

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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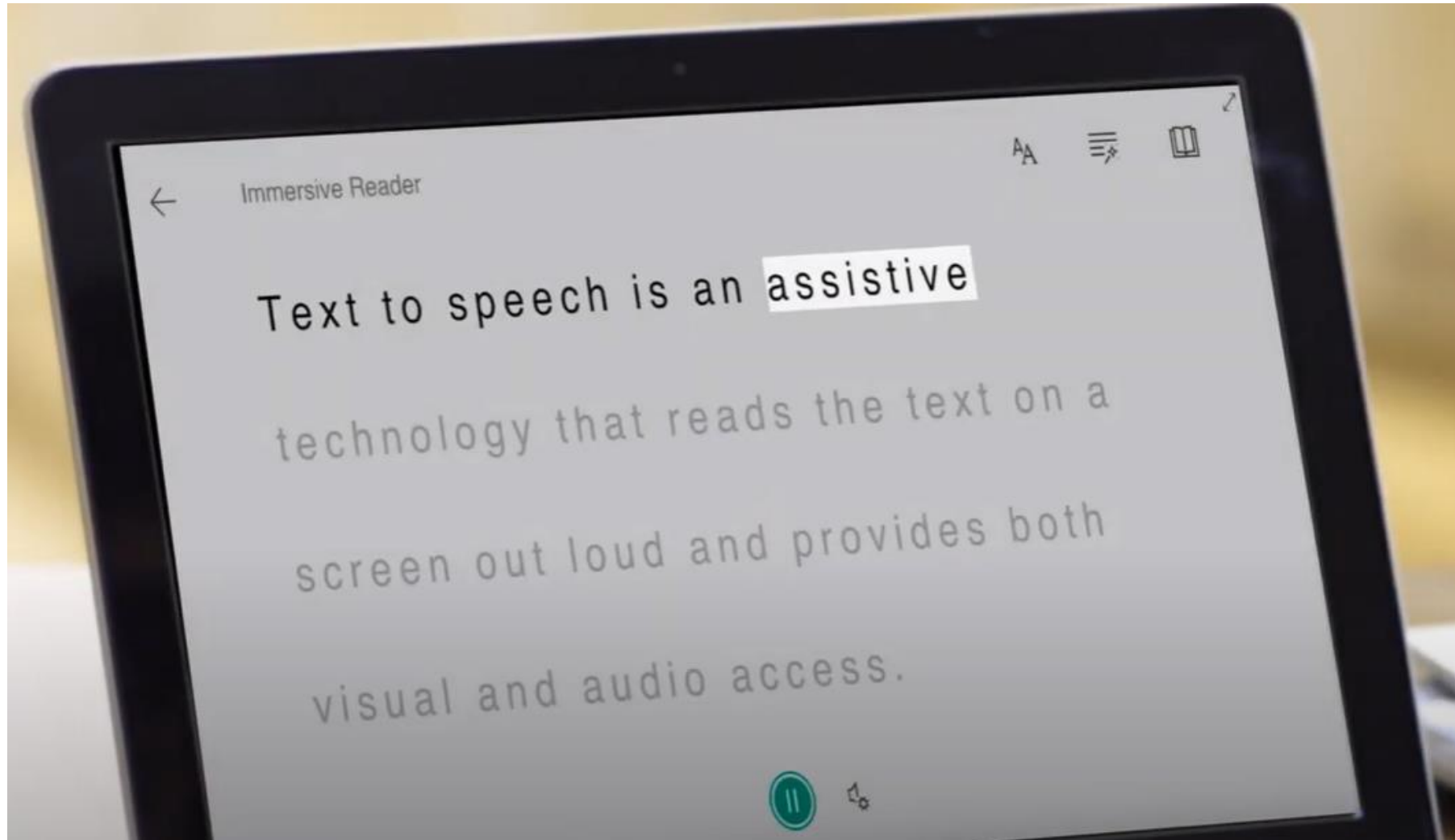
Session Logistics

- **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

f) 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

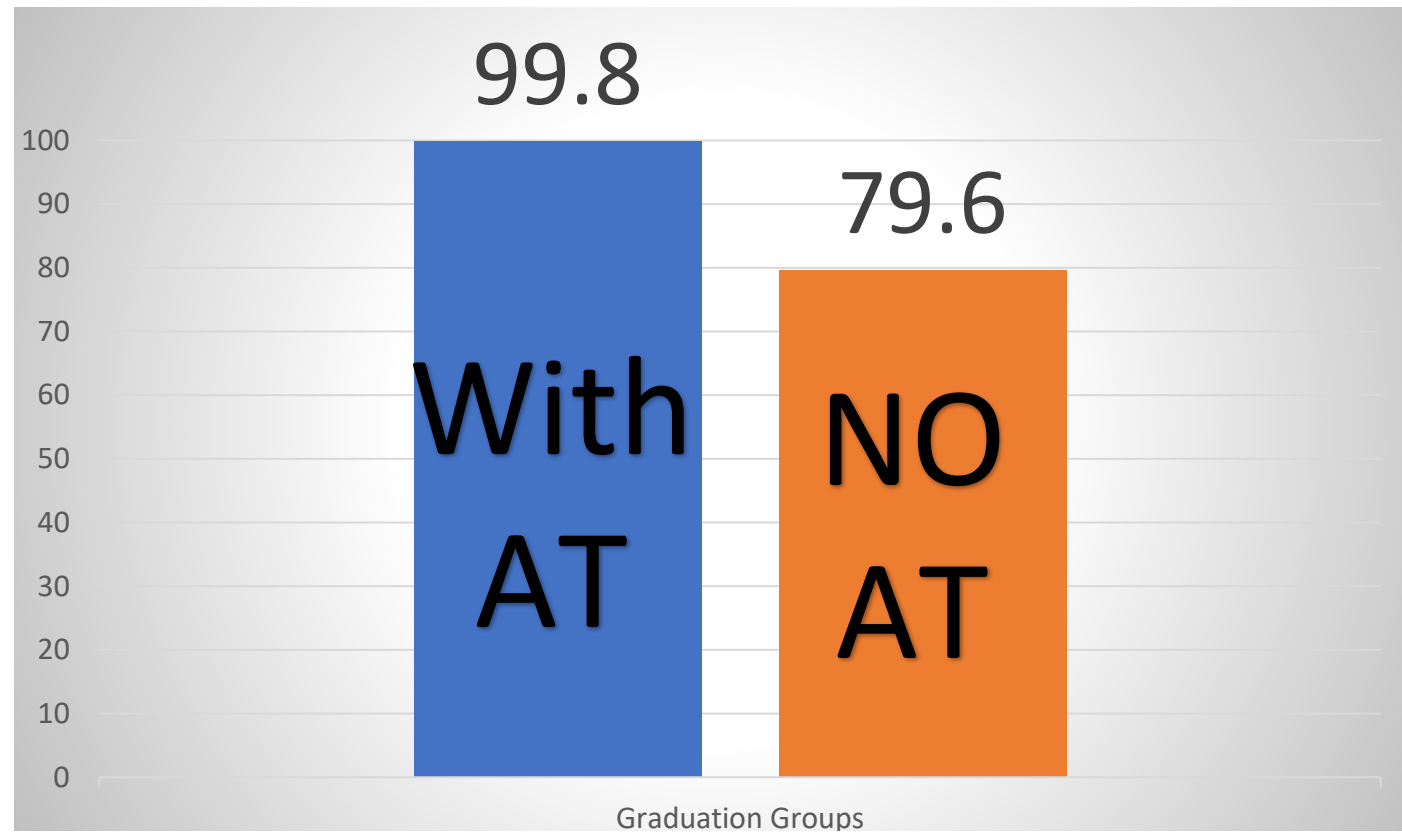
- ★ 99.8% Graduate
- 80.9% Attend Post Secondary
- 80.0% Paid Job after Graduation

DID NOT Receive Assistive Technology

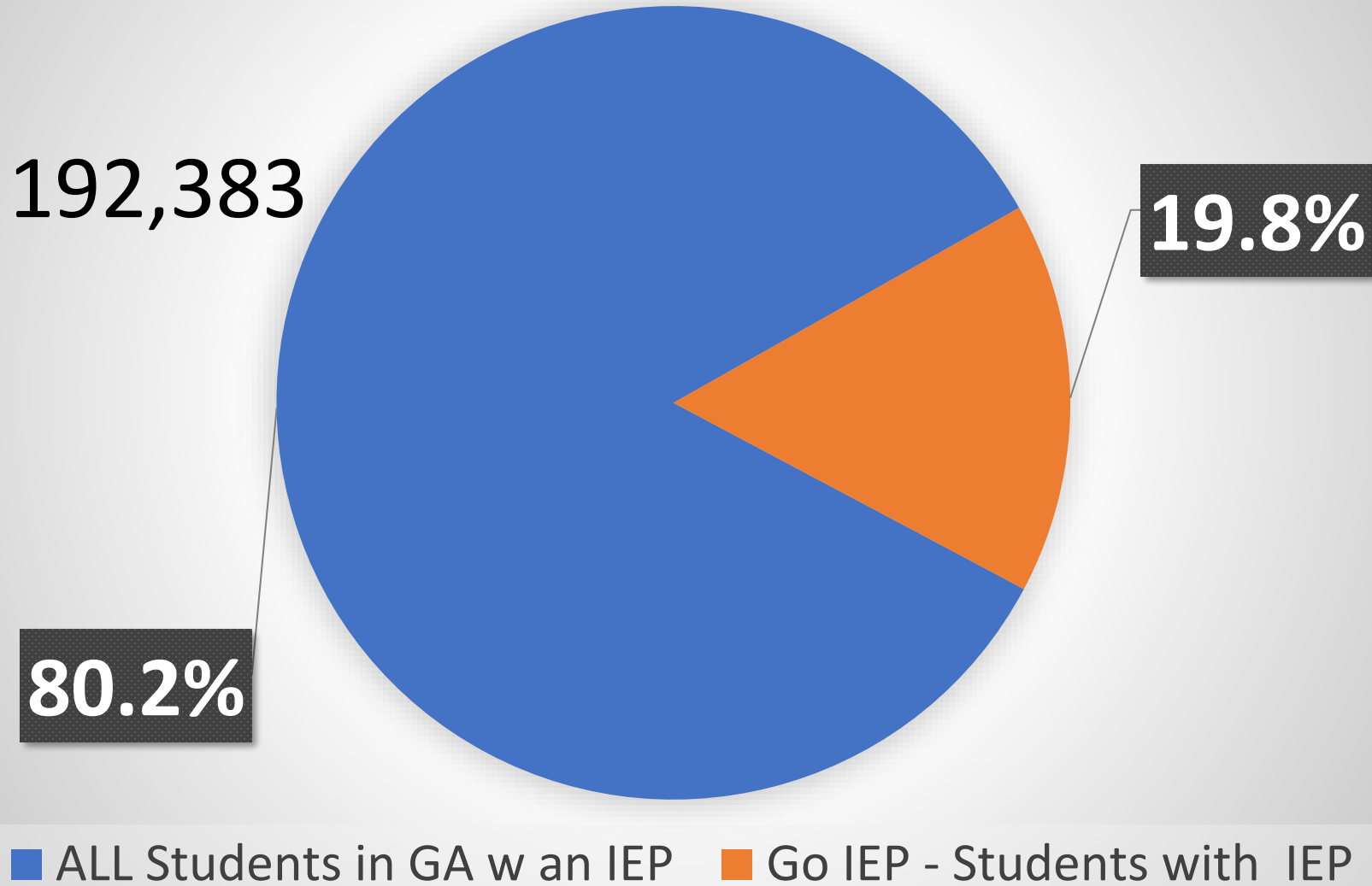
- ★ 79.6% Graduate
- 40.1% Attend Post Secondary
- 50.8% Paid Job after Graduation

★ 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

2,256

10.6%

N= 36,524

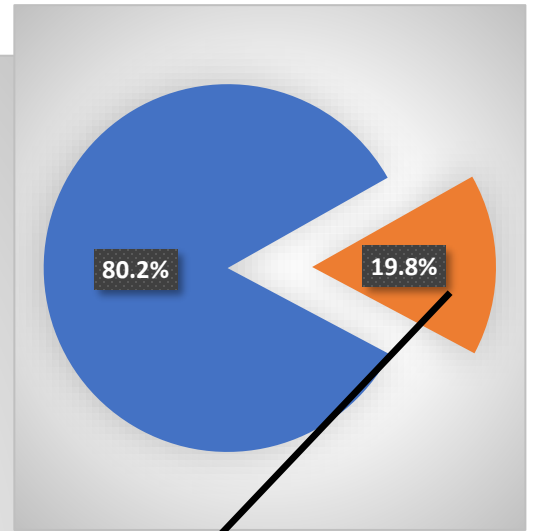
21,285

58.2%

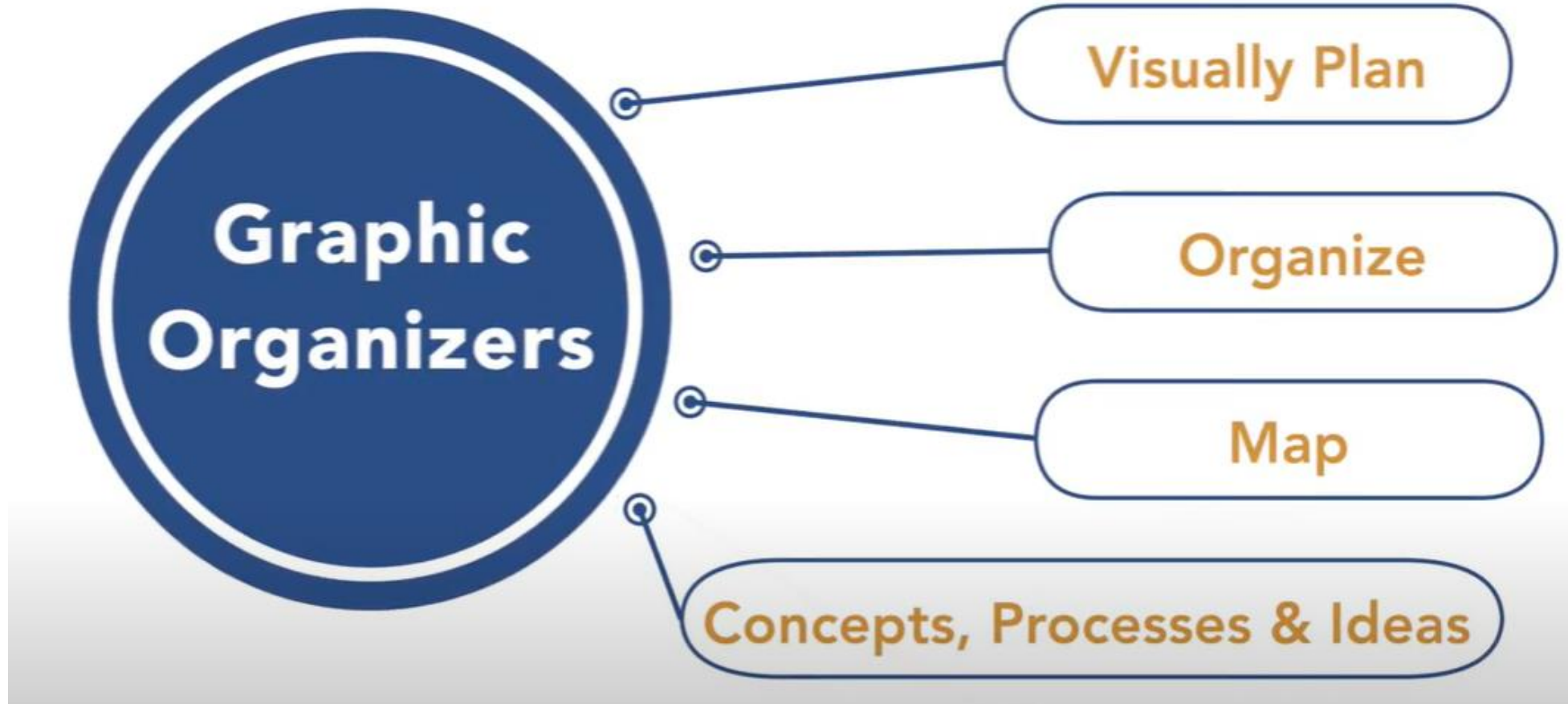
36,524

100%

- High Incidence w AT Device
- High Incidence Disabilities



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

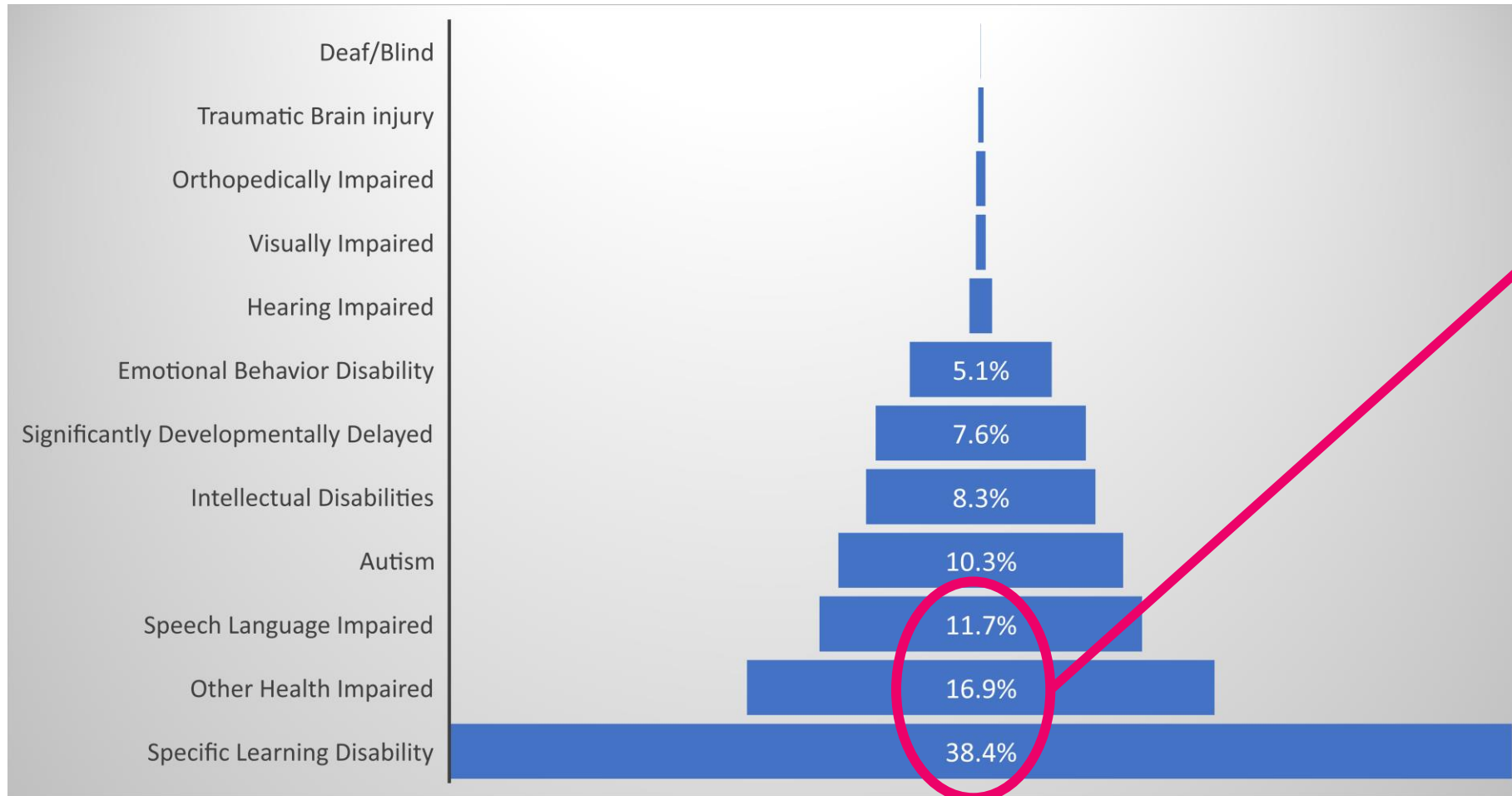
All Student Graduation percentage - 83.73%

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 Tech-
nology 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



Tools for Life - Georgia Department of Education Portal

Returning Users
If you have already created an account with us please [click here to sign in.](#)

New Users
New Users, please fill out and submit the form below.

First Name *	<input type="text"/>	Last Name *	<input type="text"/>
Email *	<input type="text"/>	Work Phone	<input type="text"/>
Title	<input type="text"/>	Grade Level	<input type="text"/>

Profile Information

Organization / Region	<input type="text"/>	District / School	<input type="text"/>
School Name	<input type="text"/>		
Special Education Director *	<input type="text"/>		
Special Education Director Email *	<input type="text"/>		

Portal (9/14/20)

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

AT Portal Log-In



TOOLS
for
LIFE

Georgia's Assistive
Technology Act Program

Login

Username

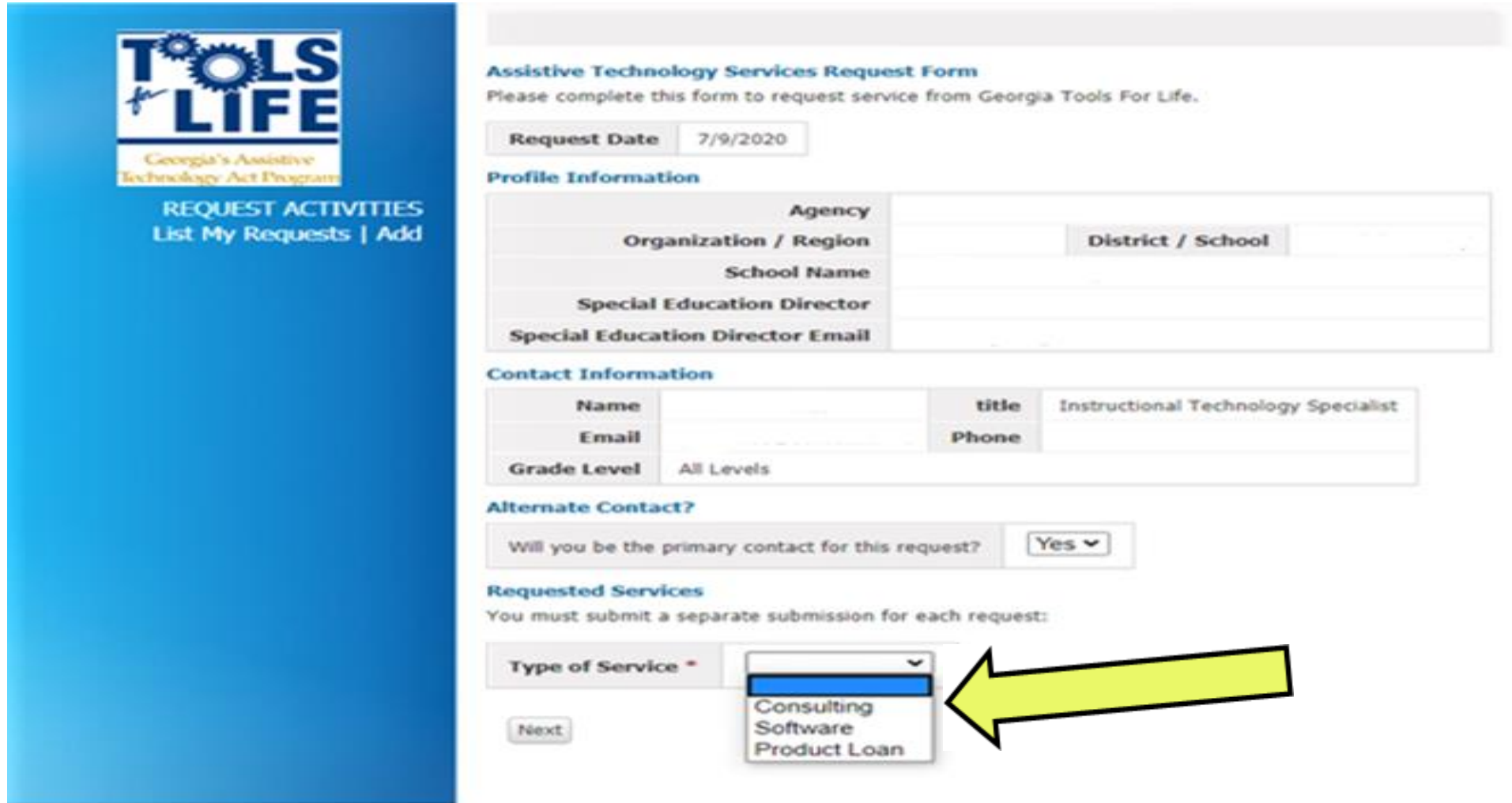
Password

Login

[Forgot your password?](#)

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

Portal Requests



TOOLS for LIFE
Georgia's Assistive Technology Act Program

REQUEST ACTIVITIES
List My Requests | Add

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		title	Instructional Technology Specialist
Email		Phone	
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

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

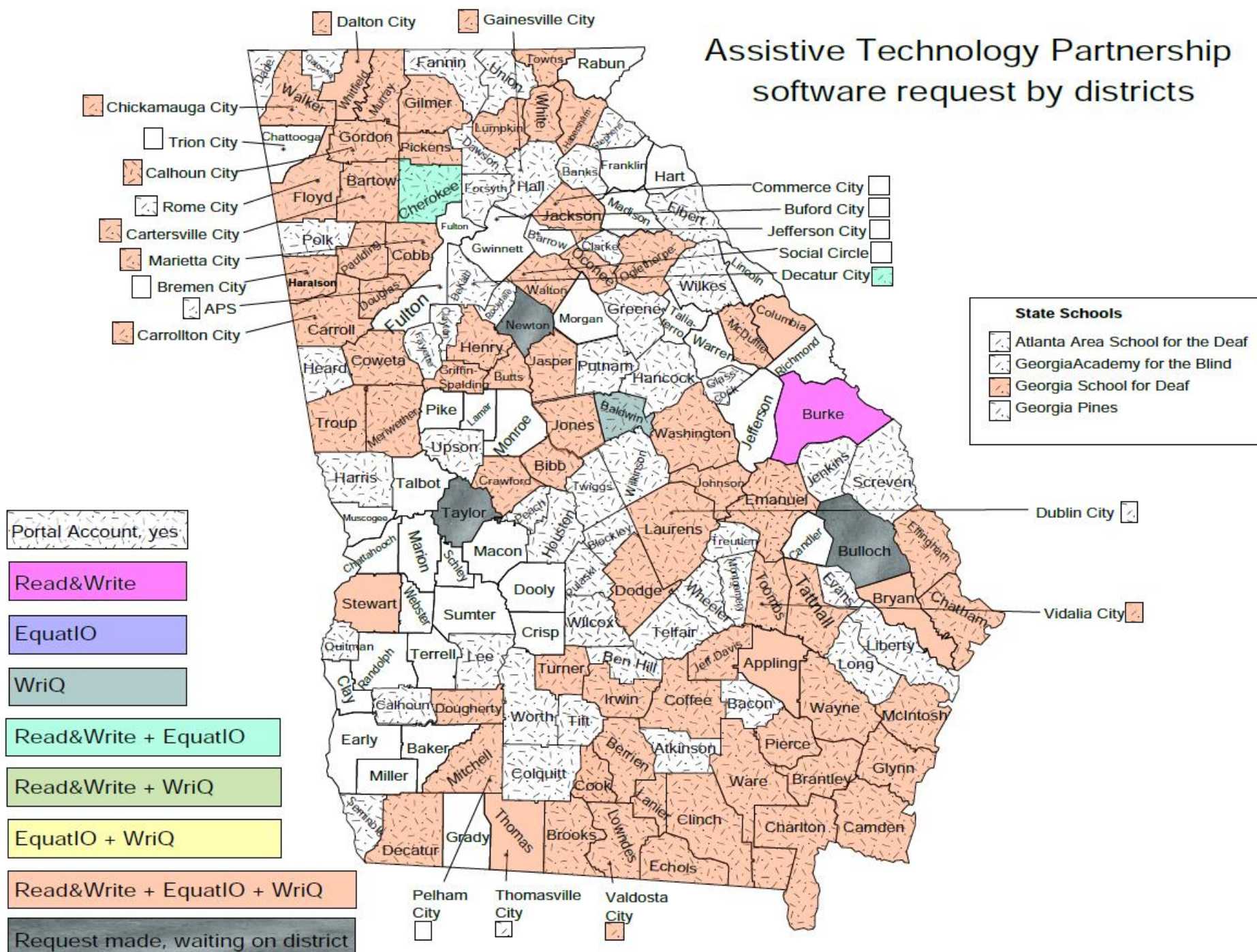
Assistive Technology Consultation Services

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



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



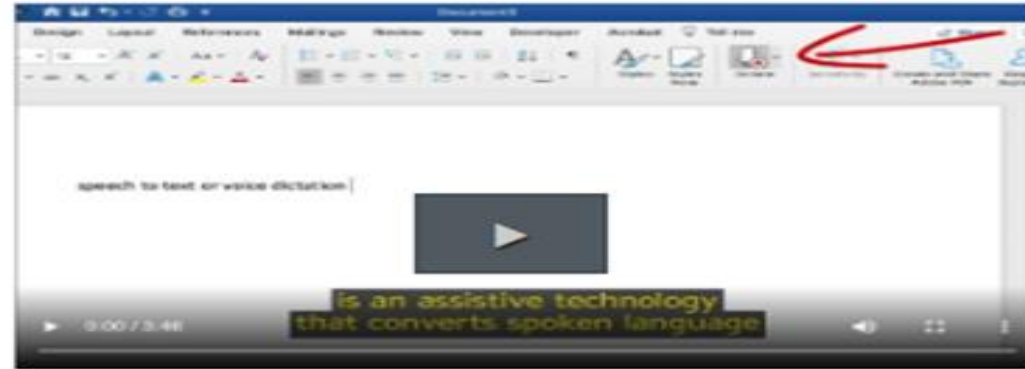
Text Help– EquatIO (make math digital)

The screenshot displays the EquatIO software interface. At the top, there is a menu bar with 'File', 'Home', 'Insert', and 'Tools'. Below the menu bar is a toolbar with various icons: a left arrow, a right arrow, a home icon, a star, a folder, a blue cube icon, a red speech bubble icon, a green person icon with 'ft', a purple puzzle piece icon with 'rw', and a black magnifying glass icon. The main area shows a 'Math Volume' dropdown menu with three options: 'Volume of a cube' with the formula $V = s^3$, 'Volume of a cone' with the formula $V = \frac{1}{3}\pi r^2 h$, and 'Volume of a cylinder' with the formula $V = \pi r^2 h$. The 'Volume of a cylinder' option is highlighted in blue, and a mouse cursor is pointing at it. To the right of the menu is a trash can icon and a green smiley face icon. At the bottom, there is a blue bar with the EquatIO logo, a summation symbol Σ , the text 'LATEX', a pencil icon, a microphone icon, and two buttons: 'EXTRACT MATH' and 'INSERT MATH'.

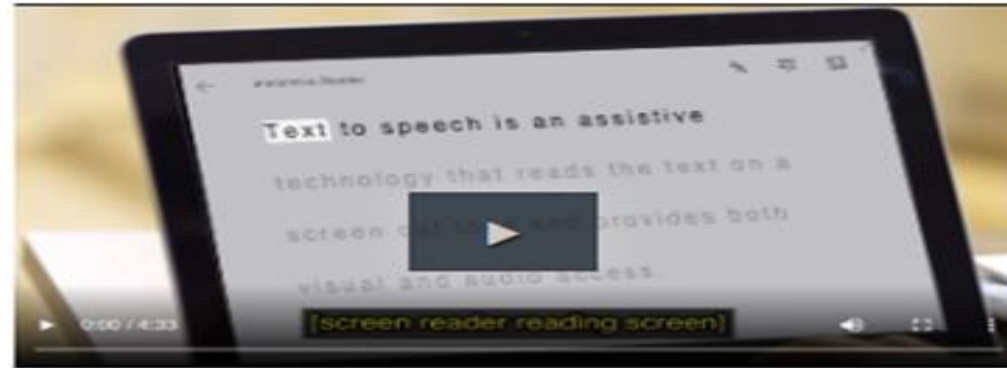
Assistive Technology

- 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 (4 minutes and 33 seconds)



VIDEO - Graphic Organizers (2 minutes and 53 seconds)



Customized Training Videos

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 NTACTION \(National Technical Assistance Center on Transition\)](#)

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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@Gaimprovement

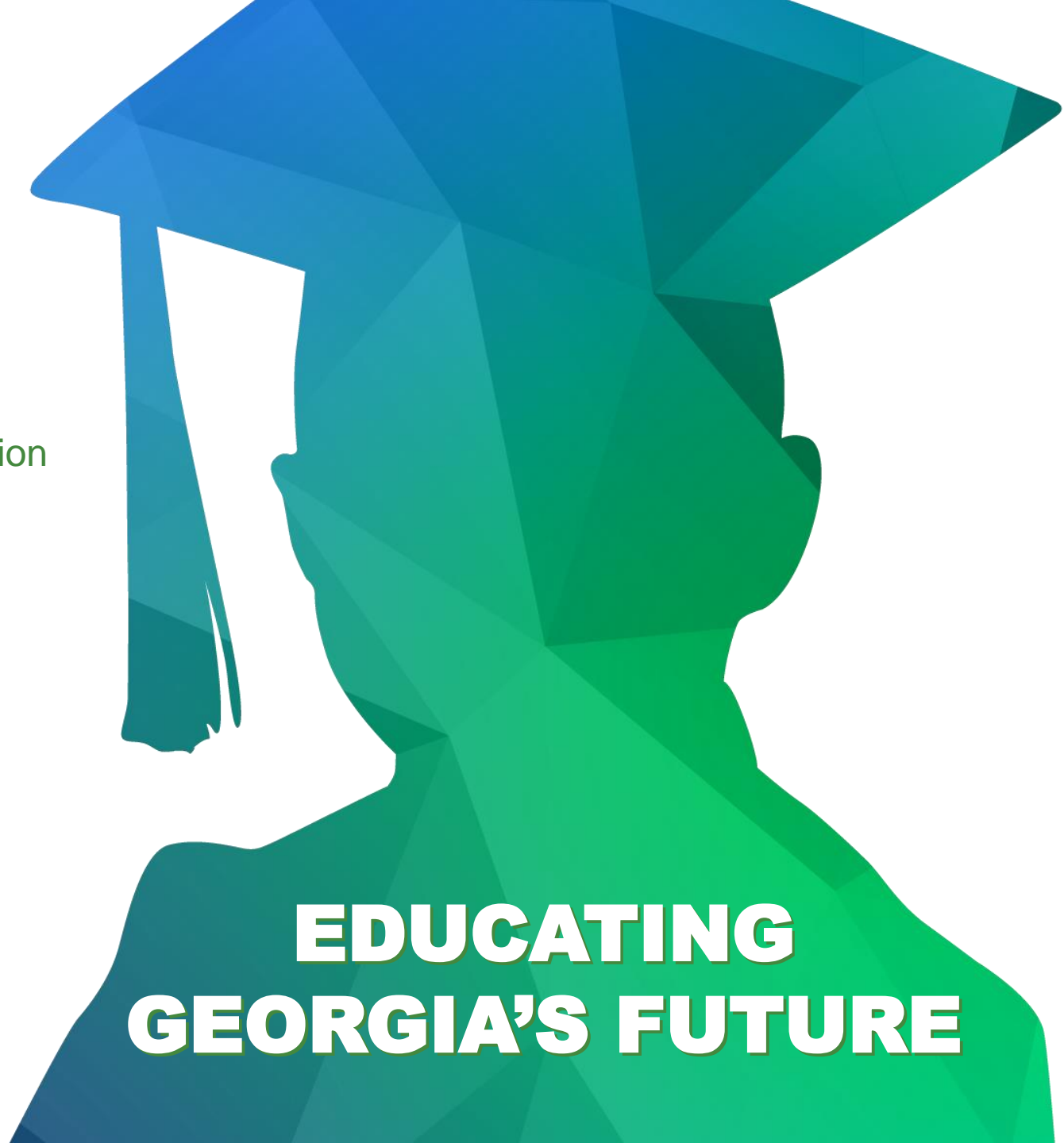


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**EDUCATING
GEORGIA'S FUTURE**