Scope and Sequence
Digital Tools and Assistive Technologies - Virtual Sessions
Go

ACCESSIBLE CURRICULUM *for* **ALL**

Overall Learner Outcomes

At the end of these trainings, participants will increase competence and confidence with:

- Leveraging options available in devices and platforms currently available to teachers and students.
- Exploring student performance data to look for gaps and needs that assistive technology could potentially support.
- Understanding why students with disabilities may have specific challenges that impact academic learning across the areas of reading, writing and math.
- Being familiar with a range of digital tools and assistive technologies (across platforms) to support students with these challenges.
- Understanding the important role executive functioning plays across all learning domains, and options for supporting challenges in this area.
- Understanding physical access issues students may have, and tools or solutions to help support these challenges.
- Understanding the importance of building a technology skill foundation for all students, including our students with disabilities.
- Completing a robust and effective team-based AT Consideration process that will enable IEP teams to document assistive technology needs for the majority of students.

Session 1: Getting Started with the Basics	
What you'll learn:	**What you'll get better at:**
When considering AT for students, it is important to first leverage what is currently available on the devices and with the tools teachers use to create materials and resources, and students use to access materials and resources. If we begin by wearing our UDL hat, we can plan for and be ready for students to access materials and resources because we are building into our instructional design thinking making options available for ALL students.	● Becoming more familiar with the features of Google Suite of Apps for Education (Docs, Slides, Drive) in order to support students with diverse learning needs. And learn about resources to build Google skills. ● Becoming more familiar with basic built-in accessibility options and features across platforms and devices ● Becoming more familiar with our mandates, through IDEA, related to providing specialized formats of printed materials to students with disabilities. This now includes accessible instructional materials or AIM (print based materials converted into specialized formats), and accessible educational materials or AEM (print- and technology-based materials designed to be usable across the widest range of individual variability). ● Exploring options to make communication and collaboration opportunities accessible to all students
Session 2: Diving Deeper into Reading & Writing	
What you'll learn:	**What you'll get better at:**
In this session we will explore potential data sources for looking at how our students at our site or district are doing in terms of English Language Arts standards. We will also explore the reasons why students with disabilities may struggle with mastering both reading and writing skills, and how technology and the specific features available in digital tools can support some of these specific challenges.	**Reading** ● Exploring how our students are doing with reading (current data) ● Becoming more familiar with understanding reading challenges and what you might be noticing with your student who is struggling ● Becoming more familiar with strategies & tools to

	support challenges in reading
	Writing ● Exploring how our students are doing with writing (current data) ● Becoming more familiar with understanding writing challenges and what you might be noticing with a student who is struggling ● Understanding the role of technology in writing today ● Becoming more familiar with tools & strategies to support challenges in writing

Session 3: Diving Deeper into Executive Function & Math	
What you'll learn:	**What you'll get better at:**
In this session we will explore the area of executive functioning, the challenges our students with disabilities may face and how they can impact learning across all content areas. We will also explore potential data sources for looking at how our students at our site or district are doing in terms of Math standards. We will also explore the reasons why students with disabilities may struggle with mastering math skills, and how technology and the specific features available in digital tools can support some of these specific challenges.	● Becoming more familiar with understanding executive functioning challenges, how they can impact learning and tools & strategies to support challenges in this area **Math** ● Exploring how our students are doing with math (current data) ● Understanding more about why students struggle with math and how executive function struggles impact math ● Becoming more familiar with digital tools across platforms which support math for diverse learners

Session 4: Access/Digital Skill Building/Making AT Decisions	
What you'll learn:	**What you'll get better at:**
In this final session, we will explore some strategies and tools to support students who may have challenges with physically accessing technology (e.g. keyboard, mouse). We'll also talk about the role of technology for 21st Century learners, and what we can do to build a technology skill foundation for all students, including our students with disabilities. Now that we have familiarity with a range of challenges that our students with disabilities present with, and how to explore potential technology solutions, we'll practice with making appropriate strategy and tool decisions for a range of students.	● Troubleshooting general access issues that students may experience and becoming more familiar with tools and strategies to support physical access to technology. ● Understanding the expectations and guidelines within your own individual district and/or gaining familiarity with resources available to help support students with general digital skill building ● Becoming more familiar with the deeper questions we need to be asking ourselves as we brainstorm different strategies and tools that we want our students to access ● Given sample student profiles and AT Consideration Notetaking guides, making decisions about appropriate strategies and tools to consider for a range of students

Independent Practice: AT Consideration - Part 2/Exploring and Identifying Strategies and Tools to Meet My Student's Needs	
	● Practice with: **Identifying Strategy or Tools Solutions** ● Leveraging resources and tools to help implement a consistent and compliant process.