

### FORM 3: Trial and Follow-Up Plan

#### WISD Assistive Technology Decision-Making Process

Student: “HOW TO” TIPS      Date: \_\_\_\_\_ AT Contact Person: \_\_\_\_\_

AT Team members present: \_\_\_\_\_

Referral Question: What task(s) does the student need to do that is currently difficult or impossible, and for which assistive technology may be an option? \_\_\_\_\_

TASKS	WHAT	HOW	WHO	WHEN	FOLLOW UP	
					Expected Outcome *Criteria Met? (Show supporting data.)	Next Steps e.g. Recommendation for IEP, other AT to be tried, comments
<p>Task-specific Outcome(s) Being Addressed</p>	<p>What AT will you try? How and where will you try it?</p>	<p>How will you: *Acquire the AT *Provide training *Collect data</p>	<p>Who will : *Acquire the AT *Provide training *Collect data</p>	<p>Dates for: *Trial periods *Follow-up meetings</p>		
<p><i>Transcribe the priority task and outcomes from Form 2 “Tasks”.</i></p> <p><i>This should be a team consensus.</i></p>	<p><i>Specifically describe the tools and strategies you want to try first.</i></p> <p><i>Specifically describe how, when, where, and during which tasks the student will use the AT.</i></p> <p><i>A tool might only be used during science class or at lunchtime, for writing tasks, at work after 2:00 when student is fatigued, etc.</i></p>	<p><i>Describe if you will need to buy, borrow, or use already available AT.</i></p> <p><i>Don’t forget to plan for training- both for yourself, staff, as well as the student and parents.</i></p> <p><i>A data collection plan will allow you to document whether the AT you selected is effective in meeting the student’s need. This is will be especially helpful if you must request funding.</i></p>	<p><i>Be specific as to who will be doing what and when.</i></p> <p><i>Accountability helps the plan become a reality.</i></p> <p><i>Don’t forget to designate a person to keep the ATDMP forms up-to-date and to keep the team informed.</i></p>	<p><i>Set timelines for obtaining equipment, for how long you’ll try a tool, for when trainings will occur, etc.</i></p> <p><i>Be sure to set a follow-up meeting date</i></p>	<p><i>After you have tried AT, you will gather and review your data to decide whether the AT solution is helping the student meet the task specific outcome/goal.</i></p> <p><i>Often, the team will need to make adjustments to the plan, discarding some tools, trying other ideas from Page 2 “Tools”, brainstorming new ideas, adjusting the goals, make plans for obtaining funding, etc.</i></p> <p><i>Plan for transitions to avoid abandonment of successful AT. Plan to share the ATDMP forms with new staff or next years team.</i></p> <p><i>Consider training the student to self advocate and become responsible for their successful AT.</i></p> <p><i>Review “AT Consideration” in WISD AT Guidebook for ideas on writing AT in the IEP.</i></p>	

#### Refer to AT Guide for Optional Data Collection Tools

*Adapted from WATI Assessment Package (2004) and SETT, Joy Zabala (1994)*