Assistive Technology (AT), Adapted Physical Education, Accessibility Accessible Educational Material's (AEM)

SELDA
Division for Special Education Services and Supports
January 17, 2023
Assistive Technology
Alternative classroom seating
History of AT

• The History

• 1973 - Rehabilitation Act of 1973
• 1988 - Assistive Technology Act
• 1990 - Individuals with Disabilities Education Act
• 1994 - Assistive Technology Act
• 1994 - Individuals with Disabilities Education Act
• 1998 - Americans with Disabilities Act
The Law - Assistive Technology Device

§ 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.
• EXCEPTION. The term does not include a medical device that is surgically implanted, or the replacement of such device.

(Authority: 20 U.S.C. 1401 (a)(26))
§ 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.
Assistive Technology and IEP Teams

• Broad definition gives IEP teams the flexibility to provide a range of assistive technology solutions from low technology to high technology.
• May include modifications and accommodations required by the student.
• May include instructional technology.
High Incidence Disabilities and Assistive Technology

- 99.8% Graduate
- 80.9% Attend Post Secondary

- 79.6% Graduate
- 40.1% Attend Post Secondary

High Incidence Disabilities
Graduation Rate

99.8
With AT

79.6
NO AT
High Incidence Disabilities Attend Post Secondary

With AT: 80.9

NO AT: 40.1
AT Supports

How can Assistive Technology help?

Access Educational Materials
Access the Curriculum
Acquire Knowledge
Demonstrate Skills
Assistive Technology can Help

1. Students who experience **difficulty with reading** use technology to access information, acquire knowledge and demonstrate skills.

2. Students who experience **difficulty with writing** use technology to demonstrate knowledge and skills.

3. Students who experience **difficulty with physical or sensory access** to classroom materials use technology to access the curriculum and demonstrate knowledge and skills.
Assistive Technology can Help

4. Students who experience **difficulty with math** use technology to access information, acquire knowledge and demonstrate skills.
5. Students who experience **difficulty with oral communication** use technology to support communication efforts.
Top 10 Assistive Technology Supports for Every Classroom

1. Using the technology/AT that is currently in the classroom
2. Text to Speech (TTS)
3. Audiobooks and/or Digital Books
4. Speech to Text (Dictation)
5. Built in Accessibility Options
   • PC - Ease of Access
   • Mac Book - Accessibility Options
   • Mobile Devices – Accessibility Options
6. Graphic Organizers
7. Using Extensions and/or Add-ons with internet browsers
8. Mobile Devices
9. Visual Supports (classroom and/or behavior management)
10. Closed Captioning
AT Partnership Overview
To build capacity and have a sustainable impact on Assistive Technology Services for grades K-12 throughout Georgia.

• Assistive Technology (AT) Consultation Services
• AT/UDL Software Pilot Program (Reading, Writing, Math)
• Assistive Technology Lending Library
• EdTrade, Georgia Assistive Technology (AT) School Swap Database
• Assistive Technology Webinar Series
Portal (12/15/2022)

• 333 users registered
• 190 districts
• 12 Charter Schools
• 3 State Schools and Georgia Pines
• 8 GNETS
AT Portal Log-In

https://gatfl.gatech.edu/sri/users/login
Portal Requests

Assistive Technology Services Request Form

Please complete this form to request service from Georgia Tools For Life.

Request Date: 7/9/2020

Profile Information

Agency
Organization / Region
District / School
School Name
Special Education Director
Special Education Director Email

Contact Information

Name
Email
Grade Level: All Levels

Alternate Contact?
Will you be the primary contact for this request? Yes

Requested Services
You must submit a separate submission for each request:

Type of Service:
- Consulting
- Software
- Product Loan

Next
AT/UDL Software (Reading, Writing and Math) (06/06/2022)

• Number of LEAs – 132
  • Read&Write – 152,440
  • EquatIO – 152,618
  • WriQ – 149,999

• Total number of licenses – 455,057
AT Webpage Update

• New AT Resource Documents:
  • AT Assessments – Provides a resource to use when considering the need for an AT assessment.
  • AT to consider for transition – Provides a guide for assistive technology and transition planning.

• Please review all documents on the right side of the AT webpage including:
  • AT Chrome Extensions
  • AT for Low Incidence Disabilities
  • 508 Compliance and Accessibility
  • MS word document and accessibility
  • PowerPoint and accessibility
  • AT research and resources
  • Office 365 and computer tools, MAC and One Note
  • AT and transition NTACT (National Technical Assistance Center on Transition)
Take A Minute

Assistive Technology (AT)
"Take a Minute"

• “Take a Minute” is a simple initiative to support IEP teams when discussing assistive technology (AT), and accessible educational materials (AEM) during IEP meetings.

• The goal of “Take a Minute” is for IEP teams to briefly discuss or “Take a Minute” in the Special Factors section to talk about a student’s need for (AT) and/or (AEM).
“Take a Minute”
IEP Team
Guiding Questions

1. Were there issues in present levels that address how your student’s disability affects his or her ability to be involved and progress in the general education curriculum related to reading, writing, communication, or any other areas?

2. Will AT support the deficit areas addressed in the present levels?

3. Can AEM (braille, larger print, audio or digital text) provide access so the student can better comprehend print and or digital text?
The Case against Assistive Technology
If you are an Office 365 district or use Microsoft Office Suite, you have access to this support!
Benefits of Assistive Technology

• Productivity

• Independence

• Achievement
Things to Keep in Mind

Technology is no substitute for good instruction
Low Incidence Students
Communication

National Joint Committee for the Communication Needs of Persons With Severe Disabilities (NJC)

All people with a disability of any extent or severity have a basic right to affect, through communication, the conditions of their existence. Beyond this general right, a number of specific communication rights should be ensured in all daily interactions and interventions involving persons who have severe disabilities. To participate fully in communication interactions, each person has these fundamental communication rights:
Communication Bill of Rights

I have the right:

- to be given real choices
- to say no, refuse and reject choices
- to ask for what I want
- to share my feelings
- to be heard and responded to even if the answer is no
- to ask for and get attention and interaction
- to know and understand my schedule and world
- to have my speech system in working order and to have a back up
- to be a full and equal member of my community
- to be treated with respect and dignity
- to be spoken with, not about
- to be communicated with in a sensitive manner

From the National Joint Committee for the Communicative Needs of Persons with Severe Disabilities. (1992). For meeting the communication needs of persons with severe disabilities. Aisha. 34(Special 7). 2–3. Adapted by K. Al
The Importance of Training

“Technology and Augmentative Communication Systems can be very powerful, but they are useless in enabling children to realize their potential without appropriate training and a supportive environment.”

Implementing augmentative alternative communication and assistive technology will consumes a lot of time and energy from therapists, teachers, parents and the child.

This is especially true if it is an addition to the curriculum instead of an integral part of it.

Remember: AAC Competency Takes Time!
AAC – PODD
(Pragmatic Organizational Dynamic Display)
AAC - Core Board

I, me, my  do  help  play  where  different
you, your  want  eat  look  what  no
Let's  go  stop  turn  there  more
it  is  drink  get  that  all done
AAC – Eye Gaze
AAC – Speech Generating Device
AAC - Communication Board
High Tech AAC Devices

Nova Chat

Touch Chat

DynaVox
Areas That Utilize Switch Access

- Communication
- Language Development – oral and written
- Academic
- Computer Access
- Mobility
- Activities of Daily Living
- Recreation/Leisure
The Importance of Physical Access

• For our students with severe physical disabilities, access is the most critical piece of the puzzle.

• Without the appropriate selection of tools, we leave our students with severe physical disabilities with extremely limited means of independence, participation and communication.
Basic Switch Properties

- Pressure Switch
- Toggle/Reed Switches
- Sip and Puff
- Grip Switch
- Wireless Switches
Why We Teach
Communication

The Importance of Communication
What is Adapted PE?

• Adapted Physical Education is physical education which has been adapted or modified to be as appropriate for the person with a disability as it is for a person without a disability.
• Adapted Physical Education may also be referred to as specially designed physical education, special physical education, or developmental physical education.

Additional Information:
• Physical education is not a related service; therefore, Adapted PE is not a related service.
• Related services (services that may be provided to help the student benefit from special education services) such as physical therapy, occupational therapy, and recreational therapy cannot be substituted for physical education services.
OSEP Letter, May 12, 2021

- IDEA section 602(29). The IDEA regulations define physical education to mean “[t]he development of – (A) [p]hysical and motor fitness; (B) [f]undamental motor skills and patterns; and (C) [s]kills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).” 34 C.F.R. § 300.39(b)(2)(i). Physical education “[i]ncludes special physical education, adapted physical education, movement education, and motor development.” 34 C.F.R. § 300.39(b)(2)(ii).
  - Physical Education includes special physical education, adapted physical education, movement education, and motor development.
  - Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless - (1) the child is enrolled full time in a separate facility; or (2) the child needs specially designed physical education, as prescribed in the child’ IEP. 34 C.F.R. § 300.108(b). If specially designed physical education is prescribed in a child’s IEP, the public agency responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs. 34 C.F.R. § 300.108(c).
  - All children with a disability MUST be afforded the opportunity to participate in regular PE. If Specially Designed Instruction (SDI) for PE is in the IEP, the LEA must provide the service directly or make arrangements for those services.
OSEP Letter – continued page 2

OSEP Letter, May 12, 2021

• When the IEP Team determines a child requires physical education as specially designed instruction to meet the unique needs of a child with a disability, the service is considered special education and not a related service. As with other services in the IEP, the IEP Team determines the frequency, location, and duration of the service based on the needs of the child. See 34 C.F.R. § 300.320(a)(7).

  • When PE is SDI to meet the needs of the student, the service is considered special education and is NOT a related service. As with any direct service, the IEP determined the frequency, location, and duration of the service.

• While Part B of the IDEA does not mandate any particular personnel standards, each State’s policies and procedures must provide for the establishment and maintenance of standards to ensure that personnel necessary to carry out the purposes of Part B are appropriately and adequately prepared and trained. See 34 C.F.R. § 300.156(a).

  • Personnel standards: Each States’s policies and procedures MUST provide for the establishment and maintenance of standards to ensure that personnel necessary to carry out SDI for PE are appropriately and adequately prepared and trained. The determination of who is qualified to provide PE as SDI, including Adapted PE, is dependent upon the State’s policies and procedures.
OSEP Letter – continued

OSEP Letter, May 12, 2021

The determination of who is qualified to provide PE as specially designed instruction, including Adapted PE, is dependent upon the State’s policies and procedures.

Georgia Specific Information:

8.q.1 Adaptive Physical Education (P.E.)

Teacher Qualifications:

• In accordance with GaPSC CAPS In-Field alignment, teachers holding Health and PE Certification (P-12) are in-field to teach the content required for Adaptive PE.
Resources

GaDOE Adapted Physical Education Webpage
- IDEA and Adapted PE – GaDOE one pager
- Adapted PE – GaDOE one pager
- Center on Health, Physical Activity The National and Disability (NCHPAD) [http://www.nchpad.org/](http://www.nchpad.org/)
- PE Central Adapted Physical Education Resource Page [http://www.pecentral.org/adapted/adapted_menu.html](http://www.pecentral.org/adapted/adapted_menu.html)
Questions
State of Georgia (AEM)

Accessible Educational Materials
Accessible Educational Materials

Accessible educational materials (AEM) are print- and technology-based educational materials, designed that makes them usable across the widest range of learner variability, regardless of format (e.g., print, digital, graphic, audio, video).
**Consideration of Special Factors - It’s more than a Check Box**

II. **CONSIDERATION OF SPECIAL FACTORS**

   a) Does the student have behavior which impedes his/her learning or the learning of others?  
      □ Yes  □ No  
      If yes, consider the appropriateness of developing a Behavior Intervention Plan.  
      Behavior Intervention Plan developed?  
      □ Yes  □ No  
      Refer to Behavior Intervention Plan for additional information.

   b) Does the student have Limited English proficiency?  
      □ Yes  □ No  
      If yes, consider the language needs as related to the IEP and describe below.

f) **Does the Student need assistive technology devices or services?**  
   □ Yes  □ No  
   If yes, describe the type of assistive technology and how it is used.  
   If not, describe how the student’s needs are being met in deficit areas.

   g) **Does the Student require accessible format for instructional materials?**  
      □ Yes  □ No  
      If yes, specify format(s) of materials required below  
      □ Braille  □ Large Type  □ Auditory  □ Electronic/Digital text
History of Textbook and Learning Resources
Instructional Materials prior to 2016

• 2015 Georgia Learning Resources Recommendation Agreement had an agreement between the publisher and the state board of education.
  • Electronic Format Version Required
  • Provision of Files for Production of Learning Resources for Students Who are Print Disabled: by delivering the Instructional Materials to the NIMAC

• House Bill 739, Legislative Session 2016 opted the DOE out adoption and left adoptions up to local school districts.
Instructional Materials 2016 - Today

• Did Not Include specific information about:

  • Electronic Format Version
  • Provision of Files for Production of Learning Resources for Students Who are Print Disabled
  • We would encourage the use of contract language when LEA’s are purchasing Instructional materials to include Electronic Versions as well as Files for students that have a print disability to be delivered to the NIMAC.
A print disability is easiest to understand when considering how the student interacts with printed materials. A student with a print disability is one who is unable to gain information from printed materials at an anticipated level for their grade and needs alternative access or an accessible format (i.e., Braille, Large Print, Audio, Digital text) to gain information from and use those materials. Print disabilities commonly affect students with blindness, visual impairments, learning disabilities or other physical conditions that make it difficult to hold or manipulate educational materials.
## Format Type; Accessible Format; AT Required

<table>
<thead>
<tr>
<th>Format Type</th>
<th>Accessible Format</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Braille</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refreshable</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Embossed</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Large and Enlarged Print</td>
<td></td>
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</tr>
<tr>
<td>Magnification</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Hard Copy</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Electronic</td>
<td>Yes</td>
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<tr>
<td>Audio</td>
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<tr>
<td>Electronic</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Human Reader</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Digital Text (Other Forms)</td>
<td>Yes</td>
<td>Yes</td>
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State of Georgia AEM DATA

• Number of Students with an IEP (October 2020 FTE Count)

222,609
State of Georgia DATA

• Number of data sets reviewed 40.1% of all SWD’s

91,226
State of Georgia Alternate Formats

- AF Considered: 91226
- AF Required: 16639
- Human Reader: 14749
- Embossed Braille: 114
- Electronic/Digit.: 14207
- Enlarged Font: 865
- Braille: 1577
- Braille Needed: 142
- Large Print: 1043
State of Georgia Assistive Technology

AT Considered: 91225
AT Needs Device: 11732
AT Needs Service: 2895

Chart Title
### Format Type; Accessible Format; AT Required

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Accessibility

The term "accessibility" describes how successfully a person with a disability, or a unique need can perceive, operate, and understand information they want or need. This is where assistive technology comes into play. Assistive Technology helps persons with disabilities to perform tasks that might otherwise be difficult or impossible.

Some examples of accessibility include:

- Utilizing the keyboard instead of a mouse to navigate a screen.
- Utilizing a screen reader.
- Video captions or subtitles.
- Text-to-speech options.
How to make documents Accessible

Start with the Accessibility Checker - Microsoft Word

MS word has an Accessibility Checker built into the ribbon for easy access. The checker classifies the issues into three areas:

**Errors**: Makes the document almost impossible for people with disabilities to read or access.

**Warnings**: Makes the document content difficult for people with disabilities to read or access.

**Tips**: The document can be accessed but it could be better organized.
Microsoft Word – Use Styles

Make sure the document is in logical order. It is just like putting an outline together. Styles allows you to write your document using an outline format so that a screen reader can follow the order and skip areas if needed.

Build a Table of Contents
Alternative Text

The use of Alternative Text (Alt Text) in a document provides a non-visual representation of an image (the content or function of the image) to a reader that may not be able to see the image.

- In Alt Text, briefly describe the image and mention the existence of the text and its intent. Include the most important information in the first line and be as concise as possible.
- If the object is an image of text, the Alt-Text must match the text verbatim.
Microsoft Word - Resources

Here are a few links to some short videos about how to use some of the built-in accessibility tools.

**Word:**

- [MS word video “accessibility checker”](#) 1 minute 10 seconds
- [MS word video “alt text”](#) 2 minutes 7 seconds
- [MS word video “heading styles”](#) 1 minute 25 seconds
How to make PowerPoint Accessible

Start with the Accessibility Checker - PowerPoint

PowerPoint has an Accessibility Checker built into the ribbon for easy access. The checker classifies the issues into three areas: **Errors**: Makes the document almost impossible for people with disabilities to read or access. **Warnings**: Makes the document content difficult for people with disabilities to read or access. **Tips**: The document can be accessed but it could be better organized.
PowerPoint – Reading Order

Visually we can read slides because we can see the logical order and it’s flows. Screen reading software needs a reading order defined so it reads it in the appropriate order. The best way to do this is to use pre-existing slides that are available in PowerPoint.

If you need a custom slide, or maybe you have already moved things around, you can adjust the reading order in PowerPoint.

The following video will discuss the importance of the reading order and how to adjust the reading order if needed.

PowerPoint video “accessible slides” (2 minutes and 29 seconds)
PowerPoint – Font Size

To be sure that the presentation is accessible always use sans serif font (sans serif fonts are made up of mostly of straight lines) for text and headings of more than one line.

- Main Titles, font size 40 and Bold
- Subtitles, font size 28
- Sentences, font size 24

No more than 3 bullet points per slide
PowerPoint – Things to Avoid

• Avoid using all capital letters, shadow text, and excessive italics or underlines.
• Avoid using a graphic background, or a blue color background.
• For text and background, avoid using the color gray.
• Avoid using grayscale for photos, graphics, graphs, maps or charts.
PowerPoint – Things to Avoid

• Except for bulleted lists, avoid placing information in columns.
• Avoid using automatic slide transitions.
• Excluded flashing or animated text and objects.
PowerPoint

Automatic Captioning/Subtitles

(Requires Windows 10)

PowerPoint can add captions/subtitles to a presentation and display them on the screen as you present.

On screen captions can be in the language you are speaking or translated into another language. This can help individuals that may be deaf or hard of hearing, have attention issues, or if the audience is more familiar with another language.
PowerPoint

Resources and Tools
Here are few links to some short videos about how to use some of the built-in accessibility tools.

PowerPoint:

PowerPoint video “accessible slides”  (2 minutes 29 seconds)
PowerPoint video “image accessibility”  (1 minute 38 seconds)
PowerPoint video “Live Captions”  (1 minute 7 seconds)
Questions
Contact Information

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