Breakout Session 1
#8

Moving Beyond Motivation: Using Technology to Enhance Evidence-Based Practices

Presenter
Andrea H. Parrish, M. Ed.
Lecturer, Department of Special Education, Towson University

Abstract
Classroom technology may increase motivation of students with ASD, therefore enhancing evidence-based practices. This session will discuss implications for using the Interactive Whiteboard and iPad to enhance contemporary and traditional ABA approaches. Receive methods for incorporating technology, a procedure for selecting the best iPads apps, and opportunities for hands-on experience.

Learner Objectives
Participants will:
- Identify practical teaching strategies involving technology that can be used to enhance evidence-based practices for students with ASD.
- Describe considerations for incorporating technology and selecting the best applications for students.
- Acquire customizable templates for planning instruction which incorporates technology to enhance evidence-based practices.

Description
Existing research has begun to outline the advantages of the use of technology tools with individuals with Autism Spectrum Disorders (ASD). Some of this research discusses the fact that the use of technology devices in the classroom setting serves as a source of motivation for many of these students. Given that technology has the potential to increase motivation and engagement of students with ASD, teachers can move beyond use of technology solely as a reinforcer and consider how technology can be used to enhance evidence-based practices. This session will discuss key implications for using technology devices, such as the Interactive Whiteboard and multi-touch tablet (such as the Apple iPad), to enhance contemporary Applied Behavioral Analysis (ABA) approaches, such as Pivotal Response Treatment and
more traditional ABA approaches, such as Discrete Trial Training. Participants will be exposed to practical methods for incorporating these ideas into the classroom, such as a 5-Step Process for incorporating technology for students with ASD and the App Selection Rubric (both developed by Mark Mautone, 2013). Participants will be provided with a lesson planning template that allows classroom teachers to develop instructional plans for aligning students’ individual goals with evidence-based practices, technology tools, teaching activities, and data collection methods in order to create optimal technology integration in classroom settings. Following a lecture presentation, the session will conclude with demonstrations of ways that the iPad may be used to support the facilitation of evidence-based practices.

**Bibliography**


**Target Audience**

Educator – Advanced
Related Service Providers (Occupational Therapists, Physical Therapists, Speech Therapists...)

Autism Society of Baltimore-Chesapeake  www.baltimoreautismsociety.org
**Target Audience Cont.**

This session will target issues related to the following:

- Newly Diagnosed Childhood

**Biography**

Andrea Parrish is a lecturer and doctoral student at Towson University. She holds degrees in special education from Towson and Johns Hopkins Universities and an administrative certificate from Goucher College.

**Past Presentations**

The presenter is a current Instructional Technology doctoral student researching the use of technology in K-12 settings and higher education; therefore previous research in this area has not been published but submitted as part of Ed. D. graduate work requirements. Additional presentations on related topics have occurred in the presenter’s role as a college lecturer in both graduate and undergraduate coursework related to ASD at Towson University and Goucher College.

**Format**

This session will be designed to include a lecture presentation for approximately 75% of the session length with the remaining time utilized for participants to rotate to a series of stations. The presenter or a teacher of students with ASD who will model the use of specific iPad applications that can be used in conjunction with evidence-based strategies will host each station. Demonstrators will introduce the application or technology tool, discussed how it can be used in the classroom, and allow participants to experiment with the tool. The presenter plans to bring an iPad cart (with 20 iPads) to allow participants to gain hands-on experience with some of the applications discussed.