The purpose of this Assistive Technology Assessment is designed for use with students who are blind or visually impaired to determine which assistive technology tools are appropriate to meet the student’s current and future needs.

**ACCESSING PRINT:**

**Regular Print**
How is the student able to access regular size print?

- □ Without adaptations, the student views standard print of 10-14 pt size from ______”.
- □ With adaptations, views regular size print from _____ inches using:
  Name of prescribed magnifier ___________________________ power ______

Comments: __________________________________________

**Large Print**
How is the student able to access large print?

Name of prescribed magnifier ___________________________ power __________

18 pt print at approximately
___ inch viewing distance w/o magnifier;
___ inch viewing distance w/ magnifier

___ pt print at approximately
___ inch viewing distance w/o magnifier;
___ inch viewing distance w/ magnifier

___ pt print at approximately
___ inch viewing distance w/o magnifier;
___ inch viewing distance w/ magnifier

Comments: __________________________________________

**Print Preference**
What is the student’s preferred font family?
- □ APHont    □Arial    □Tahoma    □Verdana    □ Other_________

What is the student’s preferred point size when they are not using an optical aid?
___Point size

When reading printed information, the student is able to read:
_____ WPM orally using _____ point font size using _____________ (device)

**Video Magnifier**
When using a video magnifier, the student was able to identify text as small as _____ point size.

**Contrast Preference**
- □ Black text on a white background
- □ White text on a black background
- □ A custom color combination of ________ text on ________ background
The student was able to demonstrate the following skills:
- Adjust the size of the image for near/distance □ yes □ no
- Focus image near/distance. □ yes □ no
- Smoothly navigate using the XY table with adjustments made by the examiner. □ yes □ no
- Independently adjust the XY table brake and stops □ yes □ no
- Legibly write name and a short sentence □ yes □ no
- Move from line to line while reading at _______ words per minute. □ yes □ no

Notes: __________________________________________________________

Low Vision (Distance)
When accessing materials from the board/screen, the student was able to read information:
□ without the use of an optical aid at a distance of _______ feet.
□ with the use of a(n) _______ optical aid at a distance of _______ feet.

Notes: __________________________________________________________

Braille & Tactile
When accessing materials tactually, the student was able to:
- Identify simple tactile graphics □ yes □ no
- Read braille at a rate of _______ words per minute. □ yes □ no
- Read braille on a refreshable braille display at a rate of _______ words per minute. □ yes □ no

Notes: __________________________________________________________

Auditory
When accessing printed information from a recording, the student was able to:
- Answer simple questions and relate details from a recording. □ yes □ no
- Paraphrase information presented from a recording. □ yes □ no
- Write/type/braille a sentence presented from a recording with no more than two repetitions. □ yes □ no
- Insert and remove CD/SD card from a playback device. □ yes □ no
- Activate play/pause/stop/fast forward/rewind/chapter navigation/page navigation/bookmark functions. □ yes □ no
- Understand fast speech and manipulate variable speed and pitch controls. □ yes □ no

Notes: __________________________________________________________

PRODUCING PRINT:

Handwriting
- Is the student able to write legibly? □ yes □ no
- Does the student use normal spacing? □ yes □ no
- Is the student able to write at a rate comparable to his/her peers? □ yes □ no
- Is the student able to read his/her own handwriting? □ yes □ no
- Is the student able to sign/write their own name? □ yes □ no
Did the student use any of the following adaptations?

<table>
<thead>
<tr>
<th>Adaptation</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Signature guide</td>
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<tr>
<td>Raised line paper</td>
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<td>Bold line paper</td>
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<td>Felt tip pen/bold pencil</td>
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<td>Other</td>
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**Braille Writing**

When using a braille writing device, the student is able to:

- Use a manual braille writer to emboss characters/words/sentences. □ yes □ no
- Use a slate and stylus to emboss characters/words/sentences. □ yes □ no
- Uses an electronic braille device to enter characters/words/sentences. □ yes □ no

Name of device: ____________________________

Notes: ____________________________________

**COMPUTER ACCESS:**

**Previous Computer Use**

- Has the student used computers before? □ yes □ no □ unsure
  - Product: ____________________________ □ laptop □ desktop
- Has the student typed on a computer before? □ yes □ no □ unsure
- Has the student used word processing software before? □ yes □ no □ unsure
- Has the student played games on a computer before? □ yes □ no □ unsure
- Can the student locate the home row typing position? □ yes □ no
- Does the student maintain proper hand position when typing? □ yes □ no
- Can the student type their name? □ yes □ no
- Have computers been modified for the student in the past? □ yes □ no
  - How? __________________________________

**Visual**

- Can the student see the computer screen? □ yes □ no □ unsure
- Is the student able to read information on the screen without modification? ________________
  - If no:
    - What screen magnification was used? ____________________________
    - What size font did the student prefer? ____________________________
    - Navigated around a magnified screen? ________________
    - Navigated the screen using shortcut keys after instruction? ____________________________

**Student preferences if the student is able to see the computer:**

- If the student is able to see the computer: □ yes □ no
- Can the student see the screen better with the lights off? □ yes □ no
- Can the student see the screen better if dimmed? □ yes □ no
- Can the student see the screen better if brightened? □ yes □ no
- Is the student bothered by glare on the screen? □ yes □ no
- Can student see screen better if in black and white? □ yes □ no
- Can the student see screen better if other colors are used? □ yes □ no
- Able to locate and activate menu items/icons with a mouse? □ yes □ no
- Can the student read keys from a normal typing distance? □ yes □ no
Does the student prefer a certain screen size? □ yes □ no
Window size if known: ________________

Notes: ________________________________________________________________

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Auditory
Does the student access the computer using a screen reading program? ____________________________
If yes:
Understood synthesized speech? □ yes □ no
Navigates the screen using shortcut keys after instruction? □ yes □ no
Changed basic screen reading settings using shortcut keys with instruction. □ yes □ no

Notes: ________________________________________________________________

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Tactile
Does the student access the computer using a refreshable braille display? ____________________________
If yes, is the student able to:
Read braille text on the refreshable display □ yes □ no
Navigate the text using the keys on the braille display with instruction. □ yes □ no

Notes: ________________________________________________________________

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Keyboard
When using a standard computer keyboard, the student was able to:
Locate and identify alphanumeric keys using vision/touch? □ yes □ no
Locate and identify function keys using vision/touch? □ yes □ no
Locate and identify navigation keys using vision/touch? □ yes □ no
Activate two keys simultaneously? □ yes □ no
Activate keys without excessive miss-hits/key repeats? □ yes □ no
Uses good posture/wrist position when typing? □ yes □ no
Touch type at a rate of _______ WPM using _________ fingers on ____ hands.

Notes: ________________________________________________________________

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Pointing Device
When using a standard computer mouse, the student was able to:
Quickly navigate the desktop? □ yes □ no
Maintain mouse position when clicking/double-clicking? □ yes □ no
Maintain eye contact with the screen while navigating the desktop? □ yes □ no
Access pull-down menus? □ yes □ no

Notes: ________________________________________________________________
OTHER:

Calculator
The student uses a **regular** calculator to
- Accurately manipulate keys
- Perform basic functions without assistance

The student uses a **large print** calculator to
- Accurately manipulate keys
- Perform basic functions without assistance

The student uses a **talking** regular/scientific/graphing calculator to
- Accurately manipulate keys
- Perform basic functions without assistance

ADDITIONAL NOTES:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

RECOMMENDATIONS:

Areas of Instruction:

________________________________________________________________________

Assistive Technology Tools:

________________________________________________________________________

Software:

________________________________________________________________________

Those involved in evaluation:

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<tr>
<th>Name</th>
<th>Title</th>
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