ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN

STUDENT INFORMATION

Student Name NJH	Grade PreK	Date of Birth 10/01/11
School Teasley Elementary	Date 7/17/16	AT Plan Review Date 7/18/17

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

Mr. Hoeh will keep track of student progress and has contact with the parent other stakeholders.		

IMPLEMENTATION TEAM

NAME (List all individuals who will implement the AT with the student.)	ROLE (e.g., administrator, teacher, family member, service provider, etc…)
Daniel Hoeh	Teacher
AH	Parent

EQUIPMENT

EQUIPMENT AND SOFTWARE TO BE USED	STATUS (e.g., owned by school, will purchase, will borrow, etc…)
Sphero SPRK +	Owned by School, the school has a Sphero available.
Ipad	Owned by School, the school has several IPad carts available.
Draw n' Drive app	Free from app store

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
Sphero SPRK +, teacher will maintain and update unit.	Daniel Hoeh	7/13/16
Ipad, teacher will supply Ipad and load required apps.	Daniel Hoeh	7/13/16

TRAINING

TRAINING NEED	TRAINEES	TRAINER	DATES & TIMES	FOLLOW UP / ALONG PLAN
Basic Sphero SPRK + usage	Alison Hoeh,	Daniel Hoeh	7/14/16	Check with parent and offer refresher training if required.
Sphero SPRK + Draw n' Drive app	Alison Hoeh	Daniel Hoeh	7/15/16	Check with parent and offer refresher training if required.

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)
When presented with 8 colors (red, blue, yellow, purple, green, orange, brown and black), child will point to requested color with 80% accuracy as recorded by classroom staff.	Art, color	Daniel Hoeh (teacher)	Sphero Draw n' Drive app Ipad
When asked to identify 8 colors (red, blue, yellow, purple, green, orange, brown and black), child will name color with 80% accuracy as recorded by classroom staff.	Art, color	Daniel Hoeh (Teacher)	Sphero Draw n' Drive app Ipad
When asked to identify triangles, squares, rectangles, diamonds, circles shapes, child will name with 90% accuracy as recorded by classroom staff.	Math, Geometric Shapes	Daniel Hoeh (Teacher)	Sphero Draw n' Drive app Ipad
When asked the student will use fine motor skills to draw basic shapes such as identify triangles, squares, rectangles, diamonds, circles shapes, child will name with 90% accuracy as recorded by classroom staff.	Math, Geometric Shapes	Daniel Hoeh (Teacher)	Sphero Draw n' Drive app Ipad

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)
When presented with 8 colors (red, blue, yellow, purple, green, orange, brown and black), child will point to requested color with 80% accuracy as recorded by classroom staff.	Special Needs Pre-K	Daniel Hoeh (teacher)	Sphero Draw n' Drive app Ipad (If available)
When asked to identify 8 colors (red, blue, yellow, purple, green, orange, brown and black), child will name color with 80% accuracy as recorded by classroom staff.	Special Needs Pre-K	Daniel Hoeh (Teacher)	Sphero Draw n' Drive app Ipad (If available)
When asked to identify triangles, squares, rectangles, diamonds, circles shapes, child will name with 90% accuracy as recorded by classroom staff.	Special Needs Pre-K	Daniel Hoeh (Teacher)	Sphero Draw n' Drive app Ipad (If available)
When asked the student will use fine motor skills to draw basic shapes such as identify triangles, squares, rectangles, diamonds, circles shapes, child will name with 90% accuracy as recorded by classroom staff.	Special Needs Pre-K	Daniel Hoeh (Teacher)	Sphero Draw n' Drive app Ipad (If available)

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
When presented with 8 colors (red, blue, yellow, purple, green, orange, brown and black), child will point to requested color with 80% accuracy as recorded by classroom staff.	N will receive several small (15 min) training sessions with the IPad and Sphero	Task analysis (Daily)	General Education Teacher
When asked to identify 8 colors (red, blue, yellow, purple, green, orange, brown and black), child will name color with 80% accuracy as recorded by classroom staff.	N will receive several small (15 min) training sessions with the IPad and Sphero	Task analysis (Daily)	General Education Teacher
When asked to use fine motor skills to draw triangles, squares, rectangles, diamonds, circles shapes, child will draw and name with 90% accuracy as recorded by classroom staff.	N will receive several small (15 min) training sessions with the IPad and Sphero	Task analysis (Daily)	General Education Teacher

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, o 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.
X Motor Aspects of Writing		N used an IPad to draw out shapes and the Sphero drove those shapes. Due to difficulties using pencils and pens along with shape	
☐ Computer Access			
☐ Composing Written Material			
☐ Communication			
☐ Reading			
☐ Organization			

Assessing Students' Needs for Assistive Technology (2009)

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.
☐ Math			
☐ Recreation and Leisure			
☐ Activities of Daily Living (ADLs)			
☐ Mobility			
☐ Positioning and Seating			
☐ Vision			
☐ Hearing			

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.

Daniel R. Hoeh

Multimedia & Web Design in ED

Summer 2016

Professor Amy Vitala

Assistive Technology Evaluation

The assistive technology (AT) evaluation was a positive experience for the student and teacher. The student spent five hours using a Sphero with an IPad and the Draw n' Drive app to address his IEP targets. The student worked on his fine motor skills along with shape and color recognition. The results from the experience are addressed in three distinct categories; student feedback, observations and performance data.

Student feedback throughout the project remained positive for the student. He really enjoyed driving the robot around and did not get bored with the process quickly. Although he was at times off task and often enjoyed driving the robot around the floor, he did make progress. The student made comments like, "this is fun," when asked if he enjoyed it and at several times even ran the batteries out because he would not stop.

Student feedback remained positive and the lesson became the highlight of the student's day. The student would often laugh and say, "Sphero." He would call for the small spherical robot as though it were a small pet. The student would often get frustrated with the tablet and reply, "ah!" out loud when the robot did not work as expected.

Due to the age and level of disability, a written feedback survey was not an option. Verbally he responded that, "yes" he like the lesson. He responded that the IPad was, "fun"

and when asked if he enjoyed drawing shapes on the IPad and watching the robot drive them over pencil and paper he responded with a "yes."

The student was observed as heavily engaged and interested in the device. On several occasions the student was off task and often spent time driving around but was redirected. The interested the student had in the robot and the tablet was positive. Every time he was of task he was gently redirected. The redirections were always positive and supportive so the student would remain positive and not lose interest.

The student did have several moments when he experience a degree of frustration with the robot when it ran into walls. When these incidences occurred, the Sphero was just placed back onto the center of the floor and lesson continued right where it left off. The student only a few times wanted to take break but, when asked would return to Sphero and the IPad to continue the lesson.

The student's IEP required him to draw and identify shapes accurately 90% of the time. It took several days to achieve a 50% accuracy without the use of visual aids. Although, 90% was difficult to remain on a consistent level the student did show progress and more importantly did not want to give up. The Sphero and IPad along with the app maintained the student's interest. The 90% accuracy target was maintained by the end by only a few times.

The additional of color was deemphasized for the lesson because of the complexity. According to the student's IEP he should be able to identify basic primary colors. It was the intent of the AT lesson to incorporate colors into the drawing of the basic shapes. The student was supposed to draw the shape and make the Sphero a specific color. For example, the

Sphero was supposed to turn red when drawing a triangle. This additional complexity proved to be difficult and sometimes frustration as the student was forced to multitask in the lesson.

Colors were still used but the activities were separated and main focus of the lesson remained on shapes allowed the target of 90% accuracy to identify basic colors to move to back burner. The student did enjoy making Sphero turn colors, he did only achieve about 60-70% accuracy by the end of AT lesson.

The fact that the student was using fine motor skills to manipulate a tablet does help to fulfill some of the objectives. Even if the success of color and shape recognition remained low the fact that students able to use an IPad and manipulate the Sphero was a success in itself.

The project turned out to be a success for both the student and the teacher. The student did not master all of IEP goals but progress was made and student remained positive and enjoyed the experience. The fact that student was able to use an IPad shows growth. More than anything the fact that student enjoyed the use of Sphero, Ipad and Draw n' Drive app shows that there is potential for growth.