

FDLRS Technology
Function
Sea Turtle Conference 2006

Mission

- (g) Assist in the delivery, modification, and integration of instructional technology, including microcomputer applications and adaptive and assistive devices, appropriate to the unique needs of exceptional students.
- (f) Provide for the dissemination and diffusion of significant information and promising practices derived from educational research, demonstration, and other projects.

FDLRS.COM > Event Documents

Network (see Chart)

- Statewide Centers – ATEN, FIMC, RMTTC, TECH
- Regional Technology Labs
- Associate Centers
- District Staff - LATS, Teachers, Technology Specialists

- Additional – RLATS: Regional Local Assistive Technology Specialists

FAPE

- Free and Appropriate Public Education
- To be appropriate, educational programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of nondisabled students are met.
 - <http://www.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>
- Question: Does FAPE require adequate yearly progress (AYP)?

SPP Goals

- NCLB Graduation Rate
- Dropout Rate
- FCAT Participation & Proficiency
- FAPE in the LRE

NCLB Graduation Rate

- Baseline
 - 2003-2004
 - 68.6% graduation for All Students
 - 36.6% graduation for Students with Disabilities
 - 32% gap
 - 2007 Goal
 - Decrease gap to 26%
 - 2010 Goal
 - Decrease gap to 20%

Dropout Rate

- **Baseline**
 - 2004-2005
 - 2.8% for All Students
 - 4.7% for Students with Disabilities
 - 2007 Goal
 - Decrease dropout rate to 4.0%
 - 2010 goal
 - Decrease dropout rate to 3.25%

FCAT Participation & Proficiency

- **Baseline**
 - 2004-2005
 - Participation rate 75% to 89%, depending on age
 - Proficiency 7% to 42%, with highest proficiency in the lowest grades.
 - 2007 Goal
 - Participation – 96%
 - Reading Proficiency – 58%
 - Math Proficiency – 62%
 - 2010 Goal
 - Participation – 99%
 - Reading Proficiency – 79%
 - Math Proficiency – 80%

FAPE in the LRE

- **Baseline**
 - 2003-2004
 - 49.8% removed from classroom < 21% of the day
 - 26.3% removed from classroom > 60% of the day
 - 2.9% served in other settings (includes homebound)
 - 2007 Goal
 - 56.8% removed from classroom < 21% of the day
 - 22.3% removed from classroom > 60% of the day
 - 2.7% served in other settings
 - 2010 Goal
 - 61.8% removed from classroom < 21% of the day
 - 18.3% removed from classroom > 60% of the day
 - 2.5% served in other settings

Florida SPP Activities

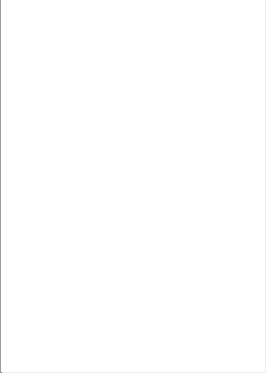
- Provide staff development on universal design for learning to targeted districts based on survey results.
- Ensure districts are addressing and meeting students with disabilities need for access to assistive technology in order to participate in the general curriculum.
- Provide technical assistance and training in the provision of accommodations for students with disabilities.

RFA 2006-2007 Tech Priorities

- Provide staff development on universal design for learning.
- Ensure districts are addressing and meeting students' need for access to assistive technology.
- Participate in technology service alignment activities to support RLATS and LATS.
- Support online training through the development of an OI DT module.

Universal Design for Learning

- Using digital tools to quickly adapt instructional media and methods to meet individual student needs in a diverse classroom
- Brainstorm: Universal Design Tools



Assistive Technology

- AT - Any item, piece of equipment, or product system, whether acquired commercially or off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.
- AT Service - A service that directly assists a child with a disability to select, get or use an assistive technology device.

What is Assistive Technology?

- 1980's and 1990's
 - Primarily determined by Physical Therapists, Occupational Therapists, and Speech Therapists
 - Often based on performance with an "access" language
 - Based on the technology of the day
- 2006 (Today)
 - Should be determined by the student and everyone working with the student
 - Should be based on performance with a "performance" language
 - The technology has changed

AT Service Provision Models

- Service delivery models can be based on a number of frameworks:
 1. What the industry has to offer
 2. What the service providers feels if appropriate (based on knowledge and lack of knowledge)
 3. What the user needs and wants
 4. Some type of combination

A Model for Access

- Spectrum of access based on:
 - Level of need for expert analysis
 - Complexity of service
 - Level of severity and danger
 - Rights of user to quick and easy access

Access to Assistive Technology

- Brainstorm: Barriers to Students Accessing Assistive Technology

Technology Service Alignment

- Alignment of:
 - Universal Design in Learning
 - Assistive Technology
 - Accommodations
 - Service Delivery
- Will work with RLATS/LATS to identify 3 students who use assistive technology and whose teachers need additional support in technology integration
- Will provide four consultation services to the teacher and student as appropriate
- Will provide two school wide presentations on ESE technology integration
- Activity data will be collected

Statewide OI DT Activities

- Create an online activity using the OI DT
 - Follow-up
 - Tutorial
 - Module
 - Course
- Network will host planning/development institutes

RFA 2006-2007 Format

- New Section: Project Performance Accountability Information
 - Deliverables
 - Training
 - Student Performance
 - Service Delivery
- For each item Name, add the function and priority #.
 - Ex. Tech/4 – Training Module Online: Digital Text
- Go to Acrobat Forms
