

# Assistive Technology Assessment

## Introduction

This self-created checklist is a free and open source way of assessing technology skills of students who are blind/low vision.

This is a lengthy and comprehensive document and it should be understood that not all questions or sections will apply to your student.

## Purpose

This checklist was created to assess the skills of students whose primary disability is blindness/low vision. Though there are sections related to assistive technology that may be used with individuals who have additional disabilities, this checklist was not developed to assess those skills in isolation.

## Instructions for Completion

1. Fill out the assessment header and record review information
2. Read the headings contained in the assessment and mark the ones appropriate to your student (obviously totally blind students will not need to be assessed on their use of screen magnification and those who use screen magnification will not be assessed on using screen readers, etc.)
3. Complete the sections marked as directed
4. There are several places in the assessment where a student could perform a given task using a mouse, keyboard, or both. Mark boxes with a K if student uses key commands, an M if the students uses a mouse, or a B if the student can use both
5. Make any notes in the margins you feel are relevant
6. You may wish to use parts or all of this checklist to write up a report or keep the checklist on hand as a way of measuring student progress over time.

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## **Assistive Technology Information Sheet and Checklist**

Student Name:

Student DOB:

Student Grade:

Dates of Assessment:

Name of Person Conducting Assessment:

### **Record Review**

Brief description of the student, his/her ocular condition, and accompanying pathologies (including other disabilities if applicable):

The student's eye condition is:

- Stable
- Degenerative
- Uncertain

Rank the reading mediums below according to student preference:

- Print
- Large print

- Braille
- Auditory

Please note any assistive technology, low vision tools, or devices that have been tried with the student in the past and whether they have been successfully utilized:

Is the student motivated by or receptive to use of technology in the classroom, community, or home environments?

- Yes
- No

Comments:

## Handheld Devices

- Student uses a calculator
  - If yes, mark one or more appropriate choices
    - Standard calculator
    - Large print calculator
    - Talking
    - Calculator app on a smartphone or tablet
    - Other (please specify):

Student owns (check all that apply):

- Computer
  - Model and OS:
- Cell Phone
  - Model:
- Tablet
  - Model:
- Other (please specify):

Student can (check all that apply):

- Make and receive calls on a
  - Flip Phone
  - Smart Phone
  - Standard push button phone

When using a smartphone, the student uses (check all that apply):

- No accommodations
- “Pinch to zoom” to magnify the screen
- The built-in screen magnifier from the accessibility settings
- The built-in screen reader from the accessibility settings
- Other (please specify):

## Video Magnification

Check all that apply:

- Student does not use video magnification, but would benefit from its use
- Prefers a desktop video magnifier
  - Model:
  - Monitor size:
  - Does distance magnification
- Prefers a portable video magnifier
  - Model:
  - Screen size:
  - Does distance magnification
- Video Magnification is not applicable to this student

When using video magnification, the student (check all that apply)

- Sits up straight with good posture
- “Slumps” over the unit in an effort to see it better
- Can use the settings of the video magnifier (reverse polarity, color, increase/decrease magnification, etc)
- Needs reminders to use the video magnifier when it is appropriate or when an observer notes he/she is struggling to access text
- Is reluctant to use the video magnifier:
  - In class
  - At home
  - In a resource room
  - In the community
- Always has the video magnifier charged and ready to use
- Frequently forgets to charge the unit, but enjoys using it
- Has difficulty keeping track of the unit and frequently “leaves it” places
- Other (please specify):

## Touch Typing

- The student knows how to touch type
  - WPM:
  - Accuracy:
- The student is learning to touch type  
What program(s) is being used to instruct the student:
  - A PC based program:
  - A self-voicing program such as Talking Typing Teacher:
  - Other (please specify):

Check all that apply:

- Student frequently bends head to look at keys
- Student only looks at keys when typing special characters such as ampersands, asterisks, or parentheses
- Student using audio typing feedback with a screen reader/magnifier with speech output
- Student uses good posture when typing
- Student uses a keyboard with large print or braille stickers to assist him/her in learning to type.
- Student is using an alternative keyboard such as Intellikeys due to fine motor issues
- Other (please specify):

## Use of a PC or Laptop

Basic Computer Orientation and Operation:

Student frequently utilizes a computer:

- At school
- At home
- Both
- Student does not currently use a computer

The computer the student uses at home is:

- Desktop
- Laptop
- PC running Windows \_\_\_\_
- Mac running OS \_\_\_\_\_
- Monitor size of computer (if known):
- Has a screen reader installed on it
  - Program name and version:
- Has a screen magnification program installed on it
  - Program name and version:
- Other programs or special notes on student use of this computer:

The computer the student uses at school is:

- Desktop
- Laptop
- PC running Windows \_\_\_\_
- Mac running iOX \_\_\_\_\_
- Monitor size of computer (if known):
- Has a screen reader installed on it
  - Program name and version:
- Has a screen magnification program installed on it
  - Program name and version:

- Other programs or special notes on student use of this computer:

## Basic Computer Skills

Getting started - Student can:

- Turn on the computer
- Turn on the monitor
- Adjust volume on the monitor (if applicable)
- Log in to computer (if applicable)
- Turn on/off any accessibility software he/she uses
- Adjust system volume, mute/unmute, etc

Keyboard Orientation - Student can:

- Locate alt, control, shift, tab, caps lock, and the windows key.
- Orient self to the “six pack” (insert, delete, home, end, page up, page down)
- Orient self to use of number pad
- Locate the function keys

Basic Computer Navigation - Student can:

- Access and navigate the desktop
- Access and navigate the start menu
- Access and navigate his/her libraries and file directory to locate specific documents
- Open and close documents
- Open and close programs
- Navigate between open programs
- Navigate between open tabs/documents within a program

## Interacting with Text

The student can:

- Navigate to the top of the document
- Navigate to the bottom of the document
- Move the cursor forward/backward by character
- Move the cursor forward/backward by word
- Move the cursor forward/backward by line
- Move the cursor forward/backward by sentence
- Move the cursor forward/backward by paragraph
- Select text by letter, word, line, sentence, etc.

Screen Reader Specific Commands for Interacting with Text

Student knows the key command to:

- Report cursor position

- Say character phonetically
- Spell current word
- Read selected text
- Report text characteristics (font size, color, spacing, etc)
- Read continually from cursor position
- Interrupt speech

## Word Processing

- Student uses a word processing program (check all that apply)
  - Pages
  - MS Word
  - Google Docs
  - Other (please specify):

Student can perform the following tasks:

- Create new documents
- Save documents
- Save documents under a new name
- Switch between open documents
- Print documents
- E-mail documents
- Undo/redo changes
- Cut text
- Copy text
- Paste text
- Enlarge/shrink font
- Center text or align text left/right
- Increase/decrease indent level
- Bold text
- Underline text
- Italicize text
- Change font size
- Change font style
- Change font color
- Check spelling
  - Uses key commands to change, ignore, and add word to dictionary
- Add and modify tables
- Add and modify bulleted or numbered lists
- Add and/or modify columns
- Modify header/footer by adding titles, page numbers, or references
- Student can comment on documents, track changes by other users, etc.
- Other (please specify):



## Use of Electronic Mail, Calendar, Contacts, and Tasks

Name of e-mail client used (i.e. Outlook, Gmail, Yahoo, etc.):

### Accessing E-mail

Student can perform the following tasks:

- Open mail program
- Navigate to inbox
- Open messages
- Close message without deleting
- Delete messages
- Reply to messages
- Reply to all recipients of message
- Forward message
- Mark messages as read/unread
- Flag messages
- Use address book or contacts
- Create folder
- Move messages between folders
- Delete folders
- Create message rules
- Sort messages according to preference (by subject, date received, sender, etc)
- Use "find message" command

### Calendar

- Open calendar program
- Create new event
- Modify event
- Delete event
- Create recurring event
- Send/accept invitations
- Change calendar view (day view, 5 day week, month, etc)
- Open shared calendar
- Set reminders using calendar

### Contacts

Student can do the following tasks:

- Open contacts
- Create new contact
- Modify contact
- Delete contact
- Create new group
- Add/delete members in group
- Delete group
- Sort contacts

## Tasks

- Open task
- Create new task
- Modify task
- Delete task
- Set alert/reminder for tasks
- Dismiss/snooze task alerts

## Use of the Internet (Screen Magnification Users)

Student can:

- Open the internet browser
  - Name of browser used:
- Navigate to a given URL
- Navigate to the homepage
- Navigate backward/forward a page
- Navigate between open tabs
- Open and adjust browser settings
- Open and navigate browser history
- Add/remove bookmarks on bookmarks bar
- Add/remove favorites
- Open and navigate bookmarks menu
- Organize bookmarks
- Open downloads progress

## Use of the Internet (Screen Reader Users)

- Opens the internet browser
  - Name of browser used:
  - Name of screen reader used:
- Navigates to address bar
- Navigates to a given URL
- Navigates to the homepage
- Navigates backward/forward a page
- Navigate between open tabs
- Open and adjust browser settings
- Open and navigate browser history
- Add/remove bookmarks on bookmarks bar
- Add/remove favorites
- Open and navigate bookmarks menu
- Organize bookmarks
- Open downloads progress
- Screen reader specific commands

- Navigate by page element
- Navigate by link
- Navigate by heading
- Navigate by list
- Navigate by edit field
- Navigate by table
  - Navigate within tables
- Creating and navigating by place markers
- Enter/exit forms mode
- Enter/exit browse mode
- Using the elements lists (links list, headings list, etc.)
- Other:

## Use of Google Apps

Student uses

- Screen Reader
  - Program name and version:
  - Browser:
- Screen Magnifier
  - Program name and version:
  - Browser:
- No Specific Assistive Tech
  - Browser

Student is able to:

- Sign into Google via a Google account
- Access Google Drive and navigate folders
- Open folders and files
- Share documents with others
- Open documents shared with them
- Change and update sharing settings
- Access Drive/Docs menus
- Adjust font size, style, alignment, etc.
- Access the help menu
- Other (please specify)

## Visually Accessing the Screen

- Student uses a large monitor (\_\_\_\_\_ inches)
- Student uses a monitor arm to bring the screen closer to him/her
- Student uses screen magnification software (program and version used):
  - Student can turn on screen magnifier

- Using key commands
- Student can turn “off” screen reader without exiting the program
  - Using key commands
- Student can turn on/off speech
  - Using key commands
- Student can increase/decrease magnification
  - Using key commands
- Student can increase/decrease speaking rate
  - Using key commands
- Student can access tools that allow him/her to read selections of text
  - Using key commands
- Student can enable and disable pointer enhancements,
  - Using key commands
- Student can change pointer settings
  - Using key commands
- Student can enable and disable cursor enhancements,
  - Using key commands
- Student can change cursor settings
  - Using key commands
- Student can enable and disable focus enhancements,
  - Using key commands
- Student can change focus enhancement settings
  - Using key commands

Student can enable and disable color enhancements,

- Using key commands

Student can change color enhancement settings

- Using key commands

Other related tasks student can perform when using s screen magnification program:

## **Use of a Screen Reader to Access the Screen**

Screen reading software (program and version):

Student can

- Adjust speech settings (check all that apply):
  - Speaking rate
  - Pitch
  - Punctuation level
  - Typing feedback
  - Verbosity
- Navigate the screen reader specific menus (i.e. Jaws Manager, Window Eyes Control Panel, etc.)
- Access the screen reader specific help
- Use the screen reader with the internet (see section entitled “Use of the Internet Screen Reader Users”)

- Knows the difference between the different cursors, what each does, and how to “route” cursors
- Access screen reader specific help, either online or from the “help” menu
- Utilize a braille display with his/her screen reader (see “Using Braille Displays” section for specific questions)
- Access screen reader add-ons or specific functions unique to that screen reader (please specify)

## **Use of a Desktop Scanner and OCR Software**

Scanner and OCR program being used:

Student can:

- Turn the scanner on and off as well as identify basic functions of any keys or buttons on the scanner itself
- Open the scanning software
- Start a new scan
- Start/stop reading text
- Adjust speech rate
- Save a scan
- Open a saved scan
- Save a scan as a specific file type
- Manipulate, copy, paste, etc. the scanned text

## **Use of Braille Translation Software and Embossers**

Brand and version of software being used:

Brand and version of embosser being used:

Student can:

- Open the braille translation software
- Create a new print document, choose the translation code to use, and either type or copy/paste text to be translated in the document
- Create a new braille document, choose the appropriate translation code, and use six key entry to add or modify text
- Import a document from Word or other sources
- Save a document and open a saved document
- Translate from print to braille (via shortcut or menus)
- Modify translation codes (contracted, uncontracted, nemeth, etc.)
- Manage run over settings
- Manage/add/remove page numbers
- Manage/add/remove styles

- Manage headers/footers
- Spell check and/or find misspelling
- View code list
- Manage embosser including:
  - Add a new embosser or modify an existing one
  - Choose a different embosser than the default option
  - Modify page margins
  - Emboss in interpoint
  - Other (please specify)
- Emboss a document including:
  - Emboss multiple copies of a document
  - Remove the finished document from the embosser
  - View the document without removing it from the embosser
  - Reset the embosser upon removing the embossed document
- Load paper into embosser
- Utilize a braille display for proofreading (see also “use of braille display”)
- Other (please specify):

## Use of a Braille Notetaker

NOTE: This is a general notetaker checklist. There are notetaker specific lessons and checklists available at a variety of websites, including the manufacturer of the notetaker your student is using.

Brand of notetaker used and software version:

General Orientation to Device

Student can

- Turn on/off notetaker
- Understand the purpose of and can perform soft reset
- Understand the purpose of and can perform hard reset
- Remove and replace battery
- Knows where all the buttons are and the purpose of each
- Utilize cursor routing keys
- Student can increase/decrease speaking rate
- Student can increase/decrease pitch
- Student can increase/decrease speaking volume
- Student can turn on/off speech or braille display
- Student can access help function
- Other (please specify):
- 

Utilities and Settings

- Access settings menu
- Set time/date
- Check battery status
- Set up internet access/Wi-Fi
- Set up printer
- Turn Wi-Fi and Bluetooth on and off
- Other (please specify):

## Menu and File Navigation

Student can

- Navigate to and around the device's main menu
- Navigate from SD to internal memory as well as any external drives
- Can create and move folders
- Can copy, cut, and paste files
- Can move files from the SD to internal memory and visa-versa
- Can delete files
- Other (please specify):

Word Processing

Student can:

- Open a new word processing document
- Save and retrieve documents from within the word processor
- Navigate by letter, word, sentence, line, and paragraph
- Insert or delete text
- Select, cut, copy, and paste text
- Access the word processing menus
- Print or emboss a document
- Spell check
- Change the font size, style, and other font attributes
- Other (please specify):

Electronic Mail

Student can:

- Add an email account
- Navigate to inbox
- Open and read messages
- Reply to and forward messages
- Delete messages
- Create a new message, add a recipient, and add a subject
- Create folders, navigate between folders, and move messages to folders.
- Mark and flag messages
- Use "find" command to locate a specific message

- Other (please specify):

## Calendar

Student can:

- Open calendar program
- Create new event
- Modify event
- Delete event
- Create recurring event
- Change calendar view (day view, 5 day week, month, etc)
- Set reminders using calendar
- Other (please specify):

## Contacts

Student can:

- Open contacts
- Create new contact
- Modify contact
- Delete contact
- Create new group
- Add/delete members in group
- Delete group
- Other (please specify):

## Internet

Student can:

- Open a browser
- Navigate to a specific site
- Navigate a webpage using notetaker specific commands
- Copy/paste a page link
- Create and access bookmarks
- Delete and organize bookmarks
- View browsing history
- Other (please specify):

# Books and Libraries

## Bookshare

Student can:

- Add a Bookshare account to the device
- Search Bookshare for a desired text
- Download and retrieve a Bookshare file



- Extract a bookshare file and move the extracted file if desired
- Navigate a Bookshare book by chapter, page, etc.
- Search within the Bookshare book for specific text
- Other (please specify):

#### National Library Service (NLS)

Student can:

- Add an NLS BARD account to the device
- Search BARD for a desired text
- Download, retrieve, and extract a BARD file
- Navigate an NLS book by chapter, page, etc.
- Other (please specify):

#### Media

Student can:

- Open the media player
- Locate and play/pause media
- Load media onto device for playback
- Navigate forward/backward a track
- Create, modify, and delete playlists
- Make recordings, play them back, and delete them
- Other (please specify other tasks student can perform on the unit):

## Use of a Tablet or Smartphone

Brand of tablet/phone used and software version:

#### General Orientation to Device

- Student can turn on/off device
- Student understands the purpose of and can perform reset of device
- Student knows where all the external buttons are and the purpose of each

#### Use of Screen Magnification

Student can:

- Turn on/off screen magnification
- Increase/decrease magnification level using gestures
- Increase/decrease magnification level using a menu
- Use appropriate gestures to navigate the enlarged screen
- Change or install keyboards that make onscreen typing easier
- Ensure that screen magnification does not affect keyboard when typing
- Change color filters, reverse contrast, and enlarge system text

- Utilize “pinch to zoom” features and recognize when this strategy will not work
- Other (please specify)

## Use of Speech to Access Screen

Student can:

- Turn on/off screen reader
- Increase/decrease speaking rate
- Increase/decrease pitch
- Increase/decrease speaking volume
- Use single finger swiping gestures
- Use single finger tapping gestures
- Use double finger swiping gestures
- Use double finger tapping gestures
- Use triple finger swiping gestures
- Use triple finger tapping gestures
- Use quadruple finger swiping gestures
- Use quadruple finger tapping gestures
- Turn on/off speech (if using braille)
- Engage screen curtain (if applicable)
- Access help function
- Use screen reader specific navigation (rotor)
- Other (please specify):

## Utilities and Settings

Student can:

- Access settings menu
- Turn Wi-Fi on/off
- Turn Bluetooth on/off
- Add a Bluetooth connection (speaker, headphones, etc)
- Check battery status
- Connect to a wireless connection
- Connect to a wireless printer
- Other (please specify):

## Screen Reader Specific Settings

Student can:

- Open screen reader utility
- Adjust speech rate and pitch
- Choose the voice synthesizer her/she wants
- Set up language preferences
- Adjust verbosity and screen reader feedback
- Adjust typing feedback

- Choose which navigation options appear in the rotor
- Access pronunciation dictionary
- Other (please specify):

## Home Screen Navigation and Personalization

Student can:

- Navigate to and around the device's home screen
- Arrange apps, moves apps to the dock area, and remove them
- Create and move folders
- Delete apps
- Other (please specify):

## Word Processing

Student can:

- Open a new word processing document
- Save and retrieve documents from within the word processor
- Navigate by letter, word, sentence, line, and paragraph
- Insert or delete text
- Select, cut, copy, and paste text
- Access the word processing menus
- Print or emboss a document
- Spell check
- Change the font size, style, and other font attributes
- Other (please specify):

## Electronic Mail

Student can:

- Add an email account
- Navigate to inbox
- Navigate to different inboxes if more than one account is on the device
- Open and read messages
- Reply to and forward messages
- Delete messages
- Create a new message, add a recipient, and add a subject
- Create and navigate between folders
- Move messages to folders.
- Mark and flag messages
- Use "find" command to locate a specific message
- Other (please specify):

## Calendar

Student can:

- Open calendar app
- Create new event
- Modify event
- Delete event
- Create recurring event
- Other (please specify):

## Reminders

Student can:

- Open reminder app
- Create new reminder
- Mark reminder as “complete”
- Modify reminder
- Delete reminder
- Create recurring reminder
- Sets reminders to occur at a specific time or location
- Other (please specify):

## Contacts

Student can:

- Open contacts app
- Create new contact
- Modify contact
- Delete contact
- Change contact text alert, ringtone, etc
- Other (please specify):

## Internet

Student can:

- Open an app to browse the internet
- Navigate to address bar
- Navigate to a given URL
- Navigate to the homepage
- Navigate backward/forward a page
- Navigate between open tabs
- Close open tabs without closing the browser app
- Open and navigate browser history
- Add/remove bookmarks
- Organize bookmarks
- Screen reader specific commands
  - Access rotor
  - Navigate by page element
  - Navigate by link

- Navigate by heading
- Navigate by list
- Navigate by edit field
- Navigate by table
  - Navigate within tables
- Other (please specify):

## **Music and Media**

Student can:

- Open a music or media app such as Podcasts, Pandora, Spotify, or the native music app specific to the device
- If applicable, subscribe/unsubscribe to music services, podcasts, adjust subscription preferences, and define the benefits of doing so.
- Play/pause media
- Navigate forward/backward a track
- Search for specific stations, music types, or artists
- Other (please specify):

## **Voice Notes and Memos**

Student can:

- Locate and open the voice recorder or memo app of choice
- Start/stop recording
- Play back recording
- Save and retrieve recordings
- Trim and modify recordings
- Delete recordings
- Share, upload, or export recording to other sources and individuals

## **App Purchasing**

Student is able to:

- Memorize his/her ID and password
- Open the App/Play Store
- Browse the store's featured apps
- Search the store for a given app
- Find the download button for
- Locate the app description and decide whether it is an app he/she wishes to download
- Enter a password to download an app
- Locate and open the app once it is downloaded
- Use various sources to research apps to determine accessibility

## Book and Reading Apps

- Student uses an app to access and read audio books
  - NLS BARD
  - Audible
  - Learning Ally
  - Other - Name and version:
- Student uses an app to access text versions of books or newspapers
  - Read2Go
  - GoRead
  - VoiceDream Reader
  - iBooks
  - NFB Newsline
  - Other - Name and version:

### Specific Library Services

#### Bookshare

Student can:

- Add a Bookshare account to his/her app of choice
- Search Bookshare for a desired text
- Download, retrieve, and read a Bookshare file
- Navigate a Bookshare book by chapter, page, etc.
- Search within the Bookshare book for specific text

#### NLS and BARD

Student can:

- Add an NLS BARD account to the app
- Search BARD for a desired text
- Use the app to find recently added titles, popular titles, and titles by genre
- Add/remove books from the wish list
- Download, retrieve, and read a BARD book
- Navigate an NLS book by section, chapter, and other specified navigation options
- Adjust the reading rate to suit his/her needs
- Adjust font, contrast, and other visual display options for the app
- Adjust tone, turn on/off background playback, turn on/off auto lock during playback, and adjust other settings as needed.

## Apps Designed for the Blind and Low Vision

Student uses the following apps and services:

- Blindfold Games - Student is able to:

- Access blindfold games
  - Understand the concept of buying coins
- Color ID - Student is able to:
  - Open app
  - Line item up with camera
- KNFB Reader - Student is able to:
  - Take picture of document
  - Navigate extracted text
  - Adjust voice speed
  - Save file to device
  - Export file to other apps
  - Open file with KNFB Reader from other apps
  - Other (please specify):
- Money Reader - Student is able to:
  - Open app
  - Line bills up with camera
- NFB Newsline - Student is able to:
  - Add account to the app
  - Use app to find magazines/papers of interest
  - Add/remove publications to favorites
  - Navigate within publications
  - Access weather information
  - Access TV listings
- Tap-Tap-See - Student is able to:
  - Open app
  - Line up item to take picture
  - Take photo and recognizes when a retake is needed
- Other Apps (please specify)
  - 
  - 
  -

## **Use of a Braille Display and/or Bluetooth Keyboard**

Brand and version of device being used:

Student uses the display with (check all that apply)

- Windows PC
- Mac OS
- iPad/iPod/iPhone
- Android Device
- Other (please specify):

## Interacting With Text

Student can:

- Navigate to the top of the document
- Navigate to the bottom of the document
- Move the cursor forward/backward by character
- Move the cursor forward/backward by word
- Move the cursor forward/backward by line
- Move the cursor forward/backward by sentence
- Move the cursor forward/backward by paragraph
- Select text by letter, word, line, sentence, etc.

## Using Device with a Tablet

Student can:

- Connect the device via Bluetooth
- Navigate to home screen
- Navigate forward/backward between screens, pages, or tabs in a browser or other app
- Share or send items via email, Dropbox, Google Drive, or other means
- Adjust volume using keyboard shortcuts
- Adjust speech settings using keyboard shortcuts
- Change braille input/output settings (i.e. contracted to uncontracted or UEB to EBAE)
- Print/emboss documents
- Other: (please specify)

## Using a Braille Display with a Computer

Student can:

- Connect the device via Bluetooth or USB
- Adjust screen reader settings as follows:
  - Access braille display settings, including setting screen reader to recognize the display
  - Turn speech off
  - Change braille input/output settings (i.e. contracted to uncontracted or UEB to EBAE)
  - Navigate the screen reader menus, tables, and dialogue boxes
  - Other (please specify):
- Access and navigate Start Menu
- Navigate to the Desktop as well as between icons
- Open and navigate between programs
- Create, open, and save files
- Access and use word processing programs (see also “Word Processing” under “Use of PC or Laptop”)
- Access and use email (see also “Electronic Mail” under the heading “Use of PC or Laptop”)



- Adjust volume using keyboard shortcuts
- Adjust speech settings using keyboard shortcuts
- Change braille input/output settings (i.e. contracted to uncontracted or UEB to EBAE)
- Print/emboss documents
- Other: (please specify)

## Use of GPS Devices (Stand-Alone or Apps)

*NOTE: If you are a TVI with no other certification, you may wish to consult with an orientation and mobility specialist when conducting this portion of the assessment*

GPS Device, App, or Program being used as well as model and/or version number:

### Stand-Alone GPS Device

Student can:

- Turn device on/off
- Use device to determine current location (intersection, street address, etc)
- Use device to determine what is around him/her
- Create, delete, manage landmarks
- Use device to search for a specific location, save that location, or open a saved location
- Use device to plan a route to a location and review the route before executing it
- Use device to navigate to a location
- Connect device to a PC to update and load maps
- Other (please specify):

### GPS on Braille Notetaker

Student can:

- Open the GPS app within the notetaker
- Determine which app he/she will use with the GPS (i.e. Sendero GPS, Google Maps, etc.)
- Use device to determine what is around him/her
- Create, delete, manage landmarks and locations
- Use device to search for a specific location, save that location, or open a saved location
- Use device to plan a route to a location and review the route before executing it
- Use device to navigate to a location
- Connect device to a PC to update and load maps (if applicable)
- Other (please specify):

### GPS App

Name and version number of app being used:

Student can:

- Open the GPS app within the device
- Manage speech output options of the app
- Use device to determine what is around him/her
- Perform a basic search for a type of business or location within the app
- Create, delete, manage landmarks and locations
- Use device to search for a specific location or address, save that location, or open a saved location
- Use device to plan a route to a location and review the route before executing it
- Use device to navigate to a location
- Choose which maps application to use to navigate to the location (if using Blindsquare or a similar app).
- Other (please specify):

## **Book Readers and Library Subscriptions**

Student has access to (check all that apply):

- Amazon Books
- Audible
- Bookshare
- iBooks (via iTunes)
- Learning Ally
- National Library Service
- NFB Newsline
- Other (please specify):

Student has his/her own account for:

- Amazon Books
- Audible
- Bookshare
- iBooks (via iTunes)
- Learning Ally
- National Library Service
- NFB Newsline
- Other (please specify):

To read electronic/audio books, the student uses (check all that apply):

- iPad/iPod/iPhone
- Braille Notetaker (please specify brand)
- PC/Mac (please specify model, OS, and browser/software used)
- Android Device
- Book Port
- Victor Reader
- Book Sense

- NLS Digital Player
- Other (please specify):

Student can (check all that apply):

- Download his/her own books on a PC/Mac
- Download his/her own books on a braille notetaker
- Download his/her own books on a tablet
- Download her/her own books on an iDevice
- Download his/her own books from a standalone player using wifi

Use of a Stand-Alone Book Player

Model and version of player being used:

If the student uses a stand-alone book player, he or she can (check all that apply):

- Turn the player on/off
- Charge the player
- Play and switch between audio books
- Navigate audio books by chapter, page, etc
- Record and play back audio memos
- Adjust pitch, tone, volume, and other similar settings
- Check battery status
- Insert and remove cartridge, USB, and/or SD card
- Access and change player settings
- Load music onto the player from a PC/Mac
- Load audio books onto the player from a PC/Mac
- Download audio books directly onto the player via wifi
- Listen to internet radio via wif
- Other (please specify)

## Use of Other Adaptive Devices or Programs

Student uses the following devices to access mainstream or assistive technology (check all that apply):

Please list specific devices used by student, including the name, manufacturer, and version number:

Use of switches - Check all that apply:

- Bluetooth (used with a tablet or iDevice)
- Standard (used to activate other electronics or with a PC)
- For cause and effect apps on a tablet or iDevice (Bluetooth)
- For cause and effect PC activities
- For "switch scanning" with an iDevice or tablet

- To turn on/off electronic toys
- As communication tools
- Start/stop music or audio playback on tablet or iDevice
- As alternative access to an iPad or tablet for those who cannot use fine motor skills to “swipe” (i.e. the VoiceOver Controller)
- Other (please specify)

Augmentative communication - Check all that apply:

- Student uses a specific app for augmentative communication
  - Name/version of app:
- Student uses an augmentative communication board
  - Name of device and company that manufactures it:
- Other means of augmentative communication (please specify):

Sensory apps - Student uses and accesses sensory apps (Check all that apply):

- Student uses apps for visual and auditory stimulation
  - Uses switch control
  - Touches screen
  - Prefers large colorful patterns
  - Prefers muted patterns with lots of sound
  - App or switch is set on a specific “cut off time” such as 10, 15, or 30 seconds so student must continually engage
  - Student visually attends to visual stimulation
  - Other (please specify):
- Student has a preference for the following apps:
  - Big Bang Patterns
  - Big Bang Pictures
  - Sensory Lightbox
  - Fireworks apps
  - Music apps
  - Others (please specify)