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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**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

1.

**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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