

Assistive Technology Planning Tool for Educators

Including ALL Students in Any Activity

The Purpose...

The purpose of this tool is to provide educators with a simple, yet effective way to facilitate inclusion of all students in any activity.

The Vision...

Someday, all people will be active, contributing members of their home and school communities. This vision is a simple wish that carries the promise of a better quality of life for individuals with significant disabilities. To that end, it is important to provide ongoing opportunities for communication, participation and learning, as well as to increase our expectations for individuals with significant disabilities.

The Core Beliefs...

As AbleNet strives to help make the vision a reality, the following core beliefs guide our actions and decisions regarding the choices and opportunities we provide for students with significant disabilities:

1. Everyone can learn
2. Everyone can participate in any activity
3. Everyone can communicate

The Assistive Technology Planning Tool...

This Planning Tool is generic, so it can be used in any setting or activity. It is an easy way for all team members to design effective and appropriate strategies for working on any Individual Educational Plan (IEP) goal, in all learning contexts. And, it is easy to do. First, select an activity. Next, complete steps A. through J. for that activity, as explained below. Remember, to save you and your team planning time, keep and reuse the completed Planning Tool for the next time you do the activity.

A. Related State Educational Standards....

Standards are clearly defined expectations against which individual student achievement and progress may be judged. Content standards for each state define what typical

students need to both know and do in a particular subject. Which of your state's educational standards can be addressed via this activity?

B. Learning Objective...

Consider the purpose of your activity and the overall goal(s) for all students. Why are you doing this activity? What do you expect all students to know, do, understand and learn as a result of their participation?

C. Related IEP goals....

Considering your students' IEP, identify the specific goal(s) that you will be addressing as they participate in this activity. Make sure that each IEP goal relates to your state's educational standards.

D. Activity Steps...

List all the steps it takes to complete this activity. In addition, you may want to include transition steps in and out of an activity such as asking for items, asking for help, or getting to the next location.

E. Ways to Communicate &

F. Ways to Participate...

Recognizing there are many opportunities for both communication and participation during an activity, list each possible way in the space provided. Tables G. & H. suggest examples and tools for you to consider.

I. List Materials and Assistive Technology Needs...

List all materials and the specific assistive technology tools needed.

J. Roles...

Work as a team and recognize that effective instruction requires careful planning and collaboration of several people (including parents and peers!). The Planning Tool suggests a few key roles that should be filled to insure a successful learning experience for students with significant disabilities.



Assistive Technology Planning Tool for Educators

(go to www.ablenetinc.com for sample forms)

Student: _____ Subject Area: _____ Peer Assistant(s): _____

Date: _____ Activity: _____ Setting: _____ General Ed _____ Special Ed

A. Related State Educational Standard(s)	B. Learning Objective(s)	C. Related IEP Goal(s)

Identify at least one opportunity for communication and/or participation for each step in the activity.

D. List Activity Steps	E. Ways to Communicate	Tools...	F. Ways to Participate	Tools...

Use the following tables to guide decisions regarding the opportunities you will provide for each step above.

G. Ways to Communicate...	Suggested Tools...	H. Ways to Participate...	Suggested Tools...
Giving directions	• BIGmack®	Making choices	• PowerLink® 3
Making choices	• One-Step (OSC)	Activating toy	• Switch
Asking questions	• Step-by-Step (SBS)	Activating appliance	• Switch Latch & Timer
Answering questions	• Step-by-Step w/ levels		• Battery Device Adapter
Comment on activity	• SpeakEasy®		• All-Turn-It® Spinner
Summarize activity	•		•
Deliver content	•		•
	•		•

I. List Materials and Assistive Technology Needed:

- | | | | |
|---------|---------|---------|---------|
| • _____ | • _____ | • _____ | • _____ |
| • _____ | • _____ | • _____ | • _____ |
| • _____ | • _____ | • _____ | • _____ |

Indicate each person's role(s) during the activity by checking the appropriate box.

J. Roles Name	Title	Provide Instruction	Record Messages	Comment/Prompt	Check Progress
	Sp. Ed. Teacher				
	Gen. Ed. Teacher				
	Support Staff				
	Parent				
	Peer				