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:____________
   - 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 _____________________________________
   - Speech Generating device(s) - please list_______________________________
   - 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 ____________________________________________
   - Social interactions – list examples _______________________________________
   - Social etiquette - list examples __________________________________________
   - Denials/rejections – list examples ________________________________________
   - Shared information, including joint attention – list examples ___________________
Chapter 1 - Assistive Technology Assessment

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

<table>
<thead>
<tr>
<th></th>
<th>Most of the time</th>
<th>Part of the time</th>
<th>Rarely</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strangers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers/therapists</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Siblings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn toward speaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get other’s attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interact with peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show awareness of listener’s attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiate interactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to communication interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request clarification from communication partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair communication breakdowns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Require verbal prompts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Require physical prompts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain communication exchange</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terminate communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### 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 ________
- [ ] Yes [ ] No Auditory discrimination of sounds
- [ ] Yes [ ] No Auditory discrimination of words, phrases
- [ ] 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 ______________________

---

Assessing Students’ Needs for Assistive Technology (2009)
Chapter 1 - Assistive Technology Assessment

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

☐ Maintains fixation on stationary object
☐ Visually recognizes people
☐ Visually recognizes common objects
☐ Visually recognizes photographs
☐ 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? ________________________________

What size symbols or pictures are preferred? ________________________________

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? ________________________________

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) ________________________________

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 ________________________________
Chapter 1 - Assistive Technology Assessment

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)

______________________________________________________________________________

______________________________________________________________________________

Home ________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

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

______________________________________________________________________________

______________________________________________________________________________

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

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________