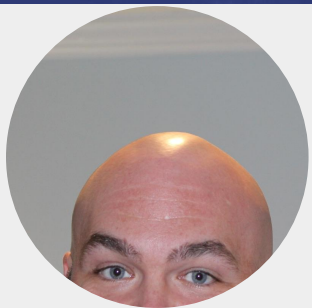
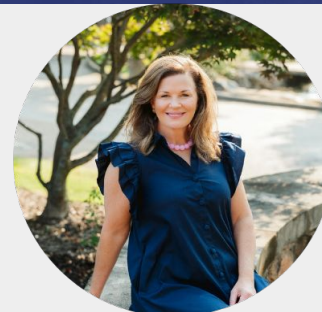


Designed for All: Where High Quality Instructional Materials and Assistive Technology Converge





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Objectives



- Explain how Everway tools can support students
- Understand how to embed student specific supports into a lesson plan
- Identify two assistive technology devices that support student specific needs



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Jacob Oliva

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Department of Education

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 Search



What are you looking for?

HQIM

 Search

From an AEM perspective, instructional materials cannot be considered high quality if they are not accessible to students with disabilities.

DESE Partnership with Everway



Year 3



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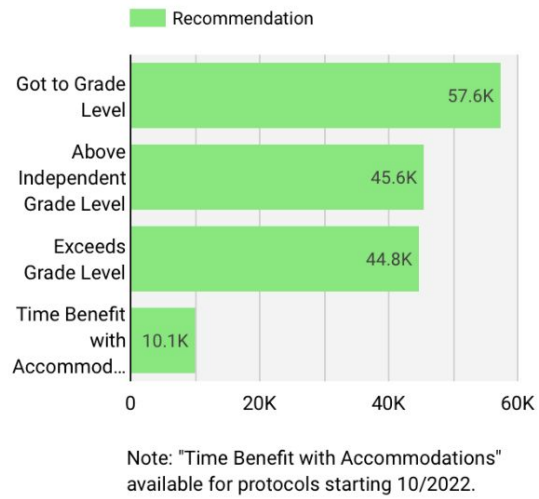
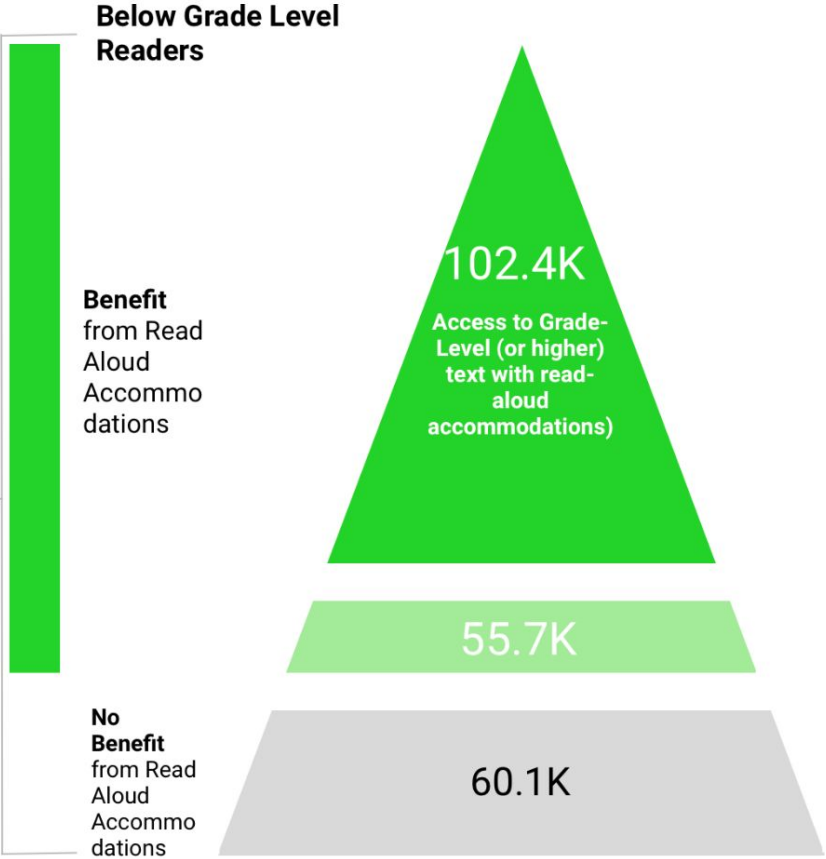
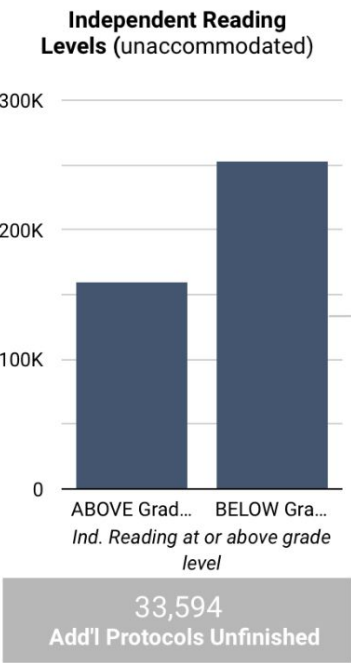
+

Everway

uPAR is **not** an assessment. Your students can take it anytime, anywhere, as much as they want.

Literacy Accessibility Impact

380,277
Total Protocols Completed



[DESE + Everway Partnership Landing Page](#)

[DESE + Everway Statewide Research Study](#)

AT Loan Program



ARTASC-AT4ALL.org

The screenshot shows the Cheqroom website. At the top, the navigation bar includes the Cheqroom logo, links for Solutions, Platform, Enterprise, Resources, and Pricing, and buttons for Product tour, Book demo, and Login. The main content area features the headline "THE #1 ASSET MANAGEMENT SOFTWARE" and "The Asset Management Software for Teams that Deliver". To the right, there is a card for a requestor Clara Andrews, dated Nov 17, for a Broadcast Kit. Below this is a notification: "New ticket, item needs repair." At the bottom, a partial view of the software interface is shown, including a sidebar with "Equipment", "All Locations", and "Dashboard", and a main area with a search bar and a table of items.

cheqroom Solutions ▾ Platform ▾ Enterprise Resources ▾ Pricing [Product tour](#) [Book demo](#) [Login](#)

THE #1 ASSET MANAGEMENT SOFTWARE

The Asset Management Software for Teams that Deliver

Requestor: Clara Andrews
Date: Nov 17
Equipment: Broadcast Kit

New ticket, item needs repair.

Items

Items by status



Reservations

0
Overdue

0
Booked

Check-outs

0
Overdue

6
Open

Open reservations



No upcoming reservations

[New reservation](#)

Open check-outs

Upcoming

6

Yesterday - Tuesday

6 days

8 Communication Devices +4 other

Amy Goddard

● Open

Yesterday - Apr 01

a month

AAC: Symbol-Based - iPad 10th Gen. (1103)

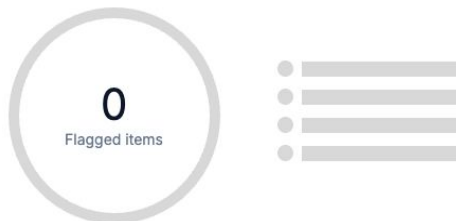
Jodi Hood

● Open

Just Tuesday, Apr 02

a month

Items by flag



Items by category



National Instructional Materials Access Center



National Instructional
Materials Access Center

Login

Search the NiMAC

English

Español



NiMAC

Created by IDEA 2004, NiMAC is a federally funded, online file repository of source files in the NiMAS format. Here, authorized users can access more than 89,000 K-12 NiMAS files for use in the production of accessible formats for students with disabilities.

About NiMAC

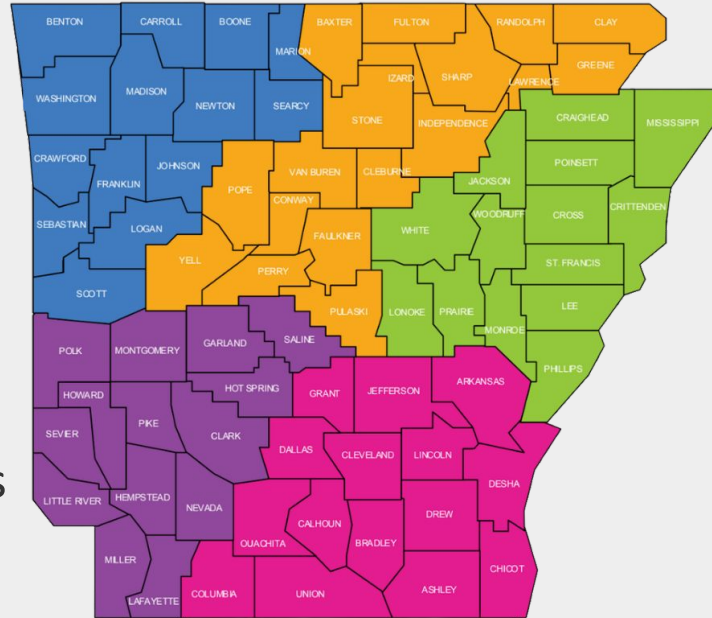
Educational Support and Related Services Specialists



Technical Assistance Provider

Meaningful access and participation
for students with disabilities

- Support student and district teams
- Align AR App, IRP, MIP, IEP
- Collaborative approach
 - General Education
 - Special Education
 - Related Service Providers
 - Administrators
 - Families



Region	Cooperatives
1	Northwest Ozarks Guy Fenter
2	North Central Northeast Arch Ford
3	Crowley's Ridge Wilbur Mills Great Rivers
4	Arkansas River Southeast South Central
5	Dequeen-Mena Dawson Southwest

Meet Marley



- 3rd grade student who is eligible for special education and related services under Specific Learning Disability
- Cognitive abilities are in the average range but she has significant delays in literacy development, particularly in decoding and reading fluency
- Oral reading fluency is 20 words per minute on grade level texts
- Benefits from assistive technology including text-to-speech, dictation, and word prediction to support reading and written expression and to access grade-level content

Meet Sampson



- 3rd grade student who is eligible for special education under Intellectual Disability
- AAC user who effectively communicates using his device
- Experiences challenges in decoding, reading comprehension, and executive functioning
- Benefits from assistive technology, alternate response formats, visual supports, explicit instruction, and repeated practice
- IEP has specific accommodations and modifications listed to support his needs

Meet Miguel



- 3rd grade student who is eligible for special education and related services under Multiple Disabilities
- Uses a assistive technology for mobility, motor deficits, and to access classroom materials and tasks
- Demonstrates significant cognitive delays in processing, memory, and problem solving and benefits from highly scaffolded, explicit instruction
- Has limited expressive language and uses AAC to increase participation
- Requires significant content modifications, alternative response models, and communication supports to access grade-level standards
- Participates in the Arkansas Alternate Assessment

3rd Grade Lesson: 3.RC.18.RI (DLM EE: ELA.EE.RI.3.6)

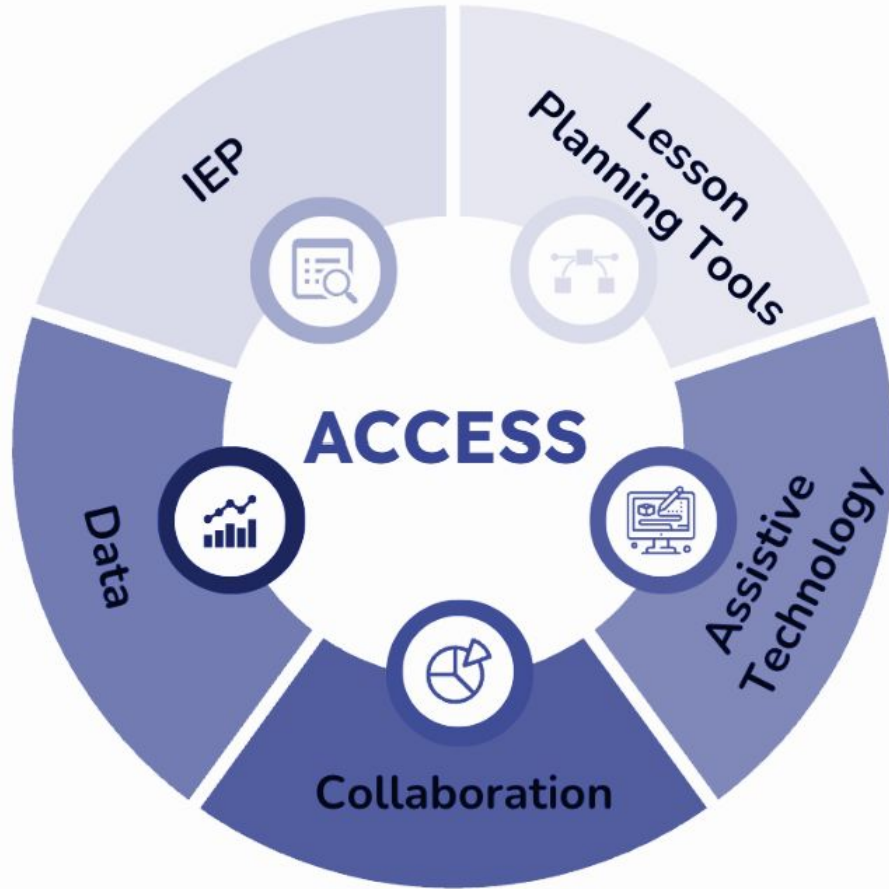
Learning Target

AR Standard: Distinguish the reader's perspective from that of the author of the text

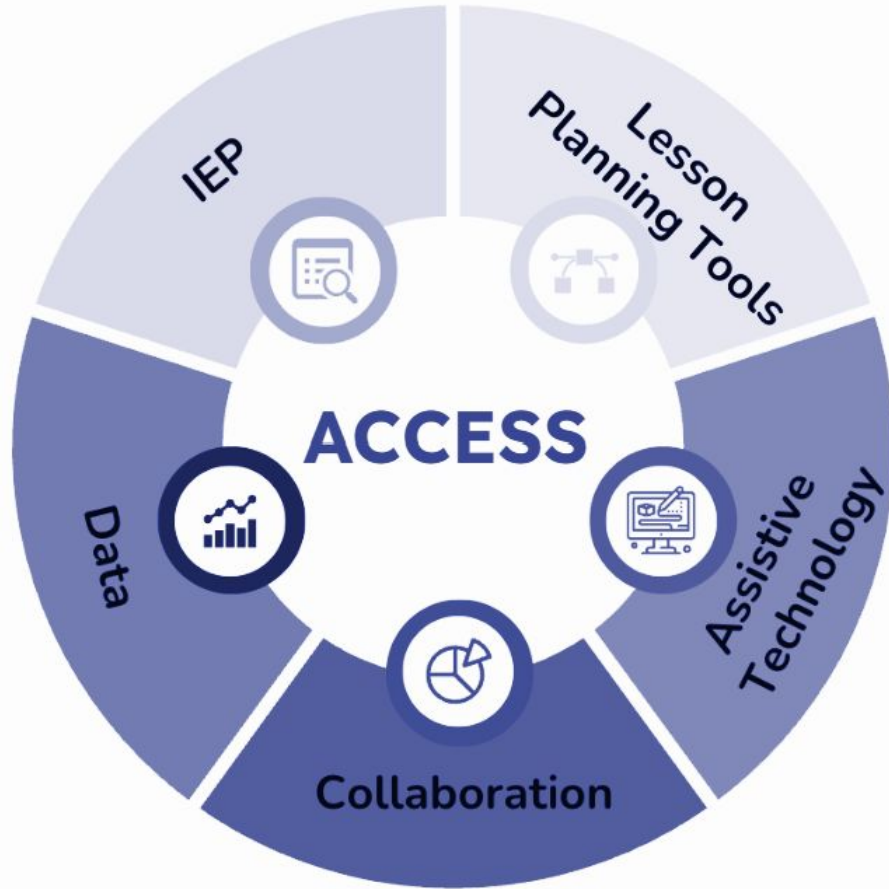
DLM EE: Identify personal point of view about a text

In this lesson, students will:

- Participate in a **read-aloud and independent reading** (*Moonshot*)
- Engage in a **Think-Pair-Share** activity
- Complete a **common formative assessment**



- IEP must be followed as it outlines the specific supports and services the student requires for access and specially designed instruction
- Lesson planning tools:
 - HQIM
 - Pacing guides
 - AR Standards
 - Alternate Academic Achievement Standards
 - DLM to AR Standards Crosswalk



- AT devices and services must be intentionally imbedded in instruction
- Collaboration with team members must be prioritized in order to design and implement lessons
- Data must be collected and used to drive decisions throughout instruction as a continuous cycle of improvement

Making HQIM Accessible

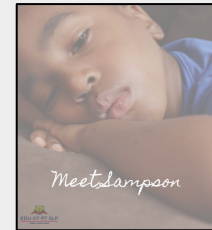


1. Determine what all students must know or be able to do.
 - AR Standards and AR DLM Essential Elements (if appropriate)
2. Start with the curriculum and the lesson plan or objective.
3. Look at the unique needs of each student.
4. Where appropriate, embed student specific accommodations, modifications, AT, and other supports and services to adapt a lesson that aligns with grade-level standards and ensures meaningful access and participation for the student.

Lesson Plan Snapshot



Lesson Plan	UDL Strategies	Adaptations
Learning Target: 3.RC.18.RI Distinguish the reader's perspective from that of the author of the text.	Use a T-chart for perspective discussion. Incorporate movement of making spectacles/glasses with hands. Have a tactile model. Sentence stems and visuals available for discussion.	Miquel: -visual supports for 2 choices -assign one perspective Sampson: -color coded perspectives -provide sentence stems and a word bank
Engage: Who are the people featured in the historical footage from "Go!"? Who are the people featured in Moonshot? Who is most important in "Go!"? Moonshot? How do you know? Teacher: Remind students that we have been		



Station Rotations



In a moment, you will:

1. Count off by 4.
2. Go to your station.
3. Explore how each student will access the lesson.
4. Rotate to the next station.



Introducing Cheqroom!

Same URL: artasc-at4all.org

Complete overhaul.

- Email/SMS/Push notifications
- Modern UI
- Responsive



We are happy to help!

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Education - Technical
Assistance Providers





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