



# ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN

STUDENT INFORMATION		
Student Name Jennifer Castro-Garcia	Grade 11th	Date of Birth 05/31/1998
School Creekview HS	Date 07/06/2016	AT Plan Review Date 07/14/2016

POINT OF CONTACT (Individual assigned to keep the Implementation Plan updated)		
Maria Castro-Garcia		

EQUIPMENT	
EQUIPMENT AND SOFTWARE TO BE USED	STATUS (e.g., owned by school, will purchase, will borrow, etc...)
Read OutLoud 6 Software	School owned- Downloaded
NaturalReader	Online tool

IMPLEMENTATION TEAM	
NAME (List all individuals who will implement the AT with the student.)	ROLE (e.g., administrator, teacher, family member, service provider, etc...)
Morgan Green	Teacher
Maria Castro-Garcia	Mother

EQUIPMENT TASKS		
TASK (e.g., order/procure AT, load software, adapt/customize devices/software, set up at home/school, maintain/repair, etc.)	PERSON RESPONSIBLE	DATE DUE
Download and explain software and programs to use	Morgan Green	07/08/2016

**TRAINING**

TRAINING NEED	TRAINEES	TRAINER	DATES & TIMES	FOLLOW UP / ALONG PLAN
Parent will need to be trained on how to use the programs that are free to download, and show the student how to also use these programs.	Jenny and Maria Castro-Garcia	Morgan Green	07/08/2016 2PM-3PM	I will check in with the student and parent every 3 days to see if they are having any issues with the software and audio book on her smart phone.

**CLASSROOM IMPLEMENTATION**

IEP GOAL	CURRICULUM/DOMAIN (e.g., math, science, PE, art, etc...)	PERSON(S) RESPONSIBLE	AT NEEDED TO ACCOMPLISH GOAL (List specific AT and customized settings if appropriate)
Student will be able to identify grade level vocabulary in reading in her content area courses.	Content Area Courses: math, social studies, science, literature and composition	Content Area teachers/Case holder	Read OutLoud 6- Student will need to use the note taking function in this software to record information regarding vocabulary words and use this to study for assessments.
Respond to readings in many ways including but not limited to guided reading questions, essays, graphic organizers, multiple choice questions, etc.	Literature and Composition, social studies	Content Area teachers/Case holder	Read OutLoud 6- Student will need to use the note taking function in this software to record information regarding main points and supporting details in the reading.
After reading a given selection at instructional level, the student will demonstrate an understanding of the reading selection by drawing inferences and interpreting information	Literature and Composition, social studies	Content Area teachers/Case holder	Read OutLoud 6, Natural Reader- Student can use any of the listed programs to read the selection. Each software has the ability to highlight and tag pages for the students to reference. Student will need to use the note taking function in this software to record information regarding vocabulary words and use this

**HOME IMPLEMENTATION**

IEP GOAL	CURRICULUM/DOMAIN (e.g., math, science, PE, art, etc...)	PERSON(S) RESPONSIBLE	AT NEEDED TO ACCOMPLISH GOAL (List specific AT and customized settings if appropriate)
Student will increase reading of book and articles at home	Language Arts	Parent	Student will download and use Read OutLoud 6 at home to read books and articles to continue to build reading comprehension and vocabulary skills.

**MONITORING/EVALUATION**

GOAL	INSTRUCTIONAL STRATEGY (How will you teach student to use equipment and/or how to achieve goals.)	RECORDING SYSTEM & FREQUENCY (e.g., task analysis recording system; score + or - on data recording sheet)	PERSONS RESPONSIBLE FOR IMPLEMENTATION / DATA COLLECTION
Student should be able to recall vocabulary from a selected topic.	I will download the program and walk them through the process of find the texts you are looking for, listening to the audio and finally, improve their vocabulary.	Student will complete a matching vocabulary assessment	Mother
Student will be able to demonstrate understanding of the selected reading selection by drawing inferences and interpreting information.	I will explain how to remember information about the readings and how to use the highlight tool and the notes tool to record their information from the readings.	Student will complete a series of simple reading comprehension questions.	Myself

## WATI Assistive Technology Consideration Guide

1. What task is it that we want this student to do, that they are unable to do at a level that reflects their skills/abilities (writing, reading, communicating, seeing, hearing)? Document by checking each relevant task below. Please leave blank any tasks that are not relevant to the student's IEP.
2. Is the student currently able to complete tasks with special strategies or accommodations? If yes, describe in Column A for each checked task.
3. Is there available assistive technology (either devices, tools, hardware, or software) that could be used to address this task? (If none are known, review WATI's AT Checklist.) If any assistive technology tools are currently being used (or were tried in the past), describe in Column B.
4. Would the use of assistive technology help the student perform this skill more easily or efficiently, in the least restrictive environment, or perform successfully with less personal assistance? If yes, complete Column C.

Task	A. If currently completes task with special strategies and / or accommodations, describe.	B. If currently completes task with assistive technology tools, describe.	C. Describe new or additional assistive technology to be tried.
<input type="checkbox"/> Motor Aspects of Writing			
<input type="checkbox"/> Computer Access			
<input type="checkbox"/> Composing Written Material			
<input type="checkbox"/> Communication			
X Reading	Yes, with current assistance with reading-to software and programs. This helps the student read on-level vocabulary and helps her comprehend what she reads.	Student has tried using books on tape, but have not been that beneficial to her.	Read OutLoud 6 Software or Natural Reader, would allow the student to record information, take notes, and define vocabulary within the program as well as read the material at a speed she is most comfortable with.
<input type="checkbox"/> Organization			

Task	A. If currently completes task with special strategies and / or accommodations, describe.	B. If currently completes task with assistive technology tools, describe.	C. Describe new or additional assistive technology to be tried.
<input type="checkbox"/> Math			
<input type="checkbox"/> Recreation and Leisure			
<input type="checkbox"/> Activities of Daily Living (ADLs)			
<input type="checkbox"/> Mobility			
<input type="checkbox"/> Positioning and Seating			
<input type="checkbox"/> Vision			
<input type="checkbox"/> Hearing			
<p>5. Are there assistive technology services (more specific evaluation of need for assistive technology, adapting or modifying the assistive technology, technical assistance on its operation or use, or training of student, staff, or family) that this student needs? If yes, describe what will be provided, the initiation and duration.</p> <p>There will need to be a brief overview of the program for the student, staff, and family. The student will need to learn how to pull up the documents that are not web based. The web based resources work just like an internet browser, which will require no training. Staff will not need to necessarily be trained in the program, they will just need to be aware that the student will need all documents that she will be reading will need to be in a PDF file format. The family will need to learn how to download this software on to their home computers so the student can have this available to use. This program is free to the student through the school system. There should not be any further instruction than the initiation of the Read OutLoud 6 program. In the duration, students and family will need to check in if they have any issues or questions regarding the program. I will check in with both student and family to ensure they have support.</p>			

Morgan Green

ITEC 7445

### Evaluation of Assistive Technology

After much use, the student was able to have enough experience with the project to provide feedback on the implementation of the assistive technology. The student did like how the Read OutLoud 6 software was able to provide her additional support at home. She felt that this was beneficial for when school starts, she would be able to read and comprehend her assignments better than before. She is also able to ensure what she reads is what the page actually says because she has a learning disability that prevents her from processing the material when she reads silently. She did note that she would probably not use this at school since she has the support of fellow classmates, teachers, and team teachers, but that this is something at home that can strengthen her ability.

The student appeared to be very engaged in the software. She used the highlight feature and the note taking feature more than I expected. I knew that this would help her, but I am glad she also noticed what a tool that this could be for her. She was able to adjust the reader to a volume and speed that she was comfortable with.

The student increased recall of readings by having her read a passage silently then summarize the information she read to me. We then had her practice using the AT, but on different articles. After she was comfortable and had been using this AT for a few days, we asked the student to read the same article from the very beginning and summarize it. It was amazing how much difference the Read OutLoud technology made in her ability to comprehend especially when she highlighted and took notes while reading. We also tested her vocabulary by completing matching words on the assigned

readings. The growth was very minimal, but I think it would need to be accompanied with more than just the AT in order to see any progress in this area.