

# 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: Henry Te Wai Date of application: 14 Feb 2011

Date of birth: 4/02/2003 Age: 8 School year level: 4 Ethnic group/s: Maori

School name: Karamata School Facility number: 123456

Telephone: 07 777 7777 Email: [office@karamata.school.nz](mailto:office@karamata.school.nz)

Assessor's name: April James Assessor's role: Teacher

Assessor's telephone: 07 777 7777 ext 717 Assessor's email: [april@karamata.school.nz](mailto:april@karamata.school.nz)

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

May Dux – teacher aide June and Tamiti Te Wai – parents Tui Mana - SENCO

April James – Class teacher

## 02 Eligibility

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

**SEG - Special Education Grant - Please specify** If SEG see help document to confirm eligibility and detail support here:

Henry has the support of a teacher aide for three quarters of an hour, each day of the school week during story writing time, plus works in a small group for 1 hour each Friday; He has an IEP and ongoing SENCO support. Support has been in place for more than 18 months.

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** 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.

- Henry struggles with all tasks that involve writing. He can take up to ½ an hour to write one simple 4 to 5 word sentence and a week to complete a story of four sentences.
  - Struggles with organisation and planning and ideas are often disjointed and do not flow well
  - Does not edit his work independently
  - When given support to edit his work is able to identify 30% of spelling errors but misses all punctuation errors.
  - Always unhappy with the work he produces and will hide his work from his friends
  - Handwriting is untidy and often illegible
- Currently writing at level 1ii (re curriculum exemplars) and work is consistently below the National Standards
- Good listening and speaking skills. Scored 48 out of 53 in the PAT listening comprehension test at the beginning of the year but tends to switch off when the writing instructions are being given by the teacher. Always participates in class discussions and has the ability to hold long conversations with peers and converse in a mature fashion with adults.
- Henry is easily distracted by his peers and is unable to sustain interest and concentration for an extended period of time, especially when asked to complete a written task. He takes a long time to get started and engages for only a short time before he is off task talking to his friends or wandering around the classroom looking for a pencil or a rubber.
- The class teacher and teacher aide believe Henry has the potential to create a higher quality of written work than what he currently produces. Henry is very articulate and is quick to offer what he wishes to write about, however the moment he starts to write he has difficulty organising his ideas into a writing plan.

### 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.

- Henry is part of a class of 29 students at Year 4 level. Each student has their own desk arranged in groups of six
- Henry has been seated at the front of the classroom for extra teacher assistance
- There is a desktop computer at the back of the classroom that Henry uses when he has teacher aide time (five times a week for ¾ of an hour)
- Works in a small group with the teachers aide each Friday (1 hour)
- Our school has 20 netbooks that are shared between 5 classes.
- We run a wireless network and have excellent ICT support

<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):

1. Henry will independently write to express ideas that he gives orally
2. Henry will proof read and edit his work independently

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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: Independently write four sequenced and legible sentences in half an hour.

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Task/short-term goal 2: Revise and edit four sentences to include punctuation, capital letters and correct spelling with 80% accuracy

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Task/short-term goal 3: Begin writing within 2 minutes of planning story ideas and remain on task for more than 10 minutes

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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).

Portable keyboard with concept mapping was selected for trial as it offered:

- a keyboard so Henry can produce legible text
- assistance with planning (structure), editing and offers spelling support
- able to be used at his desk
- able to be used on the school network for printing purposes
- portable

What equipment was considered?

Netbook

Planning software

Word prediction software

Laptop – not as portable as a netbook

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: School laptop with demo planning and word prediction software trialled for 3 weeks, Netbook trialled for 2 days to check suitability
	Before trial	Length of trial: 3 weeks
<b>Task 1</b> To independently write four sentences in half an hour that are both sequenced and legible.	Typically will write only 1 sentence in half an hour four times a week with teacher aide support. Work is very hard to read for both Henry and teacher due to high level of spelling errors.	Was able to write 4 - 5 legible sentences in half an hour four times a week. Henry was able to use the planning software to record all the ideas he wanted to write about and then create a well sequenced piece of work. Writing consistently showed a definite beginning middle and end. Teacher was able to read Henry's work.
<b>Task 2</b> Revise and edit four sentences to include punctuation, capital letters and correct spelling with 80% accuracy	Henry actively avoided the proof reading and editing of his work and would only attempt to correct his work when supported by an adult  <u>Work out-put for an average week:</u> 4 sentences of 4-5 words each Basic sentences were used 30% errors corrected – level 1ii Below National standards	By the end of the trial, using the word prediction software, as part of the writing routine, Henry was able to edit his 4 or 5 sentences on a daily basis. He made fewer spelling errors and was able to use the software to do a final check of spelling <u>Work out-put for a week:</u> 16 sentences of 8-10 words each Using compound sentences frequently 95 % work is error free, able to correct 3% of errors - level 1iii Given the progress made in 3 weeks, it is expected that Henry will meet National Standards within the next term using the equipment trialled.
<b>Task 3</b> Begin writing within 2 minutes of planning story ideas and remain on task for more than 10 minutes	Unable to plan a story independently. Ideas were disjointed with little logical flow. Teacher aide prompted for story ideas and planning. Needed frequent adult prompts to start and restart work.	Once Henry had learnt how to use the planning software he was independent with planning his stories. Henry was totally focused on his writing task and did not leave his seat until his story was completed and edited.
Use of equipment (independent operation and care)		Henry mastered the use of the technology and the software very quickly. He enjoyed using the planning software and was pleased to find that the word prediction software helped him spell words he needed when planning his writing.
Level of participation	Actively avoided any written task. Very little work ever completed	Shares work with peers and able to read back to the whole class what he has written. Is now able to complete and hand in work at the same time as his peers.
Independence	Very reliant on teacher aide or peer support for all aspects of written work	Hardly ever needs teacher aide support.

Other comments from trial: Henry said about the equipment "I like using the Netbook because everyone can read what I am writing. I don't feel embarrassed about my work anymore. I like being able to write about what I know. My mum says she is very happy about my work".

## 8

## Recommendations

The following items are recommended for purchase

Item	Rationale for choice of technology (based on trial outcomes)
Netbook and Bag	He is now able to complete and hand in written work (with improved quality and quantity) at the same time as his peers. This model of netbook is the same as the ones we currently use and can therefore easily be added to our school network.
Planning software	Henry was able to write down all of his ideas and create a writing plan
Word prediction software	Henry was able to create a piece of writing with 98% accuracy. Henry is now able to write what he wants to write rather than being restricted to his poor spelling attempts.

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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

## 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:

The quote provided is from our schools preferred supplier who also does the setup and maintenance of all our school technology equipment. The pricing for this equipment is similar to other suppliers.

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.wellingtonregion.state.co.nz/GST_Calculator">http://www.wellingtonregion.state.co.nz/GST_Calculator</a>	TOTAL
Keyboards Inc 85 Kay Dr Karamata	Netbook and bag	750.00	112.50	862.50
as above	Concept mapping software	150.00	22.50	172.50
as above	Word prediction software	280.00	42.00	322.00
Freight (please detail individual items if more than one)		8.00	1.20	9.20
<b>TOTAL</b>		<b>1188.00</b>	<b>178.20</b>	<b>1366.20</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: **School IT support will be provided**

Portable devices: **Stored on teachers desk during breaks**

Homework: **Goes home for regular homework tasks**

Other management:

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: 4 June 2011

Next IEP (about six months): 4 Dec 2011


School staff member responsible for review: Tui Mana (SENCO) Email: tui@karamata.school.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: 10 Feb 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: 11 Feb 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: Mary Smith Position: District Technology Coordinator

Signature: 

- Team as per page 1

Baseline data

Time: 30 minutes

my sis w is on the las  
day of school and the my  
barar and me

We wnte to seat food and

Then Toy sale on ede and

my bara went to aate we  
my am y mu got yoyes car  
ne

Writing using Netbook, planning software and word prediction software

Each sample 30 minutes

22/11/2010

in the weekend we went to the makara beach we climbed all over the rock pools. We went to my cousins school fair they had a kids café for \$3 I got a jelly and a lolley stick and a chocolate crackle and a gingerbread man. We went on a bouncy castle and then went home.

24/11/2010

on Sunday we went to the wave pool in Lowe Hutt it was cool fun.

On Friday Beck came and picked me and William up and went back to his homes. We fed the horses and the dog. At night we went possum hunting the end.

## The Nervous System

Is a bunch of nerves like spaghetti around your body. That are connected to your spine they send messages up the spine to the brain. They tell the brain when the body has been hurt.