Scope and Sequence
The Student Access Planning Process/Quality AT Services -
Virtual Modules

Overall Learner Outcomes
At the end of the training, participants will increase competence and confidence with:
- Determining when there might be a need to use a more in-depth team-based problem-solving approach (beyond AT Consideration) to identify appropriate AT supports and services.
- Actively participating in and contributing to a Student Access Planning process that results in a clear and actionable plan for a student.
- Participating in building effective AT practices as individual IEP teams, site or district-wide programs to ensure that student’s AT needs are met in a compliant and effective manner.

In addition, for LEADS:
- Planning for, guiding and documenting a Student Access Planning process.
- Collecting additional data to inform the Student Access Planning process.

<table>
<thead>
<tr>
<th>Session 1:</th>
<th>What you’ll learn:</th>
<th>What you’ll get better at:</th>
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<tr>
<td><strong>The Student Access Planning Process:</strong></td>
<td>In this session we’ll provide an overview of the process used to conduct a more in-depth (additional data gathering and data collection) team-based problem-solving approach to identifying appropriate AT supports and services for individual students. This process serves the needs of our students who can benefit from AT assessment, because the team has determined that they need additional information before an AT Consideration process can be completed.</td>
<td>• Knowing when to dive deeper with data collection and a more in-depth team-focused process. • Understanding team member roles in the Student Access Planning process. • Understanding the steps in the Student Access Planning process. • Conducting information gathering to help determine additional data collection needs*.</td>
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<td>* AT Leads will receive additional training and resources for data collection strategies.</td>
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<td>Session 2:</td>
<td>What you’ll learn:</td>
<td>What you’ll get better at:</td>
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<td><strong>Quality Assistive Technology Practices:</strong></td>
<td>We’ll wrap up our training sessions together with all participants by covering some important “next steps” for ensuring quality assistive technology practices. This will include:</td>
<td>• Developing and reviewing AT trial plans. • Developing and monitoring AT implementation plans. • Documenting Assistive Technology in the IEP. • Considering and planning for AT needs through regularly occurring transitions.</td>
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<td>• Setting up and documenting trials with potential assistive technology supports, when needed.</td>
<td>• Summarizing a student’s needs into a simple implementation plan for those students where staff need more of a blueprint to follow. • Effectively documenting assistive technology in the IEP. • Planning for transitions, to make sure assistive technology supports and services don’t “drop” during these critical times, and consideration of the new environment and potential training and support needs occurs.</td>
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### Independent Practice: The AT Consideration Process “start to finish”

- Practice with guiding and completing an AT Consideration process.
- Leveraging resources and tools to help implement a consistent and compliant process.

AT Consideration Fidelity Rubric

### Deeper Dive for LEAD Trainers and Coaches

- Hands-on training and practice with tools and scaffolds to assist with collecting data to support the Student Access Planning process (e.g. uPar-Protocol for Accommodations in Reading, DeCoste Writing Protocol, AEM Explorer, Executive Function Inventory, as well as additional checklists and informal inventories).
- Setting up, guiding and documenting a Student Access Planning process.

### Independent Practice: The Student Access Planning Process

**LEADS:**
- Planning for and guiding a Student Access Planning process.
- Documenting a Student Access Planning process.
- Using scaffolds and resources for additional data collection.

SAP Fidelity Rubric

**PARTICIPANTS:**
- Contributing to data gathering.
- Participating in and contributing to the Student Access Planning process.