# Sample Needs Assessment for Technology

Completed by the current TVI and O&M Instructor

## Why and when would I fill this out?

* New student––ask people who know the student to get more info
* Student with so many needs, it’s hard to know where to begin
* Too many moving pieces, it’s hard to know where to begin

Reset!

## Student Info

“Kevin”

Age at time of assessment: 7 years, 5 months

Grade: first, going into second

Classroom placement: full inclusion general education class (with support from teacher of the visually impaired [TVI], orientation and mobility specialist [O&M], transcriber, aide, adaptive physical education)

## Background Information

Diagnosed with Leber congenital amaurosis, 20/1200 acuity, has experienced gradual loss over the years (does not see color). Super bright, curious, fearless, sociable (makes friends readily), can be silly, great focus/stamina when engaged with something, knows what he wants/likes (wants to participate in what peers are doing). Navigates well in familiar environments independently (cane, trailing––had O&M since preschool but was led around in school prior to this year). Uses listening, braille and tactile graphics to access school curriculum; not interested in pictures in books. Had extensive/good braille instruction in preschool and kindergarten, but it was not used in classroom––aide scribed/drew his “answers” on print lessons. This year was his first classroom experience with using accommodated/adapted lessons. Is assigned a variety of chores at home. Involved in a range of extracurriculars: piano, guitar, hiking, roller skating. Very engaged, knowledgeable, supportive parents.

## Student Sensory Learning Channels

### Primary Learning Channel

#### AUDITORY

Tasks the student can do efficiently using this sense:

* Follow teacher instructions, if clear (on rug, in classroom, transitions)
* PE and movement/dance instructions (once learned and partnered with buddy)
* When focused, he has great auditory memory
* Classroom recorded books (and at home)
* Identifying staff/peers

Tasks with limited success using this sense:

* Videos
* Group projects
* iPad with Voice Over (VO)
* Does not want adult doing “audio-description” for him
* Sometimes locating where to transition to in classroom
* Moving vehicles

### Secondary Learning Channel

#### TACTILE

Tasks the student can do efficiently using this sense:

* Reading braille
* Writing on Perkins Brailler––putting paper in and taking it out, navigating page, correcting mistakes
* Doing classroom art projects independently, using tactile paper/glue (with model/instructions)
* Locating/putting away personal school items (binders, books, etc.) from desk, over chair holder, cubby, listening center, reading bookcase
* Activities of daily living (meals, bathroom, cleaning up, backpack/hook)
* Getting around campus independently (with cane)
* Playing with Legos and other free-time items
* Chores at home
* Abacus
* Coins
* Completing adapted (braille/tactile) lessons/worksheets independently
* Using raised-line graph paper/stickers tracking math game scores
* Uses signature guide to print name for art projects

Tasks with limited success using this sense:

* General scissor skills, especially cutting more complex items (left-handed scissors), paper clipping, stapling
* Organizing papers and task tools––putting into and taking out of three-ring binder/folders, keeping tools and papers in designated trays or desk space
* Learning to access iPad with VO––navigating grid format
* Slate/stylus
* Keyboarding
* Navigating busy cafeteria, playground, garden
* Dropped items
* Tactile maps

### Tertiary Learning Channel

#### VISUAL

Tasks the student can do efficiently using this sense:

* Navigating in classroom and hallways (sometimes bumps into things)
* Identifying staff/peers

Tasks with limited success using this sense:

* Watching videos on laptop (large shapes, movement?)
* Participating in group projects
* Identifying colors (has no color vision). He wants to know the color of things and use specific colors for art.

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

(Remember: you are not identifying present levels of performance.)

Where can I target instruction so it is the most impactful?

* Getting with partners for class activities; staff needs to model interaction for peers
* Garden
* Science, art, and some classroom activities (if TVI given proper advance notice to prepare/adapt)
* Accessing online instruction
* Engaging in more activities on the playground
* PE games

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

*What does this student need for accessible educational materials/media (accessible educational materials, per Individuals with Disabilities Education Act)?*

### Language Arts

* Seesaw/Clever/Google Classroom
* Apps/links used for instruction
* Posters around room––with visual prompts/learning strategies for reading/writing steps
* Journals, worksheets, flipchart demonstration/instruction
* Reading buddies (with classroom parents, students from upper grades)

### STEAM (Science, Technology, Engineering, Arts, Math)

* Videos
* Science experiments, where it’s not practical to touch
* Science text (Foss)
* Art class (where so much is visual drawing––even though there are adaptations with cardboard to color within. etc.)
* Apps used for math instruction
* Math games (spinners, roll dice, etc.), worksheets (color in coded parts to solve a puzzle, etc.)
* Weekly in-class art projects

### Other

* Distance Learning:
  + Reading: Storyline Online, Sora, Epic!, Scholastic, Raz-Kids, ABCmouse
  + Math: Pear Deck, Google Slides, hand2mind teach@home
  + Projects: Google Slides, FLIPGRID
* Garden, movement/dance, PE, library

## Technology Features That Would Benefit the Student

Remember: Use generic terms and avoid naming brands. Each feature should match information from the student’s sensory access channel. Be sure to maximize a student’s strengths with each sense.

* Computer/tablet
* Screen reader
* Braille display
* Keyboarding
* Digital talking books for auditory and tactile access
* Nonvisual access to images: tactile graphics, 3D models, image description/alt text
* Color ID?
* Sound devices for PE?
* Digital worksheets/files/books that are accessible for auditory and tactile access

## Potential Constraints or Challenges of Implementing Access Technology in This Student’s Environment

* Getting full-time transcriber/aide hired (past year has been a string of great subs who have amazingly learned rudimentary braille to support him)
* Collaborating with general education teacher to have curricula formatted (or use links) that are accessible through screen reader, etc., to student
* Getting materials/curricula in a timely manner to adapt
* Student not having enough tech skills yet to access
* Moving/storing tech equipment securely within classroom and to/from enrichment classes
* Physical ability of young student to move around the laptop, braille display, etc.

California Department of Education July 2022