

Assessment for Touchscreen Use

Prior to introducing a touchscreen it is a good idea to do an assessment of the student's current skills, consider all access methods and set student goals. This could be done using the framework mentioned in the handout 'An Introduction to the Unlocking Abilities resource: What is an access method? Where do I start? What is best for my student?'

Below are some assessments that could be useful in assessing the student's specific skills in relation to using a touchscreen;

- 1. Unlocking Abilities: Touchscreen Monitoring Sheet.** This could be used as a screening tool to see where the student's skills are currently at and what skills to target in intervention.
- 2. Wisconsin Assistive Technology Initiative (WATI) Assistive Technology Assessment – Section 1 – Fine Motor Related to Computer (or Device) Access and Section 4 - Communication** <http://www.wati.org/content/supports/free/pdf/WATI%20Assessment.pdf> This provides a guide for assessing the student's fine motor skills and other aspects impacting on use of a touchscreen.

WATI Assessment Package



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.)

<input type="checkbox"/> Left hand	<input type="checkbox"/> Right hand	<input type="checkbox"/> Eye(s)
<input type="checkbox"/> Left arm	<input type="checkbox"/> Right arm	<input type="checkbox"/> Head
<input type="checkbox"/> Left leg	<input type="checkbox"/> Right leg	<input type="checkbox"/> Mouth
<input type="checkbox"/> Left foot	<input type="checkbox"/> Right foot	<input type="checkbox"/> Tongue
<input type="checkbox"/> Finger(s)	<input type="checkbox"/> Eyebrows	<input type="checkbox"/> 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: _____

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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.)

<input type="checkbox"/> Changes in breathing patterns	<input type="checkbox"/> Body position changes	<input type="checkbox"/> Eye-gaze/eye movement
<input type="checkbox"/> Facial expressions	<input type="checkbox"/> Gestures	<input type="checkbox"/> Pointing
<input type="checkbox"/> Sign language approximations	<input type="checkbox"/> 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 descriptors)

	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: _____

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Unlocking Abilities: Developing touchscreen, switch and eye gaze skills for learning and beyond
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