Effective Assistive Technology Implementation Plans

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One of the most common problems with providing AT services is the failure to plan for implementation. Effective implementation plans require all team members to understand their roles and have input in the process.

To facilitate effective development of an implementation plan, all information regarding AT devices and services should be shared prior to the meeting.

The plan should be based on the student's IEP goals. A procedure for collecting and using data about the student's AT use should be included in the plan.

Assistive Technology implementation plans include:

- The specific device(s), equipment and strategies to be implemented
- The relationship of AT use to IEP goals and access to the curriculum
- Identification of:
 - o Persons, in addition to the IEP team members, to participate in the development of the plan.
 - o Specific tasks or assignments to be included in the plan.
 - Skills the student need to acquire in order to use the equipment/device and who will teach the skill to the student.
 - The environment and set up required for AT use.
 - o The location of where the device will be stored when not in use.
 - Specific times and ways the device/equipment will be used including how often and how long.
 - o Training needed, team members who need training, who will provide the training, when the training will occur, what follow up is needed.
 - Contact information for the individuals who are responsible for the equipment repairs.
 - o Data to be collected: its purpose, frequency, desired outcome, and relationship to IEP goals.
 - Plan for the team to meet to follow up, monitor progress and develop next steps.

Bowser, Gayl & et.al. "Exploring the Quality Indicators for Assistive Technology Implementation." *Quality Indicators for Assistive Technology: A Comprehensive Guide to Assistive Technology Services.* p. 87-91.

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