



ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN

STUDENT INFORMATION

Student Name Anita A.	Grade Kindergarten	Date of Birth
School Brumby	Date 6/21/2018	AT Plan Review Date 8/20/2018

POINT OF CONTACT (Individual assigned to keep the Implementation Plan updated)

David Welch		
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EQUIPMENT

EQUIPMENT AND SOFTWARE TO BE USED	STATUS (e.g., owned by school, will purchase, will borrow, etc...)
Ipad	Owned by school
Computer	Owned by school
Manipulatives	Owned by school
Optical Character Recognition	Will borrow

IMPLEMENTATION TEAM

NAME (List all individuals who will implement the AT with the student.)	ROLE (e.g., administrator, teacher, family member, service provider, etc...)
David Welch	Service provider
Lilly Hanna	Teacher
Amy Tidwell	Teacher

EQUIPMENT TASKS

TASK (e.g., order/procure AT, load software, adapt/customize devices/software, set up at home/school, maintain/repair, etc.)	PERSON RESPONSIBLE	DATE DUE
Order/procure AT	David Welch	8/20/2018
Adapt devices at home	David Welch	8/23/2018
Software at school	Technology coach- Sandra Lake	8/20/2018
Repair	IT Cobb County	ongoing

TRAINING

TRAINING NEED	TRAINEES	TRAINER	DATES & TIMES	FOLLOW UP / ALONG PLAN
Optical Character Recognition	Teacher and Core Expansion Team	Technology Coach-Sandra Lake	8/15/2018	10/14/2018

CLASSROOM IMPLEMENTATION

IEP GOAL	CURRICULUM/DOMAIN (e.g., math, science, PE, art, etc...)	PERSON(S) RESPONSIBLE	AT NEEDED TO ACCOMPLISH GOAL (List specific AT and customized settings if appropriate)

HOME IMPLEMENTATION

IEP GOAL	CURRICULUM/DOMAIN (e.g., math, science, PE, art, etc...)	PERSON(S) RESPONSIBLE	AT NEEDED TO ACCOMPLISH GOAL (List specific AT and customized settings if appropriate)

MONITORING/EVALUATION

GOAL	INSTRUCTIONAL STRATEGY (How will you teach student to use equipment and/or how to achieve goals.)	RECORDING SYSTEM & FREQUENCY (e.g., task analysis recording system; score + or - on data recording sheet)	PERSONS RESPONSIBLE FOR IMPLEMENTATION / DATA COLLECTION
Dolch Sight Word Assessment	1 to 1 training	Data recording sheet	Amy Treadwell and Lilly Hanna

WATI Assistive Technology Consideration Guide

1. What task is it that we want this student to do, that they are unable to do at a level that reflects their skills/abilities (writing, reading, communicating, seeing, hearing)? Document by checking each relevant task below. Please leave blank any tasks that are not relevant to the student's IEP.
2. Is the student currently able to complete tasks with special strategies or accommodations? If yes, describe in Column A for each checked task.
3. Is there available assistive technology (either devices, tools, hardware, or software) that could be used to address this task? (If none are known, review WATI's AT Checklist.) If any assistive technology tools are currently being used (or were tried in the past), describe in Column B.
4. Would the use of assistive technology help the student perform this skill more easily or efficiently, in the least restrictive environment, or perform successfully with less personal assistance? If yes, complete Column C.

Task	A. If currently completes task with special strategies and / or accommodations, describe.	B. If currently completes task with assistive technology tools, describe.	C. Describe new or additional assistive technology to be tried.
x Motor Aspects of Writing		Pencil gripper, tactical letters, Ipad and computer	
<input type="checkbox"/> Computer Access			
x Composing Written Material		Pencil gripper and Ipad	
<input type="checkbox"/> Communication			
x Reading	Adults read necessary material.	Ipad, computer, headphones	Audio books Optical Character Recognition
<input type="checkbox"/> Organization			

Assessing Students' Needs for Assistive Technology (2009)

Task	A. If currently completes task with special strategies and / or accommodations, describe.	B. If currently completes task with assistive technology tools, describe.	C. Describe new or additional assistive technology to be tried.
x <input type="checkbox"/> Math	Provide instruction in small group or 1 to 1, volunteer tutors	Manipulatives, Ipad and computer	

<input type="checkbox"/> Recreation and Leisure			
<input type="checkbox"/> Activities of Daily Living (ADLs)			
<input type="checkbox"/> Mobility			
<input type="checkbox"/> Positioning and Seating			
<input type="checkbox"/> Vision			
<input type="checkbox"/> Hearing			
<p>5. Are there assistive technology services (more specific evaluation of need for assistive technology, adapting or modifying the assistive technology, technical assistance on its operation or use, or training of student, staff, or family) that this student needs? If yes, describe what will be provided, the initiation and duration.</p>			

Anita is a kindergartener. When speaking to Anita it seemed as though her vocabulary was not on par with her peers. I asked her to write her name for me and I saw that she struggled to perform motor aspect of writing. Thus, it was difficult for her to compose written material. Another challenge for Anita was her lack of awareness of any letters in the alphabet including those in her name. Unfortunately Anita did not receive any services in preschool and the tier process would take almost her entire kindergarten year to receive services. However, a team of teachers discussed strategies and accommodations to support Anita's needs throughout the tier process.

To assist Anita with motor aspects of writing she used a pencil gripper to give her a functional grasp of writing utensils. I also created tactical letter boards for Anita, starting with the letters in her name. I attempted to use a computer program with her but she had difficulty manipulating the mouse, which we continued to work on. I then tried an Ipad instead and she was able to manipulate that tool on a mid-independent, part instructional level. Anita used the Ipad to trace letters in a letter forming application. The accommodations and tools served a dual purpose and supported Anita with composing written material and performing motor aspects of writing.

In the area of reading accommodations consisted of having others read to Anita. Anita used an Ipad, computer, headphones and supportive reading applications and websites. It seemed as though Anita would benefit from audio book to get her familiar with letters, words and the written language. I recommended that an Optical Character Recognition (OCR) be tried as a new/additional assistive technology device. This tool would allow Anita to scan printed material and the OCR would then read aloud the scanned material.

Anita also struggles in math. To accommodate Anita in math she was provided 1 to 1 and/or small group instruction. She also benefited from additional volunteer tutors. Anita used several assistive technology tools. She used a computer, and Ipad and a variety of math manipulatives. The manipulatives were made available in concrete hands on form as well as virtual manipulatives.

I recommended that Anita's family (mother, father and twin sister) be given assistive technology services on how to operate tools and how they supported the learning needs of their daughter. A meeting was conducted with parents, teacher and volunteer to discuss strategies and adapting assistive technology at home and in the classroom. We also showed parents how to help Anita teach her twin sister how to use tools as they would benefit her learning as well.