

# 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](http://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: Hayley Door Date of application: 8<sup>th</sup> May 2011

Date of birth: 07/01/1998 Age: 13 School year level: 9 Ethnic group/s: European

School name: Greybrook High School Facility number: 98765

Telephone: 03 333 3333 Email: principal@greybrook.school.nz

Assessor's name: Frances Wall Assessor's role: Visual Resource Teacher

Assessor's telephone: 03 555 5555 Assessor's email: greyvrc@blennz.ac.nz

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

Celia Hall - SENCO Hayley Door - Student Grace Door - Mother Frances Wall - Resource Teacher of Vision  
Maria Frame - Deputy Principal

## 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).<sup>1</sup>

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.

- Hayley has congenital cataracts. She has had both lenses removed and has to wear very thick glasses to compensate for this.
- Current vision is 6/36 corrected and she will never have totally clear vision
- Over the last 2 years vision has deteriorated due to the onset of puberty. Her vision now seems to have stabilised
- She gets very fatigued and by the end of the day is unable to cope with normal sized text. Hayley's preferred print size is **N20**.
- Is unable to access the whiteboard and relies heavily on her friends for taking notes and supplies them with black pens to make it easier for her to read their writing
- Hayley uses a monocular for some distance viewing but this only gives a limited view of the whiteboard
- Has been using a strip magnifier to help her read short passages of work but this no longer enlarges the text enough for her. Hayley is a very keen, interested student and participates fully in all areas of her school work.

Academically, Hayley is near the top of her class in all subjects but teachers feel she could do even better with improved access to learning materials

- She takes much longer to read text than her peers and gets fatigued after 2-4 sheets.
- Often spends a lot of her homework time catching up with reading the set texts.
- Finds it difficult to see diagrams in her Maths and Social Studies text book as the enlargement she can get from the magnifiers is inadequate.
- Will often end up with headaches if she has to read a large amount of print that is too small.

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.

- Hayley is fully mainstreamed and has support from the SENCO
- All classrooms are set up with wireless internet access and most of the teachers use Smartboards to present their work. PowerPoint format is common
- The school has a very Impressive IT support team.
- She has very good support from her parents.

<sup>1</sup> Priority levels are allocated by the Ministry of Education.

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**05****Learning goals and tasks**

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

To work with increasing independence in class, improving the quality, quantity and speed of her written work.

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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: To complete all written work independently at the same rate as her peers

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Task/short-term goal 2: To be able to independently access written work near and at a distance

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Task/short-term goal 3: To be able to present all written work at a high standard

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

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**06****Consideration of technology for trial**

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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).

See table completed in appendix 1

What other assistive technology options were considered?

Use this table to show the trial findings. The trial results should show clear evidence of how the trialed 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 trialed: laptop & near/far camera 2
	Before trial	Length of trial: 2 weeks
Task/goal 1 (copy from section 5) To complete all written work independently at the same rate as her peers	Task 1 baseline Written work is barely legible Needed extended time and had to finish work off in homework time doing up to 3 hours of homework each night.	Task 1 results Finished her work in the allocated time including printing work to be handed in at the end of each spell. Significantly reduced the time spent on homework as she only needed to complete class homework.
Task/goal 2 To be able to independently access written work near and at a distance	Task 2 baseline Needed peers and teachers to assist getting information off the board. Totally dependent on peers to provide distance information.	Task 2 results Fully independent accessing distance information in the same time frame as peers. Was able to take pictures of diagrams and notes from the whiteboard. Did not need to ask peers for help.
Task/goal 3 To be able to present all written work at a high standard	Task 3 baseline Was unable to complete work in the given timeframe. Had to rewrite a lot of her written material as it was too messy for her teachers to read.	Task 3 results Found it easy to produce her work to a high standard. She was able to set the laptop on accessibility options so could re-read her work easily and edit it.
Use of equipment (independent operation and care)		She was able to move the equipment easily and rearrange her work space to include her equipment and others at her desk.  Totally independent with the management and care of the equipment.

Level of participation	Total participation when tasks are verbal	Enjoyed seeing faces during class discussions. Able to independently begin and manage different aspects of the task while still engaged with the teaching process. Staff noticed a huge improvement in confidence.
Motivation & on task	Dependent on teacher and peers. Highly motivated in the morning but as fatigue becomes an issue later in the day. Hayley does not participate as much in the afternoon.	Completely independent of her teachers and peers. Highly motivated all day. Significant reduction in fatigue. Was able to sustain motivation all day. Independent and on task for all class activities

Other possible headings: use of equipment (independent operation and care), level of participation, motivation and on task behaviour, independence, legibility, word count, time taken, editing, accuracy, development of ideas etc

Other comments from trial:

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## Recommendations

The following items are recommended for purchase

Item	Rationale for choice of technology (based on trial outcomes)
Laptop with non glare screen	The glare of a normal laptop was very fatiguing to Hayley
Near/far camera 2	Enabled Hayley to access the near text and all board work and was easy to set up and move.
Carry Bag	Laptop backpack to carry all items between home and school and around school
Extra Battery	An additional battery pack will be required to enable Hayley to have full access to the device throughout the school day, as the school found it unsafe in some classes to have the extension cord trailing across the floor

## 9

## 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

## 10

## 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 <a href="http://www.wellington.ealestate.co.nz/GST_Calculator">http://www.wellington.ealestate.co.nz/GST_Calculator</a>	TOTAL
The Telelens Shop 19 Arthur Road Christchurch Quote # 123777S	Laptop	1350.00	202.50	1552.50
as above	Near/far camera 2	6000.00	900.00	6900.00
Carry bag	reissue Te Whata item 12345			0.00
Freight (detail each if more than one)		15.00	2.25	17.25
<b>TOTAL</b>		<b>7365.00</b>	<b>1104.75</b>	<b>8469.75</b>

## 11

## 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: [Other - please specify](#) Student responsibility throughout day

Homework: [Goes home for regular homework tasks](#)

Other management:

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## Review

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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: October 2011

Next IEP (about six months): March 2012

School staff member responsible for review: Celia Hall (SENCO)

Email: [celia@greybrook.school.nz](mailto:celia@greybrook.school.nz)

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**13**

### Acceptance of responsibility - parent/caregiver to complete


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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: 7 May 2011

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**14**

### Acceptance of responsibility - principal to complete

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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: 8 May 2011

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\*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.

<b>15</b>	<b>Checklist</b>
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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)

<b>16</b>	<b>Peer review</b>
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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: T Brown Position: BLENNZ Peer reviewer

Signature: 

<b>17</b>	<b>Recipients of this report</b>
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- 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.

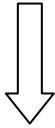
**Appendix 1 – Technology decision-making table**

**Tools – use this table to decide which assistive technology to trial**

Please insert headings and use columns only as appropriate for specific student and application type. The reasons for choosing the assistive technology for trial for this student should be clear from reading this table. Select the most cost effective option unless there is clear rationale not to.

For more information please refer to the Assistive Technology Guidelines and exemplars ([www.minedu.govt.nz](http://www.minedu.govt.nz)).

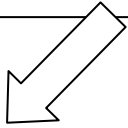
**Step 1**  
Features - enter one important feature of a tool needed by the student in each row (do this first)



**Step 2** Tool - enter as many tools/technology devices as is relevant for this assessment, the table is designed to help you to rule out inappropriate tools and select those that are best to trial



**Step 3** Indicate yes, no or maybe (or make notes in the table) to indicate if the tool/technology device has the required or preferred feature



Feature	Tool 1 Magnifier	Tool 2 distance 1* (*real name not used)	Tool 3 Laptop & near/far camera 2 (*real name not used)
Accessing the whiteboard and Smartboard	n	y	y
Accessing text books	y	y	y
Writing down class notes (in magnified format)	n	y	y
Ability to have text books in electronic format so that the text can be enlarged for viewing	n	y	y
Ability to access written format around the room (magnified)	n	y	y
Ability to observe incidental learning and demonstrations that are happening in the classrooms (magnified)	n	y	y
Complete same volume of work as peers	n	y	y
Tally	1	8	8

If appropriate, please add any further comments about your choice and reasoning here:

Laptop with near/far camera is cheaper, able to do the same things as the near/far camera1 and more readily available for trial so is preferred option.