

Advancing School Leadership for Continuous Improvement

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.
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 personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the
- 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

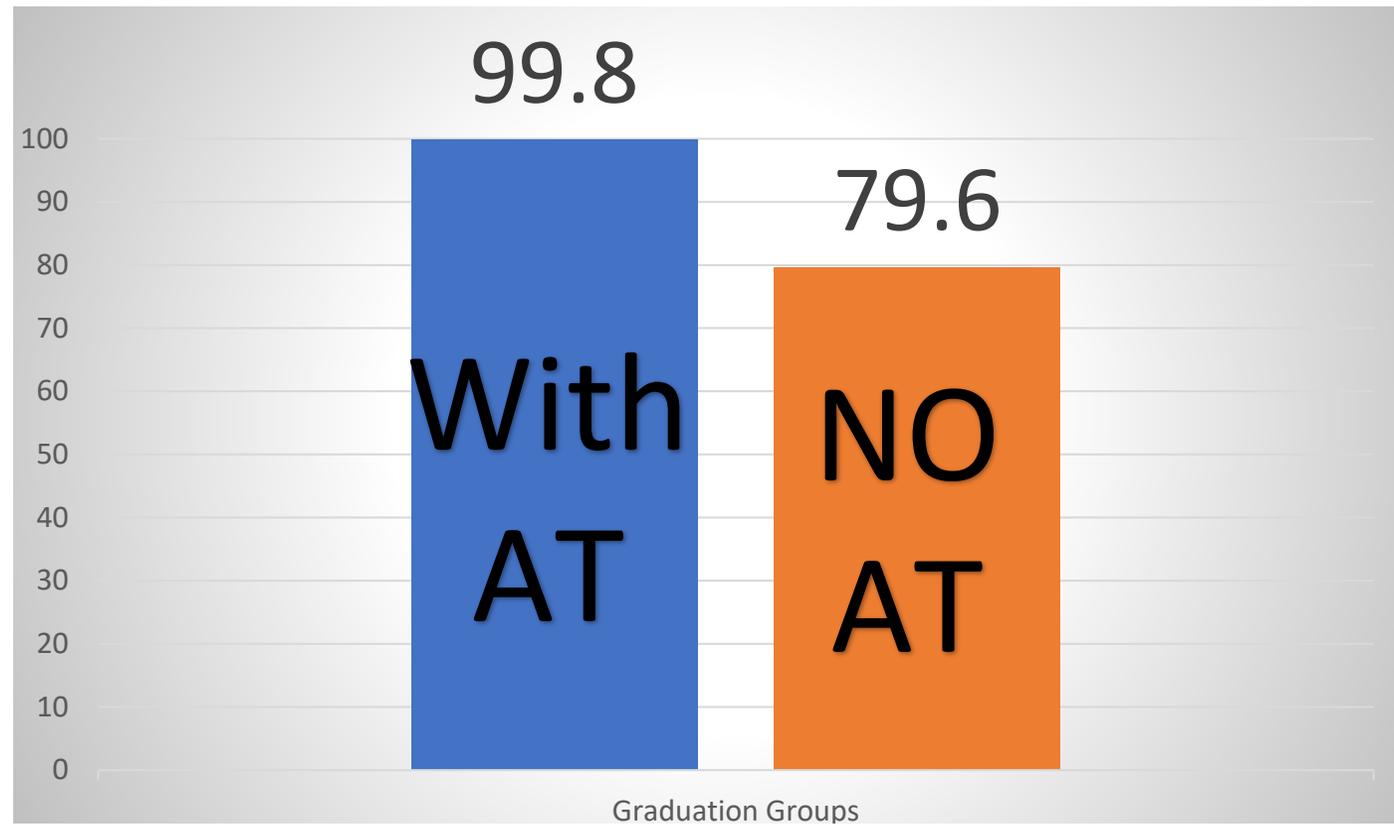
**Received
Assistive Technology**

- ★ 99.8% Graduate
80.9% Attend Post
Secondary
80.0% Paid Job
after Graduation

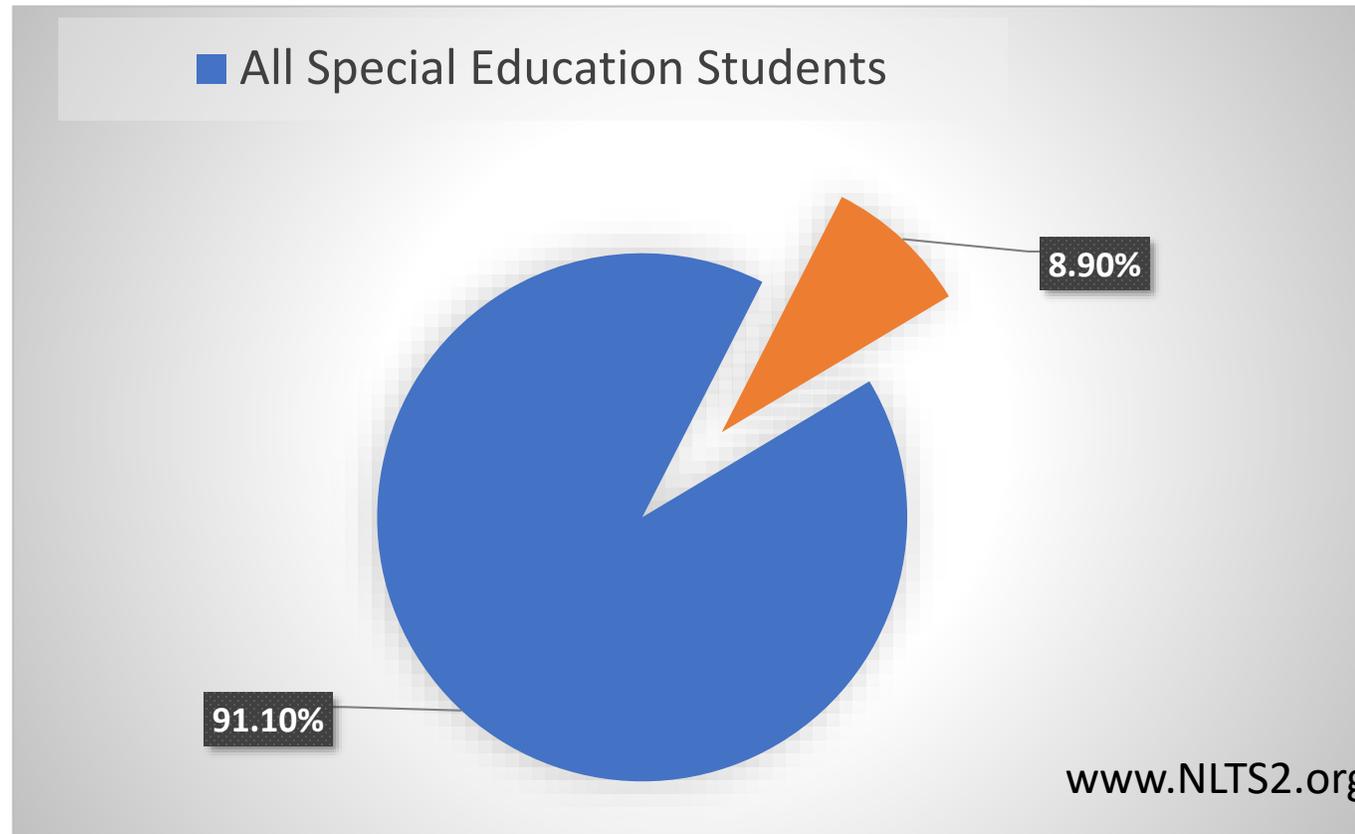
**DID NOT Receive
Assistive Technology**

- ★ 79.6% Graduate
40.1% Attend Post
Secondary
50.8% Paid Job after
Graduation

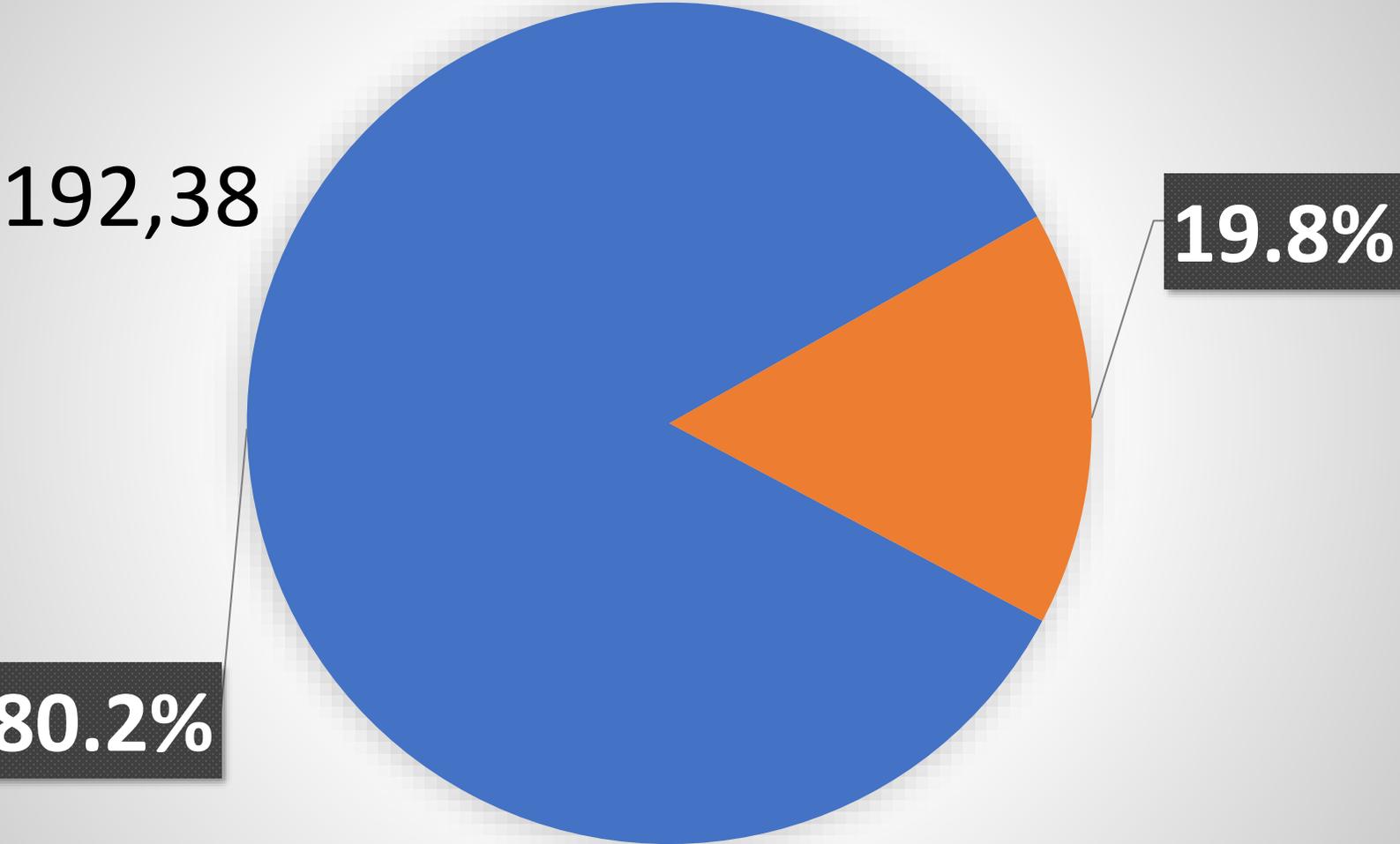
High Incidence Disabilities Graduation Rate



• Assistive Technology use Nationally - **All Disabilities**

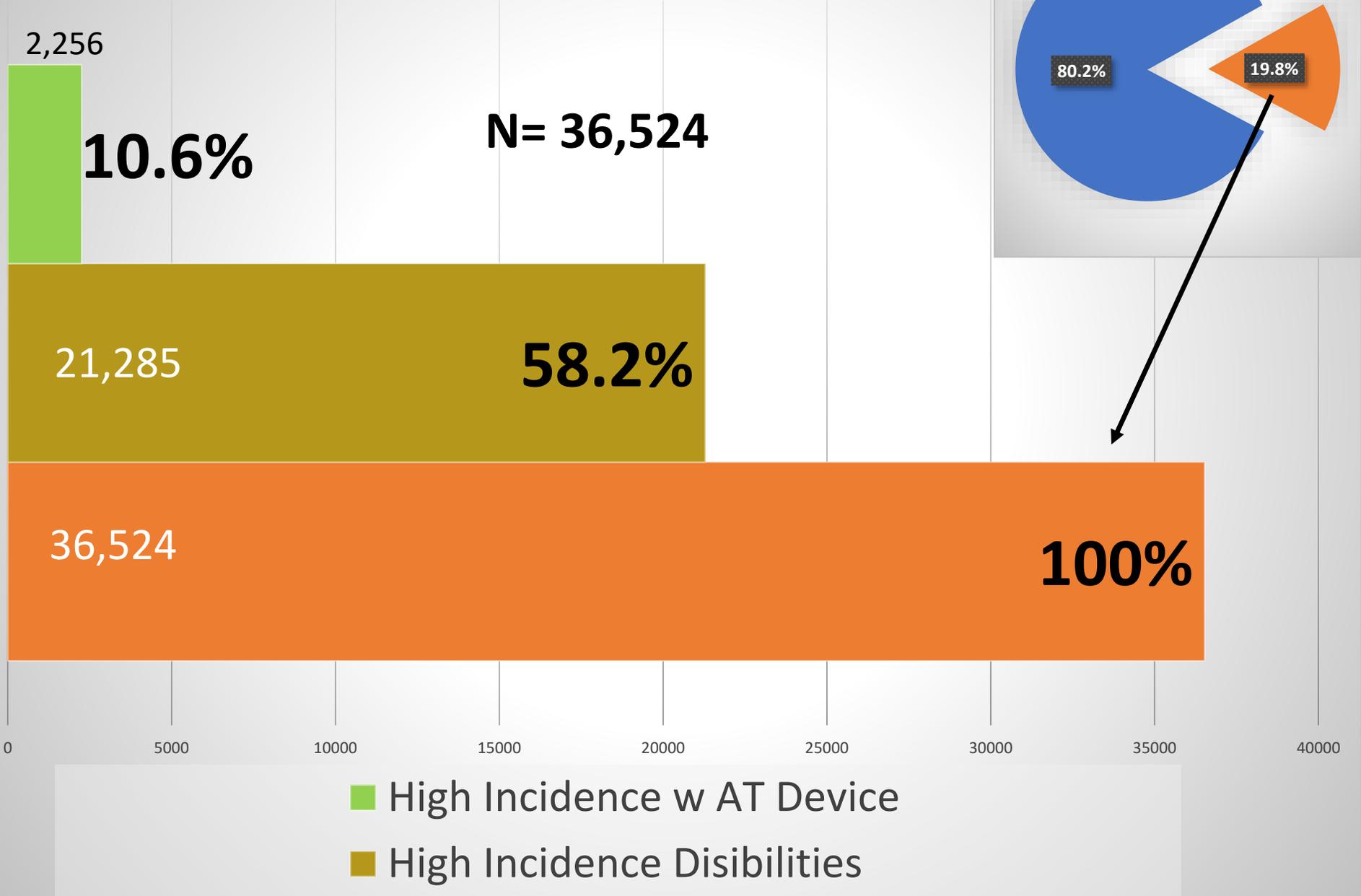


2016 Georgia Students with an IEP



■ ALL Students in GA w an IEP ■ Go IEP - Students with IEP

GO-IEP District Data





2018-19 Annual State Technology Inventory Survey - August 2019

Student Population	Total Classrooms
1,730,274	112,367

Number of K-12 Schools with High-Speed Internet Access	Percentage of Schools with High-Speed Internet Access	Number of Classrooms with High-Speed Internet Access	Percentage of Classrooms with High-Speed Internet Access
2,197	99.82%	111,953	99.63%

Student Instructional Computers												
Operating Systems	Instructional Computers								Thin Client/VDI			Total
	Desktops**		Laptops		Tablets		Netbooks		Host PC	Clients Served by the Host PC	Clients Served by the Host Server	
	Less than 5 years old	5 years or older	Less than 5 years old	5 years or older	Less than 5 years old	5 years or older	Less than 5 years old	5 years or older				
Android	13	0	926	154	13,187	5,925	12	58	0	0	0	20,275
Google Chrome Recent Stable Channel*	18,843	2,263	490,595	15,332	1,763	42	26,346	544	0	0	0	555,728
Google Chrome 72 or older	5,602	300	202,793	8,408	4,680	382	43,583	838	0	18	0	266,604
iOS 12.x or newer*	0	0	0	0	104,618	13,843	397	148	0	0	0	119,006
iOS 11.x or older	0	0	0	0	52,937	56,807	627	86	0	0	0	110,457
Linux Ubuntu 16.04 or newer*	0	0	0	60	2	38	0	0	0	0	0	100
Linux Ubuntu 14.04 or older	0	141	0	9	18	25	0	0	0	0	0	193
Macintosh System 10.12 or newer*	5,931	1,743	2,964	1,276	177	228	0	0	0	0	0	12,319
Macintosh System 10.11 or older	2,120	4,622	3,344	5,738	48	181	0	2	0	0	0	16,055
Windows 10*	154,670	84,372	288,148	24,655	33,688	1,115	11,843	9,045	28	756	2,974	611,294
Windows 10 S	284	102	276	71	4	0	92	0	0	0	0	829
Windows 8*	9,170	2,387	13,640	3,198	7,754	691	251	1,522	3	0	699	39,315
Windows 7*	37,881	52,024	28,420	24,421	625	374	592	3,420	746	2,497	30,866	181,866
Total	234,514	147,954	1,031,106	83,322	219,501	79,651	83,743	15,663	777	3,271	34,539	1,934,041

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



Kunal Nagi

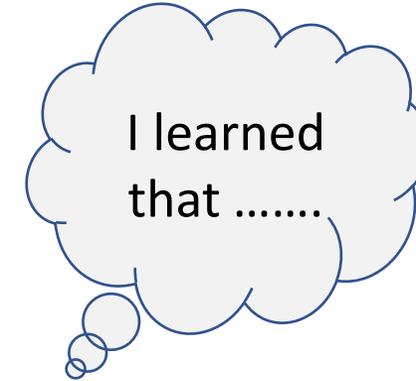
Stay Kool Photography

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We Should be Reducing Barriers to Learning

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

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



or



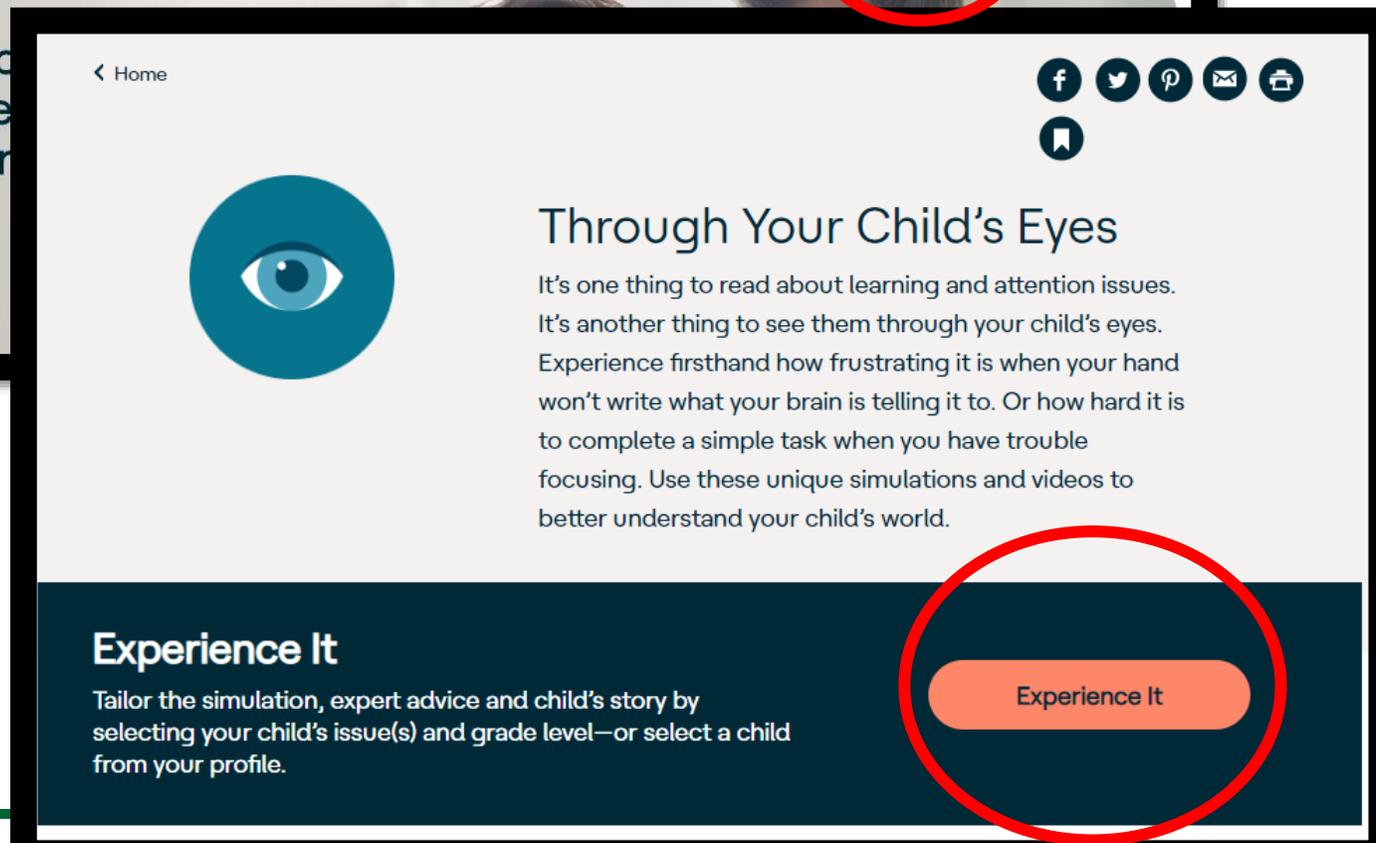
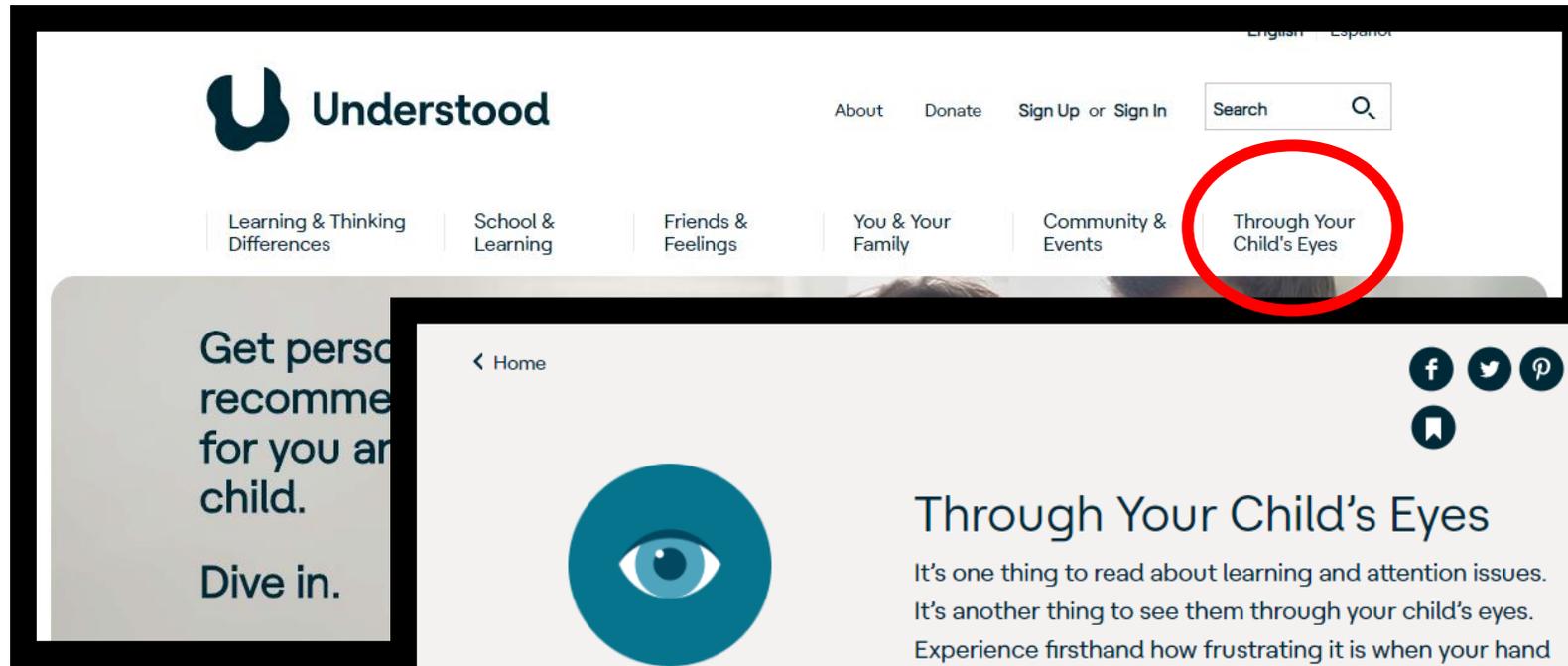
When should we Try the Technology option?

When there is a barrier to task completion.

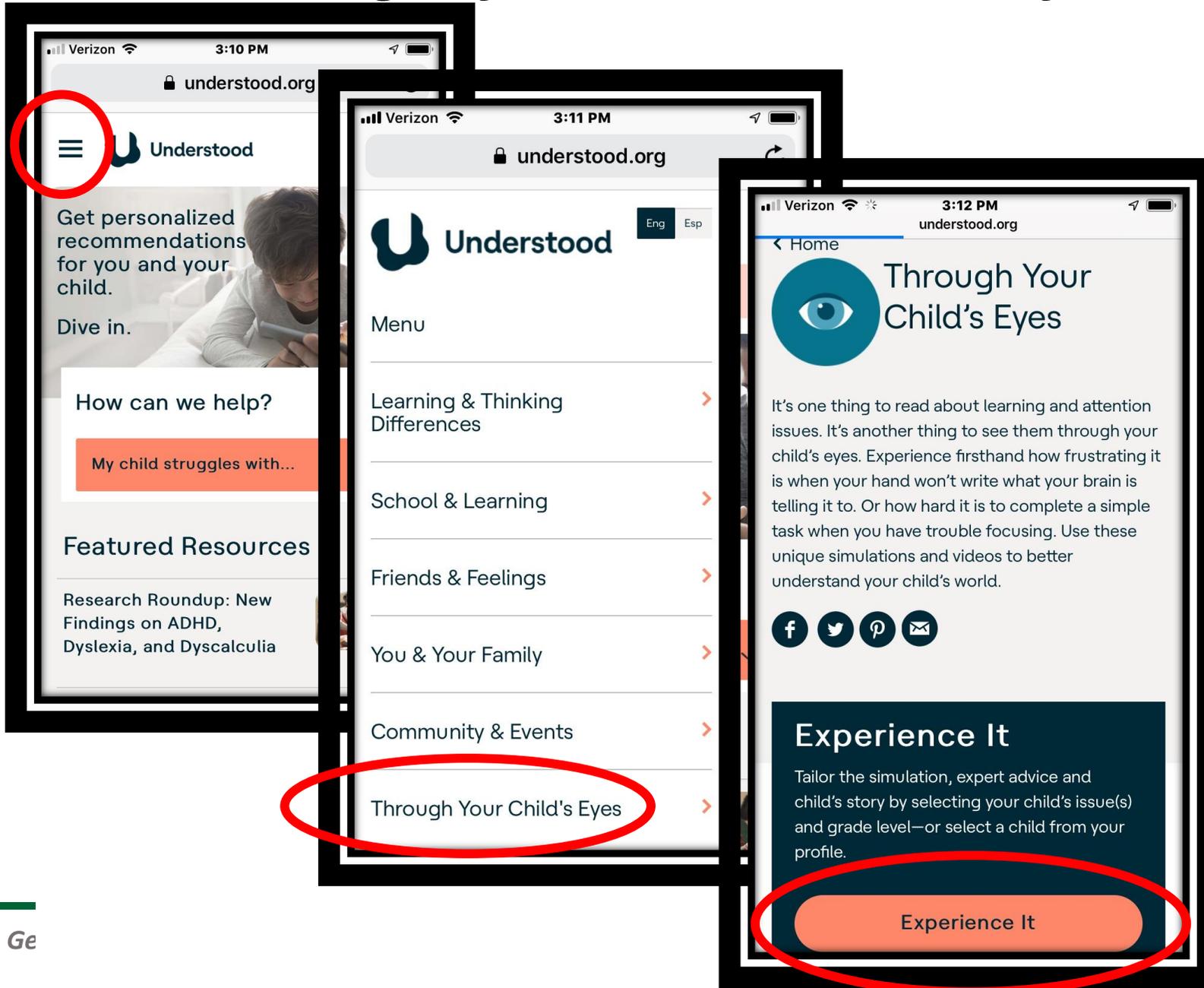
What is the goal of the lesson?

How can the student show what they know?

Through your Students eyes!



Through your Students eyes!



Office 2018



Offering a holistic education to **each and every child** in our state.

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

Google

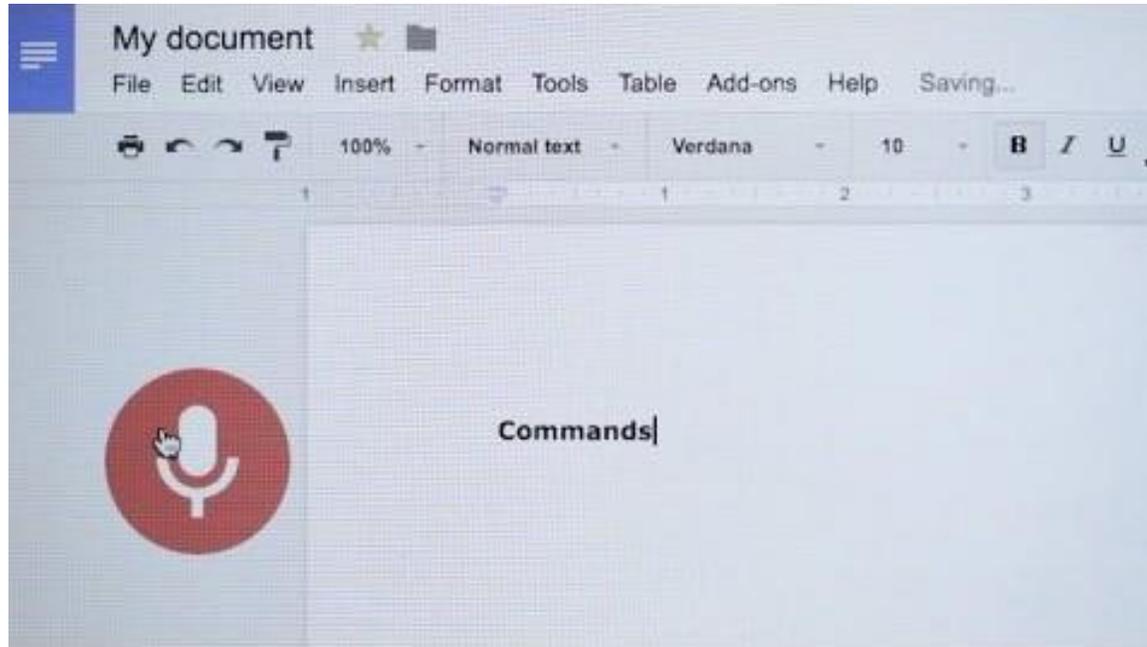


Offering a holistic education to **each and every child** in our state.



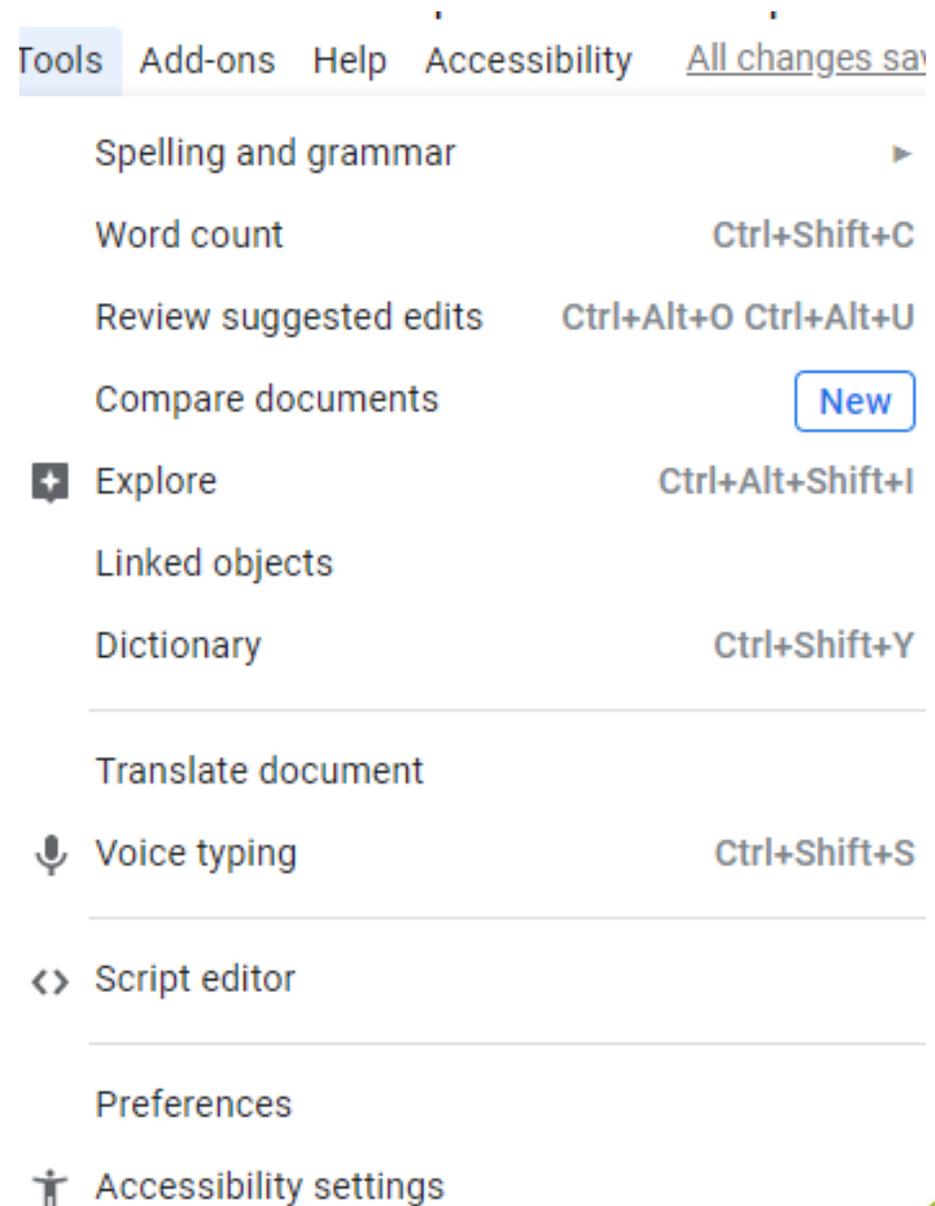
Google Docs

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



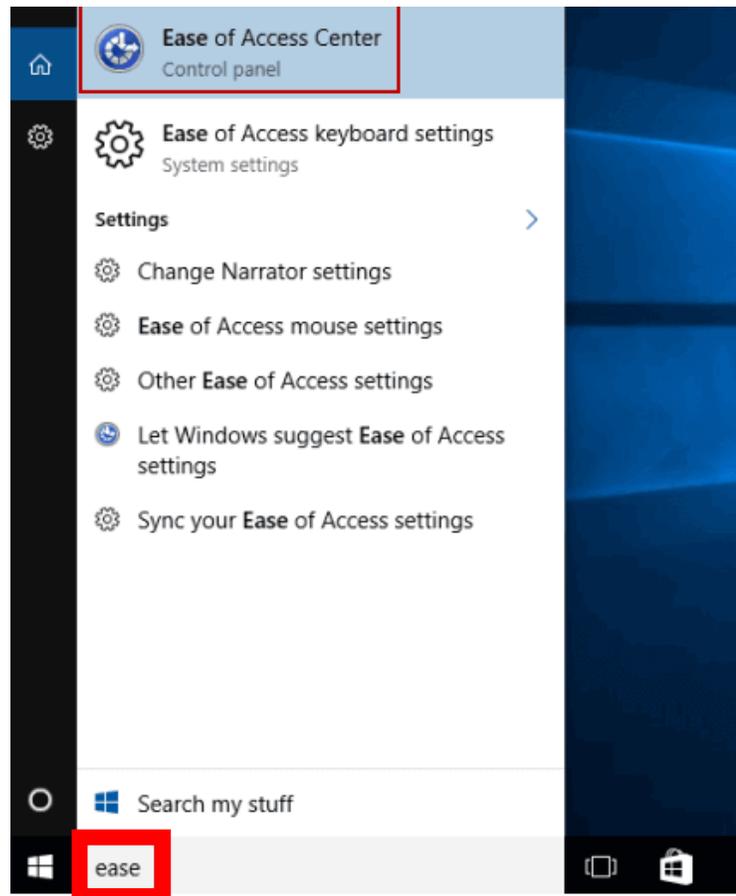
Google Docs

- Share Documents
- Voice Typing
- Explore (Research)
- Dictionary



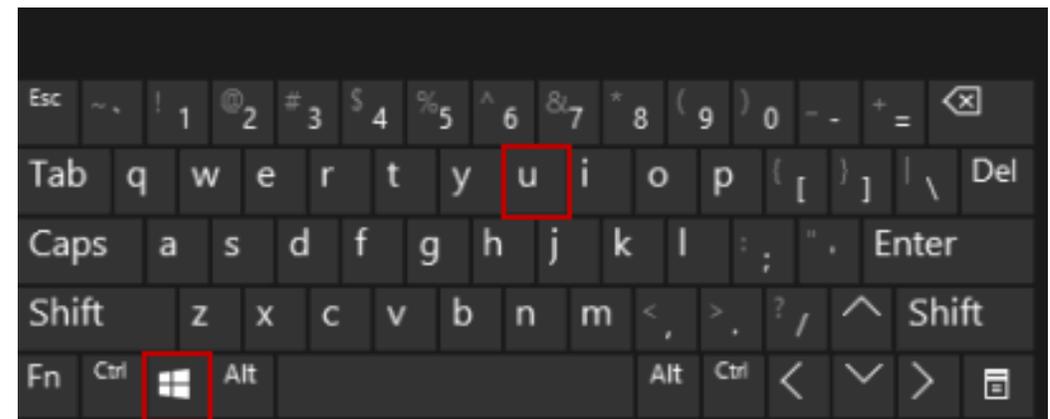
Ease of Access - PC

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

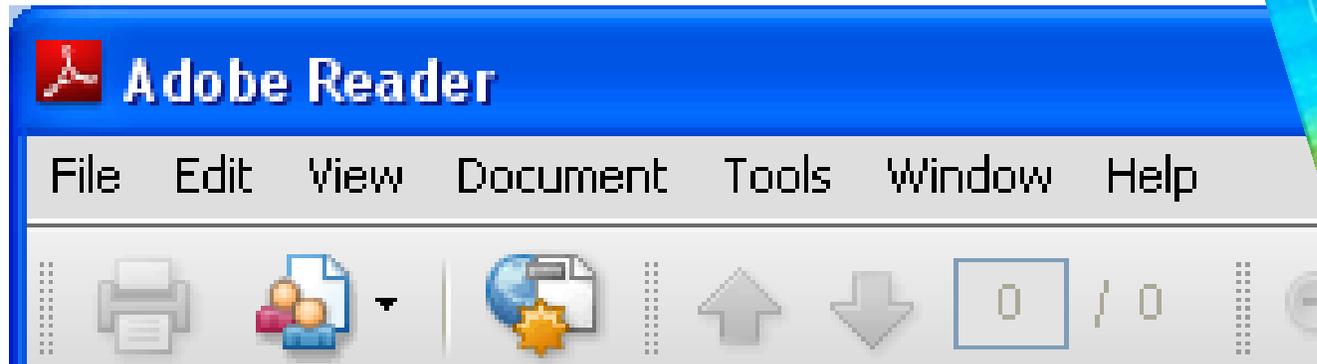
- Large Type Books
- Braille
- Audiobooks
- Electronic Books (ebooks)
- [AIM Simply Said](#) (video) [GIMC website](#)

Additional Information: The [National Center on Accessible Education Materials](#)

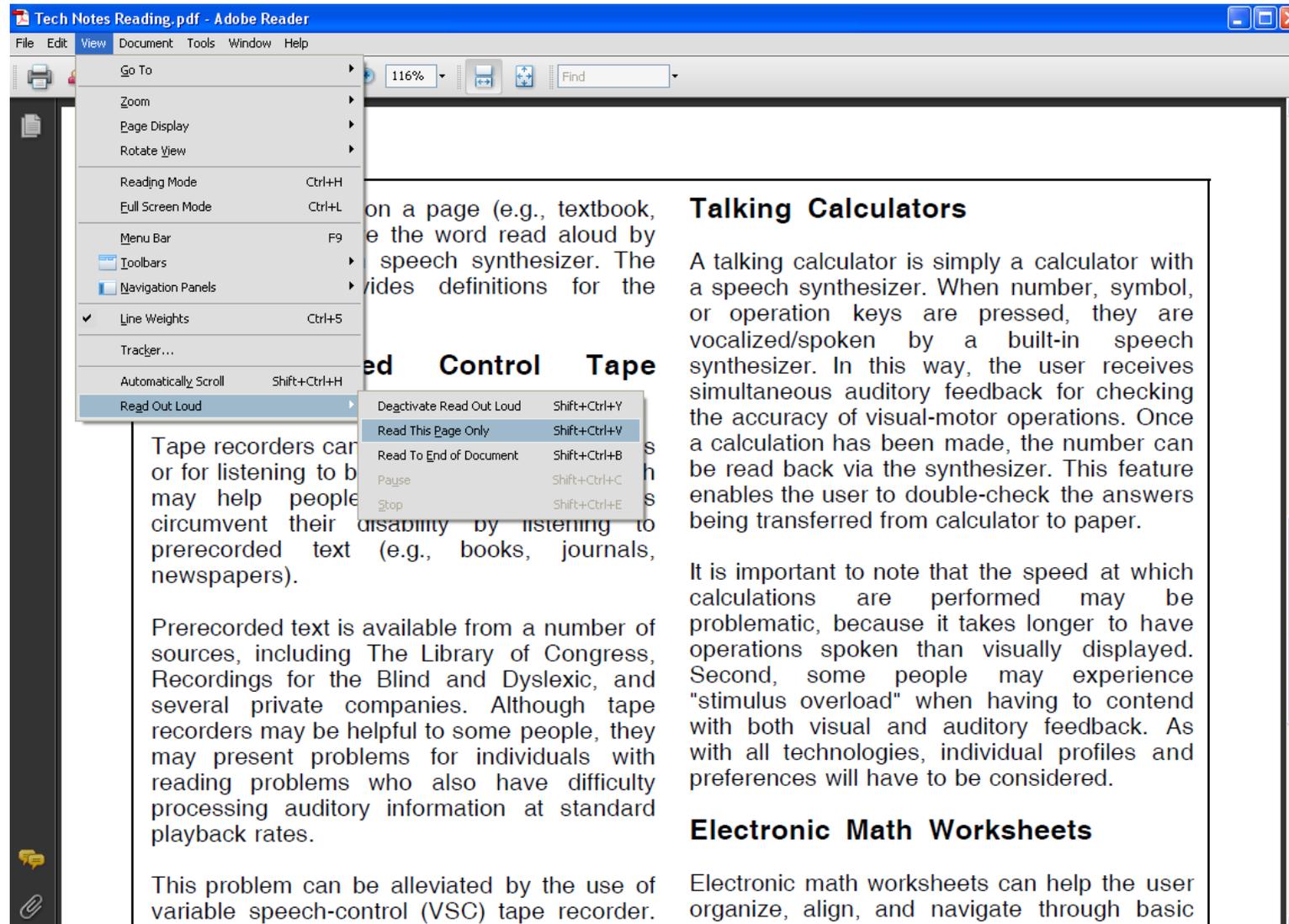
PDF Reading Software

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

- Adobe Reader
- Advanced Reading Aids



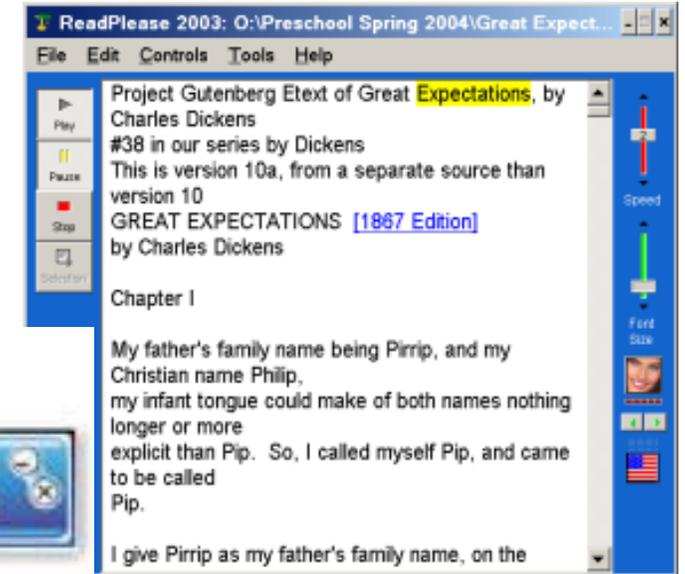
PDF Reading Software - Adobe Reader



Text Reading Software

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

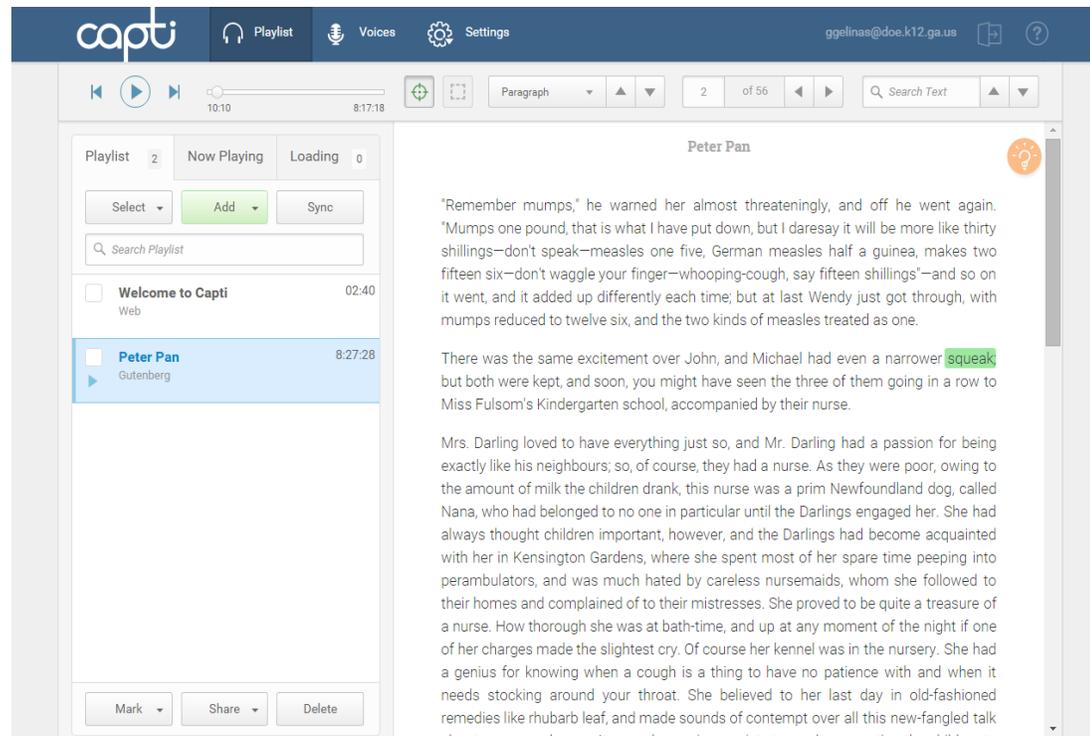
- Natural Reader
- E-Text Reader
- Snap & Read



Snap&Read Universal
for Google Chrome

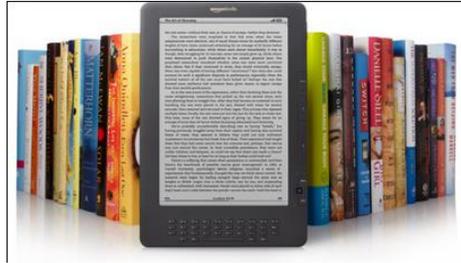
Text Reading Software

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



Mini Tablets



iPad



Tablets

Blio Kindle



E Books

Story Creator



Talking Books

Prizmo Text grabber



Scanning apps

Adobe Acrobat



PDF

Voice Dream Reader



Text to Speech

Verizon 2:47 PM 90%

gadoe.org

Search this site...

GaDOE
Georgia Department of Education

Richard Woods, Georgia's School Superintendent

→Curriculum, Instruction and Assessment
→Special Education Services and Supports→Student Success: Imagine the Possibilities

Rules, Manuals & Forms
Special Education
Rules
Implementation Manual
Frequently Asked Questions
Sample Forms
Eligibility Categories
Autism
Deafblind
Deaf/Hard of Hearing (D/HH)
Emotional & Behavioral Disorder
Intellectual Disabilities
Orthopedic Impairment
Other Health Impairment
Significant Developmental Delay
Significant Learning Disability
Speech Language Impairment
Traumatic Brain Injury
Visual Impairment & Blindness
Budgets, Grants, Data Collection and Reporting
Budget & Grant Applications
LEA Consolidated Application
Data Collection

Student Success: Imagine the Possibilities

Copy Speak

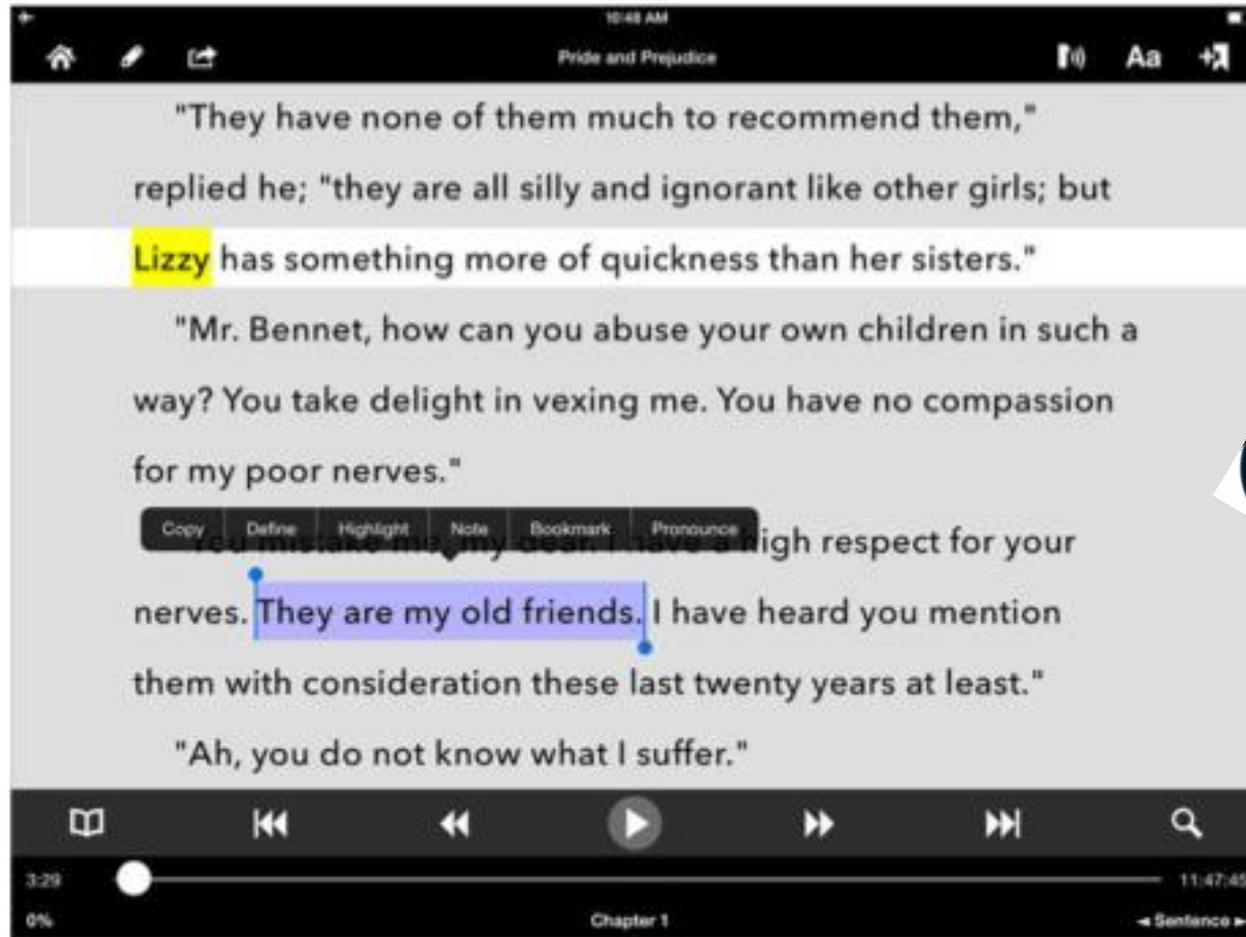
The Office of Special Education Programs (OSEP) has required that each State Educational Agency (SEA) develops a State Systemic Improvement Plan that includes a comprehensive, multi-year focus on improving results for Students with Disabilities. Each state must develop a plan that will outline the development of strategies to increase state capacity to structure and lead meaningful change in Local Educational Agencies (LEAs). While the primary focus of the plan is on improvement for Students with Disabilities, the State must also address in its SSIP how the State will use its general supervision systems to improve implementation of the requirements of Individuals with Disabilities Education Act (IDEA). Georgia will implement a systemic plan, "Student Success," in FY16 to improve graduation outcomes for Students with Disabilities.

Downloads:

- Improving Graduation Rate District Memo

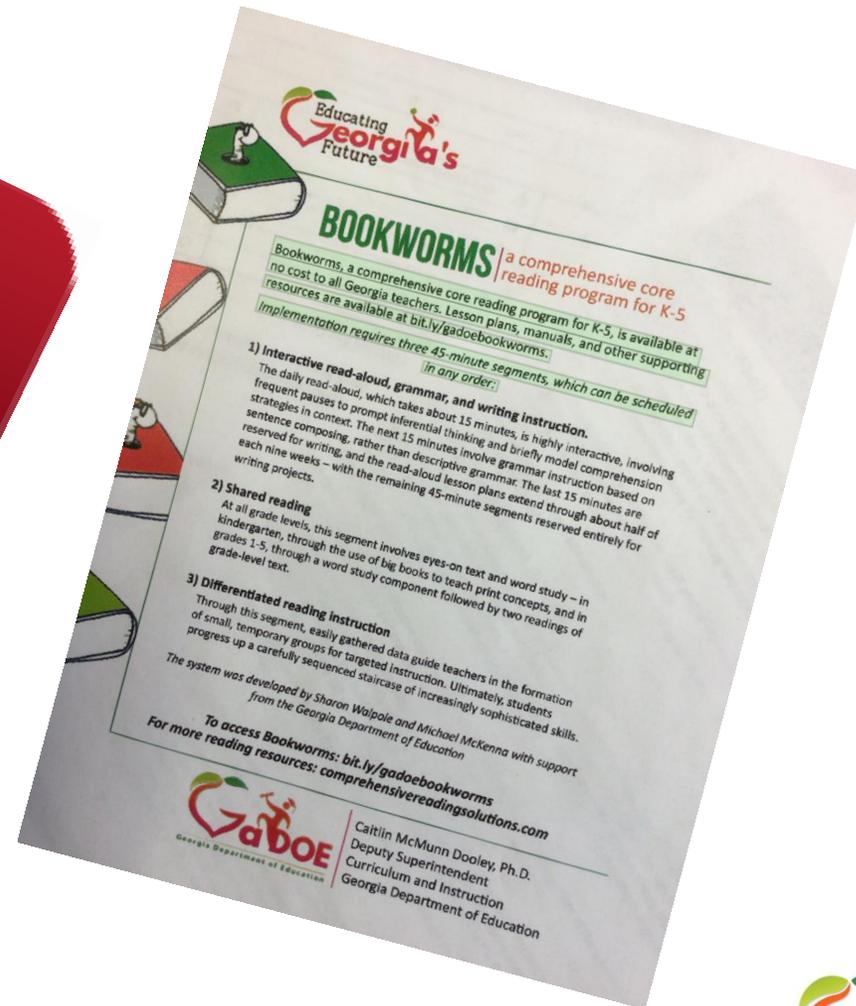
Speak Selection (iPad)

Voice Dream Reader



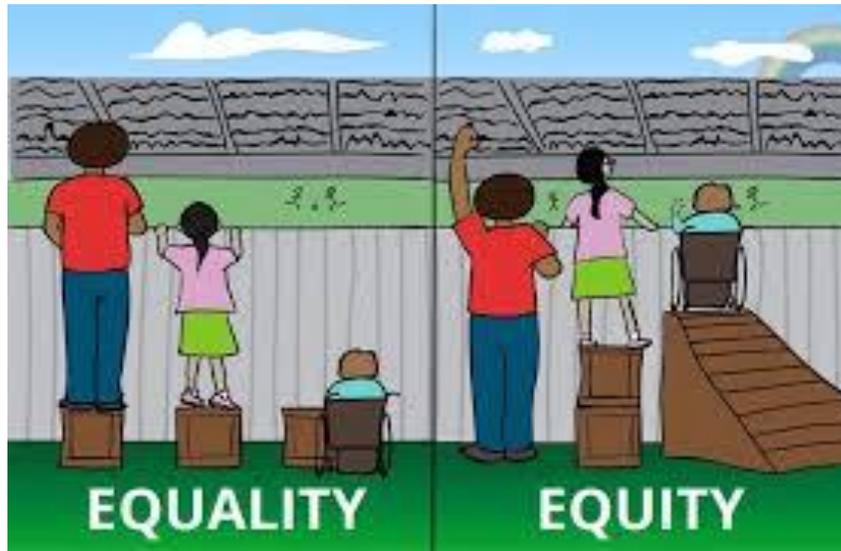
Claro Applications

- 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



*Offering a holistic education to **each and every child** in our state.*

Preparing students for life.

www.gadoe.org



@georgiadeptofed



youtube.com/georgiadeptofed



Contact Information

Georgia Department of Education
Division for Special Education Services and
Supports

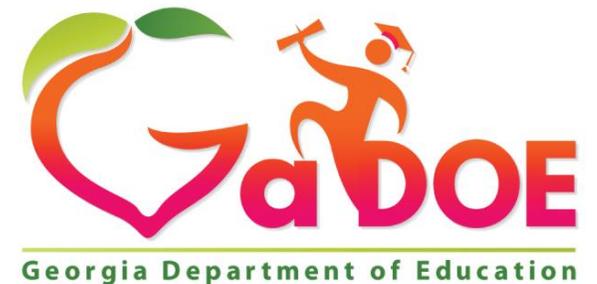
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 youtube.com/georgiadeptofed



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!



[@GaDOESDE](https://twitter.com/GaDOESDE)

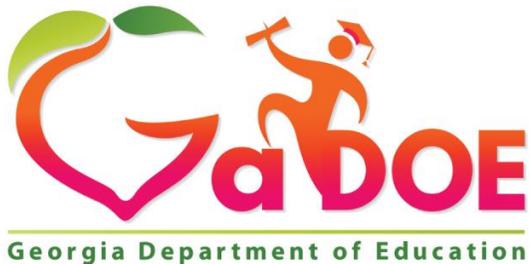
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**EDUCATING
GEORGIA'S FUTURE**

