

Assistive Technology Evaluation Report

Student Name: (initials only) AB

DOB/Age: 11

Grade/Classroom Setting: 5th Grade

General Information:

The information I gathered was from knowledge of student and observation of student during the Camp Adventure summers school. The student is diagnosed with Down Syndrome. She is far behind in reading grade level and is reading at a kindergarten level. She can read simple words and CVC words. She is at a kindergarten grade level in her mathematics skills also. She can count to twenty and complete simple addition and subtraction problems. She doesn't enjoy reading sight word cards. When she doesn't want to work or gets frustrated, she will ignore the teacher or paraprofessional. The girl receives special educations where she works with the special education teacher n academic skills.

Evaluation Results:

Sensory: The student wears glasses as she has a visual impairment. The student has strabismus. It would be beneficial for the student to sit at the front of the room to ensure she is able to see everything on the board. The student is within grade level in tactile function as she can grasp objects without problems. The student does not have an auditory impairment.

Physical: The student does have poor posture. She doesn't sit up straight in her desk or stand up straight while walking. The student can walk and run freely without an impairment. She struggles with coordination when playing games. The student is within grade level in strength as she can lift the same materials as her classmates. The student does have low energy and complains frequently about being tired.

Cognitive: The student does not have trouble with sequencing the main idea in a story. The student needs help staying on track with school work. She needs encouragement to complete assignments. She understands basic cause and effect in social situations. The student needs help with problem-solving skills. She understands the problem but has difficulty finding the solution. She can follow simple directions but needs reminders. The student can only handle one direction at a time. The student is not at grade level in mathematics, reading, and writing. She is at the grade level of a kindergarten student.

Psychosocial: The student is interested in *The Diary of a Wimpy Kid* books. She frequently checks out the books at the library and likes to look through them. She is also very interested in animals such as horses and cats. She loves to play hopscotch. She is competitive when playing any game. She likes to be the winner in the game and must be reminded she can't always win. When she is unwilling to work, she is reminded mother will be notified about her misbehavior. The student does not like to disappoint her mother.

Language: The student has trouble with sentence structure. She speaks in simple sentences and does not have the vocabulary of students in her grade level. She is difficult to understand at times and needs to practice pronunciation. She knows the sounds each letter of the alphabet but has trouble with clear pronunciation. The student does need to work on expressing her emotions with others. She also needs to work on listening to others and responding to their requests or questions.

The student needs to be able to motivate herself to complete her work. She needs to be able to complete school work with fewer reminders from her paraprofessional. She needs to improve her pronunciation of words. She needs to build upon her reading and mathematics skills. The student also needs to work on her pragmatic communication skills when she is frustrated with someone.

The student will be working in the general education classroom with her peers and one teacher. She will have a paraprofessional to assist her in school work. The student does leave the classroom to work with the special education teacher. She participates in recess and physical education with her peers. The student has a supportive family consisting of her mother, father, and a brother.

Potential Assistive Technology Solutions:

Choiceworks App, Apple Store, \$5.99

This app will be beneficial for helping the student accomplish tasks throughout the day. She will understand what is expected of her and receive positive reinforcement. The app will also help the student work through her frustrations by providing relaxing techniques.

SOLO Literacy Suite, Don Johnston Human Learning Tools, \$699

The software is beneficial for helping students with developmental disabilities in their writing. The software includes spell and grammar check. The program can recite what the student has typed on the computer. To allow the student to type faster, the program includes a word completion feature. A graphic organizer feature is included in the software to help students organize their thoughts.

See and Learn Speech, Apple, \$19.99

The application would help the student with the pronunciation of her letter sounds. The visuals that match the words will help the student improve her vocabulary.

Plans for Follow Up:

The Choiceworks app will be downloaded on the teacher's iPad from the Apple store, and the teacher will pay for the app. The SOLO Literacy Suite will be downloaded on the student's laptop. The program will be purchased by the school district. The See and Learn Speech app will be downloaded on the teacher's iPad from the Apple store, and the teacher will pay for the app.

Evidence of Effectiveness of Device:

The Choiceworks app was created by Michelle Walker, MS Applied Educational Psychology with experts in the child development field. (Choiceworks, n.d.) According to the *Technology to Support Writing by Students with Learning and Academic Disabilities: Recent Research Trends and Findings*, writing has become more technology-driven and effective in improving the writing skills of students with disabilities. (Peterson-Karlan, n.d.) Students with Down syndrome have trouble with speech because of their anatomical makeup, hearing loss, and short-term memory loss. This program was created with these challenges in mind when helping students diagnosed with down syndrome according to the *Speech development for children with down syndrome*. (Speech development for children with Down syndrome , n.d.)

Melissa D Mehlhoff 6/14/18

Signature (Type name here, sign above – electronic signature ok)

Date