



Assistive Technology Assessment Report

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|--------------------------|-------------------------|------------------------------|--------------------|
| NAME | AF | DATE(S) OF ASSESSMENT | 2/16/2023 |
| AGE/GRADE | 6/1 | SCHOOL/ORGANIZATION | ABC SD/ ABC School |
| PRIMARY DIAGNOSIS | Other Health Impairment | ADDRESS | |
| | | PHONE | |

REFERRAL INFORMATION

AF was referred to Westminster Technologies by Tarrytown School District to determine if he would benefit from assistive technology to improve his communication. The IEP team decided further investigation was needed based on AF's current skills and deficits.

Westminster Technologies' Director of Assistive Technology visited the school on the assessment date to conduct the assistive technology assessment. Observations and conversations with AF's special education teacher and speech therapist were completed, along with a review of his IEP. The teachers/therapists completed the following student information guides to provide additional information: communication, computer access, and a general form that covers behaviors, strengths, strategies, and fatigue levels.

STUDENT PROFILE

AF is a social, happy young man in the first grade that presents with receptive and expressive language deficits and is an ESL student. He has been diagnosed with Muscular Dystrophy, so will need varying levels of support throughout his school career.

DAILY TASKS/ACTIVITIES AND ENVIRONMENT

AF is working on the following goals:

- Reading: locate first and last name given a field of five; identify five common environmental signs; recognize and name thirteen upper and lowercase letters.
- Writing: label pictures using phonetic spelling; write first name correctly using upper and lowercase letters.
- Math: independently rote count to ten; independently count and state the quantity of a set of objects comprising ten objects when asked "how many."
- Speech/Language: respond to wh-questions using verbal or nonverbal means; express wants and needs through verbal or nonverbal means; produce audible functional daily phrases and simple sentences of six to eight syllables.
- Social/Emotional/Behavioral: take part in and follow classroom routines and activities throughout the day and interact with in a positive manner.
- Motor Skills: tolerate passive/active stretching to trunk and lower extremities to help prevent deformities; transition safely between location; complete three specific upper body strength exercises to complete desk work independently; take part in physical activities without fatigue to participate in longer periods of time; complete a variety of fine motor activities with three verbal or physical prompts.

AF has access to the following supports/modifications/accommodations:

- Special Class: 12:1+2
- Adapted PE
- Physical Therapy
- Occupational Therapy
- Speech/Language Therapy
- 1:1 Aide
- Access to elevator
- Extra time between classes
- Frequent breaks
- Picture symbols

RESULTS OF ASSESSMENT/EDUCATIONAL IMPLICATIONS (COMPLETE AREAS AS NEEDED)

COMMUNICATION (ORAL/WRITTEN)

AF is an ESL student and had a bilingual speech-language evaluation which showed below chronological age receptive and expressive language skills, with limited phonemic and lexical range, and minimal verbal output. He uses two and three-word utterances, which include words, phrases, and simple sentences and has showed the ability to use nouns, verbs, and adjectives, responses, questions, comments, and telling familiar stories with repetitive and predictable text. AF has difficulty sustaining audible phonation, and naming objects, but this may be more due to word finding issues. He imitates peer responses and behaviors.

AF uses a dynamic four-finger digital grasp with closed web space, can color within lines, but shows difficulty with drawing lines through curved mazes, connect dots, and copying shapes. He is working on his handwriting but cannot form diagonal strokes. AF has low trunk muscle tone and fair upper body strength. He is working on writing his name, can copy his name but struggles without a visual model, and is working on tracing letters and writing them independently.

COMPUTER ACCESS/COMPUTER-BASED INSTRUCTION

AF needs 1:1 help to type on the computer, and can have difficulties with accuracy because of visual attention deficits.

SEATING/POSITIONING

Not applicable to this assessment. AF is being followed by his OT and PT for all seating/positioning issues that may arise.

HEARING/VISION

No concerns. Not applicable to this assessment.

READING

AF has worked on learning the letters and their corresponding sounds and benefits when letters are paired with simple movements and repetition. H struggles with sound-letter correspondence. AF understands print concepts and can sit with peers to look at books while they are read.

MATH

AF is working on rote counting to ten, has good imitation skills and will draw counters, and guesses when asked to identify shapes.

LEARNING/STUDYING

AF benefits from multi-sensory learning approaches and has good imitation skills. He enjoys coloring and drawing, and being with peers. AF requires modeling, repetition, and checks for understanding. He has fine motor, visual motor, and visual perceptual skill deficits, and fatigues easily. AF can become distracted and refuse to complete some classwork.

OTHER OBSERVATIONS

AF was engaged, smiling, and interacting with peers throughout the classroom activity. He followed along with the teacher's directives to find specific color markers and complete steps in a workbook. When the class watched a video about the letter "U" he was very attentive. AF talked to his peer across from him throughout the activities and appeared to enjoy the classwork.

RECOMMENDATIONS FOR CONSIDERATION

The following items should be considered for AF. It is highly recommended that you take advantage of free demos and loan equipment options to trial the technology before purchasing to determine if it is something AF benefits from and enjoys using. It is recommended that the IEP team meet to discuss the options below and determine which should be trialed. If desired, a Zoom meeting can be conducted with Westminster Technologies to assist in this decision-making process. After trialing, decide which AT worked best, keeping in mind the ability to use the assistive technology at home and in other environments (as needed). The team receives **three Zoom/phone meetings** with this evaluation to consult on decision-making, technology trials, technology implementation, or questions regarding the assessment or technology.

Communication

AF is working on expanding his expressive communication and needs to be immersed in communication opportunities throughout the school environment. Any messages should be recorded in a male voice, preferably by a similar-age male peer. Below are recommendations for increasing communication opportunities for AF that should be used in combination to provide as many opportunities to communicate as possible. Whichever communication method is selected should be combined with modeling and encouraging AF to repeat the full-sentence messages verbally.

1. **Picture Book/Picture Board:** A picture book or board should be used with AF in all areas of the school environment, such as on his desk. Each picture should include the English and Spanish word. Go to Augmentative Resources to view many examples for creating picture boards and books <http://www.augresources.com/default.asp>.
2. **Portable Low-Tech AAC:** Below are examples of portable low-tech AAC options that should be considered for teachers, aides, other team members, or AF should wear or use with quick access to communication opportunities for AF. These can encourage interaction, increase utterances, or improve clarity or repair communication. Review the examples, and determine if any can be made.
 - a. **AAC Lanyard:** Determine the type of layout desired, print, laminate, and attach to a keyring and lanyard for team members to wear. See the free TPT resources to print or use as examples. <https://www.teacherspayteachers.com/Browse/Search:aac%20lanyard/Price-Range/Free> and learn more at the [AAC Language Lab](#).
 - b. **Waist Communicator:** A flip book with vinyl pockets with Velcro closure that can be worn on a belt. View an example at <https://www.augresources.com/Portable-Waist-Communicator-Clear-Pocket-Pages-p/port-waist-comm-clear-pages.htm>.
 - c. **Core + Fringe Communication Carrier:** Portable vinyl pockets to slide in communication pages and have a handle for carrying or hanging with flip pages. View an example at <https://www.augresources.com/CORE-Fringe-Picture-Communication-Carrier-p/033136.htm>.
3. **AAC Apps:** AF will benefit from an AAC app with bilingual capabilities so he can communicate in multiple environments using the language pages as needed.

- a. **TouchChat WordPower:** A fully customizable AAC app that uses SymbolStix, with the ability to use other pictures, including photos taken with the iPad. Button actions can be implemented to play videos or link to YouTube videos. The vocabulary files that have the same layouts in English and Spanish are WP25, WP48, WP60 Basic. More information can be found at <https://touchchatapp.com/touchchat-hd-aac-with-wordpower#WP60Basic> and learn about the bilingual capacity at <https://www.youtube.com/watch?v=LrI9Am2xvBU>.
- b. **Prologue2Go Crescendo:** The Crescendo vocabulary set for Prologue2Go has both English and Spanish, which can be used separately or together. It provides core word access with pre-populated customizable fringe pages. Learn more at <https://www.assistiveware.com/crescendo>.
4. **AAC Strategies:** Below are AAC strategies that should be used by the team members.
 - a. **Modeling:** Prompting and modeling is an excellent technique for encouraging AAC use and increasing communication. Statistics (by Jane Korston) show that a typical AAC user (low, mid, or high-tech) exposed to modeling for only one hour per week will take 84 years to have the same level of exposure as a typical 18-month-old who is exposed to over four thousand hours of oral language. All adults and family working with AF should model communication and any AAC system used while communicating. If using an AAC device, follow it with verbalizations, and encourage AF to do the same. This can be done in spontaneous and pre-designed classroom activities, at home, and in the community. A great resource with examples of AAC modeling can be found on this YouTube Channel: <https://www.youtube.com/user/lotsacomptons/videos>. The team can also learn more at the [AAC Community](#).
 - b. **Total Communication Approach:** A total communication approach involves accepting and using all forms of communication. This includes verbal and non-verbal, such as vocalizations, eye gaze, facial expressions, manding, gestures, sign language, augmentative and alternative communication, and more. The team can learn more about this approach at <https://napacenter.org/nonverbal-communication/>.
 - c. **Recasting/Expanding:** This is a strategy that is used to correct or add information to AF's utterances. For example, if AF says "juice," the communication partner can say. "I want juice."; "You must be thirsty, let's get you that juice."; or "I like juice, my favorite is..., what is your favorite?" This can also be used when AF shows frustration – the team can acknowledge and recast his frustration through words. For example, "I see you are frustrated because XXX." View the following article, [Recasting: A Language Facilitation Strategy](#) and watch the video at <https://www.youtube.com/watch?v=wD9TTtA3wKE>.
5. **Core First Learning:** Tobii Dynavox has a free Core First Learning program to help teams teach key core word usage. It also fosters language and literacy skill development through printable core word books and activities to be used with AAC devices and lesson plans for teachers/therapists. Review and print the resources for the [Core First Learning](#) resources.
6. **Social and Expressive Communication Skills:** AF will benefit from working on his communication skills for socializing, expressing himself, and other skills. **Google Slides/PPT:** The team can create social stories and video modeling using Google Slides or PPT. Explore ideas and the free options on Teachers Pay Teachers at <https://www.teacherspayteachers.com/Browse/Price-Range/Free/Format/All-Google/Search:social+stories>.
7. **AAC App Grid Size:** The grid size or number of symbols/icons on the screen/page when an AAC app has been selected should be solely based on AF's visual and fine motor skills. The OT and SLP should work together to determine the number of symbols AF successfully sees and accesses through touch. For example, 25 symbol squares are on each page. Then, symbols can be hidden to reduce the number of options AF has until he has mastered the page. Symbols can be slowly exposed to increase AF's communication opportunities.

8. **Guided Access:** To avoid any issues, if a tablet with an AAC app is introduced, guided access should be set up with a secure passcode that only school staff knows.



Recoverable Signature

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Heather R Maydak, ATP

Director of Assistive Technology

Signed by: 3e5b2cd0-1c49-4f0e-8b9c-df40754a596d