

**I CAN Centre for Assistive Technology
Composing Written Material**

■ Please return with completed “Request for Services” form and supporting documents.

MAIL

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Room 38, 10230 – 111 Ave.
Edmonton, AB, T5G 0B7

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EMAIL icancentre@albertahealthservices.ca

| | | | |
|--|--|---|--|
| Name | Date of Birth <i>(yyyy-Mon-dd)</i> | | |
| <p>■ Individual’s present writing is typically</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; border: none;"> <input type="checkbox"/> Single words <input type="checkbox"/> Short phrases <input type="checkbox"/> Complex phrases <input type="checkbox"/> Multi paragraph reports <input type="checkbox"/> Other _____ </td> <td style="width: 50%; vertical-align: top; border: none;"> <input type="checkbox"/> Sentences <input type="checkbox"/> 2 - 5 sentence paragraphs <input type="checkbox"/> Longer paragraphs </td> </tr> </table> | | <input type="checkbox"/> Single words <input type="checkbox"/> Short phrases <input type="checkbox"/> Complex phrases <input type="checkbox"/> Multi paragraph reports <input type="checkbox"/> Other _____ | <input type="checkbox"/> Sentences <input type="checkbox"/> 2 - 5 sentence paragraphs <input type="checkbox"/> Longer paragraphs |
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| <p>■ Individual currently has difficulty <i>(√ check all that apply)</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; border: none;"> <input type="checkbox"/> Answering questions <input type="checkbox"/> Getting started on a sentence or story <input type="checkbox"/> Adding information to a topic <input type="checkbox"/> Sequencing information <input type="checkbox"/> Integrating information from 2 or more sources <input type="checkbox"/> Relating information to specific topics <input type="checkbox"/> Determining when to begin new paragraphs <input type="checkbox"/> Working with peers to generate ideas. <input type="checkbox"/> Other _____ </td> <td style="width: 50%; vertical-align: top; border: none;"> <input type="checkbox"/> Using a variety of vocabulary <input type="checkbox"/> Summarizing information <input type="checkbox"/> Composing email <input type="checkbox"/> Entering search terms <input type="checkbox"/> Composing text messages <input type="checkbox"/> Adding information to agenda and calendar <input type="checkbox"/> Generating ideas <input type="checkbox"/> Planning content </td> </tr> </table> | | <input type="checkbox"/> Answering questions <input type="checkbox"/> Getting started on a sentence or story <input type="checkbox"/> Adding information to a topic <input type="checkbox"/> Sequencing information <input type="checkbox"/> Integrating information from 2 or more sources <input type="checkbox"/> Relating information to specific topics <input type="checkbox"/> Determining when to begin new paragraphs <input type="checkbox"/> Working with peers to generate ideas. <input type="checkbox"/> Other _____ | <input type="checkbox"/> Using a variety of vocabulary <input type="checkbox"/> Summarizing information <input type="checkbox"/> Composing email <input type="checkbox"/> Entering search terms <input type="checkbox"/> Composing text messages <input type="checkbox"/> Adding information to agenda and calendar <input type="checkbox"/> Generating ideas <input type="checkbox"/> Planning content |
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| <p>■ Individual currently use the following aids/assistive technology for composing written materials <i>(√check all that apply)</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; border: none;"> <input type="checkbox"/> Scribe <input type="checkbox"/> Word cards <input type="checkbox"/> Word wall/word lists <input type="checkbox"/> Dictionary <input type="checkbox"/> Prewritten words on cards or labels <input type="checkbox"/> Electronic Dictionary/spell checker <input type="checkbox"/> Talking electronic dictionary/spell checker <input type="checkbox"/> Whole words using software or hardware <i>(e.g. Intellikeys)</i> <input type="checkbox"/> Sentences or phrases using software or hardware <input type="checkbox"/> Symbol based software for writing <i>(e.g. Communicate in Print, Pix Writer)</i> <input type="checkbox"/> Word processing with spell checker/grammar checker <input type="checkbox"/> Other _____ </td> <td style="width: 50%; vertical-align: top; border: none;"> <input type="checkbox"/> Talking word processing <input type="checkbox"/> Word book <input type="checkbox"/> Portable word processor <input type="checkbox"/> Digital recorder <input type="checkbox"/> Abbreviation/expansion <input type="checkbox"/> Word prediction <input type="checkbox"/> Voice recognition software <input type="checkbox"/> Mobile device </td> </tr> </table> | | <input type="checkbox"/> Scribe <input type="checkbox"/> Word cards <input type="checkbox"/> Word wall/word lists <input type="checkbox"/> Dictionary <input type="checkbox"/> Prewritten words on cards or labels <input type="checkbox"/> Electronic Dictionary/spell checker <input type="checkbox"/> Talking electronic dictionary/spell checker <input type="checkbox"/> Whole words using software or hardware <i>(e.g. Intellikeys)</i> <input type="checkbox"/> Sentences or phrases using software or hardware <input type="checkbox"/> Symbol based software for writing <i>(e.g. Communicate in Print, Pix Writer)</i> <input type="checkbox"/> Word processing with spell checker/grammar checker <input type="checkbox"/> Other _____ | <input type="checkbox"/> Talking word processing <input type="checkbox"/> Word book <input type="checkbox"/> Portable word processor <input type="checkbox"/> Digital recorder <input type="checkbox"/> Abbreviation/expansion <input type="checkbox"/> Word prediction <input type="checkbox"/> Voice recognition software <input type="checkbox"/> Mobile device |
| <input type="checkbox"/> Scribe <input type="checkbox"/> Word cards <input type="checkbox"/> Word wall/word lists <input type="checkbox"/> Dictionary <input type="checkbox"/> Prewritten words on cards or labels <input type="checkbox"/> Electronic Dictionary/spell checker <input type="checkbox"/> Talking electronic dictionary/spell checker <input type="checkbox"/> Whole words using software or hardware <i>(e.g. Intellikeys)</i> <input type="checkbox"/> Sentences or phrases using software or hardware <input type="checkbox"/> Symbol based software for writing <i>(e.g. Communicate in Print, Pix Writer)</i> <input type="checkbox"/> Word processing with spell checker/grammar checker <input type="checkbox"/> Other _____ | <input type="checkbox"/> Talking word processing <input type="checkbox"/> Word book <input type="checkbox"/> Portable word processor <input type="checkbox"/> Digital recorder <input type="checkbox"/> Abbreviation/expansion <input type="checkbox"/> Word prediction <input type="checkbox"/> Voice recognition software <input type="checkbox"/> Mobile device | | |

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Composing Written Material**

■ Individual currently utilizes the following strategies for composing written materials

(✓check all that apply)

- Assignments shortened
- Verbal responses instead of written responses
- Outlines
- Graphics to communicate ideas
- Story starters
- Pre-set choices or plot twists
- Webbing/concept mapping
- Templates to provide the format or structure (both paper and electronic)
- Dictates for others to write
- Other _____

■ Please list specific software and apps that has been tried and/or are currently being used

Software _____

Apps _____

■ Summary of individual's abilities and concerns related to composing written materials

Name of person(s) completing this form *(Print Name)*

Date *(yyyy-Mon-dd)*

This form is based on the WATI Student information Guide, Wisconsin Assistive Technology Initiative