

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

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

\*Anyone referring a current Pre-K special education student for an assistive technology evaluation will be directed to step 3 of the following:

1. The IEP Team considers the need for assistive technology for each student receiving special education. The IEP Team may use the **PRE-K Guide for Considering Assistive Technology** to assist them in this process.
2. If the answer to all of the questions on the **PRE-K Guide for Considering Assistive Technology** is "No", no assistive technology is needed at this time. If the answer to one or more of the questions on the **PRE-K Guide for Considering Assistive Technology** is "Yes", the IEP Team may decide that current classroom resources will be tried and may be sufficient or they may decide that assistive technology beyond that which is in the classroom is needed for this student to access his/her education.
3. Teachers or IEP Team members will complete the **Pre-K Assistive Technology Implementation Plan (ATIP)** to determine what assistive technology devices/strategies can be tried.
4. Upon completion of the **Pre-K ATIP**, identified assistive technology devices/strategies will be implemented and documented within the packet (page 5, last column). Upon request, the Pre-K Tech Team is available to provide technical assistance by telephone or consultation with teacher or school staff to assist in this process.
5. If the implemented devices/strategies need adjustment or change, the teacher or IEP Team may choose to review the **Pre-K ATIP** for additional ideas or may request an **Assistive Technology Screening/Assessment**. To request an **Assistive Technology Screening/Assessment**, a copy of the **Pre-K ATIP** is sent to the Pre-K Tech Team at mail code 3334 (the original remains in the student's cumulative file).
6. The Pre-K Tech Team may decide to schedule a meeting with the student's parents to discuss conducting an **Assistive Technology Screening/Assessment**. This initial meeting is held at the school. The classroom teacher is responsible for inviting the parent(s) and other relevant school staff members (student's speech/language pathologist, occupational therapist, physical therapist, etc.) to this meeting.
7. The initial meeting is conducted at the school and includes the following:
  - Review of the **Pre-K ATIP**
  - Discussion of the specific assistive technology needs of the student
  - Scheduling of an **Assistive Technology Screening/Assessment** if deemed necessary by the team
  - Completion of "Notice of Intent and Parental/Guardian Consent to Conduct a Re-evaluation" and "Photo/Video Release" form if necessary
8. The Pre-K Tech Team will advise if a substitute teacher is needed for the date of the screening/assessment.

9. The assistive technology screening/assessment is conducted (with teacher, therapists and parent(s), if present) with emphasis on one or more of the following: low to mid tech adaptations, modifications to the learning environment, augmentative/alternative communication, access to the computer and/or mobility.
10. On site, the Pre-K Tech Team makes recommendations of materials and/or strategies to use with the child and checks out (or orders) appropriate materials/equipment. Training on the use of the materials/equipment is given, with emphasis on incorporating the student's use of assistive technology into the classroom curriculum.
11. Upon completion of the screening/assessment, the Pre-K Tech Team completes a **Technical Assistance Record** form (including specific strategies for implementing the use of assistive technology). Copies are sent to: Pre-K Executive Director, classroom teacher, Pre-K staffing specialist and school administrator.
12. The Pre-K Tech Team also completes the **Pre-K Assistive Technology Screening/Assessment Summary** outlining the assessment procedures and initial recommendations. A copy is submitted to the appropriate Pre-K staffing specialist.
13. If either a screening or an assessment was conducted, the Pre-K staffing specialist schedules a staffing to review the results of the report and conduct an interim review of the IEP.
14. The school based team members carry out recommended strategies and, when designated, keep data using the "**Assistive Technology Data Sheet**". The Pre-K Tech Team member(s) conduct follow up visits/phone calls as needed or requested. Information is added to the initial assessment summary as appropriate to record progress or change.
15. From January to June of the school year, Pre-K Tech Team members prepare for the transition of students who received either a screening or an assessment following the "**Pre-K to Kindergarten AT Transition Procedures**".
16. Pre-K Tech Team member(s) attend transition staffings when deemed necessary. Copies of the final assessment summary are given or sent to members of the IEP team, including the parent(s). A copy is placed in the student's cumulative record folder.
17. Prior to the end of the school year, the Pre-K Tech Team meets with the K-12 district assistive technology team and/or RSATs to discuss and submit assistive technology student caseload.
18. Upon transition, any student specific materials, devices, overlays, etc., are transferred to the student's kindergarten classroom by a person designated at the transition staffing.

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ASSISTIVE TECHNOLOGY IMPLEMENTATION PROCEDURES - FLOWCHART



