# Vision Aids Evaluation

Student Name: ____________________________ Date: ____________________________

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 “)” 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…

- [ ] without adaptations at a distance of _______ inches
- [ ] with adaptations at a distance of _______ inches using…
  - [ ] prescribed glasses/contacts.
  - [ ] materials enlarged on a photocopying machine to a _______ point font size.

The student experienced visual/physical fatigue after reading…

- [ ] without adaptations for _______ minutes.
- [ ] with adaptations for _______ minutes.

## Large Print

When accessing large print materials, the student was able to read…

- [ ] 12 point print at approximately…
  - _______ inches without using a prescribed optical device.
  - _______ inches with a prescribed optical device.
- [ ] 14 point print at approximately…
  - _______ inches without using a prescribed optical device.
  - _______ inches with a prescribed optical device.
- [ ] 18 point print at approximately…
  - _______ inches without using a prescribed optical device.
  - _______ inches with a prescribed optical device.
- [ ] 24 point print at approximately…
  - _______ inches without using a prescribed optical device.
  - _______ inches with a prescribed optical device.
- [ ] 30 point print at approximately…
  - _______ inches without using a prescribed optical device.
  - _______ inches with a prescribed optical device.
- [ ] 36 point print at approximately…
  - _______ inches without using a prescribed optical device.
  - _______ inches with a prescribed optical device.

The prescribed optical device used by the student was…

- [ ] none
- [ ] glasses/contacts
- [ ] magnifier (describe)

The student’s preferred font family was…

- [ ] AP/Hoe
- [ ] Arial
- [ ] Verdana
- [ ] Other

The student’s preferred point size when not using a prescribed optical device was…

- [ ] 12
- [ ] 14
- [ ] 18
- [ ] 24
- [ ] 30
- [ ] 36
- [ ] _______
### 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 video magnifier, 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 video magnifier, 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 video magnifier, the student preferred an...

- □ In-line monitor. □ Off-line monitor.

When writing using a video magnifier, 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 video magnifier.
- _____ 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:

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## Distance

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

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

Notes:

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## 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**

<table>
<thead>
<tr>
<th>Handwriting</th>
</tr>
</thead>
<tbody>
<tr>
<td>When using standard writing tools, the student was able to…</td>
</tr>
<tr>
<td>☐ write cursive legibly with/without difficulty and with/without normal spacing at a rate of ______ wpm dictation/ _____ copying sample.</td>
</tr>
<tr>
<td>☐ ☐ write cursive legibly with/without difficulty and with/without normal spacing at a rate of ______ wpm dictation/ _____ copying sample.</td>
</tr>
<tr>
<td>☐ read own handwriting.</td>
</tr>
<tr>
<td>☐ sign own name.</td>
</tr>
</tbody>
</table>

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: ____________________________________________________________

<table>
<thead>
<tr>
<th>Braille Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>When using a braille writing device, the student was able to…</td>
</tr>
<tr>
<td>☐ use a manual braille writer to emboss characters/words/sentences.</td>
</tr>
<tr>
<td>☐ use a slate and stylus to emboss characters/words/sentences.</td>
</tr>
<tr>
<td>☐ use a(n) ___________________ electronic device to enter characters/words/sentences.</td>
</tr>
<tr>
<td>☐ other: ____________________________________________________________</td>
</tr>
</tbody>
</table>

Notes: ____________________________________________________________

<table>
<thead>
<tr>
<th>Computer Access – Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
</tr>
<tr>
<td>When accessing information on a standard computer, the student was able to…</td>
</tr>
<tr>
<td>☐ read menu items and system text on a _____ inch monitor at a distance of _____ inches.</td>
</tr>
<tr>
<td>☐ read _____ pt. Times New Roman, _____ pt. Arial, _____ Verdana, _____ APHont, on a _____ inch LCD/CRT monitor at a distance of 13-16 inches.</td>
</tr>
<tr>
<td>☐ read the standard word processor font at a distance of 13-16 inches using a _____ inch LCD/CRT monitor.</td>
</tr>
<tr>
<td>☐ read menu items/icons using standard Windows’ display enhancements…</td>
</tr>
<tr>
<td>☐ inverted/black on white/white on black color scheme.</td>
</tr>
<tr>
<td>☐ standard/large(extra large icons and system fonts.</td>
</tr>
</tbody>
</table>

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.
### Computer Access – Input (keyboard) cont.

- [ ] pointer
- [ ] head pointer
- [ ] mouth stick
- [ ] other: ________________________________
- [ ] other: ________________________________

**Notes:** ____________________________________________

### Pointing Device

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

- [ ] quickly navigate the desktop.
- [ ] maintain mouse position when clicking/double-clicking.
- [ ] maintain eye contact with the screen while navigating the desktop.
- [ ] access pull-down menus.

**Notes:** ____________________________________________

The student was able to perform the following using **keyboard shortcuts** instead of a mouse...

- [ ] navigate desktop using a standard/laptop keyboard.
- [ ] navigate a word processor document using a standard/laptop keyboard.
- [ ] perform basic file operations using a standard/laptop keyboard.
- [ ] explore basic menu items using a standard/laptop keyboard.
- [ ] navigate basic web pages using a standard/laptop keyboard.
- [ ] edit a word processor document using a standard/laptop keyboard.
- [ ] use spell check using a standard/laptop keyboard.
- [ ] fill in forms using a standard/laptop keyboard.
- [ ] locate files for saving and opening using a standard/laptop keyboard.
- [ ] format documents using a standard/laptop keyboard.

**Notes:** ____________________________________________

### Additional Evaluation Information

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## 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

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Georgia Project for Assistive Technology [www.gpat.org](http://www.gpat.org) and Georgia Instructional Materials Center [www.girc.org](http://www.girc.org)

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### 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: ________________________________________________________________

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______________________________________________________________
### Specific Assistive Technology Services

<table>
<thead>
<tr>
<th>What Device or Service is needed? For devices - list required features and/or names of representative products</th>
<th>For Use in What Environments?</th>
<th>When will this be needed? “now” or a grade</th>
<th>Is Training Required? List names</th>
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__________________________________________  __________________________  __________________________
Evaluation Completed by                      Position                           Date

__________________________________________  __________________________  __________________________
Evaluation Completed by                      Position                           Date