

**A**ssistive **T**echnology **I**mplementation **P**lan

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| **STUDENT INFORMATION** | | |
| Student Name | Grade | Date of Birth |
| Valentin Morrison-Ramos | 2 | 06/05/20XX |
| School | Date | AT Plan Review Date |
| A L Burruss | 2/28/16 | 02/09/16 |

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| **POINT OF CONTACT**  (Individual assigned to keep the Implementation Plan updated) | | |
| Katherine Ramsey-Knight |  |  |

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| **EQUIPMENT** | |
| **EQUIPMENT AND SOFTWARE TO BE USED** | **STATUS (**e.g., owned by school, will purchase, will borrow, etc…) |
| Speech generating device with icon sequencing | Owned by parents |
| Portable word processing device | Classroom set of laptops and computers |
| Adapted pencil | Owned by school |
| Highlighters | Owned by teacher/school |
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| **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 adapted pencils | Katherine Ramsey-Knight | 08/15/2015 |
| Train general education teachers, paraprofessional, and special education teachers on the Avaz app | Katherine Ramsey-Knight | 01/05/2016 |
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| **IMPLEMENTATION TEAM** | |
| **NAME** (List all individuals who will implement the AT with the student.) | **ROLE (**e.g., administrator, teacher, family member, service provider, etc…) |
| Jeffrey Gyesi | Paraprofessional |
| Katherine Ramsey-Knight | Certified SPED Teacher |
| Katie Gaudette | Certified Teacher |
| Aimee Bryant | Speech/Language Therapist |
| Mrs. Morrison | Parent |
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| **TRAINING** | | | | |
| **TRAINING NEED** | **TRAINEES** | **TRAINER** | **DATES & TIMES** | **FOLLOW UP / ALONG PLAN** |
| Overview of Avaz App | General Ed Teachers, Special Ed Teachers, | Katherine Ramsey -Knight | 01/05/16 and 01/06/16 | On-going training as needed |
|  | and Paraprofessional |  |  |  |
| On-going teacher support | Katie Gaudette-General Ed Teacher | Jeffrey Gysei and Katherine Ramsey-Knight | Daily as needed; Collaborative planning | In the context of communication and his writing assignments. |
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| **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) |
| Use a graphic organizer to fill out a sentence stem, paragraph template. | Writing | Special Education, General Education Teachers, and | Adapted pencils |
| Use a paragraph template to write a topic sentence. | Writing | Paraprofessional | Adapted pencils |
| Use a paragraph template to write two description sentences. | Writing |  | Adapted pencils |
| Use a paragraph template to write a conclusion sentence. | Writing |  | Adapted pencils |
| Use the computer to type written assignments. | Writing |  | Adapted pencils and classroom computer or laptop |
| Establish communicative intent by initiating/responding to bids for interactions | Communication | Special Education, General Education Teachers, | Avaz App |
| from peers and adults by choosing a set response with no more than one verbal/ |  | Paraprofessional, and Speech Therapists |  |
| visual prompt. |  |  |  |

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| **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) |
| Use a graphic organizer to fill out a sentence stem, paragraph template. | Writing | Mother and Babysitter | Adapted pencil |
| Use a paragraph template to write a topic sentence. |  |  | Adapted pencil |
| Use a paragraph template to write two description sentences. |  |  | Adapted pencil |
| Use a paragraph template to write a conclusion sentence. |  |  | Adapted pencil |
| Use the computer to type written assignments. |  |  | Home laptop |
| Establish communicative intent by initiating/responding to bids for interactions | Communication |  | Avaz App on home laptop |
| from peers and adults by choosing a set response with no more than one verbal/ |  |  |  |
| visual prompt. |  |  |  |

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| **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** |
| Use a graphic organizer to fill out a sentence stem, paragraph template including a topic | Model-lead-test | Weekly progress monitioring | General Education and Special Education Teachers and Paraprofessional |
| sentence, two description sentences, and a conclusion sentences. |  |  |  |
| Use the computer to type written assignments. | Model-lead-test | Weekly progress monitioring | General Education and Special Education Teachers and Paraprofessional |
| Establish communicative intent by initiating/responding to bids for interactions | Model-lead-test | Daily monitiorings | General Education, Special Education Teachers, Paraprofessional and Speech |
| from peers and adults by choosing a set response with no more than one verbal/ |  |  | Therapists |
| visual prompt. |  |  |  |