



ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN

STUDENT INFORMATION

Student Name [REDACTED]	Grade Rising 1 st	Date of Birth [REDACTED]/2009
School In-home tutoring	Date 6/28/2014	AT Plan Review Date

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

Shanna Irving		
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EQUIPMENT

EQUIPMENT AND SOFTWARE TO BE USED	STATUS (e.g., owned by school, will purchase, will borrow, etc...)
Laptop computer	Owned by family
Webcam and microphone	Provided by Shanna Irving
Helpful websites	Provided via family's internet service

IMPLEMENTATION TEAM

NAME (List all individuals who will implement the AT with the student.)	ROLE (e.g., administrator, teacher, family member, service provider, etc...)
Shanna Irving	tutor

TRAINING

TRAINING NEED	TRAINEES	TRAINER	DATES & TIMES	FOLLOW UP / ALONG PLAN
Web tool exploration	Shanna Irving	Shanna Irving	6/22/2014 – 6-7:30pm	Tools explored and choices for implementation made

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
Hardware setup (laptop, webcam/mic)	Shanna Irving	6/27/2014
Hardware setup (laptop, webcam/mic)	Shanna Irving	7/2/2014

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)
Produce a narrative the follows story sequence	Language Arts	Shanna Irving	Virtual story-mapping tools
Read aloud with fluency at 1 st grade level	Language Arts	Shanna Irving	Webcam/mic

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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)
Produce a narrative the follows story sequence	Language Arts	Shanna Irving	Virtual story-mapping tools
Read aloud with fluency at 1 st grade level	Language Arts	Shanna Irving	Webcam/mic

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
Produce a narrative the follows story sequence	(1) Read model stories (2) Create word banks (3) Use Construct-a-Word and Crossword Puzzle Builder word banks to generate one poem and one story (4) Publish via Blabberize.com	Observation was individual and constant; understanding and ability were measured via observation and discussion with student before, during, and after the project.	Shanna Irving/Shanna Irving
Read aloud with fluency at 1 st grade level	(1) Decode words and sentences in two children's books: <i>I Can Read with My Eyes Shut</i> and <i>4 Pups and a Worm</i> (2) Do repeat readings of selections (3) Choose and define interesting new words (4) Use them in compositions (5) Record them via Blabberize.com, repeating the recording to improve fluency	Observation was individual and constant; understanding and ability were measured via observation and discussion with student before, during, and after the project.	Shanna Irving/Shanna Irving