

FORM 2: Problem Identification and Solution Generation WISD Assistive Technology Decision-Making Process

Student: Theresa Ronald **Date:** 11/19/04 **AT Contact Person:** Judy Margaret

AT Team members present: Jane Smith, Judy Margaret, Oprah Taylor, Sherry Ronald

Referral Question: What task(s) does the student need to do that is currently difficult or impossible, and for which assistive technology may be an option? Theresa can't handwrite adequately in the classroom, especially for long assignments.

Student		Environment	Tasks	Tools	
What specific parts of this task are difficult for the student?	What is the student's present level regarding this task?	Environmental Considerations	What are the task-specific outcomes for the student and what data would show achievement? Star (*) priority tasks.	What has already been tried? What was the outcome?	Brainstorm possible solutions for the priority outcomes. Star (*) solutions to be tried first.
<p>--poor legibility for short answers, notetaking and longer written work.</p> <p>--student is not able to meet the classroom expectations for amount of written output because speed of writing and keyboarding is too slow</p>	<p>--OT eval of 2/04 showed fine-motor skills 2-yr delay</p> <p>--uses large letters</p> <p>--poor/no spacing</p> <p>--can't stay on line</p> <p>--very light pressure</p> <p>--poor legibility</p> <p>--writes 4-5 lines, (other students write 10 lines in 15 minutes)</p> <p>--left handed</p> <p>--resistant to writing more than 2-3 lines</p> <p>--speed ok for copying but not for note taking</p> <p>--spelling, grammar + syntax, ideas, organization at grade level</p> <p>--written composition skills at grade level</p> <p>--low muscle tone</p> <p>--keyboarding very slow</p>	<p>--in her class, peer editing is a daily activity and Theresa is very sensitive about her writing</p> <p>--classroom has 2 useable but older IBM computers,--</p> <p>--CalcuScribe portable word processor on loan from media center for limited time</p> <p>--dark-lined paper.</p> <p>--printer down hall.</p>	<p>*--write short-answer responses, fill in blanks with legible handwriting (good size, formation, spacing)</p> <p>*--produce a legible 5-sentence paragraph in 15 minutes</p> <p>--be responsible for having a copy of class notes</p> <p>*--learn key location for keyboarding and increase keyboarding wpm by 25%</p>	<p>--pencil grips reduce hand fatigue but did not change legibility</p> <p>--has used Handwriting Without Tears for 3 years with no significant improvement</p> <p>--practices keyboarding in computer class once a week 20-30 minutes</p>	<p>*--enlarge worksheet and tests to provide larger spaces for her to write answers</p> <p>--use portable word processor with keyboarding program</p> <p>*--daily keyboarding practice</p> <p>*--practice keyboarding at home</p> <p>*--to increase legibility practice writing on carbon paper to improve pressure, use dark line paper, use raised line paper, use fine line marker</p> <p>*--provide NCR paper to peers for taking class notes, teacher make copy of her overhead</p>

Refer to the AT Guide for optional assessment tools if more information is needed.