Using Instructional/Assistive Technology: Available in the Classroom

September 10, 2019
3:00pm-3:30pm
Alignment with State Priorities

Georgia’s Systems of Continuous Improvement

Special Education Division Priorities:

IEP Development and Implementation
Non-Endorsement Statement
Georgia Department of Education

The Georgia Department of Education does not endorse any non-Georgia Department of Education websites or products contained within these pages or through external hyperlinks. These webpages and documents provide only a sampling of available resources and in no way should be considered an exhaustive list of available resources. It is at the discretion of individual districts and schools to determine appropriate resources to serve stakeholders.
Why should we use technology?

• Impacts outcomes for students
• Provide access to the general curriculum
• Allows students to demonstrate what they know
• Supports differentiation
• Provides independence
• May provide an essential support for communication
Immersive Reader

• If you are an Office 365 district or use Microsoft Office Suite, you have access to this support!
Google Docs

• If you are a Google Chrome district, this is available.
Impacts Outcomes for Students

• When Gavin spoke about his life before Snap&Read, it was clear he needed a moment to compose himself. His emotions welled up when describing how he stayed up until midnight struggling with homework. Just trying to make sense of words on a page was overwhelming.

• By the time he reached fifth grade, Gavin was reading independently at a first grade level. The IEP team at Leggee Elementary in Huntley, IL faced the decision of placing Gavin in a self-contained classroom. But the team felt this student was capable of much more. They only needed a way to bring out his true potential. So, his teacher assessed him with uPAR.

• It was a move that has changed his life....

• Hear Gavin and his teachers tell what happened next!
Access to the General Curriculum

Accessing technology will remove barriers and impact student engagement.

- Text to Speech
- Speech to Text (Dictation)
- Using Extensions on the Internet browser
- Digital Text
- Graphic Organizers - Paper or Digital
It can support students that are struggling

Office 365

• Learning Tools
• Immersive Reader

Google Chrome and or Google Docs
It can be a true measure of what the student has learned

Using text to speech to hear the content or the question.

Using speech to text (dictation) to respond.
Supports Differentiation

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

What does the student need to have access to the content and to be able to show what they have learned?
Top 10 Assistive Technology Supports for Every Classroom

• Using the technology/AT that is currently in the classroom
• Text to Speech (TTS)
• Audiobooks and/or Digital Books
• Speech to Text (Dictation)
• Built in Accessibility Options
  • PC - Ease of Access
  • Mac Book - Accessibility Options
  • Mobile Devices – Accessibility Options
• Graphic Organizers
• Using Extensions and/or Add-ons with internet browsers
• Mobile Devices
• Visual Supports (classroom and/or behavior management)
• Closed Captioning
Contact Information

Georgia Department of Education
Division for Special Education
Services and Supports

Paula Gumpman, Program Specialist
pgumpman@doe.k12.ga.us