

# Lifespace Access Profile

# Upper Extension Summary Report

Date: 8-25-14

Name: \_\_\_\_\_

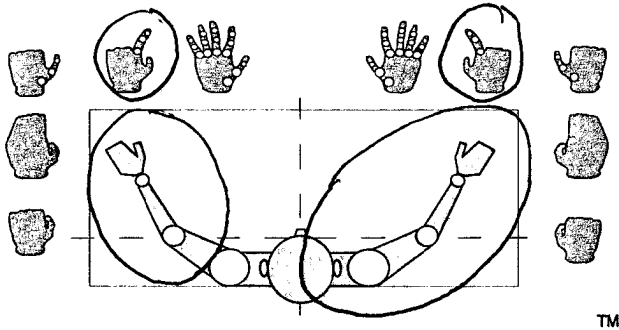
Birthdate: 8/10/2000

Age: 14

Report Submitted By: Sarah Wales

### Issues and Concerns:

- increase independence/decrease reliance on instructional assistant
- increase academic participation in general ed.



## Physical Resources

### Primary Switch Access Site:

Right hand is able to manipulate a standard mouse and to hunt & peck on a standard keyboard.

### Strengths:

- Able to use mouse
- Able to hunt & peck
- Vision & Hearing are within normal limits

### Weaknesses:

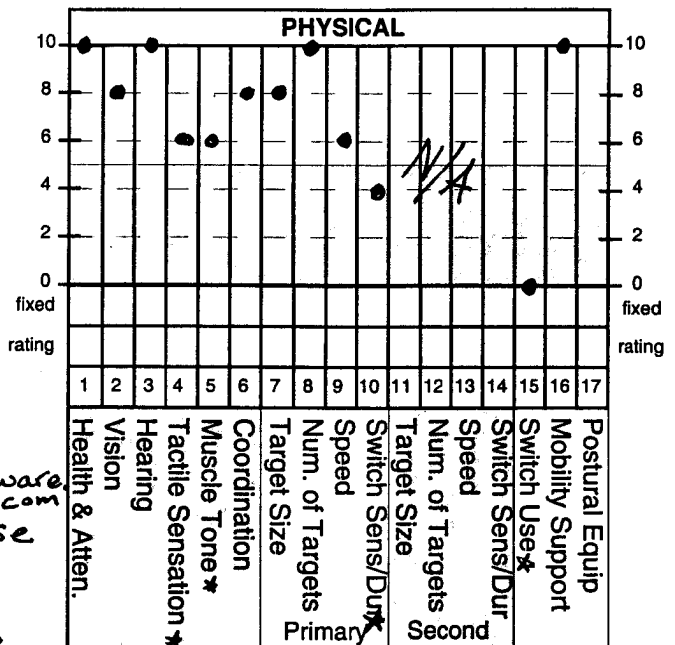
- Slow speed
- Fatigues fairly quickly

### Resource Development Priorities:

*keystrokes@assistiveware.com*

- ① Speed: simplified on-screen keyboard to use with mouse; Text prediction; accessibility features on tablet activated.
- ② Muscle tone: continue Occupational Therapy to improve strength & dexterity.

### Secondary Switch Access Site:



## Cognitive Resources

### Cognitive Resources

Strengths: When comfortable, produces long full sentences although it is difficult to understand him. Is able to use a computer & enjoys it. Able to spell beginnings of words & can identify the word he wants from a list of 5. Follows directions well.

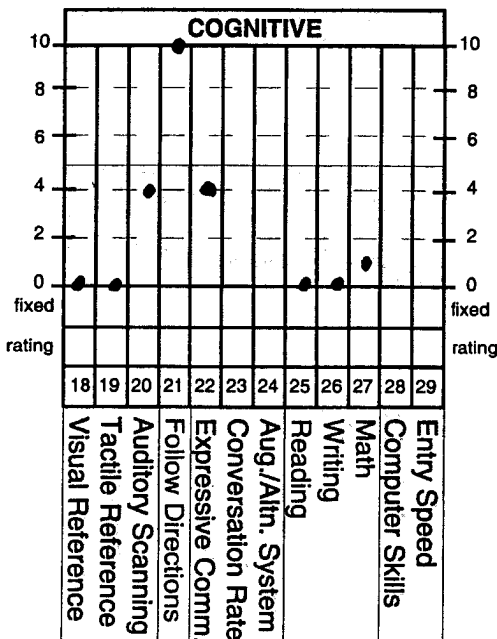
### Weaknesses:

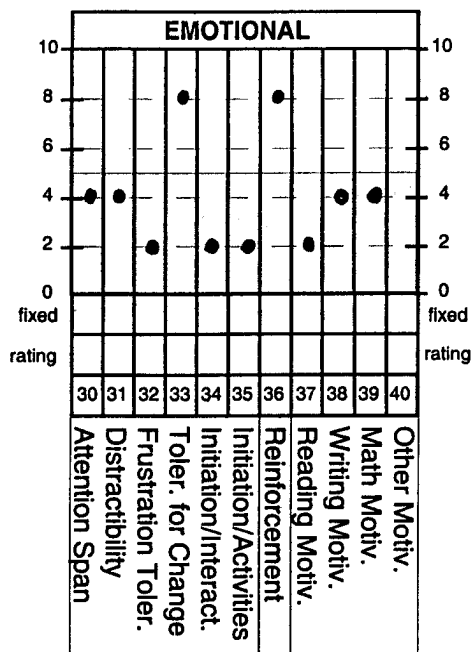
- Slow use of computer
- Low reading, writing, and math skills.

### Resource Development Priorities:

Reading, Writing, & Math Skills:

Practice on computer or iPad using ST Math, Learning Odyssey, Read 180 System 44, and apps for sight words, and coin counting.





## Emotional Resources

### Strengths:

Tolerant of change  
Easily reinforced with verbal praise

### Weaknesses:

Low frustration tolerance  
Will not initiate interaction or activities  
Weak motivation to engage in challenging tasks

### Resource Development Priorities:

Frustration: Change settings to give him greater control  
initiation interaction: routinize greetings & reinforce  
initiation of activities: Post activities visually for  
Selection instead of with conversation.

## Support Resources

### Strengths:

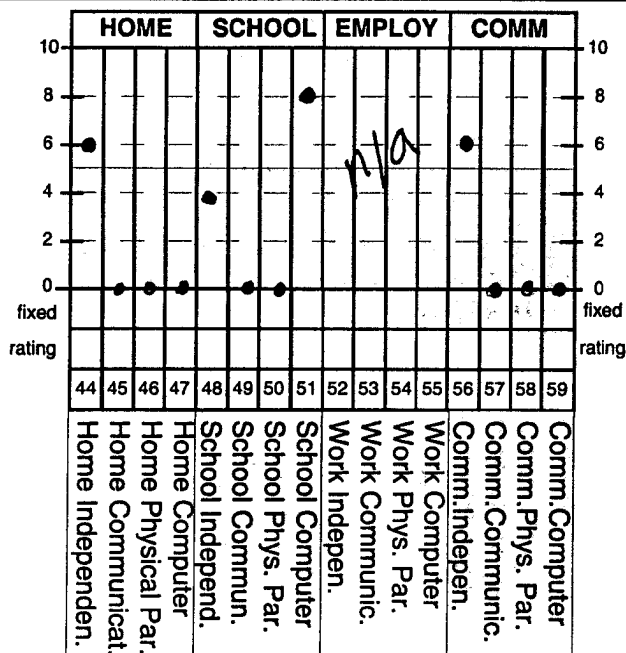
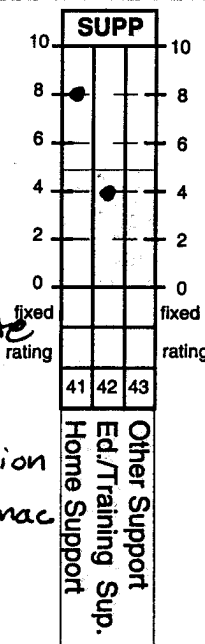
He is able to care for most needs. Parent feels that no additional support is needed at home.

### Weaknesses:

Needs keyboarding practice & word prediction software to produce work independently. Adaptive settings on iPad to activate assistive touch, touch accommodations for hold duration, ignore repeat, and tap asst. for final touch location.

### Resource Development Priorities:

- Need software installed and time to practice using it with supervision
- Comfort on-screen keyboard or Keystrokes (assistiveware.com) for mac  
Keystrokes has built in prediction of words and phrases.



## Domains (Independence Level and Technology Use)

### Strengths:

- Parent feels that tech needs are met in Community & home.
- He is able to use a school computer

### Weaknesses:

- Intelligibility of speech is low.
- Requires one on one support throughout his day

### Development Priorities:

- increase independent work production by using an adapted computer
- Continue speech therapy

Name \_\_\_\_\_

Date 8-25-14

Birth Date 8/10/2000 Age 14

Current Placement(s) general ed. & adapted PE

**Assessment and Planning Team** List parents, care, and service providers.

Check the box beside each person providing input into this assessment.

- Parents \_\_\_\_\_
- Care Providers \_\_\_\_\_
- Siblings/Relatives \_\_\_\_\_
- Speech & Lang. Spec. \_\_\_\_\_
- Occupational Ther. \_\_\_\_\_
- Physical Therapist \_\_\_\_\_
- Adapt. P.E. Spec. \_\_\_\_\_
- Recreation Ther. \_\_\_\_\_
- Dev. Serv. Case Coord. \_\_\_\_\_
- Social Worker \_\_\_\_\_
- Behavior Specialist \_\_\_\_\_

- Teacher/Trainer Sarah Wales
- Teaching Assistant \_\_\_\_\_
- Development Spec. \_\_\_\_\_
- Psychologist \_\_\_\_\_
- Vision Hand. Spec. \_\_\_\_\_
- Deaf/H.O.H. Spec. \_\_\_\_\_
- Nurse \_\_\_\_\_
- Physician \_\_\_\_\_
- Technology Specialist \_\_\_\_\_
- Resource Specialist \_\_\_\_\_
- \_\_\_\_\_

Team Coordinator Sarah Wales

Was the individual included as an active member of the Assessment and Planning Team?  Yes  No

**Note:** Refer to the *Lifespace Access Profile-Upper Extension* manual for detailed instructions on completing each section of this protocol.

**Assessment and Program Planning Questions and Goals**

1. What do team members want to learn from this assessment? What questions do team members have about the person's resources, abilities, and needs?

*Can he gain greater access to computer with assistive technology? If given AT, would he be better able to participate in general ed? Might AT decrease dependency on instructional aide?*

2. What would the team like to see the person do with technology?

*Produce academic work at a more reasonable rate so his aide could step back and allow him more independence.*

William B. Williams, MA, PPS School Psychologist/Assistive Technology Specialist  
Gerald Stenach, MS, CCC-SLP Augmentative and Alternative Communication Specialist  
Sheila Wolfe, MA, OTR Occupational Therapist/Development Specialist  
Carol Stanger, MS Biomedical Engineer

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**Lifespace Access**

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Williams, Stenach, Wolfe & Stanger

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**Personal Description**

3. Write a short personal description of the person.

Quiet & shy. Loves PE & playing on the iPad.  
Diagnosed with hypertonic Cerebral Palsy, moderate cognitive delays  
and speech & language impairment. Gets along well with peers and  
adults. Appears to be a happy child.

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**Preferred Learning Style**

4. Based upon previous experience, describe the conditions and type of activities in which the person learns best.

- One-on-one support required to clarify instruction and prevent him from giving up. ~~Writes~~ Prefers to learn kinesthetically. Hand over hand instruction is often needed.
- He loves learning on a tablet but the program must allow for his slow response time.

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**Academic Preferences**

5. What is the person's favorite academic subject or type of academic activity?

PE/Health Science & Music

6. What is the person's least favorite academic subject or type of academic activity?

Writing tasks, especially paper/pencil

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**Activity Preferences in Non-Academic Settings**

7. What is the person's favorite activity or type of activity? What produces the strongest positive reaction from the person?

Playing video games

8. What is the person's least favorite activity or type of activity? What produces the strongest negative reaction from the person?

Tying shoes, dressing himself

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**Services and Approaches**

9. Describe the person's current program and therapy activities. Explain what has worked well for the person.

Explain why other approaches or strategies were not effective.

Fully included in general ed with a 1:1 aide. Adapted PE 1x/week.  
Occupational therapy 1x/month. Speech 2x/week. Presenting 1 step  
directions & giving extended time for him to follow the direction. Holding objects  
while he manipulates them also helps.

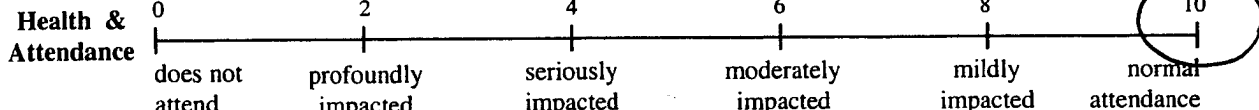
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**Other Background Information**

## PHYSICAL RESOURCES

(Ratings)

Rate the impact of general health factors on the person's program or employment attendance.

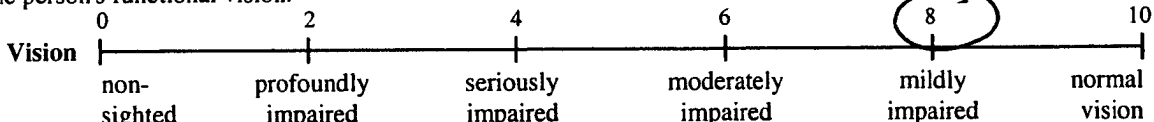


**10**

1. Health & Attend.

Notes: \_\_\_\_\_  
(program attendance, specific health issues)

Rate the person's functional vision.



**8**

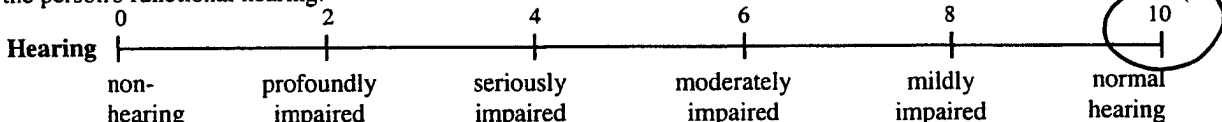
2. Vision

Glasses \_\_\_\_\_ Corrected Vision R 20/30 L 20/30 Date of last eval. 2-7-12  
 Visual perception problems none

Visual preferences/requirements prefers to be very close to screen/paper  
(color, contrast, field loss, etc.)

Notes: \_\_\_\_\_

Rate the person's functional hearing.



**10**

3. Hearing

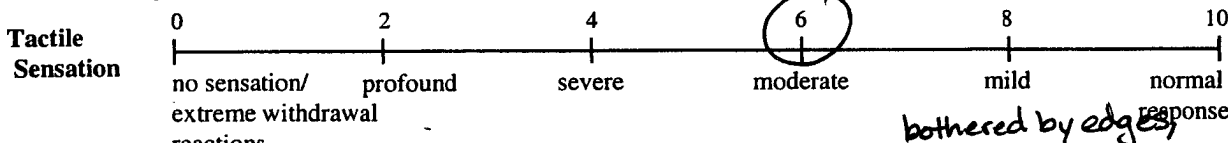
Aid(s) \_\_\_\_\_ Aided Hearing \_\_\_\_\_ Date of last eval. 2-7-12

Auditory perception problems \_\_\_\_\_

Auditory preferences/requirements \_\_\_\_\_  
(loud/soft, frequency, figure ground, etc.)

Notes: \_\_\_\_\_

How does the person respond to touch?



**6**

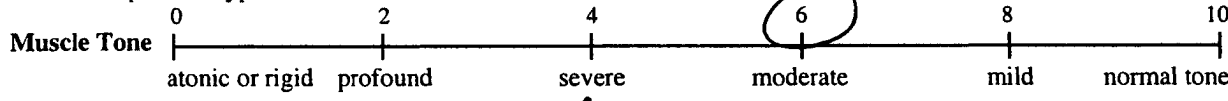
4. Tactile

Hyposensitivity \_\_\_\_\_  Hypersensitivity bothered by edges, temperature change, surprise touch

Tactile preferences/requirements light touch required

Notes: \_\_\_\_\_

What is the person's typical muscle tone?



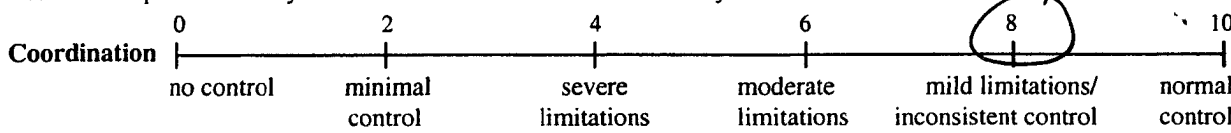
**6**

5. Muscle Tone

Hypotonic \_\_\_\_\_  Hypertonic \_\_\_\_\_  Mixed \_\_\_\_\_

Notes: arms & legs straight but stiff. Right leg is most stiff.

Describe the person's ability to control and coordinate his or her body movements.



**8**

6. Coord.

Athetoid \_\_\_\_\_  Ataxic \_\_\_\_\_  Mixed \_\_\_\_\_

Interfering reflexes \_\_\_\_\_

Notes: See APE report. Unable to hop. Requires assist on stairs prone to falling.

**PHYSICAL RESOURCES** (continued)

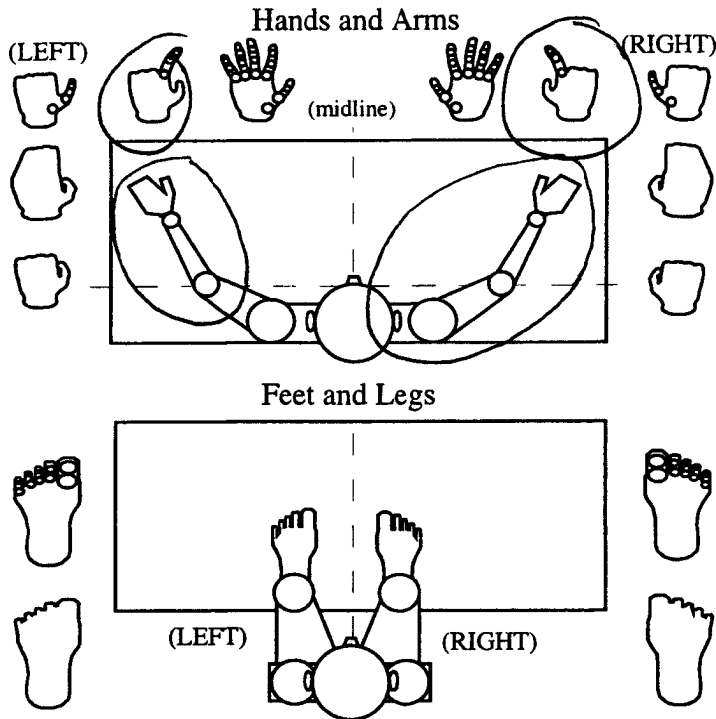
**Switch Access Sites**

**Primary Switch Access Site**

Circle the body site the person can control and use most easily. Indicate the person's work space and range of motion for this site.

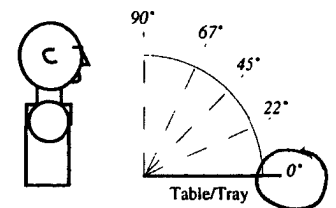
**Secondary Switch Access Site**

Circle the body site which may provide secondary switch access. Indicate the person's work space and range of motion for this site.



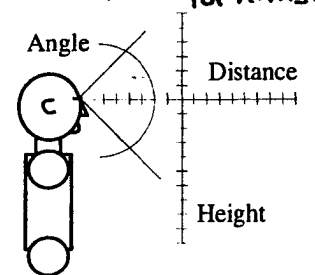
**Work Angle**

Indicate the most effective angle for the person's work surface



**Monitor Location**

Indicate the most effective monitor location for the person



**Primary Switch Access Site:** Right hand

Within the person's range, what is the smallest size target that can be accessed with at least 80% accuracy?

7. Target Size 8

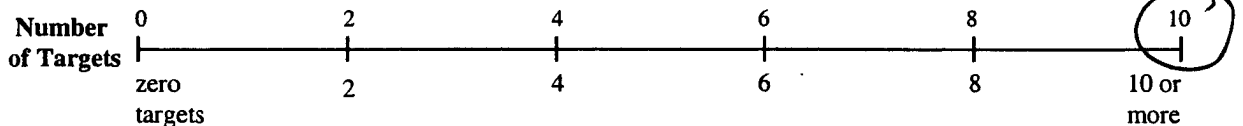


Switch(es)  Keyboard  Trackball  Joystick  Other Pointing or Access System mouse

Notes \_\_\_\_\_

How many targets can be included in a switch or choice array and accessed with 80% accuracy?

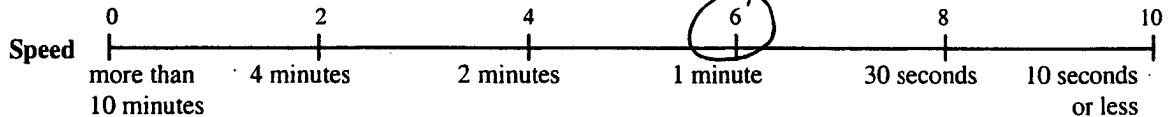
8. Num. of Targets 10



Notes \_\_\_\_\_

How long does it take the person to make ten selections using target(s) identified above?

9. Speed 6

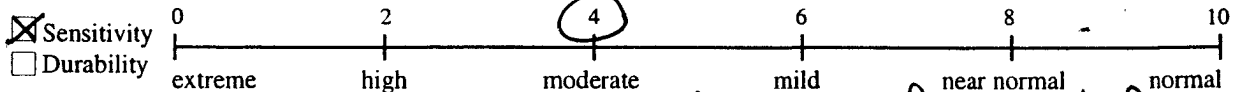


Notes \_\_\_\_\_

(endurance, fatigue or other issues)

**Switch Sensitivity/Durability:** Do the switches used by this person need to be especially sensitive or durable?

10. Switch Sens./Dura. 4



Notes he touches very lightly & becomes frustrated if more force is required.

Secondary Switch Access Site: None (frustrated when prompted to use anything other than right hand)

(Ratings)

11. Target Size

12. Num. of Targets

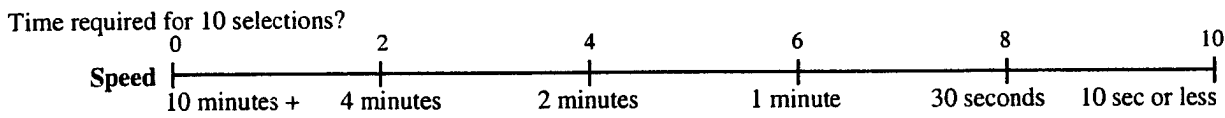
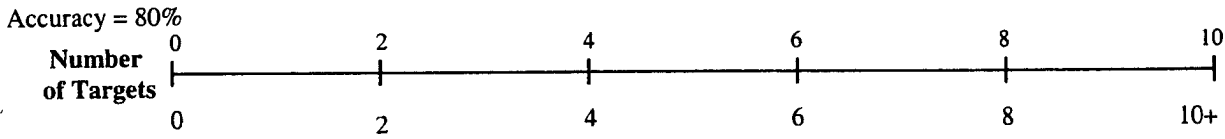
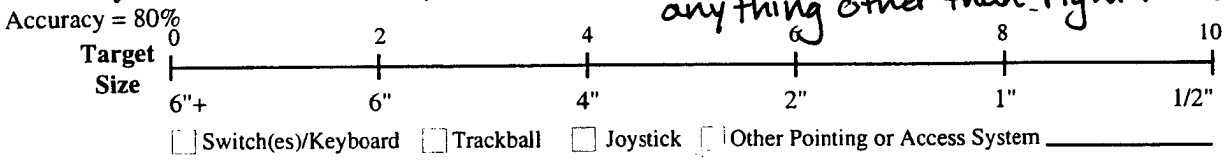
13. Speed

14. Switch Pres./Dura.

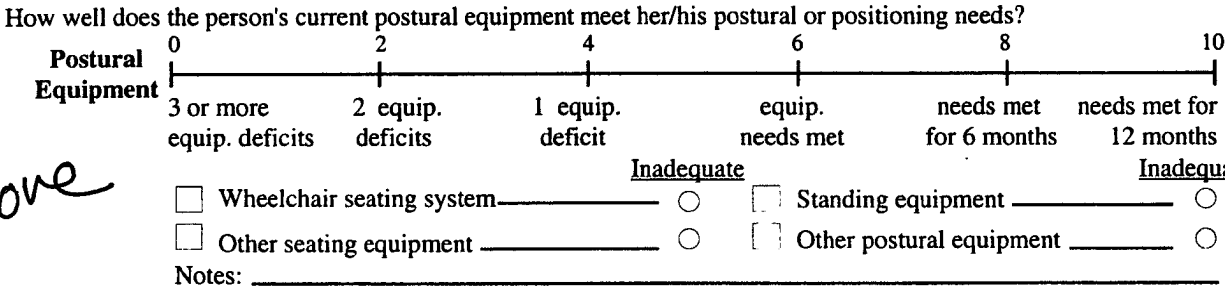
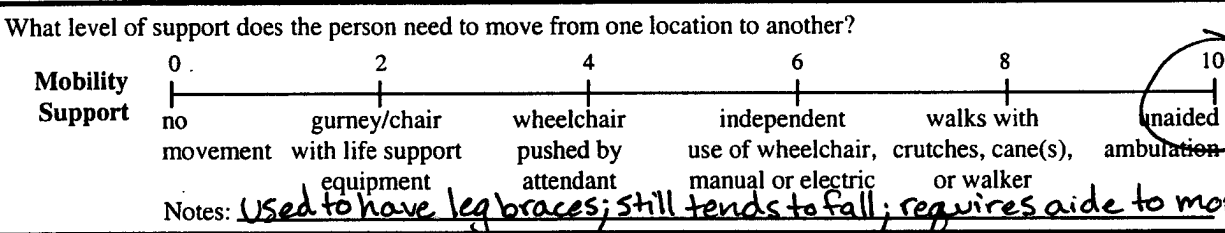
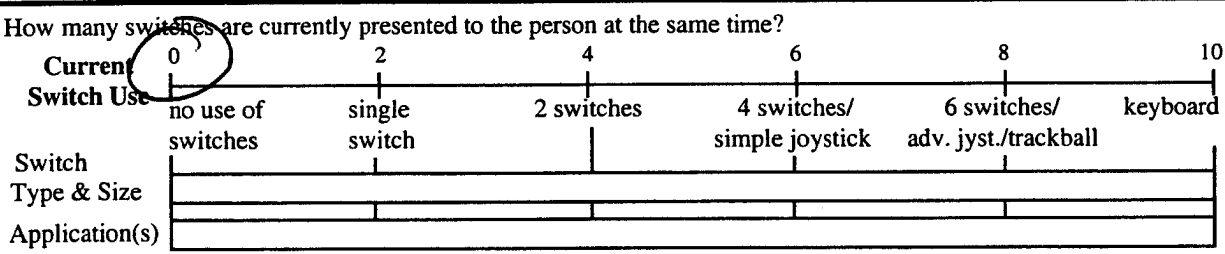
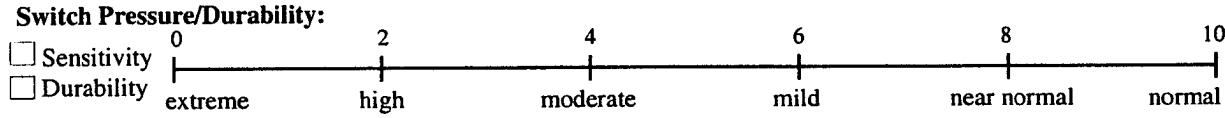
15. Switch Use

16. Mobility Support

17. Postural Equip.



Notes: \_\_\_\_\_  
(endurance, fatigue or other issues)



None

Computer Access What hardware or software does this person use (U) or need (N) for computer access?

Regular Keyboard  Touch Typing  Hunt/Peck  Special Mount or Monitor \_\_\_\_\_

Alternate Keyboard \_\_\_\_\_  Touch Screen \_\_\_\_\_

Mouse \_\_\_\_\_  Trackball \_\_\_\_\_

Joystick \_\_\_\_\_  Head Pointing System \_\_\_\_\_

Screen Magnification \_\_\_\_\_  Braille Display \_\_\_\_\_

Speech Synthesizer \_\_\_\_\_  Screen Reader \_\_\_\_\_

Key Response Control \_\_\_\_\_  Word Prediction \_\_\_\_\_

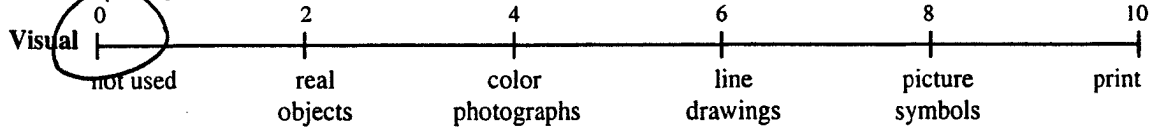
Other \_\_\_\_\_  Other \_\_\_\_\_

## COGNITIVE RESOURCES

(Ratings)

### Reference System for Choice Making

What level of visual representation does the person use to make choices?

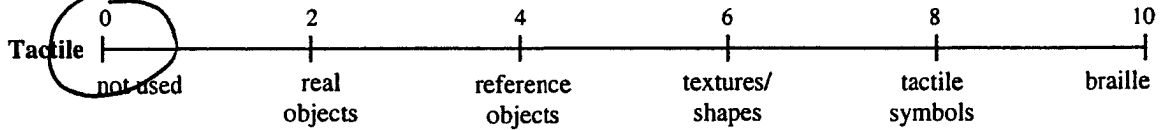


Number Recognized \_\_\_\_\_ Size \_\_\_\_\_

Notes: \_\_\_\_\_

18. Visual Ref.

What level of tactile representation does the person use to make choices?



Number Recognized \_\_\_\_\_ Size \_\_\_\_\_

Notes: \_\_\_\_\_

19. Tactile Ref.

How many auditory menus does the person use to make choices? How many menu levels are used?

**Auditory Scanning** Number of choice menus  + Number of menu levels  = Total Score (max.=10)

Average number of items per menu \_\_\_\_\_ Notes: n/a

20. Aud. Scan.

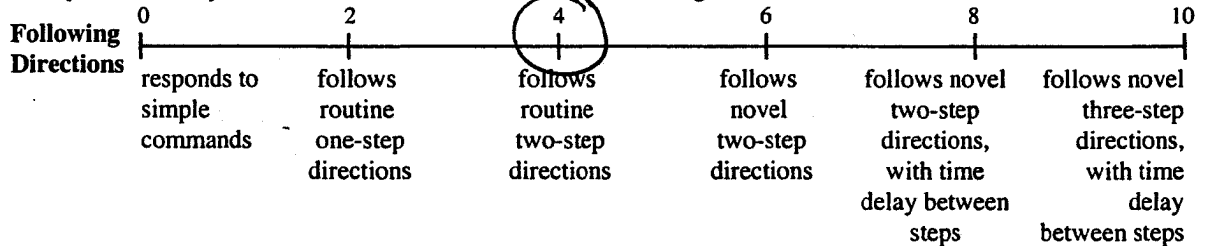
### Receptive Communication for Instruction

What is the person's primary (P) and secondary (S) means of receptive communication in instructional or training situations?

Verbal  Written  Pictures / Symbols  Sign / Gestural  Tactile

Notes: \_\_\_\_\_

Rate the person's ability to follow directions in instructional or training situations.



Notes: \_\_\_\_\_

21. Follow Direct.

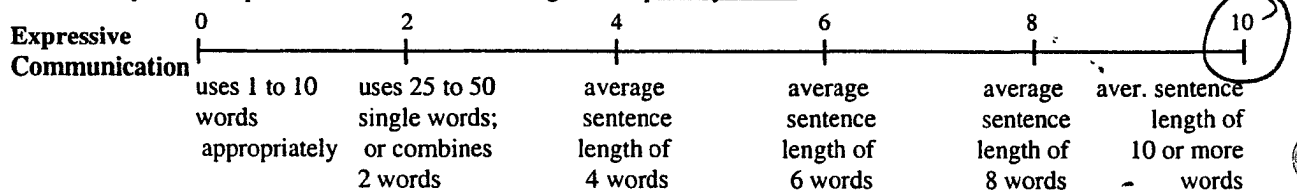
### Expressive Communication

What is the person's primary (P) and secondary (S) means of expressive communication in instructional or training situations?

Vocalizing  Speech  Writing  Sign / Gesture  Augmentative / Alternative System

Notes: \_\_\_\_\_

Rate the person's expressive communication using his/her primary means of communication.



**Intelligibility** Familiar Comm. Partner  Poor  Marginal  Adequate  
 Unfamiliar Comm. Partner  Poor  Marginal  Adequate

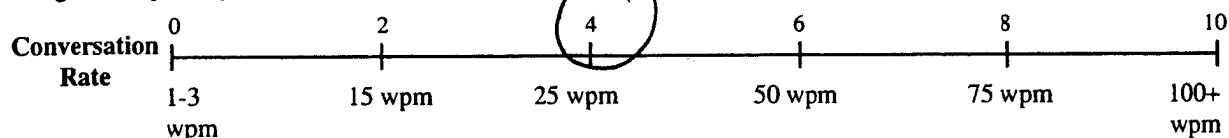
Notes: Very self-conscious of his speech with unfamiliar people. Will avoid speaking

22. Exp. Comm.



## COGNITIVE RESOURCES (continued)

How many words per minute (wpm) does the person produce in spontaneous conversation using his/her primary mode of communication?



(Ratings)

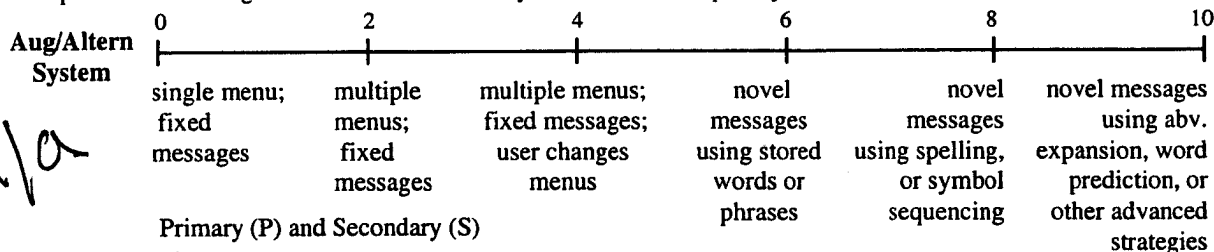
4

23. Conv. Rate

What type(s) of rate enhancement strategies does the person use?

- Word prediction \_\_\_\_\_       Abbreviation expansion \_\_\_\_\_  
 Pre-programmed phrases \_\_\_\_\_       Scanning:  step  row/column  auto  
 Morse Code \_\_\_\_\_       Other none

If the person uses an augmentative or alternative system, rate its complexity.



*n/a*

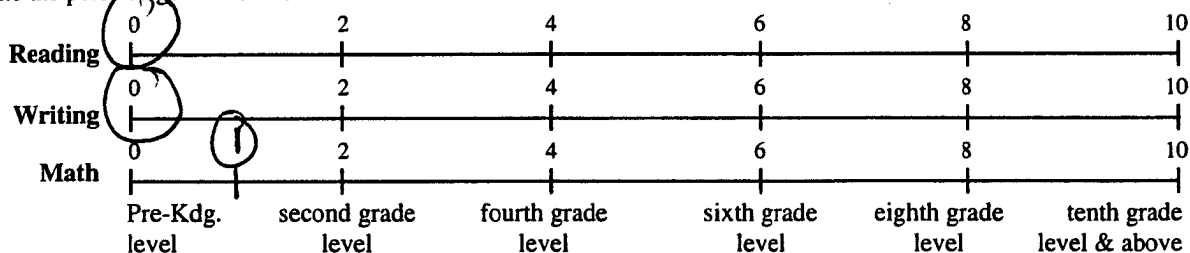
24. Aug./Alt System

Primary (P) and Secondary (S)

- Electronic device: \_\_\_\_\_  
 Other System ( e.g. comm. book or board) \_\_\_\_\_

### Academic Skill Levels

Rate the person's general skills in each academic area.



25. Reading

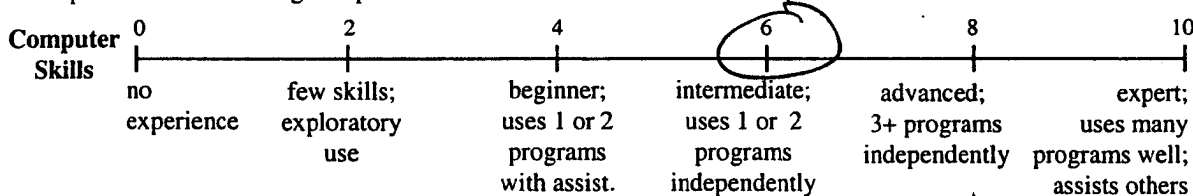
26. Writing

27. Math

Notes (including diagnostic information regarding learning disabilities or learning styles) :

See IEP present levels. Able to initiate spelling & can select word from a field of 5.

Rate the person's skills in using computers for instructional activities or work production.



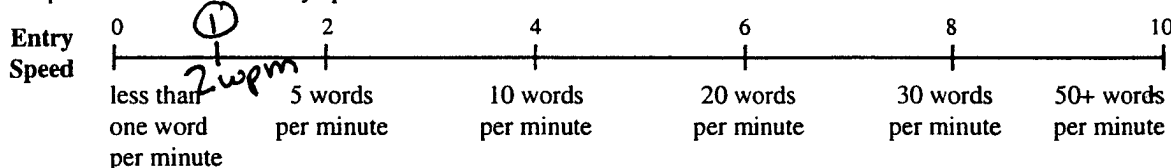
6

28. Comp. Skills

What computer(s) does the person use? laptop w/ windows, iPad, macbook air

What software programs does the person use? ST Math, Compass Learning Odyssey

Rate the person's text or data entry speed for new information.



1

29. Entry Speed

Notes: \_\_\_\_\_

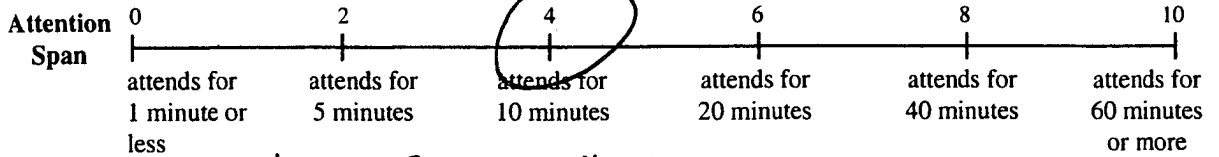
## EMOTIONAL RESOURCES

(Ratings)

4

30. Atten.  
Span

How long does the person typically pay attention during an instructional or training activity?

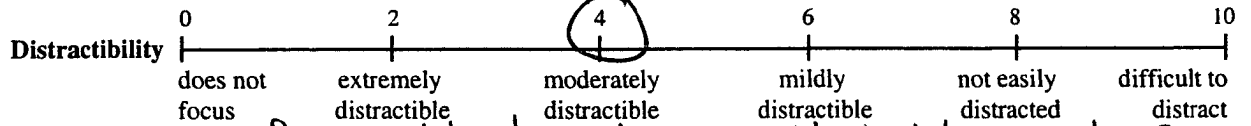


Notes: hands on = 20 mins attention  
listening only = < 1 min of attention

4

31. Distract.

How does the person respond to distractions during an instructional or training activity?

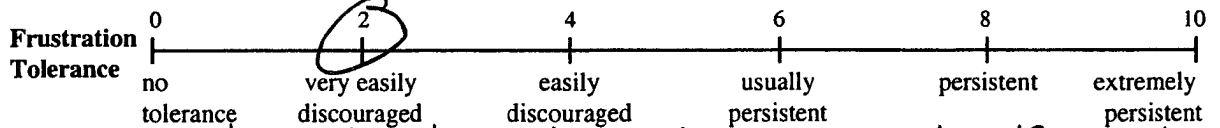


Notes: Frustrated by distractions → will shut down and refuse to continue

2

32. Frustr.  
Toler.

How does the person respond to frustration during an instructional or training activity?

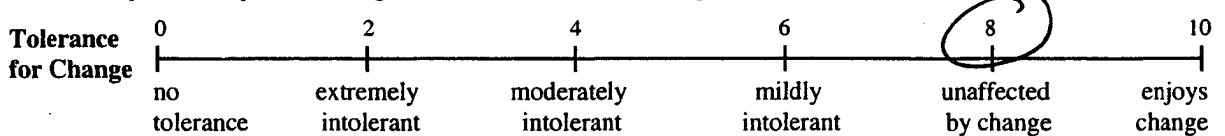


Notes: hangs head, won't speak, may scratch self or pull on hair

8

33. Change  
Toler.

How does the person respond to change in an instructional or training situation?

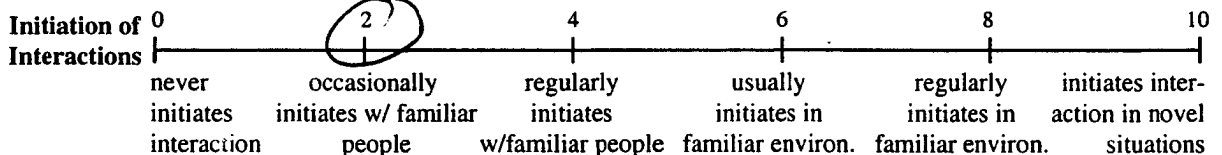


Notes: \_\_\_\_\_

2

34. Initiat./  
Interact.

How often does the person initiate interactions with others?

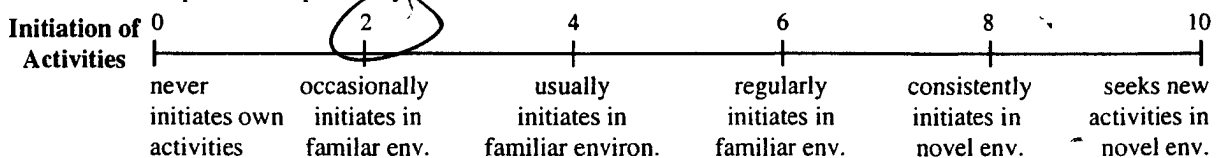


Notes: requires prompting to greet people

2

35. Initiat./  
Activities

How often does the person independently initiate his/her own activities?

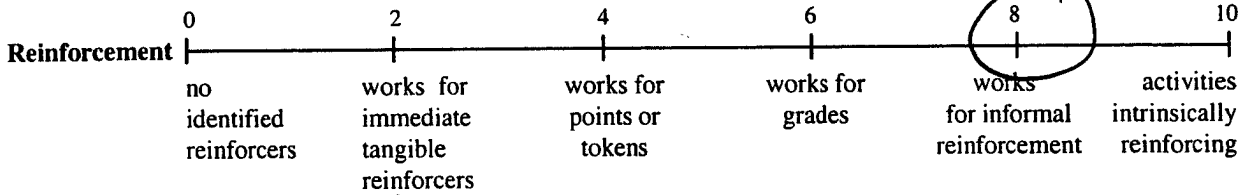


Notes: if a highly preferred activity he occasionally initiates otherwise waits to be directed.

## EMOTIONAL RESOURCES (continued)

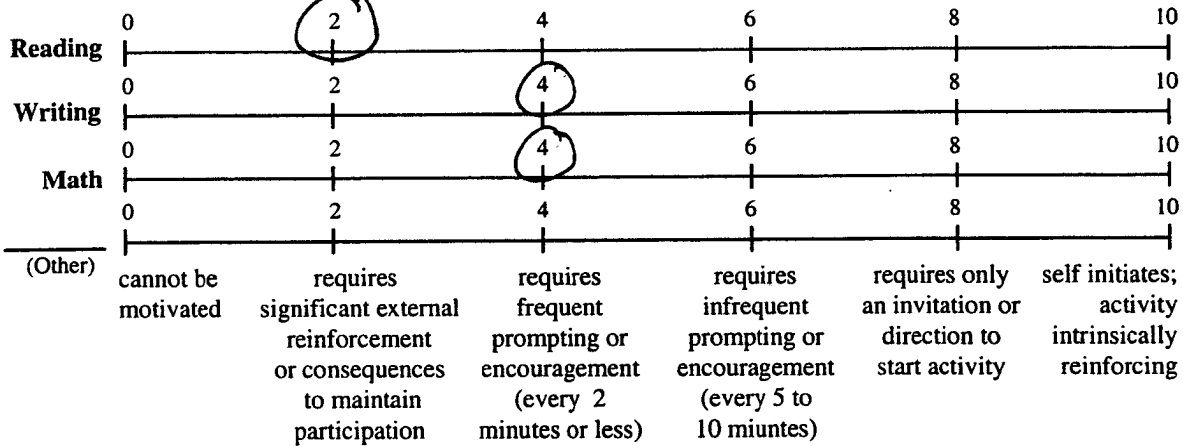
### Academic Motivation

What level of reinforcement is required to motivate the person to participate in routine academic activities?



Notes: verbal praise

How would you describe the general level of the person's interest and motivation in each academic area?



Notes: \_\_\_\_\_

(Ratings)

8  
36. Reinf.

2  
37. Read Motiv.

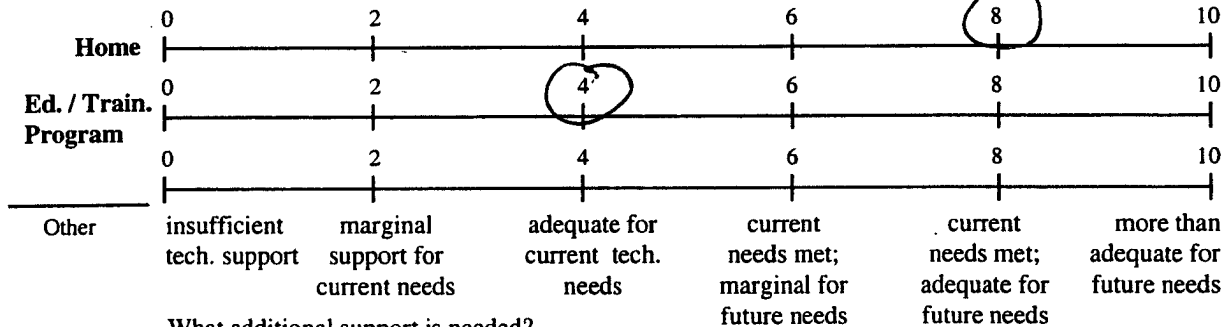
4  
38. Writing Motiv.

4  
39. Math Motiv.

40. Other Motiv.

## TECHNOLOGY SUPPORT RESOURCES

Is there enough technology support for the person's system or program?



What additional support is needed?

Home Tech. Resource Needs  Training  Time  Equipment Support

Parent states unnecessary

Ed/ Train. Tech. Resource Needs  Training  Time  Equipment Support

Keyboarding word prediction

Other Tech. Resource Needs  Training  Time  Equipment Support

Notes: training for a simplified onscreen keyboard

8  
41. Home Supp.

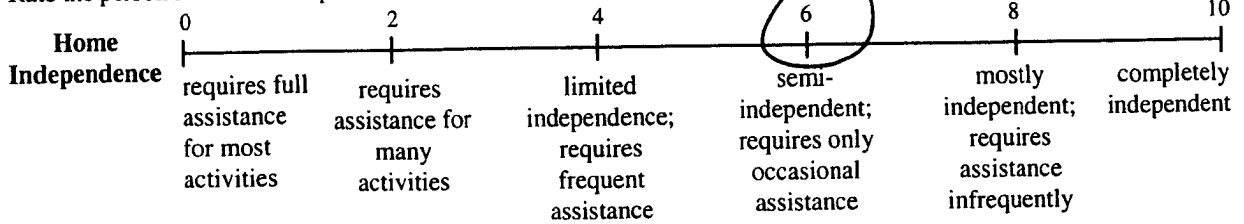
4  
42. Ed./ Train. Supp.

43. Other Support

## ENVIRONMENTAL ANALYSIS

### Home

Rate the person's level of independence in the home environment.

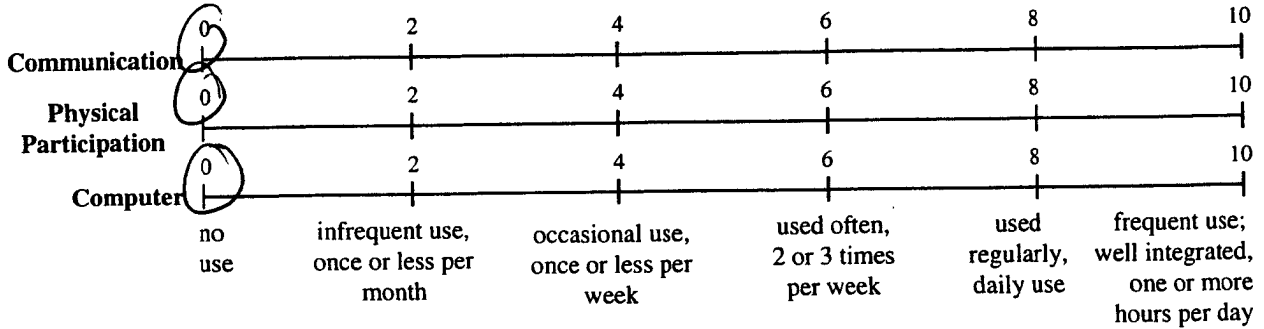


(Ratings)



44. Home Independen.

45. How often is assistive technology used to increase the person's ability to communicate at home?  
 46. How often is assistive technology used to increase the person's physical participation in home activities?  
 47. How often does the person use a computer to accomplish tasks or participate in activities at home?



45 Home Commun.



46. Home Phys. Part.



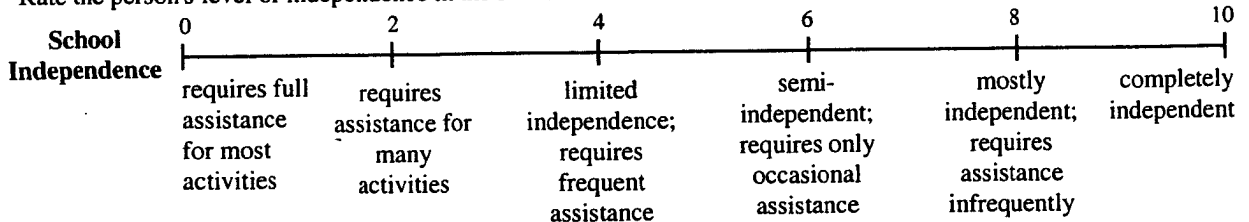
47. Home Computer

Describe any equipment, modification, software or other specialized system used by the person at home.

- Communication \_\_\_\_\_  
 Physical Participation \_\_\_\_\_  
 Computer \_\_\_\_\_

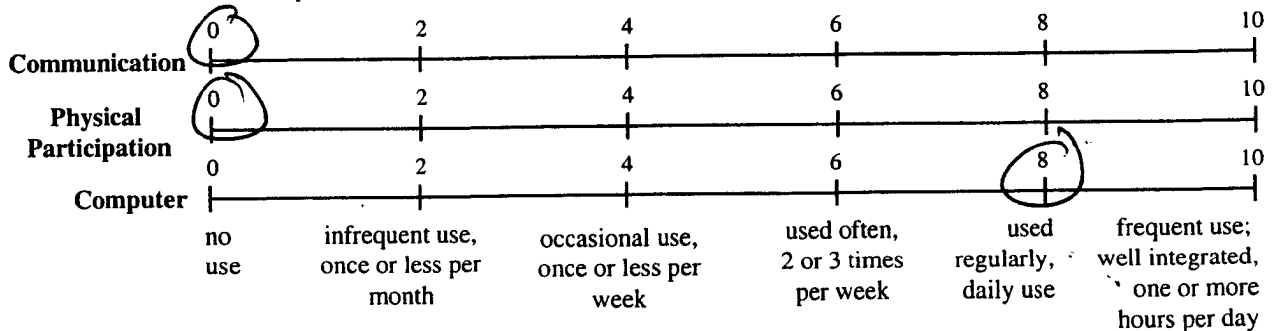
### School

Rate the person's level of independence in the school environment.



48. School Independen.

49. How often is assistive technology used to increase the person's ability to communicate at school?  
 50. How often is assistive technology used to increase the person's physical participation in school activities?  
 51. How often does the person use a computer to accomplish tasks or participate in activities at school?



49. School Commun.



50. School Phys. Part.



51. School Computer

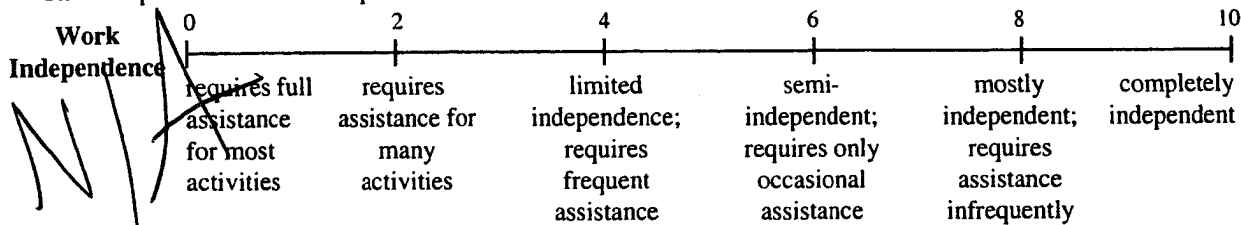
Describe any equipment, modification, software or other specialized system used by the person at school.

- Communication \_\_\_\_\_  
 Physical Participation \_\_\_\_\_  
 Computer basic computer with mouse & keyboard

**ENVIRONMENTAL ANALYSIS** (continued)

**Employment**

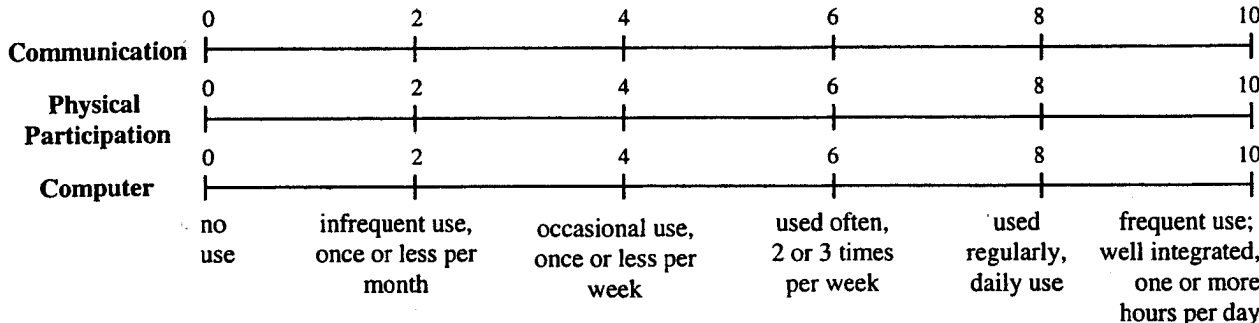
Rate the person's level of independence in the work environment.



(Ratings)

52. Work Independen.

- 53. How often is assistive technology used to increase the person's ability to communicate at work?
- 54. How often is assistive technology used to increase the person's physical participation in work activities?
- 55. How often does the person use a computer to accomplish tasks or participate in activities at work?



53. Work Commun.

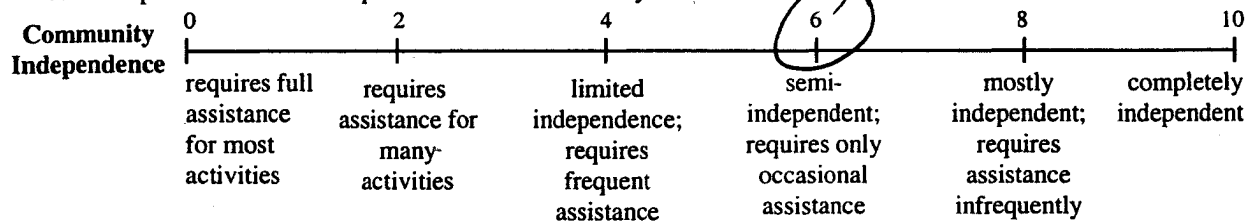
55. Work Computer

Describe any equipment, modification, software or other specialized system used by the person at work.

- Communication \_\_\_\_\_
- Physical Participation \_\_\_\_\_
- Computer \_\_\_\_\_

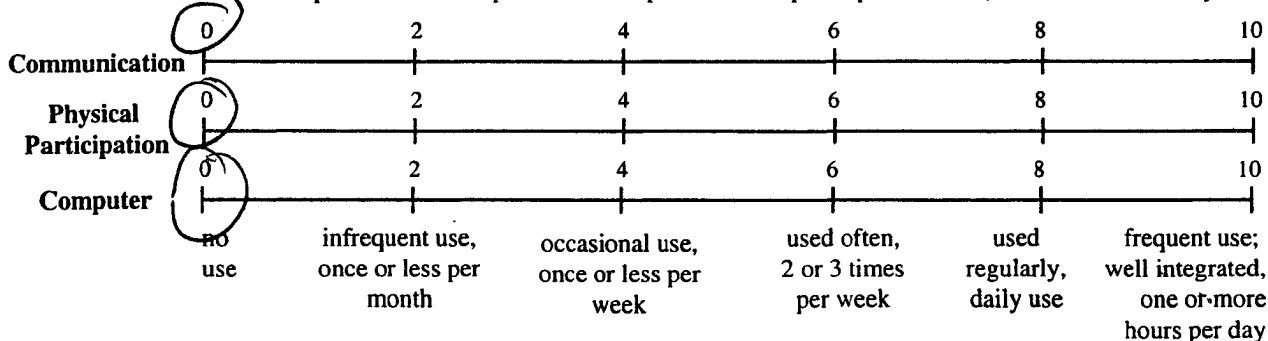
**Community**

Rate the person's level of independence in the community.



56. Comm. Independen.

- 57. How often is assistive technology used to increase the person's ability to communicate in the community?
- 58. How often is assistive technology used to increase the person's physical participation in community activities?
- 59. How often does the person use a computer to accomplish tasks or participate in activities in the community?



57. Comm. Commun.

58. Comm. Phys. Part.

59. Comm. Computer

Describe any equipment, modification, software or other specialized system used by the person in the comm.

- Communication \_\_\_\_\_
- Physical Participation \_\_\_\_\_
- Computer \_\_\_\_\_

# Lifespace Access Profile

Upper Extension

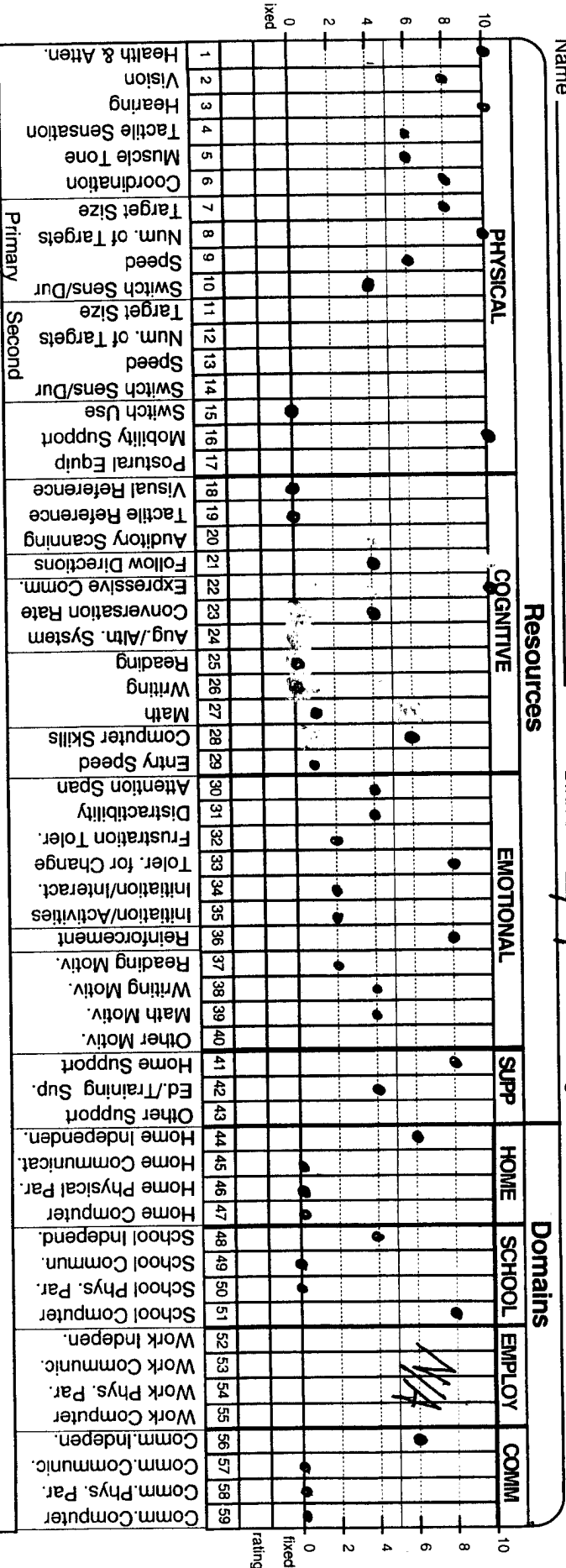
Assistive Technology Assessment and Planning for Individuals with Physical Disabilities

Name \_\_\_\_\_

Birth Date 8/10/2000

Age 14

Date 8-25-14



## Resource Development Priorities

What are the three (3) development priorities in each resource category?  
 Based upon the results of this evaluation and a thorough discussion among the Assessment and Planning Team, select three areas for improvement in each resource category.

Resource	Present Level	Next Steps	Planning Issues Reinforcers Strategies	Support Required					
				Equip	Train	Support	Will be provided by:	Domains	
<b>Physical</b>									
1. Speed	~10 selections/min	Simplified onscreen keyboard	Practice in RSP 1st	✓	✓	✓	Tech Supp.	✓	
2. Sensitivity	gentle touch	onscreen keyboard/mouse	" "	✓	✓	✓	" "	✓	
3. Muscle tone	moderate	Continue OT to increase hand strength	" "	✓	✓	✓	" "	✓	
<b>Cognitive</b>									
1. Read	ID initials/sound/letters	Practice Sight Words	Use of videogames	✓	✓	✓	Special Ed teacher	✓	
2. Write	Copy 1 paragraph	Follow IEP	and apps (self-reinforcing)	✓	✓	✓	" "	✓	
3. Math	Counts to 100	Follow IEP	" "	✓	✓	✓	" "	✓	
<b>Emotional</b>									
1. Frustration	low tolerance	adapt materials to require less pressure	" "	✓	✓	✓	Tech Supp Sp. Ed IEP Sp Ed Teacher	✓	
2. Initiation	1 out of 10 trials	Routinize greetings	procedures in RSP	✓	✓	✓	" "	✓	
3. Initiation	" "	Follow Behavior Support Plan	" "	✓	✓	✓	" "	✓	