



Assistive Technology Infusion Project Round 3

Student Identification

District of Residence IRN#: 045534 Age: 15
 Contact Last Name: Mock Sex: Male
 Student Date of Birth: 01/19/1991 Grade: 6
 Student's Primary Disability: Developmental Disability
 School/Program Attending: ABC Elementary School
 Service Location: Educational Service Center

District of Residence

IRN#: 045534
 District: Anytown Local Schools
 County: Morrow
 Address: 100 Elm Street
 City, State Zip: Anytown, OH 54322

District Contact

Name: Mock, Susie
 Title: Special Education Supervisor
 Facility: Anytown Local Schools
 Address: 100 Elm Street
 City, State Zip: Anytown, OH 54322
 Phone: (614) 234-5679
 Fax: (614) 123-4566
 Email:

Superintendent

Name: Doe, John
 Title: Superintendent
 Facility: Anytown Local Schools
 Address: 100 Elm Street
 City, State Zip: Anytown, OH 54322
 Phone: (614) 234-5679
 Fax: (614) 123-4566
 Email:

Building Contact

Name: Mock, Susie
 Title: Supervisor
 Facility: Anytown Local Schools
 Address: 100 Elm Street
 City, State Zip: Anytown, OH 54322
 Phone: (614) 234-5679
 Fax: (614) 123-4566
 Email:

Treasurer

Name: Doe, John
 Title: Treasurer
 Facility: Anytown Local Schools
 Address: 100 Elm Street
 City, State Zip: Anytown, OH 54322
 Phone: (614) 234-5679
 Fax: (614) 123-4566
 Email:

Assistive Technology Items Requested

- 1 Notebook Computer
- 2 Co-Writer
- 3 Jump Start Typing
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Primary category of this technology:

- Curricular/Other
- Technical
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-
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Total Funding Requested: \$1,400.00

I. Problem Identification

A. Present Level of Performance

Summarize this student's abilities as they relate to educational/developmental performance and the techniques used for gathering this information. Please do not use the student's name.

M is a student with limited small and gross motor skills. As a result of poor muscle development in his hands, M is unable to form letters correctly. M has a difficult time using a pencil. M needs to be able to complete school tasks independently in his classroom. He needs to have access to some type of technology that will help him to produce written responses for assignments he is given. This will enable him to participate more freely in the general curriculum.

B. Statement of Critical Need

Indicate the specific educational and/or developmental needs for this individual student, including the specific tasks that you expect the student to do within the educational program and the environments where these tasks will be completed. **Please do not use the student's name.**

M is a sixth grade student who has limited small and gross motor skill development. He has difficulty writing legibly with a pen or pencil. His writing tends to be very large and light. He does not attend to writing visually therefore many letters are written on top of each other. M has a hard time with tasks such as cutting, pasting, and writing. He is required to do much writing during daily school tasks and is therefore limited in his ability to do things independently. He needs an adult to assist either by scribing his work, or by prompting him to watch what he is writing and to take his time. M is also easily distracted when he is not able to comprehend the task at hand. He requires visual aides at all times to understand information that is presented. M needs tasks that involve tactile and well as visual elements.

C. Past and Current Accommodations/Modifications

Discuss past and current modifications and/or accommodations, including how long these have been in place, and why or why not these are effective. Please do not use the student's name. This section is optional for applications requesting a total of \$3,000 or less.

M uses the word processing program whenever responses are required in Language Arts, Reading, Science, Social Studies, and Health, although he has limited access to the computer. For math he uses a pencil and paper. He has been given various types of writing instruments to attempt to improve writing to the point of legibility. So far none of these attempts have been successful other then the computer word processing.

II. Solution Generation

D. Feature Match

List the assistive technology features that match the identified needs of the student. Discuss those features in terms of the student's ability to use these features. **Please do not use the student's name.**

M needs a computer allowing him to type his responses. He needs a systematic typing program to learn how to type. It will also be important that this student uses a program such as Co-Writer this will allow him to hear and see his mistakes.

Another area of concern in the regular classroom environment for student is that his instruction does not incorporate visual supports. The support would give him access to the regular curriculum. By using an application such as Power Point, his teachers could provide visual supports in the form of slides with photographs to visually support instruction.

E. Continuum of Options and Trial Use

List the assistive technologies that were considered in meeting the student needs identified in this assistive technology process. Indicate trial use, duration, and results. If no trial period was implemented, please explain. **Please do not use the student's name.**

<i>Device/Software Considered</i>	<i>Trial Period</i>	<i>Duration of Trial</i>
1 Desktop computer	Yes	September 2001-present
<i>Results/Explanation</i>		
Student has learned to open a new document, insert his name and his written responses, save work and print document to be handed in		
2 Typing program: Mario Teaches Typing	Yes	February 2002-present
Program seems to be too rapid for student to follow. He enjoys the concept of typing and seems to be using better keyboarding skills but would benefit from a different type of application		
3 Laptop computer	No	
School OT has worked with student on completion of tasks using laptop. Work seems to be successful		
4 Home desktop computer	Yes	October 2001-present

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Student is able to complete homework assignments on family computer and email then to intervention specialist. He is now able to sit and complete work on his own. Parents are pleased with progress.

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III. Solution Selection

F. Selection

Describe how the recommended technology(ies) meet individual needs and will facilitate student outcomes. Is this a cost-effective solution to meet the individual student’s needs? Describe why the team selected this technology over other options. Please do not use the student’s name.

1. *Technology Recommended*

Notebook Computer

Rationale for Recommendations

Would provide student with a portable computer to be used in all school environments. Student would have capability to access regular curriculum in regular classrooms as well as resource room with this support. Student responds well to the use of tactile learning tools. The tactile nature of the keys would satisfy the need to touch things.

2. *Technology Recommended*

Co-Writer

Writing program that would assist student in gaining independence in the school environment where writing is required. Auditory feedback will replace an aide in assisting with each writing task.

3. *Technology Recommended*

Jump Start Typing

Would provide student with a systematic typing program to build good keyboarding skills.

4. *Technology Recommended*

5. *Technology Recommended*

6. *Technology Recommended*

7. *Technology Recommended*

8. *Technology Recommended*

9. *Technology Recommended*

10. *Technology Recommended*

11. *Technology Recommended*

12. *Technology Recommended*

III. Solution Selection

G. Assistive Technology Requested

Please contact vendors to explore reduced pricing opportunities available in Ohio.

1	Vendor Gateway Address 36 Fiesta Lane Miamisburg , OH 45342 Contact	Web http://www.gateway. Ph (888)851-7359 Fax TF (888) 851-7359	Item Notebook Computer Model Gateway Solo 1400 SE 1 @ 1,050.00 = \$1,050.00 Shipping and Handling
2	Vendor Mayer-Johnson, Inc. Address P.O. Box 1579 Solana Beach , CA 92075-7579 Contact	Web http://www.mayer-johnson.com/ Ph (858) 550-0084 Fax (858) 550-0449 TF (800) 588-4548	Item Co-Writer Model 1 @ 325.00 = \$325.00 Shipping and Handling
3	Vendor Best Buy Address PO BOX 949 Minneapolis , MN 55440 Contact	Web http://www.BestBuy.com Ph (888) 237-8289 Fax (248) 362-9606 TF (800) 588-4548	Item Jump Start Typing Model Knowledge Adventure: Jump 1 @ 25.00 = \$25.00 Shipping and Handling
4	Vendor	Web	Item

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	Address	Ph	Model
		Fax	1 @ =
	Contact	TF	Shipping and Handling
5	Vendor Address	Web Ph	Item Model
		Fax	1 @ =
	Contact	TF	Shipping and Handling
6	Vendor Address	Web Ph	Item Model
		Fax	1 @ =
	Contact	TF	Shipping and Handling
7	Vendor Address	Web Ph	Item Model
		Fax	1 @ =
	Contact	TF	Shipping and Handling
8	Vendor Address	Web Ph	Item Model
		Fax	1 @ =
	Contact	TF	Shipping and Handling
9	Vendor Address	Web Ph	Item Model
		Fax	@ =
	Contact	TF	Shipping and Handling
10	Vendor Address	Web Ph	Item Model
		Fax	@ =
	Contact	TF	Shipping and Handling
11	Vendor Address	Web Ph	Item Model
		Fax	@ =
	Contact	TF	Shipping and Handling
12	Vendor Address	Web Ph	Item Model
		Fax	@ =
	Contact	TF	Shipping and Handling
Total Amount Requested			\$1,400.00

IV. Implementation

H. Goal setting

Identify measurable goal(s) that you anticipate this individual student will achieve with the requested technology(ies) within one year. Goals should be stated in terms of measurable outcomes. The goals and objectives should be related to the student's current IEP or IFSP. **Please do not use the student's name.**

I. Student will use technology to communicate ideas in writing.

A. Given a word processing program, student will type, save, and print writing assignments and increase quantity of output by 25%.

B. Student will use a word processing program to type appropriate responses to worksheet blanks and increase quantity of output by 25%.

C. Student will correct written mistakes that do not make sense in writing by responding to verbal correction.

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D. Student will use visual cues such as charts, diagrams, and photographs to accompany the classroom curriculum.

I. Evaluation Plan

Indicate techniques and frequency for collecting data to evaluate student progress toward these goals. Please do not use the student's name.

Objectives will be monitored monthly through observation by Intervention Specialist and Regular classroom teacher.

Charting will note whether student can correctly open, type, save, and print a document without assistance, and measure the level of output for each assignment. Records of mastery will be kept as to how well the student is using visual cueing.

IV. Implementation

J. Team Members and Responsibilities

Indicate the team members necessary to ensure implementation of the proposed assistive technology(ies) and their specific responsibilities. If application is approved, a list of signatures will be required. If parents or students are a part of the team, do not use their names; list the words "Parent" or "Student" only.

Name/Title/Responsibilities

1 Intervention Specialist

Oversee proper use of the laptop as well as prepare and implement visual cues in the regular classroom and resource room,

2 Speech/Language Pathologist

Consult with team members on appropriate use of visual cues, provide support in gaining visual cueing; assist in the implementation and training of Co-Writer

3 Parent

Oversee use of technology in the home environment.

4 Occupational Therapist

Train student on use of typing program, maintain weekly consultation with intervention specialist during school year.

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V. Local Share

K. Supports and Services

Describe specific supports and services which have been and/or will be provided by the district to support this student. Include alternate funding sources, training for staff, parents or students, teacher planning time, repair and maintenance or other technical assistance. List one support or service per page.

<i>Supports and Services</i>	<i>Proposed/ Completed</i>	<i>Provider</i>	<i>Funding Source</i>	<i>Cost</i>
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1 Special Education department has already provided IntelliKeys program for use in the resource room for this student in an attempt to provide further access to educational tasks without requiring pencil and paper composition.

Completed

2 Special Education department provides one hour per month of planning time for inclusion teams to plan for instructional purposes, and accommodations for students with special needs.

Completed

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Total Amount of Local Share

V. Local Share

L. Other Funding Options.

List funding sources, other than ATIP, that have been considered or pursued for this student. This section is optional for applications that total \$3,000 or less.

<i>Funding Options</i>	<i>Considered</i>	<i>Pursued</i>	<i>Results/Explanation</i>
Medicaid	No	Yes	Family did not qualify
Personal Insurance	No		
MR/DD	Yes	Yes	No response
Rehab. Services Comm.: BVR, BSVI	No	No	
SchoolNet (i.e.: TLCF, Schoolnet Plus)	No	No	
ORCLISH (i.e.: Federal Quota, Impact Study)	No	No	
Civic or Community Organizations		No	
Ohio Dept of Health: BCMH			
Other		No	

VI. Significance

M. District Technology Plan Integration

Describe efforts to integrate assistive technology devices and services within the building and district, including incorporation in the district technology plan.

Currently the district provides computers in all classrooms in the school district for work on the World Wide Web, and for student research and presentations. The district encourages the use of technology in as many as possible in the classroom to improve student achievement. The district is committed to helping all students learn to use technology.

N. Access to the General Curriculum

How will the assistive technology(ies) requested support instruction that allows the student to actively engage in the general education classroom and progress in the general curriculum? Please do not use student's name.

The requested technology this student can become an active participant in his regular classroom. With visual supports, this student is capable of following a modified version of the regular curriculum. The student will be able to engage in Science, Social Studies, and Health activities on grade level in a regular classroom with peers, when supported by these technologies. This student will have greater access to the curriculum through the use of visual supports which will improve mastery of concepts being taught. When given an opportunity to use technology for the purpose of written communication, student will enjoy more time in a regular classroom environment.