Pre Transformation

- More money \$pent on food, beds, childcare and miles and stress of getting to a place
- Majority of \$pent on \$4 a gallon gasoline, lodging, food
- Lots \$pent on very few people.

Post transformation

- Allows quality content and rigorous content.
- Per person cost to train decreases.
- Increase number who can deliver training.

Transportation

Pre Transformation

- Families dependent on someone else to get to information.
- Vehicle maintenance issues.
- Lack of public support.
- Families sacrifice to pay out cash (before reimbursement).

Post Transformation

- Increases options and opportunity
 - can attend more trainings,
 - gain more in-depth knowledge.
- Focus on presentation content.

Comparison: Focus for Family Organizations

Pre transformation

- Time/energy on arranging
 - Meals, childcare, transportation, hotel rooms, phone cards, stipends
 - Making handouts
 - Picking up the speaker
- Children in crisis: plan for 100, 10 show
- Technology takes over meeting --make it work.

Post transformation

- Build infrastructure of connected discussants-skill to connect privately.
- Increase options to deliver, store and information.
- Connect to national level present.
- Staff spend time helping people understand information.
- Follow up is about information, not travel stipends.

Comparison: Effort

Pre Transformation

- Majority of work is with:
 - Hotels, menus, getting the speaker, copying
- Half the people cannot come, food waste
- Discouraged staff,
- Disappointed trainees

Post transformation

- Big payoff.
- Independent of particular day/time.
- Presentation plays, new one developed.