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Module 5 Wordpress

Bailey SETT Framework Chart

Tasks	Required Abilities to perform Task	Student's Functional Capabilities	Student's Functional Limitations	Adaptations (Simple to Complex)
Research Paper	Student must be able to understand vocabulary, strong reading comprehension, some skill in decoding, research abilities, and formulate correct sentence structure.	Student can research information from given topics and form that information into their own words to produce an essay.	Student has difficulty with typing. Student is also a slow reader. Student has low decoding skills and reading ability.	Student should have access to Speech to Text (Word/Google Doc), Online Reader, and an Computer to help student thrive in school.

AT Activity



ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN

STUDENT INFORMATION

Student Name	Bailey Burnsed	Grade	Date of Birth
School		Date	AT Plan Review Date

POINT OF CONTACT (Individual assigned to keep the Implementation Plan updated)

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IMPLEMENTATION TEAM

NAME (List all individuals who will implement the AT with the student.)	ROLE (e.g., administrator, teacher, family member, service provider, student, etc.)
Bailey	Student
Ms. Peskin	Teacher
Ms. Burnsed	Parent

EQUIPMENT

EQUIPMENT & SOFTWARE TO BE USED	STATUS (e.g., owned by school, will purchase, will borrow from district library, etc.)
Text to speech software	owned by school
Online Reader	owned by school
computer/laptop	owned by school

EQUIPMENT TASKS

TASK (e.g., order/procure AT, load software, adapt/customize devices/software, set up at home/school, maintain/repair, etc.)	PERSON(S) RESPONSIBLE	DATE DUE
load software AND set up software at home/school	School District	NOW

TRAINING				
TRAINING NEED	TRAINEES	TRAINER	DATES & TIMES	FOLLOW UP/ALONG PLAN
Explain & teach how to use software	Bailey Special Parents Education staff	chair	ASAP	1 week later

CLASSROOM IMPLEMENTATION			
IEP GOAL	CURRICULUM/DOMAIN (e.g., math, science, PE, art, etc.)	PERSON(S) RESPONSIBLE	AT NEEDED TO ACCOMPLISH THE GOAL (List specific AT and customized settings if appropriate.)
find main idea & details	ELA/history	Teacher	Text to Speech Software
increase decode skills	all courses	↓	Online Reader
use of computer	↓	↓	Computer

HOME IMPLEMENTATION			
IEP GOAL	CURRICULUM/DOMAIN (e.g., reading, daily living, etc.)	PERSON(S) RESPONSIBLE	AT NEEDED TO ACCOMPLISH THE GOAL (List specific AT and customized settings if appropriate.)

MONITORING/EVALUATION			
GOAL	INSTRUCTIONAL STRATEGY (How you will teach student to use equipment and/or how to achieve goals.)	RECORDING SYSTEM & FREQUENCY (e.g., task analysis recording system; score "+" or "-" on the data recording sheet)	PERSONS RESPONSIBLE FOR IMPLEMENTATION/DATA COLLECTION
positive & helpful AT skills & Resources	weekly report	Task Analysis Recording System	All classroom teachers.

Conclusion

Discuss the benefits and drawbacks of each form you selected. Which is more effective? Why? What modifications might you suggest for the form you like best? Which is least effective. Provide an explanation for your response. What insights have you gained about developing Assistive Technology plans?

The benefits from the Assistive Technology Implementation Plan (ATIP) was that it was clear and straightforward when filling out. It was also quick and clear when filling in important information. This is important because we are always busy so finding the time to fill it out is not an excuse here when it only took a few minutes. I did find the Remley document more effective because you were able to type right on it and it gave you the option to write more details then just the gist. I did like the ATIP better. It was quick, got to the point, and straight forward. I did find the ATIP least effective because there was limited space to write details about the assistive technology that was wanted. Some things I have gained from this module was the different types of forms for developing assistive technology plans. These plans can range from simple to complex, but from the two I have seen are pretty simple, nothing that would take hours to complete. It is key for these plans to be fast and easy to read because you don't want the teacher or district office to use the excuse of it taking a month or two just to read the plan plus the time for them to approve it and then to actually order the AT devices which may take weeks or months. Also, I have noticed that it is important to know what AT device you will need for your student and why before completing one of these assistive technology plans because teachers need to have all the information before writing the plan so the plan can have as much details as possible.