

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: Edna Sharples Date of application: 22 April 2011

Date of birth: 12/12/2005 Age: 6 School year level: 1 Ethnic group/s: European

School name: Main School Facility number: 123456

Telephone: (03) 422 2222 Email: office@main.school.nz

Assessor's name: Mindy Caldwell Assessor's role: Occupational therapist

Assessor's telephone: 03 4221111 Assessor's email: mindy@abc.nz

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

Alex Black - Class teacher	Ezra Sharples - Parent
Celia Smith - Teacher Aide	Mindy Caldwell - Occupational therapist
Edna Sharples - Student	Sue White - SENCO

02 Eligibility

1. Eligibility: Please confirm eligibility by identifying the initiative that this student is supported by. See the [help document](#) for more information.
ORS - High
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

2 Significant difference in majority of curriculum

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.

Edna has a diagnosis of Down's syndrome and is short in stature compared to her peers

- She is very sociable and enjoys participating with her peers.
- She is mostly non verbal and uses Makaton sign and single words to communicate
- She is easily distracted

For the 12 months that Edna has been at school, she has used a smaller sized standard school chair. However her feet do not touch the ground and her postural instability when seated results in her fidgeting and wriggling, which in turn is distracting for her and others around her. Edna also slouches to the side and struggles to reposition herself due to her low muscle tone and fatigue.

Her unstable seating position makes fine motor skills such as drawing, cutting and writing difficult, and this impacts on her on-task behaviour. She has difficulty stabilising her upper body to coordinate her hands to manipulate objects on the desktop. The extra effort required to position herself on her chair means that she quickly becomes fatigued.

Edna's class teacher or teacher aide are required to help her move out from the table and back into the table several times throughout the day as she cannot do this herself due to her feet being up off the floor.

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.

- The standard classroom chairs are all plastic bucket chairs that are the same height
- Edna has 10 hours of teacher aide support per week
- As Edna does not have any teacher aide support in the afternoon, the class teacher has to help her into and out of the group table every time Edna needs to move to a different learning space or on to the mat
- Edna requires in-class support from an adult to sustain her motivation to participate in adapted curriculum activities. She does not complete work unless she is verbally prompted by the teacher or teacher aide.

05

Learning goals and tasks

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

- Edna will be positively engaged in shared learning experiences and social activities.
- Edna will be able to write a short sentence (with support) on a personal experience.

¹ Priority levels are allocated by the Ministry of Education.

Task/short-term goal 1: Edna will undertake fine motor activities at a group table (cutting, drawing & writing) from a stable seated position

Task/short-term goal 2: Edna will be able to seat herself at the table independently

Task/short-term goal 3: Edna will be able to stay seated for 10 minutes without losing focus

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).

- Allows her to push it in/out from table independently
- Is appropriate height & adjustable for growth
- Allows feet to be supported flat for stability
- Provides support for upper limbs (arm rests)

What other assistive technology options were considered?

Class chair not suitable as too high

Office chair not suitable as feet would be unsupported

Height adjustable chair – trialled (various chairs available on the market were compared according to the therapists' product knowledge)

Alternate height desk – does not address foot stability or upper limb stability

Portable foot rest – not suitable as needs to be moved constantly so reduced independence

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): Classroom chair	List assistive technology trialled: Height adjustable chair with footrests, armrests and castor wheels
	Before trial	Length of trial: 3 weeks
Task/goal 1 Edna will undertake fine motor activities at a group table (cutting, drawing & writing) from a stable seated position	Edna frequently slouches on her chair and struggles to reposition herself to a more functional upright position as her feet do not touch the ground. When she is re-seated she is unable to position the chair close to the table which results in further slouching and fidgeting. Edna struggles with fine motor and manipulative activities. She often drops materials she needs on the floor or materials are out of her reach. Her attempts at cutting, drawing and writing are messy as she does not have sufficient postural control to perform these tasks	Edna is seated at the correct height to access all table top activities. Her back is well supported and her feet are supported flat giving her a stable position to perform fine manipulative activities. Edna's letter formation has shown a marked improvement since using the chair and she has made significant gains in all academic areas. She is able to sustain an upright posture with less slouching and fidgeting using the adjustable chair.
Task/goal 2 Edna will be able to seat herself at the table independently	Edna is unable to either move away from the table or back into the table independently. Adult assistance is required every time she needs to move her chair to get from the table to the mat and back again.	Edna can push her chair independently from one learning space to another. The wheels enable her to pull herself in and push herself out of the table independently. The footplate and armrests provide support for Edna to get on and off the chair safely and independently.
Task/goal 3: Edna will be able to stay seated for 10 minutes without losing focus	As the group table is too high and she is not seated securely, she tends to be unmotivated and does not complete work. Edna is unable to concentrate for any longer than 3 minutes. Edna initially participates with her peers but as she loses focus so often, she ends up wandering around the classroom within a few minutes of the activity starting.	The foot plate and arm rests give Edna the physical support to concentrate on learning experiences. She is able to stay focused for up to 10 minutes and appears less fatigued. This chair enabled Edna to participate fully in classroom activities. She is able to work alongside her peers and feel part of classroom life

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Recommendations

The following items are recommended for purchase

Item	Rationale for choice of technology (based on trial outcomes)
Height adjustable chair	To allow Edna to access table top activities at the correct height. This chair is adjustable for growth.
Arm rests and footplate	The footplate stabilises her feet flat giving her the correct physical support to allow Edna to concentrate on learning activities. The armrests prevent her slouching to the side and assist with safe transfers on and off the chair.
Castors	Allows Edna to independently move her chair into and out of her desk and to different locations throughout the classroom.

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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.wellingtonregion.state.co.nz/GST_Calculator	TOTAL
H & L Seating 25 Blenheim St Blenheim	Adjustable Chair	626.09	93.91	720.00
Freight (detail each if more than one)		17.39	2.61	20.00
TOTAL		643.48	96.52	740.00

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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: [Supplier support](#)

Portable devices: [Not applicable](#)

Homework: [Not Applicable](#)

Other management: Monitored by the Occupational Therapist

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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: August 2011

Next IEP (about six months): November 2011

School staff member responsible for review: Sue White

Email: mail@school.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: 15 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: 18 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 \(www.minedu.govt.nz\)](http://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: Judy Jones Position: Physiotherapist

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 close off dates are available from the District Technology Coordinator.