



ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN

STUDENT INFORMATION

Student Name Max	Grade 1	Date of Birth
School Timber Ridge	Date 9-28-12	AT Plan Review Date August 1, 2013

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

Geneva and Adriana		
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EQUIPMENT

EQUIPMENT AND SOFTWARE TO BE USED	STATUS (e.g., owned by school, will purchase, will borrow, etc...)
ZoomText	Owned by the School
ZoomTwix	Owned by the School
Braille Embosser	Owned by the School
Perkins Brailer	Owned by the School

IMPLEMENTATION TEAM

NAME (List all individuals who will implement the AT with the student.)	ROLE (e.g., administrator, teacher, family member, service provider, etc...)
Katie	Gen. Ed. Teacher
Adriana	Administrator
Geneva	Braille 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
All of Max's equipment is currently set up at our school for him. They are all functioning correctly. Adriana is the administrator who would help with any special needs due to Malfunctions of his equipment.	Adriana	

TRAINING

TRAINING NEED	TRAINEES	TRAINER	DATES & TIMES	FOLLOW UP / ALONG PLAN
Software for ZoomText & ZoomTwix	Katie	Adriana & Geneva	August 1 – August 10th	Geneva & Adriana are housed in our school anytime that Katie would need any assistance.

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)
Learn to read Braille	Communication/Reading	Geneva	Perkins Braille and Braille Embosser
Use AT to assist with maintaining grade level in all subjects	All subjects	Katie	ZoomText & ZoomTwix

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)
Practice reading braille at home	Content area	Mom	Braille content

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
Learn to read Braille	One on one instruction	Recorded daily	Geneva & Adriana

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, and 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-We want student to be able to see to best of ability in order to perform classroom assignments.	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	Preferential seating- He writes with his face close to his paper.		
x Computer Access		ZoomText- computer software that magnifies the screen words. He is able to use this on his own.	
X Composing Written Material	Preferential seating- He writes with his very face close to his paper but has beautiful handwriting.		
<input type="checkbox"/> Communication			
X Reading		ZoomText- computer software that magnifies words. He is able to use this on his own.	
X Organization	His teacher makes it simple to find the daily necessities in his desk. Books are in a special area so he can have only bare minimum in his desk. Since he has low vision. His teacher allows him only to keep his pencils and crayons and folders in his desk to help with organization.		

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		ZoomText- computer software that magnifies his math book for him. He is able to use this on his own.	
<input type="checkbox"/> Recreation and Leisure			
<input type="checkbox"/> Activities of Daily Living (ADLs)			
<input type="checkbox"/> Mobility			
X Positioning and Seating	Preferential seating- He sits at the front of the room.		
<input type="checkbox"/> Vision		Uses: ZoomText, Perkins Brailer, Braille	
<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> <p>Max has a Special Education teacher who is teaching him Braille with the use of the Perkins Brailer and the Braille Embosser. He is serviced daily before school starts for 45 min. to learn this additional form of communication. These services are in place for this school year. They just started this past fall as the family just moved to the area this summer.</p>			

