



# ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN

## STUDENT INFORMATION

Student Name Tony X (Pseudonym)	Grade PRIVATE	Date of Birth ---
School LaBelle Elementary	Date 6/25/13	AT Plan Review Date 8/1/13

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

Amber Genzink	6/25/13	
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## EQUIPMENT

EQUIPMENT AND SOFTWARE TO BE USED	STATUS (e.g., owned by school, will purchase, will borrow, etc...)
iPad	Parent's iPad.
iPad applications: <i>Abi Talk Sight Words Free 1&amp; 2, Rhyming Bee, AbiTalk Phonics Word Families, Auryrn Interactive Books</i>	All apps are free and parent will download with assistance from Amber Genzink.

## IMPLEMENTATION TEAM

NAME (List all individuals who will implement the AT with the student.)	ROLE (e.g., administrator, teacher, family member, service provider, etc...)
Amber Genzink	teacher
Heidi X (Pseudonym)	Family member (mother)

## 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
Load applications	Amber Genzink and Heidi X	7/10/13

## TRAINING

TRAINING NEED	TRAINEES	TRAINER	DATES & TIMES	FOLLOW UP / ALONG PLAN
Basic use of applications	Tony X	Amber Genzink	6/25/13 8AM-1PM	7/10/13 1PM-2PM
Basic use of applications and data collection using imbedded assessment tools	Heidi X	Amber Genzink	6/25/13 8AM-1PM	7/10/13 1PM-2PM

## 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)
Make gains in sight words acquisition.	Reading	Heidi X	IPad and applications: <i>Abi Talk Sight Words Free 1&amp; 2</i>
Improve understanding of phonics word families to increase ability to decode words.	Reading	Heidi X	IPad and applications: <i>Rhyming Bee, AbiTalk Phonics Word Families</i>
Increase time on task reading.	Reading	Heidi X	IPad and applications: <i>Auryn Interactive Books</i>

## 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
Make gains in sight words acquisition.	<i>AbiTalk Sight Words Free 1&amp; 2</i> : Model sentence creation using sight words.	Weekly, check progress made in the app's data section.	Heidi X
Improve understanding of phonics and word decoding skills.	<i>Rhyming Bee</i> : Model the selection of 2 word family patterns and sorting corresponding rhyming words into correct word families on each flower.  <i>AbiTalk Phonics Word Families</i> : Model the creation of words using word families based on the audio and visual provided. Repeat if needed.	Weekly, check which of the 28 word family patterns show 80% mastery or higher in the app's data section.  Weekly, check the percentage of accuracy in which each word family was completed in the app's data section.	Heidi X
Increase time on task reading.	<i>Auryn Interactive Books</i> : Have Tony choose an Auryn interactive book. Introduce the features (read aloud, moving picture, vocabulary pop-ups) as we read the book together. Have him select his own and read independently.	Weekly, select one reading period to record Tony's time on task. Track data to see if there is an increase in sustained reading.	Heidi X

## Resources

AbiTALK Incorporated (2012). Phonics Word Families Free (Version 2.02) [Mobile application software]. Retrieved from <https://itunes.apple.com/us/app/abc-phonics-word-family-free/id490869120?mt=8>

AbiTALK Incorporated (2012). Phonics Rhyming Bee Free (Version 1.03) [Mobile application software]. Retrieved from <https://itunes.apple.com/us/app/phonics-rhyming-bee-free-short/id492740258?mt=8&ign-mpt=uo%3D4>

AbiTALK Incorporated (2012). Sight Word Sentences for Kindergarten and First Grade Free (Version 1.01) [Mobile application software]. Retrieved from <https://itunes.apple.com/us/app/sight-word-sentences-for-kindergarten/id588228594?mt=8&ign-mpt=uo%3D4>

AbiTALK Incorporated (2013). Sight Word Sentences 2 Free (Version 1.02) [Mobile application software]. Retrieved from <https://itunes.apple.com/us/app/sight-words-sentences-2-free/id599731942?mt=8&ign-mpt=uo%3D4>

Auryn Inc. (2013). *Our apps*. Retrieved from <http://auryn.com/aword/>

(See WATI below)

## 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 type="checkbox"/> Motor Aspects of Writing			
<input type="checkbox"/> Computer Access			
<input type="checkbox"/> Composing Written Material			
<input type="checkbox"/> Communication			
<input checked="" type="checkbox"/> Reading	Teacher monitoring and proximity.		Tablet: Interactive applications for sight words, phonics, and audio/visual books.
<input type="checkbox"/> Organization			

<b>Task</b>	<b>A. If currently completes task with special strategies and / or accommodations, describe.</b>	<b>B. If currently completes task with assistive technology tools, describe.</b>	<b>C. Describe new or additional assistive technology to be tried.</b>
<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			
<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>The student and parent will be trained in the technical operation of each assistive technology application. The parent will receive additional training on the use each application's data recording features to assist in tracking student progress and evaluating the effectiveness of each application as assistive technology for the student. These trainings will be provided by Amber Genzink and consist of modeling, direct instruction, and time for independent practice with each application. A minimum of five hours will be needed for training.</p>			