

Pre-K SPED Assistive Technology Implementation Plan



Student: Buzz Lightyear
Date of Plan: September 11, 2007
ID #: 0000111
DOB:
School: Palm Elementary
Exceptionality: D.D.
Placement: **Reverse Mainstream**
Pre-K Teacher: Olivia

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)**:

Mr. and Mrs. Lightyear, Parents
Mr. Woody, OT
Ms. Bo Peep, Speech Pathologist

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.*

B.L. likes to listen to music, look at books, play with cars, play with water and sand.

2. What does this student do well? *Use this information as a base to begin intervention.*

He eats by himself, he looks at books very appropriately, and he uses markers and crayons to scribble on paper.

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. Stay with the group for group times
2. Complete a presented task
3. Say part of rhymes or stories

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

- Move furniture to close the areas, working well
- Sit with adult, he struggles to get away
- Sit him in a cube chair, keeps getting up

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/adaptationstation.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 _____

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: Stay with the group for group times	Tool (device/material): First/Then Board (see below) Mini-visual schedule Timer	<input checked="" 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 type="checkbox"/> Arrival	<input checked="" type="checkbox"/> Greeting	<input type="checkbox"/> Small Group	<input checked="" type="checkbox"/> Large Group
<input type="checkbox"/> Snack/Lunch	<input type="checkbox"/> Outside	<input type="checkbox"/> Planning/Recall	<input checked="" 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			
<p>Greeting Time: Teacher will show him the mini-schedule (could be the flip chart or parts of it, available on the website) giving information of the activities they are going to do and in what sequence. Para will sit behind the educube chair to give redirection.</p> <p>Large Group and Work Time: Teacher will show the First/Then board with the appropriate pictures of the expected activity and the reinforcer (a solitary book activity is a strong motivator for B.L.). Some activities will be appropriate for the timer and say "When the timer rings, we can move to _____."</p>			
DOCUMENT results below after an appropriate implementation period			
Date:			
Results:			





play instruments 	read favorite book 
First	Then

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: Complete a presented task	Tool (device/material): Task Card for specific activity, EX: using the waterwheel or fishing for letters (see below)	<input type="checkbox"/> already in classroom request from Pre-K Tech Team <input type="checkbox"/> borrow from _____ <input checked="" type="checkbox"/> make <input checked="" 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 checked="" 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 checked="" 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			
Teacher will choose motivating activities such as those with water and sand and transition to less preferred activities over time. During the activity adults point to and say the messages on the task card as they: gather materials, model the play activity, direct students, comment on the activity. When student gets distracted or tries to leave the activity, adults redirect him by pointing to and saying next step in activity or saying, "Let's do it again," and repeating the sequence.			
DOCUMENT results below after an appropriate implementation period			
Date:			
Results:			

Waterwheel

get a cup 	scoop 	pour 	show a friend 
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Fishing for Letters

get the fishing pole 	catch a letter 	what letter is it? 	pass it to a friend 
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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: Say part of the rhyme or story	Tool (device/material): Sequencer	<input type="checkbox"/> already in classroom <input checked="" 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 checked="" 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 checked="" type="checkbox"/> Shared Reading	<input checked="" 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			
Record the Sequencer with the lines of the rhyme or story. Teacher will model for the child how to activate the messages and either wait for the rest of the class to repeat (rhyme) or to turn the page (story). After the teacher model for him, she will give the opportunity to the child to use the Sequencer and will have it available during independent play times as well.			
DOCUMENT results below after an appropriate implementation period			
Date:			
Results:			

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 Tereez Gomez, Pre-K Psychologist, mail code 3334.