

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

- | | | | | |
|--|---|--|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Shakes head | <input type="checkbox"/> Signs | <input type="checkbox"/> Vocalizes | <input type="checkbox"/> Gestures | <input type="checkbox"/> Eye gazes |
| <input type="checkbox"/> Points to board | <input type="checkbox"/> Uses word approximations | <input type="checkbox"/> 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.)

- | | |
|--|--|
| <input type="checkbox"/> Maintains fixation on stationary object | <input type="checkbox"/> Looks to right and left without moving head |
| <input type="checkbox"/> Visually recognizes people | <input type="checkbox"/> Scans matrix of symbols in a grid |
| <input type="checkbox"/> Visually recognizes common objects | <input type="checkbox"/> Scans line of symbols left to right |
| <input type="checkbox"/> Visually recognizes photographs | <input type="checkbox"/> Visually shifts horizontally |
| <input type="checkbox"/> Visually recognizes symbols or pictures | <input type="checkbox"/> Visually shifts vertically |
| <input type="checkbox"/> Needs additional space around symbol | <input type="checkbox"/> Looks at communication partner |
| <input type="checkbox"/> Requires high contrast symbols or borders | <input type="checkbox"/> 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_____
