

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>	
AT	<ul style="list-style-type: none"> • Provided training on known areas of interest: <ul style="list-style-type: none"> ○ ASD Training ○ Boardmaker Plus ○ DynaVox ○ Pixon ○ Special Standards • Discussions regarding regular standards meeting • Participation in TLC – TAC Committee • Held device “Open Houses” to determine prior knowledge • iPad survey • Collaboration with FDLRS, LATS and ESE Administration to determine areas of need • Discussion at department meetings with OTs, PTs, SLPs, Staffing Specialists • Training needs survey disseminated to target group 	<ul style="list-style-type: none"> • Increased awareness of AAC • Increased use of visual supports in the classroom • Held semi-monthly meetings with staff and administration • Increased presence at IEP meetings • Responded to individual requests for more information • Webinars • Professional development events for trainings on Boardmaker skills, social stories, visual supports, etc. • TTSS, TTSS-AT • Provided information on AT at each meeting • Provided information on AT at each evening training with teacher groups • Included information on AT on county resource website • Determined the number of AT devices and how AT is being used • Set up switches and activities for ESE teachers to explore • Held trainings for new users with introduction to interactive activities • Held trainings for new users’ parents/teachers • Held trainings for OT/PT staff and 	<ul style="list-style-type: none"> • Faculty and administrative presentations • Statewide webinars for teachers on determination and decision making with AT devices • Administrator support/awareness • Access to school-based teams for orientation activities and awareness activities • Activities that increase school-based team awareness of AT information, resources and support • Teacher attendance at school-based training • Increase the number of trainings for teachers • Follow-up coaching and modeling



	<p>of service providers</p> <ul style="list-style-type: none"> • Provided individual teacher technical assistance per teacher request(s) • Surveyed school-based personnel about AAC and visual supports 	<p>SLP staff</p> <ul style="list-style-type: none"> • Held trainings for support staff, faculty and basic education teachers on ASD • Held training on how to make it all work in a self-contained special standard classroom • Held training on technology should be using • Used Learning Ally training pilot programs with iPod grant on resources 	
AIM	<p>What surveys/info collection activities are being done to assess 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>
AIM	<ul style="list-style-type: none"> • Collected prior knowledge of AIM and current learning needs on AIM at meetings throughout the district • Individual teacher training requests • TLC-TAC committee • Bookshare website • Teacher response to information provided through email • Collected training information through department meetings with OTs, PTs, SLPs and Staffing 	<p><i>Task</i></p> <ul style="list-style-type: none"> • Meet with personnel at schools to adopt curriculum for students • Trained individual teachers on adapting literacy curriculum • Trained individual teachers as requested • AIM site • Teachers contacted FDLRS staff to request assistance • Provided information on AIM during each meeting • Provided information on AIM during each evening trainings with teachers • Provided information on AIM through 	<ul style="list-style-type: none"> • Follow-up coaching and modeling • Inter-department conversation about who is doing what • PD provided on CBT – Testhear and TestNav, Read and Write Gold, News 2 You, Power Point books, Pixon Project, and Boardmaker • Administrator support/awareness • Trainings • One-to-one meetings • Faculty presentations • Administrative presentations • NIMAS Committee and presentations



	<p>Specialists</p> <ul style="list-style-type: none"> • Considered state-wide initiatives to plan training targets • Presented an introduction to AIM, NIMAS training, accommodations training and individual assessments • Survey teachers on AIM needs 	<p>professional development events</p> <ul style="list-style-type: none"> • Presented information/training and sharing on AIM Explorer • Discussions at IEP meetings • News-2-you • Provided tools for AIM information such as a Wiki for UDL resources and the use of SmartPens • Informal observations to determine the degree of implementation 	<ul style="list-style-type: none"> • iBook creation presentation • Access to school-based teams for awareness and orientation activities • Need more information regarding Bookshare: <ul style="list-style-type: none"> ○ Who is eligible? ○ How do I know if I need it? ○ What is available through Bookshare?
UDL	<p>What surveys/info collection activities are being done to assess 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>
UDL	<ul style="list-style-type: none"> • Informal observation and questioning • Training of school staff • Provided PD on brain-based learning and UDL • TTSS UDL Module 	<p><i>Task</i></p> <ul style="list-style-type: none"> • Survey in development to find out current level of understanding • Read and Write Gold training at all MS and HS • Unique Learning System • News-2-You 	<ul style="list-style-type: none"> • Statewide webinars for teachers so they know what UDL is • Administrator support/awareness • Access to school-based teams for awareness and orientation activities • Be sure all teams are aware of the



	<ul style="list-style-type: none"> • Collected training needs information on UDL during department meetings • Considered statewide initiatives to plan training targets • Consulted with district tech team • Continued awareness of built-in accommodations in Mac 10.8 operating system • Learning styles presentation 	<ul style="list-style-type: none"> • Interactive whiteboards • SmartPens • Provided information on UDL during teacher trainings and interdepartmental meetings • Working with Mac OS, Adobe Pro, Preview • Presented to AT/Core Liason • Conducted Read Out Loud and Write Out Loud trainings • 	<p>information, have the resources they need and provide support to assist them</p> <ul style="list-style-type: none"> • More general training • More conversation between departments about this topic • Follow-up coaching and training
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