

Vision Aids Evaluation

Student Name: _____
 School System: _____ Date: _____

During this evaluation, informal measures were used to evaluate the student's ability to access print, produce written materials, access the computer and use various assistive technologies. Some of the information requested may have been obtained from the Learning Media Assessment, Clinical Low Vision Evaluation or Functional Low Vision Evaluation.
(Whenever a "r" appears between items, all items that apply should be circled)

Accessing Print

| Regular Print |
|--|
| When accessing printed information, the student was able to read regular print materials... <input type="checkbox"/> without adaptations at a distance of _____ inches <input type="checkbox"/> with adaptations at a distance of _____ inches using... <input type="checkbox"/> prescribed glasses/contacts. <input type="checkbox"/> materials enlarged on a photocopying machine to a _____ point font size. |
| The student experienced visual/physical fatigue after reading... <input type="checkbox"/> without adaptations for _____ minutes. <input type="checkbox"/> with adaptations for _____ minutes. |
| Large Print |
| When accessing large print materials, the student was able to read... <input type="checkbox"/> 12 point print at approximately... _____ inches without using a prescribed optical aid. _____ inches with a prescribed optical aid. <input type="checkbox"/> 14 point print at approximately... _____ inches without using a prescribed optical aid. _____ inches with a prescribed optical aid. <input type="checkbox"/> 18 point print at approximately... _____ inches without using a prescribed optical aid. _____ inches with a prescribed optical aid. <input type="checkbox"/> 24 point print at approximately... _____ inches without using a prescribed optical aid. _____ inches with a prescribed optical aid. <input type="checkbox"/> 30 point print at approximately... _____ inches without using a prescribed optical aid. _____ inches with a prescribed optical aid. <input type="checkbox"/> 36 point print at approximately... _____ inches without using a prescribed optical aid. _____ inches with a prescribed optical aid. <input type="checkbox"/> _____ point print at approximately... _____ inches without using a prescribed optical aid. _____ inches with a prescribed optical aid. |
| The prescribed optical aid used by the student was... <input type="checkbox"/> none <input type="checkbox"/> glasses/contacts <input type="checkbox"/> magnifier (describe) _____ |
| The student's preferred font family was... <input type="checkbox"/> APHont <input type="checkbox"/> Arial <input type="checkbox"/> Tahoma <input type="checkbox"/> Times New Roman <input type="checkbox"/> Verdana |
| The student's preferred point size when not using a prescribed optical aid was... <input type="checkbox"/> 12 <input type="checkbox"/> 14 <input type="checkbox"/> 18 <input type="checkbox"/> 18 <input type="checkbox"/> 24 <input type="checkbox"/> 30 <input type="checkbox"/> 36 <input type="checkbox"/> _____ |

Video Magnifier

When viewing a video magnifier at a normal distance of 13 – 16 inches, the student was able to accurately identify...

- line drawings as small as _____ inch(es) and
 - text as small as _____ inch(es)
- on a _____ inch monitor.

When viewing text using a CCTV, the student preferred...

- black text on a white background. white text on a black background.
- a custom color combination of _____ text _____ background.

When using a CCTV, the student was able to...

- adjust the size of the image.
- focus image.
- smoothly navigate using the XY table with adjustments made by the examiner.
- independently adjust the XY table brake and stops.
- write name and a short sentence using regular line paper.
- write name and a short sentence using bold line paper.
- move from line to line while reading at _____ words per minute.

When reading using a CCTV, the student preferred an...

- In-line monitor. Off-line monitor.

When writing using a CCTV, the student preferred an...

- In-line monitor. Off-line monitor.

Notes: _____

Non-optical devices

When accessing printed materials, the student... preferred...

- incandescent fluorescent window lighting.
- less lighting more lighting than is currently available.
- materials on a copy stand materials on the desk.
- using _____ colored overlays.

expressed having problems with glare from the...

- incandescent fluorescent window lighting.

Notes: _____

Braille and Tactile

When accessing materials tactually, the student was able to...

- identify simple tactile graphics.
- read braille at a rate of _____ words per minute.
- read braille on a refreshable braille display at a rate of _____ words per minute.

Notes: _____

Auditory

When accessing printed information from a recording, the student was able to...

- answer simple questions and relate details from a recording.
- paraphrase information presented from a recording.
- write/type/braille a sentence presented from a recording with no more than two repetitions.
- insert and remove tape/disc from a cassette/digital playback device.
- activate play/pause/stop/fast forward/rewind/chapter navigation/ page navigation/bookmark functions.
- understand fast speech.

Notes: _____

Reading Rates

This is an optional section to be completed when there is a need to determine the positive or negative effects of using certain adaptations or assistive technology for reading. If testing silent reading, please check the student's comprehension.

When reading printed information, the student was able to read...

- _____ wpm orally/silently materials provided in a 12 point font size.
- _____ wpm orally/silently _____ point font size which is the optimal size for this student to read materials at a distance of 10-13 inches.
- _____ wpm orally/silently when using a CCTV.
- _____ wpm orally/silently when using a portable electronic magnifier.
- _____ wpm orally/silently when using a prescribed magnifier.
- _____ wpm orally/silently when provided with materials in braille.
- _____ wpm when provided with recorded materials.

Notes: _____

Distance

When accessing materials from the board or overhead, the ...

- student able to read information **without** the use of an optical aid at a distance of _____ feet.
- student able to read information **with** the use of a(n) _____ optical aid at a distance of _____ feet.
- materials were provided to the student from a teacher copy/peer copy/peer reader.

Notes: _____

Other

The student was able to....

- use a **regular** calculator and
 - accurately manipulate keys.
 - perform basic functions without instruction.
- use a **large print** calculator and
 - see _____ inch numerals on the display.
 - accurately manipulate keys.
 - perform basic functions without instruction.
- use a **talking** calculator and
 - understand synthesized speech.
 - accurately manipulate keys.
 - perform basic functions without instruction.
- use a **talking** dictionary and
 - understand synthesized speech.
 - accurately manipulate keys.
 - perform basic functions without instruction.

other: _____
 other: _____
Notes: _____

Writing

Handwriting

When using standard writing tools, the student was able to...

- write cursive legibly with/without difficulty and with/without normal spacing at a rate of _____ wpm dictation/ _____ copying sample.
- write cursive legibly with/without difficulty and with/without normal spacing at a rate of _____ wpm dictation/ _____ copying sample.
- read own handwriting.
- sign own name.

Notes: _____

The student needed the following adaptations when writing...

- signature guide.
- screen board.
- raised line paper.
- bold line paper.
- felt tip pen.
- white board with erasable markers.

Notes: _____

Braille Writing

When using a braille writing device, the student was able to...

- use a manual braille writer to emboss characters/words/sentences.
- use a slate and stylus to emboss characters/words/sentences.
- use a(n) _____ electronic device to enter characters/words/sentences.
- other: _____

Notes: _____

Computer Access – Output

Visual

When accessing information on a standard computer, the student was able to...

- read menu items and system text on a _____ inch monitor at a distance of _____ inches.
- read _____ pt. Times New Roman, _____ pt. Arial, _____ Verdana, _____ APFont, on a _____ inch LCD/CRT monitor at a distance of 13-16 inches.
- read the standard word processor font at a distance of 13-16 inches using a _____ inch LCD/CRT monitor.
- read menu items/icons using standard Window's display enhancements...
 - inverted/black on white/white on black color scheme.
 - standard/large/extra large icons and system fonts.

Notes: _____

When accessing the computer using _____ screen enlargement software, the student...

- was able to read the standard word processor font using _____ X magnification at a distance of 13-16 inches.
- expressed a polarity preference of inverted/black on white/white on black.
- was able to locate and activate menu items/icons using a mouse **without** enhancements.
- was able to locate and activate menu items/icons using _____ mouse enhancements.

- was able to maintain orientation when navigating around magnified screen.
- Computer Access – Output (Visual – screen enlargement) cont.**
- was able to navigate the screen using shortcut keys with instruction.
 - was able to change basic screen magnification settings using shortcut keys with instruction.
 - expressed a preference for _____ window viewing mode.

other: _____
Notes: _____

Auditory

When accessing the computer using _____ screen reading program the student was able to...

- understand synthesized speech.
- navigate the screen using shortcut keys with instruction.
- change basic screen reading settings using shortcut keys with instruction.
- other: _____

Notes: _____

Tactile

When accessing the computer using _____ refreshable braille display, the student was able to...

- read braille text on the refreshable display.
- navigate the text using the keys on the braille display with instruction.

Notes: _____

Computer Access – Input

Keyboard

When using a **standard** computer keyboard, the student was able to...

- locate and identify alphanumeric keys using vision/touch.
- locate and identify function keys using vision/touch.
- locate and identify navigation keys using vision/touch.
- activate two keys simultaneously.
- activate keys without excessive miss-hits/key repeats.
- use good posture/wrist position.
- touch type at a rate of _____ wpm using _____ fingers of _____ hand(s).

Notes: _____

The student needed the following utilities when accessing the computer keyboard...

- sticky keys
- toggle keys
- repeat keys
- slow keys
- mouse keys
- other: _____

Notes: _____

The student needed the following adaptations when accessing the computer keyboard...

- zoom caps
 - key latch
 - moisture guard
 - key guard
 - wrist/arm support
- The assistance of an Occupational or Physical Therapist may be necessary when completing this section. If the student has no functional keyboard access to the computer then a full computer access evaluation may be required.*

Recommendations for Assistive Technology

Accessing Printed Materials

Students with visual impairments will typically use a variety of strategies to access printed information depending on the task and the environment. Please list these in the space provided.

The student will benefit from using...

- regular print materials for _____
- regular print materials with glasses/contacts/magnifier/stand magnifier for _____
- materials enlarged on the copier for _____
- materials printed in _____ pt. _____ font for _____
- large print books for _____
- a CCTV for _____
- braille materials for _____
- auditory playback device for _____
- computer based auditory reading for _____
- large print dictionary for _____
- computer based dictionary for _____
- talking dictionary for _____
- tactile graphics other than those in textbooks for _____
- other: _____
- other: _____

Producing Written Materials

Students with visual impairments will typically use a variety of strategies to produce written materials depending on the task and the environment. Please list these in the space provided.

The student will benefit from using...

- regular paper and pencil for _____
- felt tip pen/bold line/raised line paper for _____
- white board with erasable markers for _____
- regular paper and pencil for _____
- a computer with word processing software for _____
- a manual braille writer for _____
- a slate and stylus for _____

Recommendations – Written Materials cont.

- a recording device for _____
- other _____
- other _____

Math Aids

The student will benefit from using...

- an abacus for _____
- a basic/scientific/graphing large display calculator for _____
- a basic/scientific/graphing talking calculator for _____
- a basic/scientific/graphing computer based calculator for _____
- other: _____
- other: _____

Computer Access Input

The student will benefit from...

- using a standard keyboard.
- developing/improving keyboard skills
- developing/improving the use of keyboard shortcuts
- using a standard keyboard with modifications.
- using an alternative keyboard.
- using a standard pointing device.
- using an alternative pointing device.
- using a copy holder.
- other: _____
- other: _____

Computer Access Output

The student will benefit from...

- using a standard computer monitor.
- using a 17"/19"/21" LCD/CRT computer monitor.
- monitor display settings of _____
- screen magnification software with the following set as the default _____
- screen reading software with the following set as the default _____
- an electronic braille display
- other: _____
- other: _____

Additional Computer Requirements

The student will require a computer with the following **minimum** hardware specifications....

- Hardware on the currently available computer system meets the student's needs.
- Standard full-size keyboard.
- Monitor as specified in Computer Output section above.
- _____ MB RAM
- _____ GB Hard drive
- floppy disk drive
- cd/cd recorder/dvd/dvd recorder
- modem/network/wireless network card
- _____ MB video card
- sound card/speakers/headphone
- scanner _____
- printer _____
- other: _____

The student will require the following **minimum** software (other than assistive technology)...

- Software on the currently available computer system meets the student's needs.
- Windows 98/NT/2000/XP home/XP professional operating system.
- MSWord/WordPad/FS Edit/HJ Pad word processor _____
- Internet Explore
- Outlook/Outlook Express
- Excel/Access/PowerPoint/Front Page _____
- other: _____

Materials Production

The student will require enlarged/braille/tactile materials produced using...

- Currently available materials production capabilities meet the student's needs.
- Computer system dedicated to materials production _____
- a scanner _____
- OCR software _____
- braille translation software _____
- braille embosser _____
- printer _____
- tactile graphics production equipment _____
- tactile graphics production software _____
- other: _____

Recommendation Notes

Notes: _____

