



# Northeast Tennessee Assistive Technology Cooperative

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**NET-AT**

## Assistive Technology Evaluation Specific Learning Disability – Elementary

**Name:** Student G  
**Primary Disability:** Specific Learning Disability  
**Area(s) of Need:** Written Expression and Reading  
**Grade Level:** Elementary  
**Instructional Setting:** Resource  
**Team Members:** Member A, SLP, NET -AT Team Leader  
Member B, NET -AT Team Leader  
Member C, ATP, NET -AT Technical Assistance Instructor

### Purpose of Assistive Technology Evaluation:

The evaluation was conducted to determine appropriate assistive technology to help Student G in the areas of written expression and reading, and to decrease frustration associated with these areas.

### Existing AT Equipment, Devices, Software:

- Macintosh Computer (in general education and resource classroom)

### Observations:

The team observed Student G in a conference room adjacent to the resource classroom. He was very friendly and cooperative. He did not outwardly exhibit any anxiety about the evaluation. When asked questions about his strengths and weaknesses he expressed concerns about the quality of his handwriting.

### Word Processing and Computer Skills:

Student G was proficient in using the PowerBook G3 computer. He demonstrated the ability to highlight, delete and use arrow keys to navigate within the text. When asked to type using the laptop computer he positioned his hands over the home keys but then typed using the index finger of his right hand and the second finger of his left hand.

Student G was introduced to the Co:Writer, a word prediction program. The program is designed to reduce required keystrokes when writing. He quickly understood how the program operated, but he did not consistently use the predicted words and instead typed the entire word by himself. He was proficient in using the laptop including the use of the touch pad instead of a traditional mouse.

When asked to type additional spelling words dictated from his spelling list using Write!Outloud Student G typed 10 words in 1 minute and 39 seconds with 2 errors. When asked to type another 10 words he typed 10 words in 2 min 12 seconds with 7 errors. He used auditory feedback to recognize

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the errors. It is the team's professional opinion that the difference in time was due to Student G's recognition of his errors from the auditory feedback feature of Write!Outloud. When asked to print 20 words from his spelling list (in two separate trials of 10) using pencil and paper he wrote the first 10 words in 51 seconds with 1 error and the second set he wrote 10 words in 54 seconds with 4 errors. When asked if there were any words misspelled he did not identify the errors. He corrected one word without prompts. Student G's spelling words are high frequency Dolch words. His printed sample was legible but letter height was inconsistent. When asked he stated that he preferred writing with a computer over using pencil and paper. He stated that he liked writing with a computer because his writing was neater.

The team leader asked Student G to independently compose two original sentences about his interests. One using pencil and paper and the other using Co:Writer. Student G stated that he preferred Co:Writer because it was easier to hear and look at the predicted words. The team observed he had no errors when using Co:Writer and 3 errors when using pencil and paper.

The team observed Student G reading a familiar passage from a fourth grade level book. He read 28 words in 32 seconds with 2 errors. He was also asked to read an unfamiliar passage from the same book. He read 31 words in 45 seconds.

To determine Student G's ability to transfer text from his spelling book to Co:Writer, the team asked him to copy a definition. He did not complete this task within the time limit using Co:Writer and he had 3 errors.

The team asked Student G if he was having any other difficulties in school. He stated his concerns for the neatness of his math work. The team observed that the difficulties were due to a numerical alignment instead of math calculations. This observation is based on two samples of long division. The first trial was performed on traditional lined notebook paper and the second trial was performed using a modified grid with 3/4" x 3/4" squares.

### **Considerations:**

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

#### **Software:**

- Co:Writer
- Write!Outloud

#### **Low Tech:**

- Headphones

#### **Technology:**

- Franklin Speller

#### **Classroom Accommodations and Adaptations:**

- Highlighter tape to isolate key terms
- Cover overlay to assist in visual discrimination

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- 3/4" x 3/4" grid lined paper
- Keyboarding instruction to increase typing speed

\*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.

EXAMPLE ONLY