WATI Student Information Guide
SECTION 2
Communication

1. Student's Present Means of Communication
(Check all that are used. **Circle the primary method** the student uses.)

☐ Changes in breathing patterns   ☐ Body position changes   ☐ Eye-gaze/eye movement

☑ Facial expressions   ☐ Gestures   ☑ Pointing

☐ Sign language approximations   ☐ Sign language (Type_____ # signs_____

         # combinations_____ # signs in a combination_____

☑ Vocalizations, list examples _"ah – ah" , Crying_____

☐ Vowels, vowel combinations, list examples_____

☐ Single words, list examples & approx. #_____

☐ 2-word utterances   ☐ 3-word utterances

☐ Semi intelligible speech, estimate % intelligible:_____

☑ Communication board   ☐ Tangibles   ☑ Photos   ☐ Symbols   ☐ Visual Scenes

☐ Combination symbols/words   ☐ Words

☑ 2 symbol combinations- list examples _want break, want bathroom_

☐ 3 or more symbol combinations – list examples _____

☐ Communication book/binder – number of pages in book/binder _____

Does student navigate to desired page/message independently?   ☐ yes   ☐ no

☐ Schedule board(s) – list examples _____

☐ Speech Generating device(s) - please list_____

☑ Communication apps on tablet/mobile device – please list _Tap to Talk_

☐ Multiple overlays or levels – list examples _____

☐ Partner Assisted Scanning – please describe strategies and communication system _____

_____

☐ Intelligible speech   ☐ Writing   ☐ Other_____

Comments about student's present means of communicating _____

_____

Purposes of Communication- Does the student communicate:

☑ Wants/Needs – list examples _Gives glass to adult for drink, coat for going home_

☑ Social interactions – list examples _will lean into adult for hug / will grab adult hand_
for "peek-a-boo" game

☐ Social etiquette - list examples _____

☑ Denials/rejections – list examples _walks away / cries / pushes objects away_

☐ Shared information, including joint attention – list examples _____

_____

2. Those Who Understand Student's Communication Attempts (Check best descriptor.)

	Most of the time	Part of the time	Rarely	Not Applicable
Strangers	☐	☐	☒	☐
Teachers/therapists	☐	☒	☐	☐
Peers	☐	☐	☒	☐
Siblings	☐	☒	☐	☒
Parent/Guardian	☐	☒	☐	☐

3. Current Level of Receptive Language

Age approximation _____

If formal tests used, name and scores_____

If formal testing is not used, please give an approximate age or developmental level of functioning.

Explain your rationale for this estimate. ___difficult to tell, does some responses that indicate he understands more than he can respond to.

4. Current Level of Expressive Language

Age approximation: _____

If formal tests used, name and scores_____

If formal testing is not used, please give an approximate age or developmental level of functioning. Explain your rationale for this estimate._____

5. Communication Interaction Skills

Desires to communicate?　☐ Yes　☒ No

To indicate *yes* and *no* the student:

☐ Shakes head　☐ Signs　☒ Vocalizes　☐ Gestures　☐ Eye gazes

☐ Points to board　☐ Uses word approximations　☒ Does not respond consistently

Can a person unfamiliar with the student understand the response?　☐ Yes　☒ No

(Continued on next page)

Does the student (check best descriptor)

	Always	Frequently	Occasionally	Seldom	Never
Turn toward speaker	☐	☐	☑	☐	☐
Get other's attention	☐	☐	☑	☐	☐
Interact with peers	☐	☐	☑	☐	☐
Show awareness of listener's attention	☐	☐	☑	☐	☐
Initiate interactions	☐	☐	☑	☐	☐
Ask questions	☐	☐	☐	☐	☑
Respond to communication interaction	☐	☐	☑	☐	☐
Request clarification from communication partner	☐	☐	☐	☐	☑
Repair communication breakdowns	☐	☐	☐	☐	☐
Require verbal prompts	☐	☑	☐	☐	☐
Require physical prompts	☐	☑	☐	☐	☐
Maintain communication exchange	☐	☐	☐	☐	☑
Terminate communication	☐	☑	☐	☐	☐

Describe techniques student uses for repair (e.g. keeps trying, changes message, points to first letter etc.).

with familiar routines will pull adult or verbalize

6. Student's Needs Related to Devices/Systems (Check all that apply.)

☑ Walks   ☐ Uses wheelchair   ☐ Carries device under 2 pounds

☑ Drops or throws things frequently   ☐ Needs digitized (human) speech

☐ Needs device w/large number of words and phrases

☐ Requires scanning

☐ Requires auditory preview

☐ One reliable switch site   ☐ More than one reliable switch site

☐ Other_____

7. Pre-Reading and Reading Skills Related to Communication (Check all that apply.)

☑ Yes	☐ No	Object/picture recognition
☑ Yes	☐ No	Symbol recognition (tactile, Mayer-Johnson, Rebus, etc.) Number of symbols _md_ (bathroom, break, snack, song,
☐ Yes	☑ No	Auditory discrimination of sounds
☐ Yes	☑ No	Auditory discrimination of words, phrases
☑ Yes	☐ No	Selects initial letter of word Some
☑ Yes	☐ No	Follows simple directions Some times

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☑ Yes   ☐ No   Sight word recognition   Number of words _____

☑ Yes   ☐ No   Recognizes environmental print   Some school/room signs

☑ Yes   ☐No   Puts two symbols or words together to express an idea   when prompted

List any other reading or pre-reading skills that support communication __Can match some pictures to words in therapy room.__

8. Visual Abilities Related to Communication (Check all that apply.)

☑ Maintains fixation on stationary object   ☐ Looks to right and left without moving head

☑ Visually recognizes people   ☐ Scans matrix of symbols in a grid

☑ Visually recognizes common objects   ☐ Scans line of symbols left to right

☑ Visually recognizes photographs   ☑ Visually shifts horizontally

☑ Visually recognizes symbols or pictures   ☐ Visually shifts vertically

☐ Needs additional space around symbol ?   ☑ Looks at communication partner   when he wants something

☐ Requires high contrast symbols or borders ?   ☐ Benefits from "zoom" feature ?

Is a specific type (brand) of symbols or pictures preferred? __we only have mayer johnson__

What size symbols or pictures are preferred? __Seems to be able to handle 1"__

What line thickness of symbols is preferred? __?__ inches

Does student seem to do better with black on white, white on black, or a specific color combination for figure/ground discrimination? __Color seems more interesting__

Explain anything else you think is significant about the communication system the student currently uses or his/her needs (Use an additional page if necessary) __We just started using some video modeling and this seems to help foreshadow activities, loves using Ipad quick to learn program locations, great at matching games & memory skill games, likes to use magnetic words to match objects names just started watching adults mouths as they talk and tries to immitate with her mouth.__

9. Sensory Considerations:

Does the student have sensitivity to:

     ☐ Velcro

     ☐ Synthesized (computer generated) voices

     ☑ Volume

     ☐ Switch feedback (clicking noise)

☑ Tactile sensations

☐ Other

Explain student's reaction to any of the checked items ___loud noises set her off, she sometimes perseverates on rough textures and things with strings attached,

What are the communication expectations for the student in different environments?

School (regular and special ed., with peers, formal and informal- such as lunch room settings) answer simple questions about stories, complete simple worksheets,

Home ask for help when needed rather than become frustrated

Community (stores, restaurants, church, library, etc.) tell what has happened when outside home/school. transition into other environments easily

Summary of Student's Abilities and Concerns Related to Communication including past AT used to support student's communication Being able to handle technology and use videos + pictures to foreshadow and practise new skills, environments. Have readily available visual supports to participate in conversations about school lessons and social talk.

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SECTION 3
Computer and Device Access

1. **AT Use**

   List current AT ___Ipod, Ipad, PC___

   What difficulty is the student having with current method of access? ___none___

   What AT has been tried previously? ___See above___

2. **Current Computer Access** - How does the student currently access the computer?

   - ☐ Doesn't access the computer
   - ☑ Regular keyboard/mouse/touchpad
   - ☐ Touch type with two hands
   - ☐ Hunt/peck with one hand
   - ☐ Touch type with one hand
   - ☑ Hunt/peck with one hand
   - ☑ Touchscreen
   - ☐ Adapted keyboard/mouse _____
   - ☐ Specialized Software _____
   - ☐ Head _____
   - ☐ Speech recognition _____
   - ☐ Switch scanning _____
   - ☐ Other _____

3. **Current Device Access** - Type of device ___Ipod Ipad___

   How does the student currently access the device?

☐ Doesn't access	☐ Uses assistive touch features to access
☐ 2 hand touch and hardware buttons	☐ Speech recognition
☑ 1 hand touch and hardware buttons	☐ Single switch access
☑ Single finger touch gestures	☐ Multi switch access
☐ Multi finger touch gestures	☐ Speech recognition
☐ Head pointer access	☐ Adapted keyboard _____
	☐ Other _____

3. **Physical Abilities**

   Does student have limitations to range of motion? ☐Yes ☑No

   Does student have abnormal reflexes or abnormal muscle tone? ☐Yes ☑No

   Does student have difficulty with accuracy? ☑Yes ☐No

   Does student fatigue easily? ☐Yes ☑No

   Describe how physical abilities affect computer or device use. ___If she doesn't look when she touches she may hit wrong picture on screen (distracted by other things happening in room)___

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4. Motor Control

Does the student have voluntary, controlled movement of the following? (check all that apply)

☑ Right hand ☐ Left hand ☑ Head
☑ Right arm ☑ Left arm ☑ Eyes
☑ Right leg ☑ Left leg ☑ Mouth
☑ Right foot ☑ Left foot ☐ Voice (Speech)
☑ Finger(s) ☐ Other _____

5. Positioning

How is the student positioned for computer access?

☐ Regular classroom chair
☐ Regular classroom chair with adaptations _____
☐ Specialty chair _____
☐ Wheelchair _____
☑ Other _Stands and rocks back + forth_

6. Sensory

Does the student have any difficulty with hearing or auditory processing? ☐Yes ☐No ✓ not sure

Does the student have any difficulty with vision or visual processing? ☐Yes ☐No ✓ not sure

Describe how sensory abilities affect computer use. _there have not been any reports about vision or hearing issues, but we notice some differences in attention when the room is "busy"._

7. Literacy

Is the student working at grade level in the following areas?

Reading ☑Yes ☐No _AT this young age_
Composition ☑Yes ☐No _attending may be a bit different_
Spelling ☑Yes ☐No _than other 4 yr. olds but_
Math ☑Yes ☐No _within the range_
Computer Skills ☑Yes ☐No

8. Summary of Students Abilities and Concerns Related to Computer Access

is good at mouse and tablet use. Can isolate finger to hit keys on keyboard.

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SECTION 4
Motor Aspects of Writing

1. Current Writing Ability (Check all that apply.)

☐ Writes independently and legibly

☐ Writes cursive

☐ Writes on 1" lines

☐ Writes on narrow lines

☐ Uses space correctly

☐ Sizes writing to fit spaces

☐ Prints a few words

☐ Prints name

☒ Scribbles with a few recognizable letters

☒ Pretend writes

☐ Uses adapted pencil or pencil grips

☐ Holds pencil, but does not write

☐ Copies from book (near point)

☐ Copies from board (far point)

☒ Copies simple shapes

☐ Writing is limited due to fatigue

☐ Writing is slow and arduous

2. Current Keyboarding Ability (Check all that apply.)

☐ 10 finger typing (functional speed)

☐ Multi finger typing (functional or slow)

☐ One finger typing (functional or slow)

☐ Does not currently type

☒ Activates desired key on command

☐ Accidentally hits unwanted keys

☐ Requires arm or wrist support to type

☐ Uses alternate keyboard (list)

_____

☐ Uses access software (list)_____

☐ Uses touch window

☐ Uses head or mouth stick

☐ Uses switch to access computer

☐ Uses Morse code to access computer

☐ Other_____

3. Computer Use (including tablet computer) (Check all that apply.)

☐ Uses a computer for word processing

☐ Uses a computer for Internet searches

☐ Uses a computer for spell check

☒ Uses computer for leisure (games, music, IM)_____

☒ Uses computer at school

☐ Uses computer at home

☐ Has never used a computer

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☐ Uses computer for other

(list)_____

☐ Has potential to use computer but has not used a computer because_____

_____

_____

☐ Uses computer rarely (less than 1x/weekly)

☐ Uses computer daily

☐ Student uses computer for one or more subjects (list subjects) _____

_____

_____

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4. Assistive Technology Currently Used (Check all that apply.)

☐ Adapted pencils-pencil grips

☐ Adapted papers

☐ Writing templates

☐ Adapted/portable keyboards

☐ Computers with accessibility features

☑ Tablet/mobile device, type or brand name ___Ipad___

☐ Adaptive Software: text to speech; word prediction; voice recognition_____ ____

☐ Scanned worksheets

☐ Other _____

5. Computer Availability

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

☑ PC   ☐ Macintosh   ☑ tablet, (type: _ipod, ipad_   )

☐ Desktop   ☐ Laptop   ☐ Other_____

Location: _4k room + speech room_____

Summary of Student's Abilities and Concerns Related to Writing _____

not too interesting in writing with pens or
pencils, likes tracing on Ipad and moving
magnetic letters around to duplicate a model