Leveraging Technology
(That We Own)
To Support Struggling Students

February 26, 2020

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Session Norms

• Place electronics on silence/vibrate.
• Remain engaged in learning.
• Respectfully share opinions.
• Ask questions for clarification to avoid making assumptions.
Non-Endorsement Statement
Georgia Department of Education

The Georgia Department of Education does not endorse any non-Georgia Department of Education websites or products contained within these pages or through external hyperlinks. These webpages and documents provide only a sampling of available resources and in no way should be considered an exhaustive list of available resources. It is at the discretion of individual districts and schools to determine appropriate resources to serve stakeholders.
Assistive Technology Device § Section 300.5

• Assistive technology *device* means 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 a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.
Assistive Technology **Service** § Section 300.6

Assistive technology **service** means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child’s customary environment;

b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;

c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

d) Coordinating and using other therapies, interventions, or services with assistive technology devices;

e) Training or technical assistance for a child with a disability or, if appropriate, that child’s family;

f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.
Power Point

• Captioning
  • On the Slide Show ribbon tab, select Subtitle Settings. Or, you can adjust the settings without leaving your presentation through the context menu, Slide Show or Presenter View menus > Subtitle Settings > More Settings.
  • Use Spoken Language to see the voice languages that PowerPoint can recognize and select the one you want. This is the language that you will be speaking while presenting. (By default, this will be set to the language corresponding to your Office editing language.)
  • Use Subtitle Language to see which languages PowerPoint can display on-screen as captions or subtitles, and select the one you want. This is the language of the text that will be shown to your audience. By default, this will be the same language as your Spoken Language, but it can be a different language, meaning that translation will occur.
  • In the Subtitle Settings menu, set the desired position of the captions or subtitles. They can appear over the top or bottom margin of the slide (overlaid), or they can appear above the top or below the bottom of the slide (docked). The default setting is Below Slide.
Why should we use technology?

- Impacts outcomes for students
- Provide access to the general curriculum
- Allows students to demonstrate what they know
- Supports differentiation
- Provides independence
- May provide an essential support for communication
Introduction to Assistive Technology

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
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. □ Yes □ No
   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.

c) Does the student have blindness/visual impairment? □ Yes □ No
   If yes, provide for instruction in Braille and the use of Braille, unless the IEP Team determines that instruction in Braille is not appropriate for the student after an evaluation of the student’s reading and writing skills, needs, and appropriate reading and writing media, including evaluation of future needs for instruction in Braille or the use of Braille. Describe below.

d) Does the student have communication needs? □ Yes □ No
   If yes, consider the communication needs and describe below.

e) Is the student deaf or hard of hearing? □ Yes □ No
   If yes, consider and describe the student’s language and communication needs, opportunities for direct communication with peers and professional communication, assistive technology, and instructional strategies for instruction in the general education setting.

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 alternative format for instructional materials? □ Yes □ No
   If yes, specify format(s) of materials required below.
   □ Braille □ Large type □ Auditory □ Electronic text
This is WHY it is Important!

GRADUATION
High Incidence Disabilities and Assistive Technology

- **Received Assistive Technology**
  - 99.8% Graduate
  - 80.9% Attend Post Secondary
  - 80.0% Paid Job after Graduation

- **DID NOT Receive Assistive Technology**
  - 79.6% Graduate
  - 40.1% Attend Post Secondary
  - 50.8% Paid Job after Graduation

High Incidence Disabilities Graduation Rate

Graduation Groups

With AT: 99.8
NO AT: 79.6
• Assistive Technology use Nationally - All Disabilities

![Pie chart showing 91.10% All Special Education Students and 8.90% All Disabilities](www.NLTS2.org)
2016 Georgia Students with an IEP

- 192,38 ALL Students in GA w an IEP
- 19.8% Go IEP - Students with IEP

- 80.2%
GO-IEP District Data

- High Incidence w AT Device: 10.6%, N=36,524
- High Incidence Disabilities: 58.2%
- 100%
### 2018-19 Annual State Technology Inventory Survey - August 2019

<table>
<thead>
<tr>
<th>Operating Systems</th>
<th>Instructional Computers</th>
<th>Thin Client/VDI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Desktops</strong></td>
<td><strong>Laptops</strong></td>
<td><strong>Tablets</strong></td>
<td><strong>Netbooks</strong></td>
</tr>
<tr>
<td>Android</td>
<td>13</td>
<td>926</td>
<td>154</td>
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<tr>
<td>Google Chrome Recent Stable Channel*</td>
<td>18,843</td>
<td>490,595</td>
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<td>Google Chrome 72 or older</td>
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<td>iOS 12.x or newer*</td>
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<td>0</td>
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<td>Linux Ubuntu 14.04 or older</td>
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<td>Macintosh System 10.12 or newer*</td>
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<td>1,743</td>
<td>2,964</td>
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<td>Macintosh System 10.11 or older</td>
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<td>4,622</td>
<td>3,344</td>
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<tr>
<td>Windows 10*</td>
<td>154,670</td>
<td>84,372</td>
<td>280,148</td>
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<tr>
<td>Windows 10 S</td>
<td>284</td>
<td>102</td>
<td>276</td>
</tr>
<tr>
<td>Windows 8*</td>
<td>9,170</td>
<td>2,387</td>
<td>13,640</td>
</tr>
<tr>
<td>Windows 7*</td>
<td>37,881</td>
<td>52,024</td>
<td>28,430</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>234,514</strong></td>
<td><strong>147,954</strong></td>
<td><strong>1,031,106</strong></td>
</tr>
</tbody>
</table>

### Number of K-12 Schools with High-Speed Internet Access

<table>
<thead>
<tr>
<th>Percentage of Schools with High-Speed Internet Access</th>
<th>Number of High-Speed Internet Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>99.82%</td>
<td>2,197</td>
</tr>
</tbody>
</table>

### Number of Classrooms with High-Speed Internet Access

<table>
<thead>
<tr>
<th>Percentage of Classrooms with High-Speed Internet Access</th>
<th>Number of Classrooms with High-Speed Internet Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>99.63%</td>
<td>111,953</td>
</tr>
</tbody>
</table>
My School Technology

• Office of Technology Services
  • Instructional Technology
  • Technology Inventory
    • Results - Access the 2018-19 through 2011-12 School Year reports
  • Click
    • - 1 District Report
    • - 2 Choose Year
    • - 2 Choose District
    • - 1 Choose School Report
    • - 2 Choose School
    • - 3 Generate Data Level Report
Hot Off the Press

Assistive Technology (AT) Services, Software, Training and Lending Library Program with Tools for Life, Georgia’s Technology Act Center
To build capacity and have a sustainable impact on Assistive Technology Services for grades K-12 throughout Georgia.

- January 1, 2020 - December 31, 2020
  - Customized Training Videos (3-7 minutes each)
  - Assistive Technology (AT) Consultation Services
  - Assistive Technology Webinar Series
  - AT/UDL Software Pilot Program (Reading, Writing, Math, Study Skills)
  - Assistive Technology Lending Library
  - Discovery Surveys - District Assistive Technology and Accessibility
  - EdTrade, Georgia Assistive Technology (AT) School Swap Database
2 Minute Discussion
We Should be Reducing Barriers to Learning

What can we provide for the student, so they are challenged and supported?

Student (ability and needs)

When the barrier is known, we can be flexible in the method to achieve the learning goal.

The Barrier

Student Outcomes

I learned that ........

or

Written or spoken text
When should we Try the Technology option?

When there is a barrier to task completion.

What is the goal of the lesson?
How can the student show what they know?
Through your Students eyes!

Get personal recommendations for you and your child.
Dive in.

Through Your Child’s Eyes

It’s one thing to read about learning and attention issues. It’s another thing to see them through your child’s eyes. Experience firsthand how frustrating it is when your hand won’t write what your brain is telling it to. Or how hard it is to complete a simple task when you have trouble focusing. Use these unique simulations and videos to better understand your child’s world.

Experience It
Tailor the simulation, expert advice and child’s story by selecting your child’s issue(s) and grade level—or select a child from your profile.

Experience It
Through your Students eyes!

Richard Woods, Ge
Offering a holistic education to **each and every child** in our state.

Office 2018
Office 2018 – Home Tab

• Styles—Title, Heading and Normal
• Dictate

Office 2018 – Review Tab

• Read Aloud – Speech
• Translate -
Office 2016 – View

• Learning Tools
  • Column Width
  • Page Color
  • Line Focus
  • Text Spacing
  • Syllables
  • Read Aloud
Immersive Reader

• If you are an Office 365 district or use Microsoft Office Suite, you have access to this support!
One Note

• Translate
• Immersive Reader
Impacting outcomes for students with appropriate accommodations - READING

• When Gavin spoke about his life before Snap&Read, it was clear he needed a moment to compose himself. His emotions welled up when describing how he stayed up until midnight struggling with homework. Just trying to make sense of words on a page was overwhelming.

• By the time he reached fifth grade, Gavin was reading independently at a first-grade level. The IEP team at Leggee Elementary in Huntley, IL faced the decision of placing Gavin in a self-contained classroom. But the team felt this student was capable of much more. They only needed a way to bring out his true potential. So, his teacher assessed him with uPAR.

• It was a move that has changed his life…. 
Impacts Outcomes for Students
Google Chrome – Extensions

- [GaDOE Special Education](link)
- AT Chrome Extensions pdf on [Assistive Technology home page]
  - Read and Write
  - Select and Speech
  - Bee Line Reader
  - Snap and Read
- Hand Out – Office 365 and Computer Tools, Mac and One Note
  - Office 365 – Learning Tools
  - Mac Book
Offering a holistic education to each and every child in our state.
Google Docs

- If you are a Google Chrome district, this is available.
Google Docs

- Share Documents
- Voice Typing
- Explore (Research)
- Dictionary
Ease of Access - PC

The Ease Of Access in Windows 10 lets you make your computer more accessible, based on your needs. You can change a lot of settings to make your PC work the way you want it to and can be useful to you if you are differently abled.

Ease of Access settings are:

1. Display
2. Cursor & Pointer
3. Magnifier
4. Color filters
5. High Contrast
6. Narrator
7. Audio
8. Closed captions
9. Speech
10. Keyboard
11. Mouse
Specialized Format

Provides access to text in an optimal format

- Large Type Books
- Braille
- Audiobooks
- Electronic Books (ebooks)
- AIM Simply Said (video) GIMC website

Additional Information: The National Center on Accessible Education Materials
PDF Reading Software

Visual and auditory - provides speech access to unlocked PDFs, may highlight as it reads

- Adobe Reader
- Advanced Reading Aids
Talking Calculators

A talking calculator is simply a calculator with a speech synthesizer. When number, symbol, or operation keys are pressed, they are vocalized/spoken by a built-in speech synthesizer. In this way, the user receives simultaneous auditory feedback for checking the accuracy of visual-motor operations. Once a calculation has been made, the number can be read back via the synthesizer. This feature enables the user to double-check the answers being transferred from calculator to paper.

It is important to note that the speed at which calculations are performed may be problematic, because it takes longer to have operations spoken than visually displayed. Second, some people may experience “stimulus overload” when having to contend with both visual and auditory feedback. As with all technologies, individual profiles and preferences will have to be considered.

Electronic Math Worksheets

Electronic math worksheets can help the user organize, align, and navigate through basic...
Text Reading Software

Programs that can be used to read text on the computer display. They provide text-to-speech via speech synthesizer software.

- Natural Reader
- E-Text Reader
- Snap & Read
Text Reading Software

Programs that will display specially formatted text on the computer and/or mobile devices – free versions + paid premium versions

CaptiVoice
Mobile Devices and Apps

- Kindle
- iPad
- Mini Tablets
- Tablets

Apps:
- Blio
- Kindle E Books
- Story Creator
- Talking Books
- Prizmo
- Text grabber
- Scanning apps
- Adobe Acrobat
- Voice Dream Reader
- PDF
- Text to Speech
"They have none of them much to recommend them,"
replied he; "they are all silly and ignorant like other girls; but
Lizzy has something more of quickness than her sisters."

"Mr. Bennet, how can you abuse your own children in such a way? You take delight in vexing me. You have no compassion for my poor nerves."

I have high respect for your nerves. They are my old friends. I have heard you mention them with consideration these last twenty years at least."

"Ah, you do not know what I suffer."
Claro Applications

• Claro ScanPen
• ClaroPDF Pro
• Claro Speak
Supports Differentiation

Differentiation means tailoring instruction to meet individual needs. Teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

What does the student need to have, so they can access the content and to be able to show what they have learned?
Benefits of Assistive Technology

- Productivity
- Independence
- Achievement
Things to Keep in Mind

Technology is no substitute for good instruction
Preparing students for life.

www.gadoe.org
@georgiadeptofed
youtube.com/georgiadeptofed
Contact Information

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Division for Special Education Services and Supports

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youtube.com/georgiadeptofed
Session Feedback

Thank you for attending our session. Please take a moment to provide your feedback.

https://tinyurl.com/2020ILC

Share your conference highlights now!

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