



### Technology & Learning Connections AIM/AT/UDL Implementation Plan

Accessible instructional materials (AIM), assistive technology (AT), and Universal Design for Learning are critical components of services for students with disabilities. At the state level, the Bureau for Exceptional Education and Student Services (BEESS) provides the following services:

- *Access to the Common Core for Exceptional Student Success (ACCESS)*
- *Florida Diagnostic & Learning Resources System (FDLRS) – <http://www.fdlrs.org>*
- *Florida Inclusion Network (FIN) - <http://www.floridainclusionnetwork.com>*
- *Florida Instructional Materials Center for the Visually Impaired (FIMC-VI) - <http://www.fimcvi.org/>*
- *Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTC-D/HH) & the Outreach Services for the Blind/Visually Impaired and Deaf/Hard of Hearing (OSBD) – <http://rmtcosbd.org/>*
- *Technology & Learning Connections (TLC-MTSS) – <http://www.tlc-mtss.com>*

The **AIM/AT/UDL Implementation Plan** provides a framework for an alignment of services through the statewide BEESS projects, listed above, and the Local Assistive Technology Specialists (district LATS and regional LATS). Activities are categorized by State, Regional, Local, and Direct service delivery. Within these levels you will find activities in the following categories:

1. Oversight Team – Groups of stakeholders that review needs assessment data and plan services and activities to address AIM/AT/UDL.
2. Needs Assessment Tools – The development of tools and surveys that are customized and refined to identify the level of AIM/AT/UDL implementation as well as the fidelity of implementation.
3. Technology Assistance – Activities and resources that are designed to be adapted and focused to meet identified target needs.
4. Professional Development – Activities designed to increase state and district capacity to implement AIM/AT/UDL with a high degree of fidelity.

The use of oversight teams at each level provides a mechanism to ensure that this plan is responsive to the diverse needs of the state and the districts. Please send any questions or recommendations to Leanne Grillo ([Leanne.Grillot@fldoe.org](mailto:Leanne.Grillot@fldoe.org)), Zoe Mahoney ([Zoe.Mahoney@fldoe.org](mailto:Zoe.Mahoney@fldoe.org)), or David Davis ([david@tlc-mtss.com](mailto:david@tlc-mtss.com)).

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## ➤ State Level Activities

### *Oversight*

- AIM/AT/UDL Oversight Team
  - Members
    - Leanne Grillot, Zoe Mahoney, Carmelina Hollingsworth, David Davis, Mary Ann Ahearn, Rebecca Sarlo, Suzanne Dalton, Randy LaRusso
  - Responsibilities
    - Meet twice yearly to:
      - Review statewide, regional, and local needs assessment data
      - Plan/coordinate recommended activities for discretionary projects to support districts in the use of AIM/AT/UDL
      - Plan/coordinate support activities to support district digital rights managers and NIMAS/Florida implementation
      - Plan/coordinate support activities for the assistive technology contacts network
      - Collect/review data on the fidelity of implementation statewide of AIM, AT, and UDL
      - Plan statewide professional development activities on AIM/AT/UDL
      - Ensure consistent language across activities
      - Ensure all activities support IEP teams and district/school based problem solving teams
      - Ensure a highly effective integration of AIM/AT/UDL in Florida's Multi-Tiered System of Supports (MTSS)
- Statewide Technology Advisory Committee
  - Members
    - BEESS Staff, Discretionary Project Staff, Teachers (General/ESE), Local Assistive Technology Specialists, Therapists
  - Responsibilities
    - Develop technical assistance and dissemination resources on: Assistive Technology, Accessible Instructional Materials, CCSS & Technology, Instructional Technology, UDL, 21st Century Skills
    - Provide recommendations from the stakeholder perspective on all AIM/AT/UDL activities

### *Needs Assessment*

- Develop questions for online/printed survey tools to determine:
  - IEP choices for AT teams (when to consider outside source needs)
  - General knowledge re AIM/AT/UDL
  - Diagnostic/Problem Solving knowledge of IEP teams re AIM/AT/UDL
  - Level of use of AIM/AT/UDL
  - Fidelity of implementation on AIM/AT/UDL in a multi-tiered system of supports
  - Resource needs on AIM/AT/UDL
    - Equipment
    - Media
    - Informational
    - Professional Development
- Develop online/printed data collection tools to measure the knowledge and implementation of AIM/AT/UDL across the state

## *Technical Assistance*

- Technical Assistance Papers
  - AIM – review for any needed updates
  - NIMAS – review for any needed updates
  - AT – released August, 2013
  - UDL – develop a UDL TAP in 2013-2014
- Informational Resources
  - Develop and disseminate digital and print documents on AIM/AT/UDL
  - Develop and disseminate interactive digital resources to support AIM/AT/UDL
- Update current websites
  - AT Competencies - <http://www.florida-ese.org/atcomp/>
  - Technology & Learning Connections - <http://www.tlc-mtss.com/> - to become an AIM/AT/UDL Resource Portal
  - Exploring Technology & Learning Connections - <http://www.efdlrs.net/ent/> - to be incorporated into an AIM/AT/UDL Resource Portal
- AT & UDL Online Loan Library
  - Provide a statewide online loan library for assistive technologies and UDL technologies for the purpose of:
    - Supporting timely trials and selection of assistive technology at the local level
    - Supporting discretionary project staff and LATS in professional development activities
- Webinars, Networking Meetings, and Virtual Meetings
  - Provide a series of AIM/AT/UDL support webinars, statewide meetings, and virtual meetings
  - Provide registration fees for the Technology Advisory Committee members to participate in national webinar series, such as the ATIA webinars

## *Professional Development*

- Professional Development – Online PDA Training Modules – Facilitated by the FDLRS Network
  - Update current modules as needed:
    - Technology for Student Success: An Introduction
    - Technology for Student Success: Assistive Technology
  - Modules currently under development:
    - Technology for Student Success: Reading Comprehension
    - Technology for Student Success: AIM Assessments
    - Technology for Student Success: Universal Design for Learning
  - Modules to be developed:
    - Technology for Student Success: Technology for Writing
    - Technology for Student Success: Technology for Mathematics
    - Technology for Student Success: Teaching the Visually Impaired - Technology Tools
    - Technology for Student Success: Teaching the Deaf/Hard of Hearing - Technology Tools
- Statewide Professional Development Activities
  - Professional development offered statewide through various discretionary projects that support AIM/AT/UDL, e.g. Working with the Experts
  - ATIA Conference – Assistive Technology Industry Association – ATIA is working with BEESS to support Florida’s implementation of AIM/AT/UDL.
    - Provide registrations to attend ATIA to FDLRS Technology Specialists and LATS
    - Provide network and support meetings at ATIA to include
      - FDLRS & LATS Network Meeting
      - Size Alike Meetings
      - FDLRS Technology Function Meeting

- LATS Meeting
- Others as identified. This includes participation in work groups such as the Effective Literacy Interventions (ELI) group and the Intensive Intervention group to support the inclusion of Universal Design for Learning in all materials.

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## ➤ Region Level Activities (TLC – Rtl Project)

### *Oversight*

- Regional AIM/AT/UDL Team
  - Members
    - TLC Regional Technology staff, discretionary project staff (e.g. FDLRS, FIN, CARD), LATS, AT contacts, digital rights managers
  - Responsibilities
    - Meet at least Fall/Spring yearly to:
      - Complete needs assessment activities
      - Plan/coordinate regional support for AIM/AT/UDL
      - Plan/coordinate regional support for digital rights managers and NIMAS/Florida implementation
      - Plan regional professional development activities

### *Needs Assessment*

- Support the implementation of state-wide needs assessment activities for AIM/AT/UDL
- Develop region specific needs assessment tools
- Analyze all needs assessment data and compare region-to-region and region-to-state results

### *Technical Assistance*

Use needs assessment data to:

- Disseminate digital and printed materials on AIM/AT/UDL (e.g. Teacher Resource CDs, digital booklets, informational handouts, classroom activities, teacher guides, etc.)
- AIM/AT/UDL Online Resources
  - Provide online communication tools (e.g. email listservs, virtual meeting rooms, wikis, online database systems, immersive learning environments, etc.) to support regional information sharing between all stakeholders
  - Provide online newsletters to support AIM/AT/UDL
- Regional AT & UDL Technology Centers
  - Provide hands-on technical assistance and dissemination (TA&D) activities with AIM/AT/UDL technologies through open labs at regional centers and regional/state meetings
- Regional Satellite AT & UDL Loan Libraries
  - Support local equipment and resource libraries to support AT trials and selection of AT tools and UDL implementation

### *Professional Development*

- Provide regional and district based professional development on AIM/AT/UDL
- Facilitate learning communities in AIM/AT/UDL (e.g. AT specific communities such as Eye Gaze, AT Contacts, Digital Rights Managers, etc.)

- Support attendance at the ATIA (Assistive Technology Industry Association) for FDLRS Technology Staff and LATS through registration fees

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➤ **Local Activities (Nineteen FDLRS Centers)**

**Oversight**

- Local AIM/AT/UDL Team
  - Members
    - FDLRS staff, LATS, AT Contacts, Digital Rights Managers
  - Responsibilities
    - Meet twice yearly to:
      - Review local needs assessment data
      - Plan/coordinate support activities for local capacity building and implementation of AIM/AT/UDL
      - Plan/coordinate collaboration with school-based problem solving teams and MTSS teams

**Needs Assessment**

- Use and adapt statewide questions and survey tools on AIM/AT/UDL to determine:
  - General knowledge re AIM/AT/UDL
  - Diagnostic/problem solving knowledge of IEP teams re AIM/AT/UDL
  - Fidelity of implementation of AIM/AT/UDL in a multi-tiered system of supports for face-to-face and online classrooms
  - Resource needs on AIM/AT/UDL
    - Equipment
    - Media
    - Informational
    - Professional Development
  - Identification of students eligible for NIMAS/Florida services who are not receiving AIM

**Technical Assistance**

- Provide local TA&D activities to share Technical Assistance Papers
- Provide local dissemination of state and regional developed digital and print resources on AIM/AT/UDL
- Provide local newsletters/information sharing on AIM/AT/UDL
- Maintain websites and other online tools to support information sharing, networking, and follow-up activities
- Facilitate local consideration of AIM/AT/UDL by school-based problem solving teams, MTSS teams, and IEP teams

**Professional Development**

- Facilitate PDA Modules on Technology for Student Success
  - Modules can be facilitated as asynchronous modules, utilized during face-to-face meetings, or a combination
- Provide professional development activities to target:

- AIM & NIMAS, to include supporting Digital Rights Managers, acquisition, and classroom integration of AIM
- School based and IEP Team capacity building for assistive technology assessments, trials, selection of devices, and fidelity of implementation
- High fidelity implementation of UDL in a multi-tiered system of supports, including the connection with differentiated instruction (DI)
- Ensure that local professional development activities use AIM/AT/UDL language consistent with technical assistance papers and support the implementation of a differentiated learning environment based on a multi-tiered system of supports
- Example professional development topics include:
  - Assessment and screening tools for accessible instructional materials, accommodations, assistive technology, instructional scaffolds, and UDL technologies/strategies
  - Quality IEP considerations and problem solving for AIM/AT/UDL
  - High fidelity implementation of AIM/AT/UDL in a multi-tiered system of supports for face-to-face and virtual/online classrooms
  - General technology, and assistive technology computer access, to support: Common Core/Next Generation Sunshine State Standards and Access Points, Formative/Interim/Summative Assessments, STEM activities, Literacy, CPALMS
  - Technology to support accommodations and instructional scaffolds
  - Technology for Student Success PDA modules
  - Augmentative communication systems, to include communication systems for young students (PreK-3)

## ➤ Direct Student Service Activities (LATS)

### *Oversight*

- Local AT Team
  - Members
    - District LATS, Regional LATS, School LATS, School/District Assistive Technology Contacts, Local DRMs
  - Responsibilities
    - Meet bi-monthly to:
      - Review local needs assessment data
      - Plan/coordinate support activities for school-based and IEP Team capacity building and implementation of AT and AIM
      - Support the IEP/AT team members in the device trials
      - Support the student in the selection of devices
      - Support the IEP/AT team members in the procurement of devices
      - Support the provision of student AT needs in a timely manner
      - Support the provision of student and staff (including parent) in the training of use of AT and AIM supports
      - Support the fidelity of implementation of AT
      - Support the provision of AT within a multi-tiered system of supports with a focus on inclusive practices
      - Support the consideration of AT in Pre-K environments.

### ***Needs Assessment***

- Complete needs assessment surveys
- Work with school/district AT contacts to have school staff complete needs assessment surveys

### ***Technical Assistance***

- Disseminate information on supporting students in the selection, acquisition, and effective use of assistive technology to IEP Team members
- Disseminate information on using AT to support AIM
- Disseminate information from the AT TAP, AIM TAP, and NIMAS TAP
- Support students, teachers, therapists, and parents regarding AT and AIM related services
- Facilitate communication between IEP Teams and school-based problem solving teams
- Support students, teachers, therapists, and parents in the highly effective implementation of AT to support access to instructional materials (AIM), access to the general curriculum, computer access for testing, and learning environments based on UDL principles
- Support students, teachers, therapists, and parents in the highly effective implementation of augmentative communication systems, to include communication and language systems for young students (Prek-3)

### ***Professional Development***

- The FDLRS is responsible for providing professional development and technical assistance services in support of the local implementation of assistive technology and accessible instructional materials. LATS should provide information to FDLRS Centers to assist with the identification of local professional development and technical assistance needs.
- Participate in local, regional, and state activities to support AIM/AT/UDL