

Paperwork to be filled out in order to request a Laptop Trial
To be submitted to Maureen Sabin - Special Education Consultant—Education For All

Assistive Technology Trial Process Matching Student with Technology

Student Name: _____ OEN #: _____

D.O.B. _____

School: _____ Grade: _____

Classroom Teacher: _____

Resource Teacher: _____

IPRC Initial date: _____

Exceptionality: _____

Professional reports on file:

Statement Supporting Assistive Technology

	Psychology
	Speech and Language
	Other

Yes	No
Yes	No
Yes	No

How the training process will be implemented:

By whom: _____ Where: _____

Duration: Two Months

Indicate the Assistive Technology supports that will be used during the trial period:

Will be installed:

Premier Assistive Technology

Ministry Licensed—Co-Writer; Write Out-Loud; Clicker 5; Smart Ideas; Word Perfect Office 12; Dragon Naturally Speaking

Additional Software Required for trial that must be purchased at extra cost:

Kurzweil, Word Q, Speak Q, Intellitools Classroom Suites

Other:

Assistive Technology Evaluation Guide For Students

Things to consider:

A—What difficulties is the student experiencing in the school environment for which assistive technology intervention is needed?

- What are the student's strengths and weaknesses?
- What educational task(s) is the student unable to perform because of his/her disability and will the use of assistive technology help the student accomplish task(s) more independently and within the least restrictive environment?
- Will the use of assistive technology enable the student to compensate for difficulties in various settings? i.e. regular classroom, home, social.

B—What strategies, materials, equipment and technology tools has the student already used to address the concerns? (see next page for details)

C—What new or additional assistive technology or accommodations should be tried?

- What is the student's prior experience with technology and does the student want to use the assistive technology device and/or service recommended?
- Will the student be involved in the decision-making process to determine the most appropriate assistive technology device and/or service?
- What are the student's expectations for what assistive technology will do for him/her?

D—What will the criteria be for determining whether or not the student's needs are being met while using assistive technology?

- What plan will be in place to integrate the technology effectively?
- What will the time frame be for determining if the criteria are being met?
- Are the assistive technology devices and/or services being utilized? If not, explain why.
- Does the use of assistive technology enable the student to meet his/her IEP goals?

Assistive Technology Evaluation Guide For Students

Tasks	See next page for list of considerations			
	A- What difficulties is the student experiencing in the school environment for which assistive technology intervention is needed?	B- What strategies, materials, equipment and technology tools has the student already used to address the concerns?	C- What new or additional assistive technology or accommodations should be tried?	D- What will the criteria be for determining whether or not the student's needs are being met while using assistive technology during the trial period?
Writing				
Reading				
Math				
Studying/ Organizing				
Listening				
Access to Curricular Materials				

Assistive Technology Evaluation Guide For Students
What strategies, materials, equipment and technology tools has the student already used to address the concerns?

	No Tech	Low Tech	High Tech
Writing	Dictionary	Slant board Key guard Alternate keyboard Electronic spell checker without auditory output Electronic spell checker with auditory output Tape recorders for note-taking Pencil grip Rubber stamp Adapter paper (bold line, raised line, different spacing)	Word processor Word prediction software Voice recognition software—computer software programs which recognize your voice Talking word processor Multimedia software for expression of ideas Laptop computer Abbreviated expansion programs (macros) Semantic organizers
Reading		Changes in text size Changes in spacing Changes in background colour Reading pen Reading window	Optical Character Recognition (OCR) software/speech synthesizer—using a scanner takes written text and turns it into spoken language via speech synthesizer Electronic Books Screen readers Books on CD/tape
Math	Graph paper Calculation chart Turn paper sideways	Modified paper (enlarged, raised line) Calculator Math Line Talking watches Calculator on computer	Software with template for math computation Hand held talking calculator Electronic math worksheet
Studying/ Organizing	Aids for organizing materials (colour coded folders, index tabs) Highlight text with markers or highlight tape Index cards	Appointment book Beeper/buzzers Graphic organizer worksheets	Software for organizing of ideas Variable speech control CD/tape recorders Electronic organizer (i.e. Palm Pilot)
Listening		Pressure-sensitive paper for user to tear off copies of notes to share with a student who has difficulty listening and taking notes	FM amplification device Laptop computer for note-taking Compact word processor for note-taking Variable speech control tape-recorder

Task	Completes Task with Accommodations (describe)	Task representing areas of difficulty	Assistive technology to be utilized	Other considerations
Physical/ Motor				
Accessibility to Computer				
Written Composition				
Reading: Decoding				
Communication				
Listening				
Studying				