WATI Student Information Guide

SECTION 1
Seating, Positioning, and Mobility

1. Description of Current Seating: (Check all that apply.)

- [x] Seating allows feed to be flat on floor.
- [ ] Chair seat is ½" from back of bent knee.
- [ ] Desk height is 1-2" higher than elbow when arm is bent at 90° angle.
- [ ] When used, top of desktop monitor is 2-3" below eye level.
- [ ] Seating provides adequate trunk stability.
- [x] Seating facilitates readiness to perform task.
- [ ] There are questions or concerns about the student's seating. They are: _____

_____

2. Student behavior when seated: (Check all that apply).

- [ ] Student uses active learning position when appropriate.
- [ ] Student chooses alternative positions when given a chance (e.g., bean bag chair, standing, lying down).
- [ ] Student frequently falls out of chair.
- [ ] Student changes position with high frequency.
- [ ] Student gets in and out of seat more than expected.
- [ ] Student frequently slumps over desk.
- [ ] Student frequently props head up with hands.
- [ ] Student dislikes some positions, often indicates discomfort in the following positions: _____

_____

The discomfort is communicated by? _____

- [ ] The student has difficulty using table or desk – specific example: _____

_____

3. Characteristics of current Seating and Positioning of Student (Check all that apply.)

- [ ] Sits in regular chair.
- [ ] Sits in regular chair w/ pelvic belt or footrest.
- [ ] Sits in chair with non-slip surface.
- [x] Sits in adapted chair – list brand or describe: wiggle seat, cube chair, bean bag chair
- [x] Sits in seat with adaptive cushion that allows needed movement.
- [ ] Sits comfortably in wheelchair [ ] part of the day [ ] most of the day [ ] all of the day.
- [ ] Spends part of day out of chair due to prescribed positions.
- [ ] Spends part of day out of chair due to specific or general discomfort.
- [x] Uses many positions throughout the day, based on activity.
- [ ] Has few opportunities for other positions.
- [x] Uses regular desk/workstation.

☐ Uses desk with height adjusted.
☐ Uses tilted surface on which to work.
☐ Uses tray on wheelchair for desktop.
☐ Uses adapted table.
☐ Current seating interferes with the following activities: _____

_____

4. Student characteristics related to seating and positioning: (Check all that apply.)

☐ Student exhibits good positioning when: _____
☐ Student leans to the ☐ right ☐ left.
☐ Student holds head, arms, or other parts of the body a certain way, describe: _____

_____

☐ Student has specific positioning ☐ all day ☐ only at these times: _____
☐ Student expresses issues or concerns about seating/positioning.
☐ Student requires support positioning at the hips.
☐ Student has difficulty achieving and maintaining head control, best position for head control is: _____

_____

☐ Student can maintain head control for _____ minutes in _____ position.

Summary of Student's Abilities and Concerns Related to Seating and Positioning:

_____

_____

This section is for students with mobility issues. (Skip if student does not have mobility issues.)

1. Current mobility: (Check all that apply.)

☐ Crawls, rolls, or creeps independently
☐ Uses wheelchair for long distances only
☐ Uses power chair
☐ Transfers independently
☐ Walks with assistance
☐ Has difficulty walking down stairs
☐ Walks independently
☐ Uses elevator key independently
☐ Is pushed in manual wheelchair
☐ Uses manual wheelchair independently
☐ Needs help to transfer in and out of chair
☐ Has difficulty walking
☐ Has difficulty walking up stairs
☐ Needs extra time to reach destination
☐ Walks with appliance
☐ Other: _____

2. The student has the following skills, either emerging or mastered: (Check all that apply.)

☐ cause and effect
☐ spatial relations
☐ problem solving
☐ ability to interact with the environment
☐ motivation/initiation

3. Concerns about mobility. Student: (Check all that apply.)

- ☐ Is extremely tired after walking
- ☐ Seems to be having more difficulty lately
- ☐ New schedule/location requires more time
- ☐ Requires a long time to recover
- ☐ Complains about pain or discomfort
- ☐ Other: _____

4. The student is unduly distracted by: (Check all that apply.)

- ☐ Visual clutter
- ☐ Classroom and background noise
- ☐ Awareness of physical space
- ☐ Fluorescent lighting vs. full-spectrum lighting
- ☐ Tactile stimulation
- ☐ Other: _____

5. The student has issues with the following that may impact the use of power mobility: (Check all that apply.)

- ☐ Behavior
- ☐ Strength
- ☐ Coordination
- ☐ Vision
- ☐ Fatigue
- ☐ Other physical abilities: _____

6. The student's best access points other than the hand for operating a power mobility device is:

- ☐ chin
- ☐ head
- ☐ foot
- ☐ mouth
- ☐ eyes
- ☐ tongue

7. The student can operate a power mobility device using: (Check all that apply.)

- ☐ joystick
- ☐ switch-adapted proportional joystick
- ☐ switch control (with and without proportional access)
- ☐ sip and puff
- ☐ tongue-activated keypad
- ☐ proximity switch
- ☐ scanning with a switch

8. The student needs to change in position in space in order to: (Check all that apply.)

- ☐ reduce risk of pressure sores
- ☐ increase sitting tolerance
- ☐ restructure weight distribution
- ☐ other: _____

9. The student needs to change position in the following ways: (Check all that apply.)

- ☐ tilt
- ☐ recline
- ☐ elevate leg rests
- ☐ elevate seat
- ☐ stand

10. The student needs assistance with: (Check all that apply.)

- ☐ transfers
- ☐ changing positions
- ☐ accessing mobility device

11. Student needs access to: (Check all that apply.)

- ☐ AAC device
- ☐ electronic aid to daily living (EADL)
- ☐ computer/mobile device

Summary of Student's Abilities and Concerns Related to Power Mobility:

_____

_____

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 _____
☐ Vowels, vowel combinations, list examples _____
☐ Single words, list examples & approx. # _____
☐ 2-word utterances ☐ 3-word utterances
☐ Semi-intelligible speech, estimate % intelligible with familiar partner: _____ with unfamiliar partner: _____
in familiar context: _____ in unknown context _____.
■ Communication board ■ Tangibles ■ Photos ☐ Symbols ☐ Visual Scenes
☐ Combination symbols/words ☐ Words
☐ 2 symbol combinations – list examples _____
☐ 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 morning schedule, lunch routine, afternoon schedule
■ Speech Generating device(s) – please list BIGmack switch
☐ 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: _____
_____

2. Purposes of Communication: (List examples after each one checked.)
☐ Greeting _____
■ Requesting chooses food/drink, preferred activities, bathroom
☐ Demanding _____
☐ Interacting socially _____
☐ Social etiquette _____
☐ Denials/rejections _____
☐ Shared information, including joint attention _____

3. 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	☒	☐	☐	☐

4. Current Level of Receptive Language

Age approximation: _____

If formal tests used, name and scores: Need more information contact SLP

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

_____

5. Current Level of Expressive Language

Age approximation: _____

If formal tests used, name and scores: Need more information, contact SLP

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

How many symbols/signs/words does the student use regularly without a model/prompt? _____

Does the student combine symbols/signs/words without a prompt? ☐ Yes ☐ No

6. 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 occasionally

(Continued on next page)

7. **Does the student:** (check best descriptor)

	Always	Frequently	Sometimes	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?	☐	☐	☒	☐	☐
Ask for clarification from communication partner?	☐	☐	☐	☐	☒
Repair communication breakdowns?	☐	☐	☐	☐	☒
Change language according to needs of listener?	☐	☐	☐	☐	☒
Take turns with communication partner?	☐	☐	☐	☒	☐
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.)

_____

_____

8. **Student's Needs Related to Device/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: _____

9. **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 _____
- ☐ Yes ☐ No Auditory discrimination of sounds
- ☐ Yes ☐ No Auditory discrimination of words, phrases more information needed
- ☐ Yes ☒ No Selects initial letter of word
- ☒ Yes ☐ No Follows simple directions
- ☐ Yes ☒ No Sight word recognition Number of words _____
- ☐ Yes ☒ No Recognizes environmental print
- ☐ Yes ☒ No Puts two symbols or words together to express an idea

List any other reading or pre-reading skills that support communication _____

Student has object recognition and emerging photo identification

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

- ☒ Maintains fixation on stationary object
- ☒ Visually recognizes people
- ☒ Visually recognizes common objects
- ☒ Visually recognizes photographs (emerging)
- ☐ Visually recognizes symbols or pictures
- ☐ Needs additional space around symbol
- ☐ Requires high contrast symbols or borders
- ☒ Looks to right and left without moving head
- ☐ Scans matrix of symbols in a grid
- ☐ Scans line of symbols left to right
- ☐ Visually shifts horizontally
- ☐ Visually shifts vertically
- ☐ Looks at communication partner
- ☐ Benefits from "zoom" feature

Is a specific type (brand) of symbols or pictures preferred? photographs

What size symbols or pictures are preferred? unknown contact SLP

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? _____

From what size field can the student make appropriate selections? _____

Explain anything else you think is significant about the communication system the student currently uses for his/her needs: (Use additional page if necessary) _____

Sophia uses an object board paired with photographs for her visual schedule. She appears ready to utilize a photograph based system.

11. 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 _____

Sophia lies pressure input and oral stimulation.

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

School (regular and special ed., with peers, formal and informal – such as lunchroom settings)

Initiate communication with peers, make requests for wants/needs, use pictures to communicate in at least eight opportunities with prompts during a 20 minute data collection session.

Home

express needs/wants/dislikes using gestures, vocalizations, and picture communication system, participate in family activities

Community (stores, restaurants, church, library, etc.)

make food choices using picture communication system, select books in a library by pointing to indicate preference

Summary of Student's Abilities and Concerns Related to Communication including past AT used to support student's communication

Sophia is learning to point to pictures in books and on her choice board. She is exploring speech generation devices.

WATI Student Information Guide

Section 12

General

Are there any behaviors (both positive and negative) that significantly impact the student's performance?

Sophia has a tendency to throw objects and she has sensory seeking behaviors that interfere with her ability to interact with others. Changes in her routine can sometimes result in an unwillingness to participate.

Are there significant factors about the student's strengths, learning style, coping strategies or interests that the team should consider?

Sophia needs more sensory input than her peers. She likes tactile, visual, and oral stimulation. Pressure input calms her. She currently uses a chew tube, been bag chair, wiggle seat, and an object schedule.

Are there any other significant factors about the student that the team should consider?

no

Does student fatigue easily or experience a change in performance at different times of the day?

no