

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: Simon Henderson Date of application: 12/03/2011

Date of birth: 02/03/1998 Age: 13 School year level: 9 Ethnic group/s: European/Maori

School name: May High School Facility number: 98765

Telephone: 09 999 9999 Email: office@mayhighschool.ac.nz

Assessor's name: Rebecca Gray Assessor's role: Special Education Advisor

Assessor's telephone: as above Assessor's email: rg@mayhighschool.ac.nz

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

George White (ORS Teacher 0.2) Mano Henderson (Father)

Julia Black (Special Education Needs Coordinator - SENCO) Carol Green (Mother)

Leigh Brown (Itinerant Teacher of Deaf) Jan Orange (Advisor of Deaf Children – AoDC)

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 If SEG see help document to confirm eligibility and detail support here:

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 If relevant, provide supporting information here:

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.

- Simon contracted meningitis at 23 months and that has resulted in hearing loss, visual deterioration, sensory/vestibular issues and learning difficulties.
- Simon has had involvement with Van Asch Deaf Education Centre since he was 2 years 6 months when he had a cochlear implant
- Simon has difficulty copying class notes and completing written work because his writing is very slow and laborious
- Has difficulty gripping a pen (a number of grips have been tried)
- He is unable to copy from the board or sheets due to a combination of factors (visual processing, concentration, fatigue), hence all work being copied must be placed directly in front of him (teacher aide copies from board when required)
- Content and deeper writing features (re curriculum exemplars) working towards age appropriate level
- Written output slower than peers therefore editing is often not completed
- Simon finds it difficult to grasp new concepts and retaining information (support staff providing extra tutorage, and 1 catch up period per week) and is thus somewhat resistant to learning new methods of carrying out a specific task

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.

Simon is:

- based in the Learning Resource Centre and mainstreamed into Year 9 classes
- mixes well with his peers in social settings
- has support in the mainstream as follows:
 - 5 hours ORS (1 hour SENCO, 1 hour Maths, 3 hours Science)
 - 4 hours ITOD (3 hours English, 1 hour SENCO)
 - 17 hours TA across remaining subjects
 - AoDC and Itinerant Teacher of Deaf support and FM system used in class
 - Occupational Therapy to address handwriting difficulties and sensory processing issues
 - Simon has 1 “catch up” period per week
- The whole school is networked and there are excellent ICT support systems

05 Learning goals and tasks

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

¹ Priority levels are allocated by the Ministry of Education.

- To work independently on all tasks
- To improve speed and legibility of written work
- To express himself in written format

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 independently copy and make notes (accurately and within the time allotted)

Task/short-term goal 2: To improve the speed and legibility of written work (especially for longer tasks)

Task/short-term goal 3: To develop consistent proofing and editing of his written work (within allotted time)

→ 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).

- See appendix 1

What other assistive technology options were considered?

Laptop considered but Netbook more portable

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: Netbook
	Before trial	Length of trial: 3 weeks
Task 1 - To independently copy and make notes (accurately and within the time allotted)	Copying known text 63 letters per minutes Copying unknown text 53 words per minute	Copying familiar text 151 letters per minute Copying unfamiliar 126 letters per minute
Task 2 - To improve the speed and legibility of written work (especially for longer tasks)	Writing becomes illegible within minutes of beginning the task (see attached writing sample)	100% legible (see attached writing sample) Able to print off work as required with no assistance
Task 3 - To develop consistent proofing and editing of his written work (within allotted time)	Some difficulty reading back own writing, and extra pressure of more writing demands at high school	Able to edit and publish own work accurately with no teacher aide support
Level of participation	Simon's focus is completely on written requirements and thus not attending to verbal classroom instructions	Increased participation in class. Noted that he was following class discussion more because he was observed putting up his hand for appropriate personal contributions and was often a recorder in group activities.
Use of equipment (independent operation and care)	Needs teacher aide support in all mainstream classes for copying notes and editing	100% independent when using the netbook, opens documents, saves files and transfers work without support. Charged battery independently and therefore able to sit wherever he wished in each class Prints using the school networked printers
Motivation & on task	Totally dependent on teacher aide for editing	Able to view larger portions of text at one time
Other	Portable	Portable, Able to keep data stored in subject folders Some teachers provided class notes to Simon in electronic format so he could refer to class notes at his desk

8

Recommendations

The following items are recommended for purchase

Item	Rationale for choice of technology (based on trial outcomes)
Netbook	Simon's written work is greatly enhanced in speed, legibility, quantity and quality of final product with the use of a netbook. Free from the struggle of keeping up with written requirements of the curriculum during the trial period, he has become a more active and interactive member of the classroom. He was completely independent of the teacher aide during writing tasks.
Long life battery	A longer life battery will allow him the freedom to sit in the most suitable place in each class
Neoprene sleeve	A neoprene sleeve will enable portability between classes, and between home and school

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.

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 http://www.wellingtonrealstate.co.nz/GST_Calculator	TOTAL
Tec Ltd 123 Home Rd Greenville	Netbook	695.65	104.35	800.00
as above	Battery	69.57	10.43	80.00
as above	Bag	17.39	2.61	20.00
Freight (detail each if more than one)		13.04	1.96	15.00
TOTAL		795.65	119.36	915.00

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: School IT support will be provided

Portable devices: Stored in locked cupboard during breaks

Homework: Goes home for regular homework tasks

Other management:

12

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: June 2011

Next IEP (about six months): Dec 2011

School staff member responsible for review: Julia Black (SENCO) Email: jb@mayhighschool.ac.nz

13

Acceptance of responsibility - parent/caregiver to complete

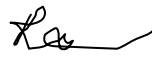
I/we understand and accept that we are responsible for:

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: 12 Mar 2011

14

Acceptance of responsibility - principal to complete

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: 12 March 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: Nina Samone _____ Position: Occupational Therapist _____

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.

Appendix 1 – Technology decision-making table

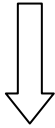
Tools – use this table to decide which assistive technology to trial

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).

Step 1

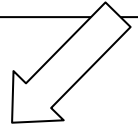
Features - enter one important feature of a tool needed by the student in each row (do this first)



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*



1.	Tool 1 Pencil/Pen	Tool 2 Lightweight Keyboard	Tool 3 Laptop	Tool 4 Netbook
Take notes independently (keyboard)	no	yes	yes	yes
Increase speed & improve legibility	no	yes	yes	yes
Increase ease of editing written output	no	some	yes	yes
Visually – image with good light that can be viewed close up	no	no	yes	yes
Portable – within classroom, school and to and from school	yes	yes	yes but heavy	yes
PC	n/a	n/a	yes	yes
Organisational Skills – to store information in a logical and orderly manner	no	?	yes	yes
Complete work - Complete work at same time as peers leading to increased classroom participation	no	yes	yes	yes
Able to be used for the whole school day (battery lasts)	yes	yes	yes	yes

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

culture

Culture can perhaps be explained as a system that meets the needs and wants of a group of people. It develops over generations and because formalized as a code of conduct. Cultures are not designed but rather evolve. They are reflected in things like languages, art, music, drama, beliefs, ways of living,

53 words after 3 mins. 17.6 words p.min.

If the body of an animal or plant is washed into a river, or comes to rest at ~~the~~ the bottom of a shallow bay, it will eventually be covered with sand and silt which settle on top of it. The soft parts will quickly decay but the hard parts such as animal bones, crustacean exoskeletons and plant fibers may survive long enough to absorb minerals from the water. In time these minerals replace the materials which make up the creature's hard parts, literally turning ^{them} into stone. A fossil has been formed. Fossils are found in layers of sedimentary rock.

5.06 mins for 100 words. 20 words p.min.

Simon - first time using the netbook

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3 mins 14 seconds for 100 words

30.8 words per min.

Culture can perhaps be explained as a stem that meets the needs and wants of a group of people. It develops over generations and becomes formalised a code of conduct. Cultures are not 'designed' but rather 'evolve'. They are reflected in things like language, art, music, customs, beliefs, ways of living and the way families and the wider group are organised. Cultures give a common identity to a group.

Mauri culture has a greater respect for older people than we see in many

85 words in 3 mins