



Miami-Dade County Public Schools
 Division of Special Education
Assistive Technology Assessment and Implementation Plan K-12



AT Website: <http://assistivetech.dadeschools.net>
 AT Web Links: <http://www.skloog.com/user/AssistiveTech>
 AT TAP: <http://info.fldoe.org/docushare/dsweb/Get/Document-6801/dps-2013-65.pdf>

REQUIRED: Signed Notice of Intent and Parental/Guardian Consent to Conduct a Screening/Assessment, FM 7641	
Date of Signed FM 7641	60 School Day Completion Date for AT Assessment*:
Always download and use the most recent form. If you are submitting a copy of this AT Assessment and Implementation Plan, indicate why: <input type="checkbox"/> To receive informal feedback, include email address: _____@dadeschools.net <input type="checkbox"/> To request AT tools/equipment for school based trial, (indicate tool(s) here): _____ <input type="checkbox"/> To request assistance/support from District LATS Team (Local Assistive Technology Specialist) in completing this assessment at the school level. Submit completed form: by email attachment to assistivetech@dadeschools.net or a COPY to mail code 2861, Attn: Assistive Technology (originals should be filed in the student's cumulative folder). For detailed information on the ATIP process, view a tutorial, "Assistive Technology Screening, Assessment and Implementation K-12" at: http://assistivetech.dadeschools.net in the "Highlights" section.	

Date	Student's School	School Address				Mail Code	Region
Print Student's Name (Last, First)	Student's ID #	<input type="checkbox"/> M <input type="checkbox"/> F	DOB/Age	Grade	Exceptionality(ies)		
Medical Diagnosis(es)	Language/ ELL Level	Interpreter needed	<input type="checkbox"/> Y <input type="checkbox"/> N	Sign Language Interpreter needed	<input type="checkbox"/> Y <input type="checkbox"/> N		

- List the Priority Educational Needs (PENs) that assistive technology will support: _____
- List the IEP goal(s) that assistive technology will support: _____
- What accommodations are in place to support the student in meeting the IEP goal(s)? _____
- Name of Curriculum Support Specialist (CSS) / ESE Support
 Please indicate support area: ASD EBD InD OHI OI SLD TBI VI other _____
 The CSS was contacted for assistance prior to asking for District LATS Team assistance.
 Recommendations of CSS: _____
- Assistive Technology to address the following area(s) of need:
 Writing/Composing **Reading** **Math** **Learning Strategies** **Communication**

In the table below, identify the school support team members who will serve as the assessment team. Roles in AT Assessment include, (but are not limited to): monitor the 60 school day timeline for completion of assessment, coordinate the assessment team, make recommendations for positioning, acquire/program/set up/maintain AT tool/equipment, provide/attend training, facilitate and support student use of AT in the curriculum, collect and review data on AT use.

Title	Name	Role(s) in AT Assessment	Email	Telephone
Parent				
School ATC				
Teacher				
SLP				
OT				
PT				
Paraprofessional				
School Administrator				
LEA				
Student				

School Administrator's Signature: _____ Date: _____
 AT Contact Person's Signature: I have reviewed this ATIP: _____ Date: _____

*60 school days do not include weekends, holidays, teacher planning days. *NO adjustments in due date can be made due to student absences.

Strategies, Tools & Trials: WRITING/COMPOSING

AT for Writing - from Center for Implementing Technology in Education (CITE)

Low Tech AT to Support Writing from Prezi

Items in **bold/blue** = online information or free downloads/resources available for trial

Student's area of concern: Task/goal - complete written assignments	Check the strategies and tools to be implemented by School Support Team	Data Collection
Handwriting is illegible. (letter formation, spacing, writing on line, letter size)	<input type="checkbox"/> Pencil grip <input type="checkbox"/> Adapted writing tool <input type="checkbox"/> Lined paper, handwriting grid <input type="checkbox"/> Adapted paper (e.g., raised line) <input type="checkbox"/> Slant board / DIY slant board (3 ring binder) <input type="checkbox"/> Classroom computer/word-processing <input type="checkbox"/> Portable word processing device <input type="checkbox"/> Keyboard: <input type="checkbox"/> standard <input type="checkbox"/> adapted <input type="checkbox"/> Windows on-screen keyboard using: <input type="checkbox"/> mouse: <input type="checkbox"/> standard <input type="checkbox"/> adapted <input type="checkbox"/> click <input type="checkbox"/> hover <input type="checkbox"/> scan <input type="checkbox"/> with word prediction <input type="checkbox"/> Speech to text (dictation/voice recognition) using BYOD or Windows / Microsoft Office with microphone	Describe student's performance without AT:
Writing is slow and laborious; complains of fatigue and/or pain when writing	<input type="checkbox"/> Classroom computer/word-processing <input type="checkbox"/> Portable word processing device <input type="checkbox"/> Windows on-screen keyboard using: <input type="checkbox"/> mouse: <input type="checkbox"/> standard <input type="checkbox"/> adapted <input type="checkbox"/> click <input type="checkbox"/> hover <input type="checkbox"/> scan <input type="checkbox"/> with word prediction <input type="checkbox"/> Speech to text (dictation/voice recognition) using BYOD or Windows / Microsoft Office with microphone <input type="checkbox"/> Word/Text prediction using Windows onscreen keyboard	Describe student's performance with AT. Include dates and describe if the tool(s) were successful or unsuccessful in supporting the student in the designated task. Attach additional sheets as needed.
Reluctant or refuses to write; easily frustrated when writing	<input type="checkbox"/> Graphic organizers <input type="checkbox"/> Portable word processing device <input type="checkbox"/> Auto correct options/grammar check in word processor <input type="checkbox"/> Speech to text (dictation/voice recognition) using BYOD or Windows / Microsoft Office with microphone <input type="checkbox"/> Text to speech for auditory feedback while writing in Microsoft Office (Word, PowerPoint, etc.)	
Difficulty copying from the board, completing worksheets	<input type="checkbox"/> Notes/copy of notes to minimize writing during lesson <input type="checkbox"/> BYOD - Photo of assignment list/notes/homework <input type="checkbox"/> Complete worksheets digitally (write, type, dictate) <input type="checkbox"/> Speech to text (dictation/voice recognition) using BYOD or Windows / Microsoft Office with microphone	
Uses excessive pressure when writing	<input type="checkbox"/> Provide a softer surface (extra paper, notebook) <input type="checkbox"/> Mechanical pencil (facilitates lighter pressure) <input type="checkbox"/> Gum/non-abrasive erasers <input type="checkbox"/> Portable word processing device <input type="checkbox"/> Speech to text (dictation/voice recognition) using BYOD or Windows / Microsoft Office with microphone	
Difficulty with spelling/ grammar, composition	<input type="checkbox"/> Book of high frequency words; vocabulary notebook <input type="checkbox"/> Portable word processing device <input type="checkbox"/> Spelling/grammar check (ex: Microsoft Word) <input type="checkbox"/> Speech to text (dictation/voice recognition) using BYOD or Windows / Microsoft Office with microphone <input type="checkbox"/> Text to speech to proofread in Microsoft Office (Word) <input type="checkbox"/> Word/Text prediction using Windows onscreen keyboard	

Strategies, Tools & Trials: READING

Items in **bold/blue** = online information or free downloads/resources available for trial

Student's area of concern:	Check the strategies and tools to be implemented by School Support Team	Data Collection
Task/goal – complete reading assignments		
Unable to hold and use reading materials • Open book • Turn pages of book	<input type="checkbox"/> Book holder <input type="checkbox"/> Page holder (page up / binder clip) <input type="checkbox"/> Digital online/portal books <input type="checkbox"/> Digital book or slideshow with a mouse click or switch click	Describe student's performance without AT: Describe student's performance with AT. Include dates and describe if the tool(s) were successful or unsuccessful in supporting the student in the designated task. Attach additional sheets as needed.
Difficulty seeing text • Read textbooks, worksheets, white board, computer, etc.	<input type="checkbox"/> Enlarge print on copy machine <input type="checkbox"/> Enlarge computer screen <input type="checkbox"/> Enlarge content in browser window using "Ctrl" and "+" key <input type="checkbox"/> Highlight text (highlighter, colored tape) <input type="checkbox"/> Magnification bar (low tech / onscreen) <input type="checkbox"/> Page magnifier <input type="checkbox"/> Color transparencies/contrast (no tech / onscreen) <input type="checkbox"/> Reading guide (paper / ruler / cardboard cut-out / colored guide / grid / onscreen) <input type="checkbox"/> Text/screen/web/ebook reader (text to speech) – Natural Reader <input type="checkbox"/> Specialized book formats (Learning Ally / Bookshare , etc.)	
Difficulty reading on a flat (horizontal) surface • Read silently • Read in groups	<input type="checkbox"/> Slant board / DIY slant board (3 ring binder) <input type="checkbox"/> Page holder (page up / binder clip) <input type="checkbox"/> Text/screen/web/ebook reader (text to speech) – Natural Reader <input type="checkbox"/> Specialized book formats (Learning Ally / Bookshare)	
Loses place while reading (tracking) • Read text books and reading assignments	<input type="checkbox"/> Isolate text with a reading guide (paper / ruler / cardboard cut-out / colored guide / grid / onscreen) <input type="checkbox"/> Highlight text <input type="checkbox"/> Page magnifier <input type="checkbox"/> Text/screen/web/ebook reader (text to speech) – Natural Reader <input type="checkbox"/> Specialized book formats with highlights by word or by sentence (Learning Ally / Bookshare , etc.)	
Difficulty comprehending printed material • Understand/ follow written directions • Comprehend vocabulary • Comprehend written passages	<input type="checkbox"/> Reduce distracting stimuli (mask text) <input type="checkbox"/> Highlight important information <input type="checkbox"/> Provide outline of reading material <input type="checkbox"/> Provide picture/visual support <input type="checkbox"/> Graphic organizers /story mapping <input type="checkbox"/> Text/screen/web/ebook reader (text to speech) – Natural Reader <input type="checkbox"/> Specialized book formats (Learning Ally / Bookshare , etc.) <input type="checkbox"/> Audio books from public library (with Miami-Dade Public Library account) using Overdrive	
Difficulty with reading and/or comprehending digital and/or online content/research • Read without distractions • Comprehend digital content	<input type="checkbox"/> Simplify vocabulary/reading level of a digital text passage - Rewordify <input type="checkbox"/> Simple English Wikipedia <input type="checkbox"/> Reduce distracting stimuli on a web page – Readability (add-on available for Chrome, Internet Explorer, and Safari web browsers) <input type="checkbox"/> Screen readers (text to speech) for web browsers: Chrome - Firefox - Safari <input type="checkbox"/> Text/screen/web/ebook reader (text to speech) – Natural Reader <input type="checkbox"/> Specialized book formats (Learning Ally / Bookshare , etc.) <input type="checkbox"/> Audio books from public library using Overdrive	

Strategies, Tools & Trials: LEARNING STRATEGIES

Items in bold/blue = online information or free downloads/resources available for trial

Student's area of concern: Task/goal – improve organizational skills	Check the strategies and tools to be implemented by School Support Team	Data Collection
<p>Difficulty with transitions, time management</p> <ul style="list-style-type: none"> •Follow daily routine/schedule •Prepare and organize materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Visual schedule (daily routine) / mini schedule (part of the daily routine) <input type="checkbox"/> Materials checklist for assignment/project <input type="checkbox"/> Timer / visual timer <input type="checkbox"/> BYOD – Digital schedule <ul style="list-style-type: none"> <input type="checkbox"/> with text reminders <input type="checkbox"/> with auditory/tactile alerts 	<p>Describe student's performance without AT:</p>
<p>Incomplete assignments or homework class preparation</p> <ul style="list-style-type: none"> •Follow schedule/routine •Complete assignments •Complete homework •Turn in assignments •Prepare/manage learning materials/tasks 	<ul style="list-style-type: none"> <input type="checkbox"/> Visual schedule (daily routine) / mini schedule (part of the daily routine) <input type="checkbox"/> BYOD – photo/audio note of whiteboard, lectures, assignments, homework, oral directions, etc. <input type="checkbox"/> Written/simplified instructions <input type="checkbox"/> Color-coded folders <input type="checkbox"/> Materials checklist for assignment/project <input type="checkbox"/> Assignment checklist/agenda <input type="checkbox"/> Time chart / task chart <input type="checkbox"/> BYOD – Digital schedule <ul style="list-style-type: none"> <input type="checkbox"/> with text reminders <input type="checkbox"/> with auditory/tactile alerts <input type="checkbox"/> When available, online educational networking websites (Edmodo, Remind, etc.) <input type="checkbox"/> Share/assign/complete work through OneDrive 	<p>Describe student's performance with AT. Include dates and describe if the tool(s) were successful or unsuccessful in supporting the student in the designated task. Attach additional sheets as needed.</p>
<p>Difficulty following instructions</p> <ul style="list-style-type: none"> • Follow classroom instructions/directions 	<ul style="list-style-type: none"> <input type="checkbox"/> Picture cues <input type="checkbox"/> Written directions <input type="checkbox"/> Highlight written directions/key words <input type="checkbox"/> Copies of instructional notes <input type="checkbox"/> BYOD – photo/audio note of whiteboard, lectures, assignments, homework, oral directions, etc. 	
<p>Disorganized and/or inattentive</p> <ul style="list-style-type: none"> •Complete assignments •Gather materials for lesson •Store materials •Attend to instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Seat change <input type="checkbox"/> Materials checklist(s) <input type="checkbox"/> Desk organizers <input type="checkbox"/> Scheduled breaks <input type="checkbox"/> BYOD – scheduled breaks <ul style="list-style-type: none"> <input type="checkbox"/> with text reminders <input type="checkbox"/> with auditory/tactile alerts <input type="checkbox"/> Organizer labels <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Seat cushion/wedge 	
<p>Difficulty or reluctance/refusal to participate in class discussions and/or activities</p> <ul style="list-style-type: none"> •Answer questions •Comment/respond •Interact with peers 	<ul style="list-style-type: none"> <input type="checkbox"/> Copies of instructional notes <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Highlighted notes <input type="checkbox"/> Response boards/cards <input type="checkbox"/> Group response system (i.e. Kahoot, Plickers) 	

Strategies, Tools & Trials: COMMUNICATION

Items in **bold/blue** = online information or free downloads/resources available for trial

Student's area of concern: Task/goal – improve communication / attention / compliance skills	Check the strategies and tools to be implemented by School Support Team	Data Collection
<p>Limited Participation in academic activities due to limited attention and/or limited verbal skills</p> <ul style="list-style-type: none"> •Participate in social and academic activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Aided language input <input type="checkbox"/> Picture/word choice boards <input type="checkbox"/> Communication boards <input type="checkbox"/> Communication book <input type="checkbox"/> Sequenced message Speech Generating Device (SGD) <input type="checkbox"/> Multi-level, multi-message SGD (16, 20, 32, 36+) <input type="checkbox"/> Computer-based activities <input type="checkbox"/> Other: _____ 	<p>Describe student's performance without AT:</p>
<p>Difficulty understanding information presented verbally</p> <ul style="list-style-type: none"> •Follow routine •Follow directions •Complete tasks independently •Answer /ask questions •Maintain a conversational topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Aided Language Input <input type="checkbox"/> Use visuals to present information <input type="checkbox"/> Task strips <input type="checkbox"/> Mini-schedules <input type="checkbox"/> Picture/word cards <input type="checkbox"/> Topic specific communication books <input type="checkbox"/> Communication boards and books with core language <input type="checkbox"/> Single Message SGD(s) <input type="checkbox"/> Sequenced Message SGD <input type="checkbox"/> Multi-level, multi-message SGD (16, 20, 32, 36+) <input type="checkbox"/> Other: _____ 	<p>Describe student's performance with AT. Include dates and describe if the tool(s) were successful or unsuccessful in supporting the student in the designated task. Attach additional sheets as needed.</p>
<p>Difficulty participating in "learning to read/reading to learn" activities due to limited oral language/speech impairments</p> <ul style="list-style-type: none"> •Rhyming •Sound symbol relationships •Site word recognition •Blending •Segmenting •Reading Fluency 	<ul style="list-style-type: none"> <input type="checkbox"/> Aided Language Input <input type="checkbox"/> Language Master <input type="checkbox"/> Topic specific communication books <input type="checkbox"/> Communication boards and books with core language <input type="checkbox"/> Single Message SGD(s) <input type="checkbox"/> Sequenced Message SGD <input type="checkbox"/> Multi-level, multi-message SGD (16, 20, 32, 36+) <input type="checkbox"/> Other: _____ 	
<p>Difficulty using oral language due to speech and or language challenges</p> <ul style="list-style-type: none"> •Obtain assistance •Self-advocate – (need a break, stop that, etc.) •Request materials, actions •Direct others •Produce a narrative •Use correct word order •Use correct grammatical markers •Use social language effectively •Participate in literacy activities •Learn environment specific vocabulary 	<ul style="list-style-type: none"> <input type="checkbox"/> Aided Language Input <input type="checkbox"/> Communication boards with core and fringe language <input type="checkbox"/> Communication books with core and fringe language <input type="checkbox"/> Multi-level, multi-message SGD (16, 20, 32, 36+) <input type="checkbox"/> Other: _____ 	

*Selection methods may be: Eye Gaze, Direct Select, Picture Exchange, Partner Assisted Scanning, and Scanning



Miami-Dade County Public Schools
Division of Special Education



Assistive Technology Assessment/Evaluation Report

Date of Report : _____	Student's Name: _____	Student ID: _____
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The school team has tried a variety of assistive technology strategies and tools to address the learning needs of this student. The student has shown a need for continued use of assistive technology. As a result, the following recommendations are being made. Information from this report should be used to develop a quality IEP and should be updated at least annually.

Tool/Strategy	Task(s) Specifically, what will the student do? (make sure this aligns with IEP goals)	Environment(s) Where will the student use this tool?	Set up, support and maintenance required	Team member responsible	Level of Support Needed (see below)

Levels of Support: 1 Monthly/consultation 2 Weekly/collaboration 3 Extensive/Daily 4 Multiple times throughout each day

Date of Expected Review Meeting (must be at least annually): _____

Date of Review Meeting: _____ Action to be taken: <ul style="list-style-type: none"> <input type="checkbox"/> Continue with designated strategies and tools <input type="checkbox"/> Modify existing strategies and tools: (explain) _____ <input type="checkbox"/> Other (explain): _____
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