

COMPUTER ACCESS EVALUATION PROTOCOL

Student Name: _____ System: _____

Date of Evaluation: _____

During this evaluation, informal measures were used to evaluate the student's computer access skills and his/her ability to use various assistive technology devices. The following is a summary of his/her performance.

Standard Input

Standard Keyboard		
Specify computer used in this evaluation: _____ Operating System: <input type="checkbox"/> Windows 98 <input type="checkbox"/> Windows 2000 <input type="checkbox"/> Windows XP <input type="checkbox"/> Macintosh OS _____	Keyboarding experience: <input type="checkbox"/> Student has used a standard keyboard <input type="checkbox"/> Student has used alternate keyboard, specify: _____ <input type="checkbox"/> Student has not had keyboarding instruction <input type="checkbox"/> Student has had keyboarding instruction, specify: _____	Method of Access: <input type="checkbox"/> Touch typist (uses both hands appropriately) <input type="checkbox"/> 'Hunt and Peck', specify fingers used: <input type="checkbox"/> both hands _____ <input type="checkbox"/> right hand _____ <input type="checkbox"/> left hand _____
Using a standard keyboard, the student could: <input type="checkbox"/> identify alphanumeric keys <input type="checkbox"/> identify function keys <input type="checkbox"/> activate alphanumeric and function keys <input type="checkbox"/> activate two keys simultaneously <input type="checkbox"/> activate keys without looking at keyboard		The following errors were observed: <input type="checkbox"/> difficulty isolating a finger <input type="checkbox"/> difficulty identifying keys <input type="checkbox"/> difficulty activating target keys <input type="checkbox"/> difficulty releasing keys <input type="checkbox"/> other, specify: _____
During this portion of the evaluation, the student used the following low technology adaptations: <input type="checkbox"/> pointing device <input type="checkbox"/> finger pointer <input type="checkbox"/> head pointer <input type="checkbox"/> mouth stick <input type="checkbox"/> other, specify _____ Use of pointing device improved: <input type="checkbox"/> accuracy level <input type="checkbox"/> rate <input type="checkbox"/> ease of input <input type="checkbox"/> keyboard adaptations <input type="checkbox"/> key labels <input type="checkbox"/> keyguard <input type="checkbox"/> tactile locator dots <input type="checkbox"/> alternate layout, specify _____ <input type="checkbox"/> other, specify: _____ Use of adaptations improved: <input type="checkbox"/> accuracy level <input type="checkbox"/> rate <input type="checkbox"/> ease of input		
During this portion of the evaluation, the student used the following computer accessibility options: <input type="checkbox"/> keyboard options <input type="checkbox"/> Sticky Keys <input type="checkbox"/> Filter Keys <input type="checkbox"/> Toggle Keys <input type="checkbox"/> Repeat Delay <input type="checkbox"/> Repeat Rate Use of accessibility options increased student's: <input type="checkbox"/> accuracy level <input type="checkbox"/> ease of input		
During this portion of the evaluation, the student used the following high technology software: <input type="checkbox"/> word prediction Use of word prediction software increased student's: <input type="checkbox"/> accuracy level <input type="checkbox"/> rate <input type="checkbox"/> ease of input		
Comments: _____ _____ _____		

Standard Mouse		
<p>If computer used is different than one above,</p> <p>Specify computer used in this evaluation: _____</p>	<p>Mouse experience:</p> <p><input type="checkbox"/> Student has used alternate mouse input, specify: _____</p> <p><input type="checkbox"/> Student has used a standard mouse</p>	<p>Student is :</p> <p><input type="checkbox"/> right handed <input type="checkbox"/> left handed</p> <p>To operate the mouse, the student used:</p> <p><input type="checkbox"/> right hand <input type="checkbox"/> left hand</p>
<p>Using the standard mouse, the student could complete the following actions:</p> <p><input type="checkbox"/> move the pointer to a specified icon on the desktop</p> <p><input type="checkbox"/> move the pointer/cursor within a program to:</p> <p style="padding-left: 20px;"><input type="checkbox"/> icons <input type="checkbox"/> words <input type="checkbox"/> main menu items <input type="checkbox"/> sub menu items <input type="checkbox"/> targets in software program</p> <p><input type="checkbox"/> single click to select</p> <p><input type="checkbox"/> double click to execute/open</p> <p><input type="checkbox"/> right click</p> <p><input type="checkbox"/> click and drag</p>		
<p>During this portion of the evaluation, the student used the following low technology adaptations:</p> <p><input type="checkbox"/> Mouse adaptations</p> <p style="padding-left: 20px;"><input type="checkbox"/> button labels <input type="checkbox"/> mouse guard <input type="checkbox"/> disable right button <input type="checkbox"/> limited space (i.e. place in box)</p> <p>Use of adaptations improved:</p> <p style="padding-left: 20px;"><input type="checkbox"/> accuracy level <input type="checkbox"/> ease of input</p>		
<p>During this portion of the evaluation, the student used the following accessibility options:</p> <p><input type="checkbox"/> decrease double click speed <input type="checkbox"/> decrease pointer speed <input type="checkbox"/> add pointer trails</p> <p><input type="checkbox"/> single click for double click <input type="checkbox"/> dwell click <input type="checkbox"/> click lock</p> <p>Use of accessibility options increased student's ability to:</p> <p style="padding-left: 20px;"><input type="checkbox"/> move/navigate pointer/cursor <input type="checkbox"/> select items</p>		
<p>Comments: _____</p> <p>_____</p>		

Alternative Input: Keyboard

<input type="checkbox"/> Enlarged Keyboard <input type="checkbox"/> Mini Keyboard <input type="checkbox"/> Other, specify: _____	
<p>Specify Type:</p>	<p>When accessing the alternate keyboard, student used:</p> <p><input type="checkbox"/> both hands using fingers indicated below:</p> <p style="padding-left: 20px;">left: <input type="checkbox"/> thumb <input type="checkbox"/> index <input type="checkbox"/> middle <input type="checkbox"/> ring <input type="checkbox"/> pinkie</p> <p style="padding-left: 20px;">right: <input type="checkbox"/> thumb <input type="checkbox"/> index <input type="checkbox"/> middle <input type="checkbox"/> ring <input type="checkbox"/> pinkie</p> <p><input type="checkbox"/> only left hand using fingers indicated below:</p> <p style="padding-left: 20px;"><input type="checkbox"/> thumb <input type="checkbox"/> index <input type="checkbox"/> middle <input type="checkbox"/> ring <input type="checkbox"/> pinkie</p> <p><input type="checkbox"/> only right hand using fingers indicated below:</p> <p style="padding-left: 20px;"><input type="checkbox"/> thumb <input type="checkbox"/> index <input type="checkbox"/> middle <input type="checkbox"/> ring <input type="checkbox"/> pinkie</p>
<p>Using an alternate keyboard, the student could:</p> <p><input type="checkbox"/> identify alphanumeric keys</p> <p><input type="checkbox"/> identify function keys</p> <p><input type="checkbox"/> activate alphanumeric and function keys</p> <p><input type="checkbox"/> activate two keys simultaneously</p>	<p>The following errors were observed:</p> <p><input type="checkbox"/> difficulty isolating a finger</p> <p><input type="checkbox"/> difficulty identifying keys</p> <p><input type="checkbox"/> difficulty activating target keys</p> <p><input type="checkbox"/> difficulty releasing keys</p> <p><input type="checkbox"/> other, specify:</p>

Alternate Input: Keyboard continued	
During this portion of the evaluation, the student used the following low technology adaptations:	
<input type="checkbox"/> pointing device <input type="checkbox"/> finger pointer <input type="checkbox"/> head pointer <input type="checkbox"/> mouth stick <input type="checkbox"/> other, specify _____	
Use of pointing device improved:	
<input type="checkbox"/> accuracy level <input type="checkbox"/> ease of input <input type="checkbox"/> independence level	
<input type="checkbox"/> keyboard adaptations <input type="checkbox"/> key labels <input type="checkbox"/> keyguard <input type="checkbox"/> tactile locator dots <input type="checkbox"/> alternate layout, specify _____ <input type="checkbox"/> other, specify: _____	
Use of adaptations improved:	
<input type="checkbox"/> accuracy level <input type="checkbox"/> ease of input <input type="checkbox"/> independence level	
During this portion of the evaluation, the student used the following accessibility options:	
<input type="checkbox"/> keyboard options <input type="checkbox"/> Sticky Keys <input type="checkbox"/> Filter Keys <input type="checkbox"/> Toggle Keys <input type="checkbox"/> Repeat Delay <input type="checkbox"/> Repeat Rate	
Use of accessibility options increased students:	
<input type="checkbox"/> accuracy level <input type="checkbox"/> ease of input <input type="checkbox"/> independence level	
During this portion of the evaluation, the student used the following high technology software:	
<input type="checkbox"/> word prediction Use of word prediction software increased student's:	
<input type="checkbox"/> accuracy level <input type="checkbox"/> rate <input type="checkbox"/> ease of input	
Comments: _____	

<input type="checkbox"/> Enlarged Keyboard <input type="checkbox"/> Mini Keyboard <input type="checkbox"/> Other, specify: _____	
Specify Type:	When accessing the alternate keyboard, student uses
	<input type="checkbox"/> both hands using fingers indicated below: left: <input type="checkbox"/> thumb <input type="checkbox"/> index <input type="checkbox"/> middle <input type="checkbox"/> ring <input type="checkbox"/> pinkie right: <input type="checkbox"/> thumb <input type="checkbox"/> index <input type="checkbox"/> middle <input type="checkbox"/> ring <input type="checkbox"/> pinkie <input type="checkbox"/> only left hand using fingers indicated below: <input type="checkbox"/> thumb <input type="checkbox"/> index <input type="checkbox"/> middle <input type="checkbox"/> ring <input type="checkbox"/> pinkie <input type="checkbox"/> only right hand using fingers indicated below: <input type="checkbox"/> thumb <input type="checkbox"/> index <input type="checkbox"/> middle <input type="checkbox"/> ring <input type="checkbox"/> pinkie
Using an alternate keyboard, the student could:	The following errors were observed:
<input type="checkbox"/> identify alphanumeric keys <input type="checkbox"/> identify function keys <input type="checkbox"/> activate alphanumeric and function keys <input type="checkbox"/> activate two keys simultaneously	<input type="checkbox"/> difficulty isolating a finger <input type="checkbox"/> difficulty identifying keys <input type="checkbox"/> difficulty activating target keys <input type="checkbox"/> difficulty releasing keys <input type="checkbox"/> other, specify:
During this portion of the evaluation, the student used the following low technology adaptations:	
<input type="checkbox"/> pointing device <input type="checkbox"/> finger pointer <input type="checkbox"/> head pointer <input type="checkbox"/> mouth stick <input type="checkbox"/> other, specify _____	
Use of pointing device improved:	
<input type="checkbox"/> accuracy level <input type="checkbox"/> ease of input <input type="checkbox"/> independence level	
<input type="checkbox"/> keyboard adaptations <input type="checkbox"/> key labels <input type="checkbox"/> keyguard <input type="checkbox"/> tactile locator dots <input type="checkbox"/> alternate layout, specify _____ <input type="checkbox"/> other, specify: _____	
Use of adaptations improved:	
<input type="checkbox"/> accuracy level <input type="checkbox"/> ease of input <input type="checkbox"/> independence level	

Alternate Input: Keyboard continued

During this portion of the evaluation, the student used the following accessibility options:

- keyboard options
 - Sticky Keys Filter Keys Toggle Keys
 - longer repeat delay decreased repeat rate

Use of accessibility options increased students:

- accuracy level ease of input independence level

During this portion of the evaluation, the student used the following high technology software:

- word prediction
- Use of word prediction software increased student's:
 - accuracy level rate ease of input

Comments: _____

On Screen Keyboard

Specify on screen keyboards used:

1. _____
2. _____
3. _____

Method of access:

- standard mouse
- alternate mouse, specify: _____

Keyboard number 1

When presented with this on screen keyboard, student could:

- move pointer to target
- click on target

When presented with this on-screen keyboard, student required the following features:

- text to speech feedback of letters, words, and/or sentences
- removal of keys that might not follow the letter typed (SmartKeys)
- word completion
- word prediction

Comments: _____

Keyboard number 2

When presented with this on screen keyboard, student could:

- move pointer to target
- click on target

When presented with this on-screen keyboard, student required the following features:

- text to speech feedback of letters, words, and/or sentences
- removal of keys that might not follow the letter typed (SmartKeys)
- word completion
- word prediction

Comments: _____

On Screen Keyboard continued

Keyboard number 3

When presented with this on screen keyboard, student could:

- move pointer to target
- click on target

When presented with this on-screen keyboard, student required the following features:

- text to speech feedback of letters, words, and/or sentences
- removal of keys that might not follow the letter typed (SmartKeys)
- word completion
- word prediction

Comments: _____

Alternative Input: Mouse

Alternative Mouse 1

Select one alternative mouse type:

- Touch screen, specify: _____
- Trackball, specify: _____
- Joystick, specify: _____
- Trackpad, specify: _____
- Other, specify: _____

Method of Access:

- Left hand
- Right hand

Placement of alternative mouse:

Using the above alternative mouse, the student could complete the following actions:

- move the pointer to a specified icon on the desktop
- move the pointer/cursor within a program to:
 - icons words main menu items sub menu items targets in software program
- single click to select
- double click to execute/open
- right click
- click and drag

During this portion of the evaluation, the student used the following accessibility options:

- decrease double click speed decrease pointer speed add pointer trails
- single click for double click dwell click click lock

Use of accessibility options increased student's ability to:

- move/navigate pointer/cursor select items

Comments: _____

Alternative Mouse 2	
Select one alternative mouse type: <input type="checkbox"/> Touch screen, specify: _____ <input type="checkbox"/> Trackball, specify: _____ <input type="checkbox"/> Joystick, specify: _____ <input type="checkbox"/> Trackpad, specify: _____ <input type="checkbox"/> Other, specify: _____	Method of Access: <input type="checkbox"/> Left hand <input type="checkbox"/> Right hand Placement of alternative mouse:
Using the above alternative mouse, the student could complete the following actions: <input type="checkbox"/> move the pointer to a specified icon on the desktop <input type="checkbox"/> move the pointer/cursor within a program to: <input type="checkbox"/> icons <input type="checkbox"/> words <input type="checkbox"/> main menu items <input type="checkbox"/> sub menu items <input type="checkbox"/> targets in software program <input type="checkbox"/> single click to select <input type="checkbox"/> double click to execute/open <input type="checkbox"/> right click <input type="checkbox"/> click and drag	
During this portion of the evaluation, the student used the following accessibility options: <input type="checkbox"/> decrease double click speed <input type="checkbox"/> decrease pointer speed <input type="checkbox"/> add pointer trails <input type="checkbox"/> single click for double click <input type="checkbox"/> dwell click <input type="checkbox"/> click lock Use of accessibility options increased student's ability to: <input type="checkbox"/> move/navigate pointer/cursor <input type="checkbox"/> select items	
Comments: _____ _____	

Alternative Mouse 3	
Select one alternative mouse type: <input type="checkbox"/> Touch screen, specify: _____ <input type="checkbox"/> Trackball, specify: _____ <input type="checkbox"/> Joystick, specify: _____ <input type="checkbox"/> Trackpad, specify: _____ <input type="checkbox"/> Other, specify: _____	Method of Access: <input type="checkbox"/> Left hand <input type="checkbox"/> Right hand Placement of alternative mouse:
Using the above alternative mouse, the student could complete the following actions: <input type="checkbox"/> move the pointer to a specified icon on the desktop <input type="checkbox"/> move the pointer/cursor within a program to: <input type="checkbox"/> icons <input type="checkbox"/> words <input type="checkbox"/> main menu items <input type="checkbox"/> sub menu items <input type="checkbox"/> targets in software program <input type="checkbox"/> single click to select <input type="checkbox"/> double click to execute/open <input type="checkbox"/> right click <input type="checkbox"/> click and drag	
During this portion of the evaluation, the student used the following accessibility options: <input type="checkbox"/> decrease double click speed <input type="checkbox"/> decrease pointer speed <input type="checkbox"/> add pointer trails <input type="checkbox"/> single click for double click <input type="checkbox"/> dwell click <input type="checkbox"/> click lock Use of accessibility options increased student's ability to: <input type="checkbox"/> move/navigate pointer/cursor <input type="checkbox"/> select items	
Comments: _____ _____	

Alternative Input: Switch

Switch 1		
Switch interface used: _____	Switch Location/Mount: _____	When using this switch, the student could: <input type="checkbox"/> activate switch <input type="checkbox"/> hold/maintain pressure on switch for _____ seconds <input type="checkbox"/> release switch <input type="checkbox"/> reactivate <input type="checkbox"/> consistently <input type="checkbox"/> inconsistently
Switch used: _____	Software used: _____	
Switch access:		
<input type="checkbox"/> Remote number of switches _____ type of switch(es) _____	<input type="checkbox"/> Scanning number of switches _____ type of switch(es) _____	<input type="checkbox"/> Morse Code number of switches _____ type of switch(es) _____
If access is scanning, complete the following:		
Scan mode: <input type="checkbox"/> visual scanning <input type="checkbox"/> auditory scanning	Scan method: <input type="checkbox"/> automatic (activate to start, activate to stop) <input type="checkbox"/> directed/step (switch activation required to advance to next location) <input type="checkbox"/> inverse	Scan pattern: <input type="checkbox"/> linear <input type="checkbox"/> row/column scanning <input type="checkbox"/> column/row scanning <input type="checkbox"/> quadrant scanning <input type="checkbox"/> other, specify: _____
Comments: _____ _____		

Switch 2		
Switch interface used: _____	Switch Location/Mount: _____	When using this switch, the student could: <input type="checkbox"/> activate switch <input type="checkbox"/> hold/maintain pressure on switch for _____ seconds <input type="checkbox"/> release switch <input type="checkbox"/> reactivate <input type="checkbox"/> consistently <input type="checkbox"/> inconsistently
Switch used: _____	Software used: _____	
Switch access:		
<input type="checkbox"/> Remote number of switches _____ type of switch(es) _____	<input type="checkbox"/> Scanning number of switches _____ type of switch(es) _____	<input type="checkbox"/> Morse Code number of switches _____ type of switch(es) _____
If access is scanning, complete the following:		
Scan mode: <input type="checkbox"/> visual scanning <input type="checkbox"/> auditory scanning	Scan method: <input type="checkbox"/> automatic (activate to start, activate to stop) <input type="checkbox"/> directed/step (switch activation required to advance to next location) <input type="checkbox"/> inverse	Scan pattern: <input type="checkbox"/> linear <input type="checkbox"/> row/column scanning <input type="checkbox"/> column/row scanning <input type="checkbox"/> quadrant scanning <input type="checkbox"/> other, specify: _____
Comments: _____ _____		

Alternative Input: Voice Recognition

Voice Recognition Software			
Software used: _____ _____ <input type="checkbox"/> discrete <input type="checkbox"/> continuous	Microphone use: <input type="checkbox"/> USB <input type="checkbox"/> other, specify: _____	Vocabulary/voice model: <input type="checkbox"/> general <input type="checkbox"/> teen <input type="checkbox"/> adult male <input type="checkbox"/> adult female <input type="checkbox"/> other, specify:	Training sample used: _____ _____ <input type="checkbox"/> required reading support
Training time:	Student was: <input type="checkbox"/> able to train voice file <input type="checkbox"/> unable to train voice file <input type="checkbox"/> able to dictate after instruction <input type="checkbox"/> unable to dictate after instruction		
Dictation sample <input type="checkbox"/> spontaneous <input type="checkbox"/> pre-written _____			
Student voice/speech quality: Breath support was adequate: <input type="checkbox"/> for microphone calibration <input type="checkbox"/> to complete training session <input type="checkbox"/> to dictate <input type="checkbox"/> sentences <input type="checkbox"/> paragraphs Volume was adequate: <input type="checkbox"/> for microphone calibration <input type="checkbox"/> to complete training session <input type="checkbox"/> to dictate <input type="checkbox"/> sentences <input type="checkbox"/> paragraphs Speech: <input type="checkbox"/> was intelligible <input type="checkbox"/> had articulation errors <input type="checkbox"/> consistent <input type="checkbox"/> recognized by software <input type="checkbox"/> not recognized by software <input type="checkbox"/> inconsistent <input type="checkbox"/> inconsistent but able to correct with prompting Comments: _____ _____			
When presented with voice recognition software, the student could: <input type="checkbox"/> read the dictated text <input type="checkbox"/> visually recognize errors <input type="checkbox"/> use voice commands to correct errors <input type="checkbox"/> correct errors using correction list <input type="checkbox"/> correct errors using spelling <input type="checkbox"/> use voice commands from the reference card/list to: <input type="checkbox"/> navigate within document <input type="checkbox"/> cut, paste, and delete text <input type="checkbox"/> select text <input type="checkbox"/> insert basic punctuation <input type="checkbox"/> format document <input type="checkbox"/> use voice commands to access menu items			
When using voice recognition software, the following features were required: <input type="checkbox"/> text to speech <input type="checkbox"/> dictation playback Comments: _____ _____			

Output: Monitor and Sound

Monitor	
Monitor information: <input type="checkbox"/> standard monitor <input type="checkbox"/> size: _____ <input type="checkbox"/> screen resolution: _____ <input type="checkbox"/> LCD (laptop or flat screen) <input type="checkbox"/> size: _____ <input type="checkbox"/> screen resolution: _____	Monitor placement: Describe where monitor was placed in relation to student:
Using this monitor, the student: <input type="checkbox"/> could locate and identify icons on the screen <input type="checkbox"/> could locate and track mouse pointer on the screen	
During this portion of the evaluation, the student used the following monitor adaptations: <input type="checkbox"/> Change in screen resolution settings, specify: _____ <input type="checkbox"/> Change in display appearance (icons, font, colors, etc), specify: _____ <input type="checkbox"/> Change in font size/colors in standard applications: _____ Using these adaptations, the student: <input type="checkbox"/> could locate and identify icons on the screen <input type="checkbox"/> could locate and track mouse pointer on the screen	
Comments: _____ _____	

Sound	
Computer used during this evaluation was equipped with: <input type="checkbox"/> internal speakers <input type="checkbox"/> external speakers <input type="checkbox"/> headphones	Software used during this evaluation:
When using programs with synthesized speech (computer generated voices), student: <input type="checkbox"/> could hear and understand auditory output (speech and sounds) When using programs with digitized speech (recorded speech), student: <input type="checkbox"/> could hear and understand auditory output generated by computer (speech and sounds)	
During this portion of the evaluation, the student used the following sound adaptations: <input type="checkbox"/> use of external speakers <input type="checkbox"/> use of headphones, specify type: _____ <input type="checkbox"/> use of increased volume Using these adaptations, the student: <input type="checkbox"/> was able to hear and understand auditory output (speech and sounds)	
Comments: _____ _____	

Basic Computer Operations

The student's ability to execute the following computer operations was informally evaluated. The student could:

- | | |
|---|---|
| <input type="checkbox"/> Turn computer on and off | <input type="checkbox"/> Eject CD from CD Rom drive |
| <input type="checkbox"/> Turn monitor on and off | <input type="checkbox"/> Plug in USB or corded devices (AlphaSmart) |
| <input type="checkbox"/> Insert diskette in floppy drive | <input type="checkbox"/> Remove USB or corded devices |
| <input type="checkbox"/> Eject diskette from floppy drive | <input type="checkbox"/> Turn printer on and off |
| <input type="checkbox"/> Insert CD in CD Rom drive | |

Comments: _____

RECOMMENDATIONS

The following recommendations are made to enhance the student's ability to access the computer:

Computer Input

Standard Keyboard:

- Student should use the standard keyboard without adaptations.
- Student should use the standard keyboard but requires the following adaptations:
 - Pointing device
 - finger pointer
 - head pointer
 - mouthstick
 - other, specify: _____
 - Keyboard adaptations
 - keyboard labels
 - tactile locator dots
 - alternate keyboard layout, specify: _____
 - keyguard, specify type: _____
 - Keyboard accessibility options
 - Sticky Keys
 - Filter Keys
 - Toggle Keys
 - Repeat Delay
 - Repeat Rate
- Student should use word prediction software when using the standard keyboard to increase production rate.
- Student should use software to improve keyboarding skills to
 - increase speed
 - improve key location knowledge
 - other, specify: _____

Alternate Keyboard:

- Student requires an alternate keyboard:
 - enlarged keyboard, specify: _____
 - mini keyboard, specify: _____
 - When using an enlarged or mini keyboard, the student requires the following adaptations:
 - Pointing device
 - finger pointer
 - head pointer
 - mouthstick
 - other, specify: _____
 - Keyboard adaptations
 - keyboard labels
 - alternate keyboard layout, specify: _____
 - tactile locator dots
 - keyguard, specify type: _____
 - Keyboard accessibility options
 - Sticky Keys
 - Filter Keys
 - Toggle Keys
 - Repeat Delay
 - Repeat Rate
 - Student should use word prediction software when using an alternative keyboard to increase production rate.
- Student requires an on screen keyboard, specify: _____
 - When using an on screen keyboard, the student requires the following features:
 - text to speech feedback of letters, words, and/or sentences
 - removal of keys that might not follow the letter typed (SmartKeys)
 - word completion
 - word prediction
- Student should use software to improve keyboarding skills to
 - increase speed
 - improve key location knowledge
 - other, specify: _____

Standard Mouse:

- Student should use standard computer mouse without adaptations.
- Student should use the standard computer mouse but requires the following adaptations:
 - Mouse adaptations
 - mouse button labels
 - mouse guard
 - disable right button
 - limited mouse space
 - Mouse accessibility options
 - decrease double click speed
 - decrease pointer speed
 - add pointer trails
 - single click for double click
 - dwell click
 - click lock

Alternate Mouse:

- Student requires an alternate mouse:
 - Touch screen, specify: _____
 - Trackball, specify: _____
 - Joystick, specify: _____
 - Trackpad, specify: _____
 - Other, specify: _____
 - When using the above mouse alternative, the student requires the following mouse accessibility options:
 - decrease double click speed
 - decrease pointer speed
 - add pointer trails
 - single click for double click
 - dwell click
 - click lock
 - When using the above mouse alternative, the student requires a switch for a single click. Specify switch: _____

Switch Access:

- Student requires the following type of switch input to operate the computer.
 - Remote
 - Scanning
 - Morse Code

The following hardware is required:

- switch interface, specify: _____
- switch type, specify: _____
- switch placement, specify: _____
- switch mounting, specify: _____
- software compatible with switch use
 - on screen keyboard (specified in alternative keyboard section)
 - commercially available switch accessible software
 - cause and effect software, specify: _____
- instructional software, specify: _____
- adaptive software used to make commercially available software switch accessible (to create hotspots for scanning), specify: _____

- Student requires scanning to operate the computer. The following scan components are required:

Scan mode:

- visual scanning
- auditory scanning

Scan method:

- automatic (activate to start, activate to stop)
- directed/step (switch activation required to advance to next location)
- inverse

Scan pattern:

- linear
- row/column scanning
- column/row scanning
- quadrant scanning
- other, specify: _____

