

AT	What surveys/info collection activities are being done to assess the training needs to support the fidelity of school-based support?		
	What capacity building activities have been done in these areas?		What types of activities are needed to support the fidelity of school based support?
	<i>Task</i>	<i>Description</i>	
AT	<p>1. AT online PDA Module (Westgate, Micco, PAEC)</p> <p>2. Pixon Training(Westgate, Micco)</p> <p>3. Read: Outloud Training</p> <p>4. Proloquo2go (Westgate & PAEC)</p> <p>5. Loan Library (Westgate & PAEC)</p> <p>6. Write: Outloud/Co-Writer (Westgate & PAEC)</p>	<p>1. An online course offered throughout the year to assist teachers and other professionals with understanding the different options available for assistive technology for various impairments.</p> <p>2. The region was provided Pixon training at the beginning of the year by an expert. Further trainings have been done to others in the county based on the information gained.</p> <p>3. Several trainings (school based, district wide, and administrative level) have been completed for the use of Read: Outloud in Escambia and Santa Rosa Counties. Tech support and trouble-shooting are often handled over the phone, as well as in person for this program.</p> <p>4. Several trainings (classroom based and school based) have been completed this year. Follow up visits often occur a month after application has been in use.</p> <p>5. Each of the districts has representatives able to check out equipment for trials before buying for a student.</p> <p>6. One training for all three districts held for those interested in learning more for writing support.</p> <p>7. Two vendors were invited into the districts in order to demonstrate use of products.</p> <p>8. A representative from a federal grant housed at Kansas University is working with Escambia County and FDLRS/Westgate to collect data and provide information regarding the accessibility of online coursework for students with disabilities. The purpose of this study is to determine, for one thing, do online classes provide room for AT.</p>	<p>1. Maintaining an up to date loan library for trials in the classroom, as well as the course itself</p> <p>2. Continued supply of Pixon in the loan library. Additionally, many requests have been made for another PODD training in the area.</p> <p>3. Follow-up visits to classrooms, tech support for struggling teachers (or machines), as well as data showing results</p> <p>4. Follow-up visits to classrooms, tech support for continued instruction in iPad use, and additional iPads for the students to use personally, instead of just during therapy or circle time.</p> <p>5. Maintaining an up to date (and fully stocked) selection</p> <p>6. Future training being prepared for co-teachers to attend to learn more about writing AT. Classrooms visits afterwards would ensure fidelity and comfort of use of the product.</p> <p>7. Continued support from vendors</p> <p>8. none at this time</p> <p>(Westgate)</p>



<p>7. Vendors</p> <p>8. Collaboration with KU, Escambia County, and FDLRS/Westgate for online class studies.</p> <p>9. AAC for PreK</p> <p>10. Hands on Labs</p> <p>11. Professional Learning Series for Florida PreK Standards (Micco)</p> <p>12. School-Based Assistive Technology PD on Classroom Suite & Samsung</p>	<p>9. Several classroom visits were made and meetings held to discuss upcoming trainings needed for AAC for pre-k students. This comes from a state recommendation that all students should have some sort of reliable communication by Kindergarten that will be used for testing purposes.</p> <p>10. Throughout the counties, several hands on labs have been hosted in order to demonstrate a variety of AT, from low tech to high tech.</p> <p>11. This training assists to developing classroom skills and materials related to teaching the Florida Pre-K standards. This training included but was not limited to the use of instructional and assistive technology, typical child development, and promoting family involvement. The project will provide a minimum of Seven face-to-face workshops starting in September 2012. The intended audience included general and special education pre-k teachers and paraprofessionals at Jefferson Elementary School.</p> <p>12. On-site trainings based on the school and student needs as described in IEPs. Included assistive technology to support the CommonCore Standards/NGSSS and/or access points, including CPALMS. The intended audience was general and special</p>	<p>9. State support needed in order to determine how to go about this training and resources in the form of training and materials should be provided. (Westgate)</p> <p>10. Maintaining the loan library so resources may be used as part of the display. (Westgate)</p> <p>In conversations with participants and planning for PD for the 13-14 year that continues to build upon the learning that occurred this year. Feedback is that we need more training on AAC, specific requests for LAMP. (Micco)</p> <p>LATS and ESE district admin would love to see more on specific AT assessments, a standardized tool that could be used as a starting point. (Micco)</p>
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	<p>Tablets (Micco)</p> <p>13. School Based Assistive Technology Teams AAC overview and implementation and Don Johnson Products (Micco)</p> <p>14. AT Awareness Training</p>	<p>educators, paraprofessionals, related service personnel, and family.</p> <p>13. Provided training to school-bases AT Teams based on a specific request or the identified needs of the school/district. Trainings focused on AT, but may include UDL, NIMAS, AIM and instructional technology. The intended audience is special educators, school administrators, district staff and/or related service providers.</p> <p>14. Conduct demonstrations of various AT Tools from low tech to high tech.</p>	<p>(PAEC)</p> <ol style="list-style-type: none"> 1. Maintaining an up to date loan library for trials in the classroom, as well as the course itself 2. Follow-up visits to classrooms, tech support for struggling teachers (or machines), as well as data showing results 3. Follow-up visits to classrooms, tech support for continued instruction in iPad use, and additional iPads for the students to use personally, instead of just during therapy or circle time. 4. Maintaining an up to date (and fully stocked) selection 5. Future training being prepared for co-teachers to attend to learn more about writing AT. Classrooms visits afterwards would ensure fidelity and comfort of use of the product. 6. Maintaining the loan library so resources may be used as part of the display.
<p>AIM</p>	<p>What surveys/info collection activities are being done to asses the training needs to support the fidelity of school-based support?</p>		
	<p>What capacity building activities have been done in these areas?</p>		<p>What types of activities are needed to support the fidelity of school based support?</p>
<p><i>Task</i></p>	<p><i>Description</i></p>		
	<p>1. AIM 101 (Westgate &</p>	<p>1. Training provided for Escambia County via Adobe</p>	<p>1. Additional training and education about the</p>



AIM	PAEC)	Connect	<p>benefits of the AIM materials. Make and take time could be made available for teachers to create materials. Also, collaboration with District Right's Managers to ensure support is not needed for continued use in the classroom. (Westgate)</p> <p>2. State maintaining the PDA course and updating of the material (Westgate)</p> <p>**LATS in the districts would like a state "library" of converted PDF files for workbooks that students may type on. Many lost hours are spent scanning and placing text boxes all over worksheets from workbooks in adopted series, of which there are many for each elementary student. Understanding there might be copyright fears, all of the students will need to be qualified through the NIMAC, and a workbook could be sent to this "library" to be destroyed in return for the files to ensure honesty. (Westgate)</p>
	2. Introduction to Technology for Student Success PDA (Westgate, Micco & PAEC)	2. This online course offered throughout the year and provides an explanation of AIM and how it is different than IT, AT, and UDL.	
	3. School Based Assistive Technology Teams AAC overview and implementation and Don Johnson Products (Micco)	3. Provided training to school-bases AT Teams based on a specific request or the identified needs of the school/district. Trainings focused on AT, but may include UDL, NIMAS, AIM and instructional technology. The intended audience is special educators, school administrators, district staff and/or related service providers.	
	4. Unique Learning Systems (Micco)	4. This training assisted teachers in using the many features in the online program, including assessing students, online resources, and data collection.	
UDL	What surveys/info collection activities are being done to asses the training needs to support the fidelity of school-based support?		What types of activities are needed to support the fidelity of school based support?
	What capacity building activities have been done in these areas?		
	<i>Task</i>	<i>Description</i>	
UDL	1. Introduction of Technology for Student Success PDA (Micco, PAEC,	1. This online course offered throughout the year and provides an explanation of AIM and how it is different than IT, AT, and UDL.	<p>1. State maintaining the PDA module</p> <p>2. classroom follow-ups, follow up training</p>



District or Project Name: FDLRS/ Westgate

<p>9. Introduction of Technology for Student Success PDA (PAEC)</p> <p>10. iPad Integration Training (PAEC)</p> <p>11. Start To Finish Online (PAEC)</p> <p>12. Hands On Labs (PAEC)f</p>		
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