Assistive Technology Assessment
For Students Who Are Blind or Visually Impaired

Student’s Name: ___________________________ Date: ______________

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 ________

   __ pt print at approximately ___ inch viewing distance w/o magnifier; ___ inch viewing distance w/o magnifier;
   ___ inch viewing distance with magnifier ___ inch viewing distance with 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? ______ Pt 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. □ 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.

Notes: __________________________________________________________

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**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: __________________________________________________________

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**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.

Notes: __________________________________________________________

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**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?
  Signature guide □ yes □ no
  Raised line paper □ yes □ no
  Bold line paper □ yes □ no
  Felt tip pen/bold pencil □ yes □ no
  Other: __________________________

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: ____________________________________________

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: ____________________________________________

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: ____________________________________________
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:
__________________________________________________________________________
__________________________________________________________________________

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:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Assistive Technology Assessment for Students who are Blind or Visually Impaired
Teaching Students with Visual Impairments teachingvisuallyimpaired.com
RECOMMENDATIONS:

Areas of Instruction:

Assistive Technology Tools:

Software:

Those involved in evaluation:

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