



ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN

STUDENT INFORMATION

Student Name Robert Smith (Pseudonym)	Grade 3 rd grade	Date of Birth 10/25/2008
School K.E. Taylor Elementary School	Date 10/15/2018	AT Plan Review Date N/A

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

Alyssa Sills		
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EQUIPMENT

EQUIPMENT AND SOFTWARE TO BE USED	STATUS (e.g., owned by school, will purchase, will borrow, etc...)
Computer with Typing software	Owned by the school
Slant Board	Owned by the school
Pencil Grips	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...)
Natasha Alston	Special Education Teacher
Mark Maffio	4 th Grade General Education Teacher
Assistive Technology Coach	Gwinnett County Schools Employee

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
Maintain slant board	Natasha Alston (Special Education Teacher)	September 5 th 2018
Maintain pencil grips	Natasha Alston (Special Education Teacher)	September 5 th 2018
Maintain Laptop for student to use throughout the day with word processor	Natasha Alston (Special Education Teacher)	September 5 th 2018

TRAINING

TRAINING NEED	TRAINEES	TRAINER	DATES & TIMES	FOLLOW UP / ALONG PLAN
Word processor tools and how to save information/print typed material.	Student- Robert Smith	Natasha Alston- Special Education teacher and Assistive Technology Coach for Gwinnett County Schools	September 5 th 2018- training	The AT coach comes to the school at least once a week to check up on students using assistive technology and to see how it works/evaluate its effectiveness.
How to hold the pencil with the pencil grip	Student- Robert Smith	Natasha Alston- Special Education teacher and Assistive Technology Coach for Gwinnett County Schools	September 5 th 2018- training	The AT coach comes to the school at least once a week to check up on students using assistive technology and to see how it works/evaluate its effectiveness.
How to use a slant board	Student- Robert Smith	Natasha Alston- Special Education teacher and Assistive Technology Coach for Gwinnett County Schools	September 5 th 2018- training	The AT coach comes to the school at least once a week to check up on students using assistive technology and to see how it works/evaluate its effectiveness.

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)
By 12/18/2018, Robert will improve his writing ability over present levels as measured by the teacher using student work samples	Writing	Natasha Alston	Slant board- Student will use a slant board when needed Use a pencil grip Student will use a computer with word processor to type answers when needed

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)
Student does not have a home goal.			

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
Student will be able to use a slant board when handwriting in the classroom setting	Special Education teacher will model how to place the paper on the slant board and write- student will then get a chance to try. Teacher will make sure that the slant board is used correctly	Special education teacher will complete a recording sheet once a day that will describe if the assistive technology was effective or not and list any issues	Natasha Alston the special education teacher and Mark Maffio the general education teacher for this student is responsible for implementation and data collection
Student will be able to use a pencil grip when writing in the classroom setting using a pen or a pencil and hold the pencil/pen the correct way on the grip	Special Education teacher will model how to hold the pencil or pen with the grip. Student will then try. This process will continue until student is able to effectively hold the grip	Special education teacher will complete a recording sheet once a day that will describe if the assistive technology was effective or not and list any issues	Natasha Alston the special education teacher and Mark Maffio the general education teacher for this student is responsible for implementation and data collection

<p>Student will use word processor on a laptop to type longer responses in the classroom setting</p>	<p>Assistive Technology Coach will show the student how to log onto the computer and pull up a word document. Student already knows how to type due to technology class at school so the AT coach will then show the student how to save the document and then print if necessary</p>	<p>Special education teacher will complete a recording sheet once a day that will describe if the assistive technology was effective or not and list any issues</p>	<p>Natasha Alston the special education teacher and Mark Maffio the general education teacher for this student is responsible for implementation and data collection</p>

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.
<input checked="" type="checkbox"/> Motor Aspects of Writing		<p>Student uses a pencil grip and a slant board when writing in the classroom setting. This is for short responses. The student uses the slant board to make sure his posture is good for writing, that his wrist is positioned the correct way, and so that his paper stays in place while he writes. The pencil grip is used to make sure the student is holding his pencil in a way that helps him stabilize his hand and hold the pencil with the correct fingers to form his letters the correct way.</p>	
<input type="checkbox"/> Computer Access			

<input checked="" type="checkbox"/> Composing Written Material		Before using assistive technology, the students handwriting was unreadable and did not make sense. The student now uses a computer with word processor to type his long responses to questions in the classroom setting. The student is then able to print the document and turn it in.	Using a computer is helping with handwriting but his spelling and grammar are still low where you can hardly tell what he is writing about. The next step would be to look into getting a device that has word prediction software.
<input type="checkbox"/> Communication			
<input type="checkbox"/> Reading			
<input type="checkbox"/> 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.
<input type="checkbox"/> Math			
<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			

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.

- 6.

Yes, Robert will need to modify the assistive technology that he is using. The student uses a computer with a word processor because his writing was illegible. In the beginning, the special education teacher thought this was due to the poor handwriting. Now we are observing that the student will need help with spelling so that you can read his ideas. The computer has helped with the words but not his spelling of the words. The next step would be to get the student a device with word prediction software. This would help the student be able to articulate his thinking to paper and improve grammar and spelling. This would help the student with his handwriting difficulties.

Assistive Technology Evaluation:

Student feedback

In every case of Assistive Technology usage, the student feedback should be considered. The student should be able to give feedback on the device and how they feel it has worked for them. When talking to the student in this assignment about using his pencil grips, and his slant board he described them as frustrating. He said that these pieces of Assistive Technology (AT) were hard for him to get used to and that he did not like having to write on a slant as well as hold a pencil in a different way than before. He did say that both of these pieces of technology helped him read his own handwriting better even though he did not like using them. When asked about the computer to type his long responses he said he really liked using it. He felt that it helped him a lot so that he did not feel bad about his own writing but that sometimes he was still confused on what it said when he was finished.

Observations

The student uses the AT every day in class. Sometimes he does not get out the slant board when he starts to write and the teacher has to remind him to start using it. This showed me that he might not like this piece of assistive technology because I felt like he was purposefully not getting it out. During a long response he always was excited to use the computer to type his work. He would get out the device right away and start typing.

Performance Data

In regards to a pencil grip and the slant board the students handwriting is easier to read because the letters are spread out more instead of clumped together. Spelling was not any better with this method even after the student was given a word book to help him with spelling. He really struggled to spell words but his hand positioning on the pencil was much better. The student also used to lay on the table when writing and now he sits up strait which is helping his handwriting. The data from his writing samples shows letters that are spread apart from each other and letters that are on

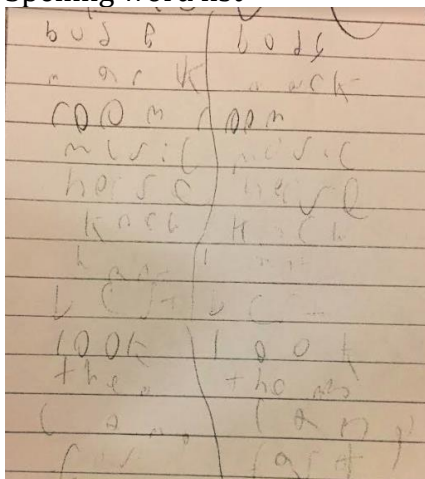
the lines. The pencil grip and the slant board have proven successful in terms of making his handwriting easier to read even though the student is still getting used to them.

In regards to the word processing on a laptop. The data shows that the student is struggling with spelling and grammar. This assistive technology is good at creating a readable format for this students work and has been successful in that aspect. This technology has also shown us another issue. When he types his assignments they are unreadable not because of handwriting issues but because of spelling and grammar errors as well as word choice. The next step in this process would be to look into getting the student another form of assistive technology that would help him not only have legible assignments to turn in, but to be sure that he is writing the correct information. We have talked about getting him a word prediction device that will have a 'pop up' of words that the student can pick instead of having to type the whole word. This would help the students work make more sense.

Overview

Overall, this experience proved that the student should keep using a slant board and a pencil grip for short writing in the classroom setting. They prove to be working and we will keep monitoring the students feeling toward the assistive technology as time goes on. We are getting a process started to get the student a new piece of assistive technology by changing the computer word processor out with a word prediction device.

Work Sample 1: Spelling word list-



Work Sample 2:

Question to student: Which would be the cooler place to live? A castle or a treehouse? Which would you choose and why?

I well pick the treehouse because it is brat. I well bay with my finally. I am forward of heist. You see star in the say.