



ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN

STUDENT INFORMATION

Student Name Ramona Syms	Grade Currently: 1 st Fall: 2 nd	Date of Birth 03-07-07
School Harriet Tubman Elementary School	Date 07-26	AT Plan Review Date 09-02

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

The Speech Teacher/Therapist- Speech Teacher has contact with all of Ramona's teachers and will therefore coordinate the efforts of the team.

IMPLEMENTATION TEAM

NAME (List all individuals who will implement the AT with the student.)	ROLE (e.g., administrator, teacher, family member, service provider, etc...)
To Be Determined in the Fall	General Education Homeroom Teacher
TBD	Special Education Teachers (IRR/ Speech/ Occupational Therapist/ IST)
TBD	Special Area Teachers: Art, Music, and Physical Education (P.E.)
TBD	Other Personnel: Paraprofessional, Media Specialist, Office Staff, Nurse, Cafeteria Staff
TBD	Technology Personnel (Assistive Technology Specialist, Technology Specialist)
Mr. and Mrs. Syms	Ramona's Parents

EQUIPMENT

EQUIPMENT AND SOFTWARE TO BE USED	STATUS (e.g., owned by school, will purchase, will borrow, etc...)
Student Desktop Computers/ Laptops/ iPads	School owns
Scanner(s) for Ramona's teachers	School owns several- there is one in the IST's office for the Special Education Department, but Ramona's teachers need access to a scanner at a moments' notice
Speech/ Speaking Device	Will borrow or purchase
Audio Textbooks	Will borrow or purchase
Software that supports writing and reading	purchase
Test Taking Software	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 software and equipment	Assistive Technology Specialist	As soon as AT Department approves Ideally within 30-45 days after observation
Install software and equipment- customize for Ramona's use	Technology Specialist Assistive Technology Specialist	When software and equipment arrives Ideally within 7-14 days after it is ordered
Provide training for staff and parents	Assistive Technology Specialist	When software and equipment arrives Ideally within 10 days

TRAINING

TRAINING NEED	TRAINEES	TRAINER	DATES & TIMES	FOLLOW UP / ALONG PLAN
Overview of software and equipment	Staff and Parents	AT Specialist Technology Specialist	9/16	9/30 & 10/8 Then as needed
Ongoing support	Staff and Parents	AT Specialist Technology Specialist	As needed	Within the context of writing and reading

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)
Reading grade level sight words	Reading, Language Arts, Math, Science, and Social Studies	Special Education Teachers	Audio Textbook Speaking Device
Writing a three sentence paragraph with correct capitalization and ending punctuation		Special Education Teachers General Education Teachers	Writing software
Writing a three sentence paragraph with subject/ verb agreement		Special Education Teachers General Education Teachers	Writing software

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)
Reading grade level sight words	Reading	Ramona Ramona's Parents	Audio Textbook Speaking Device
Writing a three sentence paragraph with correct capitalization and ending punctuation	Reading Writing	Ramona Ramona's Parents	Writing software
Writing a three sentence paragraph with subject/ verb agreement	Reading Writing	Ramona Ramona's Parents	Writing software

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
Reading grade level sight words	Model and Practice I Do; We Do; You Do	Weekly Progress Monitoring	Special Education Teacher
Writing a three sentence paragraph with correct capitalization and ending punctuation	Model and Practice I Do; We Do; You Do	Monthly Progress Monitoring	Special Education Teacher
Writing a three sentence paragraph with subject/ verb agreement	Model and Practice I Do; We Do; You Do	Monthly Progress Monitoring	Special Education Teacher