



Miami-Dade County Public Schools
Division of Special Education
Assistive Technology Assessment and Implementation Plan K-12
<http://assistivetech.dadeschools.net>
http://www.tlc-mtss.com/assets/exploring_new_territories.pdf
<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 6279

Date of Signed FM 6279:

60 School Day Completion Date for AT Assessment*:

If you are submitting a copy of this AT Assessment and Implementation Plan, indicate why:

- ☐ To receive informal feedback, include email address: _____@dadeschools.net
- ☐ To request AT tools/equipment for school based trial, (indicate tool(s) here): _____
- ☐ 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). In order to prevent delays in processing, please ensure that the ATIP is complete. Follow instructions as indicated. View a tutorial, "Assistive Technology Screening, Assessment and Implementation K-12" at: <http://assistivetech.dadeschools.net>

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

- List the Priority Educational Needs (PENs) that assistive technology will support: _____
- List the IEP goal(s) that assistive technology will support: _____
- What is it we want this student to be able to do within the student's education program that he/she isn't able to do because of his/her disability? _____
- 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: _____
- The Assistive Technology Screening and Consideration Checklist has indicated a need for an Assistive Technology (AT) Assessment and Implementation Plan in the following area(s) of need:
☐ Writing/Composing ☐ Reading ☐ Math ☐ Learning ☐ 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/DRM				
Teacher				
SLP				
OT				
PT				
Paraprofessional				
School Administrator				
Staffing Specialist				
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

Online resource - Exploring New Territories: http://www.tlc-mtss.com/assets/exploring_new_territories.pdf

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)	☐ Adapted writing tool ☐ pencil grip ☐ Adapted paper ☐ handwriting grid ☐ Slant board / 3 ring binder ☐ Touch screen technology Keyboard: ☐ standard ☐ on-screen ☐ adaptive keyboard Mouse: ☐ standard ☐ adapted ☐ Digital recording pen ☐ Voice recognition software ☐ Portable word processing device	Describe student performance without AT:
Writing is slow and laborious; complains of fatigue and/or pain when writing	☐ Shortened assignments ☐ Oral responses ☐ Classroom computer/word-processing ☐ Touch screen technology ☐ Digital recording pen ☐ Voice recognition software ☐ Portable word processing device	Describe student performance with AT (include dates, attach additional sheets as needed):
Reluctant or refuses to write; easily frustrated when writing	☐ Oral responses for assignments/tests ☐ Break assignments into short segments with separate time lines ☐ Graphic organizers ☐ Provide a model of the writing assignment/project ☐ Auto correct options/grammar check in word processor ☐ Digital recording pen ☐ Touch screen technology ☐ Voice recognition software ☐ Portable word processing device	
Difficulty copying from the board and/or writing from dictation	☐ Notes to minimize writing during lesson ☐ Copy of notes ☐ Provide visual model ☐ Use highlighters to focus on specific conventions ☐ Digital recording pen ☐ Touch screen technology ☐ Voice recognition software	
Uses excessive pressure when writing	☐ Provide a softer surface (extra paper, notebook) ☐ Mechanical pencil (facilitates lighter pressure) ☐ Gum/non-abrasive erasers ☐ Voice recognition software ☐ Portable word processing device	
Difficulty with spelling	☐ Book of high frequency words; vocabulary kept in notebook ☐ Electronic speller/dictionary ☐ Word prediction software ☐ Voice recognition software ☐ Portable word processing device	

Strategies, Tools & Trials: READING

Online resource-Exploring New Territories: http://www.tlc-mtss.com/assets/exploring_new_territories.pdf

[illegible]

Strategies, Tools & Trials: MATH

Online resource-Exploring New Territories: http://www.tlc-mtss.com/assets/exploring_new_territories.pdf

Student's area of concern:	Check the strategies and tools to be implemented by School Support Team	Data Collection
Task/goal - complete math assignments		
Difficulty with calculations Complete assignments with calculations	☐ Fold paper to show less problems at a time ☐ Multiplication table ☐ Manipulatives ☐ Number line ☐ Calculator ☐ Talking calculator ☐ Other: _____	Describe student performance without AT:
Difficulty keeping rows and columns aligned when writing calculations Complete assignments with calculations	☐ Lined paper turned sideways for columns ☐ Graph paper ☐ Math Grids ☐ Other: _____	Describe student performance with AT (include dates, attach additional sheets as needed):
Difficulty with operations Complete assignments with operations	☐ Circle or highlight operation using highlighter ☐ Erasable highlighter ☐ Highlighter tape ☐ Step cards for operations ☐ Other: _____	
Difficulty with measurements Complete assignments with measurements	☐ Magnifying ruler ☐ Ruler ☐ Measuring tape ☐ Other: _____	

Strategies, Tools & Trials: LEARNING STRATEGIES

Online resource-Exploring New Territories: http://www.tlc-mtss.com/assets/exploring_new_territories.pdf

Student's area of concern: Task/goal – improve organizational skills	Check the strategies and tools to be implemented by School Support Team	Data Collection
Difficulty with transitions and class preparation Follow daily routine	☐ Visual schedule ☐ Materials checklists ☐ Other: _____	Describe student performance without AT:
Incomplete assignments or homework Complete assignments, homework Turn in assignments	☐ Visual schedule / mini schedule ☐ Written instructions ☐ Color-coded folders ☐ Materials checklists ☐ Assignment lists ☐ Time / task chart ☐ Establish routines ☐ When available online teacher websites ☐ Other: _____	Describe student performance with AT (include dates, attach additional sheets as needed):
Difficulty following instructions Follow classroom instructions/directions	☐ Highlight directions ☐ Place color filter over directions ☐ Copies of instructional notes ☐ Other: _____	
Disorganized and/or inattentive Complete assignments Gather materials for lesson Store materials Attend to instruction	☐ Seat change ☐ Materials checklists ☐ Desk organizers ☐ Scheduled breaks ☐ Organizer labels ☐ Graphic organizers ☐ Other: _____	
Difficulty participating in class discussions Answer questions on content of instruction Comment during classroom discussion	☐ Copies of instructional notes ☐ Seat change ☐ Graphic organizers ☐ Highlighted notes ☐ Response boards/cards ☐ Other: _____	

Strategies, Tools & Trials: COMMUNICATION

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
Limited Participation in academic activities due to limited attention and/or limited verbal skills Participate in social and academic activities	☐ Aided language input ☐ Picture/word choice boards ☐ Communication boards ☐ Communication book ☐ Sequenced message Speech Generating Device (SGD) ☐ Multi-level, multi-message SGD (16, 20, 32, 36) ☐ Computer-based activities ☐ Other: _____	Describe student performance without AT:
Difficulty understanding information presented verbally Follow routine Follow directions Complete tasks independently Answer /ask questions Maintain a conversational topic	☐ Aided Language Input ☐ Task strips ☐ Mini-schedules ☐ Picture/word cards ☐ Topic specific communication books ☐ Communication boards and books with core language ☐ Single Message SGD(s) ☐ Sequenced Message SGD ☐ Multi-level, multi-message Speech Generating Device (SGD) (32, 36, 40+), i.e. Go Talk 20, Tech Speak 32, etc. ☐ Other: _____	Describe student performance with AT (include dates, attach additional sheets as needed):
Difficulty participating in “learning to read/reading to learn” activities due to limited oral language/speech impairments Rhyming Sound symbol relationships Site word recognition Blending Segmenting Reading Fluency	☐ Aided Language Input ☐ Language Master ☐ Topic specific communication books ☐ Communication boards and books with core language ☐ Single Message SGD(s) ☐ Sequenced Message SGD ☐ Multi-level, multi-message SGD ☐ Other: _____	
Difficulty using oral language due to speech and or language challenges 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	☐ Aided Language Input ☐ Communication boards with core and fringe language ☐ Communication books with core and fringe language ☐ Multi-level, multi-message SGD ☐ 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	
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Date of Report : _____	Student 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: ☐ Continue with designated strategies and tools ☐ Modify existing strategies and tools: (explain) _____ ☐ Other (explain): _____	
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