



Northeast Tennessee Assistive Technology Cooperative

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NET-AT

Assistive Technology Evaluation Mental Retardation – High School

Name: Student D
Primary Disability: Mental Retardation
Area(s) of Need: Communication
Grade Level: High School
Instructional Setting: Extended Resource
Team Members: Member A, SLP, NET -AT Team Leader
Member B, NET -AT Team Leader
Member C, ATP, NET -AT Technical Assistance Instructor
Member D, SLP

Purpose of Assistive Technology Evaluation:

The evaluation was conducted to give assistance in the areas of motor control, social skills and written communication that will enable Student C to increase her participation and independence in school activities.

Observations:

Student D was observed in a Special Education classroom at a high school during a typical school day. The observation revealed that Student D enjoys working on computers, participating in class and recopying words from text. He is currently functioning below the first grade level in all academics with the exception of reading, which is at a 1.3 grade level. He is successful with echo reading, number recognition and simple spelling. He works well in a small group or one to one instruction. Student D will graduate from high school with a special education diploma this month.

The Assistive Technology Evaluation was conducted in the computer lab within the special education teacher's classroom which was equipped with nine PC computers and several software programs. Student D was very friendly and cooperative with all team members throughout the evaluation. Although Student D's receptive language skills seemed to be adequate for tasks at hand, his verbal expressions were unintelligible to the evaluators. He was, however; able to communicate nonverbally by using gestures, making choices and writing some requested information (telephone number and "Mom"). There were no spontaneous verbalizations observed; Student D only verbalized in response to questions asked of him. He demonstrated an ability to make choices by choosing between six pictures (I don't understand, May I use the phone, I need help, Where is the restroom, My name is Student D, and Excuse me), from the Boardmaker software library, when given a stimulus situation (what would you say if...?). He was able to start a computer and insert the appropriate CD. He was also able to maneuver the mouse with ease. The computer software Student D was observed using was Jumpstart 2. Throughout this program he was able to

Enabling students to be active participants within their environment through the use of assistive technology.

independently activate and work within the various levels of the program. Upon removing the CD before exiting the program, Student D received computer errors which he was able to correct with minimal assistance.

These observations confirmed to the evaluation team that Student D possesses the required prerequisite skills necessary to successfully be trained and use an electronic communication device. Such device would allow him to be successful in his future daily living environments.

AT Equipment, Devices, Software & Other Instructional Materials available to Student D:

- Computer
- Jumpstart 2nd Grade Software

Considerations:

In order for Student D to be successful in the school environment and to address his educational needs, the team offers the following considerations:

- Use low cognitive level, high interest software that is age appropriate
- Be given daily supervised opportunities for computer access
- Use an electronic communication device such as ChatPC by Saltillo Corporation, in order to enable him to successfully communicate within the community and future work environment
- Continued Speech/Language services to ensure proper training, use and generalization of skills obtained using ChatPC to actively participate in his environment

Recommendation for the ChatPC was suggested because of the fact that this device can easily be set up as a portable communication device which will meet Student D's current and future communication needs, without the need for other software or devices.

*Considerations are recommendations for the IEP team to utilize when taking into account the Assistive Technology needs of a student. The final determination of any AT device(s) and/or software is the decision of the IEP team.