

Division for Special Education Service and Supports

Assistive Technology (AT) Services, Software, Training and Lending Li- brary Program with Tools for Life, Georgia's Technology Act Center

To build capacity and have a sustain-
able impact on Assistive Technology
Services for grades K-12 throughout
Georgia.

1. Assistive Technology Consultation Ser-
vices
2. AT/UDL Software Program (Reading,
Writing, Math)
3. Assistive Technology Lending Library
4. EdTrade, Georgia Assistive Technology
(AT) School Exchange Database
5. Discovery Surveys - District Assistive
Technology and Accessibility



1. Consultative Services

The purpose of this partnership is to sup-
port district personnel in building their ca-
pacity to support students with assistive
technology needs.

What it IS:

1. Consultation services by Tools for Life
staff via teleconsulting and/or email.
2. Discussion based on information provid-
ed by district contact.
3. Coaching support for staff on implemen-
tation of evidence-based practices for
assistive technology.

What it is NOT:

1. Direct student intervention.
2. Assistive technology evaluations.
3. Onsite consultations or evaluations.
4. Supplier of assistive technology

2. AT/UDL Software Program (Reading, Writing, Math)

- **Read&Write** - Read&Write lets every student read, write and express themselves more confidently. Read&Write offers support with everyday tasks including reading text out loud, understanding unfamiliar words, researching assignments, writing and proofing written work. Read&Write works with the following platforms: Chrome, Edge, Windows, Mac OS, iPad and Android.
- **EquatIO** - EquatIO lets everyone create mathematical equations, formulas, Demos graphs and more on their computer or Chromebook. Teachers or students can type, handwrite or dictate any expression, with no tricky coding or math languages to master. There is a huge library of ready-made expressions to save time, from simple formulas to complex functions. EquatIO works with the following platforms: Chrome, Windows, Mac OS, and Web App.
- **uPar** - Over 50% of students who are reading below grade level can access grade-level text independently with a reading accommodation.* uPAR identifies these students through an automated online process—showing their path to understand text through listening (“ear” reading) compared to traditional “eye” reading. The effect? Students gain access to grade level text for real inclusion outcomes!
 - With a reliable method to identify which students could benefit from read-aloud accommodations, more students can get the supports they need to access grade-level text.
 - When schools have a process to first identify student needs, and only then deliver tools, they can be confident that the tools will get the right inclusion outcomes.

3. Assistive Technology Lending Library

What it IS:

- To assist in AT decision-making; make an informed purchasing decision.
- To collect data substantiating the device meets the student’s needs.
- Try a device in a real-life environment.
- To serve as a loaner while the student is waiting for repair or ordered device to be delivered.
- To provide accommodation on a short-term basis to support professional development .

What it is NOT:

- Long-term or open-ended loans.
- Equipment for purchase.

4. EdTrade

- Georgia districts will be able to post their assistive technology needs or available assistive technology for loan/exchange.
- Participating districts can decide whether they want to lend or repurpose their unused assistive technology to a local Georgia district as a cost-saving measure through a written.
- Responsibility would rest with the participating Local Education Agency (LEA) to develop local policies and procedures to address asset sharing and inventory controls.

Impact of Assistive Technology

NATIONAL LONGITUDINAL Y=TRANSITION STUDY WAVE 2 (NLTS2) - 2012

Comparing postsecondary outcomes of students with high incidence disabilities who reported receiving assistive technology (AT) in high school to those who reported not receiving AT (305,000 students)

- 99.8% of the students who received AT graduated while only 79.6% of the students who did not receive AT graduated.
- 80.9% of students who received AT attended a postsecondary institution while only 40.1% of students who did not receive AT attended a postsecondary institution.
- 80.0% of the students who received AT had a paid job after graduation while only 50.8% of the students who did not have AT had a paid job after graduation.

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Assistive Technology

Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.

The term does not include a medical device that is surgically implanted, or the replacement of such device.

Resources and Websites/OSEP funded National Centers:

1. Text-to-Speech Technology: What it is and How it works (<http://www.readingrockets.org/article/text-speech-technology-what-it-and-how-it-works>)
2. The Difference between Audiobooks and Text-to-Speech (<https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/the-difference-between-audiobooks-and-text-to-speech>)
3. Will Digital accessible books improve reading for students with dyslexia? (<https://www.edsurge.com/news/2015-01-27-will-digital-accessible-books-improve-reading-for-students-with-dyslexia>)
4. The previously funded OSEP Center - PowerUp WHAT WORKS (<https://powerupwhatworks.org>) and the Technology Research Briefs (<https://powerupwhatworks.org/page-puww/technology-research-briefs>) - [Using Multimedia to Support Reading Instruction](#)
5. The National Center on Accessible Educational Materials (<http://aem.cast.org/>)
6. Assessment and use of accommodations could be accessed through the Center on Technology and Disability (CTD) <https://www.ctdinstitute.org/library/2018-09-19/improving-accommodations-outcomes-monitoring-instructional-and-assessment>
7. Accessibility, Assessment and the Law — What State Leaders Need to Know (<https://www.ctdinstitute.org/library/2016-10-24/accessibility-assessment-and-law-what-state-leaders-need-know>)