

## Step 2 – AT Assessment

Once the IEP team has completed the *Big East Educational Cooperative Assistive Technology Consideration Checklist* and identified relevant sections of the *WATI Student Information Guide* (Step 1), the assessment process begins.

**The first action is to identify a team of people** with sufficient knowledge to determine if the student may benefit from the use of AT. The team should have the collective knowledge and skills needed to determine possible AT solutions that address the needs and abilities of the student, demands of the customary environments, educational goals, and related activities. The following are possible options for identifying/establishing an AT Assessment team:

1. The IEP team
2. The IEP team seeks help when needed and includes other knowledgeable members
3. The School district AT Assessment team

Note: It is highly recommended the AT Assessment team read the [Introduction and Directions of the WATI Student Information Guide](https://www.wati.org/free-publications/wati-student-information-guide-process-forms) (<https://www.wati.org/free-publications/wati-student-information-guide-process-forms>) in their entirety before beginning the AT Assessment.

Once the team is identified/established, gather information and document the problem(s). Recommended approaches include:

- Interactions with the student
- Interviews with the student, family, and/or school personnel
- Record Review including past academic history, medical, or specialized assessment information
- Informal and formal tests (Note: Formal assessments are NOT required.)
- Protocols and profiles using pre-made forms

Consider completing Section 12 “General” of the WATI Student Information Guides which includes questions about behaviors that might impact the student’s use of AT. Any other significant factors should be noted such as learning style, coping strategies, or interests that the team should remember and consider as they continue with the assessment process.

Once the above approaches are used to collect information, teams complete observations of the student in customary environments and document details using the [WATI Environmental Observation Summary](https://okabletech-atcurriculum.org/wp-content/uploads/2018/03/Page-47_WATI_Assessment.pdf) ([https://okabletech-atcurriculum.org/wp-content/uploads/2018/03/Page-47\\_WATI\\_Assessment.pdf](https://okabletech-atcurriculum.org/wp-content/uploads/2018/03/Page-47_WATI_Assessment.pdf)) (Step 3 – Observations).

**Note:** *Adapt/Modify/Create your own resources for documentation as determined appropriate by the team/district. If using existing resources with a citation, please maintain all citations. Contact Oklahoma ABLE Tech for assistance at [okabletech.org](https://okabletech.org).*

## WATI Student Information Guide

### SECTION 1

### Seating, Positioning and Mobility

#### 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—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
- 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 – specific or general area of discomfort \_\_\_\_\_
- Uses 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 flat on floor or foot rest
- Seating facilitates readiness to perform task
- There are questions or concerns about the student'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—specific example: \_\_\_\_\_
- There are concerns or questions about current seating.
- Student has difficulty achieving and maintaining head control, best position for head control is \_\_\_\_\_

How are their hips positioned? \_\_\_\_\_

- Can maintain head control for \_\_\_\_\_ minutes in \_\_\_\_\_ position.

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



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, Facial expressions, Sign language approximations, Body position changes, Gestures, Sign language, Eye-gaze/eye movement, Pointing, Vocalizations, Vowels, Single words, 2-word utterances, 3-word utterances, Semi intelligible speech, Communication board, Tangibles, Photos, Symbols, Visual Scenes, Combination symbols/words, Words, 2 symbol combinations, 3 or more symbol combinations, Communication book/binder, Does student navigate to desired page/message independently?, Schedule board(s), Speech Generating device(s), Multiple overlays or levels, Partner Assisted Scanning, Intelligible speech, Writing, Other

Purposes of Communication

Does the student communicate:

- Wants/Needs, Social interactions, Social etiquette, Denials/rejections, Shared information, including joint attention

**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.).

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

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**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) \_\_\_\_\_

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

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## 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)**

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

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**WATI Student Information Guide**  
**SECTION 3**  
**Computer Access**

**1. Current Computer Access**

How does the student currently access the computer?

- Doesn't access the computer
- Touch type with two hands
- Hunt/peck with one hand
- Touch type with one hand
- Hunt/peck with one hand
- Touchscreen
- Adapted keyboard/mouse \_\_\_\_\_
- Specialized Software \_\_\_\_\_
- Head \_\_\_\_\_
- Speech recognition \_\_\_\_\_
- Switch scanning \_\_\_\_\_
- Other \_\_\_\_\_

List current AT \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

**2. Previous Assistive Technology**

List any AT tried in the past for computer access and describe how it worked. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. Physical Abilities**

Does student have limitations to range of motion? Yes No

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

Does student have difficulty with accuracy? Yes No

Does student fatigue easily? Yes No

Describe how physical abilities affect computer use. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





**4. Motor Control**

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

- |                                     |                                      |   |
|-------------------------------------|--------------------------------------|---|
| <input type="checkbox"/> Right hand | <input type="checkbox"/> Left hand   | <input type="checkbox"/> Head           |
| <input type="checkbox"/> Right arm  | <input type="checkbox"/> Left arm    | <input type="checkbox"/> Eyes           |
| <input type="checkbox"/> Right leg  | <input type="checkbox"/> Left leg    | <input type="checkbox"/> Mouth          |
| <input type="checkbox"/> Right foot | <input type="checkbox"/> Left foot   | <input type="checkbox"/> Voice (Speech) |
| <input type="checkbox"/> Finger(s)  | <input type="checkbox"/> Other _____ |   |

**5. Positioning**

How is the student positioned for computer access?

- Regular classroom chair
- Regular classroom chair with adaptations \_\_\_\_\_
- Specialty chair \_\_\_\_\_
- Wheelchair \_\_\_\_\_
- Other \_\_\_\_\_

**6. 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. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**7. Literacy**

Is the student working at grade level in the following areas?

Reading Yes No \_\_\_\_\_

Composition Yes No \_\_\_\_\_

Spelling Yes No \_\_\_\_\_

Math Yes No \_\_\_\_\_

Computer Skills Yes No \_\_\_\_\_

**8. Summary of Students Abilities and Concerns Related to Computer Access**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## WATI Student Information Guide

### SECTION 4 Motor Aspects of Writing

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

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

#### 2. Current Keyboarding Ability (Check all that apply.)

- |   |   |
|---|---|
| <input type="checkbox"/> 10 finger typing (functional speed)      | <input type="checkbox"/> Uses alternate keyboard (list) _____ |
| <input type="checkbox"/> Multi finger typing (functional or slow) | <input type="checkbox"/> Uses access software(list) _____     |
| <input type="checkbox"/> one finger typing (functional or slow)   | <input type="checkbox"/> Uses touch window                    |
| <input type="checkbox"/> Does not currently type                  | <input type="checkbox"/> Uses head or mouth stick             |
| <input type="checkbox"/> Activates desired key on command         | <input type="checkbox"/> Uses switch to access computer       |
| <input type="checkbox"/> Accidentally hits unwanted keys          | <input type="checkbox"/> Uses Morse code to access computer   |
| <input type="checkbox"/> Requires arm or wrist support to type    | <input type="checkbox"/> Other _____                          |

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

- |  |  |
|--|--|
| <input type="checkbox"/> Uses a computer for word processing                                     | <input type="checkbox"/> Uses computer at school   |
| <input type="checkbox"/> Uses a computer for Internet searches                                   | <input type="checkbox"/> Uses computer at home     |
| <input type="checkbox"/> Uses a computer for spell check   | <input type="checkbox"/> Has never used a computer |
| <input type="checkbox"/> Uses computer for leisure (games, music, IM) _____                      |  |
| <input type="checkbox"/> Uses computer for other (list) _____                                    |  |
| <input type="checkbox"/> Has potential to use computer but has not used a computer because _____ |  |

- 
- |   |
|---|
| <input type="checkbox"/> Uses computer rarely (less than 1x/weekly)                           |
| <input type="checkbox"/> Uses computer daily  |
| <input type="checkbox"/> Student uses computer for one or more subjects (list subjects) _____ |
-



## 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
- Other \_\_\_\_\_
- Desktop
- Laptop

Location: \_\_\_\_\_

**Summary of Student's Abilities and Concerns Related to Writing** \_\_\_\_\_

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## WATI Student Information Guide

### SECTION 5

### Composition of Written Material

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

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Short words     | <input type="checkbox"/> Sentences                   | <input type="checkbox"/> Multi-paragraph reports |
| <input type="checkbox"/> Short phrases   | <input type="checkbox"/> Paragraphs of 2-5 sentences | <input type="checkbox"/> Other _____             |
| <input type="checkbox"/> Complex phrases | <input type="checkbox"/> Longer paragraphs           | _____  |

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

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

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

- |  |  |
|--|--|
| <input type="checkbox"/> Story starters  | <input type="checkbox"/> Webbing/concept mapping |
| <input type="checkbox"/> Preset choices or plot twists   | <input type="checkbox"/> Outlines                |
| <input type="checkbox"/> Templates to provide the format or structure<br>(both paper and electronic) | <input type="checkbox"/> Other _____             |

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

(Check all that apply.)

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Word cards  | <input type="checkbox"/> Word book                           | <input type="checkbox"/> Word wall/word lists |
| <input type="checkbox"/> Prewritten words on cards or labels   |  |   |
| <input type="checkbox"/> Dictionary  | <input type="checkbox"/> Electronic dictionary/spell checker |   |
| <input type="checkbox"/> Whole words using software or hardware (e.g., IntelliKeys)                        |  |   |
| <input type="checkbox"/> Symbol-based software for writing (e.g., Writing with Symbols 2000 or Pix Writer) |  |   |
| <input type="checkbox"/> Word processing with spell checker/grammar checker                                |  |   |
| <input type="checkbox"/> Talking word processing   | <input type="checkbox"/> Abbreviation/expansion              |   |
| <input type="checkbox"/> Word processing with writing support  |  |   |
| <input type="checkbox"/> Multimedia software   | <input type="checkbox"/> Voice recognition software          |   |
| <input type="checkbox"/> Other _____   |  |   |

Summary of Student's Abilities and Concerns Related to Computer/Device Access \_\_\_\_\_

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## WATI Student Information Guide

### SECTION 6

### Reading

#### 1. The Student Demonstrates the Following Literacy Skills.

(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 an 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 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
- 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. Student’s Performance Is Improved by (Check all that apply.)

- |  |  |
|--|--|
| <input type="checkbox"/> Smaller amount of text on page        | <input type="checkbox"/> Enlarged print                                |
| <input type="checkbox"/> Word wall to refer to                 | <input type="checkbox"/> Pre-teaching concepts                         |
| <input type="checkbox"/> Graphics to communicate ideas         | <input type="checkbox"/> Text rewritten at lower reading level         |
| <input type="checkbox"/> Bold type for main ideas              | <input type="checkbox"/> Reduced length of assignment                  |
| <input type="checkbox"/> Additional time                       | <input type="checkbox"/> Being placed where there are few distractions |
| <input type="checkbox"/> Spoken text to accompany print        | <input type="checkbox"/> Color overlay or colored text/background      |
| <input type="checkbox"/> Increased spacing between words/lines | (List color _____)   |
| <input type="checkbox"/> Symbol or Rebus supports to text      | <input type="checkbox"/> Other _____                                   |

### 3. Reading Assistance Used

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

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### 4. 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
- Colored overlay to change contrast between text and background
- Tape recorder, taped 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 with text to speech software to
  - Speak single words
  - Speak sentences
  - Speak paragraphs
  - Read entire document
- Handheld device to read electronic books
- Electronic books from Bookshare or other digital source

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

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### 5. Approximate Age or Grade Level of Reading Skills \_\_\_\_\_

### 6. Cognitive Ability in General

- Significantly below average
- Below average
- Average
- Above average

### 7. Difficulty (Check all that apply. Add comments for clarification.)

Student has difficulty physically accessing the following.

- Single sheets of paper
- Books

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
- Personal Space
- Other \_\_\_\_\_

Student has difficulty decoding the following.

- Worksheets
- Content Textbooks
- Trade Books
- Tests
- Websites or other digital text

## Chapter 1 - Assistive Technology Assessment

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- Modified Curriculum \_\_\_\_\_
- Recreational text

Student has difficulty comprehending the following.

- Worksheets     Content Textbooks     Trade Books     Tests
- Websites or other digital text
- Modified Curriculum \_\_\_\_\_
- Recreational text

### 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

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## WATI Student Information Guide

### SECTION 7

### Mathematics

#### 1. Difficulties Student Has with Mathematics (check all that apply).

##### Reading Math

Math related language and vocabulary

- Interpreting visual representation
- Switching from one representational format to another, as in complex numbers, fractions, charts and graphs

Understanding math concepts like:

- Money
- Time
- Units of Measurement
- Math Facts
- Understanding percents/decimals

##### Organizing

- Drawing meaning from numbers, shapes and other representational formats
- Drawing meaning from charts, grids and graphs
- Applying correct operational step such as addition, subtraction, multiplication or division
- Drawing meaning and applying action steps from/to a story problem

- Organizing work on a page
- Understanding place value
- Organizing and applying multiple steps
- Converting mixed numbers
- Applying functions and formulas

##### Writing and Presentation

- Writing legible numbers
- Drawing math figures
- Aligning steps of a problem
- Filling in numbers and data in small places graphing
- Completing simple addition and subtraction
- Completing multiplication and division
- Completing complex addition and subtraction

- Representing math concepts in alternate formats such as graphs, charts or geometric shapes
- Noting points on graphs
- Writing simple math equations
- Writing complex math equations
- Editing work

*(Continued on next page)*





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

- |  |   |
|--|---|
| <input type="checkbox"/> Adapted manipulatives                   | <input type="checkbox"/> Alternate calculator   |
| <input type="checkbox"/> Adapted number, shape or fraction stamp | <input type="checkbox"/> Large print  |
| <input type="checkbox"/> Adapted time pieces                     | <input type="checkbox"/> Talking  |
| <input type="checkbox"/> Adapted measuring devices               | <input type="checkbox"/> Graphing   |
| <input type="checkbox"/> Mathline                                | <input type="checkbox"/> Smart chart  |
| <input type="checkbox"/> Adapted paper                           | <input type="checkbox"/> Math graphic organizer                                       |
| <input type="checkbox"/> Enlarged paper                          | <input type="checkbox"/> Math specific writing, drawing software                      |
| <input type="checkbox"/> Graph paper                             | <input type="checkbox"/> Digital Math toolbars for writing equations                  |
| <input type="checkbox"/> Onscreen keyboards or calculators       | <input type="checkbox"/> Math software to help visualize, script visual math concepts |
| <input type="checkbox"/> Virtual Manipulatives                   |   |
| <input type="checkbox"/> Voice recognition for math notation     |   |

**3. Strategies Used**

Please describe any strategies that been used to help.

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

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## WATI Student Information Guide

### SECTION 8

### Organization

#### 1. Difficulties Student has with Organization (Check all that apply.)

<p><b>Self management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unable to self regulate behavior and attention</li> <li><input type="checkbox"/> Easily distracted</li> </ul> <p><b>Time management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arrives late</li> <li><input type="checkbox"/> Misses deadlines</li> <li><input type="checkbox"/> Poor transitions between activities</li> <li><input type="checkbox"/> Struggles to settle down after transitions or when it is work time</li> </ul>	<p><b>Materials Management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Messy work and storage areas</li> <li><input type="checkbox"/> Lost papers and projects</li> <li><input type="checkbox"/> Can't find work tools such as book, scissors or markers quickly</li> </ul> <p><b>Information Management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Breaking a large project into smaller steps</li> <li><input type="checkbox"/> Organizing notes or review items</li> <li><input type="checkbox"/> Completing multi-step tasks</li> </ul>
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#### 2. Assistive Technology tried (Check all that apply.)

<p><b>Self:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fidgets</li> <li><input type="checkbox"/> Sitting on a therapy ball, bounce or sitz cushions</li> <li><input type="checkbox"/> Pressure or weighted vest</li> <li><input type="checkbox"/> Concentration CD's or Mp3's</li> </ul> <p><b>Information:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Folders</li> <li><input type="checkbox"/> Tabs/Post Its</li> <li><input type="checkbox"/> Highlighters</li> <li><input type="checkbox"/> Study guides</li> <li><input type="checkbox"/> Hand Held Recorders</li> <li><input type="checkbox"/> Digital Organizers</li> <li><input type="checkbox"/> Search tools/engines</li> <li><input type="checkbox"/> Bookmarking tools</li> <li><input type="checkbox"/> Graphic organizers</li> <li><input type="checkbox"/> Manipulatives/ Instructional Tutorials</li> <li><input type="checkbox"/> Animations</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Folders/ Containers/ Bins/ Boxes</li> <li><input type="checkbox"/> Checklists</li> <li><input type="checkbox"/> Coding</li> <li><input type="checkbox"/> Filing</li> <li><input type="checkbox"/> Portable electronic Storage</li> <li><input type="checkbox"/> Computer based electronic storage</li> </ul> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clock analog vs. digital</li> <li><input type="checkbox"/> Adapted clocks and watches                         <ul style="list-style-type: none"> <li><input type="checkbox"/> Talking readout</li> <li><input type="checkbox"/> Large numbers</li> <li><input type="checkbox"/> Visual cue</li> </ul> </li> <li>Timed reminder message</li> </ul> <p>Schedules</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Picture</li> <li><input type="checkbox"/> Worded</li> <li><input type="checkbox"/> Calendar-based</li> <li><input type="checkbox"/> Digital scheduler</li> <li><input type="checkbox"/> Digital reminder</li> </ul>
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#### 3. Summary of Student's Abilities and Concerns Related to Organization

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## WATI Student Information Guide

### SECTION 9

### Recreation and Leisure

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

- |   |  |
|---|--|
| <input type="checkbox"/> Understanding cause and effect | <input type="checkbox"/> Following complex directions  |
| <input type="checkbox"/> Understanding turn taking      | <input type="checkbox"/> Communicating with others     |
| <input type="checkbox"/> Handing/manipulating objects   | <input type="checkbox"/> Hearing others                |
| <input type="checkbox"/> Throwing/catching objects      | <input type="checkbox"/> Seeing equipment or materials |
| <input type="checkbox"/> Understanding rules            | <input type="checkbox"/> Operating TV, VCR, etc.       |
| <input type="checkbox"/> Waiting for his/her turn       | <input type="checkbox"/> Operating computer            |
| <input type="checkbox"/> Following simple directions    | <input type="checkbox"/> 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.)

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

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 Braille
- Refreshable Braille display
- Tactile images
- Screen reader
- Braille translation software: \_\_\_\_\_

## Chapter 1 - Assistive Technology Assessment



**Level of proficiency** (Check the one that most closely describes the student.)

- Requires frequent physical prompts
- Needs only intermittent cues
- Trouble-shoots problems related to device
- Requires frequent verbal cues
- Uses device to complete tasks independently

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

- Writes using space correctly
- Writes appropriate size
- Reads someone else's writing
- Reads cursive
- Requires bold or raised-line paper
- Requires colored pencils, pens, or paper
- Writes on line
- Reads own handwriting
- Reads hand printing
- Skips letters when copying
- Requires softer lead pencils
- Requires felt tip pen
- Thin point
- Thick point

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

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## 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	<input type="checkbox"/> Mild	<input type="checkbox"/> Moderate	<input type="checkbox"/> Severe	<input type="checkbox"/> Profound
Left Ear	<input type="checkbox"/> Mild	<input type="checkbox"/> Moderate	<input type="checkbox"/> Severe	<input type="checkbox"/> 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
<input type="checkbox"/> Body language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tangible symbols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Cued speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Picture cues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Written messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Signs and speech together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Signed English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Contact (Pidgin) sign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> American Sign Language (ASL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	School	Home	Community
<input type="checkbox"/> Understands single words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Understands short phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Understands majority of communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

- Speech
- Signs and speech together
- Signed English
- Other \_\_\_\_\_
- American Sign Language
- Gestures
- Picture cues
- Body language
- Written messages
- Contact (Pidgin) sign language

**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 participate in class discussions
- Displays rec./exp. language delays
- Cannot respond to emergency alarm
- Cannot benefit from educational videos/programs
- 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?**

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

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

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

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# Student Information Guide

## Daily Living

1. Eating

a. When and where does the student eat? Check all that apply.

Breakfast	Snack	Lunch	Location
			Cafeteria with peers
			In separate area of cafeteria
			Other:

b. Student's level of independence. Check all that apply. Provide additional information in blanks if that item applies to the student.

Accessing food

- Completely independent in obtaining food, opening packages, and cleaning up after meal
- Requires assistance in going through serving line
- Requires assistance in carrying tray to table and cleaning up
- Requires assistance in opening packages

Eating/Drinking

- Uses regular utensils to feed self independently
- Only finger feeds
- Drinks from cup or straw
- Uses adaptive utensils: \_\_\_\_\_
- Requires assistance to use utensils: \_\_\_\_\_

Describe any additional difficulties/concerns in this area:

2. Managing toileting. Check all that apply. Provide additional information in blanks if that item applies to the student.

- Uses regular toilet
  - Sits on regular toilet seat without assistance
  - Sits on regular toilet seat with reducer ring
  - Sits on regular toilet seat with additional foot support
- Uses raised (handicapped) toilet
  - Without assistance
  - With reducer ring
  - With additional foot support
- Uses adaptive toilet seating: \_\_\_\_\_
- Utilizes grab bars in toilet stall for support
- Requires assistance for clothing: \_\_\_\_\_
- Requires assistance for toilet hygiene: \_\_\_\_\_

- Completes all toileting, hygiene, and clothing management independently
- Describe any additional difficulties/concerns in this area:

3. Dressing tasks at school. Check all that apply. Provide additional information in blanks if that item applies to the student.

- Requires assistance to put on/take off coat/jacket: \_\_\_\_\_
- Requires assistance with zippers: \_\_\_\_\_
- Requires assistance with buttons/snaps on coat/pants (circle as appropriate)
- Requires assistance to tie shoes
- Wears shoes without shoestrings on a consistent basis: \_\_\_\_\_
- Completes all school dressing tasks independently
- Describe any additional difficulties/concerns in this area:

4. Community/transition needs. Check all that apply. Provide additional information in blanks if that item applies to the student.

a. Meal Prep/Clean up. Mark the items that student is able to consistently complete.

- Retrieve items from cabinets/drawers
- Follow simple recipe/instructions
- Wash dishes/clean up
- Demonstrate safety during all tasks
- Adaptive equipment needed: \_\_\_\_\_
- Describe any difficulties/concerns with kitchen tasks

b. Shopping. Mark the items that student is able to consistently complete.

- Identify basic coins/bills
- Carry and give money to cashier
- Access needed items in store
- Follow a simple list to purchase items
- Carry purchases
- Adaptive equipment/AT needed: \_\_\_\_\_
- Describe any difficulties/concerns with shopping tasks

c. Driving: Which of the following impact the student's ability to drive safely?

- Cognition
- Vision
- Upper body limitations
- Lower body limitations

For any of the above impairments a referral may need to be made to a modified vehicle representative and/or a driver rehabilitation specialist.