**WATI Student Information Guide**

**Referral/Question Identification Guide**

Student’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth Age\_\_\_\_\_\_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Contact Person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Persons Completing Guide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Parent(s) Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Primary Language \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Family’s Primary Language \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Disability:** (Check all that apply.)

|  |  |  |
| --- | --- | --- |
| ❒ Speech/Language | ❒ Significant Developmental Delay | ❒ Specific Learning Disability |
| ❒ Cognitive Disability | ❒ Other Health Impairment | ❒ Hearing Impairment |
| ❒ Traumatic Brain Injury | ❒ Autism | ❒ Vision Impairment |
| ❒ Emotional/Behavioral Disability ❒ Orthopedic Impairment – Type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

|  |  |  |
| --- | --- | --- |
| **Current Age Group:** | ❒ Birth to Three | ❒ Early Childhood |
| ❒ Elementary | ❒ Middle School | ❒ Secondary |

|  |  |  |
| --- | --- | --- |
| **Classroom Setting:** | ❒ General Education | ❒ Resource Room |
| ❒ Self-contained | ❒ Home ❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

**Current Service Providers:**

|  |  |  |
| --- | --- | --- |
| ❒ Occupational Therapy | ❒ Physical Therapy | ❒ Speech/Language |
| ❒ Assistive Technology ❒ Other(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

**Medical Considerations** (Check all that apply.)

|  |  |
| --- | --- |
| ❒ History of seizures | ❒ Fatigues easily |
| ❒ Has degenerative medical condition | ❒ Has frequent pain |
| ❒ Has multiple health problems | ❒ Has frequent upper respiratory infections |
| ❒ Has frequent ear infections | ❒ Has digestive problems |
| ❒ Has allergies to | |
| ❒ Currently taking medication for | |
| ❒ Other – Describe briefly | |

**Other Issues of Concern**

**Assistive Technology Currently Used:** (Check all that apply.)

|  |  |
| --- | --- |
| ❒ None | ❒ Low Tech Writing Aids |
| ❒ Manual Communication Board | ❒ Augmentative Communication System |
| ❒ Low Tech Vision Aids | ❒ Amplification System |
| ❒ Environmental Control Unit/EADL | ❒ Computer – Type (platform)\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ❒ Manual Wheelchair | ❒ Power Wheelchair |
| ❒ Voice Recognition | ❒ Word Prediction |
| ❒ Adaptive Input - Describe | |
| ❒ Adaptive Output - Describe | |
| ❒ Other | |

**Assistive Technology Tried:** Please describe any other assistive technology previously tried, length of trial, and outcome (how did it work or why didn’t it work.)

|  |  |  |
| --- | --- | --- |
| **AT Tried** | **Length/dates of trial** | **Outcome** |
|  |  |  |
|  |  |  |
|  |  |  |

**Has the WATI Consideration Guide been completed for this student?** If so, please attach it.

**Referral Question**

What task(s) does the student need to do that is currently difficult or impossible, and for which assistive technology may be an option?

**Based on the referral question, select the sections of the Student Information Guide to be completed.** (Check only those that apply.)

|  |  |
| --- | --- |
| ❒ Section 1 Seating, Positioning and Mobility | ❒ Section 7 Mathematics |
| ❒ Section 2 Communication | ❒ Section 8 Organization |
| ❒ Section 3 Computer and Device Access | ❒ Section 9 Recreation and Leisure |
| ❒ Section 4 Motor Aspects of Writing | ❒ Section 10 Vision |
| ❒ Section 5 Composition of Written Material | ❒ Section 11 Hearing |
| ❒ Section 6 Reading | ❒ Section 12 General |
| **Now proceed to the Sections you checked and fill in the answers to the questions.** | |

**WATI Student Information Guide**

**Section 1**

**Seating, Positioning and Mobility**

1. **Description of Current Seating**: (Check all that apply.)  
   ❒ Seating allows feet 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.  
❒ Seating facilitates readiness to perform task.    
❒ There are questions or concerns about the student’s seating. They are: ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **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?

❒ Student has difficulty using table or desk—specific example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

❒ Sits in regular chair.

❒ Sits in regular chair w/ pelvic belt or foot rest.

❒ Sits in chair with non-slip surface.

❒ Sits in adapted chair—list brand or describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

❒ Sits in seat with adaptive cushion that allows needed movement.

❒ Sits comfortably in wheelchair ❒ part of 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.  
❒ Uses many positions throughout the day, based on activity.  
❒ Has few opportunities for other positions.  
❒ 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **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 body in 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 | ❒ Is pushed in manual wheelchair |
| ❒ Uses wheelchair for long distances only | ❒ Uses manual wheelchair independently |
| ❒ Uses power chair | ❒ Needs help to transfer in and out of chair |
| ❒ Transfers independently | ❒ Has difficulty walking |
| ❒ Walks with assistance | ❒ Has difficulty walking up stairs |
| ❒ Has difficulty walking down stairs | ❒ Needs extra time to reach destination |
| ❒ Walks independently | ❒ Walks with appliance |
| ❒ Uses elevator key independently | ❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. **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

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

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

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

❒ Visual clutter ❒ Fluorescent lighting vs. full-spectrum lighting

❒ Classroom and background noise ❒ Tactile stimulation

❒ Awareness of physical space ❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **The student’s best access points other than the hand for operating a power mobility device Is:**

❒ chin ❒ head ❒ foot ❒ mouth ❒ eyes ❒ tongue

1. **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

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

❒ reduce risk of pressure sores ❒ restructure weight distribution

❒ increase sitting tolerance ❒ other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

❒tilt ❒ recline ❒ elevate leg rests ❒ elevate seat ❒ stand

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

❒ transfers ❒ changing positions ❒ accessing mobility device

1. **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 pattern ❒ 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
❒ 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Purposes of Communication: (**List examples after each one checked.)

❒ Greeting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

❒ Requesting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. **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.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **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? | ❒ | ❒ | ❒ | ❒ | ❒ |
| Recognize communication breakdowns? | ❒ | ❒ | ❒ | ❒ | ❒ |
| 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 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

**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.) # 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**10. 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  ❒ Visually recognizes common objects | ❒ Scans matrix of symbols in a grid  ❒ 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 |
| ❒ Requires high contrast symbols or borders | ❒ 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?

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 or his/her needs: (Use an additional page if necessary)

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Community (stores, restaurants, church, library, etc.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**WATI Student Information Guide**

**Section 3**

**Computer and Device Access**

**1. Computer and Device Use**

List current computer and device use:

What AT has been tried previously? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

|  |  |
| --- | --- |
| ❒ Doesn’t access computer | ❒ Adapted keyboard/mouse: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ❒ Regular keyboard/mouse/touchpad | ❒ Specialized Software: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ❒ Touch type w/ two hands | ❒ Head: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ❒ Hunt/peck w/ one hand | ❒ Speech recognition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ❒ Touch type w/ one hand | ❒ Switch scanning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ❒ Hunt/peck w/ one hand | ❒ Touchscreen: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ❒ Eye gaze | ❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**3. Current Device Access –** type of device \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How does the student currently access the device?

|  |  |
| --- | --- |
| ❒ Doesn't access a device | ❒ 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 | ❒ Adapted keyboard: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ❒ Head pointer access | ❒ Eye gaze |
| ❒ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

**4. Physical Abilities**

Does student have limitations to range of motion? ❒Yes   ❒No

Does student have abnormal reflexes or abnormal muscle tone? ❒Yes   ❒No

If abnormal, is it high or low? ❒ high ❒ low

Does student have difficulty with accuracy? ❒Yes   ❒No

Does student fatigue easily: During activities? ❒ Yes   ❒ No Throughout the day ? ❒ Yes ❒ No

Describe how physical abilities affect computer use.

Is the student’s speech clear? ❒ Yes ❒ No Is the student speech consistent? ❒ Yes ❒ No

Has scanning been tried? ❒ Yes ❒ No If yes, how did it work? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5. Motor Control**

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

❒ Right hand ❒ Right arm ❒ Right leg ❒ Right foot

❒ Left hand ❒Left arm ❒ Left leg ❒ Left foot

❒ Head ❒ Eyes ❒ Mouth ❒ Voice

❒ Fingers ❒ Other: ­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the student’s most consistent voluntary movement? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6. Positioning** - How is the student positioned for computer or device access?

|  |
| --- |
| ❒ Regular classroom chair ❒ Regular chair with adaptations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ❒ Specialty chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ❒ Wheelchair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**7. Sensory**

Does the student have any issues with hearing? ❒ Yes   ❒ No

Does the student have any issues with vision? ❒ Yes   ❒ No

Describe how sensory issues abilities affect computer use:

**8. Literacy –** At what grade level is the student currently performing in:

reading? \_\_\_\_\_\_\_\_\_\_ spelling? \_\_\_\_\_\_\_\_\_ writing? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

At what grade level are the student’s:

math skills? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ computer skills? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summary of Students Abilities and Concerns Related to Computer and Device Access**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WATI Student Information Guide**

**SECTION 4**

**Motor Aspects of Writing**

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

|  |  |
| --- | --- |
| ❒ Scribbles  ❒ Prints name  ❒ Holds pencil, but does not write  ❒ Writes on 1" lines  ❒ Writes independently and legibly  ❒ Uses space correctly  ❒ Sizes writing to fit spaces  ❒ Writes cursive  ❒ Writes on narrow lines  ❒ Can read work he has written | ❒ Pretend writes  ❒ Scribbles with a few recognizable letters  ❒ Prints a few words  ❒ Copies from book (near point)  ❒ Copies from board (far point)  ❒ Copies simple shapes  ❒ Writing is limited due to fatigue  ❒ Writing is slow and arduous  ❒ Can maintain place on paper  ❒ Can fit answers in allotted space |
|  |  |
| **2. Current Writing needs** (Check all that apply.)  ❒ Single words ❒ Short phrases ❒ Sentences ❒ Paragraphs ❒ Essays/papers  ❒ Fill in blanks ❒ Take notes ❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **3. 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: \_\_\_\_\_\_\_\_\_\_\_\_  ❒ Uses access software: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ❒ Uses touch window  ❒ Uses head or mouth stick  ❒ Uses switch to access computer  ❒ Uses scanning to access computer  ❒ Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**3. Computer Use** (Check all that apply.)

❒ Has never used a computer

❒ Uses a computer: ❒ rarely ❒ occasionally ❒ frequently ❒ daily

❒ Uses a computer at: ❒ home ❒ school

❒ Uses a computer for: ❒ word processing ❒ internet ❒ spell checking

❒ Uses computer for the following subjects or tasks: ­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

❒ Student has potential to use a computer but has not for the following reason: \_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

❒ Adapted pencils-pencil grips

❒ Adapted papers

❒ Writing templates

❒ Adapted/portable keyboards

❒ Computers with accessibility features

❒ 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 ❒ Chromebook ❒ tablet | | ❒ Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ❒ Desktop | | ❒ Laptop | |
| Location: | | | |

**Summary of Student’s Abilities and Concerns Related to Writing**

**WATI Student Information Guide**

**Section 5**

**Composition of Written Material**

**1. Typical of student’s Present Writing (check all that apply)**

❒  Words, but not identifiable ❒ Writes with symbols ❒ Short Words

❒ Short phrases ❒ Complex phrases  ❒ Sentences

❒ Short paragraph 2-5 sentences ❒ Longer Paragraphs ❒ Multi paragraphs

**2. Difficulties currently expressed by the student (check all that apply)**

❒ Understanding that words have meaning ❒ Answering questions beyond yes/no

❒ Finding Facts ❒Understanding that sentences require parts (nouns and verbs)

❒ Getting started with a sentence starter ❒ Adding information to a topic

❒ Sequencing information ❒ Integrating information from 2 or more sources

❒ Relating information to a topic ❒ Determining when to begin a paragraph

❒ Generating ideas with or without a graphic organizer ❒ Working with peers to write

❒ Planning content ❒ Using Academic Vocabulary ❒ Using Transitional Words

❒ Using Basic Core words ❒ Summarizing Writing for different audiences

❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Strategies for Composing Written Materials Student Currently Utilizes**

❒ Sentence starters ❒Picture Cues ❒ Story Starter

❒ Transitional Words (first, next) ❒Preset choices or plot twist

❒ Webbing or concept mapping ❒ with or ❒ without pictures

❒ Templates to provide the format or structure (both paper and electronic)

❒ Outlines ❒ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. Aids/Assistive Technology for Composing Written Materials Utilized by Student**

(Check all that apply.)

❒ Picture Cards ❒ Color cues for grammar ❒Writing with Symbols

❒ Word Cards ❒ Word Wall List

❒ Prewritten words on cards or labels ❒ Spell check/ Dictionary/ Thesaurus

❒ Whole word apps or software ❒ Word Prediction ❒ Scanning Pen

❒ Voice to text on phone or other device

**Summary of Student’s Abilities and Concerns Related to Composing Written Material** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WATI Student Information Guide**

**Section 6**

**Reading**

**1. The student demonstrates the following:** (Check all that apply. Add comments to clarify)

❒ 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

❒ Recognizes and reads environmental print

❒ When asked to spell a word, gets first consonant correct, but not the rest of the word

❒ Demonstrates sound manipulation skills including:

❒ Initial and final sounds in words ❒ Initial letter names/sounds

❒ Recognizes, names and prints the alphabet (if motor skills are limited, may use alternative means rather than printing by hand to demonstrate knowledge of the alphabet)

❒ When asked to spell a word, gets first and last sounds correct

❒ Demonstrates sound-symbol relationship

❒ Isolates individual phonemes: consonants, vowels, blends, digraphs (i.e., initial, final, medial)

❒ Applies phonics rules when attempting to decode printed words

❒ Remembers/recognizes visual patterns made by words or letter combinations (e.g., “-ing”)

❒ Demonstrates phonemic awareness to identify similar and dissimilar patterns in words

❒ Sound blends words

❒ Reads and understands words in context

❒ Recognizes familiar words in different contexts

❒ Remembers previously taught words

❒ Uses specific reading strategies: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

❒ Uses inventive spelling most of the time

❒ Uses conventional spelling most of the time

❒ 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

**2. Difficulties experienced by student:** (Check all that apply. Add comments for clarification.)

Student has difficulty physically accessing (e.g., positioning, opening, turning pages):

❒ Single sheets of paper ❒ Books ❒ Magazines ❒ Multi-page worksheets

Student has difficulty understanding written language based on:

❒ English Language Learner ❒ Limited background experiences

Student has sensory difficulties with:

❒ Visual clutter ❒ Fluorescent lighting ❒Background noise

❒ Tactile sensitivity ❒ Personal Space ❒ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student experiences difficulties with:

❒ Auditory processing ❒ Short term memory ❒ Working memory

Student experiences ❒ general fatigue ❒ visual fatigue

Student has difficulty decoding:

❒ Worksheets ❒ Content Textbooks ❒ Trade Books ❒ Tests

❒ Websites or other digital text

❒ Modified Curriculum, describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

❒ Recreational text

Student has difficulty comprehending:

❒ Worksheets ❒ Content Textbooks ❒ Trade Books ❒ Tests

❒ Websites or other digital text

❒ Modified Curriculum, describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

❒ Recreational text

**3. Student’s Performance Is Improved by** (Check all that apply.)

|  |  |
| --- | --- |
| ❒ Smaller amount of text on page | ❒ Enlarged print |
| ❒ Word wall to refer to | ❒ Pre-teaching concepts |
| ❒ Graphics/pictures to communicate ideas | ❒ Text rewritten at lower reading level |
| ❒ Bold type for main ideas | ❒ Reduced length of assignment |
| ❒ Additional time | ❒ Being placed where there are few distractions |
| ❒ Visual cues and schedule | ❒ Frequent movement breaks |
| ❒ Spoken text to accompany print  ❒ Increased spacing between words/lines  ❒ Symbol or Rebus supports to text | ❒ Color overlay or colored text/background  (List color\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)  ❒ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | |

**4. Reading Assistance Used**

Please describe the non-technology based strategies and accommodations that have been used with this student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5. Assistive Technology Used**

The following have been tried. (Check all that apply. Add comments for clarification)   
❒ Highlighter, marker, template, or other self-help aid in visual tracking  
❒ Changed background color to change contrast between text and background

❒ Human voice via recorded text, or talking books to “read along” with text

❒ Digital Audio files (Mp3, iPod, etc.)  
❒ Talking dictionary or talking spell checker to pronounce single words

❒ Hand held pen scanner to read difficult words or phrases

❒ Electronic text from

❒ internet ❒publisher ❒ scanned text ❒ other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
❒ Computer/device with text-to-speech software to speak:

|  |  |  |  |
| --- | --- | --- | --- |
| ❒ Single words | ❒ Sentences | ❒ Paragraphs | ❒ Entire document |

❒ Handheld device to read electronic books

❒ Electronic books from Bookshare or another digital source

Explain what seemed to work or not work with any of the above assistive technology that has been tried. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Student skills:**

Approximate Age or Grade Level of Reading Skills

Cognitive Ability in General:

❒ Significantly below average ❒ Below average ❒ Average ❒ Above average

**7. Computer/Device Use:**

Student has access to: ❒ PC ❒ Macintosh ❒ Chromebook ❒ Tablet

Student uses a computer/device: ❒ Rarely ❒ Frequently

❒ Daily for one or more subjects/periods ❒ Every day, most of day

For the following purposes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student is able to manipulate electronic text using: ❒ trackpad ❒ mouse ❒ swipe left/right

❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summary of Student’s Abilities and Concerns Related to Reading**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WATI Student Information Guide**

**SECTION 7**

**Mathematics**

1. **Student is able to:** (Check all that apply.)

**Read math:**

❒ Recognize numerals ❒ recognize math signs

❒ Understand math related language and vocabulary

❒ Gain meaning from numbers, shapes, and other representational formats

❒ Recognize three-dimensional object from multiple angles

❒ Understand word/story problems

❒ Interpret visual representation (e.g., charts, graphs, grids)

❒ Switch from one representational format to another (e.g., complex numbers vs.

fractions)

❒ Read/understand equations ❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Understand Math Concepts**

❒ Counting ❒ One-to-one correspondence

❒ Basic math facts ❒ Money

❒ Time ❒ Units of measurement (e.g., size, distance, volume)

❒ Per cents/decimals ❒ Points on graphs

❒ Arrange objects in groups according to size, color, shape, etc.

❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Solve Math Problems**

❒ Choose correct math operation

❒ Complete operational steps including: ❒ simple addition

❒ simple subtraction ❒ complex addition ❒ complex subtraction

❒ multiplication ❒ division

❒ Apply action steps from/to a story problem

❒ Organize and apply multiple steps to solve problems

❒ Convert mixed numbers/fractions

❒ Apply functions and formulas

❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Write and Represent Math**

❒ Write legible numbers ❒ Align numbers vertically

❒ Draw math figures ❒ Organize work on a page

❒ Understand and use place value ❒ Align steps of a problem

❒ Represent concepts in alternate formats (e.g., graphs, charts, or geometric shapes)

❒ Write simple math equations ❒ Write complex math equations

❒ Fill in numbers/data in graphs ❒ Other: ­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Problems student experiences:** (Check all that apply.)

❒ Visual-spatial processing

❒ Fatigue

❒ Low working memory

❒ Explaining math thinking either verbally or in writing

❒ Using language of math to express ideas

❒ Applying a variety of strategies in order to find solutions.

❒ Testing conclusions by asking appropriate questions.

❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Assistive Technology Tried** (Check all that apply.)



|  |  |
| --- | --- |
| ❒ Adapted manipulatives  ❒ Adapted stamp (e.g. numbers, shapes)  ❒ Adapted watch/clock  ❒ Adapted measuring devices  ❒ Adapted paper  ❒ Enlarged paper  ❒ Graph paper  ❒ Onscreen keyboards or calculators  ❒ Virtual Manipulatives  ❒ Voice recognition for math notation  ❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ❒ Alternate calculator  ❒ Large print  ❒Talking  ❒ Graphing  ❒ Math graphic organizer  ❒ Math specific writing, drawing software  ❒ Digital Math toolbars for writing equations  ❒ Math software to help visualize, script visual math concepts |
|  |  |

4. **Strategies Used**

Please describe any strategies that been used to help.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summary of Student’s Abilities and Concerns Related to Math**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WATI Student Information Guide**

**SECTION 8**

**Organization**

1. **Student demonstrates the ability to:** (Check all that apply.)

**Self-management:**

|  |  |
| --- | --- |
| ❒ Self-regulate behavior and attention | ❒ Sustain attention on task |
| ❒ Shut out environmental distractions | ❒ Shift attention to new activities |
| ❒ Stop behavior at appropriate time |  |

**Materials management:**

|  |  |
| --- | --- |
| ❒ Keep track of papers | ❒ Keep track of projects |
| ❒ Keep work area neat | ❒ Place papers & books in consistent location |
| ❒ Sort materials by categories/features | ❒ Use effective search strategies |
| ❒ Locate work tools quickly (e.g., book, scissors, pencils) | ❒ Turn papers/projects in to teacher |

**Time management:**

|  |  |
| --- | --- |
| ❒ Arrive on time | ❒ Complete work by deadline |
| ❒ Use time efficiently | ❒ Estimate time remaining |
| ❒ Transition between activities | ❒ Quickly settle down after transitions |
|  |  |

**Information management:**

|  |  |
| --- | --- |
| ❒ Identify relevant information | ❒ Break large projects into smaller steps |
| ❒ Organize notes | ❒ Review information |
| ❒ Complete multi-step tasks | ❒ Review progress/identify missed steps |

1. **Student has problems with:** (Check all that apply.)

❒ Initiating tasks or activities

❒ Inhibiting an inappropriate action

❒ Shifting attention within, between, and among tasks

❒ Filtering sensory input in order to focus on learning

❒ Sustaining attention and remaining on task

❒ Following multi-step instructions due to low working memory

❒ Completing tasks in structured, logical steps

❒ Using traditional time management tools (e.g., clocks, schedules, planners)

❒ Managing current and coming tasks

❒ Using traditional organizational tools (e.g., bins, checklists, coding)

❒ Setting relevant and realistic goals

❒ Imposing order on work, play, and storage places

❒ Self-monitoring performance and compare to standard

❒ Modulating emotional responses with rational thought

❒ Predicting consequences of own actions

❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Assistive Technology tried:** (Check all that apply.)

|  |  |
| --- | --- |
| **Self-Management:**  ❒ Fidgets  ❒ Sitting on a therapy ball, bounce or sitz cushions  ❒Pressure or weighted vest  ❒Concentration CD’s or Mp3’s  ❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Information Management:**  ❒ Folders  ❒ Tabs/Post Its/Sticky Notes  ❒ Highlighters  ❒ Study guides/rubrics  ❒ Hand Held Recorders  ❒ Digital Organizers  ❒ Digital highlighter  ❒ Search tools/engines  ❒ Bookmarking tools  ❒ Graphic organizers  ❒ Manipulatives/ Instructional Tutorials  ❒ Animations  ❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Materials Management:**  ❒ Folders/ Containers/ Bins/ Boxes  ❒ Checklists  ❒ Coding system  ❒ Electronic filing  ❒ Portable electronic Storage  ❒ Computer based electronic storage  ❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Time Management:**  ❒ Checklists  ❒ Clock analog vs. digital  ❒ Adapted clocks and watches  􀂈❒ Talking readout  􀂈❒Large numbers  􀂈❒ Visual cue  ❒ Timed reminder message  ❒ Schedules  􀂈 ❒ Picture  􀂈 ❒ Worded  􀂈 ❒ Calendar-based  ❒ Digital scheduler/planning tool  ❒ Digital reminder  ❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. **Summary of Student’s Abilities and Concerns Related to Organization**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WATI Student Information Guide**

**SECTION 9**

**Recreation and Leisure**

1. **Recreation and Leisure Activities Student Enjoys:** (Check all that apply.)

|  |  |
| --- | --- |
| ❒ Playing with toys/puzzles | ❒ Listening to music |
| ❒ Doing art activities | ❒ Going to playground (e.g., swinging, sliding) |
| ❒ Photography | ❒ Gardening |
| ❒ Attending sports events | ❒ Following sports/teams |
| ❒ Attending concerts/plays | ❒ Playing board games/cards |
| ❒ Dancing | ❒ Reading/listening to a book |
| ❒ Watching TV/movies | ❒ Swimming |
| ❒ Cooking/trying new foods | ❒ Participating in sports/exercise |
| ❒ Using social media | ❒ Participating in online communities |
| ❒ Using computer/internet | ❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. **Difficulties Student Experiences Participating in Recreation and Leisure:** (Check all that apply.)

|  |  |
| --- | --- |
| ❒ Understanding cause and effect | ❒ Understanding turn taking |
| ❒ Following simple directions | ❒ Following complex directions |
| ❒ Asking to join in an activity | ❒ Communicating with others |
| ❒ Handing/manipulating objects | ❒ Hearing others |
| ❒ Throwing/catching objects | ❒ Seeing equipment or materials |
| ❒ Understanding rules | ❒ Operating TV, VCR, etc. |
| ❒ Waiting for his/her turn | ❒ Operating computer |
| ❒ Managing behavior | ❒ Other |

1. **Adaptive materials/Assistive Technology Tried:** (Check all that apply.)

|  |  |
| --- | --- |
| ❒ Toys adapted with Velcro®, magnets, handles, foam wrapped handles, etc. | ❒ Modified utensils (e.g., rubber stamps, rollers, brushes) |
| ❒ Adaptive sporting equipment (e.g., beeping or lighted balls) | ❒ Universal cuff or strap to hold crayons, markers, etc. |
| ❒ Non-skid surface | ❒ Card holders, adapted scissors, etc. |
| ❒ Toys adapted for single switch operation | ❒ Ergo rest or another arm support |
| ❒ Adapted musical instruments | ❒ Specialized format books |
| ❒ Electronic aids for control/operate TV, VCR, CD player, etc. | ❒ Software to do art activities |
| ❒ Games on computer | ❒ Other computer software/apps. |
| ❒ Personal amplification system | ❒ Voice output communication aid |
| ❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

**Summary of Student’s Abilities and Concerns in the Area of Recreation and Leisure: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WATI Student Information Guide**

**SECTION 10**

**Vision**

*A vision specialist should be consulted to complete this section.*

**1. Date of Last Vision Report:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Areas identified in the report include: (Please address acuity, field loss, vision condition, etc.)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Student’s Visual Abilities include:** (Check all that apply.)

􀂈 ❒ Reads standard textbook print

􀂈 ❒ Reads text if enlarged to: (indicate size in inches) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

􀂈 ❒ Requires specialized lighting such as: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

􀂈 ❒ Requires materials tilted at a certain angle: (indicate angle) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

􀂈 ❒ Can read using optical aids; list: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

􀂈 ❒ Currently uses the following screen enlargement device: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

􀂈 ❒ Currently uses the following screen enlargement software: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

􀂈 ❒ Recognizes letters enlarged to \_\_\_\_\_\_ pt. type on computer screen

􀂈 ❒ Recognizes letters enlarged to \_\_\_\_\_\_ pt. type for \_\_\_\_\_\_\_minutes without eye fatigue.

􀂈 ❒ Prefers: 􀂈❒ Black letters on white 􀂈❒ White on black 􀂈❒ \_\_\_\_\_\_\_\_\_\_(color) on \_\_\_\_\_\_\_\_\_\_\_

􀂈 ❒ Tilts head when reading

􀂈 ❒ Uses only one eye: ❒􀂈Right eye 􀂈❒ Left eye

􀂈 ❒ Uses screen reader: ­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

􀂈 ❒ Requires recorded material, text to speech, or Braille materials

1. **Student’s reading beyond textbooks** (Check all that apply.)

|  |  |
| --- | --- |
| ❒ Reads own hand writing 􀂈 | ❒ Reads someone else’s writing 􀂈 |
| ❒ Reads hand printing | ❒ Reads cursive 􀂈 |
| ❒ Reads hand writing from chalkboard | ❒ Reads hand writing from white board |
| ❒ Reads hand writing from white board if  within \_\_\_\_\_\_\_\_\_ distance. | ❒ Requires personal desk copy of anything written on board at front of room. |
| ❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

**4. Student’s Writing/Production of Written Materials:** (check all that apply.)

􀂈 ❒ Writes using space correctly 􀂈 ❒ Writes on line

􀂈 ❒ Writes appropriate size 􀂈 ❒ Skips letters when copying

􀂈 ❒ Requires bold or raised-line paper 􀂈 ❒ Requires softer lead pencils

􀂈 ❒ Requires colored pencils, pens, or paper 􀂈 ❒ Requires felt tip pen ❒ Thin point ❒ Thick point

❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5. Currently Uses the following Alternative Output**: (Check all that apply.)

􀂈 ❒ Slate and stylus

􀂈 ❒ Talking calculator

􀂈 ❒ Braille calculator

􀂈 ❒ Braille notetaker

􀂈 ❒ Electric Brailler

􀂈 ❒ Refreshable Braille display

􀂈 ❒ Tactile images

􀂈 ❒ Screen reader

􀂈 ❒ Braille translation software: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6. Student’s Level of proficiency:** (Check the one that most closely describes the student.)

􀂈 ❒ Requires frequent physical prompts 􀂈 ❒ Requires frequent verbal cues

􀂈 ❒ Needs only intermittent cues 􀂈 ❒ Uses device to complete tasks independently

􀂈 ❒ Trouble-shoots problems related to device

**Summary of Student’s Abilities and Concerns Related to Vision** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WATI Student Information Guide**

**SECTION 11**

**Hearing**

*A hearing specialist should be consulted to complete this section.*

**1. Audiological Information:**

Date of last audiological exam\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hearing loss identified:

Right Ear 􀂈 ❒ Mild 􀂈 ❒ Moderate 􀂈 ❒ Severe 􀂈❒ Profound

Left Ear 􀂈 ❒ Mild 􀂈 ❒ Moderate 􀂈 ❒ Severe 􀂈 ❒ Profound

Onset of hearing loss: \_\_\_\_\_\_\_\_\_\_\_\_ Etiology:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Unaided Auditory Abilities**: (Check all that apply.)

􀂈 ❒ Attends to sounds 􀂈 ❒ High pitch 􀂈 ❒ Low pitch 􀂈 ❒ Voices 􀂈 ❒ Background noises

􀂈 ❒ Discriminates environmental vs. non-environmental sounds

􀂈 ❒ Turns toward sound

􀂈 ❒ Hears some speech sounds

􀂈 ❒ Understands synthesized speech

**3. Student’s Eye Contact and Attention to Communication:** (Check best descriptor.)

􀂈 ❒ Poor 􀂈 ❒ Inconsistent 􀂈❒ Limited 􀂈 ❒ Good 􀂈 ❒ Excellent

**4. Communication Used by Others: (**Indicate the form of communication generally used by others

in each of the following environments. Check all that apply.)

School Home Community

􀂈 ❒ Body language ❒ ❒ ❒

􀂈 ❒ Tangible symbols ❒ ❒ ❒

􀂈 ❒ Gestures 􀂈 ❒ ❒ ❒ 􀂈 􀂈

􀂈 ❒ Speech 􀂈 􀂈 􀂈 ❒ ❒ ❒

􀂈 ❒ Cued speech ❒ ❒ ❒􀂈 􀂈 􀂈

􀂈 ❒ Picture cues 􀂈 􀂈 ❒ ❒ ❒ 􀂈

􀂈 ❒ Written messages ❒ ❒ ❒􀂈 􀂈 􀂈

􀂈 ❒ Signs and speech together 􀂈 ❒ ❒ ❒􀂈 􀂈

􀂈 ❒ Signed English 􀂈 􀂈 􀂈 ❒ ❒ ❒

􀂈 ❒ Contact (Pidgin) sign language 􀂈 􀂈 􀂈 ❒ ❒ ❒

􀂈 ❒ American Sign Language (ASL) ❒ ❒ ❒

􀂈 􀂈 􀂈

**5. Level of Receptive Proficiency in Each Environment**

School Home Community

􀂈 ❒ Understands single words 􀂈 􀂈 􀂈 ❒ ❒ ❒

􀂈 ❒ Understands short phrases 􀂈 􀂈 ❒ ❒ ❒ 􀂈

􀂈 ❒ Understands majority of communications ❒ ❒ ❒

**6. Student Communicates with Others:** Using (Check all that apply.)

􀂈 ❒ Speech 􀂈 ❒ American Sign Language 􀂈 ❒ Body language

􀂈 ❒ Signs and speech together 􀂈 ❒Gestures 􀂈 ❒Written messages

􀂈 ❒ Signed English 􀂈 ❒ Picture cues 􀂈 ❒ Contact (Pidgin) sign language

􀂈 ❒ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Level of expressive communication:

􀂈 ❒ Single words 􀂈 ❒ Combination of words 􀂈 ❒ Proficient

**7. Is There a Discrepancy Between Receptive and Expressive Abilities?**

􀂈 ❒ Yes 􀂈 ❒ No

If yes, describe further: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**8. Services Currently Used**: (Check all that apply.)

􀂈 ❒ Audiology 􀂈 ❒ Note taker

􀂈 ❒ Educational interpreter using: 􀂈❒ ASL 􀂈 ❒ Transliterating 􀂈 ❒ PSE 􀂈 ❒ Oral

**9. Equipment Currently Used:** (Check all that apply.)

􀂈 ❒ Hearing aids 􀂈 ❒ Cochlear implant 􀂈 ❒ Telecaption decoder

􀂈 ❒ Vibrotactile devices 􀂈 ❒ Classroom amplification system 􀂈 ❒ TTY/TDD

􀂈 ❒ FM system 􀂈 ❒ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**10. Present Concerns for Communication, Writing, and/or Educational Materials**

􀂈 ❒ Cannot hear teacher/other students 􀂈 ❒ Cannot respond to emergency alarm

􀂈 ❒ Cannot participate in class discussions 􀂈 ❒ Cannot benefit from educational videos/programs

􀂈 ❒ Displays rec./exp. language delays 􀂈 ❒ Cannot use telephone to communicate

􀂈 􀂈 􀂈

**11. Current communication functioning:** (Check all that apply.)

􀂈 ❒ Desires to communicate

􀂈 ❒ Initiates interaction

􀂈 ❒ Responds to communication requests

􀂈 ❒ Reads lips

􀂈 ❒ Appears frustrated with current communication functioning

􀂈 ❒ Requests clarification from communication partners (“Would you please repeat that?”)

􀂈 ❒ Repairs communication breakdown (Keeps trying, changes message)

**12. Current Reading Level:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summary of Hearing Abilities and Concerns**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WATI Student Information Guide**

**Section 12**

**General**

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

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

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

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