

# 21 | Implementation / Follow up

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## Implementation / Follow Up

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Once the needed assistive technology has been acquired and devices/services have been included in the IEP as required, there is still much to determine as a team. There are three areas of concern regarding implementation of AT:

1. Inclusion of AT in classroom instruction
2. Student and staff training
3. Equipment management

Students will have much more success using AT in the classroom to accomplish educational tasks when a good implementation plan is developed and used. Schools should also develop a contingency plan in order to ensure that a student has access to the AT tool or system in the event that the primary AT malfunctions.

The following areas should be noted when evaluating how well the AT is being implemented:

- Tools/Strategies - Identify the specific AT tools or systems that will be used.
- Specific Tasks - Identify specific tasks for which the AT will be used by the student and to what extent the student will participate. Teams want to see student participation increase with the use of AT.
- Environments - Identify when and where the student will be using the AT. Determine how the AT will be transported from one environment to another.
- Related IEP Goals - Identify where the use of the AT correlates with the IEP.
- Develop a system for recording implementation activities and participation results- This will help to communicate information about the student's AT use to all team members and help the team make decisions about the types of AT and supports the student may need in the future.
- Maintenance, Training, and Customization - Identify what components of the AT need to be maintained (i.e. the battery charged, cleaned, replaced). Ensure all personnel working with the student and his/her AT are trained (include content on which personnel need to be trained and timelines for training). Determine who will customize the AT (i.e. The speech pathologist will program new vocabulary on the speech generating device when needed).
- Repairs and Contingency Planning - Note information about repairs (i.e. who to contact for repairs and how they will be funded). Develop a contingency plan to stipulate how the student will be provided with a temporary replacement or low-tech backup while the primary AT tool or system is being repaired (i.e., use ABLE Tech's educational loan program to borrow a device during repairs).

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Students will need to be instructed in all aspects of AT use including:

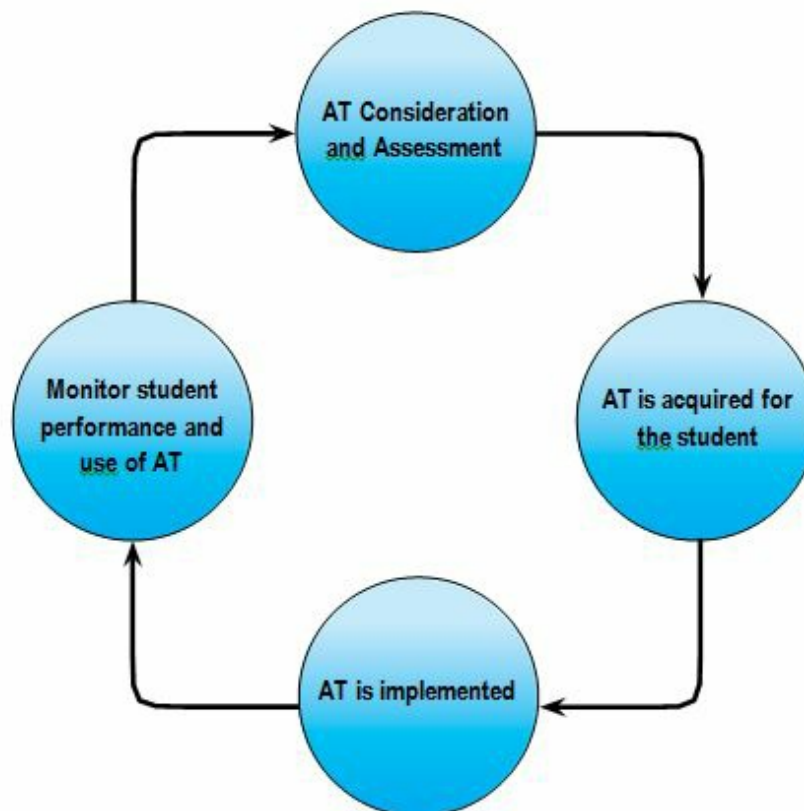
1. Operational – Skills needed to make the AT device work
2. Functional – Skills needed to use the AT to complete real tasks
3. Strategic – Skills involved in knowing when to use the AT device in the real world and when to use other accommodations
4. Social – Skills needed to use the device appropriately around other people

*Janice Light (1989) Toward a definition of communicative competence for individuals using augmentative and alternative communication systems, Augmentative and Alternative Communication, 5:2, 137-144, DOI: 1080/07434618912331275126; <https://doi.org/10.1080/07434618912331275126>*

ABLE Tech has an updated Implementation Organizer to help your team include all necessary information about the student in development of his/her implementation plan.  
These forms can be found in Appendix B.

AT in the school setting is a process and can be started at any point on the student's educational path.

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## 23 | Implementation / Follow up (cont.)

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When true systems change is desired, Gayl Bowser and Penny Reed explain in their guide *Education Tech Points: A Framework for Assistive Technology* the action items necessary to improve AT implementation and ensure administrators are involved.

1. Maintain an inventory of frequently needed and commonly used AT devices.
2. Provide staff training in implementing IEPs that include AT.
3. Develop recommended district procedures for implementation plans.
4. Develop a system to ensure that supervisors are informed.
5. Release staff to attend planning meetings.
6. Provide information regarding the district's technical assistance resources.

It is critical for school districts to actively participate in the development of implementation procedures (as well as other AT procedures) for their districts. For teams that need a starting point for developing these procedures, see Appendix C: Local School System Assistive Technology Guidelines and Procedures. Districts may use this and edit to meet the needs of students and staff in the local school system.

### Periodic Review

It is important to periodically review a student's progress in all areas of AT use. This can happen at the student's annual IEP team meeting or when requested by a team member. Having data on the student's use of the AT will be essential in determining the continued need and use of specific AT tools. Using the SETT process at this point to ReSETT or look at the student's current abilities, needs, environments, tasks and tools will serve as a great way to determine if the student's implementation plan is working and can stay the same or whether the plan needs to be changed to better meet the student's educational needs.



See Appendix B to view and print AT Implementation forms (<http://okabletech-docs.org/homepage/at-ta-document-part-b/appendix-b-virtual-binder/59-at-implementation/>), and Appendix C for a link to AT Implementation Resources (<http://okabletech-docs.org/homepage/at-ta-document-part-b/appendix-c-qiat-indicator-4-at-implementation/>).

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