

Directors Webinar Assistive Technology

August 8, 2022



High Incidence Disabilities and Assistive Technology (AT) = Positive Post School Outcomes

**Received
Assistive Technology**

★ 99.8% Graduate
80.9% Attend Post Secondary

**DID NOT Receive
Assistive Technology**

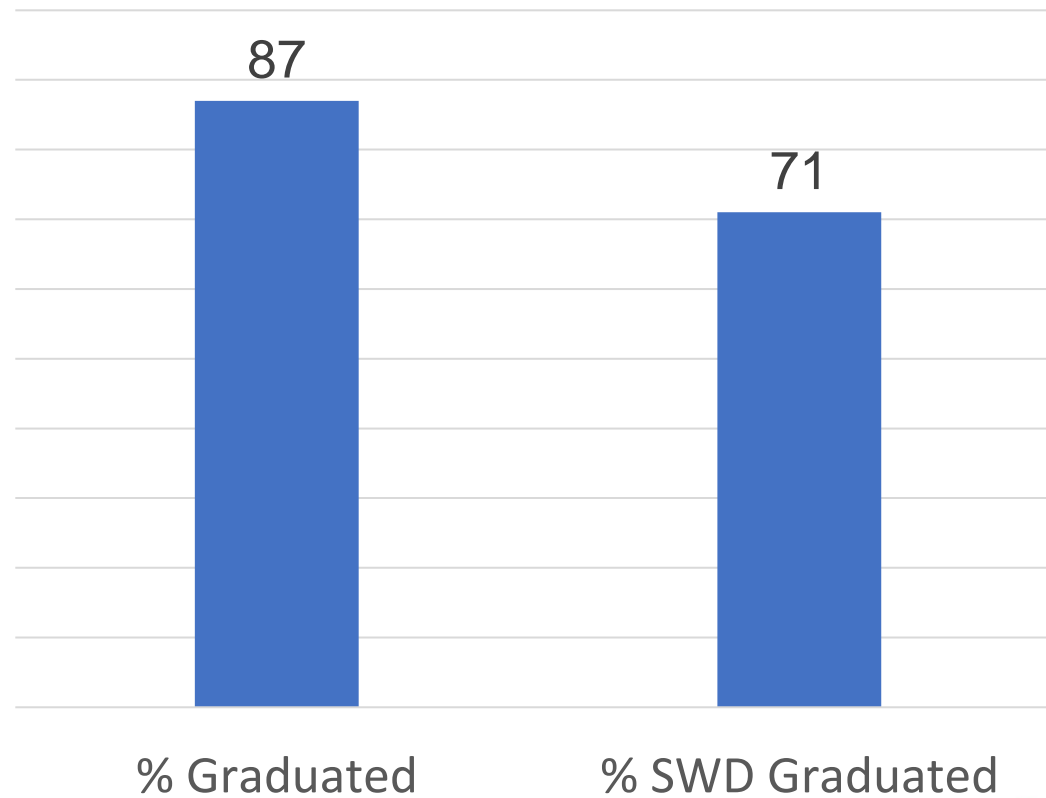
★ 79.6% Graduate
40.1% Attend Post Secondary

★ Bouck, E., Maeda Y., & Flanagan, S. (2013) Assistive Technology and Students with High-Incidence Disabilities: Understanding the Relationship Through NLTS2. *Remedial and Special Education*, 33(5) 298-308.

National DATA

- Graduation Rates – 2019 - 2020

Public High School
Graduation rates
and Students with
Disabilities (SWD)
Graduation Rates



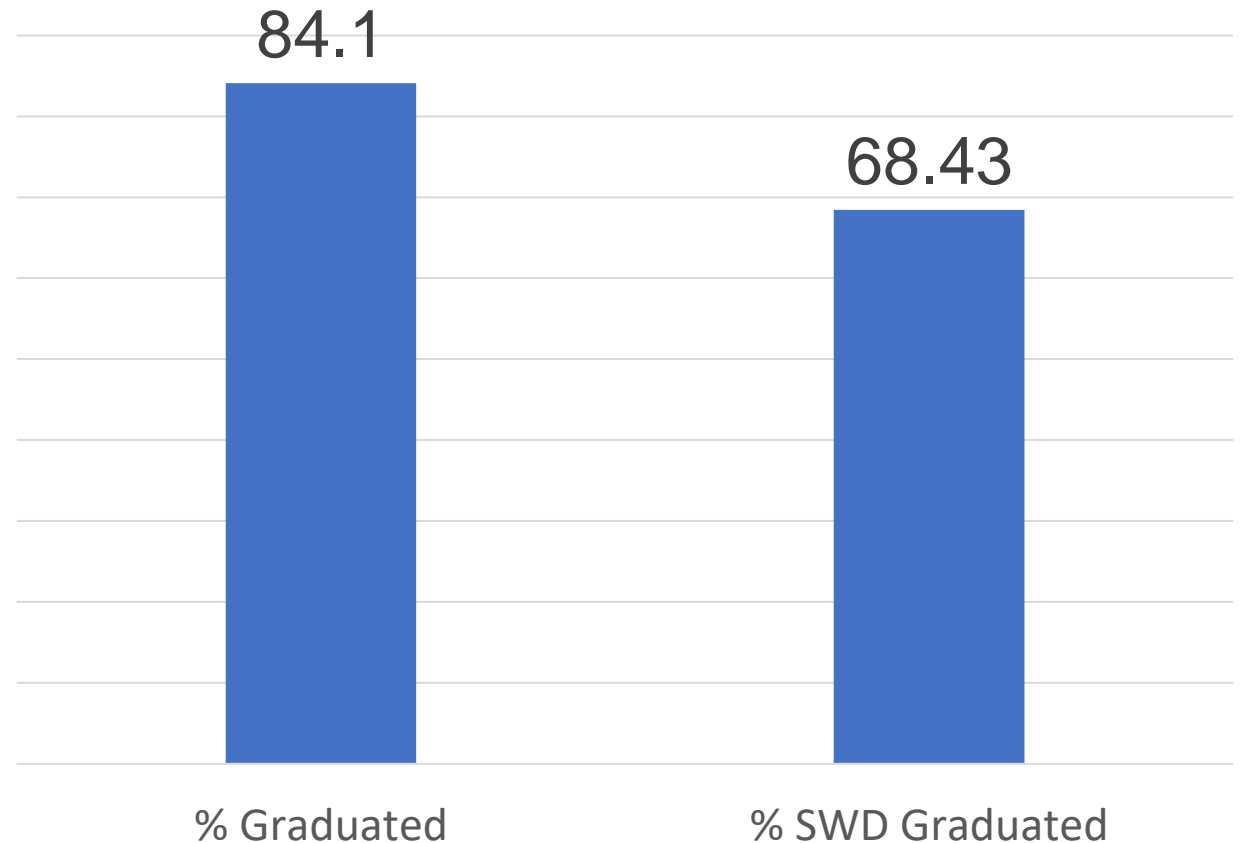
National Center for Educational
Statistics [IES>NCES](#)

Georgia DATA

- Graduation Rates – 2021 - 2022

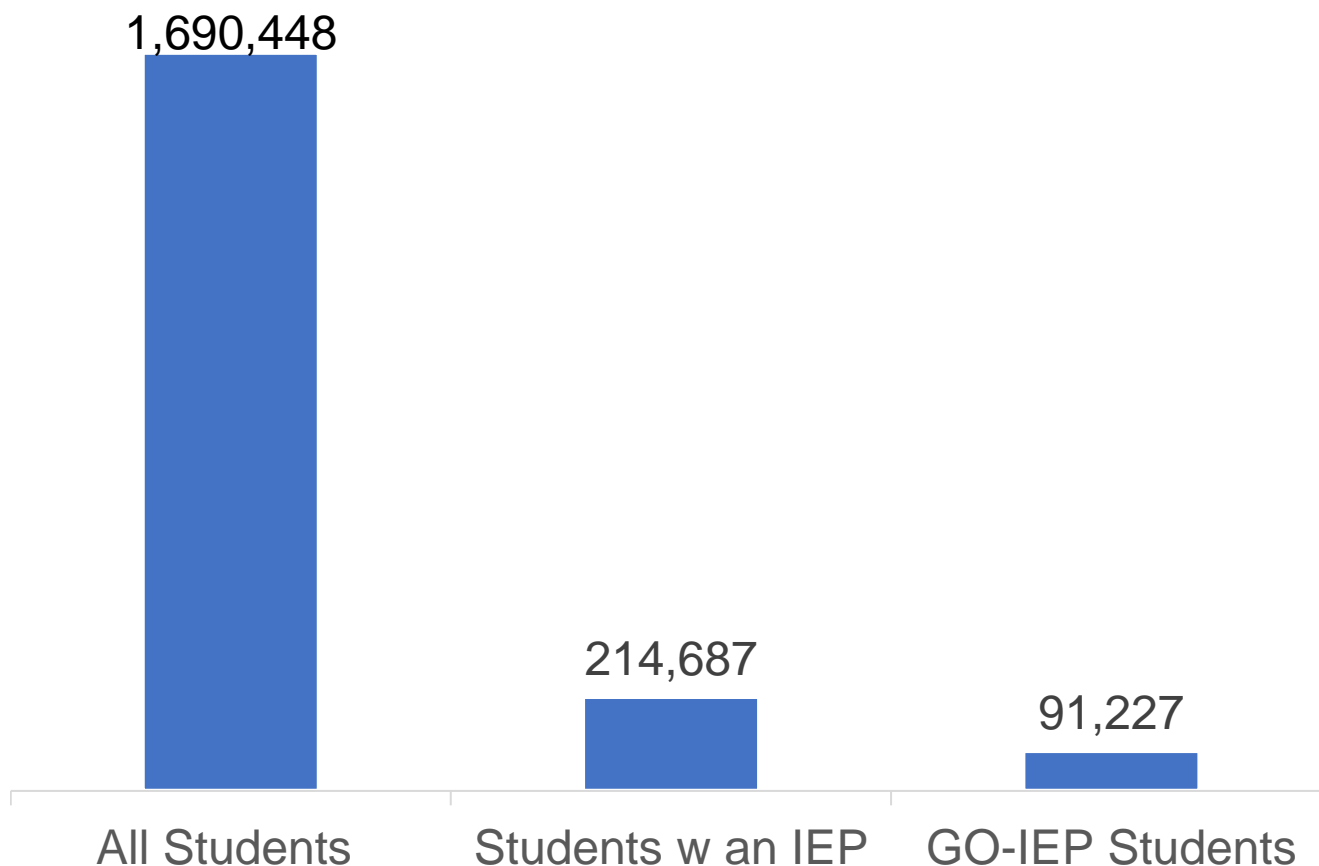
Public High School
Graduation rates
and Students with
Disabilities (SWD)
Graduation Rates

The Governor's Office of Student
Achievement [Downloadable Data](#)



Georgia Students 2022

Georgia Online Individualized Education Plan (GO-IEP)

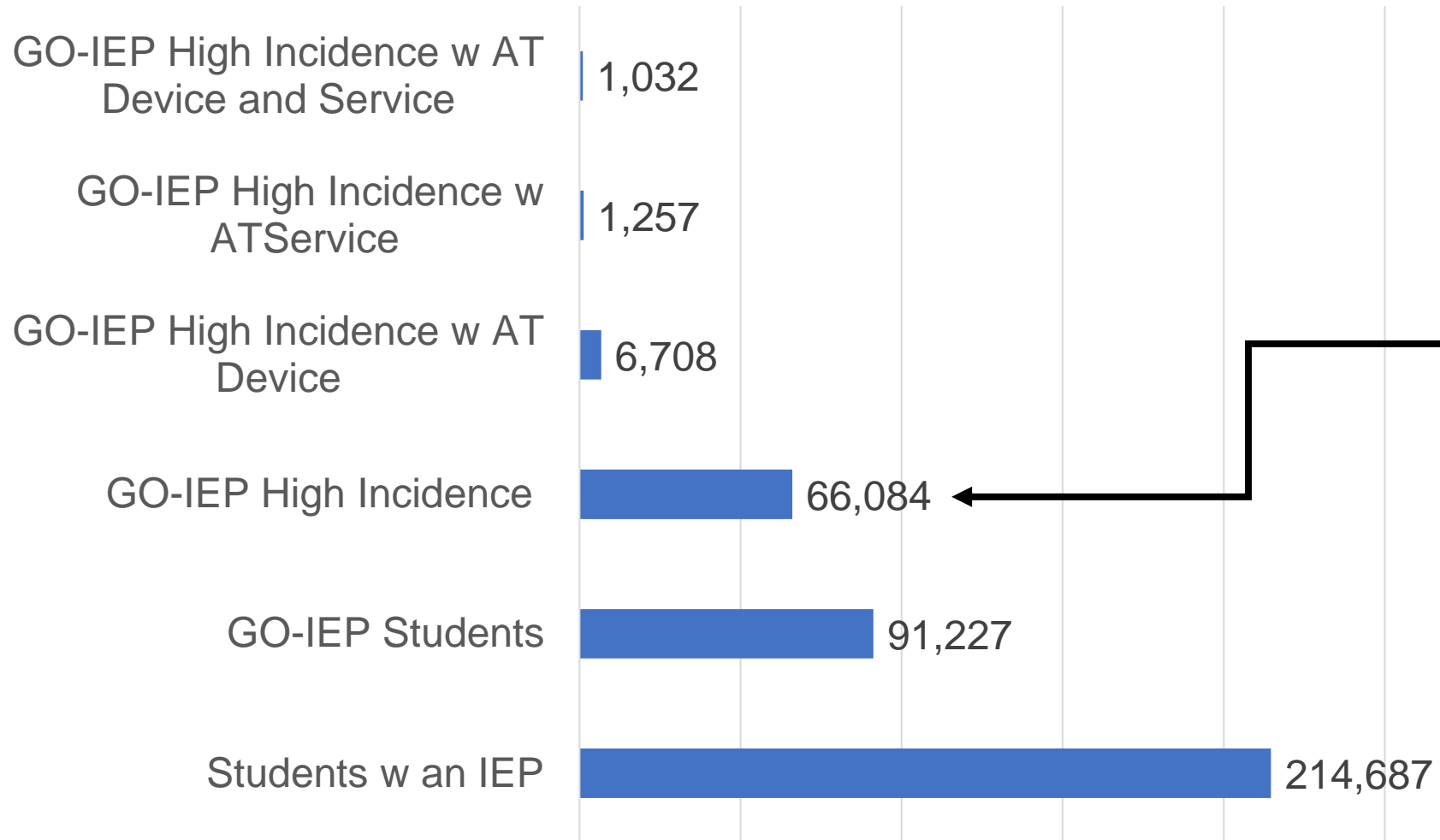


The Governor's Office of Student Achievement [Downloadable Data](#)

GO-IEP data report
December 2022

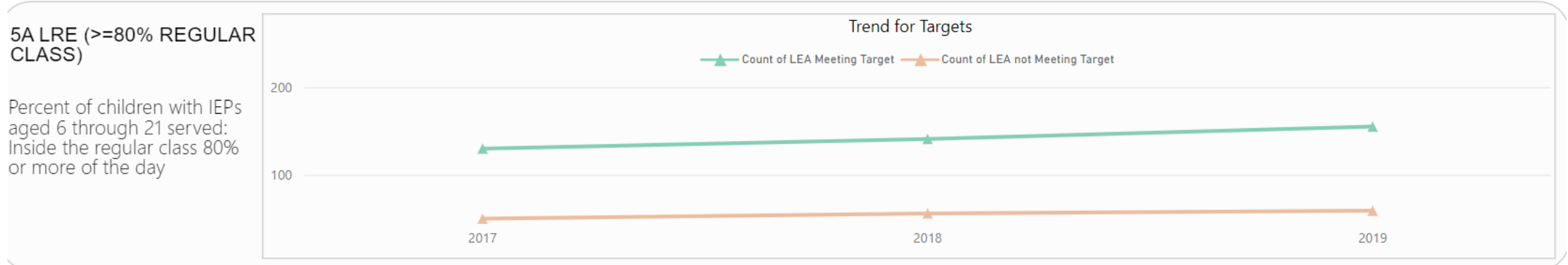


Georgia Students with an IEP and Assistive Technology (AT)



How can we support 72.40 % of students with high incidence disabilities

Students Served in General Education Classes



**Percent of children with an IEP aged 6 through 21 served:
Inside the regular class 80% or more of the day.**

State Target: 63.75%

State Rate: 61.76%

[80% or greater in regular education - To view your districts data trends](#)

Assistive Technology Law

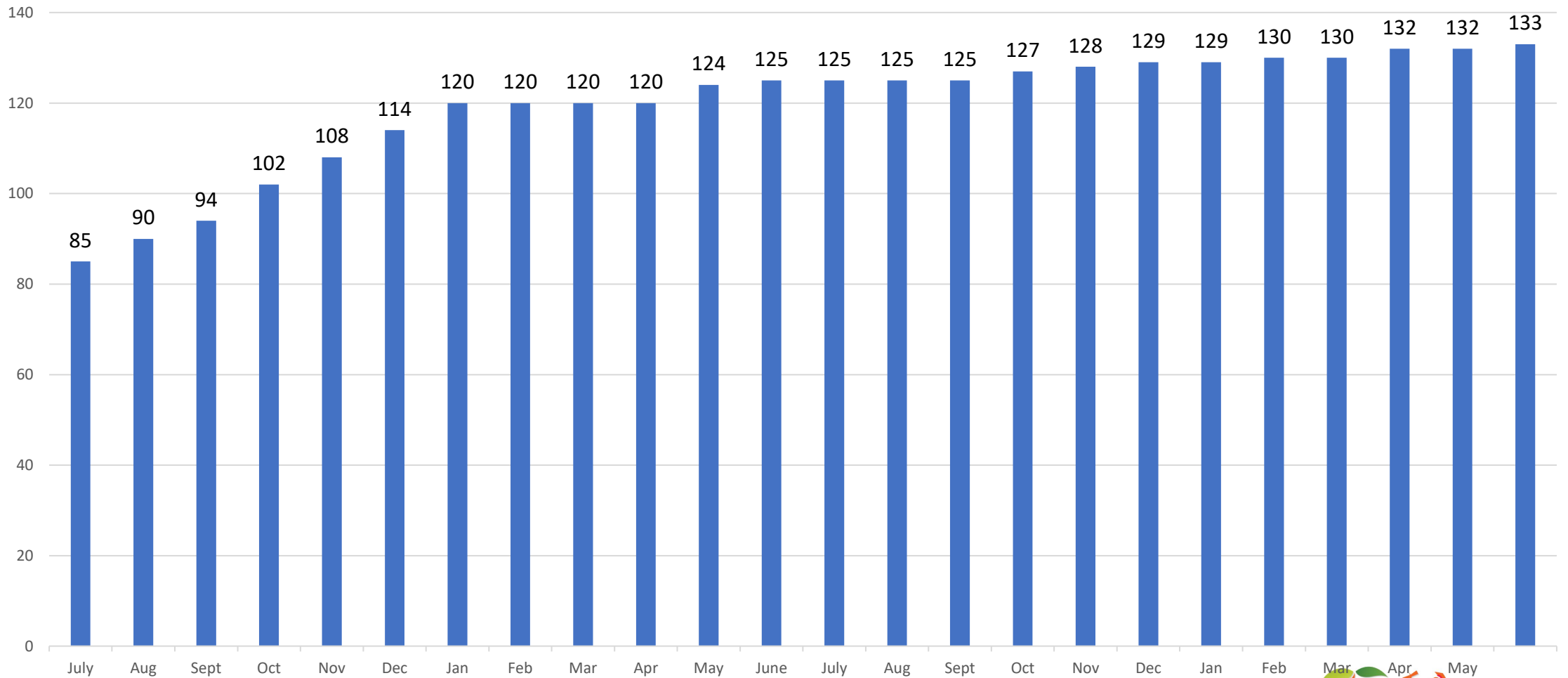
- § Section 300.5 Assistive technology device
 - Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.
 - Individuals with Disabilities Education Improvement Act of 2004
- § Section 300.6 Assistive technology service
 - Any service that directly assists a child with a disability with the selection, acquisition, or use of an assistive technology device.

GaDOE and Center for Inclusive Design and Innovation (CIDI)

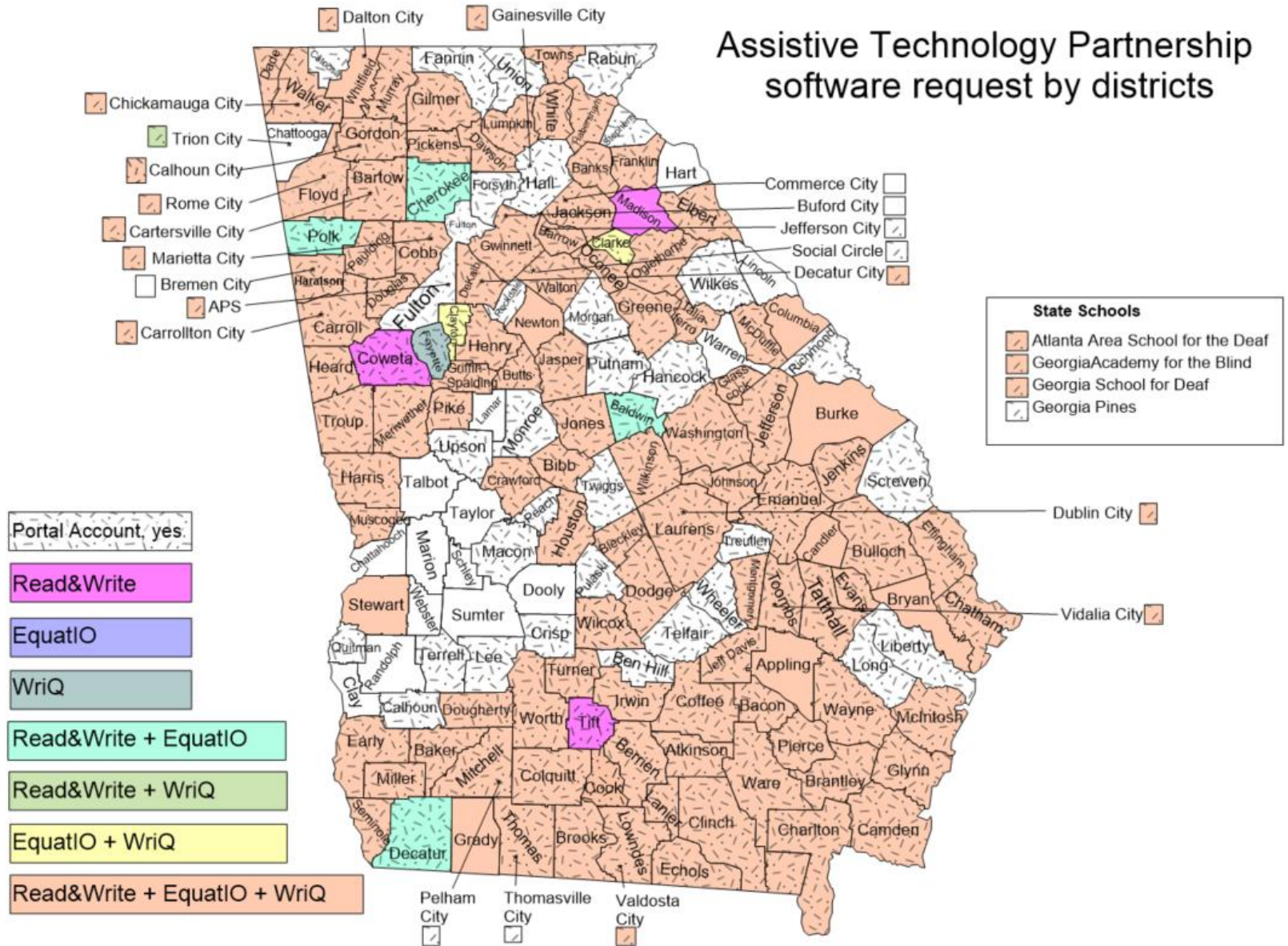
Assistive Technology Partnership

- Software Program
 - (Reading, Writing and Math)
- Lending Library
- uPar – Reading Accommodations Protocol (New for 2023 – 2024 school year)

Local Educational Agencies Requesting Software



Partnership Districts



June 2022



Universal Protocols for Accommodations in Reading (uPar)

- uPar helps students access grade level text by identifying the reading accommodations that is right for the student.
- Over 50% of students who are reading below grade level can access grade-level text independently with a reading accommodation.* uPAR identifies these students through an automated online process—showing their path to understand text through listening (“ear” reading) compared to traditional “eye” reading. The effect? Students gain access to grade level text!

uPar

Universal Protocols for Accommodations in Reading

- uPar is a reliable method to identify which students could benefit from read-aloud accommodations, more students can get the supports they need to access grade-level text.
- Recommendations are based on what each student needs to best understand text.
- Provides data driven information for IEP recommendations and this data can be printed or saved to include in IEP documentation.

uPar: Transformation Through Data and Leadership



Technology Features that can Support Students

- Speech to Text
- Text to Speech
- Closed Captioning in PowerPoint and Google Slides
- Microsoft Immersive Reader
- Identifying the appropriate reading accommodation (uPar)

Research - Assistive Technology (AT)

- “Accommodations for reading are among the most studied, with evidence showing that text-to-speech or read-aloud can significantly increase both pages read by SWDs and test scores (Calhoun, Fuchs, & Hamlett, 2000; Dolan et al., 2005; Elkind & Elkind, 2002; Fuchs et al., 2000).”
- “Read-aloud and text-to-speech accommodations can help reduce cognitive load by allowing these students to bypass their issues with decoding and focus on reading and processing the texts (Anderson-Inman & Horney, 2007; Dolan et al., 2005; Fuchs and Fuchs, 2001).”

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