

Miami-Dade County Public Schools
Prekindergarten Program for Children with Disabilities

**Pre-K Procedures for Assistive Technology Implementation,
Screening/Assessment and Follow Up**

1. The IEP Team considers the need for assistive technology (AT) for each student receiving special education. Provisions for assistive technology **may** be included in the IEP in the following sections:
 - Present Level of Academic, Developmental and Functional Performance
 - Goals
 - Classroom Accommodations
 - Support Needed for IEP Implementation
 - Assurances
 - Conference Notes
 - Supplementary Aids and Services
2. The IEP Team and/or Pre-K SPED teacher may use the **PRE-K Assistive Technology Guide** to assist in determining a student's need for a **Pre-K Assistive Technology Implementation Plan (ATIP)**.
3. In addition, any member of the child's team, including the parent(s), may initiate the ATIP process at any time.
4. The Pre-K SPED teacher is responsible for completing the ATIP, in coordination with other team members, which must include the parent, to determine what assistive technology devices/strategies can be used to assist the student in accessing his/her education.
5. Upon completion of the ATIP, identified assistive technology tasks, tools and strategies will be implemented.
6. Upon request, the Pre-K Tech Team is available at any point in the above process to provide the following assistance:
 - Guide the team in developing/writing the ATIP
 - Provide materials and/or equipment needed
 - Give written feedback by email
 - Give feedback by telephone
 - Provide in-class observation and technical assistance with teacher or school staff
7. After an appropriate implementation period, if the tasks, tools and strategies outlined on the ATIP are successful, the IEP team will convene to conduct an interim IEP meeting and document the AT tools and strategies on the student's IEP. The ATIP can continue to be revised to support the student's ongoing progress. The ATIP, complete with noted results will be placed in the student's cumulative folder.
8. Or, after an appropriate implementation period, any team member (usually the teacher) may request an **Assistive Technology Screening/Assessment**. To request an Assistive Technology Screening/Assessment, the following are required to be faxed to 305-598-5253 or mailed to 9614 or emailed to ddecario@dadeschools.net or deartasmith@dadeschools.net:

- A copy of the ATIP, complete with the documentation of results in the "Results" section(s) (the original remains in the student's cumulative file). The box "As a referral for an Assistive Technology Screening/Assessment" must be checked.
 - A signed "Notice of Intent and Parental/Guardian Consent to Conduct a Screening/Assessment" (FM 6279)
9. The Assistive Technology Screening/Assessment is conducted in the classroom or other natural school environment (with teacher, therapists and parent(s), if present) with emphasis on revising or building upon the tasks, tools and strategies outlined in the ATIP.
 10. The Pre-K Tech Team makes recommendations regarding tasks, tools and strategies and provides equipment/materials needed for implementation, with emphasis on incorporating the student's use of assistive technology into the classroom curriculum.
 11. The Pre-K Tech Team completes the Pre-K Assistive Technology Screening/Assessment Summary outlining the assessment results and initial recommendations. They coordinate with the Pre-K staffing specialist to schedule an interim review of the IEP and to review the results of the assessment.
 12. The school based team members carry out the recommended strategies. The Pre-K Tech Team member(s) conduct follow up visits/phone calls as needed or requested.
 13. From January to June of the school year, Pre-K Tech Team members prepare for the transition of students who received an assessment and/or Assistive Technology Consult services. They attend transition staffings when deemed necessary. Copies of the final assessment summary and/or Consult logs are given or sent to members of the IEP team and placed in the student's cumulative record folder.
 14. The Pre-K Tech Team communicates with the K-12 district assistive technology team to discuss the needs of students transitioning to kindergarten.
 15. Upon transition, arrangements are made and documented on the IEP regarding any specific materials, devices, overlays, etc., and how they are to be transferred to the student's kindergarten classroom by a person designated at the transition staffing.