ASSISTIVE TECHNOLOGY REFERRAL FORM

Student: _____ *Date*: _____

DOB: _____ *Grade Level*: _____ *Type of Program Placement*: _____

School: _____ *Disability*: _____

Teacher of Record: _____ *Telephone*: _____

Parents: _____ *Telephone*: _____

Persons Completing Guide: Please note that the student's teacher, all related service providers and staff providing services are expected to give input during this process. Please list all personnel:

Name	Position

What specific instructional or educationally relevant areas would you like to see addressed during this evaluation? What do you want the student to be able to do that he or she is not able to do at this time? **Attach current IEP.**

What information (results) do you hope to gain as a result of this consultation or evaluation?

Please describe any other assistive technology previously tried, length of trial, and outcome (how did it work or why it didn't work.)

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   ❒ Pretend writes

❒ Scribbles with a few recognizable letters   ❒ Uses regular pencil

❒ Uses pencil adapted with_____   ❒ Copies simple shapes

❒ Copies from book (near point)   ❒ Copies from board (far point)

❒ Prints a few words   ❒ Writes on 1" lines

❒ Prints name   ❒ Writes on narrow lines

❒ Writes cursive   ❒ Uses space correctly

❒ Writing is limited due to fatigue   ❒ Sizes writing to fit spaces

❒ Writing is slow and arduous   ❒ Writes independently and legibly

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

❒ Paper with heavier lines   ❒ Paper with raised lines   ❒ Pencil grip

❒ Special pencil or marker   ❒ Splint or pencil holder   ❒ Typewriter

❒ Computer   ❒ Other _____

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

❒ Does not currently type   ❒ Activates desired key on command

❒ Types slowly, with one finger   ❒ Types slowly, with more than one finger

❒ Accidentally hits unwanted keys   ❒ Performs 10 finger typing

❒ Requires arm or wrist support to type   ❒ Accesses keyboard with head or mouth stick

❒ Uses mini keyboard to reduce fatigue   ❒ Uses switch to access computer

❒ Uses Touch Window   ❒ Uses alternative keyboard

❒ Uses access software   ❒ 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 at school   ❒ Uses computer at home

❒ Uses computer for games   ❒ Uses computer for word processing

❒ 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 ❐ Sentences ❐ Multi-paragraph reports

❐ Short phrases ❐ Paragraphs of 2-5 sentences ❐ Other _____

❐ Complex phrases ❐ Longer paragraphs _____

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

❐ Answering questions ❐ Generating ideas

❐ Getting started on a sentence or story ❐ Working w/peers to generate ideas and information

❐ Adding information to a topic ❐ Planning content

❐ Sequencing information ❐ Using a variety of vocabulary

❐ Integrating information from two or more sources ❐ Summarizing information

❐ Relating information to specific topics ❐ Other_____

❐ Determining when to begin a new paragraph _____

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

❐ Story starters ❐ Webbing/concept mapping

❐ Preset choices or plot twists ❐ Outlines

❐ Templates to provide the format or structure ❐ Other_____
   (both paper and electronic)

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 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   ❒ Enlarged print

❒ Word wall to refer to   ❒ Pre-teaching concepts

❒ Graphics to communicate ideas   ❒ Text rewritten at lower reading level

❒ Bold type for main ideas   ❒ Reduced length of assignment

❒ Additional time   ❒ Being placed where there are few distractions

❒ Spoken text to accompany print   ❒ Color overlay (List color_____)

❒ Other_____

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 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?

_____

_____

_____

_____