

ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN

STUDENT INFORMATION		
Student Name	Grade 4 th	Date of Birth
School Midway Elementary School	Date 2/1/2016	AT Plan Review Date 5/21/2016
POINT OF CONTACT (Individual assigned to keep the Implem	nentation Plan updated)	
Nicole Wrobel, Special Education Teacher Jeanne Crawford, Special Education Lead Teacher		

EQUIPMENT	
EQUIPMENT AND SOFTWARE TO BE USED	STATUS (e.g., owned by school, will purchase, will borrow, etc)
Pencil Grip	Owned by School
Slant Board	Owned by School
iPad	Owned by School
Computer with Word Processor	Owned by School
Ball Chair	Owned by 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)			
Nicole Wrobel	Special Education Teacher			
Sheri Bashlor	Instructional Technology Student, Kennesaw State University Gifted Teacher and Gifted Coordinator			
Jerrian Waters	Classroom Teacher, Reading/ELA			

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			
Gather materials (all are set up and ready to use)	Nicole Wrobel	2/2/2016			

and Sheri Bashlor (planning time) training should take place. Follow-up one month post implementation. February 3-5, 8:15-9:05 (planning time) Training should take place. Follow-up one month post implementation. Student will be monitored to see if at training should take place. Follow-up one month post implementation. Nicole Wrobel February 3-5, 8:15-9:05 (planning time) Student will be monitored to see if at training should take place. Follow-up one month post implementation. Student will be monitored to see if at training should take place. Follow-up one month post implementation. Student will be monitored to see if at training should take place. Follow-up one month post implementation. Student will be monitored to see if at training should take place. Follow-up one month post implementation. Student will be monitored to see if at training should take place. Follow-up one month post implementation. Student will be monitored to see if at training should take place. Follow-up one month post implementation. Student will be monitored to see if at training should take place. Follow-up one month post implementation. Student will be monitored to see if at training should take place. Follow-up one month post implementation. Student will be monitored to see if at training should take place. Follow-up one month post implementation. Student will be monitored to see if at training should take place. Follow-up one month post implementation. Student will be monitored to see if at training should take place. Follow-up one month post implementation. Student will be monitored to see if at training should take place. Follow-up one month post implementation. Student will be monitored to see if at training should take place. Follow-up one month post implementation. Student will be monitored to see if at training should take place. Follow-up one month post implementation. Student will be monitored to see if at training should take place. Follow-up one month post implementation. Student will be monitored to	TRAINING						
and Sheri Bashlor Clanning time training should take place. Follow-up one month post implementation.	TRAINING NEED	TRAINEES		TRAINER		DATES & TIMES	FOLLOW UP / ALONG PLAN
AT NEEDED TO ACCOMPLISH GOAL (Planning time) will improve her motor aspects of writing by receiving class assignments and study guides with pre-written words/phrases. It will use a pencil grip and slant board to help increase her legibility in writing. Writing/ELA Jerrian Waters Nicole Wrobel Sheri Bashlor Writing/ELA Jerrian Waters Nicole Wrobel Sheri Bashlor Writing/ELA Writing/ELA Writing/ELA Writing/ELA Writing/ELA Writing/ELA Jerrian Waters Nicole Wrobel Sheri Bashlor Writing/ELA Writing/ELA Writing/ELA Jerrian Waters Nicole Wrobel Sheri Bashlor Writing/ELA Writing/ELA Writing/ELA Writing/ELA Jerrian Waters Nicole Wrobel Sheri Bashlor In addition to precidable books, larger text will receive read-aloud assessments. She will also be Reading Pad Student will be monitored to see if ac training should take place. Follow-up one month post implementation. Student will be monitored to see if ac training should take place. Follow-up one month post implementation. Student will be monitored to see if ac training should take place. Follow-up one month post implementation. Student will be monitored to see if ac training should take place. Follow-up one month post implementation. Student will be are training should take place. Follow-up one month post implementation. Student will be provided training should take place. Follow-up one month post implementation. Student will be post implementation. Student will be provided training should take place. Follow-up one month post implementation. Student will be provided training should take place. Follow-up one month post implementation. Student will be provided training should take place. Follow-up one month post implementation. Student will be provided training should take	Slant Board			Nicole Wrobel			training should take place. Follow-up will occu
CLASSROOM IMPLEMENTATION IEP GOAL Will improve her motor aspects of writing by receiving class assignments and study guides with pre-written words/phrases. Will use a pencil grip and slant board to help increase her legibility in writing. In addition to dictionaries, thesauruses, and a computer, will learn how to successfully utilize spell check on a Word Processor. In addition to predictable books, larger text size, and picture support, and will learn will also be (planning time) training should take place. Follow-up one month post implementation. Training should take place. Follow-up one month post implementation. Training should take place. Follow-up one month post implementation. Training should take place. Follow-up one month post implementation. Training should take place. Follow-up one month post implementation. Training should take place. Follow-up one month post implementation. Training should take place. Follow-up one month post implementation. Training should take place. Follow-up one month post implementation. Training should take place. Follow-up one month post implementation. Training should take place. Follow-up one month post implementation. Training should take place. Follow-up one month post implementation. Training should take place. Follow-up one month post implementation. Training should take place. Follow-up one month post implementation. Training should take place. Follow-up one month post implementation.	Pad		,	Nicole Wrobel			training should take place. Follow-up will occu
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computer, will learn how to successfully utilize spell check on a Word Processor. In addition to predictable books, larger text size, and picture support, will receive read-aloud assessments. She will also be Nicole Wrobel Jerrian Waters Nicole Wrobel Sheri Bashlor	by receiving class assignme guides with pre-written word will use a pencil grip and sla	ents and study ds/phrases.	Writing/ELA		Nicole W	robel	· ·
size, and picture support, will receive read-aloud assessments. She will also be	computer, will learn h	how to successfully	Writing/ELA		Nicole W	robel /	The state of the s
exposed to electronic books on the ir ad.	size, and picture support,	will receive She will also be	Reading		Nicole W	robel	iPad

Jerrian Waters Nicole Wrobel Sheri Bashlor

currently uses a ball chair in the room she receives resource services; however, she

will now also have access to a ball chair in her

regular classroom as well.

All Subjects

HOME IMPLEMENTATION IEP GOAL	CURRICULUM/DOMAIN (e.g.,	PERSON(S) RESPONSIBLE	ATNE	EEDED TO ACCOMPLISH GOAL (List specific
IEF GOAL	math, science, PE, art, etc)	PERSON(S) RESPONSIBLE		d customized settings if appropriate)
will improve her motor aspects of writing by receiving class assignments and study guides with pre-written words/phrases. will use a pencil grip and slant board to help increase her legibility in writing.	Writing/ELA	Mother/Father	other/Father Grip Pencil Slant Board	
In addition to dictionaries, thesauruses, and a computer, will learn how to successfully utilize spell check on a Word Processor.	Writing/ELA	Mother/Father		Processor (for new goal) – The other materials ready in place.
In addition to predictable books, larger text size, and picture support, will receive read-aloud assessments. She will also be exposed to electronic books on the iPad.	Reading	Mother/Father	iPad (in plac	for new goal) – The other materials are already se.
MONITORING/EVALUATION	DN .			
GOAL	INSTRUCTIONAL STRATEGY (How will you teach student to use equipment and/or how to achieve goals.)	RECORDING SYSTEM & FREQUI (e.g., task analysis recording system; score + of data recording sheet)		PERSONS RESPONSIBLE FOR IMPLEMENTATION / DATA COLLECTION
will improve her motor aspects of writing by receiving class assignments and study guides with pre-written words/phrases. will use a pencil grip and slant board to help increase her legibility in writing.	Student knows how to use a pencil grip. We will practice using the slant board outside of class (with taking notes and writing).	We will record when slant board is and how often.	used	Jerrian Waters Nicole Wrobel Sheri Bashlor
In addition to dictionaries, thesauruses, and a computer, will learn how to successfully utilize spell check on a Word Processor.	We will review dictionary and thesaurus skills during after-school tutoring as well as implement spell check during writing activities. We will practice this skill first.	We will record each time she uses word processer and compare grade from last semester without spell ch	es	Jerrian Waters Nicole Wrobel Sheri Bashlor

In addition to predictable books, larger text size, and picture support, will receive read-aloud assessments. She will also be exposed to electronic books on the iPad. Currently uses a ball chair in the room she receives resource services; however, she will now also have access to a ball chair in her regular classroom as well.	will be taught how to access and read electronic books on the iPad. will be encouraged to use the chair for focus, attention, and to increase core muscle function.	Teachers and parents will record how many books she reads to compare to before without electronic books (logs are kept for all students). Teachers will monitor the use of the ball chair to see if attention span and focus has increased.	Jerrian Waters Nicole Wrobel Sheri Bashlor Jerrian Waters Nicole Wrobel Sheri Bashlor