



# ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN

## STUDENT INFORMATION

Student Name *****	Grade 9	Date of Birth
School Lassiter High School	Date 2-10-16	AT Plan Review Date

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

Hillary Johnson		
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## EQUIPMENT

EQUIPMENT AND SOFTWARE TO BE USED	STATUS (e.g., owned by school, will purchase, will borrow, etc...)
iPad	Owned by student
Google Drive	Free software/app for student to download

## IMPLEMENTATION TEAM

NAME (List all individuals who will implement the AT with the student.)	ROLE (e.g., administrator, teacher, family member, service provider, etc...)
Hillary Johnson	Classroom content teacher
Ben Caulk	Special education classroom teacher
Elizabeth Leonard	Case manager
Angelo Ruggiero	Science administrator
**** parent *****	Parent

## 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
Download app onto iPad	Student/parent	2-11-16
Create Google account	Student/parent	2-11-16
Create share folder on drive	Student (teacher if necessary)	2-11-16

## TRAINING

TRAINING NEED	TRAINEES	TRAINER	DATES & TIMES	FOLLOW UP / ALONG PLAN
Google Drive use	Ben, Liz, Parent, Student	Hillary Johnson	2-11-16 (during 3 <sup>rd</sup> period lunch)	N/a – all understand how to use app after brief lunch tutorial session

<b>CLASSROOM IMPLEMENTATION</b>			
<b>IEP GOAL</b>	<b>CURRICULUM/DOMAIN</b> (e.g., math, science, PE, art, etc...)	<b>PERSON(S) RESPONSIBLE</b>	<b>AT NEEDED TO ACCOMPLISH GOAL</b> (List specific AT and customized settings if appropriate)
Student will follow through with organizing materials with support	Science	Student & Ben	Google calendar
Student will keep up with due dates for his assignments with support	Science	Student & Ben	Google calendar
Large assignments are chunked to more manageable due dates	Science	Hillary & Ben	Google Drive

<b>HOME IMPLEMENTATION</b>			
<b>IEP GOAL</b>	<b>CURRICULUM/DOMAIN</b> (e.g., math, science, PE, art, etc...)	<b>PERSON(S) RESPONSIBLE</b>	<b>AT NEEDED TO ACCOMPLISH GOAL</b> (List specific AT and customized settings if appropriate)
Student will achieve an overall average of 80 or better in all classes.	Science	Student & Parent	Google drive & Google calendar
Student will keep up assignment due dates with support.	Science	Student & Parent	Google calendar
Student will use a word processor for written assignments.	Science	Student	Google drive

<b>MONITORING/EVALUATION</b>			
<b>GOAL</b>	<b>INSTRUCTIONAL STRATEGY</b> (How will you teach student to use equipment and/or how to achieve goals.)	<b>RECORDING SYSTEM &amp; FREQUENCY</b> (e.g., task analysis recording system; score + or - on data recording sheet)	<b>PERSONS RESPONSIBLE FOR IMPLEMENTATION / DATA COLLECTION</b>
Student will stay organized by keeping track of due dates	I will work with student to create a method of inputting and adding important dates to his Google calendar and setting reminders for things that are due.	Teachers will examine the amount of missed assignments or due dates from previous units. This plan spans two units, so teachers will count the missed assignments or due dates for these two units and compare to previous performance.	Hillary Johnson & Ben Caulk
Large assignments will be chunked and use word processor for written assignments	Student will use Google drive for all written assignments. Assignments will be shared in a folder that the teacher has access to at all times. The teacher will also be able to check on the progress of large assignments and comment or edit as needed within the Google folder.	Teachers will again examine the amount of missing or incomplete handwritten assignments. This plan spans two units, so teachers will count the missing or incomplete written assignments in these two units and compare to the performance on previous units.	Hillary Johnson & Ben Caulk

## 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 checked="" type="checkbox"/> Motor Aspects of Writing	Student has poor handwriting, so he is given extra time to complete written assignments.	Student sometimes uses a classroom computer to complete lengthy assignments or says "I'll just do it at home" which may or may not be completed on time or sometimes never turned in.	Student recently received an iPad and brings to class sometimes but only plays games on it. New technology would require student to bring iPad daily to help with written assignments through the use of Google drive.
<input type="checkbox"/> Computer Access			
<input checked="" type="checkbox"/> Composing Written Material	Requires "chunking" of large written assignments.	Printed spreadsheets are handed to the student by the special education teacher to give student a written timeline of due dates. Student then sometimes copies these due dates into his agenda.	Student will be provided a timeline in his Google drive share folder. The teacher will monitor contents of folder to determine if checkpoints are being met. Teacher will also show student how to use Google calendar to keep track of "chunked" due dates. Teacher will sign off within Google drive form to monitor each step of the timeline.
<input type="checkbox"/> Communication			
<input type="checkbox"/> Reading			

<p>✓ Organization</p>	<p>Teacher signs agenda, special education teacher helps organizer binder/notebook when there is “down-time” in class.</p>	<p>Student currently uses agenda to write down dates but tends to forget his agenda. Student uses a binder to organize classroom notes for all classes which can be hard to use and not easy to quickly navigate to current assignments and notes.</p>	<p>Student will use Google calendar to keep track of important due dates. Teacher can share dates with student and student can set reminders to keep track of upcoming due dates. Student can also import the checkpoints on large assignments to keep up with the checkpoints along the way.</p>
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<p><b>Task</b></p>	<p><b>A. If currently completes task with special strategies and / or accommodations, describe.</b></p>	<p><b>B. If currently completes task with assistive technology tools, describe.</b></p>	<p><b>C. Describe new or additional assistive technology to be tried.</b></p>
<p><input type="checkbox"/> Math</p>			
<p><input type="checkbox"/> Recreation and</p>			
<p><input type="checkbox"/> Activities of Daily Living (ADLs)</p>			
<p><input type="checkbox"/> Mobility</p>			
<p><input type="checkbox"/> Positioning and</p>			
<p><input type="checkbox"/> Vision</p>			
<p><input type="checkbox"/> Hearing</p>			
<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>No, all assistive technology is easily accessible and usable by the student.</p>			

## **Assistive Technology Evaluation**

After observing and talking with the student, he has responded very positively to the use of Google drive and Google calendar in and out of the classroom. He has told me on several occasions that “this is so much easier” and he frequently shows me alerts he has set on his phone to remind him to do his homework. Brady is also much more positive about his grades and feels that the use of Google drive and Google calendar is helping his grades improve.

While observing the student during this process, he has been extremely engaged since the implementation of Google drive for him in the classroom. He immediately starts working on classroom tasks or homework assignments after being assigned. In addition, the ability for him to quickly open his iPad and begin working has helped this process too. The use of Google drive has also indirectly impacted a different goal on his IEP in a positive manner. This student struggles to start working and one of his goals is to “initiate tasks within one minute with no more than one additional prompt.” By using Google drive in class, he quickly initiates tasks and rarely needs additional prompting. In addition, he rarely needs to be redirected and stays on task for the duration of the assignment. I also know that he has been especially engaged in the use of Google calendar because other teachers have mentioned his newfound use of the program in their classes too. This demonstrates that he is engaged enough to initiate use in other classrooms too without being prompted by me or the special education teacher in our science classroom, which can only help him in the future.

After implementing this technology with this student in the classroom, there have been significant impacts in his classroom performance which is very obvious through his performance data. The most common issue he has in class is that he forgets due dates and does not turn assignments in on time. In his first semester of Biology, he had ten missing assignments and another eight incomplete assignments. In the two units where he was using Google calendar to keep track of dates, he had one missing assignment and two incomplete assignments. This demonstrates a significant impact on his ability to turn in assignments and the positive impact Google calendar is having on his studies.

This student also struggles to complete written assignments in a timely manner. He struggles for several reasons: he cannot initially focus on the task at hand, he is a very slow writer, and he focuses on spelling and grammar errors instead of the bigger picture of the actual assignment. By using Google drive consistently in the classroom, these reasons for struggle have been addressed. He is on task within the first minute after being given directions, he is able to type much faster than he can write, and the spellcheck functions allow him to move forward with the assignment and easily correct spelling and grammar issues as he progresses through the assignment. Since the implementation of Google drive for this student in the classroom, he has completed all written assignments in class during the past two units when he had four missing and three incomplete written assignments last semester.

Overall, the use of Google calendar and Google drive for this student has had a high success rate and has dramatically improved his classroom grade in biology. He barely passed the class with a 70% last semester and as of yesterday, he has a 92% in the class. Based upon this data, I would highly recommend that all of his classroom teachers begin to implement Google drive and Google calendar with him to ensure his success in all subject areas and I will also be petitioning for possibility of including this information in his IEP during our next meeting.