

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"> <li>• Training needs surveys</li> <li>• Tech supports surveys</li> <li>• Hands-on interaction with the software/ devices</li> <li>• Post training surveys</li> <li>• AAC User Competence Survey</li> <li>• Staff Implementation Checklist</li> <li>• ESE Specialist Survey</li> <li>• District staff development survey</li> <li>• Survey and research</li> <li>• FDLRS Needs Assessment at each PD session</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Assistive Technology Kits Training</li> <li>• Classroom Suite Network Version Training</li> <li>• Overlay Maker with IntelliKeys Training</li> <li>• Boardmaker SD Pro Advanced Training</li> <li>• Boardmaker Studio Training</li> <li>• PixWriter and Faceland Training</li> <li>• Boardmaker SD Pro Basics Training</li> <li>• Open Labs</li> <li>• Augmentative and Alternative Communication (AAC) Training</li> <li>• Technical Support for Assistive Technology Software</li> <li>• Poster Displays</li> <li>• Facilitation of online course PDA AT</li> <li>• Analyze AT data</li> <li>• Identify and plan trainings</li> <li>• Automated forms</li> <li>• FDLRS Success with Technology PDA</li> <li>• Provide annual list of AT equipment</li> <li>• AT Website with resources</li> <li>• Training on classroom AT software</li> <li>• Implementation of revised AT procedures</li> <li>• Defined role of AT specialist</li> <li>• Developed AT teams at schools</li> </ul>	<ul style="list-style-type: none"> <li>• Tech support provided upon request</li> <li>• More funding/resources to support training as teachers are not being released during the day to money needed for sub</li> <li>• PD through ATIA, Closing the Gap, webinars</li> <li>• Best practices for dealing with advocates</li> <li>• Statewide training for AAC and Communication Competencies</li> <li>• Coordination with Speech/Language Program Specialists</li> <li>• Short Modules on AT</li> <li>• Facilitated leadership in IEP staffing</li> <li>• School-based team building</li> <li>• Case studies for feedback and review</li> <li>• Addressing demanding advocates</li> <li>• AT Competencies Certification for LATS</li> <li>• Staff development with implementation requirements</li> <li>• Administrative understanding of the difference between roles as a FDLRS tech &amp; LATS</li> </ul>



		<ul style="list-style-type: none"> <li>• Increased student trails</li> <li>• Exploring New Territories face-to-face PD</li> <li>• DI/Tech face-to-face PD</li> <li>• Participation in District AT Committee meetings</li> <li>• Support set up of iPads for individual students</li> <li>• Provide school-based iPad training for parents, paras and students</li> <li>• AT capacity building-Briefing #13222: All Principals/APs- Jan 31, 2013- School-Based: Assistive Technology Contact Information</li> </ul>	<ul style="list-style-type: none"> <li>• Need to PD days designated where AT can be the focus</li> <li>• Monthly meetings with AT school based teams</li> <li>• District support for LATS position to be fulltime</li> <li>• Increase capacity use of UDL loan library</li> <li>• Teachers need to be released to come to training</li> <li>• Collaboration between District and school-based administrators.</li> <li>• Further device-specific training</li> <li>• Utilization of AT/UDL Loan library to gain with various AT devices</li> <li>• Attendance at ATIP</li> <li>• Continued collaboration with AT/UDL Loan Library, and District AT personnel</li> <li>• School-based training on a regular basis to build capacity at the school level on the implementation of the ATIP, which closely aligns with MTSS, UDL, DI</li> <li>• Additional PT, OT, SLP, Teacher trainings related to AT</li> <li>• Begin trainings for Assistive Technology Contacts (ATCs) and Digital Rights Managers (DRMs)</li> <li>• Training for Administration, Staffing Specialists, Program Specialists, SPED chairpersons – 1x per year</li> </ul>
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<b>AIM</b>	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?  <i>Task</i>	What types of activities are needed to support the fidelity of school based support?
<b>AIM</b>	<ul style="list-style-type: none"> <li>Training needs surveys</li> <li>Tech supports surveys</li> <li>Hands-on interaction with the software/ devices</li> <li>Post training surveys</li> <li>Identification of PI students requiring AIM</li> <li>LATS initiated AIM in district and informed ESE Director and staff</li> <li>FDLRS Needs assessment</li> <li>Random informational emails sent out to school</li> </ul>	<ul style="list-style-type: none"> <li>AIM and Protocol for Accommodations in Reading (PAR) Training</li> <li>FDLRS Island Coast Webpage</li> <li>Monthly AIM study group</li> <li>Awareness Training</li> <li>*WYNN Wizard / Pearl Camera in each building</li> <li>Training on classroom AT</li> <li>Developed procedures to implement AIM</li> <li>Increase IT awareness of Accessible Materials and needs that is required for all students</li> <li>Exploring New Territories face-to-face PD</li> <li>Set up Bookshare accounts for individual</li> </ul>	<ul style="list-style-type: none"> <li>Tech support provided upon request</li> <li>Statewide provision of AIM materials</li> <li>State needs to establish accessibility standard for AIM textbook adoption</li> <li>Designation of school-based individual to spearhead access to textbooks</li> <li>How will PARCC address students with significant needs</li> <li>AIM flowchart, checklist for schools</li> <li>Clarification from the state to each District</li> <li>FDLRS trained in PAR</li> </ul>



	<p>based teams.</p>	<p>students</p> <ul style="list-style-type: none"> <li>• Provide individual training for parents, paras, teachers and students on using Bookshare textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines and provision of materials on a statewide level</li> <li>• Designation of school based individual to lead/guide the provision of access to textbooks in alternate formats through a consistent process</li> <li>• Increase capacity for FDLRs online PDAs</li> <li>• NIMAS/NIMAC needs to provide requested materials to DRMs</li> <li>• Purchase iPads to be used for training</li> <li>• Participation in PD through ATIA</li> <li>• Specific trainings for administrators, teachers and support personnel, DRMs and ATCs in AIM</li> <li>• Develop a needs assessment regarding AIM</li> <li>• Sub funding needed for trainings; alternative training days with stipends</li> </ul>
<p><b>UDL</b></p>	<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> <hr/> <p><i>Task</i></p>	<p>What types of activities are needed to support the fidelity of school based support?</p>
<p><b>UDL</b></p>	<ul style="list-style-type: none"> <li>• Training needs surveys</li> <li>• Tech supports surveys</li> <li>• Hands-on interaction with the software/ devices</li> </ul>	<ul style="list-style-type: none"> <li>• CPALMS Training</li> <li>• <i>SOLO 6 Literacy Suite Training</i></li> <li>• Technology Assistance for PK-5 Inclusive</li> </ul>	<ul style="list-style-type: none"> <li>• Tech support provided upon request</li> <li>• Summer trainings for school based teams on UDL/Toolkits/ UDL Book Builder</li> </ul>



	<ul style="list-style-type: none"> <li>• Post training surveys</li> <li>• Technology Needs Assessment Survey area teams/Charter School</li> <li>• Survey Monkey on available UDL resources</li> <li>• Concerns Based Assessment Model</li> <li>• Product Use</li> <li>• FDLRS Needs assessment</li> <li>• Assessment of individual needs during school support activities</li> </ul>	<ul style="list-style-type: none"> <li>• Classrooms</li> <li>• <i>FDLRS Island Coast Webpage</i></li> <li>• Presentations on AT process including resources available for UDL.</li> <li>• PDA online course- Tech Tools for Student Success: Intro E-box posting resources to ESE district website</li> <li>• UDL article in CCSS newsletter</li> <li>• UDL overview</li> <li>• Attend Closing the Gap conference sessions</li> <li>• Webinars on UDL</li> <li>• UDL Introduction</li> <li>• UDL SEEDS – 10 Elementary Inclusion teacher, classroom teacher</li> <li>• UDL Grant – (state)</li> <li>• Online PDA (FDLRS)</li> <li>• LATS consult with FDLRS –build framework</li> <li>• Increase Staff Awareness of UDL</li> <li>• Inclusion of UDL definition and examples embedded within PD sessions.</li> <li>• Use of UDL in the design and development of PD.</li> <li>• Creation of materials, which are universally accessible.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase District Wide knowledge and implementation plan beyond ESE</li> <li>• Increase capacity for FDLRS online PDAs</li> <li>• Statewide trainings for ALL teachers (ESE and General Ed) on UDL and AT</li> <li>• Funding to upgrade the software.</li> <li>• Continued participation in national/state conferences.</li> <li>• Participation in PD through ATIA</li> <li>• Funding</li> <li>• District-wide chart of UDL materials present per school / survey of curriculum, software, hardware, reading/writing/math programs, etc.</li> <li>• Sub funding needed for trainings; alternative training days with stipends</li> <li>• To accomplish the above, more LATS, Tech support, clerical assist is needed</li> </ul>
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