REIMAGINING EDUCATION DURING COVID-19 and BEYOND

Assistive Technology (AT) and AT Resources Available for All Students with Disabilities at No Cost to Districts

2020 Fall Virtual Instructional Leadership Conference
October 6-7, 2020

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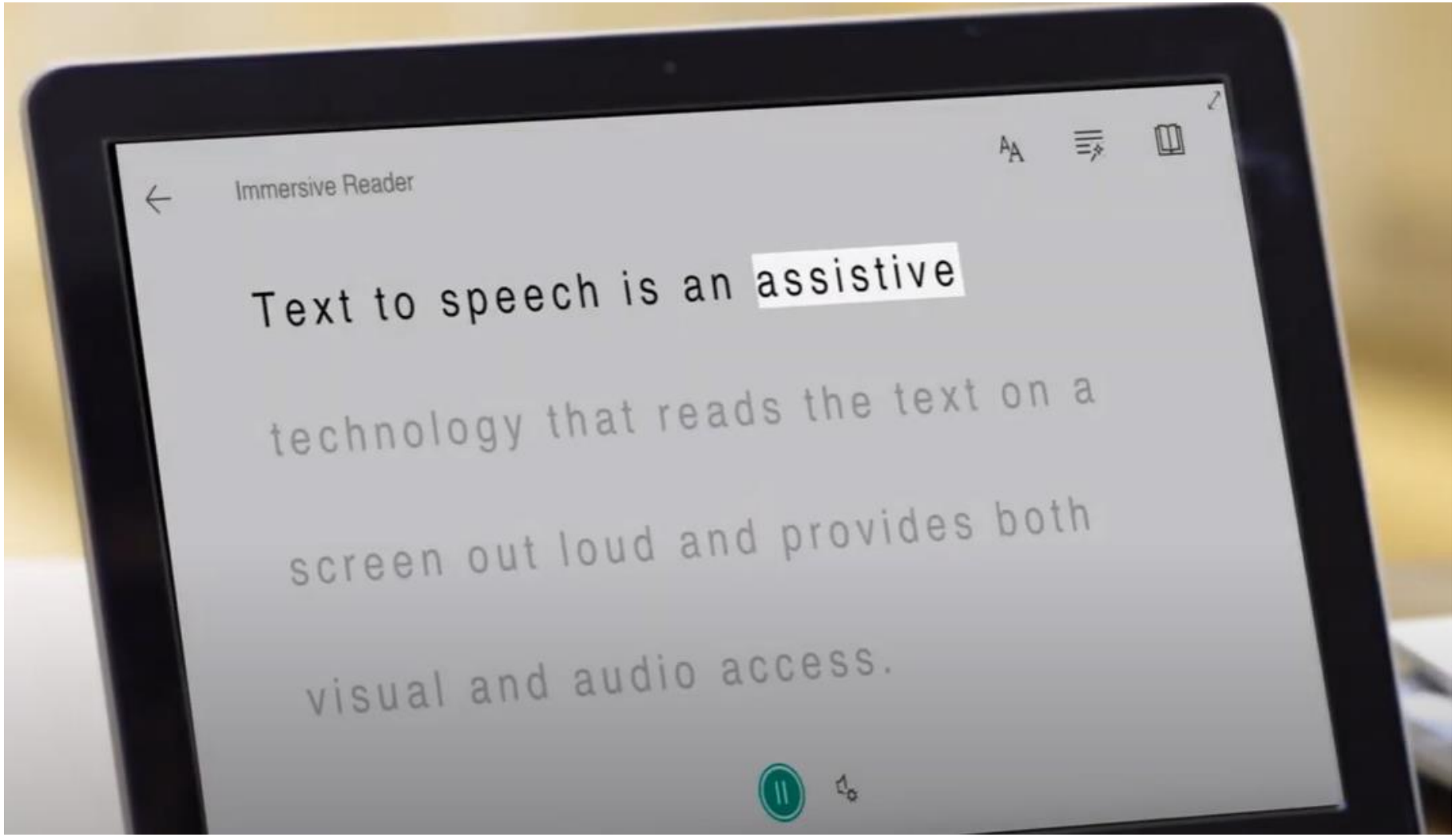
Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section on your screen and at www.gadoe.org/sdeevents
- **Questions:** Use the question box to type questions or comments throughout the presentation
- **Feedback:** We ask all participants complete the pop-up feedback survey after the close of the session
- **Recording:** A link to the session recording and certificate of attendance will be emailed in 24-hours
- **On Demand:** All sessions will be available on-demand following the conference on the SDE Events and Conference webpage

Session Goals

- Assistive Technology supports for students with disabilities are available to all districts in Georgia
- The Assistive Technology supports that are available for students with disabilities are consultation services, access to a lending library, as well as a robust software package.
- There are Assistive Technology software supports available at no cost to the district to support students with disabilities in a virtual environment or face to face.

Text to Speech Video



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

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

High Incidence Disabilities and Assistive Technology

Received Assistive Technology

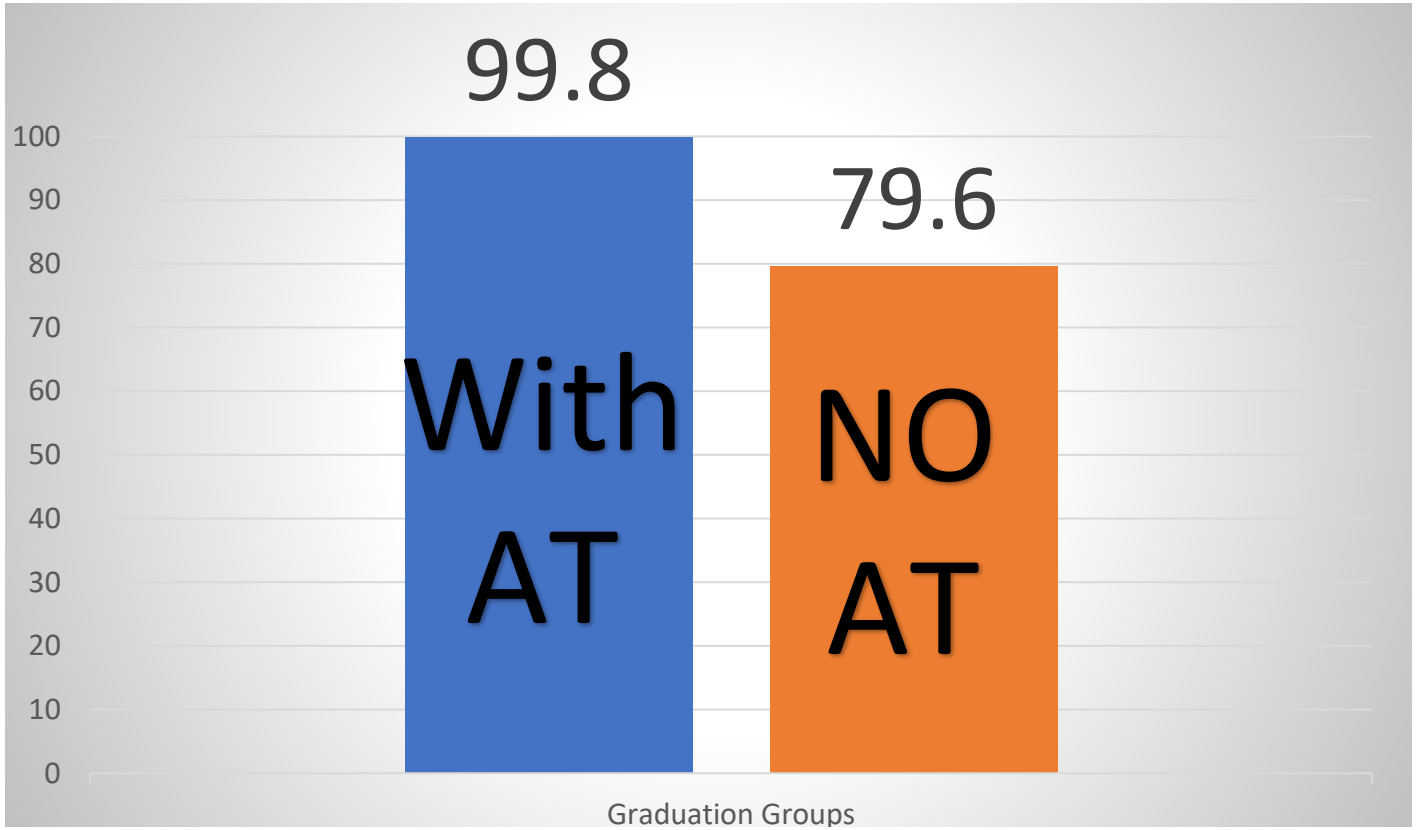
- 99.8% Graduate
- 80.9% Attend Post Secondary
- 80.0% Paid Job after Graduation

DID NOT Receive Assistive Technology

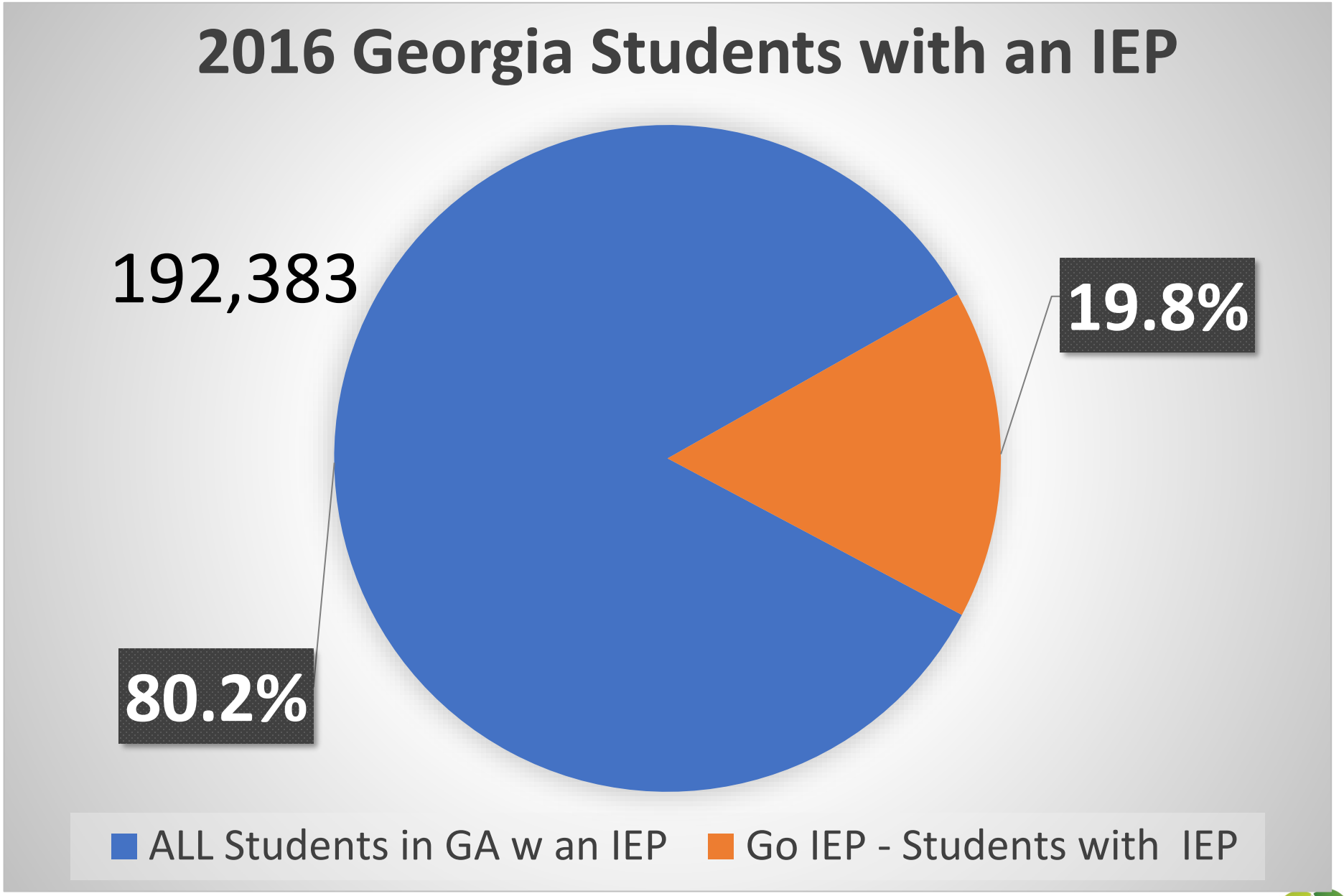
- 79.6% Graduate
- 40.1% Attend Post Secondary
- 50.8% Paid Job after Graduation

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.

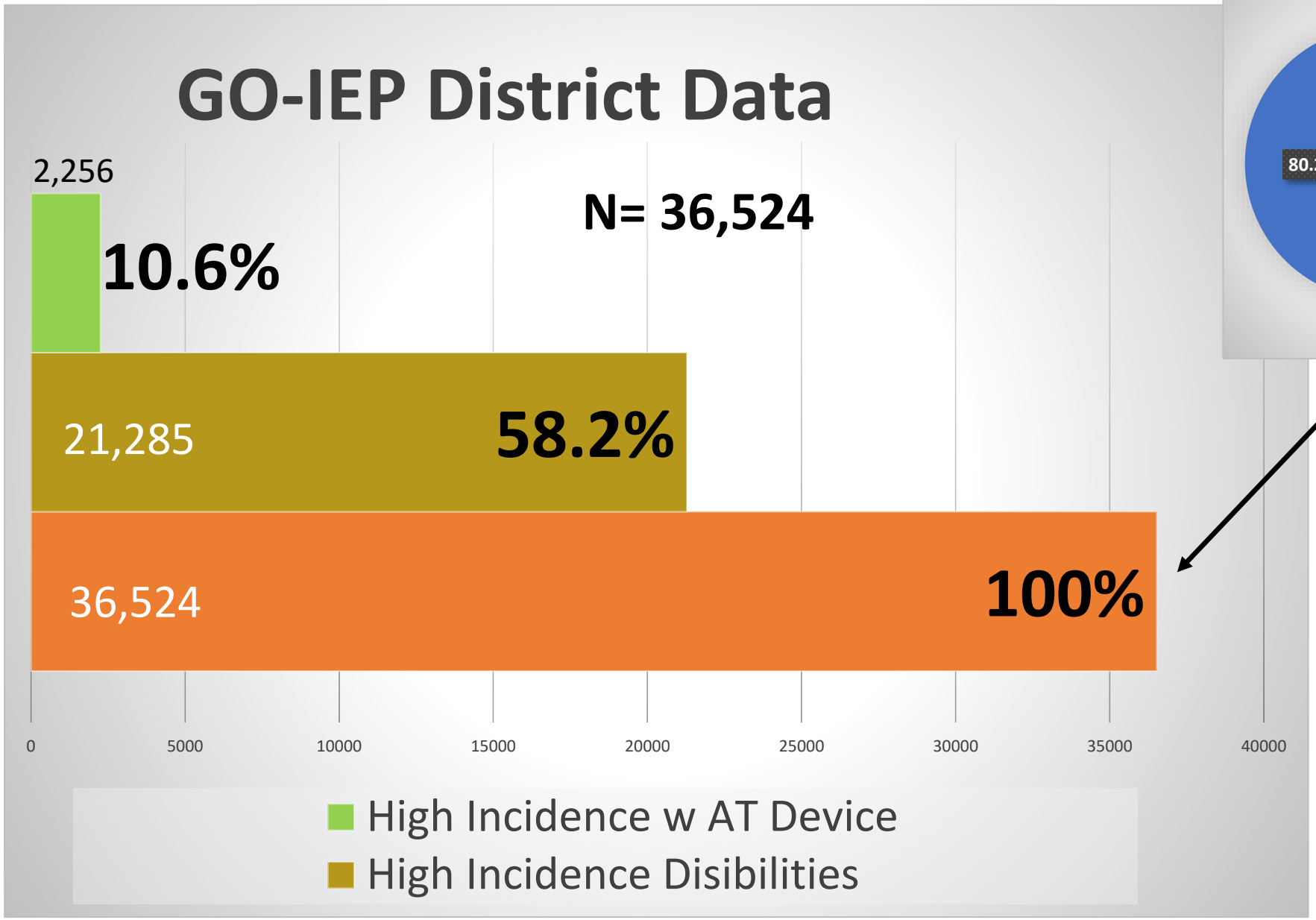
High Incidence Disabilities Graduation Rate

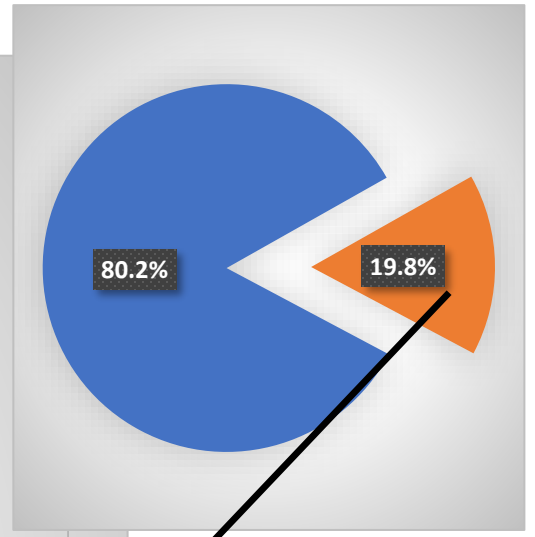


2016 Georgia Students with an IEP

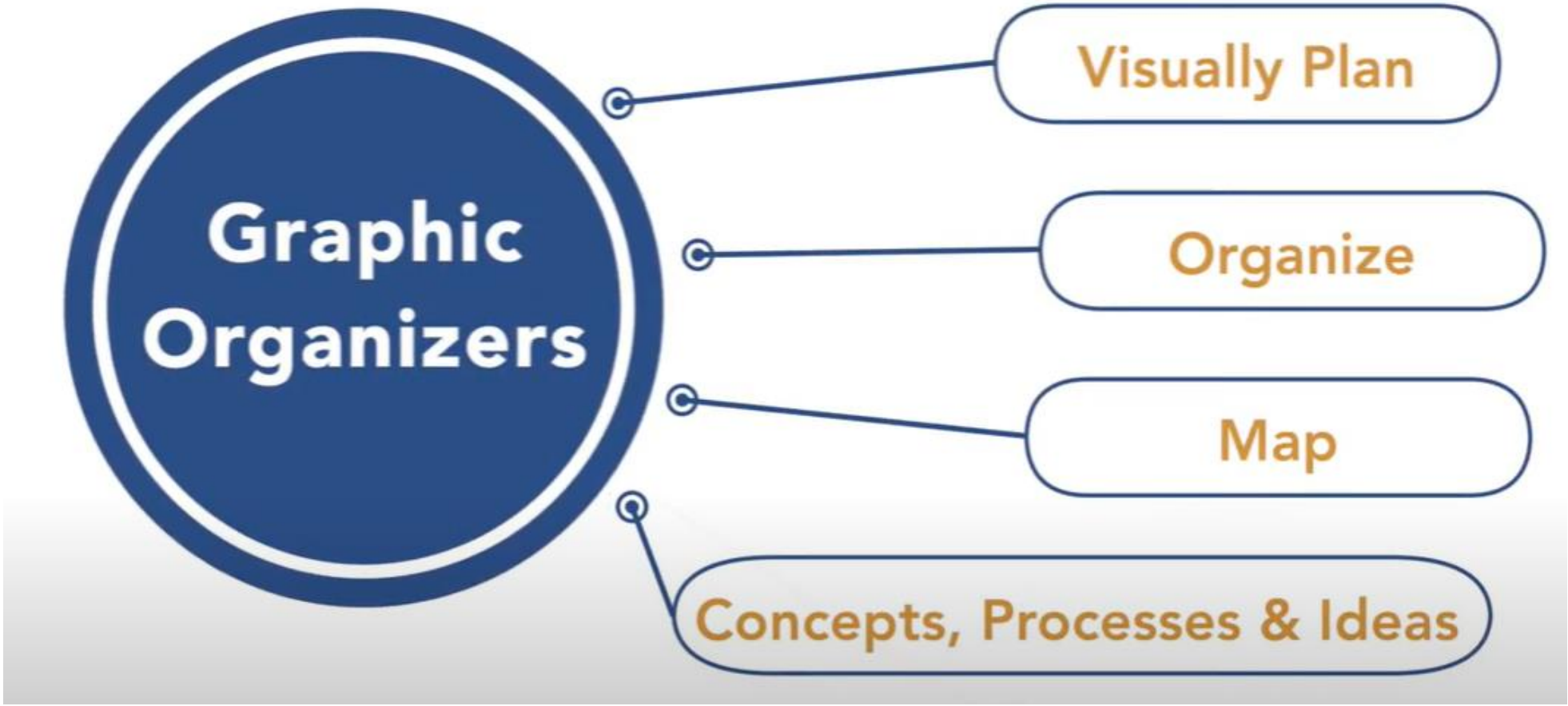


GO-IEP District Data





Graphic Organizers - Video



This is WHY it is Important!

GRADUATION

2018 – 2019 Graduation Rate 4 Year Cohort

All Student Graduation percentage - 82.02%
Students with Disabilities – 62.94%

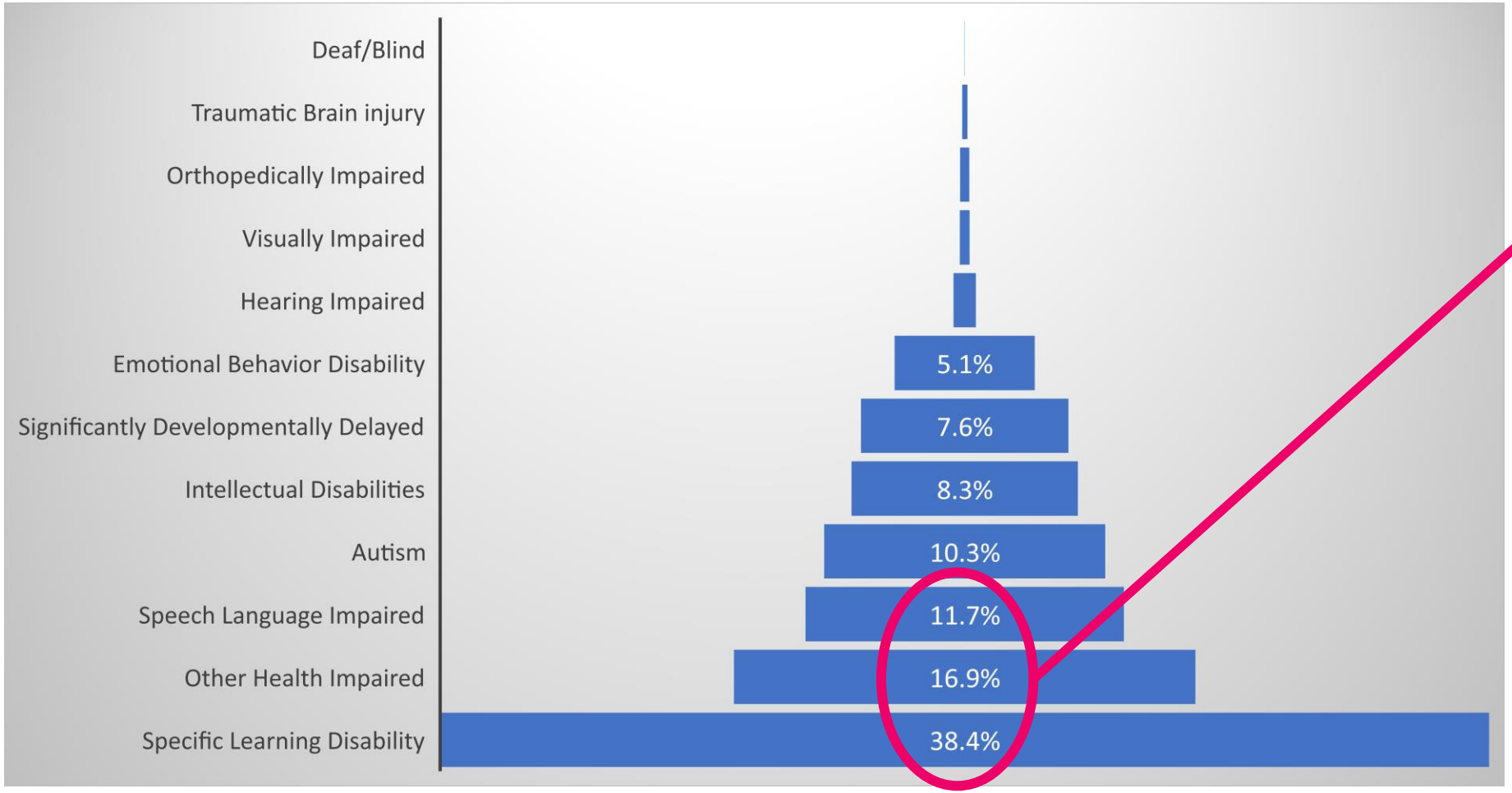
2017 – 2018 Graduation Rate 5 Year Cohort

All Student Graduation percentage - 83.73%
Students with Disabilities – 66.16%

downloadable-data from GOSA

2019 Federal Child Count by Disability Area Ages 6 -21

The 3 Largest Areas = 67%



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
- Customized Training Videos (3-7 minutes each)
- EdTrade, Georgia Assistive Technology (AT) School Swap Database
- Assistive Technology Webinar Series
- Discovery Surveys - District Assistive Technology and Accessibility

Handout – AT Partnership Overview

Division for Special Education Services and Supports

Assistive Technology Partnership with Tools for Life **February 2020**

Division for Special Education Service and Supports

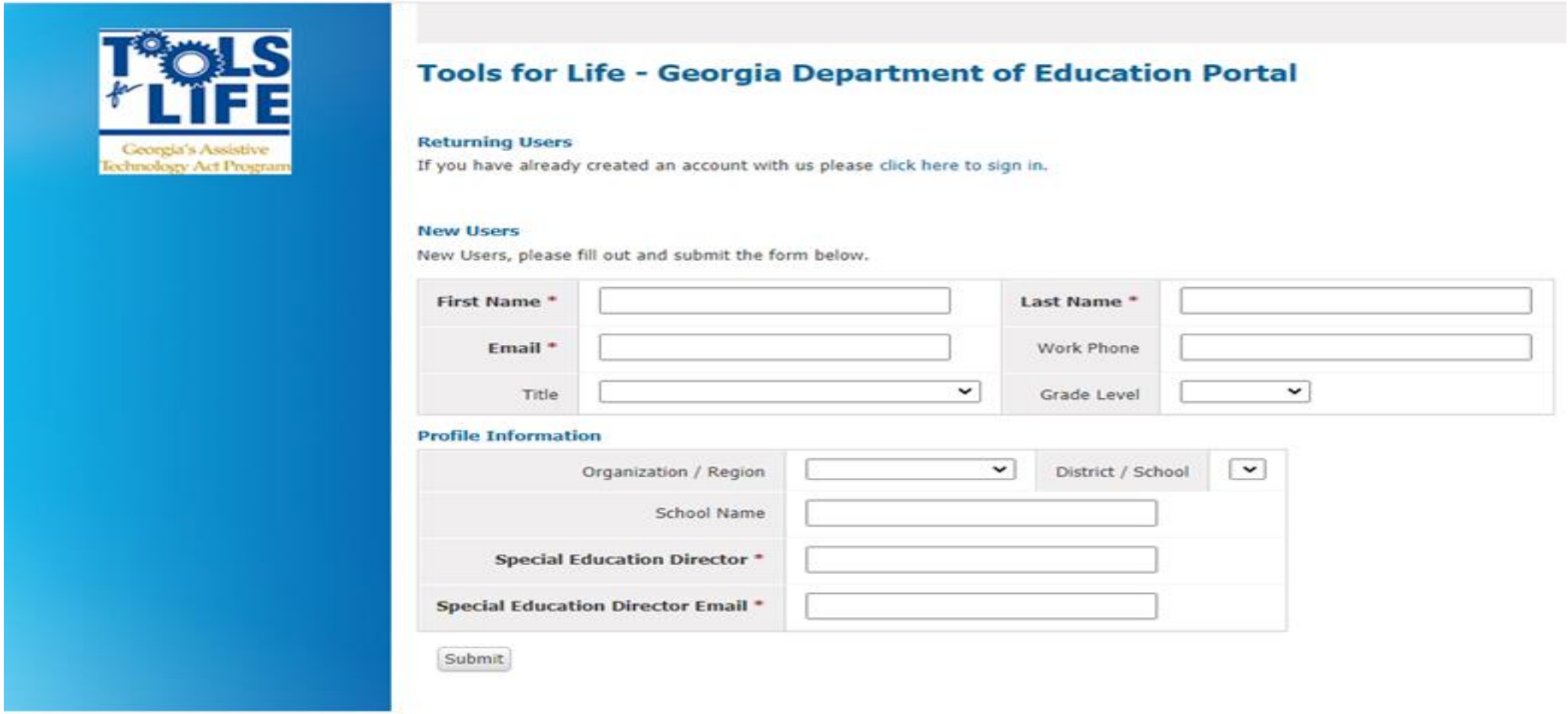
Assistive Technology (AT) Services, Software, Training and Lending Library Program with Tools for Life, Georgia's Technology Act Center

To build capacity and have a sustainable impact on Assistive Technology Services for grades K-12 throughout Georgia.

1. Consultative Services

The purpose of this partnership is to support district personnel in building

AT Portal - Registration



Portal (9/14/20)

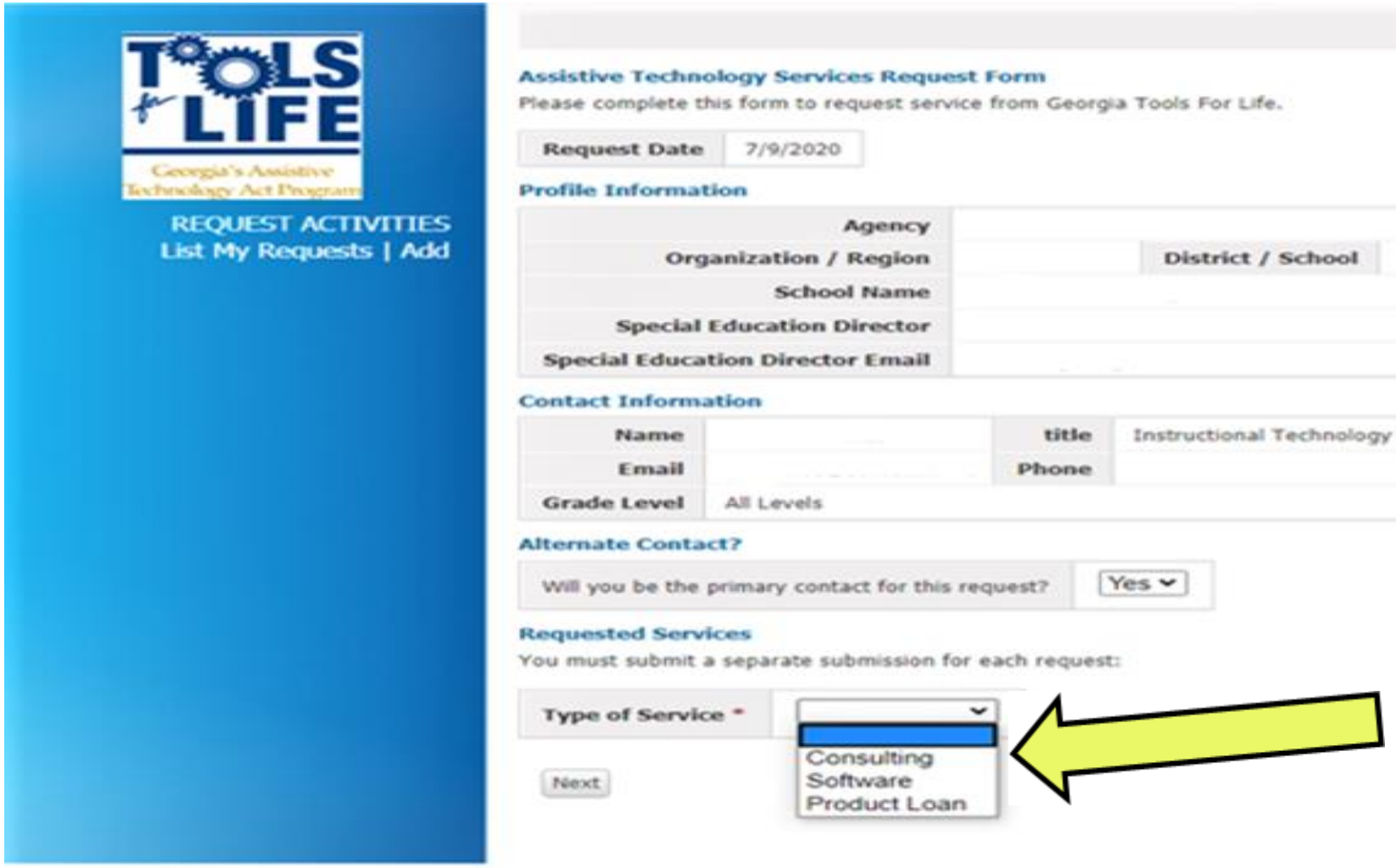
- 231 users registered

- 130 districts
- 9 Charter Schools
- 3 State Schools and Georgia Pines
- 6 GNETS

AT Portal Log-In

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

Portal Requests



Assistive Technology Consultation Services

The purpose of this partnership is to support district personnel in building their capacity to support students with assistive technology needs.

What it is:

- Consultation services by Tools for Life staff via teleconsulting and/or email.
- Discussion based on information provided by district contact.
- Coaching support for staff on implementation of evidence-based practices for assistive technology.
- May be multiple or on-going “communication sessions” between TFL staff and district staff to provide support
- Engagement with district staff

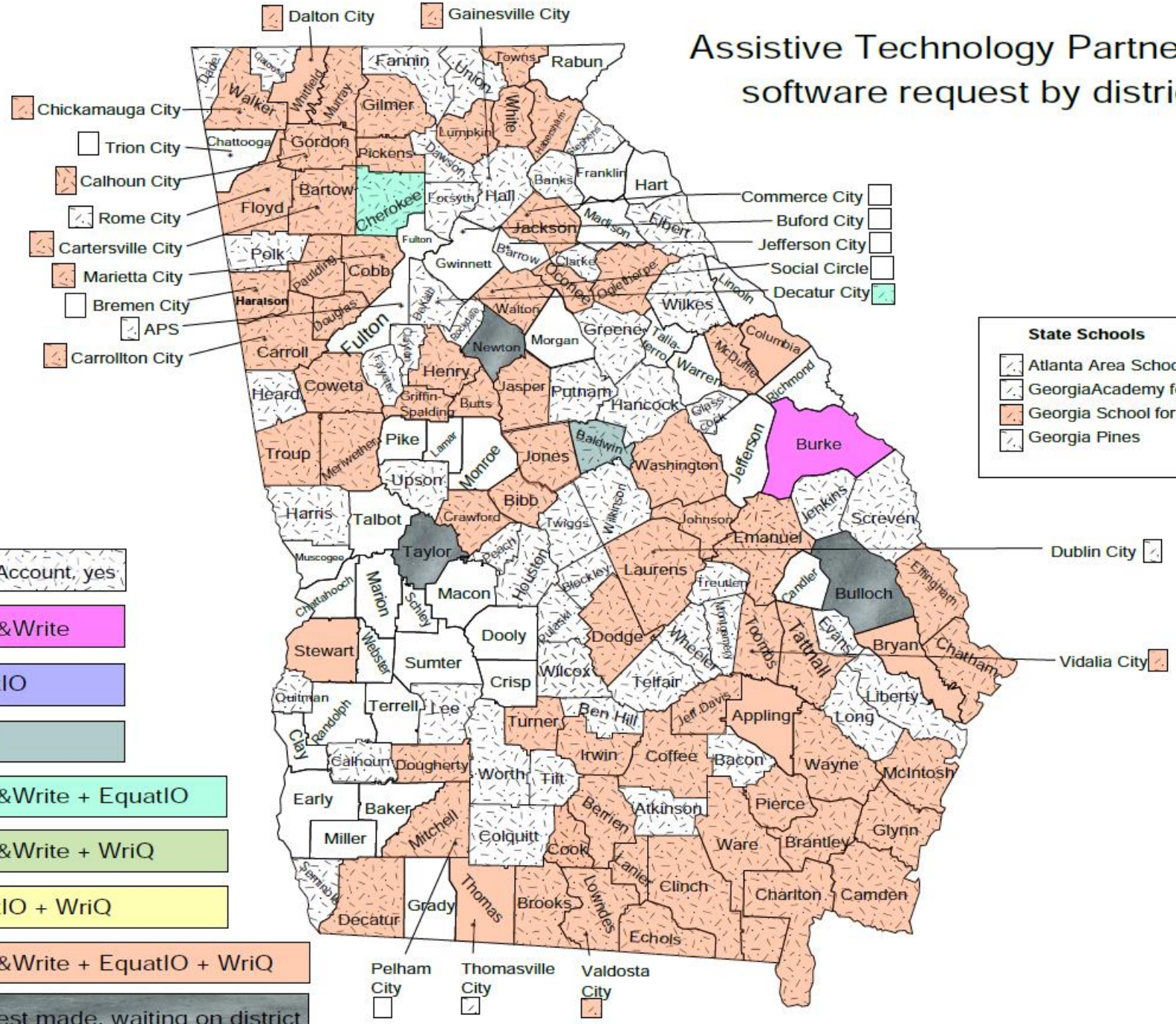
Assistive Technology Consultation Services

The purpose of this partnership is to support district personnel in building their capacity to support students with assistive technology needs.

What it is NOT:

- It is not direct student intervention.
- It is not assistive technology evaluations.
- It is not onsite consultations or evaluations.
- It is not releasing district staff from being involved and engaged in problem-solving.

Assistive Technology Partnership software request by districts



August 2020

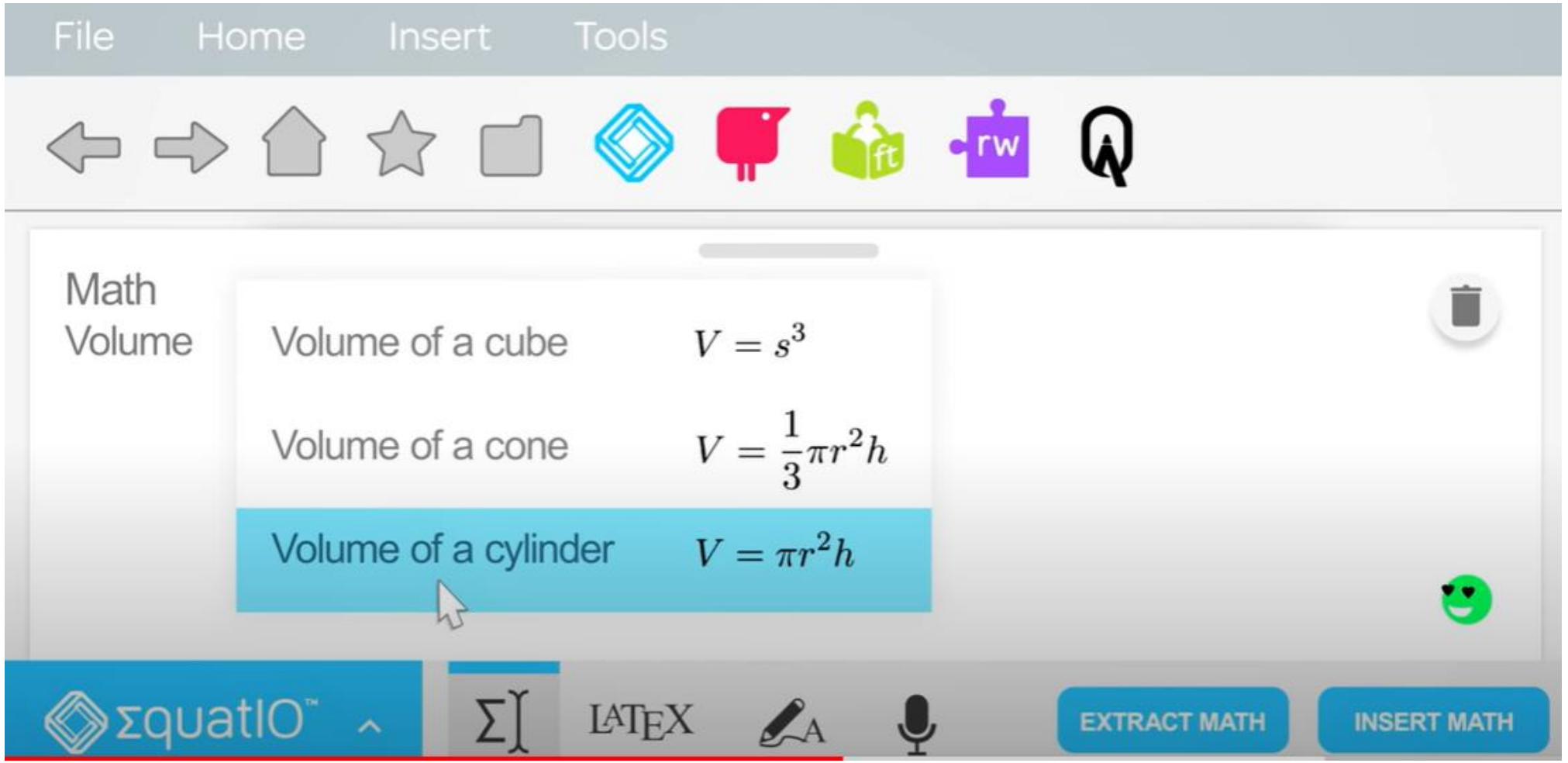
AT/UDL Software (Reading, Writing and Math) (9/14/20)

- Number of LEAs – 107
  - Read&Write – 125,388
  - EquatIO – 122,146
  - WriQ –121,475

- Total number of licenses – 369,009

Text Help Video – read&write

Text Help– EquatIO (make math digital)

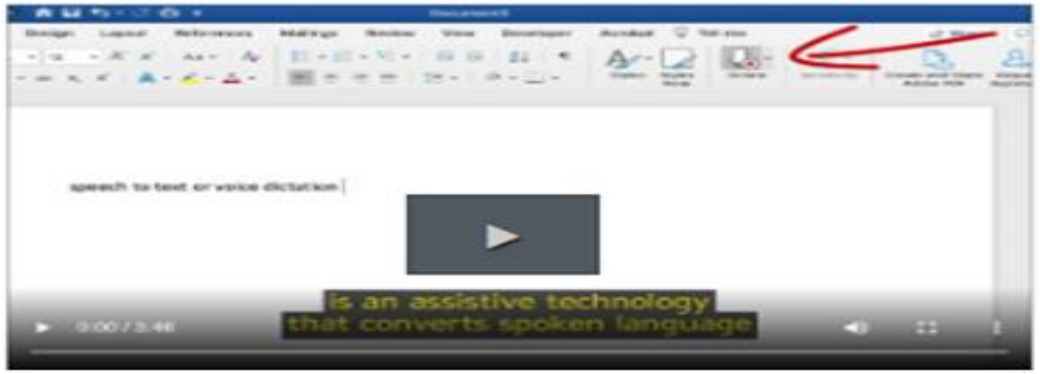


Customized Training Videos

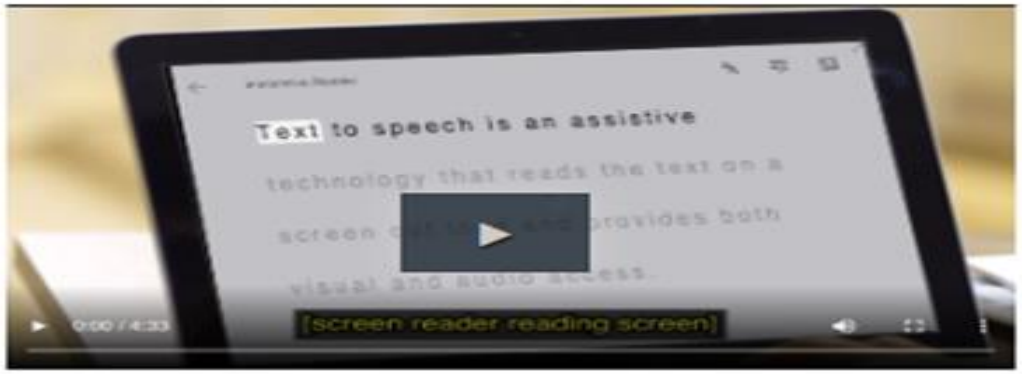
Assistive Technology

- AT Partnership (Tools for LIFE;Texthelp)
- Definition of Assistive Technology
- Assistive Technology devices
- Legal Mandates for Assistive Technology
- Considering Assistive Technology for Students with Disabilities
- Documenting Need for Assistive Technology
- Implementation and Integration
- AT Meetings and Conferences
- AT Presentations

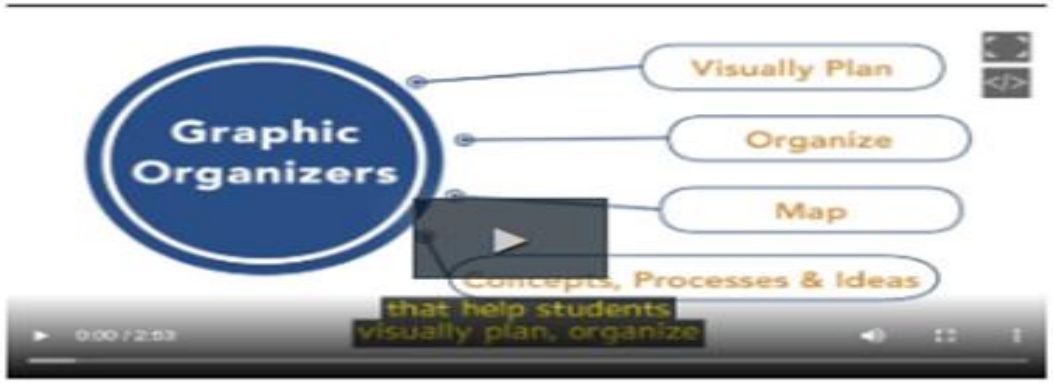
VIDEO - Speech to Text (3 minutes and 46 seconds)



VIDEO - Text to Speech (4minutes and 33 seconds)



VIDEO - Graphic Organizers (2 minutes and 53 seconds)



AT Webpage Update

- New Videos
- Speech to Text (3 :46)
- Text to Speech (4:33)
- Graphic Organizers (2:53)
- Captions (6:24)
- Visual Supports (3:26)
- 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)

Session Feedback

The Georgia Department of Education believes in continuous improvement and would appreciate your feedback to ensure the presentations we provide are of the highest quality and meet the needs of the specific audience.

Please take a moment after the session ends to complete the pop-up feedback survey.

Share your conference highlights now!

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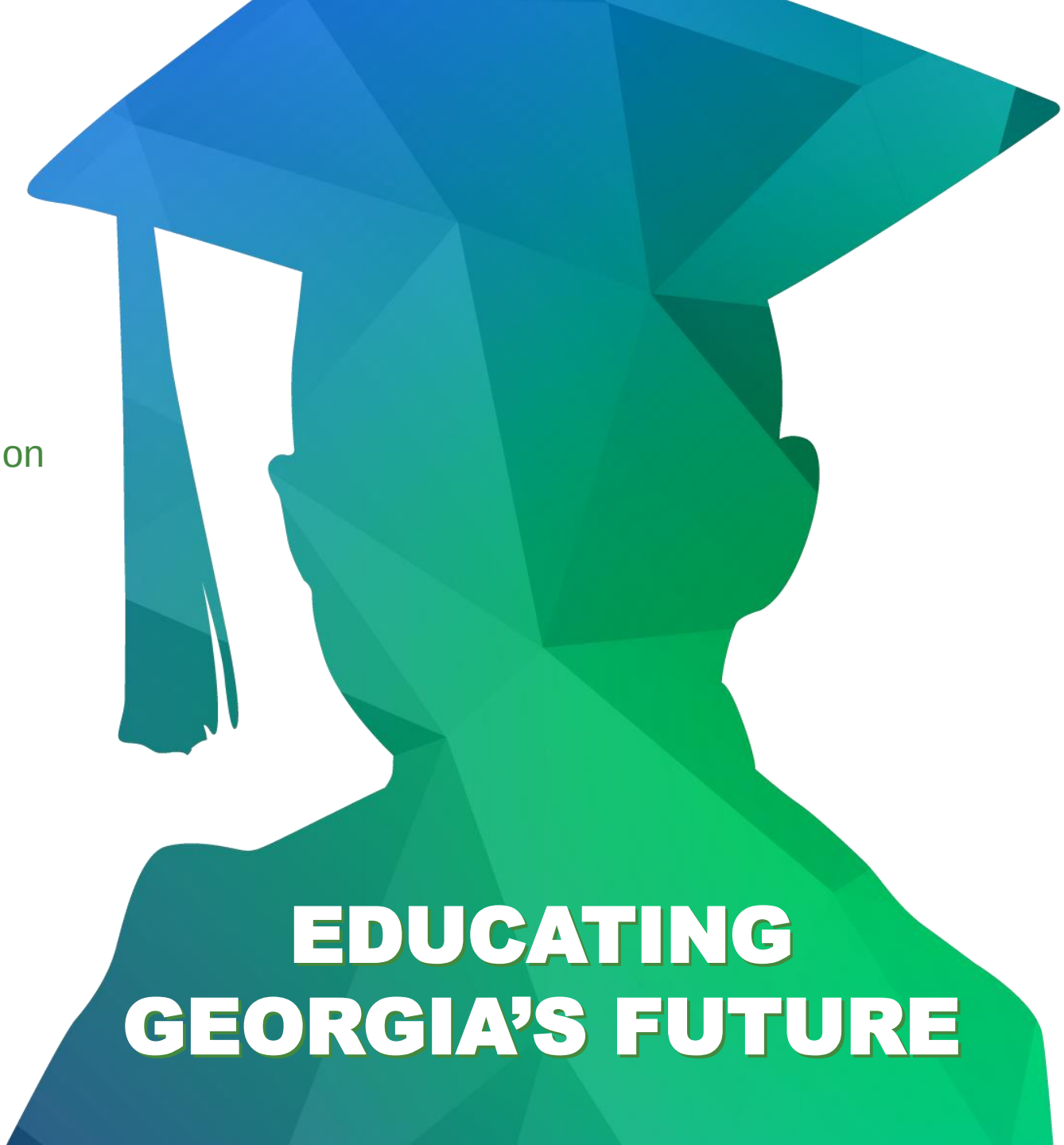
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