# Needs Assessment for Technology

## Student Info

Name (pseudonym): YK

Age at time of assessment: 5

Grade: Kindergarten

Classroom placement: Mainstream K-1 classroom

## Background Information

20/250

High contrast

depth perception difficulties

glasses all the time

Reads at Grade 2

Short stature, on growth hormone treatment

Gets VI, O&M,

## Student Sensory Learning Channels

### Primary learning channel: Vision

### Tasks the student can do efficiently using this sense:

* Likes to read Robert Munch books from a distance of 10cm (independently)
* Build train tracks, builds models
* Reads back own handwriting
* Navigates classroom with visual markers on steps
* Locates buttons on devices

### Tasks with limited success using this sense:

* Seeing things at a distance beyond 3 feet if target low contrast
* Seeing what is drawn on a flipchart – flipchart is 2 meters from student
* Cannot find friends on playground
* Copying what’s drawn on flip chart

## Secondary learning channel: Auditory

### Tasks the student can do efficiently using this sense:

* Finding friends on the playground
* Follows multi-step directions from teacher
* Participate in class discussions
* Comprehends stories read out loud
* auditory discrimination in a noisy environment

### Tasks with limited success using this sense:

* Too much auditory information in environment is distracting

## Tertiary learning channel: Tactile

Tasks the student can do efficiently using this sense:

* Tactile discrimination to activate correct button on a device
* Holds crayons, pencils no problem

Tasks with limited success using this sense:

* Cannot reach things place up high

## Classroom, school, and community activities that your student currently requires assistance to engage in – and has the potential to be more independent.

Remember: you are not identifying present levels of performance

* Directed drawing and printing (teacher draws on flipchart, students must copy)
  + Cannot see what’s drawn on flip chart, can’t copy
* During story time, book is projected on screen

## Types of mainstream (non-adapted) educational materials and instructional media that your student needs to access in various classes, labs, and electives

General classroom

* Story books
* pocket chart
* flip chart
* projector screen
* Videos

## Technology Features That Would Benefit the Student

(use generic terms and avoid naming brands – each feature should match a sensory learning channel)

* Near magnification
* Desktop access to information presented at a distance
  + Screensharing
  + Distance magnification
* Reading stand
* Text-to-speech

## Potential constraints or challenges of implementing this student’s access technology

* Training classroom staff

## Priority items:

- copying stuff from the board

- tech = desktop access to info at a distance

## Draft IEP goal:

When presented with information on the board, YK will independently use a video magnification system with features for distance magnification, freeze/save screenshots, to copy print or pictures from the board. He will do so for 4 out of 5 opportunities for 3 out of 4 trials.