

TIPS: Texas Implementation Planning System Template

ANCHORING EXERCISE -- TIPS for William

FOCUS		ACTION		
STUDENT	Related to Student Tasks	Baseline	<p>Concerns: Unaided handwriting is legible for two to three sentences. Takes over twice the time to write those sentences than it took other students to produce the same amount of work. Sentences short. Elaborates ideas considerably when speaking, does not elaborate when writing. Asks for help with most spelling words.</p> <p>The following tools were determined to be needed:</p> <ul style="list-style-type: none"> - William will continue to use a pencil for brief writing tasks that generally require less than 20 words, such as short answers, filling in blanks, indicating choices on multiple choice items, and for beginning longer writing tasks - William will use the word processor (in his case, specifically the Dream Writer) for when writing is expected to exceed 20 words. - William will use the micro-recorder to orally complete worksheets. 	
		Outcomes	<p>Review what is known about the student, environments, and tasks to determine where and under what conditions the student is expected to use the tools</p>	<ul style="list-style-type: none"> • Academic achievement • Written productivity <p>Begin with written productivity because it impacts academic achievement in all areas.</p>
			<p>State the outcome. In what areas is change expected when student uses AT for learning?</p>	<p>Quality - defined as elaboration of ideas in writing similar the elaboration he provided when speaking</p> <p>Quantity – defined as several sentences longer than the two or three sentences he was writing by hand.</p> <p>Accuracy (spelling and legibility) – defined as legible written products with correctly spelled words, whether produced by hand or other way.</p> <p>Independence (less support from an adult) – defined as accurately completing assignments in a variety of ways with less help from adults</p>
		Specifically, what aspects of achievement or performance expected to change in each area identified in Step 2?		
		<p>What are the specifics of how the student will use the AT?</p> <p>Target Activities: (One or two to begin)</p> <p>Which t tools will be used for each activities?</p> <p>What will be added or changed next?</p>	<p>Written products in several settings.</p> <p>Pencil for brief writing tasks with less than 20 words</p> <p>Word processor for when writing is expected to exceed 20 words.</p> <p>Spell-checker available EXCEPT when completing spelling assignments and spelling tests.</p> <p>Begin all in the resource room and move to regular classroom as soon as William is able to use the tool to do at least one task independently.</p>	
		<p>Cues</p> <p>What supports or cues are required to be successful?</p>	<p>3-Step Least to Most Prompt Hierarchy</p> <ol style="list-style-type: none"> 1) Same cues as other students 2) Clarifying question 3) Break task down into small steps and provide guidance through each step 	

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Related to Student Supports	Student Competence	What will be done to increase the student's functional competence?	ADDRESSED IN THE NARATIVE OF THE MODULE NOT SPECIFICALLY STATED FOR WILLIAM
		What will be done to increase the student's operational competence?	
		What will be done to increase the student's strategic competence	
		What will be done to increase the student's social competence?	

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FOCUS		QUESTION	ACTION
ENVIRONMENTS	General	What general changes in the environments are needed to support student success?	<p>Primary environments for AT use:</p> <ul style="list-style-type: none"> - General ed. classroom - Resource room - At home <p>Devices have sufficient battery life to work throughout the day without recharging. Devices will be recharged at home at night. No major changes are needed in the environments.</p> <p>No general changes needed.</p>
	Adult Tasks	Who are the adults who will be actually involved in the student's AT use?	<p>Teachers - General Education and Resource</p> <p>Parents</p> <p>AT Specialist</p> <p>Occupational Therapist</p> <p>Administrators</p>
	Adult Supports	What tasks do adults in the environments need to do to help the student succeed and who will do each task?	<p>Provide the device(s), peripheral tools, and consumable supplies – AT specialist</p> <p>Customize the AT – AT specialist, resource teacher</p> <p>Provide needed supervision or support to student – adult in whatever environment William happens to be in, all know how</p> <p>Manage and maintain devices and materials – AT specialist, William, and parents</p> <p>Collect data and evaluate results – all</p> <p>Teach the student – General Education and resource teachers, some skills may be taught or supported by related services providers and parents</p> <p>Make AT available when and where needed – all</p>
	Adult Supports	What training is needed for which adults in the student's life and who will provide it?	<p>The device and how it works – William, parents, teachers, related services personnel will be trained by the AT specialist. 1 session for all except that William and teachers will receive additional sessions on the Dream Writer.</p> <p>Expected use of the device – All, especially teachers and parents will discuss this in a session led by the AT specialist</p> <p>Strategies that encourage use of the device – parents and teachers – AT specialist</p> <p>Troubleshooting strategies – provided to all by AT specialist</p> <p>Strategies for determining effectiveness – collaboratively developed in discussion guided by AT specialist</p> <p>How to get help when needed – contact information for AT specialist and manufacturers of each device were provided to all</p>
	Adult Supports	What resources are needed by the people who will support AT use?	<p>Administrative support - meeting for one hour a week during school hours.</p> <p>Family support and involvement – participation in monthly meetings</p>

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EVALUATION OF EFFECTIVENESS	Data Collection		What changes were expected? (refer to student information)	
			What will be measured to determine if changes in performance occurred?	
			What strategies will be used for data collection?	
	Data Analysis		How, when, and by whom will evidence be collected?	
			How, when, and by whom will evidence be analyzed?	
			When must changes be made to improve the implementation?	