

# Assistive Technology Partnership and Adapted PE

SELDA

September 27, 2023

Paula Gumpman

[pgumpman@doe.k12.ga.us](mailto:pgumpman@doe.k12.ga.us)



# History of AT

- The History
  - 1973 - Rehabilitation Act of 1973
  - 1988 - Assistive Technology Act
  - 1990 - Individuals with Disabilities Education Act
  - 1994 - Assistive Technology Act
  - 1994 - Individuals with Disabilities Education Act
  - 1998 - Americans with Disabilities Act

# The Law - Assistive Technology Device

## § Section 300.5 Assistive Technology Device

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 Law - Assistive Technology Service

§ Section 300.6

Assistive Technology Service

Any service that directly assists a child with a disability with the selection, acquisition, or use of an assistive technology device.

# Research to Support the Use of Assistive Technology (AT)

- “Accommodations for reading are among the most studied, with evidence showing that text-to-speech or read-aloud can significantly increase both pages read by SWDs and test scores (Calhoun, Fuchs, & Hamlett, 2000; Dolan et al., 2005; Elkind & Elkind, 2002; Fuchs et al., 2000).”
- “Read-aloud and text-to-speech accommodations can help reduce cognitive load by allowing these students to bypass their issues with decoding and focus on reading and processing the texts (Anderson-Inman & Horney, 2007; Dolan et al., 2005; Fuchs and Fuchs, 2001).”

# Impact of Assistive Technology (AT)

According to the National Longitudinal Transition Study (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.

# Assistive Technology Partnership

- To build capacity and have a sustainable impact on Assistive Technology Services for grades K-12 throughout Georgia
  - AT/UDL Software Program
  - Assistive Technology Lending Library
  - Discovery Surveys - District Assistive Technology and Accessibility (Instructional Materials)
  - EdTrade, Georgia Assistive Technology (AT) School Exchange Database

# Assistive Technology (AT) Partnership and the AT Portal

- One stop for access to request services
- Must register and provide contact information and access for designee(s)
- Portal access must be limited to the Director and their designee(s).
- Protect your portal access



# AT Partnership – Software

Software requests should be made for district-wide licenses/seats (not schools or classrooms within a district). Please consider which students on an Individualized Education Program (IEP) could benefit and submit one request for licenses/seats for the entire district.

- TextHelp
  - Read & Write
  - Equatio
  - uPar

# 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. The easy-to-use toolbar works with virtually any kind of educational content – websites, Word files, PDFs, Google docs and more. Easy to install and manage, it runs smoothly on PCs, Macs, Chromebooks and tablets.
- Read & Write works with the following platforms: Chrome, Edge, Windows, Mac OS, iPad and Android.
- Recommended for students that have learning difficulties, struggling readers and writers, English Learners and students with an IEP.

# Equatio

- Equatio helps mathematics and STEM teachers and students at all levels. Equatio lets everyone create mathematical equations, formulas, Desmos 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.
- Recommended for students that have learning difficulties and students with an IEP as well as general education students.

# 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.

# Assistive Technology and IEP Teams

- AT Consideration happens at a minimum annually
- Broad definition gives IEP teams the flexibility to provide a range of assistive technology solutions from low technology to high technology.
- May include modifications and accommodations required by the student.
- May include instructional technology.

# Take A Minute



## Assistive Technology (AT)



# "Take a Minute"

- “Take a Minute” is a simple initiative to support IEP teams when discussing assistive technology (AT), and accessible educational materials (AEM) during IEP meetings.
- The goal of “Take a Minute” is for IEP teams to briefly discuss or “Take a Minute” in the Special Factors section to talk about a student’s need for (AT) and/or (AEM).

# “Take a Minute” IEP Team Guiding Questions

1. Were there issues in present levels that address how your student’s disability affects his or her ability to be involved and progress in the general education curriculum related to reading, writing, communication, or any other areas?
2. Will AT support the deficit areas addressed in the present levels?
3. Can AEM (braille, larger print, audio or digital text) provide access so the student can better comprehend print and or digital text?



# Benefits of Assistive Technology

- Productivity
- Independence
- Achievement



# Adapted Physical Education

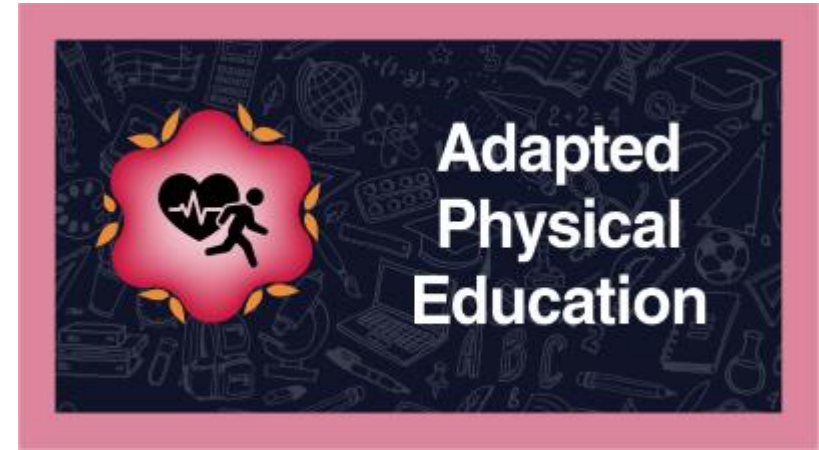
# What is Adapted PE?

- Adapted Physical Education is physical education which has been adapted or modified to be as appropriate for the person with a disability as it is for a person without a disability.
- Adapted Physical Education may also be referred to as specially designed physical education, special physical education, or developmental physical education.

## Additional Information:

- Physical education is not a related service; **therefore, Adapted PE is not a related service.**
- Related services (services that may be provided to help the student benefit from special education services) such as physical therapy, occupational therapy, and recreational therapy cannot be substituted for physical education services.

# Georgia Learns



This self-paced course will guide participants through the core components of Adapted Physical Education and how to apply these to your own physical education program. The course will include an overview, guidelines, best practices and instructional planning for adapted physical education.

# OSEP Letter to Garth Tymeson (May 12, 2021)

## OSEP Letter, May 12, 2021

- *IDEA section 602(29). The IDEA regulations define physical education to mean “[t]he development of – (A) [p]hysical and motor fitness; (B) [f]undamental motor skills and patterns; and (C) [s]kills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).” 34 C.F.R. § 300.39(b)(2)(i). Physical education “[i]ncludes special physical education, adapted physical education, movement education, and motor development.” 34 C.F.R. § 300.39(b)(2)(ii).*
  - **Physical Education includes special physical education, adapted physical education, movement education, and motor development.**

# OSEP Letter to Garth Tymeson (May 12, 2021)

## [OSEP Letter, May 12, 2021](#)

- *Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless - (1) the child is enrolled full time in a separate facility; or (2) the child needs specially designed physical education, as prescribed in the child's IEP. 34 C.F.R. § 300.108(b). If specially designed physical education is prescribed in a child's IEP, the public agency responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs. 34 C.F.R. § 300.108(c).*
  - **All children with a disability MUST be afforded the opportunity to participate in regular PE. If Specially Designed Instruction (SDI) for PE is in the IEP, the LEA must provide the service directly or make arrangements for those services.**

# OSEP Letter to Garth Tymeson (May 12, 2021)

## OSEP Letter, May 12, 2021

- *When the IEP Team determines a child requires physical education as specially designed instruction to meet the unique needs of a child with a disability, the service is considered special education and not a related service. As with other services in the IEP, the IEP Team determines the frequency, location, and duration of the service based on the needs of the child. See 34 C.F.R. § 300.320(a)(7).*
  - **When PE is SDI to meet the needs of the student, the service is considered special education and is NOT a related service. As with any direct service, the IEP determined the frequency, location, and duration of the service.**

# OSEP Letter to Garth Tymeson (May 12, 2021)

## [OSEP Letter, May 12, 2021](#)

- *While Part B of the IDEA does not mandate any particular personnel standards, each State's policies and procedures must provide for the establishment and maintenance of standards to ensure that personnel necessary to carry out the purposes of Part B are appropriately and adequately prepared and trained. See 34 C.F.R. § 300.156(a).*
  - **Personnel standards: Each States's policies and procedures MUST provide for the establishment and maintenance of standards to ensure that personnel necessary to carry out SDI for PE are appropriately and adequately prepared and trained. The determination of who is qualified to provide PE as SDI, including Adapted PE, is dependent upon the State's policies and procedures.**



# OSEP Letter to Garth Tymeson (May 12, 2021)

## [OSEP Letter, May 12, 2021](#)

*The determination of who is qualified to provide PE as specially designed instruction, including Adapted PE, is dependent upon the State's policies and procedures.*

### **Georgia Specific Information:**

#### **8.q.1 Adaptive Physical Education (P.E.)**

#### **Teacher Qualifications:**

- In accordance with GaPSC CAPS In-Field alignment, teachers holding Health and PE Certification (P-12) are in-field to teach the content required for Adaptive PE.



# Questions



# Preparing students for life.

[www.gadoe.org](http://www.gadoe.org)

   @georgiadeptofed

 [youtube.com/c/GeorgiaDepartmentofEducation](https://youtube.com/c/GeorgiaDepartmentofEducation)



Georgia Department of Education

