

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 _____

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

	Most of the time	Part of the time	Rarely	Not Applicable
Strangers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers/therapists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent/Guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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)

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

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 _____



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 _____
