

Assistive Technology Implementation Plan

STUDENT INFORMATION		
Student Name Jessica Furnish	Grade 8th	Date of Birth 05/8/2006
School Dade Middle School	Date 02/10/19	AT Plan Review Date 3/25/2019

POINT OF CONTACT (Individual assigned to keep the Implementation Plan updated)		
Anna Thomas	Teacher	Dade Middle School

EQUIPMENT	
EQUIPMENT AND SOFTWARE TO BE USED	STATUS (e.g., owned by school, will purchase, will borrow, etc...)
Chromebook	Owned by school
Speech to text app on Chromebook	Will purchased
Headphones/earbuds	Will purchase
Sensory Items (fidget toys)	Parents will provide
Visual Learning software	School will purchase

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 Earbuds	Case Manager	2/15/2019
Chromebook Apps	Case Manager	2/20/2019
Sensory Items	Parents	2/16/2019

IMPLEMENTATION TEAM	
NAME (List all individuals who will implement the AT with the student.)	ROLE (e.g., administrator, teacher,

	family member, service provider, etc...)
Tina Furnish	Family Member
Lynn Reed	ELA Teacher
Anna Thomas	Case Manager
Sandra Spivey	Administrator
Lizzy Ott	Parapro

TRAINING

TRAINING NEED	TRAINEES	TRAINER	DATES & TIMES	FOLLOW UP / ALONG PLAN
Speech to Text App	All Staff	Case manager	2/16/19 / 2:00pm	Principal will follow up and see if the app is going and working correctly. Weekly check-in based to see how actual implementation is happening in the classroom.
Fidget/Behavior Expectations	All Staff	Case Manager	2/18/19 @ 10:00 am	Principal will follow up and see if the is going and fidgets/ behavior expectations are working correctly. Weekly check-in based to see how actual implementation is happening in the classroom.
Visual Learning Software	Classroom Staff	Company Rep.	2/19/19 @10:00 am	Principal will follow up and see if the app is going and working correctly. /Weekly check-in based to see how actual implementation is happening in the classroom.
Headphones	Classroom Teachers	Case Manager	2/20/19 @ 10:00 am	Principal will follow up and see if the headphones are being used correctly. Weekly check-in based to see how actual implementation is happening in the classroom.

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)
Jessica will be able to write 5 paragraphs using correct sentence structure, punctuation, and grammar to answer essay type questions.	ELA	ELA Teacher, Case Manager	Speech to text on Chromebook Headphones (to use to block noise and focus)
Jessica will answer 5 comprehension questions after reading a grade level passage.	ELA	ELA Teacher, Case Manager	Visual Learning Software (Books) Speech to text on Chromebook Headphones
Jessica will be able to identify when feeling frustrated and use fidgets tors on a daily basis.	Behavior	Case Manager	Fidget Toys

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)
Jessica will be able to write 5 paragraphs using correct sentence structure, punctuation, and grammar to answer essay type questions	ELA (Home)	Parent	Speech to text on CHromebook
Jessica will answer 5 comprehension questions after reading a grade level passage	ELA (Home)	Parent	Visual Learning Software Speech to text on Chromebook
Jessica will be able to identify and react appropriate when feeling frustrated by using fidget toys.	Behavior (Home)	Parent	Fidget Toys

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
Jessica will be able to write 5 paragraphs using correct sentence structure, punctuation, and grammar to answer essay type questions	The student will be taught to use the speech to text feature on the Chromebook to dictate the sentence. The teacher will review with Jessica how to speak and get the answers she wants on the Google Doc. The teacher will review this with her for various assignment. Te teacher will then introduce an essay topic and work with Jessica to ensure she is using the technology.	The teacher will mark a data sheet for everytime Jessica uses the technology and provide positive praise. The data sheet will be checked every 3 days to see the progression of the use of the technology.	ELA teacher, Case Manager
Jessica will answer 5 comprehension questions after reading a grade level passage.	Jessica will be taught by the ELA teacher how to access the visual learning software and will learn how to use the read aloud passage on the computer. The teacher will work with Jessica one on one to show how to use ti along with answer the question by using the document speaking tool.	The teacher will mark a data sheet for everytime Jessica uses the technology and provide positive praise. The data sheet will be checked every 3 days to see the progression of the use of the technology.	ELA Teacher Case Manager
JEssica will be able to identify and react appropriate when feeling frustrated by using fidget toy	JEssica will have a morning check-in with her case manager and will be given an option of 3 different toys to choose from for the day. Once she has been given the toys, Jessica will be reminded when to use the fidget toy and how to ensure success in the classroom	The documentation will be when and why she uses it on a daily basis and when the toys are a distraction for her in the classroom.	All Teachers/Case Manager

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.

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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.
<input type="checkbox"/> Motor Aspects of Writing	N/A	N/A	N/A
<input type="checkbox"/> Computer Access	N/A	N/A	N/A
X Composing Written Material	Jessica currently struggles to complete assignments but gets easily frustrated by how long it takes her to complete the assignment. We have been using a sticker encouragement system to encourage positive behavior as she is completing work.	Jessica was given a pencil grip to help with hand tiredness. She uses this when completing assignments longer than 3 sentences.	The new technology will include using speech to text feature using the Chromebook. This will allow her to share her thoughts in an easier format and not cause so much frustrations.

X Communication	Jessica has currently being communicating her frustrations by throwing fits and throwing items in the classroom. SHE does have a dog for sensory issues but does not use the dog to help calm down.	Jessica was given a chance to take a cool down period when she got frustrated but staff have been afraid that she would run away.	The new technology will allow Jessica to choose from 3 different fidget toys over the course of the day to be able to use when feeling strutated or feeling an type of emotions.
X Reading	Jessica is able to read on grade level but gets frustrated when looking at a text book or at a novel for enjoyment.	Jessica currently has a microscope and a book liner to help with staying on top of ehr reading.	The new technology will include software that will allow Jessica to use the chromebook or her phone to have the text in smaller chunks and for it to be read aloud to her via the headphones.
<input type="checkbox"/> Organization	n/a	n/a	n/a

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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 Math	Jessica get the assignments chunked into smaller assignments and fewer problems on the page.	Jessica currently uses a calculator and a pencil grip to help answer questions.	Jessica will use the speech to text option on the computer when complete written questions about her answers,
<input type="checkbox"/> Recreation and Leisure	N/A	N/A	N/A
<input type="checkbox"/> Activities of Daily Living (ADLs)	N/A	N/A	N/A
<input type="checkbox"/> Mobility	N/A	N/A	N/A
<input type="checkbox"/> Positioning and Seating	N/A	N/A	N/A

<input type="checkbox"/> Vision	N/A	N/A	N/A
<input type="checkbox"/> Hearing	N/A	N/A	N/A

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.

There was a recent evaluation from an AT person at the school, per the parents' request. This assessment shared how Jessica may need a few things to work in the classroom but does her best with the Chromebook. She really likes to be able to use it rather than writing on paper. The parents need to be trained on how to use the visual learning software for reading and for the speech to text/text to speech. These are both things that will help the student improve academically and socially because it will reduce frustration.

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