

**Assistive Technology Form – 2010**

# Assistive technology application – Help document

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 content.  
**Please download and SAVE the form before you begin.**

## 01 Student information

Student name: \_\_\_\_\_ Date of application: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Age: \_\_\_\_\_ School Year level: \_\_\_\_\_ Ethnic group/s: \_\_\_\_\_

School name: \_\_\_\_\_

Telephone: \_\_\_\_\_ Facsimile: \_\_\_\_\_

Assessor's name: \_\_\_\_\_

Assessor's telephone: \_\_\_\_\_

Team members: List team members who participate in the student's education: \_\_\_\_\_

School students with special educational needs are eligible to be considered for assistive technology funding if they are supported through any of the Ministry of Education or school-based initiatives in the current year.

Only use the Special Education Grant (SEG) option if the student is not eligible under any other initiative. If using SEG please specify the type of service received (e.g. teacher aide), number of hours each week and duration of service (e.g. last two years).

To be eligible under SEG, student support must meet the following minimum requirements:

- SEG support has been in place for a three-month period
- student has a current IEP
- student is receiving 2.5 (individual) or four (small group) teacher aide hours each week
- student is supported by the school SENCO.

## 02 Eligibility

1. **Eligibility:** Please confirm eligibility by [document](#) for more information.

[Click here for options](#) If SEG selected

2. Under the terms of the Operational Protocol between Health and Education and ACC and Education it is considered that funding responsibility for the identified technology lies with the Ministry of Education:

**Yes**

Schools are expected to provide support to students by providing low cost items and consumables (batteries etc). There are two Ministry of Education grants (SEG and the ORRS consumables grant) designed for this purpose. It is recommended that these alternative funding sources are accessed for low cost items. Applications for assistive technology for under \$100 will not be considered.

The Ministry of Health funds equipment to address the students "living needs" such as communication and complex seating – please contact your District Technology Coordinator if this is not clear.

3. **Recommended Priority Criteria:** Please identify the priority criteria for this application (see the [help document](#) for examples)

**Click here for options**



#### **Assistive technology priority criteria examples**

##### **Priority 1 - examples**

1. Essential to access to the majority of curriculum activities (e.g. the student has no physical/sensory access to classroom activities throughout most of the school day)
  - Students who are legally blind and cannot access text information without assistive technology (AT)
  - Students who have severe low vision so that they cannot access most text information without AT
  - Students who have moderate, moderate-severe, severe or profound hearing loss and cannot hear in classroom setting
  - Student who has disability and cannot write without AT AND for whom access to written communication enables the student produce written work independently (enabling the student to move through curriculum levels over time)
  - Student who cannot sit in a classroom chair and engage in desktop activities at the same time, as student has significant physical disability, such as cerebral palsy and no other seating system
2. High risk of immediate or significant long term injury of the student or others
  - Adapted seating for a student who is at risk of falling off standard chair
  - Adapted seating for student who are at risk of physical deterioration (e.g. postural support)
  - Change table for student who requires assistance for toileting and this cannot not part of a property modification
3. Repair or replacement of existing Ministry of Education-funded AT due to loss, damage or deterioration OR modification of existing Ministry of Education-funded AT equipment to maintain function (e.g., due to change in external factors)

##### **Priority 2 - examples**

1. Significant difference to student outcomes in the majority of curriculum activities
  - Student who can write with a pen but with AT there is a significant change in written communication outcomes e.g.
    - legibility – without AT most writing cannot be read by others
    - quality – without AT most writing cannot be understood by others
    - quantity – without AT student's written output is severely compromised AND with AT the student can keep pace with peers or needs only small curriculum adaptation (enabling student to move through curriculum levels over time)
    - independence – without AT student relies on teacher aide for most note taking
  - Students who have mild and unilateral hearing loss and have difficulty hearing in a classroom setting
  - Adapted seating for student to improve the quality of all desktop activities
  - Students who have low vision and have difficulty accessing text information without AT
2. Access to some of curriculum activities (e.g. student has no physical/sensory access to classroom activities throughout some of the school day)
  - Students who are legally blind and cannot access some parts of the curriculum without AT, such as music or mathematics
  - Students who are working on life skills literacy for part of the school day but for whom written communication is not a primary tool

##### **Priority 3 - examples**

1. Some difference to student outcomes by providing help and support for some curriculum activities
  - without AT, written communication is difficult to read by others (legibility and quality)
  - without AT the student's written output is compromised and AT increases the quantity of written work
  - without AT the student misses some classroom instructions and conversations
  - students use AT for life skills literacy activities for part of the school day but for whom written communication is not a primary tool (the activities could be undertaken using other methods such as flashcards or point and select)
2. Significant difference to student outcomes in only one or two curriculum areas or a small part of the school week
  - Seating or other AT needed on one curriculum area, such as access to science or technology equipment/activities

Note: These examples outline general principles. Individual cases can be considered where unusual circumstances fall outside normal criteria

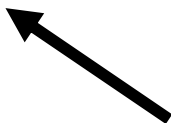
4. I confirm that this not standard classroom equipment (i.e. students in laptop classes are not eligible to apply for laptops through assistive technology)  Yes

Regular school funding covers the provision of assessments, programmes and support for all students. Support for the student includes provision of a typical range of classroom resources, together with teaching staff with the skills and confidence to support the use of these resources.

Schools, students and their family/whānau are responsible for providing standard classroom equipment. For example, students in laptop classes (where all students are expected to have a laptop as classroom equipment) cannot apply for a laptop through assistive technology.

### 03 Student Information

Introduction – provide clear, concise and objective information about the student and their needs and barriers to learning relevant to this application. Please comment on factors such as features of the disability, past interventions and impact on educational outcomes.



Provide a clear picture of the student. This section should outline the issues that the student faces (in relation to this application), and the impact this is having on their presence, participation and learning.


Bullet points are acceptable.

If appropriate, information about relevant medical diagnosis may be included here. Students applying for FM systems for Auditory Processing Disorders must supply a

The information may include the following: features of the disability; past interventions and student history (this may include information about previous applications); impact on educational outcomes; literacy skills (reading, writing, legibility, comprehension, content etc); communication skills (e.g. speaking or expressing need); attitude to work; task completion; and independence.

### 04 Learning Environments

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



Consideration of environmental factors is critical to the successful uptake and ongoing use of assistive technology. When considering learning environments the assessor describes not only the physical environment but also any relevant social factors.

Bullet points are acceptable.

Please comment on the following factors if relevant: class setting/s; people who give assistance; lighting and space; access to technology; power outlets; student's existing technology and how is it used; level of support using the Special Education Grant; level of teacher aide support; access to ICT support; acoustics; attitudes and expectations of key support people.

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

Students who are eligible for assistive technology will usually have an Individual Education Plan (IEP) that identifies the areas of the curriculum that will be the student's priority focus.

The need for assistive technology is usually identified at an IEP meeting. Typically, the IEP contains a number of learning goals that may or may not be relevant to this application. Please list only the relevant goals here.

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:

Task/short-term goal 2:

Task/short-term goal 3:

→ *When completed please copy the tasks/goals into the trial table (heading 9).*

Once the learning goals related to the assistive technology application are identified the team can identify up to three smaller tasks or goals that the student must master in order to achieve the longer-term goal. Tasks should be written in SMART format: Specific, Measurable, Achievable, Realistic and Time-framed.

Changing a goal like 'can undertake class work independently' into a task written in SMART format means specifying exactly what the student is to achieve.

For example:

- the student can hear, recount and follow teacher instructions without prompting from the teacher aide most of the time (three times out of four)
- the student is seated appropriately (giving suitable trunk support) that enables them to write a short paragraph (independently) within 15 minutes that is legible and can be read back by the student or teacher at a later time
- the student will write a short paragraph that demonstrates sequenced ideas and uses high frequency spelling words and appropriate punctuation (New Zealand Curriculum Exemplar Level 1iii).

For further support in writing SMART goals go to

<http://www.education.alberta.ca/admin/special/resources/ipp.aspx>

Individualised Program Planning – Chapter 7 Making Goals Meaningful, Measureable and Manageable.

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

What Assistive Technology options were considered?



It is important that the team does not immediately leap to an identified tool. Rather, to decide which tools should be trialled, the team first lists the features of the 'perfect' tool for this student. The features of the tool are based on the three aspects of the assessment already completed: the tasks that need to be achieved; the environments that the student will be in while achieving the tasks; and the student's preferences, culture and abilities. Some features will be critical and some may be preferred.

Imagine a black box in place of the technology and describe the features it would need to meet the student's needs.

Features include:

- has a keyboard for writing input
- allows the student to hear the teacher's instructions
- magnifies text in a book displaying enlarged font size
- is light and portable and runs on battery.

Once the features are listed it is very easy to decide which type of technology (or tool) is the best to trial. This is done by comparing probable types of assistive technology against the features list.

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):	List assistive technology trialled:
	Before trial	Length of trial:        weeks
Task/goal 1 (copy from section 5)	Task 1 baseline	Task 1 results
Task/goal 2	Task 2 baseline	Task 2 results
Task/goal 3	Task 3 baseline	<p>There should be a direct correlation between the learning goals/tasks and the assessment results.</p> <p>Trial information should include quantitative and qualitative data. Baseline information shows how the student performed before the assistive technology trial.</p> <p>Quantitative data is observable and may include:</p> <ul style="list-style-type: none"> <li>• reading, spelling, comprehension or mathematics levels</li> <li>• work production rates, such as words per minute or 10 minute period, or total amount written</li> <li>• legibility</li> <li>• test results</li> <li>• ability to meet achievement objectives (see curriculum for more information).</li> </ul> <p>Qualitative data may include:</p> <ul style="list-style-type: none"> <li>• teacher reports of attitude or apparent understanding</li> <li>• student or parent reports of motivation.</li> </ul>

Other possible headings: use of equipment (independent operation and care), behaviour, independence, legibility, word count, time taken, editing, accuracy  
 Other comments from trial:

## 8 Recommendations

The following items are recommended for purchase

Item	Rationale for choice of technology (based on trial outcomes)

All items listed here should have already been mentioned in the body of the report.

## 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.

Please refer to the [training plan exemplars](#) and separate [training form](#) if required.

## 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 <small><a href="http://nz.gstcalculator.info/">http://nz.gstcalculator.info/</a></small>	TOTAL
Freight (please detail individual items if more than one)				
TOTAL				

## 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: [Click here for options](#)

Portable devices: [Click here for options](#)

Homework: [Click here for options](#)

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 review date/s: 3months:

Next IEP (about 6 months):

Staff member responsible for review:

Email:

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.
- 6.

I/we understand and accept the responsibilities above and agree to the following confidentiality 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: \_\_\_\_\_

*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. Will support the implementation and ongoing use of the Assistive Technology within the school including the agreed training plan if applicable;
6. Will load appropriate school software and access appropriate school technology to support the student (for example generic programs such as Microsoft Office, virus software and access to school networks)
7. Will advise the local Ministry of Education, Special Education office when the named student transfers to another institution or leaves school, and will ensure that the Assistive technology transfers to the new school (with the student) OR is returned to the Ministry of Education, Special Education.

Please refer to the [insurance and repairs fact sheet](#). This outlines the continued Ministry of Education responsibilities to schools in cases loss, damage or maintenance of assistive technology.

Signed (Principal): \_\_\_\_\_ Date: \_\_\_\_\_

*\*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)

Applications for specialist hearing, vision or physical access assistive technology for students under non-specialist eligibility initiatives, such as Special Education Grant (SEG), Supplementary Learning Support (SLS) or Resource Teachers: Learning and Behaviour (RTLB) must include a diagnosis from an appropriate professional and appropriate specialist input.

Examples:

- Students applying for specialist hearing equipment (FM) through SEG/RTLB/SLS must have an audiologist diagnosis & Advisor on Deaf Children (AoDC) input (technical)
- Students applying for specialist vision equipment through SEG/RTLB/SLS must have a confirmed medical (vision) diagnosis and specialist vision input (technical)
- Students applying for specialised seating through SEG/RTLB/SLS must have confirmed medical diagnosis and OT/PT input (technical)

NB - this policy does not apply to students applying under specialist eligibility criteria (e.g. students applying for hearing equipment through National Sensory provision hearing DO NOT need to confirm diagnosis of hearing loss).

- 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 application completed by an assessor must be peer reviewed. In other cases peer review is optional.

Name of Peer Reviewer: \_\_\_\_\_ Position: \_\_\_\_\_  
Signature (Peer Reviewer): \_\_\_\_\_

**17** Recipients of this report

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

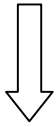
### Tools – use this table to decide which assistive technology to trial

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. The most cost effective option should be selected 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

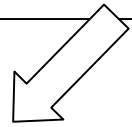
Features - enter one important feature of a tool needed by the student in each row (do this first)



**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	Tool 2	Tool 3	Tool 4

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