

Assistive Technology Implementation Plan

School: sample
Student:
Case Manager:

Date: 6/2/08
Grade: 4

Status of Technology	Tasks the Technology Supports	Frequency and Location of Use
Talking word processors with talking dictionary (e.g. Write:OutLoud)	Construction of coherent sentences	Daily in all academic areas when he is producing sentences.
Expanded Outlines/Sentence Starters based on teacher created prompt/outline for classmate – created in Microsoft Word, saved as “.rtf” file, and opened in Write:OutLoud	Composing coherent paragraphs and essays.	Daily for all writing tasks when classmates are provided some form of writing outline/prompt
Use of digital text for class novels to read at home in text reader	Gaining information from extended text.	At home and in class (during non-group readings) whenever core novels are assigned.
Comprehension prompts built into digital text and use of pre-reading strategies (e.g. use of overviews of books to have “big picture” before reading)	Remembering content from readings, making connections to text, and highlighting key points.	At home and in class (during non-group readings) whenever core novels are assigned.

Student’s Perception of the Technology: Has not been resistant but will not self-advocate for use – needs to be directed to use. He has been independent in technical use of the technology tools. During this upcoming school year, development of self-advocacy skills and behaviors to take ownership of his needed reading/writing technology supports is extremely important.

Building Capacity Within the School		
Training/Support Needed	Staff Responsible	Dates/Times
Ensure that plan is documented in student’s IEP and filed in folder	Special Education Case Manager	6/6/08
Meet with relevant school team members to review this plan	Principal	6/6/08
Request digital copies of core novels for first and second quarter from Special Education office and/or Bookshare.org	Reading/Language Arts Teacher-lead Reading Specialist-back-up	6/12/08

Train classroom teachers on how to scaffold writing prompts specific to The student's needs (e.g. outlines, sentence starters)	Special Education Case Manager-lead Staff Development Specialist-backup	8/22/08
Orient classroom teachers on technology supports (Write:OutLoud, use of text reader) specific to the student	Staff Development Specialist	8/22/08
Present to 5 th grade team on technology tools to support reading and writing for struggling learners.	Staff Development Specialist LFI Intermediate Teacher	8/22/08
Provide copies of core novels to home in digital form	Media Specialist	All 1 st and 2 nd quarter novels by 9/12/08

Transition Issues	
<ul style="list-style-type: none"> ▪ To a new classroom 	The student's written language and reading needs for 1) adapted instructional practices (e.g. scaffolding writing prompts) and 2) use of technology tools (e.g. text reader, digital text, Write:OutLoud) need to be implemented by all staff members of the 5 th grade team. It is anticipated that reading and writing demands will be more or less evenly distributed across general education classes.
<ul style="list-style-type: none"> ▪ School to home 	The student's family has provided a number of technology resources at home: Write:OutLoud, text reader software, digital books from Bookshare.org, adding comprehension prompts to digital text, and using expanded outlines for writing. The family requires a primary contact within the school building to be a resource for obtaining curriculum related digital text for home, building in appropriate comprehension prompts into readings, and responding to questions related to technology use for home.
<ul style="list-style-type: none"> ▪ To a new school 	n/a at this time

Implementation Review Date: _____ 11/7/08 _____

<p><i>Procedural Checks:</i></p> <p><input type="checkbox"/> Implementation Plan filed in student's folder</p> <p><input type="checkbox"/> A.T. Devices and Services appropriated documented on the IEP</p> <p><input type="checkbox"/> Supplementary aids appropriately documented on the IEP</p>
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