



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		Student currently uses ZoomText to assist with reading and performing tasks on a computer.	
<input type="checkbox"/> Composing Written Material	Student receives double-spaced paper for written assignments		
<input type="checkbox"/> Communication			
<input type="checkbox"/> Reading		Student currently uses ZoomText to assist with reading and performing tasks on a computer.	A 4x dome magnifier and a 4x12 telescope are both good options that would help the student access text quickly and independently

<input type="checkbox"/> Organization			
---------------------------------------	--	--	--

Task <i>Assessing Students' Needs for Assistive Technology (2009)</i>	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			A 4x dome magnifier would help the student access numbers,
<input type="checkbox"/> Recreation and Leisure			
<input type="checkbox"/> Activities of Daily Living (ADLs)			
<input type="checkbox"/> Mobility			
<input type="checkbox"/> Positioning and Seating	Student receives preferential seating at the front of the room to increase vision access		
<input type="checkbox"/> Vision	Preferential seating, large print test booklets	ZoomText, a computer enlargement application	A 4x dome magnifier and a 4x12 telescope are both good options that would help the student access various types of print materials
<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.

Before student begins using the dome magnifier and the telescope, there will be a 30-minute training session led by the vision impairment specialist. Others attending the meeting are the student, the classroom teacher, technology specialist, and special education administrator. They will receive training in the application of the 2 technology tools, including troubleshooting strategies and common issues that occur. The student will have the chance to practice using them in a non-threatening environment and give feedback to her teachers about how the products are helping or hindering her learning. Additional support will be provided by district assistive technology staff through email and phone conversations if problems in implementation occur. The vision impairment teacher, who only serves the student 1 hour per month, has extensive experience using both tools and provides several useful tips from her experience. If problems occur, a follow-up session will be planned and scheduled at that time.



ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN

STUDENT INFORMATION

Student Name Yuridia *****	Grade 3	Date of Birth **/**/2006
School Harbins Elementary School	Date 3/2/2015	AT Plan Review Date 10/14/2015

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

T. Martin	Vision Impairment Program Teacher	
-----------	--------------------------------------	--

EQUIPMENT

EQUIPMENT AND SOFTWARE TO BE USED	STATUS (e.g., owned by school, will purchase, will borrow, etc...)
ZoomText computer enlargement software	Owned by school district.
4x dome magnifier	Owned by school district. An additional magnifier owned by parent.
4x12 telescope	Owned by school district. An additional telescope owned by parent.

IMPLEMENTATION TEAM

NAME (List all individuals who will implement the AT with the student.)	ROLE (e.g., administrator, teacher, family member, service provider, etc...)
T Martin	Visual Impairment Program teacher
K. Looney	Local school special education resource teacher
L. Sirmans	3 rd grade homeroom teacher
C. Rogers	Local school technology coordinator
M. Patterson	School assistant principal for special education
Maria ****	Student's 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
Verify that ZoomText application w/desktop monitor is loaded on at least 1 computer per lab (including Media Center) and on the classroom computer	C. Rogers	3/9/15
Order 4x dome magnifier and 4x12 telescope from district assistive technology department	T. Martin	3/9/15
Set up training session for student and implementation team	T. Martin	3/16/15

TRAINING

TRAINING NEED	TRAINEES	TRAINER	DATES & TIMES	FOLLOW UP / ALONG PLAN
Basic use of magnifier and telescope	Student, teachers, parent, technology team	T. Martin or district AT staff member	3/22	Send feedback through VI teacher if problems arise

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)
Student will update vision statement by writing 4-5 sentences about her vision and her eye conditions. She will include several specific individual limitations and required accommodations and provide a copy to the updated statement to her new teacher by 8/29/2015.	Self-advocacy	VI program teacher	Computer with Zoom-Text installed
Student will improve self-advocacy skills by increasing self-initiation of the use of appropriate accommodations (preferential seating, request large-print copies, magnifier, and screen enlarging software) on 2 occasions each 9 weeks.	Self-advocacy	Classroom teacher	

Student will independently use and care for a dome magnifier and telescope (identify purpose and name of aid, stabilize reading material, position on page, adjust self to lens distance for comfort, coordinate hand, head, & eye movements, assume responsibility for it, clean it, and store it appropriately) on 2 occasions each 9 weeks.	VI / Visual Efficiency	Homeroom teacher	Dome magnifier Telescope
Student will independently use a screen enlarging software program and learn 5 shortcut key combinations that execute ZoomText commands on 2 occasions each 9 weeks.	VI / Assistive Technology – Adaptive Access	VI teacher / homeroom teacher	Computer with ZoomText installed

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 will independently use and care for a dome magnifier and telescope (identify purpose and name of aid, stabilize reading material, position on page, adjust self to lens distance for comfort, coordinate hand, head, & eye movements, assume responsibility for it, clean it, and store it appropriately) on 2 occasions each 9 weeks.	VI / Visual Efficiency	Parent	Dome magnifier (owned by parent) Telescope (owned by parent)

MONITORING/EVALUATION

GOAL	INSTRUCTIONAL STRATEGY <i>(How will you teach student to use equipment and/or how to achieve goals.)</i>	RECORDING SYSTEM & FREQUENCY <i>(e.g., task analysis recording system; score + cr - on data recording sheet)</i>	PERSONS RESPONSIBLE FOR IMPLEMENTATION / DATA COLLECTION
Student will update vision statement by writing 4-5 sentences about her vision and her eye conditions. She will include several specific individual limitations and required accommodations and provide a copy to the updated statement to her new teacher by 8/29/2015.	VI teacher will consult with student during their monthly 1-on-1 sessions to complete this task.	Teacher rubric for student vision statement.	VI teacher

<p>Student will improve self-advocacy skills by increasing self-initiation of the use of appropriate accommodations (preferential seating, request large-print copies, magnifier, and screen enlarging software) on 2 occasions each 9 weeks.</p>	<p>Informal feedback from teacher to prompt student to self-initiate.</p>	<p>Teacher observation on recording sheet</p>	<p>Homeroom teacher</p>
<p>Student will independently use and care for a dome magnifier and telescope (identify purpose and name of aid, stabilize reading material, position on page, adjust self to lens distance for comfort, coordinate hand, head, & eye movements, assume responsibility for it, clean it, and store it appropriately) on 2 occasions each 9 weeks.</p>	<p>Reminders from teacher and VI teacher about proper use & care of equipment.</p>	<p>Teacher observation on recording sheet</p>	<p>Homeroom teacher</p>
<p>Student will independently use a screen enlarging software program and learn 5 shortcut key combinations that execute ZoomText commands on 2 occasions each 9 weeks.</p>	<p>None needed. Student has used the program for 2 years already.</p>	<p>Teacher observation on recording sheet</p>	<p>VI teacher / Homeroom teacher</p>

INITIAL THOUGHT

1. What should teachers know about assistive technology and how it is used by students with disabilities?

Teachers need to know that assistive technology is an essential component of instruction for students with disabilities. They should also know that many UDL principles can help benefit all learners, not just students with disabilities. Teachers need to advocate for themselves that they receive adequate training to use assistive technology and to evaluate its impact on student motivation, confidence, and achievement. Assistive technology tools should not be used only for assessment purposes, but should be used daily for students to achieve the maximum benefit from their use.

2. What are the school's responsibilities regarding assistive technology?

Schools should be aware of what types of devices are available, and have a plan in place to get devices that will assist students through the IEP and re-evaluation process.

3. What can classroom teachers do to help their students fully succeed in their use of assistive technology?

Classroom teachers can learn how to use the student's device and let them use it regularly with academic content.

REFLECTIONS

1. What should teachers know about assistive technology and how it is used by students with disabilities?

Teachers should know that for students with disabilities, assistive technology is just as crucial as the typical classroom tools (pencil, paper) for typical students. Teachers should know that great care and planning have gone into selecting and training students on assistive technology tools and that they should be used whenever it's appropriate to increase access for students with disabilities.

2. What are the school's responsibilities regarding assistive technology?

Schools have a responsibility to carefully undertake a series of interventions for students before recommending assistive technology to assure that students are able to perform in the least restrictive environment. They also have a duty to continually monitor and evaluate students' use of AT and advocate for changes if things aren't working as planned. Schools have a responsibility to develop a strong IEP team that is knowledgeable and well-trained on the use of assistive technology devices for students.

3. What can classroom teachers do to help their students fully succeed in their use of assistive technology?

Classroom teachers should know that students with disabilities need to be supported in learning how to advocate for themselves. Teachers have a responsibility to know how AT works, and to quickly identify and report any concerns to the IEP team.