### Pacing
- Allow more time
- Give directions in small distinct steps
- Vary activity often
- Allow breaks
- Avoid timed / pressure situations
- Opportunity for physical movement

### Environment
- Preferential seating
- Planned seating in classroom
- Define area concretely
- Provide opportunity for special seating
- Reduce minimize distractions
  - visual
  - spatial
  - auditory
  - movement
- Teach positive rules for space

### Presentation of Subject Matter
- Review prior to presenting new materials
- Utilize manipulatives
- Teach to student's learning style
  - visual
  - experimental
  - multi
  - model
  - auditory
  - tactile
- Provide study guide / outline / notes
- Encourage feedback
- Pre-teach vocabulary
- Model
- Emphasize critical info / chunking
- Highlight critical information
- Call on student to read orally in pre planned situations only
- Utilize graphic organizers
- Other

### Materials
- Taped tests / class materials
- Highlighted tests / study guides
- Note taking assistance / copy of notes from peer / copy of board notes
- Special equipment
- Provide two sets of textbooks
  - computer
  - calculator
  - math facts sheet
- Other

### Assignments
- Adjust difficulty level
- Use written backup for oral directions
- Shorten assignments / fewer items on page
- Reduce paper / pencil tasks
- Give extra cues or prompts
- Avoid penalizing for spelling errors / penmanship
- Student can use computer
- Daily check-in time with Special Ed teacher
- Other

### Self Management
- Check often for understanding
- Daily assignment notebook
- Encourage use of organizational materials / strategies
- Use study guides to organize materials
- Have student repeat directions
- Calendars
- Other

### Grading
- Use modified scale
- Gen. Ed. Teacher will notify Spec. Ed. teacher when grades fall below “C”

### Student Assessment
- Read test to student
- Pretest review
- Extended time when requested
- Taped tests
- Oral / taped responses
- Consider effort in assigning grades
- Shorten length
- Modify format
- Give examples / prompts
- Avoid timed activities
- Cues for staying on task
- Allow breaks
- Other

### Motivation
- Verbal
- Nonverbal
- Positive reinforcement
- Concrete reinforcement
- Reinforce initiation
- Offer choice
- Reinforce approximations
- Use strengths / interests often
- Utilize contract for behavior goals
- Utilize behavior management plan
- Encourage student to ask for assistance

### Other:

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**Assistive Technology Implementation Worksheet**

1. **Pacing**
   - Allow more time
   - Give directions in small distinct steps
   - Vary activity often
   - Allow breaks
   - Avoid timed / pressure situations
   - Opportunity for physical movement

2. **Environment**
   - Preferential seating
   - Planned seating in classroom
   - Define area concretely
   - Provide opportunity for special seating
   - Reduce minimize distractions
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     - spatial
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3. **Presentation of Subject Matter**
   - Review prior to presenting new materials
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   - Model
   - Emphasize critical info / chunking
   - Highlight critical information
   - Call on student to read orally in pre planned situations only
   - Utilize graphic organizers
   - Other

4. **Materials**
   - Taped tests / class materials
   - Highlighted tests / study guides
   - Note taking assistance / copy of notes from peer / copy of board notes
   - Special equipment
   - Provide two sets of textbooks
     - computer
     - calculator
     - math facts sheet
   - Other

5. **Assignments**
   - Adjust difficulty level
   - Use written backup for oral directions
   - Shorten assignments / fewer items on page
   - Reduce paper / pencil tasks
   - Give extra cues or prompts
   - Avoid penalizing for spelling errors / penmanship
   - Student can use computer
   - Daily check-in time with Special Ed teacher
   - Other

6. **Self Management**
   - Check often for understanding
   - Daily assignment notebook
   - Encourage use of organizational materials / strategies
   - Use study guides to organize materials
   - Have student repeat directions
   - Calendars
   - Other

7. **Grading**
   - Use modified scale
   - Gen. Ed. Teacher will notify Spec. Ed. teacher when grades fall below “C”

8. **Student Assessment**
   - Read test to student
   - Pretest review
   - Extended time when requested
   - Taped tests
   - Oral / taped responses
   - Consider effort in assigning grades
   - Shorten length
   - Modify format
   - Give examples / prompts
   - Avoid timed activities
   - Cues for staying on task
   - Allow breaks
   - Other

9. **Motivation**
   - Verbal
   - Nonverbal
   - Positive reinforcement
   - Concrete reinforcement
   - Reinforce initiation
   - Offer choice
   - Reinforce approximations
   - Use strengths / interests often
   - Utilize contract for behavior goals
   - Utilize behavior management plan
   - Encourage student to ask for assistance

10. **Other:**
ASSISTIVE TECHNOLOGY IMPLEMENTATION WORKSHEET – TO BE COMPLETED AT TEAM MEETINGS THAT DISCUSS STUDENT’S AT NEEDS

STUDENT NAME: ___________________________________________ WEEK OF: ___________________________________

AREA(S) OF CONCERN FOR STUDENT PROGRESS: _______________________________________________________

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<tr>
<th>CLASS/SUBJECT</th>
<th>TIME OF DAY</th>
<th>SPECIFIC TASKS TO BE COMPLETED DURING THIS SUBJECT</th>
<th>HOW WILL STUDENT COMPLETE TASK W/ INDEPENDENCE – LIST ACCOMMODATION/MODIFICATION OR TOOL</th>
<th>PERSON RESPONSIBLE FOR ENSURING ACC/MOD OR TOOL IS IN PLACE FOR STUDENT</th>
<th>PERSON RESPONSIBLE FOR DATA COLLECTION</th>
<th>COMMENTS</th>
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NEXT MEETING DATE: ___________________________________________
**ASSISTIVE TECHNOLOGY IMPLEMENTATION WORKSHEET – TO BE COMPLETED AT TEAM MEETINGS THAT DISCUSS STUDENT’S AT NEEDS**

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