



Miami-Dade County Public Schools
Department of Exceptional Student
Education



Assistive Technology Assessment and Implementation Plan K-12

AT Website: <https://atech.dadeschools.net>

AT TAP <https://info.fldoe.org/docushare/dsweb/Get/Document-6801/dps-2013-65.pdf>

AIM TAP <https://info.fldoe.org/docushare/dsweb/Get/Document-5764/dps-2010-70.pdf>

REQUIRED: FM 7641 - Signed Notice of Intent and Parental/Guardian Consent to Conduct an Assistive Technology Assessment

Date of Signed FM 7641:

60 School-day Completion Date for AT Assessment*:

- The ATIP process should be completed **within** 60 school days. If a device or tool is successfully identified **prior** to the 60-day timeline, the ATIP is completed, and the results are documented on the IEP. The 60 school days do not include weekends, holidays, teacher planning days. NO adjustments in due date can be made due to student absences.
- The completed ATIP is kept in the student's Cumulative Record after it is reviewed at an IEP meeting. It is not submitted to the Assistive Technology Department.
- For detailed information on the ATIP process, view a guide at <https://atech.dadeschools.net>

Student's Name (Last, First):

Student's ID #:

M

DOB:

Grade:

F

Exceptionality(ies):

Medical Diagnosis(es):

1. Choose 1-2 areas that require Assistive Technology support:

Writing Reading Math Communication Organization

2. List the current IEP goal(s), or 504 Plan area of need, that requires assistive technology support:

3. What IEP or 504 Plan accommodations are in place to support the identified area of need:

In the table below, identify the school support team members who will serve as the assessment team. Staff members on the team should work directly with the student.

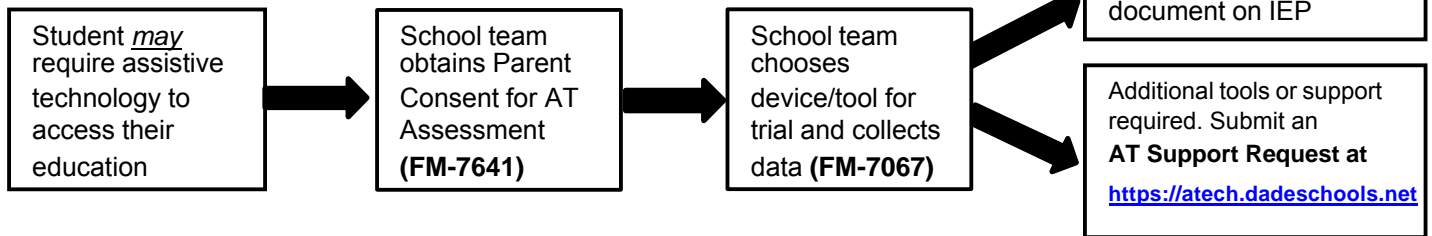
Title	Name	Email	Telephone
Student			
Parent			
Teacher			
SLP			
OT			
PT			
Other Staff Member (Describe role)			
Other Staff Member (Describe role)			
School Administrator			

School Administrator's Signature: _____

Date: _____

Data Collection, Tools & Trials

ATIP PROCESS FOR SCHOOL TEAMS



Describe the student's **specific functional difficulties** in the chosen area of need. What level of assistance do they need to perform the task **without** assistive technology?

What would you like the student to do when using the assistive technology? What would successful use of assistive technology look like?

1. **Choose** a tool or tools from the **Tools and Resources** page (page 3). Only choose tools in the **Area of Need** that requires assistive technology support. The first hyperlink in each **Area of Need** leads to a collection of digital resources on the M-DCPS Assistive Technology Resources Website. <https://www.mdcps-at.com>
2. The second (green) hyperlink in each area leads to professional development modules to support Students with Significant Challenges.
3. Begin a trial. Trials consist of the student using the assistive technology tool in their educational environment, during naturally occurring activities (classwork, homework, navigating the school environment).

If your school team would like to try a tool that is **not available at your school, or on the Tools and Resources page**, please submit an AT Support Request at <https://atech.dadeschools.net>

4. Collect data on the trials using the **Data Collection** page (page 4). Work samples, anecdotal, or teacher-made data forms should be attached to the ATIP as needed.

Examples of Data Collection for Assistive Technology Trials:

- "John used the on-screen keyboard to compose a paragraph during ELA. He was able to complete the paragraph with minimal verbal cueing in 25 minutes. Please see attached work sample."
- "Elena independently greeted the class by using her communication device to voice, "Good morning!". She is spontaneously using the device daily to request preferred activities."
- "Max used raised-line paper to write a sentence. He became frustrated and stated, "I don't like this." Max was able to write more fluidly and more independently on graph paper."
- "Tasha accessed her Learning Ally account with moderate paraprofessional assistance. She was able to listen to an audiobook for 7 minutes, and answer 4/5 comprehension questions correctly."

Area of Need	Tools and Resources
Select a tool or tools to trial from 1-2 of the Areas of Need.	
<input type="checkbox"/> Writing	<ul style="list-style-type: none"> • Pencil grip or adaptive writing tool • Lined paper, handwriting grid, raised line paper • Slant board / 3-ring binder on desktop • Computer/Laptop, or keyboard (standard or adapted) • https://www.mdcps-at.com/writing <p style="text-align: center;"><u>Assistance for Reading for Students with Significant Challenges (ELA Claim 2,4)</u></p>
<input type="checkbox"/> Reading	<ul style="list-style-type: none"> • Guided reading strips (Ex.) EZC Readers • Built-in computer screen magnifier • Digital textbooks in Student Portal • Touch-screen monitor • https://www.mdcps-at.com/reading <p style="text-align: center;"><u>Assistance for Reading for Students with Significant Challenges (ELA Claim 1)</u></p>
<input type="checkbox"/> Math	<ul style="list-style-type: none"> • Manipulatives • Math cue cards, step cards, graph paper • Number frame / Digital number frame • Calculator / Talking calculator • https://www.mdcps-at.com/mathematics <p style="text-align: center;"><u>Assistance for Reading for Students with Significant Challenges (Math Claims 1-4)</u></p>
<input type="checkbox"/> Communication	<ul style="list-style-type: none"> • Visual supports • Picture communication symbols, boards • Communication apps • Speech generating devices • https://www.mdcps-at.com/communication <p style="text-align: center;"><u>Assistance for Reading for Students with Significant Challenges (ELA Claim 3)</u></p>
<input type="checkbox"/> Organization	<ul style="list-style-type: none"> • Colored folders • Check-off lists, graphic organizers, visual schedules • Visual timers • Organization apps • https://www.mdcps-at.com/organization

DATA COLLECTION: Trials of Tools in the Student's Customary Environments

DATA INCLUDES: work products, classwork, grades, time needed for completion of assignments, percentage of work completed in allotted time, increased number of communication exchanges or increased length/detail of messages communicated, etc. Attach additional data as needed.

Date/Time	Tool Used	Outcome (Student Response)

Assessment Conclusion*

Trial successful: the assistive technology tool/s supported the student in performance of the task.

Tool/s _____

Task: What will student use the tool to do? Align task with IEP goals _____

Environment(s): Where will the student use the tool/s? _____

Setup/ maintenance required _____

Team member responsible _____

Level of support needed: Monthly Weekly Daily Multiple times per day

**Document ATIP results on IEP*

Trial unsuccessful: the assistive technology tool/s **did not support** the student's performance. **Submit an AT**

Support Request for further assistance at: <https://atech.dadeschools.net>