



➤ 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

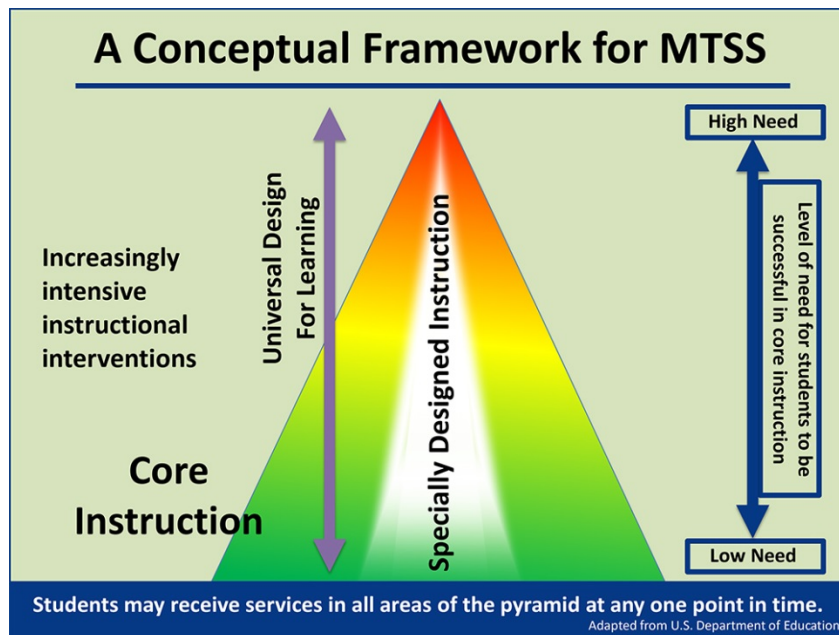
Technical Assistance

- 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 the Florida 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)



- Multi-tiered System of Supports** – the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports. This system includes:
 - Tier 1: Core academic and behavior instruction and support designed and differentiated for all students in all settings to ensure mastery of the Common Core State Standards (CCSS) and core instructional goals/expectations.
 - Tier 2: More focused targeted instruction/intervention and supplemental support aligned with the CCSS and core instructional goals/expectations.
 - Tier 3: Intense intervention based upon individual student need and aligned with core curriculum, instruction, and supplemental supports.
- Universal Design for Learning** – the use of UDL principles and instructional scaffolding to bridge gaps and reduce or eliminate barriers to engagement (academic, behavioral, psychological, social) across all three tiers of instructional intensity, and support for flexible, transformative digital instructional materials.
- Independent Learning Skills** – support for self-progress monitoring, time management, task persistence, resource and materials organization, self-assessment, and self-determination.
- Specially Designed Instruction** – adaptations to the content, methodology, or delivery of instruction that: 1) address the unique needs of a child that result from the child’s disability, 2) ensure access to the general education curriculum, 3) are guaranteed by IDEA and implemented in accordance with the individual educational plan (IEP) process. Specially designed instruction addresses those unique supports (including accessible instructional materials and assistive technology) needed by students with disabilities to be successful in the multi-tiered system of academic and behavior supports provided to all students. For example, a student using a switch controlled computer system and digital accessible instructional materials may be academically proficient with Tier 1 instruction. This reflects the understanding that students with disabilities are first and foremost general education students.

AIM Discussion Questions

- What are accessible instructional materials (AIM)?
- How do you insure that AIM is being provided and supported in your schools?
- Who is eligible for accessible instructional materials?
- What is the IEP team's role in the consideration of accessible instructional materials?
- How do you obtain accessible instructional materials in your school/district?
- Does your school/district have written guidelines and procedures for AIM?
- Do you have students who qualify for accessible instructional materials through NIMAS/Florida?
- In what formats are your instructional materials available?
- What accessibility guidelines does your school/district follow when reviewing instructional materials?
- Do you know who your digital rights managers are and what their responsibilities are?
- Who provides training regarding accessible instructional materials?
- How are accessible instructional materials supported in your school/district technology plan?

AT Discussion Questions

- What is assistive technology (AT)?
- How do you insure that assistive technology is being provided and supported in your schools?
- Who is eligible for assistive technologies?
- What is the IEP team's role in the consideration of assistive technology?
- What is the student's role in the consideration of assistive technology?
- Who is responsible for conducting assistive technology screenings and evaluations?
- How do you obtain assistive technology in your school/district?
- Does your school/district have written guidelines and procedures for assistive technology?
- Who provides training regarding assistive technology?
- How is assistive technology supported in your school/district technology plan?
- Does your district's technology plan include funding for assistive technology?

UDL Discussion Questions

- What is Universal Design for Learning (UDL)?
- Are UDL principles being implemented in your school?
- Do your IEP teams discuss UDL when considering tools and solutions to meet a student's needs?
- Is there any one or any group in your school/district that monitor's the implementation of UDL in the classroom?
- How do you incorporate UDL principles when creating lesson plans?
- Who provides training on UDL in your school/district?
- Does your school/district have written guidelines for implementing UDL?
- How is UDL included in your school/district technology plan?
- Does your school/district currently provide any UDL tools or technologies on all computers?

For Principals

Have you participated in professional development on accessible instructional materials (AIM)?

Yes - No

What is your level of knowledge of accessible instructional materials (AIM)?

None – Awareness – Knowledgeable – Advanced – Expert

Have you participated in professional development on assistive technologies (AT)?

Yes - No

What is your level of knowledge of assistive technology (AT)?

None – Awareness – Knowledgeable – Advanced – Expert

Have you participated in professional development on Universal Design for Learning (UDL)?

Yes - No

What is your level of knowledge of Universal Design for Learning (UDL)?

None – Awareness – Knowledgeable – Advanced – Expert

Are your school based problem solving/MTSS team members knowledgeable in accessible instructional materials?

Yes – No – Some

Are your school based problem solving/MTSS team members knowledgeable in assistive technologies?

Yes – No – Some

Are your school based problem solving/MTSS team members knowledgeable in Universal Design for Learning?

Yes – No – Some

Does your school follow written guidelines for the use of accessible instructional materials?

Yes - No

Does your school follow written guidelines for the use of assistive technologies?

Yes - No

Does your school follow written guidelines for the implementation of Universal Design for Learning?

Yes - No

For Teachers/Therapists/Para-Professionals

Have you participated in professional development on accessible instructional materials (AIM)?

Yes - No

What is your level of knowledge of accessible instructional materials (AIM)?

None – Awareness – Knowledgeable – Advanced – Expert

Do you consider accessible instructional materials when developing lesson plans?

Yes – No – Some

Have you participated in professional development on assistive technologies (AT)?

Yes - No

What is your level of knowledge of assistive technology (AT)?

None – Awareness – Knowledgeable – Advanced – Expert

Do you consider assistive technologies when developing lesson plans?

Yes – No – Some

Have you participated in professional development on Universal Design for Learning (UDL)?

Yes - No

What is your level of knowledge of Universal Design for Learning (UDL)?

None – Awareness – Knowledgeable – Advanced – Expert

Do you consider Universal Design for Learning Principles when developing lesson plans?

Yes – No – Some

Does your school follow written guidelines for the use of accessible instructional materials?

Yes - No

Does your school follow written guidelines for the use of assistive technologies?

Yes - No

Does your school follow written guidelines for the implementation of Universal Design for Learning?

Yes - No

For Parents

Have you participated in training activities on accessible instructional materials (AIM)?

Yes - No

What is your level of knowledge of accessible instructional materials (AIM)?

None – Awareness – Knowledgeable – Advanced – Expert

Have you participated in training activities on assistive technologies (AT)?

Yes - No

What is your level of knowledge of assistive technology (AT)?

None – Awareness – Knowledgeable – Advanced – Expert

Have you participated in training activities on Universal Design for Learning (UDL)?

Yes - No

What is your level of knowledge of Universal Design for Learning (UDL)?

None – Awareness – Knowledgeable – Advanced – Expert

Are you comfortable working with other IEP team members in the consideration of accessible instructional materials and assistive technologies for your child?

Yes – No – Some

Technology Skill Inventory

Possible scale

Few skills Expert

1 2 3 4 5

1. Web search engine skills – the ability to quickly find information on the web using a search site, such as Google.
2. Web search engine skills – the ability to use advanced search features on a search site.
3. Word processing – the ability to use a word processor like Microsoft WORD to write, create flyers and brochures, and write papers.
4. Word processing – the ability to use the style features in a word processing program to adjust headings, paragraphs, and fonts.
5. Technology growth mindset – the ability to explore and learn new technologies, to be curious and learn from others, including students.
6. Connecting with social media – the ability to use platforms like Twitter, Facebook, Instagram, Pinterest, etc.
7. Sharing information – the ability to share information using blogs, image galleries, and video streaming sites like YouTube.
8. Mobile technology – the ability to use tablets and other mobile devices in the classroom.
9. Communication with email – the ability to maintain on-going communication, student and parent support, and professional learning community relationships through email.
10. Presentation skills – the ability to creatively use PowerPoint, Prezi, Keynote, and similar tools to create learning experiences.
11. Cloud technology – the ability to use cloud based platforms, such as Google Docs, Evernote, etc.
12. Cloud technology – the ability to manage instructional materials on cloud based platforms, such as Dropbox, Microsoft OneDrive, Google.
13. Digital citizenship – the ability to model appropriate behaviors and actions in a digital environment.

| Practice | This practice is critical | This practice is expected | This practice is monitored | I have received high quality feedback for this practice | I have received sufficient professional development and coaching for this practice | I feel comfortable and confident with this practice | I have access to the tools and resources needed for this practice |
|---|---------------------------|---------------------------|----------------------------|---|--|---|---|
| <i>Products</i> - students are provided <u>choices for responding and products</u> that demonstrate their skill & knowledge (e.g. verbal, written, drawing, physical demonstration, technology) | | | | | | | |
| <i>Tools</i> – students are provided <u>choices for types of tools</u> to generate products that demonstrate their skill and knowledge (e.g. paper-pencil, computer, Promethean Board alternatives to handwriting, calculator) | | | | | | | |
| <i>Stations/centers/groups</i> - providing <u>variety or choices</u> in methods to learn information that <u>tap into diverse learning styles</u> (e.g. technology, readings at varied levels) | | | | | | | |
| <i>Routines</i> - students demonstrate familiarity and reasonable independence with expectations, procedures and routines related to choice and options in learning tools, materials and methods (e.g. transition to stations, use of technology) | | | | | | | |
| <i>Products</i> - students are provided <u>choices for responding and products</u> that demonstrate their skill & knowledge (e.g. verbal, written, drawing, physical demonstration, technology) | | | | | | | |
| <i>Tools</i> – students are provided <u>choices for types of tools</u> to generate products that demonstrate their skill and knowledge (e.g. paper-pencil, computer, Promethean Board alternatives to handwriting, calculator) | | | | | | | |
| <i>Curriculum materials</i> - presented in <u>additional formats</u> beyond viewable text and a teacher speaking (e.g., text in digital files that could be read aloud, online resources, audio, video, pictures, charts) | | | | | | | |
| <i>Explanatory devices</i> - teacher uses <u>multiple types</u> (e.g., concept maps, graphic organizers, demonstration, pictures, audio/video, written, diagrams, chart, models, manipulatives) | | | | | | | |
| <i>Drawings or images</i> - used in paper handouts, digital materials and presentations to complement text and a teacher speaking | | | | | | | |
| <i>Reflection on Choices</i> – materials or presentations provide a <u>method for students</u> | | | | | | | |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| to reflect on and/or plan for effective choices in learning and demonstrating knowledge | | | | | | | |
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Accessible Instructional Materials
Assistive Technology
Universal Design for Learning

AIM-AT-UDL Services Regional Report – Region 1

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Services

| Accessible Instructional Materials |
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| <p>Building Capacity for AIM-Providing Accessible Instructional Materials (AIM) to Students with Disabilities. This training is designed to assist the IEP team in developing procedures for determining if a student requires AIM and in identifying materials that to be made accessible. Participants should be district ESE administrators, program and staffing specialist, Local Assistive Technology Specialists (LATS), district Digital Rights Managers (DRMs), and ESE educators leading school based assistive technology teams.</p> <p>Exploring New Territories in Student Achievement! A workshop was held in Franklin County, on November 5-6, 2013 (teachers had choice of days) for elementary teachers on how to use accessible instructional materials, assistive technology and Universal Design for learning to increase achievement for all students. Technical Assistance and hands on exploration was provided.</p> <p>Stakeholder Meeting Focusing on Provision of AIM: December 2013 stakeholder meeting with MICCO LATS. Discussed the implementation of AIM within their Districts specifically NIMAS. FDLRS Miccosukee has 5 Districts. Of these districts, LEON receives files from FIMCVI (8 students) for students with verified print disabilities. Jefferson/Wakulla/Gadsden/Taylor is not accessing AIM from FIMCVI for students with print disabilities. These Districts may be receiving accessible textbooks via textbook providers or a marked model. In conversation with Wakulla DRM to identify one student who will be eligible to receive accessible textbooks via FIMCVI. Will network with DRM and supporting LATS/RLATS at the local level (ESE Director approval) in order to step through the process of obtaining accessible textbooks via FIMCVI/NIMAC for this one student. (Rena Carney)</p> <p>Read: Outloud - Several school-based and county-wide trainings were offered to teach the basics of the Read:Outloud program. After the initial training, follow-up visits and a survey were conducted in order to continue support for the teachers who attended the training, as well as to collect data on the fidelity of use of the program. Working closely with the LATS, who are already trained and familiar with the program, students with reading disabilities are encouraged to use the program to access the curriculum and tests. Monthly meetings with the LATS team occur to assess the training needs and supports for the teachers for Read: Outloud.</p> |
| Assistive Technology |
| <p>Assistive Technology in the IEP Process What is Assistive Technology (AT)? How does the IEP team know if a student would benefit from AT? This training will provide guidance to ESE educators & IEP teams for considering, determining the need for, & providing assistive technology to students with disabilities.</p> <p>Schoolology Training FDLRS PAEC Technology Consultant provided and facilitated Assistive</p> |



Accessible Instructional Materials
Assistive Technology
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Technology training on Schoology for 8 service providers of PAEC on 9/4/13.

PDA Course The PDA Technology for Student Success: Assistive Technology was offered three times this school year.

Anybook Reader Training FDLRS PAEC Consultant provided training on using the Anybook Reader as an assistive technology device for Pre-K - primary grade children to Bay District SLP's on 9/17/03. SLP's need a low tech and low cost easy to use device for increasing expressive and receptive communication skills in children receiving therapy within the ESE program of Bay District Schools

Implementing Communication Systems: A monthly series of hands on trainings for SLP's and Teachers in Leon and Taylor County. Participants attend monthly trainings/hands on activities designed to develop and teach strategies for implementing a lo-tech communication system for one student.

Research based practice and strategies are taught using State of Florida guidelines (AT TAP, AIM TAP) as well as student's IEP. Series is data driven.

PIXON is used as the core language development curriculum. Participants use Boardmaker, Wikistix, UNITY icons or words to represent the language and create the communication systems. Monthly units have included: foundations of language development, access, iPADS and communication apps, AAC evaluation, social stories, etc. Participants create one game, book or manipulable during each session. <http://implementingcommunication.wikispaces.com> (Although this is coded at "AT" principles of UDL drive the content) (Rena Carney)

Proloquo2go Training Initially this training was offered to all of the SLPs in the one county to support the needs of the students who are currently or will be using iPads as a form of AAC. After several initial trainings, support was given to the SLPs as they worked with classroom teachers, paraprofessionals, as well as parents who work with the students using Proloquo2go. Follow up classroom and therapy room visits have been conducted and continue throughout the year to answer questions and assist with programming more sophisticated boards.

Regional professional development activities on the development of core vocabulary and increasing student independence in using core vocabulary in social and academic settings.

Universal Design for Learning

ESE APPetizers - iPad Apps for the ESE Educator Looking To Feed Your Knowledge And Use Of The iPad? Starving To Learn About Apps For Productivity & The Classroom? Then FDLRS Has Just The Dish For You! A Menu Of Apps To Learn & the Opportunity To Share Participants will learn about apps for use in the classroom and for teacher productivity and also have the opportunity to share apps they use.

Presentation on Reading and Study Digital Tools A presentation was conducted on Reading and Study Digital Tools for the ESE Resource Teachers in Bay District Schools on December 6, 2013. These books were provided for use in their assigned schools.



Accessible Instructional Materials Assistive Technology Universal Design for Learning

PDA Course The PDA Technology for Student Success: An Introduction was offered three times this school year. Special Note: FDLRS/PAEC seeks to incorporate AIM, UDL and AT awareness and training in all our workshops whenever possible and appropriate to build capacity across our schools and districts.

Environmental Communication Teaching (ECT): Full day presentation by Sue McCloskey, MS, CCC-SLP, October 2013 The goal of ECT is to facilitate an increase of augmentative communication use in target students. Communication partners, who facilitate communication-including SLPs, teachers, parents, para-professionals and others- are taught strategies for promoting communication through the planning of activity based objectives and arranging the environment. UDL strategies are modeled throughout the training in order to demonstrate various methods for differentiating instruction in order to provide multiple means of expression, engagement, and representation of content.

iPad 101: During this training, participants (including teachers, paraprofessionals, and therapists) learn the basics of the iPad and OS 7, and how these basic features and accessibility can benefit teachers and students as they present content and assess learning gains. During this training, a few apps are also previewed and several classroom applications of the software is given. After the training, participants continue to share ideas and implementation on an Edmodo site specifically designed for collaboration. Follow up visits to the school are conducted to offer support. **This training was conducted at the request of one center school which was able to purchase several classroom sets of iPads and wanted to use these tools to better meet the needs of their students in the area of academics. As a result of their great success, another center school in a neighboring county has started visiting and the two schools are in the process of a mentoring program that will include using more of a UDL approach to meeting the academic curriculum goals for the students. We are super excited to see this amazing academic progress for these students who are part of the low incidence group! The success is certainly in part due to the UDL principals and tech tools being embedded in every classroom.

Regional professional development activities for administrators on Universal Design for Learning and Intensive Instruction.



AIM-AT-UDL Services Regional Report – Region 2

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Services

| Accessible Instructional Materials |
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| <p>PLC for Unique/News2You</p> <p>Classroom Suite and Unique curriculum training.</p> <p>Adapt-A-Book using Boardmaker Software: This workshop teaches participants the process for modifying content, creating repeated lines, and selecting appropriate vocabulary items. Participants practice adapting content throughout the presentation using Boardmaker software. The workshop also shows participants how to make physical adaptations that include the use of page fluffers, laminated sheets and other tools to enhance student engagement and comprehension.</p> <p>Worked with district SLP on teaching her how to create visual supports, including adapted books and work sheets with symbolated text.</p> <p>Worked with several new teachers in Putnam county on ULS and the built in assessments.</p> <p>Checked in on them monthly to check understanding and address any issues/problems.</p> <p>Create and assist in implementation of AIM materials into individual classrooms.</p> |
| Assistive Technology |
| <p>Go Talk with Unique</p> <p>AAC-PLC for communication support.</p> <p>Boardmaker Basics: This workshop is designed for an individual that has little or no experience using the Picture Symbol Enriched Software Program. Participants worked directly on computers with the Boardmaker software learning how to use the various toolbars to create communication boards, schedules, reading/writing activities, games and much more.</p> <p>Participants left the workshop with the basic understanding of how to use visual supports in the classroom, home and community.</p> <p>Worked with teacher, OT, parent and SLP on creating switch accessible core words for choice making, rejecting, requesting, and ceasing a preferred activity.</p> <p>Provided visual supports training to Flagler county teachers as well as provided them with pre-made visual supports to use in their classrooms and the velcro used to assemble them.</p> |



Accessible Instructional Materials
Assistive Technology
Universal Design for Learning

Work with classroom staff to decide on visual supports for student and class needs, including creating visual supports and assisting with implementation.

Regional professional development activities on the development of core vocabulary and increasing student independence in using core vocabulary in social and academic settings.

Universal Design for Learning

PLC for SMART Board

School-based Technology Support Teams

Tech Tuesday / Cool Tools for Schools: What is Web 2.0? Web 2.0 was defined and participants had the opportunity to explore a wide variety of Web 2.0 tools that could be used in the classroom to engage and motivate students in their learning process.

Facilitating meetings/ work group with district curriculum, IT, ESE, and AT to develop a UDL/ AT plan.

Provided UDL overview and UDL tech tools training to St. Johns county teachers, paras, and therapists

Classroom support to staff, student (and family) to trial, select and implement iPad apps that help the students' progress academically.

Regional professional development activities for administrators on Universal Design for Learning and Intensive Instruction.



Accessible Instructional Materials
Assistive Technology
Universal Design for Learning

AIM-AT-UDL Services Regional Report – Region 3

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Services

| Accessible Instructional Materials |
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| <p>Hands-on training for school teams in Protocol for Accommodations in Reading - This was done to help support school based AT Teams</p> <p>Ready, Set, AIM: eBooks & Digital Text for media specialists, reading/academic coaches and core secondary teachers. Flipped learning UDL and AIM and then hands-on training with variety of devices.</p> <p>Tech Tools: Protocol for Accommodations in Reading Professional Development. Full day, face-to-face course to share info on the PAR (manual helps you determine the most suitable reading accommodations for specific students by assessing their individual needs. Anyone on the IEP team can administer PAR to systematize how reading accommodations are recommended on a student level or across the school district). Second half of the PD is spent helping educators determine AIM and id resources that will fit for their specific students in their learning environments.</p> |
| Assistive Technology |
| <p>Provided Technical Assistance and Hands on training in AT Assessment and Problem Solving to school based AT teams</p> <p>Classroom Suite/Intellikeys Keyboard training for district; WOL, ROL, Premier software training for ALL teachers in district (UDL & AIM too).</p> <p>Basic PECS Course: https://www.smore.com/34q0-basic-pecs-training</p> <p>Regional professional development activities on the development of core vocabulary and increasing student independence in using core vocabulary in social and academic settings.</p> |
| Universal Design for Learning |
| <p>Collaborative Planning in UDL - provided half day training opportunity for ESE and Content teachers to co-plan after being provided with training on principles of UDL</p> <p>UDL is integrated into all instructional and AT software training.</p> <p>The Connected Educator Book Study: https://www.smore.com/bmbr-the-connected-educator-book-study</p> <p>Regional professional development activities for administrators on Universal Design for Learning and Intensive Instruction.</p> |



Accessible Instructional Materials
Assistive Technology
Universal Design for Learning

AIM-AT-UDL Services Regional Report – Region 4

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Services

| Accessible Instructional Materials |
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| <p>Boardmaker Basics/Boardmaker Studio - overview of how use boardmaker and create a product using the software</p> <p>My Computer can do that? Provides an overview and practice of the accessibility features on the Mac</p> <p>AIM – “Bookshare: Enrollment and School-based Support.” Acted as a liaison between AT staff and school based staff, signing up teachers and student at one Sarasota high school and providing on-site support in the use of Book Share/Read Out Loud in the classroom.</p> <p>Wonders of Word- Creating accessible instructional materials and assessment using Word.</p> <p>PowerPoint Talking Books</p> <p>Boardmaker - interactive materials and Visual strategies in collaboration with the LAT team.</p> <p>Screen Readers and Bookshare, NIMAS and Learning Alley and audio books from other sources and mentioned and demonstrated in most classes is listed in the AIM, AT, UDL box</p> |
| Assistive Technology |
| <p>The Road to AT - reviewed Leigh Ann's AT TAP and Hernando procedures and Unique Curriculum</p> <p>FDLRS Suncoast, in conjunction with TLC-MTSS Region IV, hosted workshop, “Strengthening Your Core Language: Building Vocabulary Independence,” presented by Saltillo and Prenke Romich reps on teaching of core vocabulary with assistive devices.</p> <p>Boardmaker Basics Assistive Technology 101 Getting Reading for Computer Based Assessment (FCAT tools on Test Hear)</p> <p>Regional professional development activities on the development of core vocabulary and increasing student independence in using core vocabulary in social and academic settings.</p> |
| Universal Design for Learning |
| <p>UDL - Read and Write Gold Software</p> <p>Computer Accessibilities</p> <p>Tech Tools for Success</p> |



FL-MTSS



FIMC-VI



RMTC-D/HH
OSBD



FDLRS



LATS

Accessible Instructional Materials Assistive Technology Universal Design for Learning

“Wednesdays on the Web: An Introduction to Universal Design for Learning.” FDLRS Suncoast HRD/Tech staff provided a two-part, district-level online webinar in UDL 101.

We present Boldly Go Where All Students Can Learn - in collaboration with the LAT team. This informs participants on the 3 acronyms and gives them scenarios for creating a lesson using the UDL principles, and accommodations for ESE students.

Regional professional development activities for administrators on Universal Design for Learning and Intensive Instruction.



Accessible Instructional Materials
Assistive Technology
Universal Design for Learning

AIM-AT-UDL Services Regional Report – Region 5

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Services

| Accessible Instructional Materials |
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| <p>Exploring New Territories: Keys Technology Newsletter September Digital Edition with links to the various components. Also offered to send CDs to any teachers who were interested.</p> <p>Setting up Learning Ally accounts for students who are eligible.</p> <p>Establishing a Pilot project with ipods for 2 classrooms. Worked with IT to have WIFI in both classrooms during the entire day along with access to App store and iTunes.</p> <p>AIM and Protocol for Reading Accommodations (PAR) to support facilitators at a districtwide training attended by approximately 35 participants.</p> <p>AIM with Emphasis on PAR Administration Training - review of AIM and specific instruction on using the PAR to help with determining the appropriate reading accommodation for students with disabilities who are struggling readers.</p> <p>"AIM-ing for Success" Making text accessible using Microsoft Word and Power Point and Adobe Pro.</p> <p>Disseminated information on AIM and tools to support accessibility and accommodations in a digital curriculum.</p> |
| Assistive Technology |
| <p>"Boardmaker vs. Symbolstix" Face to Face PD</p> <p>Support and Set up of iPads. Support and set up iPads for Therapists, students and teachers District wide.</p> <p>AAC User Competence Survey AAC trainings: Intro to NovaChat</p> <p>AAC User Competence Survey AAC trainings: Intro to PRC</p> <p>AAC User Competence Survey AAC trainings: Intro to TOBII</p> <p>IntelliKeys with Overlay Maker Training - instruction was provided on creating overlays attached to Classroom Suite activities to use on an IntelliKeys device to address the learning needs of individual students as they access the curriculum.</p> <p>"Assistive Technology: Consideration, Tech Tools and Referral Process" A training for school contacts and teachers on the AT process for our district as well as providing low tech tools and</p> |



Accessible Instructional Materials
Assistive Technology
Universal Design for Learning

solutions.

Regional professional development activities on the development of core vocabulary and increasing student independence in using core vocabulary in social and academic settings.

Universal Design for Learning

Incorporated UDL strategies in Face to Face PD and AT Open Lab

Technology Assistance for PK-5 inclusive. Technology assistance with software that can be used by ALL students including Co:Writer and Wordmaker along with SymWriter and News2you.

Classroom Suite as an authoring tool for students in self-contained classrooms involved in the Digital 5 project (5th graders using Lenovo laptops for textbook use)

SOLO Literacy Suite Training - instruction was provided on the SOLO software features such as the talking word processor, self-editing strategies, word prediction, text reader, and graphic organizer to accommodate students who struggle to read and write by putting them in charge of their own learning.

"Talking Books for Beginners" Making text accessible using Power Point that teachers can simply create.

Regional professional development activities for administrators on Universal Design for Learning and Intensive Instruction.