

WATI Student Information Guide SECTION 2 Communication

1.	Student's Present Means of Co (Check all that are used. Circle			dent uses.)
	Changes in breathing patterns		Body position changes	Eye-gaze/eye movement
	Facial expressions			Pointing
	Sign language approximations			
_				# signs in a combination
	Vocalizations, list examples Vowels, vowel combinations, list of			
	Single words, list examples & app	rox	. #	
	2-word utterances			
	Semi intelligible speech, estimate 9	⁄6 i1	ntelligible:	
	Communication board D Tangit	oles	□ Photos □Symbols	□ Visual Scenes
	Combination symbols/words \Box	Wo	ords	
	2 symbol combinations- list example	es		
	3 or more symbol combinations – li			
	Communication book/binder – num	ber	of pages in book/binder	
Do	bes student navigate to desired page/	me	ssage independently?	es 🗖 no
	Schedule board(s) – list examples _			
	Speech Generating device(s) - plea			
	Multiple overlays or levels – list example.	amj	oles	
	Partner Assisted Scanning – please	de	scribe strategies and commu	nication system
	Intelligible speech	(Other	
Co	omments about student's present mea	ans	of communicating	
Pu	rposes of Communication			
Do	bes the student communicate:			
	Wants/Needs – list examples			
	Social interactions – list examples _			
	Social etiquette - list examples			
	Denials/rejections – list examples _			
	Shared information, including joint	atte	ention – list examples	

2. Those Who Unde	erstand Student's Co	ommunication Atte	mpts (Check best desc	riptor.)
	Most of the time	Part of the time	Rarely	Not Applicable
Strangers				
Teachers/therapists				
Peers				
Siblings				
Parent/Guardian				
3. Current Level of	Receptive Language	e		
Age approximation				
If formal tests used, na	ame and scores			
If formal testing is not	used, please give an ap	proximate age or dev	elopmental level of fun	ctioning. Explain your
rationale for this estim	ate.			
4. Current Level of	Expressive Langua	ge		
Age approximation:				
If formal tests used, na	ame and scores			
If formal testing is not	used, please give an ap	proximate age or dev	elopmental level of fun	ctioning. Explain your
rationale for this estim	ate.			
5. Communication	Interaction Skills			
Desires to communica	te 🗖 Yes 🗖 No			
To indicate yes and no	the student			
□ Shakes head	□ Signs	□ Vocalizes	□ Gestures	Eye gazes
Points to board	Uses word approxi	mations	Does not respond	l consistently
Can a person unfamili	ar with the student unde	erstand the response?	□ Yes □ No	

(Continued on next page)



Does the student (check best descriptor)

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

Describe techniques student uses for repair (e.g. keeps trying, changes message, points to first letter etc.).

6.	Stud	ent's Ne	eds Related to Devices	/Systems (Check all	tha	at apply.)
	Walk	S	□ Uses when	elchair		Carries device under 2 pounds
	Drop	s or throw	ws things frequently			Needs digitized (human) speech
	Need	s device	w/large number of words	and phrases		
	Requ	ires scan	ning			
	Requ	ires audi	tory preview			
	One	reliable s	switch site D More than	one reliable switch sit	te	
	Othe	er				
		Reading □ No	g and Reading Skills R Object/picture recognition		ica	tion (Check all that apply.)
	Yes	🗖 No	Symbol recognition (tacti	le, Mayer-Johnson, R	Reb	us, etc.) Number of symbols
	Yes	🗖 No	Auditory discrimination of	of sounds		
	Yes	🗖 No	Auditory discrimination of	of words, phrases		
	Yes	🗖 No	Selects initial letter of wo	rd		
	Yes	🗖 No	Follows simple directions	;		
	Yes	🗖 No	Sight word recognition	Number of words		
	Yes	🗖 No	Recognizes environmenta	ll print		
	Yes	□No	Puts two symbols or word	ls together to express	an	idea

List any other reading or pre-reading skills that support communication

Chapter 1 - Assistive Technology Ass	essment	WATI
8. Visual Abilities Related to Communication	n (Check all that apply.)	
Maintains fixation on stationary object	\Box Looks to right and left without mov	ing head
□ Visually recognizes people	□ Scans matrix of symbols in a grid	
□ Visually recognizes common objects	□ Scans line of symbols left to right	
Visually recognizes photographs	Visually shifts horizontally	
Visually recognizes symbols or pictures	Visually shifts vertically	
Needs additional space around symbol	Looks at communication partner	
Requires high contrast symbols or borders	□ Benefits from "zoom" feature	
Is a specific type (brand) of symbols or pictures pres	ferred?	
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	on for
figure/ground discrimination?		
Explain anything else you think is significant about	the communication system the student current	ly 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)
- **T**actile sensations
- □ Other

Explain student's reaction to any of the checked items



What are the communication expectations for the student in different environments?