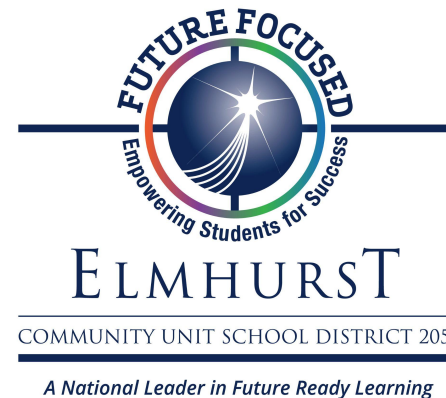


SERG Presentation Assistive Technology

January 23, 2023



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UIC Assistive Technology Certificate, 2010

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What is Assistive Technology?

“...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.”

IDEA 300.5

Range of Assistive Technology

Low Tech	Mid Tech	High Tech
<p>Examples:</p> <ul style="list-style-type: none"> ● Pencil grips ● Colored overlays ● Raised line paper ● Magnifier ● Post-it notes ● Slant board ● Picture schedule ● Keyboard stickers- large print, color coded etc. 	<p>Examples:</p> <ul style="list-style-type: none"> ● Calculators- general, large print, talking ● Switch toys ● Switch adapted appliance ● Communication Devices- single message button, static display device ● Alternative keyboard ● External mouse, adapted mouse 	<p>Examples:</p> <ul style="list-style-type: none"> ● Dynamic AAC devices ● Computers/laptops ● Specialized software: <ul style="list-style-type: none"> ○ Speech to text ○ Word prediction ○ Speech recognition ○ Magnification ● Touch screen ● Environmental control device

Consideration of Assistive Technology in the IEP

- ISBE requires teams to consider the AT needs of every student, annually
- Educational Accommodations- Consideration of Special Factors
- The team may determine:
 - The student **requires** assistive technology is necessary to access the general education curriculum.
 - Accommodation?
 - Additional assistive technology?
 - Assistive technology trials?
 - The student **does not require** any assistive technology to access the general education curriculum

Educational Accommodations and Supports

Student Name: Lincoln Elem School Tester

Grade: 2nd

Date: 02/28/2023

DOB: 09/17/2009

Complete for initial IEPs and annual reviews. (Anyone responsible for implementing the educational accommodations must be notified of her/his specific responsibilities).

Consideration of Special Factors

Check the boxes to indicate if the student requires any supplementary aids and/or services due to the following factors. **For any box checked "yes", specify the special factors in the "Supplementary Aids, Accommodations and Modifications" section and/or the Linguistic and Cultural Accommodations section listed below.**

☐ Yes ☐ No

Assistive technology devices and/or services. If yes, please specify needed AT. If no, specify why AT is not needed to access FAPE.

List specific AT Supports needed or explanation of why AT is not needed

- A formal AT Evaluation is **NOT** required for teams to consider and include AT in an IEP
- Teams may have enough data to add AT to the IEP, they do not need to contact the AT Coordinator to do so
- Remember, AT is not just high tech devices

Who can recommend Assistive Technology to be included in the IEP?

- Special Education Teacher
- Speech and Language Pathologist
- Occupational Therapist
- Physical Therapist
- Vision Itinerant
- Teacher of the Deaf or Hard of Hearing
- Any team member who has knowledge of AT and how it might benefit the student

Assistive Technology Tool Training

- May come from the team member recommending the tool, who is knowledgeable in that area
- Additional support can be requested from the Assistive Technology Coordinator as needed
- [**AT4D205 YouTube Channel**](#)- access short training videos at your convenience
- **AAC- AT Coordinator provides initial training to all families and complete initial personalization programming for all teams

D205 UDL Assistive Technology Tools

[Handout Link](#)



UNIVERSAL ASSISTIVE TECHNOLOGY TOOLS



Snap&Read™

SNAP&READ

- Chrome extension
- no eligibility requirements
- UDL tool purchased for all students in D205
- Login with Google Sign-on

- Text to speech engine that allows web content to be read aloud to student with computer voice.
- Remove distractions feature to eliminate ads and other unnecessary
- PDF tool that allows for annotation and text to speech
- Outline tool to help support research and report writing

Get started here!



Co:Writer®

CO:WRITER

- Chrome extension
- no eligibility requirements
- UDL tool purchased for all students in D205
- Login with Google Sign-on

- Word prediction tool
- can be used as a phonetic spell check tool
- Access to dictation feature

Let's Go!



CHROME OS ACCESSIBILITY

- ChromeVox
- Select-to-speak
- Dictation
- High Contrast Mode
- Full screen magnifier
- docked magnifier

- Automatic Clicks
- on-screen keyboard
- Large mouse cursor
- Mono audio
- Highlight text caret
- highlight mouse cursor
- highlight object with keyboard focus
- sticky keys

Find out more here!



APPLE ACCESSIBILITY

- VoiceOver
- Zoom
- Spoken Content
- Audio Descriptions
- Touch
- Voice Control

- Dictation
- keyboards
- word prediction
- Guided Access
- Display & Text Size
- Switch Control

Scan me!



Questions? Contact:
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Top 3 Chrome Accessibility Features

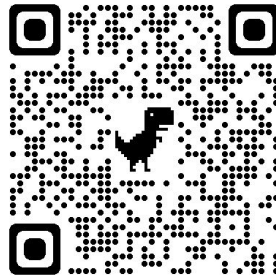
1. Dictation
2. Select-to-Speak
3. Large mouse cursor





Top 3 Apple Accessibility Features

1. Dictation
2. Reader View
3. Spoken Content



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Master's of Special Education & Transition Services -
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What Is 'Transition'?

transition noun



Save Word

tran·si·tion | \ tran(t)-'si-shən , tran-'zi-, *chiefly British* tran(t)-'si-zhən \
plural **transitions**

Definition of *transition*

1 a : a change or shift from one state, subject, place, etc. to another

How We Will Define 'Transition' In Relation to Individuals w/ Disabilities in D205

A Few Important Items to
Remember During Today's
Discussion

- A lifelong process which brings an individual into a *POSTSCHOOL* world
- Transition is *ONGOING*
- Involves many stakeholders, but is focused on the *INDIVIDUAL*



Transition Is NOT any of the following...

- A building for 18-22 year old students in the district
 - A program for 'those kids'
 - Something to take care of 'later'
-

Transition Services

As defined by the Individuals with
Disabilities Education Act, (IDEA)

A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs taking into account the student's preference and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition Services in IDEA

The Main Idea

Transition services are designed for individuals with disabilities to “be prepared to lead productive and independent adult lives, to the maximum extent possible”

Individuals with Disabilities Education Act, [20 U.S.C. 1400(c)(5)(A)(ii)]

...be prepared to lead
productive & independent
adult lives to the
maximum extent possible

...be prepared
to lead
productive &
independent
adult lives to
the maximum
extent possible

= DIGNITY

—

To What End?

How Do We Support Dignified Lives?



EFFECTIVE &
MEANINGFUL
TRANSITION
PLANNING

Effective & Meaningful Transition Planning

Critical Components

Transition Assessment

Student Involvement

Family Involvement

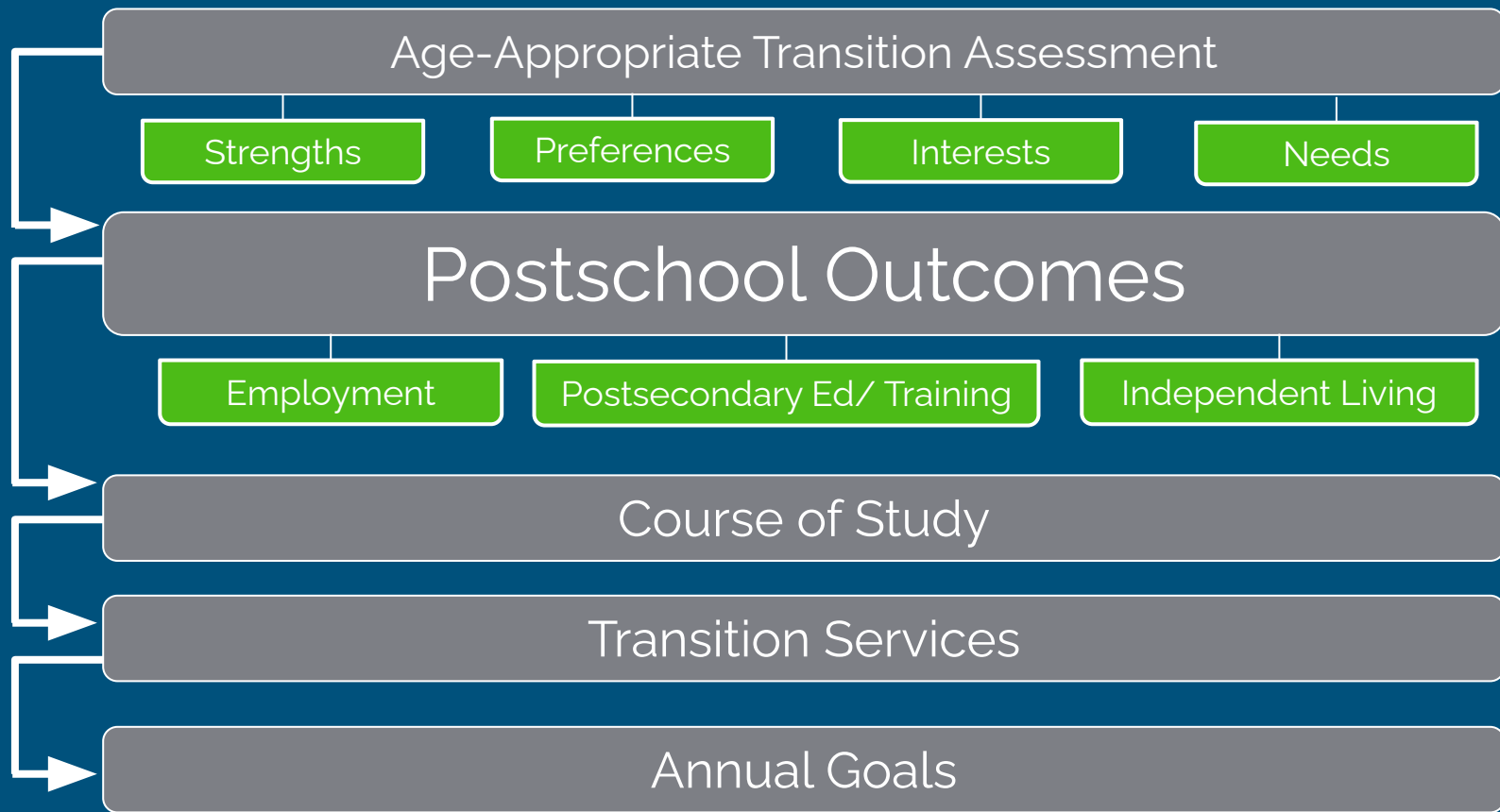
Transition-Focused Programming &
Instruction

Interagency Collaboration

Proactive Processes

It's never too early to start planning for the future!

- Federal law calls for transition planning to begin NO LATER than age 16
- There is no minimum age requirement for transition planning to begin
- Only 52% of U.S. states & territories require transition planning to begin prior to age 16
- Suk, Martin, McConnell & Biles research argues that the federally-mandated age for transition planning to begin must be lowered from 16*
- Start when identification of a lifelong disability that will impact an individual's ability to attain & maintain employment or live independently is made



Transition Services Flow Chart

What The School Team Should be Doing

Collaborate with the school team to ensure these actions are taking place, REGARDLESS of age

Programming & instruction that support postschool outcomes

Share transition information & resources

Age Appropriate Transition Assessment

Establishing linkages with postschool agencies

What You Should be Doing

There should always be a focus on postschool outcomes, while understanding the fluidity of the transition planning process

Focus on postschool outcomes -
‘Where are we going’

Research, learn, ‘shop around’

Focus on building / increasing
independence

Include student in transition
planning - preferences, strengths,
interests & needs

What You Should be Doing

Suggested Transition Planning
Activities ages 14-22

Dupage County Transition Planning
Committee, IPADD Unite & Service Inc. of
Illinois

TRANSITION BY THE NUMBERS

TRANSITION PLANNING IN DUPAGE COUNTY:
SUGGESTED ACTIVITIES BY AGE

Individualized Planning

Review desired postschool &
adult outcomes

Where do we want to go?
Where are we now?
How do we get there?

Employment & volunteering

Postsecondary Education & training

Home Life

Financial Management

Social Life

Health & Wellness

Transportation

Long-term Plans

Increasing & Improving Transition Services in D205

What Has Happened

- Case manager at College of DuPage (2019)
 - Increase in FTE at Transition Center (2022)
 - ◆ Allowed to allocate staff more creatively, including creation of 'Transition Specialist' role
 - Increase in transition assessments, curriculum
-

What Can Happen

- Increase in longitudinal planning, beginning in middle school
 - Increase in certified Transition Services staff
 - ◆ Transition Coordinator, increased Transition Specialist(s)
 - Increase in district & community focus on transition services
-

Helpful Resources to Utilize



Thank you & good luck!

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D205 SERG Presentation

*Educating, Engaging, and Empowering all
Students Through Literacy
Focus: Grades K-5, Wit & Wisdom,
Foundations*



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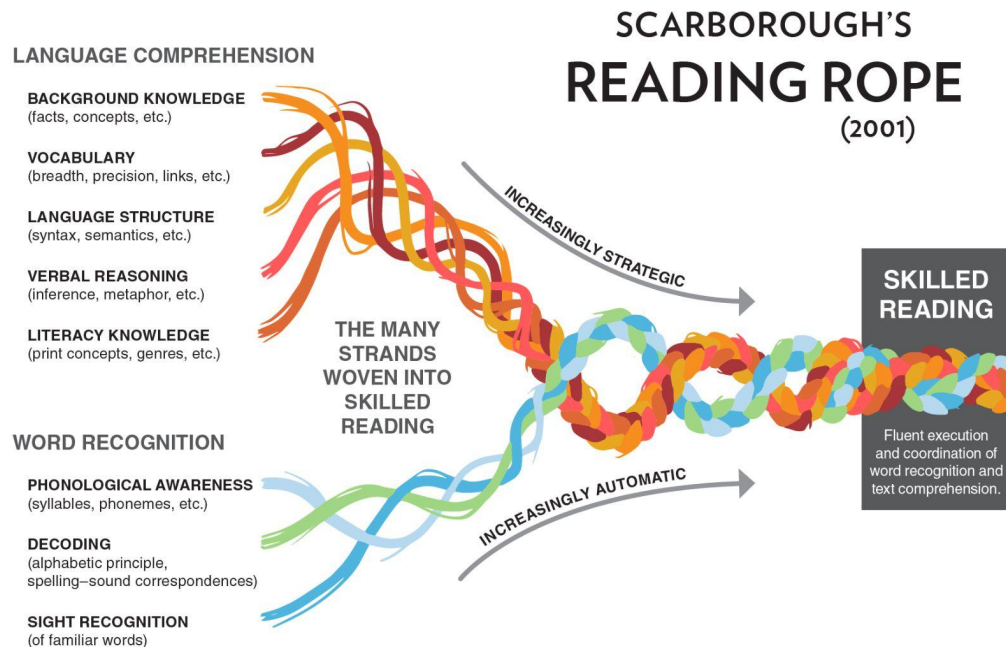
Tonight's Objectives

- Recognize the shifts for teaching and learning across K-5 in D205 to align to standards and grade level expectations
- Wit & Wisdom overview
- Foundations overview
- Supporting students with special education needs
- Supporting students at home

Literacy Research-Based Practices

Skilled Readers Need:

Vocabulary
Background knowledge
Reading Fluency

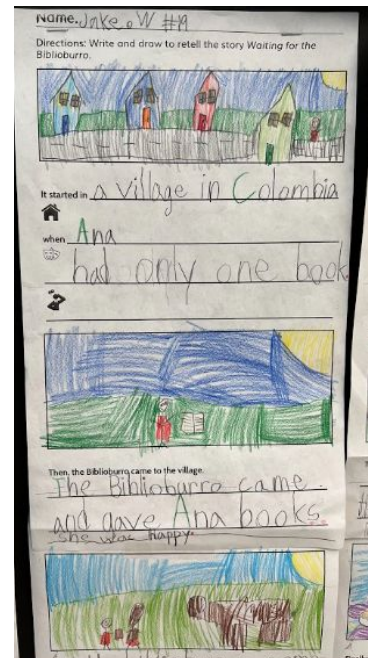
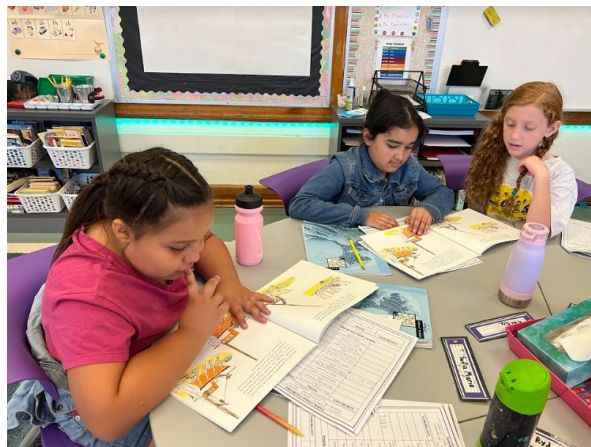


D205 Research-based and Standards-Aligned Instructional Shifts

Highlight on Wit & Wisdom

Wit & Wisdom modules center on the study of rich and engaging texts, curated to *build student knowledge* of important ideas in the fields of liberal arts and the sciences.

The approach is *integrated and text-based*: daily reading, writing, speaking, listening, grammar, and vocabulary study is based on—and draws on evidence from—exceptional texts.
























Wit & Wisdom: Modules

The Modules (units of study)

- Center on one Essential Question
- Typically consist of thirty to thirty-eight core lessons,
- Each lesson is followed by a fifteen-minute Deep Dive focused on vocabulary or style and conventions that relates to the focus of the lesson.
- Center on complex texts (both literary and informational) and visual art related to the Essential Question;
- Concludes with a culminating End of Module writing task

D205 Research-based and Standards-Aligned Instructional Shifts

	Module 1	Module 2	Module 3	Module 4
K	<i>The Five Senses</i> How do our senses help us learn? Informative Writing 	<i>Once Upon a Farm</i> What makes a good story? Narrative Writing 	<i>America, Then and Now</i> How has life in America changed over time? Informative Writing (Research) 	<i>The Continents</i> What makes the world fascinating? Opinion Writing 
1	<i>A World of Books</i> How do books change lives around the world? Narrative Writing 	<i>Creature Features</i> What can we discover about animals' unique features? Informative Writing (Research) 	<i>Powerful Forces</i> How do people respond to the powerful force of the wind? Narrative Writing 	<i>Cinderella Stories</i> Why do people around the world admire Cinderella? Opinion Writing 
2	<i>A Season of Change</i> How does change impact people and nature? Informative Writing 	<i>The American West</i> What was life like in the West for early Americans? Informative Writing 	<i>Civil Rights Heroes</i> How can people respond to injustice? Narrative Writing 	<i>Good Eating</i> How does food nourish us? Opinion Writing (Research) 

	Module 1	Module 2	Module 3
3	<i>The Sea</i> Why do people explore the sea? Informative Writing 	<i>Outer Space</i> How do people learn about space? Opinion Writing 	<i>A New Home</i> How do stories help us understand immigrants' experiences? Narrative Writing 
4	<i>A Great Heart</i> What does it mean to have a great heart, literally and figuratively? Informative Writing 	<i>Extreme Settings</i> How does a challenging setting or physical environment change a person? Narrative Writing 	<i>The Redcoats Are Coming!</i> Why is it important to understand all sides of a story? Opinion Writing (Research) 
5	<i>Cultures in Conflict</i> How do cultural beliefs and values guide people? Informative Writing 	<i>Word Play</i> How and why do writers play with words? Narrative Writing 	<i>A War Between Us</i> How did the Civil War impact people? Opinion Writing 

The knowledge focus of the Wit & Wisdom modules provides a great opportunity to engage your child in academic conversations at home.

Learning from your child about the topics in which they have become experts can be a joyful experience for families—and lead to a desire for continued exploration and study.

D205 Research-based and Standards-Aligned Instructional Shifts

Foundational Skills

Expand the focus of foundational skills instruction across grades K-3

Highlight on Foundations

Foundations provides a systematic program to comprehensively address foundational word study skills, such as:

- Print concepts
- Phonological and phonemic awareness
- Phonics and word study, including high frequency sight words
- Fluency
- Spelling and Handwriting Skills

Additionally, Foundations significantly reinforces comprehension and vocabulary in an integrated approach.



Support Students with Special Education Needs Through Wit & Wisdom and Foundations

- Students are supported using grade level materials
- Discussion based
- Grade level materials used over multiple days
- Audiobooks
- Extension activities
- Small group support
- Example Accommodations
 - Use of provided notes
 - Pictures paired with vocabulary words
 - Responses scribed
 - Scaffolded support with questions

Ways to Support Growing Your Child's Literacy Skills at Home

1. Talk to your kids (a lot).
2. Read to your kids.
3. Have them tell you a “story.”
4. Listen to your child read.
5. Promote writing.
6. Ask questions.
7. Make reading a regular activity in your home.

“Reading to kids exposes them to richer vocabulary than they usually hear from the adults who speak to them, and can have positive impacts on their language, intelligence, and later literacy achievement. What should you read to them? There are so many wonderful children’s books. Visit your local library, and you can get an armful of adventure. You can find recommendations from kids at the Children’s Book Council website or at the International Literacy Association Children’s Choices site.”