ABLE Tech
Handout 4

Assessing Students' Needs for Assistive Technology

A Resource Manual for School District Teams

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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
- ❒ Cognitive Disability
- ❒ Traumatic Brain Injury
- ❒ Emotional/Behavioral Disability
- ❒ Orthopedic Impairment – Type_____
- ❒ Significant Developmental Delay
- ❒ Other Health Impairment
- ❒ Autism
- ❒ Specific Learning Disability
- ❒ Hearing Impairment
- ❒ Vision Impairment

Current Age Group

- ❒ Birth to Three
- ❒ Middle School
- ❒ Early Childhood
- ❒ Secondary
- ❒ Elementary

Classroom Setting

- ❒ Regular Education Classroom
- ❒ Home
- ❒ Resource Room
- ❒ Other_____
- ❒ Self-contained

Current Service Providers

- ❒ Occupational Therapy
- ❒ Physical Therapy
- ❒ Speech Language
- ❒ Other(s)_____

Medical Considerations (Check all that apply.)

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

_____

Other Issues of Concern_____

Assistive Technology Currently Used (Check all that apply.)

- ❒ None
- ❒ Manual Communication Board
- ❒ Low Tech Vision Aids
- ❒ Environmental Control Unit/EADL
- ❒ Power Wheelchair
- ❒ Voice Recognition
- ❒ Low Tech Writing Aids
- ❒ Augmentative Communication System
- ❒ Amplification System
- ❒ Manual Wheelchair
- ❒ Computer – Type (platform)_____
- ❒ 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.)

_____ _____
Assistive Technology Number and Dates of Trial(s)

_____
Outcome

_____ _____
Assistive Technology Number and Dates of Trial(s)

_____
Outcome

_____ _____
Assistive Technology Number and Dates of Trial(s)

_____
Outcome

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 all that apply.)

- ❒ Section 1 Fine Motor Related to Computer or Device Access
- ❒ Section 2 Motor Aspects of Writing
- ❒ Section 3 Composing Written Material
- ❒ Section 4 Communication
- ❒ Section 5 Reading
- ❒ Section 6 Learning and Studying
- ❒ Section 7 Math
- ❒ Section 8 Recreation and Leisure
- ❒ Section 9 Seating and Positioning
- ❒ Section 10 Mobility
- ❒ Section 11 Vision
- ❒ Section 12 Hearing
- ❒ Section 13 General

WATI Student Information Guide

SECTION 1

Fine Motor Related to Computer (or Device) Access

1. Current Fine Motor Abilities

Observe the student using paper and pencil, typewriter, computer, switch, etc. Look at the movements as well as the activities and situations. Does the student have voluntary, isolated, controlled movements using the following? (Check all that apply.)

❒ Left hand	❒ Right hand	❒ Eye(s)
❒ Left arm	❒ Right arm	❒ Head
❒ Left leg	❒ Right leg	❒ Mouth
❒ Left foot	❒ Right foot	❒ Tongue
❒ Finger(s)	❒ Eyebrows	❒ Other _____
		_____

Describe briefly the activities/situations observed_____

_____

_____

_____

2. Range of Motion

Student has specific limitations to range. ❒Yes ❒No

Describe the specific range in which the student has the most motor control._____

_____

_____

_____

3. Abnormal Reflexes and Muscle Tone

Student has abnormal reflexes or abnormal muscle tone. ❒Yes ❒No

Describe briefly any abnormal reflex patterns or patterns of low or high muscle tone that may interfere with the student's voluntary motor control._____

_____

_____

_____

4. Accuracy

Student has difficulty with accuracy. ❒Yes ❒No

Describe how accurate, reliable and consistent the student is in performing a particular fine motor task.

_____

5. Fatigue

Student fatigues easily. ❒Yes ❒No

Describe how easily the student becomes fatigued._____

_____

_____

_____

6. Assisted Direct Selection

What type of assistance for direct selection has been tried? (Check all that apply.)

❒ Keyguard ❒ Head pointer/head stick

❒ Pointers, hand grips, splints etc. ❒ Light beam/laser

Other:_____

Describe which seemed to work the best and why._____

_____

7. Size of Grid Student Is Able to Access

What is the smallest square the student can accurately access? ❒ 1" ❒ 2" ❒ 3" ❒ 4"

What is the optimal size grid? Size of square _____

Number of squares across _____

Number of squares down _____

8. Scanning

If student cannot direct select, does the student use scanning?

❒ No

❒ Yes, if yes ❒ Step ❒ Automatic ❒ Inverse ❒ Other_____

Preferred control site (body site)_____

Other possible control sites_____

9. Type of Switch

The following switches have been tried. (Check all that apply. **Circle the one or two** that seemed to work the best.)

❒ Touch (jellybean) ❒ Light touch ❒ Wobble ❒ Rocker

❒ Joystick ❒ Lever ❒ Head switch ❒ Mercury (tilt)

❒ Arm slot ❒ Eye brow ❒ Tongue ❒ Sip/puff

❒ Tread ❒ Other_____

Summary of Student's Abilities and Concerns Related to Computer/Device Access_____

_____

_____

WATI Student Information Guide

SECTION 2

Motor Aspects of Writing

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

- ❒ Holds pencil, but does not write
- ❒ Scribbles with a few recognizable letters
- ❒ Uses pencil adapted with_____
- ❒ Copies from book (near point)
- ❒ Prints a few words
- ❒ Prints name
- ❒ Writes cursive
- ❒ Writing is limited due to fatigue
- ❒ Writing is slow and arduous
- ❒ Pretend writes
- ❒ Uses regular pencil
- ❒ Copies simple shapes
- ❒ Copies from board (far point)
- ❒ Writes on 1" lines
- ❒ Writes on narrow lines
- ❒ Uses space correctly
- ❒ Sizes writing to fit spaces
- ❒ Writes independently and legibly

2. Assistive Technology Used (Check all that apply.)

- ❒ Paper with heavier lines
- ❒ Special pencil or marker
- ❒ Computer
- ❒ Paper with raised lines
- ❒ Splint or pencil holder
- ❒ Other _____
- ❒ Pencil grip
- ❒ Typewriter

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

- ❒ Does not currently type
- ❒ Types slowly, with one finger
- ❒ Accidentally hits unwanted keys
- ❒ Requires arm or wrist support to type
- ❒ Uses mini keyboard to reduce fatigue
- ❒ Uses Touch Window
- ❒ Uses access software
- ❒ Activates desired key on command
- ❒ Types slowly, with more than one finger
- ❒ Performs 10 finger typing
- ❒ Accesses keyboard with head or mouth stick
- ❒ Uses switch to access computer
- ❒ Uses alternative keyboard
- ❒ Uses Morse code to access computer
- ❒ Uses adapted or alternate keyboard, such as_____
- ❒ Other_____

4. Computer Use (Check all that apply.)

- ❒ Has never used a computer
- ❒ Uses computer for games
- ❒ Uses computer at school
- ❒ Uses computer for word processing
- ❒ Uses computer at home
- ❒ Uses computer's spell checker
- ❒ Uses computer for a variety of purposes, such as_____
- ❒ Has potential to use computer but has not used a computer because_____

_____

_____

_____

_____

5. Computer Availability and Use

The student has access to the following computer(s)

❒ PC ❒ Macintosh ❒ Other_____

❒ Desktop ❒ Laptop

Location:_____

The student uses a computer

❒ Rarely ❒ Frequently ❒ Daily for one or more subjects or periods ❒ Every day, all day

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

_____

_____

_____

_____

WATI Student Information Guide

SECTION 3

Composing Written Material

1. Typical of Student's Present Writing (Check all that apply.)

- ❒ Short words
- ❒ Short phrases
- ❒ Complex phrases
- ❒ Sentences
- ❒ Paragraphs of 2-5 sentences
- ❒ Longer paragraphs
- ❒ Multi-paragraph reports
- ❒ Other _____ _____

2. Difficulties Currently Experienced by Student (Check all that apply.)

- ❒ Answering questions
- ❒ Getting started on a sentence or story
- ❒ Adding information to a topic
- ❒ Sequencing information
- ❒ Integrating information from two or more sources
- ❒ Relating information to specific topics
- ❒ Determining when to begin a new paragraph
- ❒ Generating ideas
- ❒ Working w/peers to generate ideas and information
- ❒ Planning content
- ❒ Using a variety of vocabulary
- ❒ Summarizing information
- ❒ Other_____ _____

3. Strategies for Composing Written Materials Student Currently Utilizes (Check all that apply.)

- ❒ Story starters
- ❒ Preset choices or plot twists
- ❒ Templates to provide the format or structure (both paper and electronic)
- ❒ Webbing/concept mapping
- ❒ Outlines
- ❒ Other_____

4. Aids/Assistive Technology for Composing Written Materials Utilized by Student (Check all that apply.)

- ❒ Word cards
- ❒ Word book
- ❒ Word wall/word lists
- ❒ Prewritten words on cards or labels
- ❒ Dictionary
- ❒ Electronic dictionary/spell checker
- ❒ Whole words using software or hardware (e.g. IntelliKeys)
- ❒ Symbol-based software for writing (e.g. Writing with Symbols 2000 or Pix Writer)
- ❒ Word processing with spell checker/grammar checker
- ❒ Talking word processing
- ❒ Abbreviation/expansion
- ❒ Word processing with writing support
- ❒ Multimedia software
- ❒ Voice recognition software
- ❒ Other_____

Summary of Student's Abilities and Concerns Related to Computer/Device Access_____

_____

_____

WATI Student Information Guide

SECTION 4

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. #_____

❒ Reliable no ❒ Reliable yes

❒ 2-word utterances ❒ 3-word utterances

❒ Semi intelligible speech, estimate % intelligible:_____

❒ Communication board ❒ Tangibles ❒ Pictures ❒ Combination pictures/words ❒ Words

❒ Voice output AC device (name of device)_____

❒ Intelligible speech ❒ Writing ❒ Other_____

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

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

3. Current Level of Receptive Language

Age approximation _____

If formal tests used, name and scores_____

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

_____

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

	Always	Frequently	Occasionally	Seldom	Never
Turns toward speaker	❒	❒	❒	❒	❒
Interacts with peers	❒	❒	❒	❒	❒
Aware of listener's attention	❒	❒	❒	❒	❒
Initiates interaction	❒	❒	❒	❒	❒
Asks questions	❒	❒	❒	❒	❒
Responds to communication interaction	❒	❒	❒	❒	❒
Requests clarification from communication partner	❒	❒	❒	❒	❒
Repairs communication breakdown	❒	❒	❒	❒	❒
Requires frequent verbal prompts	❒	❒	❒	❒	❒
Requires frequent physical prompts	❒	❒	❒	❒	❒
Maintains communication exchange	❒	❒	❒	❒	❒
Terminates communication	❒	❒	❒	❒	❒

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

❒ 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.)

❒ Yes ❒ No Auditory discrimination of sounds

❒ Yes ❒ No Auditory discrimination of words, phrases

❒ Yes ❒ No Selecting initial letter of word

❒ Yes ❒ No Following simple directions

❒ Yes ❒ No Sight word recognition

❒ Yes ❒No Putting two symbols or words together to express an idea

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

- ❒ Maintains fixation on stationary object
- ❒ Scans line of symbols left to right
- ❒ Visually recognizes people
- ❒ Visually recognizes photographs
- ❒ Needs additional space around symbol
- ❒ Visually shifts vertically
- ❒ Looks to right and left without moving head
- ❒ Scans matrix of symbols in a grid
- ❒ Visually recognizes common objects
- ❒ Visually recognizes symbols or pictures
- ❒ Visually shifts horizontally
- ❒ Recognizes line drawings

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, or white on black, or a specific color combination for figure/ground discrimination?_____

Explain anything else you think is significant about the responses the student currently uses or his/her need for augmenting communication (Use an additional page if necessary)_____

_____

_____

_____

_____

_____

Summary of Student's Abilities and Concerns Related to Communication_____

_____

_____

_____

_____

_____

WATI Student Information Guide

SECTION 5

Reading

1. The Student Demonstrates the Following Literacy Skills. (Check all that apply.)

- ❒ 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
- ❒ 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 to demonstrate knowledge of the alphabet)
- ❒ When asked to spell a word, gets first and last sounds correct
- ❒ Applies phonics rules when attempting to decode printed words
- ❒ Sound blends words
- ❒ Reads and understands words in context
- ❒ Spells words using conventional spelling in situations other than memorized spelling tests
- ❒ 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. Student's Performance Is Improved by (Check all that apply.)

- ❒ Smaller amount of text on page
- ❒ Word wall to refer to
- ❒ Graphics to communicate ideas
- ❒ Bold type for main ideas
- ❒ Additional time
- ❒ Spoken text to accompany print
- ❒ Other_____
- ❒ Enlarged print
- ❒ Pre-teaching concepts
- ❒ Text rewritten at lower reading level
- ❒ Reduced length of assignment
- ❒ Being placed where there are few distractions
- ❒ Color overlay (List color_____)

3. Reading Assistance Used

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

_____

_____

4. Assistive Technology Used

The following have been tried. (Check all that apply.)

❒ Highlighter, marker, template, or other self-help aid in visual tracking
❒ Colored overlay to change contrast between text and background
❒ Tape recorder, taped text, or talking books to "read along" with text
❒ Talking dictionary or talking spell checker to pronounce single words
❒ Hand held scanner to pronounce difficult words or phrases
❒ Computer with text to speech software to
❒ Speak single words ❒ Speak sentences ❒ Speak paragraphs ❒ Read entire document

Explain what seemed to work about any of the above assistive technology that has been tried.

_____

_____

_____

5. Approximate Age or Grade Level of Reading Skills_____

6. Cognitive Ability in General

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

7. Difficulty

Student has difficulty decoding the following. (Check all that apply.)

❒ Worksheets ❒Reading Textbook ❒ Subject Area Textbooks ❒ Tests

Student has difficulty comprehending the following. (Check all that apply.)

❒ Worksheets ❒ Reading Textbook ❒ Subject Area Textbooks ❒ Tests

8. Computer Availability and Use

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

❒ PC ❒ Macintosh

9. The Student Uses a Computer:

❒ Rarely ❒ Frequently ❒ Daily for one or more subjects or periods ❒ Every day, most of the day

For the following purposes_____

Summary of Student's Abilities and Concerns Related to Reading

_____

_____

_____

_____

WATI Student Information Guide

SECTION 6

Learning and Studying

1. Difficulties Student Has Learning New Material or Studying (Check all that apply.)

- ❒ Remembering assignments
- ❒ Remembering steps of tasks or assignments
- ❒ Finding place in textbooks
- ❒ Taking notes during lectures
- ❒ Reviewing notes from lectures
- ❒ Organizing information/notes
- ❒ Organizing materials for a report or paper
- ❒ Turning in assignments
- ❒ Other_____

_____

2. Assistive Technology Tried (Check all that apply.)

- ❒ Print or picture schedule
- ❒ Low tech aids to find materials (e.g. index tabs, color coded folders)
- ❒ Highlighting text (e.g. markers, highlight tape, ruler)
- ❒ Recorded material
- ❒ Voice output reminders for assignments, steps of task, etc.
- ❒ Electronic organizers
- ❒ Pagers/electronic reminders
- ❒ Hand held scanner to read words or phrases
- ❒ Software for manipulation of objects/concept development
- ❒ Software for organization of ideas and studying
- ❒ Palm computers
- ❒ Other_____

3. Strategies Used

Please describe any adaptations or strategies that have been used to help this student with learning and studying.

_____

_____

_____

_____

Summary of Student's Abilities and Concerns in the Area of Learning and Studying

_____

_____

_____

_____

WATI Student Information Guide

SECTION 7

Math

1. Difficulties Student Has with Math (Check all that apply.)

- ❒ Legibly writing numerals
- ❒ Understanding meaning of numbers
- ❒ Understanding money concepts
- ❒ Completing multiplication and division
- ❒ Understanding units of measurement
- ❒ Creating graphs and tables
- ❒ Understanding fractions
- ❒ Converting to mixed numbers
- ❒ Solving story problems
- ❒ Graphing
- ❒ Understanding and use of trigonometry functions
- ❒ Understanding math related language
- ❒ Understanding place values
- ❒ Completing simple addition and subtraction
- ❒ Completing complex addition and subtraction
- ❒ Understanding tables and graphs
- ❒ Understanding time concepts
- ❒ Working with fractions
- ❒ Understanding decimals /percents
- ❒ Understanding geometry
- ❒ Understanding the use of formulas
- ❒ Checking work
- ❒ Other_____

2. Assistive Technology Tried

- ❒ Abacus
- ❒ Math line
- ❒ Enlarged math worksheets
- ❒ Low-tech alternatives for answering
- ❒ Recorded material
- ❒ Voice output reminders for assignments, steps of task, etc.
- ❒ Pagers/electronic reminders
- ❒ Software for manipulation of objects/concept development
- ❒ Talking or Braille watch
- ❒ Palm computers
- ❒ Talking calculator
- ❒ Braille calculator
- ❒ Alternative keyboards (e.g., IntelliKeys)
- ❒ Math "Smart Chart"
- ❒ Tactile math devices (ruler, clock, etc.)
- ❒ Electronic organizers
- ❒ Single word scanners
- ❒ On screen scanning calculator
- ❒ Software for organization of ideas and studying
- ❒ Other_____

3. Strategies Used

Please describe any strategies that have been used to help._____

_____

_____

_____

Summary of Student's Abilities and Concerns Related to Math_____

_____

_____

WATI Student Information Guide

SECTION 8

Recreation and Leisure

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

- ❒ Understanding cause and effect
- ❒ Understanding turn taking
- ❒ Handing/manipulating objects
- ❒ Throwing/catching objects
- ❒ Understanding rules
- ❒ Waiting for his/her turn
- ❒ Following simple directions
- ❒ Following complex directions
- ❒ Communicating with others
- ❒ Hearing others
- ❒ Seeing equipment or materials
- ❒ Operating TV, VCR, etc.
- ❒ Operating computer
- ❒ Other _____

2. Activities Student Especially Enjoys_____

_____

_____

_____

3. Adaptations Tried to Enhance Participation in Recreation and Leisure_____

_____

_____

How did they help?_____

_____

_____

4. Assistive Technology Tried (Check all that apply.)

- ❒ Toys adapted with Velcro®, magnets, handles etc.
- ❒ Toys adapted for single switch operation
- ❒ Adaptive sporting equipment, such as lighted or beeping ball
- ❒ Universal cuff or strap to hold crayons, markers, etc.
- ❒ Modified utensils, e.g. rubber stamps, rollers, brushes
- ❒ Ergo Rest or other arm support
- ❒ Electronic aids to control/operate TV, VCR, CD player, etc.
- ❒ Software to complete art activities
- ❒ Other computer software
- ❒ Games on the computer
- ❒ Other _____

Summary of Student's Abilities and Concerns in the Area of Recreation and Leisure

_____

_____

WATI Student Information Guide

SECTION 9

Seating and Positioning

1. Current Seating and Positioning of Student (Check all that apply.)

❒ Sits in regular chair w/ feet on floor
❒ Sits in regular chair w/ pelvic belt or foot rest
❒ Sits in adapted chair
❒ Sits in seat with adaptive cushion that allows needed movement
❒ Sits in wheelchair part of day
❒ Sits comfortably in wheelchair most of day
❒ Wheelchair in process of being adapted to fit
❒ Spends part of day out of chair due to prescribed positions
❒ Spends part of day out of chair due to discomfort
❒ Enjoys many positions throughout the day, based on activity
❒ Has few opportunities for other positions
❒ Uses regular desk
❒ Uses desk with height adjusted
❒ Uses tray on wheelchair for desktop
❒ Uses adapted table

2. Description of Seating (Check all that apply.)

❒ Seating provides trunk stability

❒ Seating allows feet to be on floor or foot rest

❒ Seating facilitates readiness to perform task

❒ There are questions or concerns about the student[1]s seating

❒ Student dislikes some positions, often indicates discomfort in the following positions_____

_____

How is the discomfort communicated?_____

❒ Student has difficulty using table or desk

❒ There are concerns or questions about current wheelchair.

❒ Student has difficulty achieving and maintaining head control, best position for head control is_____

_____

Where are their hips?_____

❒ Can maintain head control for _____ minutes in this position.

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

_____

_____

WATI Student Information Guide

SECTION 10

Mobility

1. 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
- ❒ Is learning to use power wheelchair
- ❒ Uses power wheelchair
- ❒ Needs help to transfer in and out of wheelchair
- ❒ 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

2. Concerns About Mobility (Check all that apply.)

- ❒ Student seems extremely tired after walking, requires a long time to recover
- ❒ Student seems to be having more difficulty than in the past
- ❒ Student complains about pain or discomfort
- ❒ Changes in schedule require more time for travel
- ❒ Changes in class location or building are making it more challenging to get around
- ❒ Transition to new school will require consideration of mobility needs
- ❒ Other_____

Summary of Student's Abilities and Concerns Related to Mobility_____

_____

_____

_____

_____

WATI Student Information Guide

Section 11

Vision

A vision specialist should be consulted to complete this section.

1. Date of Last Vision Report _____

Report indicates (please address any field loss, vision condition, etc.)_____

_____

_____

2. Visual Abilities (Check all that apply.)

❒ Read standard textbook print

❒ Read 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

3 Alternative Output

Currently uses (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:_____

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

4. Writing/Handwritten Materials (check all that apply)

- ❒ Writes using space correctly
- ❒ Writes on line
- ❒ Writes appropriate size
- ❒ Reads own handwriting
- ❒ Reads someone else's writing
- ❒ Reads hand printing
- ❒ Reads cursive
- ❒ 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

Summary of Student's Abilities and Concerns Related to Vision_____

_____

_____

_____

_____

WATI Student Information Guide

SECTION 12

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 13

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?

_____

_____

_____

_____