DEVELOPING YOUR ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN FOR ACCESS AND/OR COMMUNICATION

Select appropriate strategies and tools from the Strategies/Tools Task pages that follow: Consumables are the responsibility of the school.

☐ Check (√) and complete task pages relevant to the student's needs
- o Writing/Composing Strategies/Tools (complete page 3)
- o Reading Strategies/Tools (complete page 4)
- o Math Strategies/Tools (complete page 5)
- o Learning/Study Strategies/Tools (complete page 6)
- o Communication Strategies/Tools (complete page(s) 7-8)

☐ Implement the strategies and tools selected for the specific task for a minimum nine weeks

☐ Complete plan summary (Make additional copies of this page as needed.)

☐ If AT implementation process is not followed as outlined in District AT procedures (http://assistivetech.dadeschools.net), the school will be responsible for purchasing, tracking and maintaining AT equipment documented on student's Individual Educational Plan (IEP).

DETERMINATION OF THE EFFECTIVENESS OF STRATEGIES/TOOLS: (CHECK ONE)

☐ **The tools/techniques <u>were</u> effective to meet the student's access &/or communication needs in the curriculum.**
Place the Assistive Technology Implementation Plan K-12 (FM-7067), related task pages, and work samples (if appropriate) in the student's cumulative folder. Continue use of strategies/tools that were effective. School site administrator convenes an IEP interim meeting to add goals supported by AT. Note completion of the Assistive Technology Implementation Plan K-12 (FM-7067) in the conference notes section of the IEP.

☐ **Additional strategies/tools needed for trials.** Send a copy of this plan to your *Regional Center Chairperson for Speech & Language Programs* for processing. List additional strategies/tools *needed:*

_____

I have reviewed this form: Signature of School AT Contact		*Printed Name/Title School AT Contact*			*Date*

Date	Student's School		School Address		Mail Code

Print Student's Name (Last, First)	Student's ID#	☐ M ☐ F	DOB/Age	Grade	Exceptionality (ies)
Medical Diagnosis(es)	Language/ ELL level	Interpreter needed ☐ Y ☐ N		Sign Language Interpreter needed ☐ Y ☐ N	

Referral initiated by:
_____

Recommendations of Curriculum/Program Support Staff:
_____

What academic skill(s) do you want this student to do that he/she cannot do now?
_____

List roles, as related to AT, i.e., data collector, positioning/access, operator, programmer, maintenance of equipment and liaison to regular education.

Title	Print Name	(@dadeschools.net)	Telephone	AT Responsibility
Parent				
AT Contact Person				
Teacher				
SLP				
OT				
PT				
Paraprofessional				
Curriculum/Program Support				
School Administrator				
School Tech Support				

Student's Name: _____

(Make additional copies of this page as needed.)

WHAT academic task will the student be doing (from strategies/tools pages)	**WHAT tools** will the student be doing (from strategies/tools pages)	**HOW** will the tool be obtained?
		☐ already in classroom ☐ borrow from _____ ☐ send request to Regional Center Chairperson for Speech & Language Programs for processing ☐ other: _____

WHERE in the academic **ENVIRONMENT** will this strategy/tool be used (check all that apply)?			
☐ Language Arts ☐ Reading ☐ Science	☐ Social Studies ☐ Math ☐ General Education	☐ Homeroom ☐ Therapy ☐ Home	☐ Separate Class ☐ Resource Room

HOW: Describe specific instructional strategies for the use of this strategy/tool

DOCUMENT results below after an appropriate implementation period
Date: Results:

The school support team has implemented strategies/tools as determined by the ATIP K-12 for at least 9 weeks, in alignment with Response to Intervention (RTI).

The strategies/tools were not adequate to meet the student's access &/or communication needs. Only after conducting additional trials and implementing additional strategies, request an Assistive Technology screening/assessment. Send the following information/documents with your request:

- **a copy of the ATIP K-12 (after implementation period, documented dates tried and results)**
- **a copy of the signed Notice of Intent and Parental/Guardian Consent to Conduct a Screening/Assessment form (FM-6279); on FM-6279 check other; write "Assistive Technology"**
- **a copy of the latest IEP**

Send completed packets to Regional Center Chairperson for Speech & Language Programs for processing.
Check one:

☐ **North Regional Center**	**Mail Code 9571**
☐ **North Central Regional Center**	**Mail Code 9572**
☐ **South Central Regional Center**	**Mail Code 9573**
☐ **South Regional Center**	**Mail Code 9574**
☐ **Other** _____	

Incomplete Assistive Technology Implementation Plan K-12 packets will be returned to the school site administrator.

☐ ATIP K-12 and strategies reviewed and monitored by:

School LEA **or** AP **or** SPED Chair: _____ _____ _____
Print name/Signature   Title   Date

☐ Received at Regional Center by: _____ _____ _____
Print name/Signature   Title   Date

☐ Received/Reviewed by RSAT:
(Region Support for Assistive Technology)   Print name/Signature   Title   Date

WRITING/COMPOSING Strategies and Tools

Student´s Name: _____

- ☐ Select student activity that describes student's difficulty
- ☐ Select task relevant to the student's need
- ☐ Select strategies/tools for the specific task and implement
- ☐ Check the strategies/tools tried already (√), circle those that will be tried (○)

- ☐ Indicate dates tried and which were most effective for this student
- ☐ If not effective, try another tool/technique in the list
- ☐ Complete plan summary (Page 2 of this packet)
- ☐ Attach work samples/data collection/notes

STUDENT	TASK (suggested)	STRATEGIES/TOOLS (Check the strategies/tools tried already (√), circle those that will be tried (○)	DATES TRIED / WHICH WAS MOST HELPFUL
Handwriting is illegible (letter formation, spacing, writing on line, letter size)	☐ Complete written assignments ☐ Other:_____	☐ Adapted writing tool/pencil grip ☐ Adapted paper/handwriting grid ☐ Slant board/3 ring binder ☐ Classroom computer/word-processing Keyboard: ☐ standard ☐ on-screen ☐ Intellikeys Mouse: ☐ standard ☐ adapted ☐ trackball ☐ Other: _____	
Writing is slow and laborious; complains of fatigue and/or pain when writing	☐ Complete written assignments ☐ Other:_____	☐ Shortened assignments ☐ Oral responses ☐ Classroom computer/word-processing ☐ Other: _____	
Reluctant or refuses to write; easily frustrated when writing	☐ Complete written assignments ☐ Other:_____	☐ Oral responses for assignments and tests ☐ Break assignments into short segments with separate time lines ☐ Graphic organizers ☐ Provide a model of the writing assignment/project ☐ Auto correct options and grammar check in word processor ☐ Other: _____	
Difficulty copying from the board and/or writing from dictation	☐ Take notes ☐ Other:_____	☐ Preferential seating ☐ Notes to minimize writing during lesson ☐ Copy of notes ☐ Provide visual model ☐ Use highlighters to focus on specific conventions ☐ Peer editing ☐ Other: _____	
Uses excessive pressure when writing	☐ Complete written assignments ☐ Other:_____	☐ Provide a softer surface (extra paper, notebook) ☐ Mechanical pencil (facilitates lighter pressure) ☐ Gum/non-abrasive erasers ☐ Other: _____	
Difficulty with spelling	☐ Complete written assignments ☐ Other:_____	☐ Word wall ☐ Book of high frequency words; vocabulary kept in notebook ☐ Electronics speller/dictionary ☐ Word prediction software ☐ Other: _____	

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READING Strategies and Tools   **Student´s Name:** _____

☐ Select student activity that describes student's difficulty
☐ Select task relevant to the student's need
☐ Select strategies/tools for the specific task and implement
☐ Check the strategies/tools tried already (√), circle those that will be tried (○)

☐ Indicate dates tried and which were most effective for this student
☐ If not effective, try another tool/technique in the list
☐ Complete plan summary (Page 2 of this packet)
☐ Attach work samples/data collection/notes

STUDENT	TASK (suggested)	STRATEGIES/TOOLS (Check the strategies/tools tried already (√), circle those that will be tried (○)	DATES TRIED / WHICH WAS MOST HELPFUL
Unable to hold reading materials open	☐ Read text books, worksheets ☐ Other:_____	☐ Book holder ☐ Page holder ☐ Other: _____	
Difficulty seeing text (visual letters reversed, too small, etc.)	☐ Read textbooks, worksheets, chalkboard, computer ☐ Other:_____	☐ Enlarge print on copy machine or computer ☐ Reduce number of items on page ☐ Magnify bar/text ☐ Highlight text ☐ Reading guide/colored transparencies ☐ Screen reader ☐ Other: _____	
Difficulty reading on a flat (horizontal) surface	☐ Read silently, read in groups, seat work ☐ Other:_____	☐ Slanted surface (3 ring loose leaf binder, slant board) ☐ Page holder to see paper vertically ☐ Screen reader ☐ Other: _____	
Loses place while reading (tracking)	☐ Read textbooks, chalkboard, worksheets (all reading assignments) ☐ Other:_____	☐ Isolate text ☐ Magnify text ☐ Highlight text ☐ Reading guide ☐ Screen reader ☐ Other: _____	
Difficulty comprehending reading content	☐ Read text ☐ Understand test-taking directions ☐ Follow written directions ☐ Comprehend vocabulary ☐ Other:_____	☐ Reduce distracting stimuli ☐ Vary presentation methods ☐ Highlight full page of text ☐ Tape record reading material ☐ Provide outline of reading material ☐ Highlight important information prior to reading ☐ Provide picture/visual support ☐ Paraphrase ☐ Graphic organizers/story mapping ☐ Electronic speller/dictionary ☐ Screen reader ☐ Other: _____	

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MATH Strategies and Tools

Student´s Name: _____

- ☐ Select student activity that describes student's difficulty
- ☐ Select task relevant to the student's need
- ☐ Select strategies/tools for the specific task and implement
- ☐ Check the strategies/tools tried already (√), circle those that will be tried (○)

- ☐ Indicate dates tried and which were most effective for this student
- ☐ If not effective, try another tool/technique in the list
- ☐ Complete plan summary (Page 2 of this packet)
- ☐ Attach work samples/data collection/notes

STUDENT	TASK (suggested)	STRATEGIES/TOOLS (Check the strategies/tools tried already (√), circle those that will be tried (○)	DATES TRIED / WHICH WAS MOST HELPFUL
Difficulty with calculations	☐ Complete assignments with calculations ☐ Other:_____	☐ Fold paper to show one problem at a time ☐ Multiplication table ☐ Manipulatives ☐ Number line ☐ Calculator ☐ Talking calculator ☐ Coin-u-lator ☐ Other: _____	
Difficulty keeping rows and columns aligned when writing calculations	☐ Complete assignments with calculations ☐ Other:_____	☐ Lined paper turned sideways for columns ☐ Graph paper ☐ Math grids ☐ Math pad ☐ Other: _____	
Difficulty with operations	☐ Complete assignments with operations ☐ Other:_____	☐ Circle or highlight operation using highlighter ☐ Erasable highlighter ☐ Highlighter tape ☐ Other: _____	
Difficulty with measurements	☐ Complete assignments with measurements ☐ Other:_____	☐ Magnifying ruler ☐ Ruler ☐ Measuring tape ☐ Other: _____	

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LEARNING Strategies and Tools

Student´s Name: _____

☐ Select student activity that describes student's difficulty
☐ Select task relevant to the student's need
☐ Select strategies/tools for the specific task and implement
☐ Check the strategies/tools tried already (√), circle those that will be tried (○)

☐ Indicate dates tried and which were most effective for this student
☐ If not effective, try another tool/technique in the list
☐ Complete plan summary (Page 2 of this packet)
☐ Attach work samples/data collection/notes

STUDENT	TASK (suggested)	STRATEGIES/TOOLS (Check the strategies/tools tried already (√), circle those that will be tried (○)	DATES TRIED / WHICH WAS MOST HELPFUL
Difficulty with transitions and class preparation	☐ Follow daily routine ☐ Other:_____	☐ Visual schedule ☐ Materials checklists ☐ Other: _____	
Incomplete assignments or homework	☐ Complete assignments ☐ Complete homework ☐ Turn in assignments ☐ Other:_____	☐ Visual schedule/mini schedule ☐ Written instructions ☐ Color-coded folders ☐ Materials checklist ☐ Assignment lists ☐ Time/task chart ☐ Schedule appointment for work review ☐ Establish routines ☐ Other: _____	
Difficulty following instructions	☐ Follow classroom instructions/ directions ☐ Other:_____	☐ Highlight directions ☐ Place color filter over directions ☐ Copies of instructional notes ☐ Other: _____	
Disorganized and/or inattentive	☐ Complete assignments ☐ Gather materials for lesson ☐ Store materials ☐ Attend to instruction ☐ Other:_____	☐ Seat change ☐ Skeleton outline to fill in ☐ Materials checklists ☐ Desk organizers ☐ Scheduled breaks ☐ Organizer labels ☐ Graphic organizers ☐ Other: _____	
Difficulty participating in class discussions	☐ Answer questions on content of instruction ☐ Comment during classroom discussion ☐ Other:_____	☐ Copies of instructional notes ☐ Seat change ☐ Graphic organizers ☐ Highlighted notes ☐ Other: _____	

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COMMUNICATION Strategies and Tools

Student´s Name: _____

- ☐ Select student activity that describes student's difficulty
- ☐ Select task relevant to the student's need
- ☐ Select strategies/tools for the specific task and implement
- ☐ Check the strategies/tools tried already (√), circle those that will be tried (○)

- ☐ Indicate dates tried and which were most effective for this student
- ☐ If not effective, try another tool/technique in the list
- ☐ Complete plan summary (Page 2 of this packet)
- ☐ Attach work samples/data collection/notes

STUDENT	TASK (suggested)	STRATEGIES/TOOLS (Check the strategies/tools tried already (√), circle those that will be tried (○)	DATES TRIED / WHICH WAS MOST HELPFUL
Needs assistance to participate in classroom activities - limited communication or joint attention or compliance	☐ Sustain attention/remain on task ☐ Follow simple directions ☐ Greet others ☐ Call others ☐ Sing part of a song ☐ Name objects/actions in art, music, reading, math, social studies, science, etc. activity ☐ Count ☐ Name attributes-color, size, shape, etc. ☐ Regulate behavior of others ("leave me alone", "my turn") ☐ Ask a question ☐ Signal a turn ☐ Indicate need for a break ☐ Other:_____	☐ Aided language stimulation used by adults/peers in classroom ☐ Computer activities that require cause-effect, exploration with words and pictures ☐ Object boards (specify number of objects and selection method) ☐ Picture communication boards (specify number of pictures, selection method) ☐ Picture communication system ☐ Behavioral symbols used with verbal direction, physical redirection, gesture ☐ Behavioral symbols used without verbal direction or eye contact, followed by physical redirection initially and faded to proximity and gesture ☐ Individual pictures on ring (carry on belt, necklace) ☐ Word cards, sentence strips (for readers) - (specify) ☐ Single message Speech Generation Device (SGD) for repetitive lines in songs/stories; greetings; ask a question - 'what's that?' etc.) ☐ Randomized SGD (greetings; getting attention; directing a game such as 'Simon Says,' 'Red Light; Green Light'; giving suggestions for verses to a song; phonological awareness activities, etc.) ☐ Sequenced message SGD (saying rhymes; reading a story page by page; routine social interactions; following/giving directions, etc. ☐ Multi-message SGD (naming objects or actions in activity or book; making simple comments; directing others; recalling directions to complete a task independently, asking questions, etc.) ☐ Other:_____ ☐ **Important strategy for all - begin to encourage student to seek out communication aid on their own**	

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COMMUNICATION Strategies and Tools

Student´s Name: _____

- ☐ Select student activity that describes student's difficulty
- ☐ Select task relevant to the student's need
- ☐ Select strategies/tools for the specific task and implement
- ☐ Check the strategies/tools tried already (√), circle those that will be tried (○)

- ☐ Indicate dates tried and which were most effective for this student
- ☐ If not effective, try another tool/technique in the list
- ☐ Complete plan summary (Page 2 of this packet)
- ☐ Attach work samples/data collection/notes

STUDENT	TASK (suggested)	STRATEGIES/TOOLS (Check the strategies/tools tried already (√), circle those that will be tried (○)	DATES TRIED / WHICH WAS MOST HELPFUL
Able to participate - needs to communicate specific information in structured activities (reading, math, social studies, science, computer class, art, music, social settings) and unstructured activities (lunch, sports, breaks, study hall)	☐ Request needed item in structured activity ☐ Give an idea/message ☐ Ask questions ☐ Answer questions ☐ Describe a picture ☐ Re-tell a story ☐ Sing a song ☐ Play a game ☐ Assist in writing a story ☐ Use social comments to maintain interaction ☐ Other:_____	☐ Aided language stimulation used by adults/peers in classroom ☐ Picture communication system ☐ Picture/word boards - (specify # of pictures: 4, 8, 16, 20, 32, etc.) ☐ Picture/word book organized by category or subject ☐ Word/sentence book organized by topic (i.e., "Things I might say in _____") ☐ Sequenced message SGD (Can We Chat - Caroline Musselwhite strategy booklet available for loan) ☐ Multi-level, multi-message SGD (16, 20, 32, 36) ☐ Intellitools computer-based activities ☐ Other:_____ ☐ ***Student should be taught to retrieve, carry, operate communication aid independently. Describe what they will do:** _____	
Able to request things needed, beginning to sequence messages using scripted language and/or generated language Needs to develop flexibility and independence in language use across environments	☐ Talk about something they have done ☐ Converse with adult or peer about a specific topic ☐ Engage an adult or peer in conversation ☐ Answer and ask questions in class, in school environment, at home ☐ Talk about stories, activities ☐ Tell about themselves ☐ Ask about others and respond with social comments ☐ Other:_____	☐ Picture communication system ☐ Picture/word boards or books (include all types of language) ☐ Phrase/sentence books ☐ Multi-level, multi-message SGD (32, 36, 40+), i.e. Go Talk 20, Tech Speak 32, etc. ☐ Dynamic screen SGD (Dynavox, SpringBoard Lite, Tango, etc.) ☐ Other:_____ ☐ ***Student should be taught to care for communication aid independently. Describe what they will do:** _____ _____	

***Selection methods may be: Eye Gaze, Direct Select, Picture Exchange, partner Assisted Scanning, and Scanning

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