ST BERNARD

**ASSISTIVE TECHNOLOGY OBSERVATION**

**READING CONCERNS**

Date:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student: | | School: | | | |
| DOB: | Age: | Grade: | | | Gender: |
| Parent(s): | | | | Phone: | |
| Address: | | | | | |
| Exceptionality: | | | Teacher: | | |

Time spent in regular education class each day:

Time spent in special education class each day:

|  |  |
| --- | --- |
| Referred By: | Relationship to Student: |

**The Student Demonstrates the Following Literacy Skills.** (Check all that apply.)

Engages in joint attention with adult caregiver to activities (e.g. songs, stories, games and/or toys)

Shows an interest in books and stories with adult

Shows and interest in looking at books independently

Associates pictures with spoken words when being read to

Realizes text conveys meaning when being read to

Recognizes connection between spoken words and specific text when being read to

Pretend writes and “reads” what he or she has written, even if scribbles

When asked to spell a word, gets first consonant correct, but not the rest of the word

Demonstrates sound manipulation skills including:

Reads initial and final sounds in words

Reads initial letter names/sounds

Recognizes, names, and prints the alphabet (if motor skills are limited, may use alternative means rather than printing to demonstrate knowledge of the alphabet)

When asked to spell a word, gets first and last sounds correct

Applies phonics rules when attempting to decode printed words

Sound blends words

Reads and understands words in context

Spells words using conventional spelling in situations other than memorized spelling tests

Reads and understands sentences

Composes sentences using nouns and verbs

Reads fluently with expression

Reads and understands paragraphs

Composes meaningful paragraphs using correct syntax and punctuation

**Student’s Performance Is Improved by the Following:** (Check all that apply.)

|  |  |
| --- | --- |
| Smaller amount of text on page | Enlarged print |
| Word wall to refer to | Pre-teaching concepts |
| Graphics to communicate ideas | Text rewritten at lower reading level |
| Bold type for main ideas | Reduced length of assignment |
| Additional time | Color overlay (List color:      ) |
| Spoken text to accompany print | Being placed where there are few distractions |
| Other | |

**Reading Assistance Used**

Describe the non-technology-based strategies and accommodations that have been used with this student.

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|  |

**Assistive Technology Used**

The following have been tried: (Check all that apply.)

Highlighter, marker, template, or other self-help aid in visual tracking

Colored overlay to change contrast between text and background

Tape recorder, taped text, or talking books to “read along” with text

Talking dictionary or talking spell checker to pronounce single words

Handheld scanner to pronounce difficult words or phrases

Computer with text-to-speech software to do the following:

|  |  |  |  |
| --- | --- | --- | --- |
| Speak single words | Speak sentences | Speak paragraphs | Speak entire document |

Explain what seemed to work about any of the above assistive technology that has been tried.

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| --- |
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**Approximate Age or Grade Level of Reading Skills**

AT-5

**Cognitive Ability in General**

Significantly below average  Below average  Average  Above average

**Difficulty**

Student has difficulty decoding the following: (Check all that apply.)

Worksheets  Reading Textbook  Subject Area Textbooks  Tests

Student has difficulty comprehending the following: (Check all that apply.)

**Computer Availability and Use**

The student has access to the following computer(s):

PC

Macintosh



**Frequency of Computer Use**

The student uses a computer:

Rarely  Frequently  Daily for one or more subjects or periods

Daily, most of the day

**Summary of Student’s Abilities and Concerns Related to Reading**

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| --- |
|  |

**Recommendations:**

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| --- |
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