

Assistive Technology Summary

Name: [REDACTED]
DOB: [REDACTED]
Chronological Age: 5 yrs 11 months
School Site: [REDACTED]
SPED Program: [REDACTED]
SPED Eligibility: OHI/OI
Grade: Kindergarten
Case Carrier: [REDACTED]
Parents: [REDACTED]

Examiner: [REDACTED]
Report Date: 10-19-16

Reason for Referral:

Referral for Assistive Technology evaluation was made by [REDACTED], parent, in conjunction with [REDACTED] School District. Evaluation Plan was signed 8-11-16.

Relevant Background

Evaluations have been undertaken to help determine special education eligibility and for helping to plan for appropriate service and supports in the below listed areas:

Adapted PE
Functional Vision Assessment
Speech and Language
Psycho-Educational
Occupational Therapy
Applied Behavior Consultants

[REDACTED] extensive health/medical history is well documented and referenced in previous special education and behavioral reports contained in the student file.

Specifically related to assistive technology evaluation, [REDACTED] presents with left-side weakness in arm and leg, left-side vision loss/cut field in both eyes, strabismus and extropia.

Overall speech intelligibility was seen at greater than 80% as reported from 2015 preschool teacher, with utterance length ranging from 4-6 words. Current speech and language evaluation saw [REDACTED] with 100% intelligibility at the word level and 90% in conversation. Social pragmatics/proximity postures such as looking away from her listener, may affect intelligibility. [REDACTED] will speak slowly and does try to make herself understood. [REDACTED] demonstrated a speech disorder in the area of articulation/oral motor coordination.

Occupational Therapy review saw [REDACTED] use her right hand predominantly, is using her left-hand more and more to assist, is able to trace letters to with $\frac{1}{4}$ " to $\frac{1}{2}$ " of the line and was able to write "[REDACTED]" for her first name. Writing outlines/boundaries help [REDACTED] to remain somewhat in the correct field. Her fine motor control has seen improvement.

██████████ 4/27/2015 IEP included Assistive Technology device/services for use of adapted scissors, slant board for writing, adapted chair, and ipad use.

Parent has expressed concern over unsupervised use of an ipad or similar device as the magnetic field within these devices may affect the shunt settings. Behaviors such as putting her head on an ipad, as an example, may cause malfunction to the digital shunt settings. Close supervision while using these devices must occur.

Proposed IEP draft for the upcoming meeting contains one written language goal which is appropriate for assistive technology application.

Current Observations

██████████ was observed/interviewed/interacted with at ██████████ School with sped teacher ██████████ and ██████████ (parent) on 9-19-16 and 9-20-16.

██████████ is a delightful kindergarten age young lady. She engaged readily in all activities asked of her within the classroom and worked 1:1 with this examiner. She persisted in work even when it became frustrating for her at times.

Written language work samples were obtained from ██████████. Discussion also occurred with occupational therapist, ██████████ (██████████ Therapy). Work samples demonstrated emerging skill with weakness for letter size, shape, and spacing. ██████████ will turn her head to the right for visual field orientation. Work orientation (slant), view angle, light reflection, pencil or marker weight and size – all factor into her writing performance.

iPad with various letter formation apps were demonstrated with ██████████ – both weighted stylus and index finger were used for input. Letter formation practice saw better results when the app did not rush ██████████ and allowed for letter formation outside the lines. When the app required within the lines work, frustration levels increased. Where the app allowed an easy pace with wide formation margins, ██████████ seemed to take her time, and appeared relaxed. Where the app required a higher performance standard and corrected her letter formations, she began to speed up her work pace, make more errors, grow tense and showed frustration.

Work with the app “Write My Name” demonstrated letter tracing of her name with a weighted stylus. Pace was easy and relaxed. Boundary margins were slightly relaxed allowing for wiggle room in letter formation. A second app “LearnToWrite” allowed greater letter formation variable and ██████████ could practice her letter formation and watch a re-play of her just completed work.

Hand-writing practice, with OT oversight, should continue. The recommended hand-writing practice apps for iPad should be used as practice in class and home, under supervision with careful guidance to avoid having frustration build. Alternative hand-writing using keyboard, word prediction, name stamp, and voice recognition (speech to text) should be carefully guided for future use.

Recommendations**Rationale**

1. Slant board (collaborate with OT on size and type best suited for ██████)	Slant board allow all desk-top work to be lifted at an appropriate angle. Slant provides benefit for ██████ to use her left hand/arm for supporting her work, allows better upwards/slanting angle for dominate right eye viewing of work, allows easier/smooth hand motion for fine-motor skills
2. Varied pencil, marker thicknesses/size (collaborate with OT on size and type best suited for ██████)	Eye-hand coordination is a concern. Applying differing pencil/marker thicknesses and weights will allow ██████ to find the right aid for hand-writing.
3. Name stamp -- “██████”	██████ is gaining skill in hand-writing her name. She is able to write “██████” without tracing. ██████ requires cueing (as in teacher places a green dot on the line showing where to begin the letter formation) or tracing, Kindergarten will see multiple papers daily where she will need to write her name. Recommend using a name stamp for routine papers where ██████ may concentrate on the work at hand and not having to concentrate on forming letters in her name every time. Hand-writing her name should be done on key papers in class at 1 per day until skill increases.
4. iPad 16 gb Air2 or similar with Otterbox Defender case with protective screen cover	iPad with selected apps listed below for supplemental practice and reinforcement. To be used where possible on the slant board or with ipad case built-in slant for optimal viewing.
5. iTunes app: “Write My Name”	App allows ipad writing with finger or stylus for name, upper/lower case letters, numbers, and kindergarten vocabulary words. Self-paced. App provides some guidance for lines with ¼” to ½” boundary allowances. For letter formation practice for a set time period
6. iTunes app: “LearnToWrite”	Similar to above but without letter formation boundaries. Self-paced. For practice in letter formation and spacing. Work may be saved for review of progress and played back. Various color assortment of markers. Use under supervision and guidance.

<p>7. iTunes app: “Co:Writer”</p>	<p>For keyboard practice of letters, words, sentences now and for real-time application in class as a hand-writing alternative in the future. Allows high visual contrast. Word prediction. Saving work. Printing, send to Google, email, etc. Use under supervision and guidance.</p>
<p>8. iTunes app: “SnapType”</p>	<p>Allows alternative to hand-writing , helps allow classroom pace to be maintained with class. iPad camera takes a pic of classroom worksheet where keyboard fields are easily inserted into the worksheet for [REDACTED] to key into. Application for worksheet practice using keyboard instead of hand-writing and for future alternative to hand-writing if necessary. Use under supervision and guidance.</p>
<p>9. Cosmonaut Weighted Stylus for iOS</p>	<p>Weighted, thick stylus is helps allow better grip practice and builds motor-memory for transferring to paper and pencil writing</p>

