

## Pre-K SPED Assistive Technology Implementation Plan



Student: S.P.

Date of Plan: 2/16/05

ID #: xxxxxx

DOB: xx/xx/xx

School: ABC Elementary

Exceptionality: DD/Autism

Placement: LEAP

Pre-K Teacher: XXXX

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

- FYI
- 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):

Mother, Mrs. X; Teacher, Ms. X, Paraprofessional, Ms. X; SLP, Ms. X; OT; Ms. X

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.

Likes to look at books and pictures, manipulate art materials, play with manipulatives. She likes to participate in familiar song routines and to play with sensory materials.

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

S. appears to be starting to read words and has sometimes written a word when interacting with materials – "train." She readily engages in activities when she knows what to expect.

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 S. to participate in greeting/circle time – listen to other children.
2. I would like S. to take off her vest/jacket calmly.
3. I would like S. to tell me what she wants during a snack activity.

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

Individual schedule – working for transitions between activities. She knows what to expect and is going to each activity without incident. We have tried using PECS for snack time and some small groups. S. responds well, but is very impulsive and has no tolerance for waiting. She tends to grab the things she wants after throwing the picture exchange symbol at someone.

### 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>

6. Use the table(s) below to finish this student's plan. Use 1 tc

### 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 \_\_\_\_\_

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: Participate in Greeting/circle, looking at other children when they speak and attending to what they say .	Tool (device/material): Photographs of children	<input checked="" 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:	
<b>WHEN</b> 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 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
<b>HOW:</b> Describe specific instructional strategies for the use of this tool			
Paraprofessional will have pictures of the children behind S. When a child starts to speak, she will show her the picture of the child who is speaking and point toward the child to indicate who is speaking. If S. does not automatically look at the other child, Para will point to the picture and tell S. "X is talking – listen to X.			
<b>DOCUMENT</b> results below after an appropriate implementation period			
Date: 3/13/05			
Results: S. immediately knew to look at the child whose picture was shown. After 2 weeks, we needed to show her pictures only half the time. Now she hears a child speaking and immediately turns to look, requiring a verbal cue only 1/10 times to "listen to X." No longer necessary to use the pictures on any consistent basis. Will use on days when she is having difficulty focusing.			

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: Take off vest/jacket calmly.	Tool (device/material): Mini task card attached to individual schedule	<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:	
<b>WHEN</b> in the daily routine will this tool/strategy be used (check all that apply)?			
<input checked="" type="checkbox"/> Arrival	<input type="checkbox"/> Greeting	<input type="checkbox"/> Small Group	<input type="checkbox"/> Large Group
<input type="checkbox"/> Snack/Lunch	<input checked="" 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
<b>HOW:</b> Describe specific instructional strategies for the use of this tool			
Attach mini –schedule on a ring next to arrival. Initially walk S. through the mini schedule to take off /vest, sweater or jacket and hang it on a hook. Physically guide her to go through the activity and then check her			

schedule for the next activity.

**DOCUMENT** results below after an appropriate implementation period

Date: 3/13/05

Results: Performing the task with resistance and grumbling – stomping foot and whining all the way through, but does complete the task. Now will add a picture of “quiet and STAR” to the mini schedule to help her calm herself before she has to complete the task. At the end of the task, allow her to STAR again.

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: Tell what she wants to eat or drink during a snack activity, asking for more appropriately and waiting for a response	Tool (device/material): iTalk 2	<input type="checkbox"/> already in classroom <input type="checkbox"/> request from Pre-K Tech Team <input checked="" type="checkbox"/> borrow from teacher next door not using hers <input type="checkbox"/> make <input type="checkbox"/> download / print <input type="checkbox"/> other:	
<b>WHEN</b> 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 checked="" 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
<b>HOW:</b> Describe specific instructional strategies for the use of this tool			
<p>Will initially put I want something to eat and I want something to dring on the iTalk 2. Teacher will model the use of the iTalk 2 to ask for something t oeat/drink with all children for the first week, offering each child the iTalk to make a choice and then pulling it back and giving what they requested. Second week,, will leave the iTalk2 close to S. and gesture toward it when she starts to reach for or grab what she wants. Will direct her "Tell x what you want" and gesture again to the iTalk2. If she does not, teacher/para will model the use of the device to get something – will drink or eat it, and look at her expectantly /gesture toward device to offer her another chance. Third week, will leave the iTalk2 in front of S. and give indirect cues to use it if she does not do so independently and appropriately.</p> <p>**At each use of the iTalk2, teacher/para or snack leader will retrieve the item requested and say "here, S." reaching out to her slowly to make sure she waits for the item rather than grabbing. Will not allow grabbing.</p>			
<b>DOCUMENT</b> results below after an appropriate implementation period			
Date: 3/13			
Results: Completely adapted to this. No more grabbing, waits calmly and requests food or drink appropriately. Brought in a CT8 and programmed it to ask for specific items. There is one message stating "I want something else." To teach her to ask for something else when the item she wants is not programmed on the device. She is learning to do this, but still needs a verbal or gestural cue at times. We are teaching her to point to what she wants if it is not on the device and modeling, "I want something else."			

5. 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.

1/12/06 New Tasks for S.P.

1. Will participate in greeting time, combining 2-3 words to do what she needs to do during greeting.
2. Will use a communication device to answer questions, make comments or request things independently in at least three daily activities.

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: 1. Will participate in greeting time, combining 2-3 words to do what she needs to do during greeting.	Tool (device/material): TechSpeak 32 32 message picture board identical to TS32 overlay.	<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:
<b>WHEN</b> 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"/> Snack/Lunch	<input type="checkbox"/> Outside	<input type="checkbox"/> Planning/Recall
<input type="checkbox"/> Clean Up	<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Phonol. Awareness
<input type="checkbox"/> 1 to 1 Time	<input type="checkbox"/> Therapy	<input type="checkbox"/> Closing
		<input type="checkbox"/> Large Group
		<input type="checkbox"/> Work Time
		<input type="checkbox"/> Self-Help
		<input type="checkbox"/> Home
<b>HOW:</b> Describe specific instructional strategies for the use of this tool		
Overlay for greeting/circle will be created. Teacher/para will initially use the overlay on the TS32 to talk about what is going on in the activity. Teacher/para will model use of 2-3 word utterances appropriate. We will then offer the device to other children and S. to answer a question or make a comment or participate with one of the greeting activities. We will coach them through the activity.		
After modeling for one to two weeks, will leave the TS32 with S. and Paraprofessional will control as necessary to keep her on task. Para will gesture to device when S. is to answer a question. If she needs help knowing what to say, para will say it (model with TS32. Teacher will use an identical picture board to continue to introduce items and talk through the activities.		
<b>DOCUMENT</b> results below after an appropriate implementation period		
Date: 4/06 Results: Needs very few models to put words together. Is spontaneously asking for things or correcting the teacher when things are out of order. Sometimes needs cues to answer questions with the TS32, but then will seek out her message and use an appropriate one.		

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: 3. Will use a communication device to answer questions, make	Tool (device/material): TS 32	<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

comments or request things independently in at least three daily activities.		<input type="checkbox"/> other:	
<b>WHEN</b> 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 checked="" 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
<b>HOW:</b> Describe specific instructional strategies for the use of this tool			
Teacher will make overlays for each activity, including a variety of vocabulary. Overlays will be hung on a hook beside the			
<b>DOCUMENT</b> results below after an appropriate implementation period			
Date: Results:			

<b>WHAT</b> task will the student be expected to do (from Question #3)?	<b>WHAT</b> tool (device or material) will be used?	<b>WHERE</b> will the tool be obtained?	
Task:	Tool (device/material):	<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:	
<b>WHEN</b> 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
<b>HOW:</b> Describe specific instructional strategies for the use of this tool			
_____			
<b>DOCUMENT</b> results below after an appropriate implementation period			
Date: Results:			