

Assistive Technology Application Form

Please refer to the Ministry of Education website for more information including the Assistive Technology Guidelines, Application help document, exemplars, forms and fact sheets:

www.minedu.govt.nz (keyword: assistive technology)

This single form replaces the assessment form and application form published in 2009, and is designed to be used electronically. Each section will expand as you type in the grey box.

Please download and SAVE the form before you begin.

01 Student information

Student name: Tui Karaka Date of application: 30 April 2011

Date of birth: 25/03/2005 Age: 6 School year level: 2 Ethnic group/s: Maori/European

School name: Manawatu Primary Facility number: 123456

Telephone: 10 444 4444 Email: j.brown@manawatu.ac.nz

Assessor's name: Pahi Tawa Assessor's role: SE Manawatu

Assessor's telephone: 10 444 5555 Assessor's email: pahi@minedu.govt.nz

List team members who participated in this assessment and their roles:

Pahi Tawa (AoDC) Julie Brown (Teacher of the Deaf) Harriett Clear (Class teacher)

Sue Black (Teachers Aide) John Karaka (Parent)

02 Eligibility

1. Eligibility: Please confirm eligibility by identifying the initiative that this student is supported by. See the [help document](#) for more information.
National Sensory provision - Hearing, Vision
2. Under the terms of the operational protocols between Health and Education, and ACC and Education, confirm that the Ministry of Education is responsible for funding the identified technology: Yes

3. Priority criteria: Please identify the priority criteria your team recommends for this application (see the help document for examples).¹

1 Essential access to majority of curriculum areas

4. I confirm that this is not standard classroom equipment (i.e. students in laptop classes are not eligible to apply for laptops through assistive technology): Yes

03

Student information

Provide clear, concise and objective information about the student and their needs and barriers to learning relevant to this application.

Tui is 6 years old and has had a late diagnosis of moderate-severe bilateral hearing loss which was identified when she was 5½ years old

- It is difficult for Tui to hear especially with background noise. Observations and formal assessment indicate that Tui gets less than 20-40% of all class instruction and discussion. She misses information, cross talk, changes in topic and subtle inferences in group discussions. She does not seek clarification.
- She is unable to hear the news contributions from her class mates and instructions or comments over a distance greater than 2 metres.
- Tui feels insecure about responding or questioning in front of her peers and she will either not respond, miss essential parts of the message, or look to others continually for support and clarification. She communicates best in quiet one to one situations.
- Tui will sometimes just sit and wait until someone comes to explain instructions one to one.
- Needs additional discussion of new vocabulary and concepts in all subject areas. Frequent checks are made to ensure Tui is understanding text. Extra discussion is needed to develop inferential thinking.

04

Learning Environments

Provide relevant school and home information including factors such as class setting/s, people who give assistance and level of teacher aide support.

- Tui currently attends her local primary school and her classroom is typical of those built about the 1960s.
- Tui is supported by her classroom teacher who has attended a course for teachers of learners with hearing difficulties, teacher aide (2hours a day), teacher of deaf (visiting once a week) and AoDC.
- She sits towards the front of the room.
- Tui is a committed hearing aid wearer.

¹ Priority levels are allocated by the Ministry of Education.

05**Learning goals and tasks**

Select and list the relevant learning goals from the IEP here (refer to the NZ Curriculum for more information):

- To respond appropriately to the class teacher's verbal instructions
- To listen and interact with others, and clarify understanding when required
- To speak to an audience and ask questions in a group situation

List specific tasks or short-term goals - what do you want this student to achieve using assistive technology? Tasks or short-term goals need to be SMART (specific, measurable, achievable, realistic and time framed) and centred on **student learning** outcomes, not on learning to use the technology.

Task/short-term goal 1: Tui will be able to follow more of the class teacher's verbal instructions without prompts (up to three step instructions)

Task/short-term goal 2: Tui will follow instructions immediately rather than asking for information to be repeated or waiting until she has seen how other students are performing the task.

Task/short-term goal 3: Tui will take active part in group discussions (as both a speaker and a listener). She will ask a question at news time and will offer her own ideas at times.

→ When completed please copy the tasks/goals into the trial table in section 9.

06**Consideration of technology for trial**

List the distinctive features of a technology solution required for this student (see appendix 1 for the "Tools Table" for more information to help your decision making).

FM system that:

- can hear classroom instructions
- enables the student to focus more clearly on speakers voice - distinctive voice over 2 metres
- can pass it around easily or point it at the speaker
- compatible with current hearing aid

What other assistive technology options were considered?

Soundfield system – not portable so not appropriate

Various FM systems were compared using AoDC knowledge of specific features and cost effectiveness

Use this table to show the trial findings. The trial results should show clear evidence of how the trialled technology enables the student to work towards identified IEP goals. Only include results of the successful trial for this application

	Baseline – student achievement with existing equipment, before trial of requested assistive technology began (including relevant data)	Results – student achievement with requested assistive technology (including relevant data)
	List existing assistive technology (if any): n/a	List assistive technology trialled: FM system
	Before trial	Length of trial: 2 weeks
Task/goal 1 (copy from section 5) Tui will be able to follow the class teacher's verbal instructions without prompts (up to three step instructions)	Task 1 baseline Followed instructions accurately only 30% of the time in a two hour lesson. Failed to follow any instructions with more than two steps and often did not know when the teacher was giving instructions due to background noise.	Task 1 results Followed instructions accurately 80% of the time in a two hour lesson. Followed 2 three step instructions without any prompting. Can now be anywhere in the room and be immediately be aware when the teacher is speaking and therefore does not miss part of the instruction as he was previous to this trial.
Task/goal 2 Tui will follow instructions immediately rather than asking for information to be repeated or waiting until she has seen how other students are performing the task.	Task 2 baseline AoDC/Teacher observation. Tui observes other students to find out what to do most of the time with only. She seeks one to one help to clarify instructions.	Task 2 results AoDC/Teacher observation Tui followed instructions immediately (without clarification or observing others) 80% of the time. Her teacher comments that she is better in test or oral situations and is 'up to the play' with what is happening in the classroom.
Task/goal 3 Tui will take active part in group discussions (as both a speaker and a listener). She will ask a question at news time and will offer her own ideas at times.	Task 3 baseline AoDC/Teacher observation 15 minute news and 2 x 15 minute class discussions Tui did not participate at all	Task 3 results AoDC/Teacher observation 15 minute news and 2 x 15 minute class discussions. Tui commented at least once during each session.
participation	Tui is shy and reluctant to be involved in class discussions.	Staff have noticed an increased level of confidence, she is happier, and more connected to what is happening around her. Tui manages the charging and care of the FM and does not need to be reminded to use it.

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Recommendations

The following items are recommended for purchase

Item	Rationale for choice of technology (based on trial outcomes)
FM system	This system has a microphone with 3 zoom settings to focus progressively more closely on the teacher's/speaker's voice. In a small group, Tui will be able to hold the transmitter herself and point it to the direction of each person who is talking. This system has channel change facility that AoDC is able to change, on site, if there is interference.

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Further training

If applicable, outline further training needs based on educational outcomes. Attach a detailed [training plan](#) if you are applying for funding for this training as part of this application.

n/a

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Quotes

Provide at least two quotes. If you do not have two quotes OR the preferred option is not the most cost effective option please provide clear rationale here:

Please detail only the **preferred quote** below. Each item must be listed and priced separately and copies of original quotes attached where appropriate.

Supplier, plus address and quote number if supplied	Technology details (list and price each item separately)	Cost	GST http://www.wellingtonrealstate.co.nz/GST_Calculator	TOTAL
FM Suppliers 123 Park Rd Manawatu	FM Receivers x2	1130.43	260.87	2000.00
	FM Transmitter x1	1739.13	169.57	1300.00
Freight (detail each if more than one)		13.04	1.96	15.00
TOTAL		2882.60	432.40	3315.00

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Managing the assistive technology

Outline how the assistive technology would be cared for (click to use drop down menus for relevant information):

Ongoing maintenance: [Deaf Education Centre](#)

Portable devices: [Other - please specify](#) stays on student hearing aid unless outdoor activity type requires removal (e.g. swimming, rugby etc) - stored in teachers cupboard in storage box at end of each day and when removed.

Homework: [Does not go home unless given special permission](#)

Other management:

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Review

Complete an initial review three months after the allocation and a formal review approximately six months after allocation. Ongoing reviews take place during scheduled IEP meetings.

Initial three months review date/s: Aug 2011

Next IEP (about six months): November 2011

School staff member responsible for review: Julie Brown


Email: j.brown@manawatu.ac.nz

I/we understand and accept that we are responsible for:

1. Following the agreed management plan for the assistive technology where applicable.
2. Notifying the school if the assistive technology is no longer meeting the needs of the student.
3. Replacing of stationery consumables, where they are for the sole use of this student, such as batteries, paper and printer cartridges.
4. Keeping the equipment clean and well looked after.
5. Returning the assistive technology to the school if the equipment needs repairing or if it is no longer being used for the intended purpose by the student it is allocated for.

I/we understand and accept the responsibilities above and agree to the following privacy statement:

Privacy: The personal information on this form is being collected for the purpose of allocating equipment and will be reviewed by teams from the Ministry of Education. The information will not be used or disclosed for any other purpose except in accordance with the Privacy Act 1993. The information collected will be held by the Ministry of Education. Students have the right under the Privacy Act to request access to and correction of their personal information.

Signed (Parent/Caregiver):  _____ Date: 30 April 2011

Please note the following processes and conditions must be followed.

You accept that the school:

1. Will assume ownership of the assistive technology for the time that the student is enrolled in the school, including listing the technology on the school's asset register, and maintaining a record of the serial numbers and asset numbers or other descriptions of the approved technology along with supplier details and warranty conditions.
2. Will arrange to buy the assistive technology in line with the approved application (details in Quote Sheet – section 10) if required.
3. Will ensure that the assistive technology is used for the intended purpose by the student it is allocated for.
4. Is responsible for the safekeeping of all assistive technology items such as original software, manuals and accessories etc. as documented in the management plan.
5. Is responsible for insuring the assistive technology and will contact the local Special Education office if repair, maintenance or replacement of the item is needed.*
6. Will support the implementation and ongoing use of the assistive technology within the school including the agreed training plan if applicable.
7. Will load appropriate school software and use appropriate school technology to support the student such as generic programs like Microsoft Office, virus software and access to school networks.
8. Will notify the local Special Education office when the named student transfers to another institution or leaves school, and will transfer the assistive technology to the new school (with the student) or return it to Special Education.

Signed (Principal):  _____ Date: 30 April 2011

*For more information on the Ministry of Education and school responsibilities in case of loss, damage or replacement, please see the [Insurance and Repairs Fact Sheet \(www.minedu.govt.nz\)](#) – assistive technology). Repairs, maintenance and consumables for FM listening devices for **students with hearing loss** continue to be provided by the Ministry of Education through the Deaf Education Centres.

Checklist of required actions:

- Most recent IEP (or equivalent) is attached
- All signatures are completed
- Trial results include qualitative and quantitative evidence of significantly improved educational outcomes
- Pre and post trial writing samples for applications where the key issues relate to writing
- Two quotes are obtained (or rationale for single quote included) and original quote is attached
- Peer review is completed and signed OR the assessor has already completed two applications

Include only if appropriate to support this application:

- Diagnosis from an appropriate professional if applying for specialist assistive technology through non specialist eligibility initiatives (e.g. SEG, SLS or RTLB). See [eligibility fact sheet](#) for more information
- Other work samples where relevant (pre-and post-work samples)
- Detailed training plan, if appropriate
- Photos if appropriate (especially to show complex technology set-ups such as chairs and switch systems)

Applications for over \$5000 and the first two applications completed by an assessor must be peer reviewed. In other cases peer review is optional.

Name of peer reviewer: _____ Position: _____

Signature: _____

- Team as per page 1

Other recipients:

Please send the completed application to the district technology coordinator at your local Special Education office. Moderation occurs monthly and