

ASSISTIVE TECHNOLOGY DISTRICT STAFFING

STUDENT _____

INITIAL DATE _____

FOLLOW-UP DATE _____

PRINCIPLE

- A team effort is essential to the success of the evaluation and the resulting implementation of assistive technology.

EDUCATIONAL TEAM MEMBERS

NAME	ROLE

PRINCIPLE

- Evaluation should be referenced directly to the stated goals and objectives of the student's IEP.

GOAL: _____

OBJECTIVE: _____

PROGRESS TOWARD GOAL ATTAINMENT: _____

FACTORS PREVENTING OR IMPEDING PROGRESS

Sensory _____

Motor Due to fine motor problems, Mary has difficulty producing legible handwriting and usually stops trying before finished due to fatigue.

Cognitive _____

Language Mary has poor spelling, punctuation and grammar skills.

Social _____

PRINCIPLE

- Evaluation for assistive technology must address the different settings in which assistive technology is necessary for the student to participate.

Setting	Demands in Setting	Amount of Time	Existing Adaptation/Technology Used to Support Participation	Attitude/Acceptance/Support for Technology
Language Arts Class	written assignments	50 minutes, daily	complete as homework, use dictionary for spelling support, dictate sentences to teacher, aide or parent	Mary is resistant to help

History of previously attempted modifications and their outcomes	Attitude and/or Barriers
Mary has been taught how to use an electronic dictionary in her previous setting. Mary uses instructional software on the computer.	The device was helpful but is no longer available for her use. She has not had any formal typing or word processing instruction, but knows the locations of most letter keys.

- Recommendation to implement specific modification(s) to address interfering factors

Setting	Modification and Strategy	Trial Period	How Progress will be Documented
Language Arts Class	Mary will have access to Franklin device to check spelling	10 class periods following instruction period (2 hours over 2 weeks)	observation of use by teacher, aide and parent and self report by Mary
OT Therapy Setting	Mary will learn to type using typing software	6 weeks following instruction period (2 hours over 3 weeks)	steady progression through program, as directed by program
TC Setting	Mary will use basic word processing skills to complete written assignments	6 weeks following instruction period (4 hours over 4 weeks)	teacher consultant report spelling and punctuation will be evaluated

FACTORS PREVENTING OR IMPEDING PROGRESS

Sensory _____

Motor _____

Cognitive _____

Language _____

Social _____

PRINCIPLE

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Setting	Demands in Setting	Amount of Time	Existing Adaptation/Technology Used to Support Participation	Attitude/Acceptance/Support for Technology

History of previously attempted modifications and their outcomes	Attitude and/or Barriers

- Recommendation to implement specific modification(s) to address interfering factors

Setting	Modification and Strategy	Trial Period	How Progress will be Documented

■ SUPPORT REQUIRED TO MAKE MODIFICATIONS WORK

Teacher or aide teaches Mary how to use Franklin, estimated time: 2 hours of instruction over 2 weeks.

Occupational Therapist teaches Mary how to use typing software program, estimated time : 2 hours over 3 weeks.

Teacher Consultant introduces basic word processing, estimated time: 4 hours over 4 weeks.

■ ACTION PLAN FOR IMPLEMENTATION

■ Action Introduce and train Mary on Franklin Spelling device.

Responsible Team Member(s) Language Arts Teacher or aide

When 2 hours instruction, over 2 weeks

How In the context of written assignment, part of language arts time

■ Action Introduce and train Mary on typing software program.

Responsible Team Member(s) Occupational Therapist

When 2 hours instruction, over 3 weeks in therapy setting

How Direct instruction in use of program

■ Action Introduce and train Mary on basic word processing.

Responsible Team Member(s) Teacher Consultant

When 4 hours instruction, over 4 weeks in TC setting

How Direct instruction in use of word processing features, including spell checking

DATE AND TIME OF FOLLOW-UP STAFFING: December 19, 9:00 A.M.

■ SUMMARY OF FOLLOW-UP STAFFING

MEMBERS PRESENT:

Edna Milay

Sally Basic

Henrietta Doe

Sidney Sped

Leonda Mitts

Georgia Assist

■ EVALUATION OF MODIFICATIONS—In the following section summarize the effects of the modifications attempted. Do the modifications actually support the student's attainment of the targeted IEP goals or objectives?

Mary is using the Franklin Spelling device to check her handwritten work when she finishes the assignment. This strategy has improved her spelling, but not the amount or legibility of her written communication.

Mary is using the typing software program and is progressing in her typing skills. She moves to a new level within the program about every three days. Her speed and accuracy of typing is increasing, but it is not faster than her handwriting at this time.

Instruction in word processing is limited due to time and availability of the computer. Further strategies need to be developed.

■ **SUPPORT REQUIRED TO MAKE MODIFICATIONS WORK**

■ **ACTION PLAN FOR IMPLEMENTATION**

■ Action _____

Responsible Team Member(s) _____

When _____

How _____

■ Action _____

Responsible Team Member(s) _____

When _____

How _____

■ Action _____

Responsible Team Member(s) _____

When _____

How _____

DATE AND TIME OF FOLLOW-UP STAFFING: _____

■ **SUMMARY OF FOLLOW-UP STAFFING**

MEMBERS PRESENT:

■ **EVALUATION OF MODIFICATIONS**—In the following section summarize the effects of the modifications attempted. Do the modifications actually support the student’s attainment of the targeted IEP goals or objectives?

■ ACTION PLAN FOR IMPLEMENTATION

■ Action Mary will continue to have access to spelling device.

Responsible Team Member(s) Language Arts Teacher and Teacher Aide

When As needed

How Device is a resource in the Language Arts class.

■ Action Mary will continue typing instruction.

Responsible Team Member(s) Occupational Therapist

When During therapy time

How Mary will continue to progress through program, progress is reported in program-generated student report.

■ Action Computer will be made available in Teacher Consultant setting.

Responsible Team Member(s) Teacher Consultant

When Within next 3 weeks

How TC will make arrangements for computer with building principal and/or special education director.

■ Action Form 2 Referral will be made to ISD for AT consultation.

Responsible Team Member(s) Teacher Consultant

When December 22

How Teacher Consultant will request form from special education director and complete process.

■ Action _____

Responsible Team Member(s) _____

When _____

How _____

■ Action _____

Responsible Team Member(s) _____

When _____

How _____

■ ACTION PLAN FOR IMPLEMENTATION

■ Action _____

 Responsible Team Member(s) _____
 When _____
 How _____

■ Action _____

 Responsible Team Member(s) _____
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