

Pre-K SPED Assistive Technology Implementation Plan



Student: **A.P.**

Date of Plan: **8/31/07**

ID #: XXXXXXX

DOB: XX/XX/XX

School: ABC Elementary

Exceptionality: Developmentally Delayed, Language Impaired

Placement: **Reverse Mainstream Inclusion**

Pre-K Teacher: Ms. H and Ms. H

If you are sending a copy of this plan to the Pre-K Tech Team, please indicate why:

To receive informal feedback (specify):

phone

email

classroom visit

As a referral for an Assistive Technology Screening/Assessment

As required for a Functional Assessment of Behavior (FAB) - we will forward to Pre-K Psychologists

Other team members (name and title) giving input to this plan, **including the parent(s)**:

T.M., Parent

Current therapy/related services include (check all that apply):

OT

Speech

Language

Orientation/Mobility

PT

Vision

Hearing

Other: _____

1. What does this student like to do? *Use this information to choose motivating activities, communication topics and/or reinforcers.* **A.P. likes listening to stories, being part of the group at Greeting Time and quiet activities alone or with his friend, R. He likes playing with the toy elephants, looking at books, pretend play in the kitchen area, and listening to music.**

2. What does this student do well? *Use this information as a base to begin intervention.* **A.P. is great at following directions. He is very helpful and extremely loving.**

3. What TASK(S) do you want this student to be able to do that he or she is not presently able to do? **BE SPECIFIC!** *Choose 1 - 3 tasks and state them using action verbs, EX: "greet a friend" or "stay with the group." State any behavioral expectations in positive terms.*

1. I would like A.P. to transition confidently from one activity to another during the daily routine.

2. I would like A.P. to initiate a verbal greeting to a peer or adult.

3. I would like A.P. to initiate play (like throwing a ball) with a peer at outside time.

4. Describe tools (materials and strategies) that have already been used with this student to address these needs and describe the results so far:

Picture board with "survival messages" on it, Sequencer for rhymes, Cheap Talk with Greeting Time pre-made overlay, and a role model to act as his buddy.

The parents have introduced a wide variety of individual picture symbols at home and A.P. recognizes and points to many of them in context or when named.

Adaptation Station

5. Use the compilation of classroom materials, instructional strategies, and assistive technology devices on this page and the next to find tools that can be used to assist this student in performing the tasks you identified in Question #3.
- Use ONLY the sections that correspond to the chosen tasks.
 - Check (✓) items that have been tried, circle (o) items that will be tried, skip items that are not applicable
 - If you choose a Communication Tool, be sure to choose one or more AAC Strategies as well

Communication Tools

- Picture communication boards
- PECS (Picture Exchange Comm. System) book
- Single message voice output device (Big Mack, Mini Com, etc.)
- Sequenced message voice output device (Step-by-Step, Sequencer)
- Multi-message voice output device with levels (Cheap Talk 8 / 6-level, Tech Speak 32)
- Voice output device with dynamic screen (consult with Pre-K Tech Team)
- Other _____

Pre-Writing/Creative Representation

- Adaptive tool grip
- Stabilization of materials
- Slant board or inclined work surface
- Stamps (sponges, potatoes, cookie cutters, etc.)
- Alternate tools for painting (paint rollers, dot markers)
- Adapted scissors
- Swirl art toy adapted with switch
- Stencils
- Computer software to draw
- Other _____

Books and Literacy

- Single message voice output device programmed with repeated lines/phrases
- Sequenced message device programmed with story lines
- BELL Shared Reading/Phonological Awareness picture boards and overlays
- Stabilization of books with Dycem, Velcro, bookstand
- Adapted page turners (hot glue dots, ponytail holders, page fluffers)
- Object books, tactile books
- Language Master
- Stories on computer with switch or adapted keyboard
- Use of pictures/symbols with text (Writing with Symbols)
- Other _____

Augmentative/Alternative Communication (AAC) Strategies

- Use the daily routine as a framework for planning for the use of AAC
- Use messages that are motivating for the student
- Model the use of devices/boards by pointing to the appropriate messages as you speak
- Give cues (expectant pause, facial expression, gesture, body language, etc.) and plenty of wait time for student responses
- Provide immediate and consistent feedback to a student's communication attempts
- Set the stage for communication to occur (sabotage)
- Keep devices/boards accessible and within easy reach
- Use a symbol system according to student's need (objects, miniature objects, photos, drawings, product labels, or Picture Communication Symbols – PCS)
- Other _____

Play/Participation

- Switch adapted toys
- Grasping tools and toy adaptations for grasping
- Stabilization or mounting of toys/materials
- Non-slip materials on play surface (Dycem, Velcro, carpet square, etc.)
- All-Turn-It spinner for participation, turn taking and random selections
- Environmental control unit (PowerLink) for activation of electronic devices (tape player, blender, string of lights, etc.) with a switch
- Adapted swing/tricycle
- Computer with software for play/games with switch or adapted keyboard
- Other _____

For more information on any of these items, go to [http://prekese.dadeschools.net/adaptation station.html](http://prekese.dadeschools.net/adaptation_station.html)

Adaptation Station (continued)

Positioning, Seating and Mobility

All adaptive equipment must be determined in consultation with a M-DCPS Occupational or Physical Therapist

- Appropriate seating/positioning for floor activities
- Appropriate seating for table activities
- Appropriate positioning/equipment for outdoor activities
- Equipment for standing
- Equipment for mobility
- Adapted toilet
- **Based on a therapist's recommendations**, check Pre-K SPED website for availability: <http://prekese.dadeschools.net/extraequipment.html>
- Make arrangements for transfer of available equipment
- If not available, have therapist send detailed ordering information to Pre-K Multiply-Impaired Specialist at mail code: 3334, or fax to 305-598-5253

Computer Access

- Mini mouse
- Touch screen
- Trackball
- Joystick
- Alternate keyboard (Intellikeys)
- Switch access with cause/effect software
- Switch access with scanning
- Other _____

Activities of Daily Living/Self Help

- Stabilization of materials
- Tools for grasping
- Adapted utensils
- Adaptive cups
- Adapted dishes
- Adapted toilet
- Toileting schedule (Teacher Handbook, App. P)
- Other _____

For more information on any of these items, go to <http://prekese.dadeschools.net/adaptationstation.html>

Positive Behavior Supports/ Organizational Strategies

- Clearly defined work/play areas
- Classroom visual schedule
- Transition routines and cues
- Becky Bailey relaxation techniques
- Becky Bailey "I Love You Rituals"
- Becky Bailey daily commitments
- Safe Place
- Communication strategies
- Behavior cue symbols
- Social skills posters
- Clearly defined personal space
- Timer
- Individual visual schedule
- Mini visual schedule
- Task cards
- Work basket system
- First/then board
- Behavior/reward system
- Social story
- Seat cushion
- Weighted vest (must be based on recommendation from M-DCPS OT/PT and be on child's IEP)
- Other cube chair
- Other individual photo book

Vision

- Object books, tactile books
- Objects/Braille/tactile symbols for labeling and storage
- Alternate computer keyboard with enlarged keys/tactile labels
- Tactile symbol schedule
- Beeping ball
- Puffy paper, puffy paint
- Textured and/or scented activities and materials
- Wiki sticks
- Light box
- Other _____

Hearing



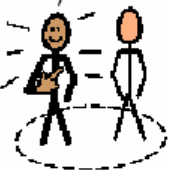
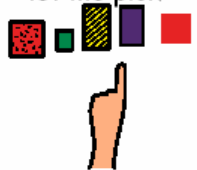




- Headphones
- Classroom amplification system
- Personal amplification system
- Augmented communication/pictures/text/voice output/signs
- Other _____

6. Use the table(s) below to finish this student's plan. Use 1 table per task/tool. NO PLAN IS COMPLETE UNTIL at least one table is filled, including documentation of results after an appropriate implementation period.

WHAT task will the student be expected to do (from Question #3)?	WHAT tool (device or material) will be used?	WHERE will the tool be obtained?	
Task: Transition confidently from one activity to another during the daily routine	Tool (device/material): Individual photo routine book, photos of him involved in activities from each part of the day	<input type="checkbox"/> already in classroom <input type="checkbox"/> request from Pre-K Tech Team <input type="checkbox"/> borrow from _____ <input checked="" type="checkbox"/> make <input type="checkbox"/> download / print <input type="checkbox"/> other:	
WHEN in the daily routine will this tool/strategy be used (check all that apply)?			
<input checked="" type="checkbox"/> Arrival	<input checked="" type="checkbox"/> Greeting	<input checked="" type="checkbox"/> Small Group	<input checked="" type="checkbox"/> Large Group
<input checked="" type="checkbox"/> Snack/Lunch	<input type="checkbox"/> Outside	<input type="checkbox"/> Planning/Recall	<input checked="" type="checkbox"/> Work Time
<input checked="" type="checkbox"/> Clean Up	<input checked="" type="checkbox"/> Shared Reading	<input checked="" type="checkbox"/> Phonol. Awareness	<input checked="" type="checkbox"/> Self-Help
<input type="checkbox"/> 1 to 1 Time	<input type="checkbox"/> Therapy	<input checked="" type="checkbox"/> Closing/Dismissal	<input type="checkbox"/> Home
HOW: Describe specific instructional strategies for the use of this tool			
Read through the book with A.P. to help him understand the routine. Refer to the book when he shows signs of anxiety near or at transition times. Encourage him to get and carry the book when he needs it.			
DOCUMENT results below after an appropriate implementation period			
Date: 9/28/07 Results: A.P. shows less anxiety at transition times, and is beginning to seek out the book on his own. He knows how to turn the page to the current part of the day and the next part of the day. We would like to give him more time with this strategy and look toward him feeling confident with classroom verbal cues of an activity change as he is able.			

WHAT task will the student be expected to do (from Question #3)?	WHAT tool (device or material) will be used?	WHERE will the tool be obtained?	
Task: Initiate a verbal greeting to a peer or adult	Tool (device/material): Cheap Talk 8 with Greeting Time overlay (see below)	<input type="checkbox"/> already in classroom <input type="checkbox"/> request from Pre-K Tech Team-Cheap Talk 8 <input type="checkbox"/> borrow from _____ <input type="checkbox"/> make <input type="checkbox"/> download / print-Greeting Time overlay <input type="checkbox"/> other:	
WHEN in the daily routine will this tool/strategy be used (check all that apply)?			
<input type="checkbox"/> Arrival	<input type="checkbox"/> Greeting	<input type="checkbox"/> Small Group	<input type="checkbox"/> Large Group
<input type="checkbox"/> Snack/Lunch	<input type="checkbox"/> Outside	<input type="checkbox"/> Planning/Recall	<input type="checkbox"/> Work Time
<input type="checkbox"/> Clean Up	<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Phonol. Awareness	<input type="checkbox"/> Self-Help
<input type="checkbox"/> 1 to 1 Time	<input type="checkbox"/> Therapy	<input type="checkbox"/> Closing	<input type="checkbox"/> Home
HOW: Describe specific instructional strategies for the use of this tool			
Have CT8 recorded and ready near door at Arrival Time. Model the use of the message "Hello" by pressing the message, saying it verbally to A.P., giving him a hug or high five, and then present the device to him with an expectant facial expression. If needed, cue him by pointing to the general area of the "Hello" message. Use this greeting strategy with other children and role models so A.P. sees it in context. Bring the CT8 to Greeting Time and use all the messages in context (both adults and children) and encourage him to join in.			
DOCUMENT results below after an appropriate implementation period			
Date: 9/28/07			
Results: A.P. uses the "Hello" message consistently in context to respond. We are still looking for him to initiate, so at times we pretend to forget his turn at Arrival and Greeting Time. He is also using the message: "I want to sit next to" and pointing to his friend when asked.			

Greeting Time

<p>I want to</p> 	<p>hello</p> 	<p>my turn</p> 	<p>let me pick</p> 
<p>sit next to</p> 	<p>sing</p> 	<p>that was fun</p> 	<p>right to pass</p> 

WHAT task will the student be expected to do (from Question #3)?	WHAT tool (device or material) will be used?	WHERE will the tool be obtained?	
Task: Initiate play (like throwing a ball) with a peer at Outside Time	Tool (device/material): Social skills picture card: "Can I play?" (see below)	<input type="checkbox"/> already in classroom <input type="checkbox"/> request from Pre-K Tech Team <input type="checkbox"/> borrow from _____ <input type="checkbox"/> make <input type="checkbox"/> download / print <input type="checkbox"/> other:	
WHEN in the daily routine will this tool/strategy be used (check all that apply)?			
<input type="checkbox"/> Arrival	<input type="checkbox"/> Greeting	<input type="checkbox"/> Small Group	<input type="checkbox"/> Large Group
<input type="checkbox"/> Snack/Lunch	<input type="checkbox"/> Outside	<input type="checkbox"/> Planning/Recall	<input type="checkbox"/> Work Time
<input type="checkbox"/> Clean Up	<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Phonol. Awareness	<input type="checkbox"/> Self-Help
<input type="checkbox"/> 1 to 1 Time	<input type="checkbox"/> Therapy	<input type="checkbox"/> Closing	<input type="checkbox"/> Home
HOW: Describe specific instructional strategies for the use of this tool			
Plan Outside Time lesson plan to include paired ball play. Assign a buddy and have buddy model (with adult facilitation) how to approach two other children, tap one on the shoulder, say his/her name, and say, "Can I play?" while showing the picture card. Encourage A.P. to take a turn.			
DOCUMENT results below after an appropriate implementation period			
Date: 9/28/07			
Results: A.P. enjoyed being with the friends, but is still frustrated/anxious in general outside and this interferes with his ability to initiate play. We will try having A.P.'s partner be one of the adults and have the other children ask HIM if they can play for awhile to see if his anxiety subsides before asking him to initiate.			

Available on the website for download:



Could be customized by changing the picture:



For examples of completed ATIPs, go to:
<http://prekese.dadeschools.net/teacherhandbook.html> > Appendix J

For an Assistive Technology Screening/Assessment, send a copy of this ATIP (**AFTER IMPLEMENTATION PERIOD**) and a signed Informed Notice of Reevaluation Review Meeting and/or Consent for Reevaluation form (FM4958) to Pre-K Tech Team, mail code 3334. For a Functional Assessment of Behavior (FAB), send a copy of this ATIP (**AFTER IMPLEMENTATION PERIOD**) to Tereé Gomez, Pre-K Psychologist, mail code 3334