

Matching Assistive Technology Features to **Low Vision Needs**



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Introduction

For students who have low vision, various interventions have the potential to maximize the use of functional vision which varies from student to student. Specifically, these strategies can maximize clarity, optimize the field of view, maximize color and contrast, optimize lighting, minimize glare, and enhance visual efficiency, visual comfort, and visual confidence. Consider the following general process to match students with appropriate low vision interventions within a functional setting:

1. Conduct a Functional Vision Assessment (FVA) with the student who has low vision to identify areas of visual need for task performance;
2. Identify features of low vision interventions that may help to meet these needs;
3. Have the student trial low vision interventions;
4. Gather data on student task performance with the low vision interventions; and
5. Compare the task performance before and after intervention prior to making intervention recommendations and/or referrals.

Instructions for Matching Assistive Technology Features to Low Vision Needs

This is a guide to assist with decision making when selecting Low Vision Assistive Technology strategies with students who have low vision. It consists of the following forms:

1. Student Profile
2. Task Performance
3. Features Impacting Performance
4. Recommendations

Student Profile

1. Complete the basic background information, including the student’s name, date, and reason(s) why Low Vision Assistive Technology (LVAT) is being explored.
2. **Task:** Categorize which task the student would like to enhance visually in the following four areas.

Task Type	Distance	Duration	Examples
Extended near/intermediate	Within arm’s reach	More than several minutes at a time	Reading a novel, completing a test online, painting a picture
Short-term near/intermediate	Within arm’s reach	A minute or less	Reading a label, writing one’s name
Extended distance	Beyond arm’s reach	More than several minutes at a time	Watching a movie, watching a play
Short-term distance	Beyond arm’s reach	A minute or less	Reading a street sign, previewing an environment

- **Description of Task:** Describe the requirements of the task and how the student currently performs the task using vision.
- **Issues Surrounding Task:** Discuss with the student the issues surrounding task performance. It is important to gather input from the student about their perceptions of the task and the associated visual challenges. Indicate possible reasons why the task should be enhanced visually.

3. Settings

- **Task Setting(s):** Describe the setting(s) in which the student will be expected to perform the task, along with a brief description of the lighting conditions.
- **Trial Setting(s):** Describe the setting(s) in which the student will trial LVAT while performing the tasks, if different from the Task Setting(s), and describe the lighting conditions.

4. Visual Needs

Discuss with your student which visual needs are implicated by the Current Strategy (described below) and indicate and/or describe the visual needs here.

5. LVAT Strategies to Explore

Brainstorm and indicate what you would like to trial. Tips:

- Before trying various LVAT Strategies, determine the date of the student’s most recent clinical low vision examination (ideally within the past year), and confirm that the student is wearing the proper prescriptive lenses for performing the task.
- In many cases, but not all, handheld devices are best suited for short-term tasks as opposed to extended tasks.

Task Performance

This form is to be completed **each** time a new LVAT strategy for a near/intermediate task is tried.

1. Current Strategy

This refers to the Strategies the student is currently using to perform the task.

- Complete the “Using Current Strategy” column with the data that you have gathered while observing the student perform the task **before** introducing new LVAT Strategies. Refer to the “Visual Needs” column for suggestions on what to observe.
- Add plus signs (+) to indicate positive impact on task performance and minus signs (-) to indicate negative impact on task performance.
- If no data exist for a particular item, either gather this data if you feel it would be appropriate, or indicate N/A.
- To save time, it is recommended that you report all Current Strategy baseline data and save the file **first** before copying it. That way, you do not need to re-enter the Current Strategy data each time you work with a new LVAT Strategy.

2. LVAT Strategies

Once the file has been copied, you are ready to begin exploring LVAT Strategies.

- Indicate one primary LVAT Strategy at the top of each page.
- Complete the “Using LVAT Strategy” column with the data that you have gathered while observing the student perform the near/intermediate task while using the respective LVAT Strategy. Again, if no data exist for a particular item, either gather this data if you feel it would be appropriate, or indicate N/A.
- If you happen to incorporate multiple LVAT Strategies, indicate the secondary, tertiary, etc. strategies within this column.

When completed, you can quickly compare baseline task performance with the performance used with the LVAT Strategy. This will help you determine which features affected task performance.

Features Impacting Performance

Review your Task Performance sheets and determine which features and/or LVAT Strategies had the best impact on task performance. Most features listed are visual in nature, but you may indicate others. Features are grouped according to Visual Needs and categorized by the type of LVAT Strategy that you may have tried. There are four:

- Non-optical devices
- Prescribed optical devices
- Video magnifiers
- Tablets and Mobile devices

Complete only one of the respective Features Affecting Performance forms for each device category.

Recommendations

Review the Features Affecting Performance data and, provided that your data reveal that features were helpful to support an LVAT recommendation, recommend one or more LVAT Strategies, accessories and/or further exploration or training. Make sure that the LVAT Strategy you are recommending comes with the features that were helpful to the student.

Finally, provide a narrative Justification of your recommendations.

Student Profile

Student Name: _____

Date: _____

Reason(s) for LVAT Feature Matching: _____

Task Type	Description of Task	Issues Surrounding Task Performance
<input type="checkbox"/> Extended near/int. <input type="checkbox"/> Extended distance <input type="checkbox"/> Short-term near/int. <input type="checkbox"/> Short-term distance		

Setting Type	Description of Task Setting(s)	Description of Trial Setting(s)
<input type="checkbox"/> Home <input type="checkbox"/> School <input type="checkbox"/> Work <input type="checkbox"/> Community <input type="checkbox"/> Other <div data-bbox="154 1633 438 1927" style="border: 1px solid black; height: 140px; width: 175px; margin-top: 10px;"></div>		

Student Profile (continued)

Visual Needs to be Addressed

Clarity & Field of View:

Visual Efficiency:

Lighting & Glare Control:

Color & Contrast:

Comfort & Confidence:

LVAT Strategies

Non-optical devices:

Prescribed optical devices:

Video magnifiers:

Desktop video magnifiers:

Handheld video magnifiers:

Transportable video magnifiers:

Digital magnifiers:

Tablets & mobile devices:

Other:

Annotated Student Profile

Student Name: Nick O.

Date: 9/15/21

Reason(s) for LVAT Feature Matching Increased amount of note-taking in class

Task Type	Description of Task	Issues Surrounding Task Performance
<input type="checkbox"/> Extended near/int. <input type="checkbox"/> Extended distance <input checked="" type="checkbox"/> Short-term near/int. <input checked="" type="checkbox"/> Short-term distance	Nick would like to view the whiteboard from his desk and copy notes from the whiteboard onto his notebook paper without assistance.	Tasks are not fully supported by his distance from the board, distance from his paper, and insufficient task lighting at his desk.

Setting Type	Description of Task Setting(s)	Description of Trial Setting(s)
<input type="checkbox"/> Home <input checked="" type="checkbox"/> School <input type="checkbox"/> Work <input type="checkbox"/> Community <input type="checkbox"/> Other <div style="border: 1px solid black; height: 100px; width: 150px; margin-top: 10px;"></div>	Fifth-grade classroom with rows of desks, whiteboard mounted at the front of the room, overhead fluorescent lighting, and natural light.	Fifth-grade classroom with rows of desks, whiteboard mounted at the front of the room, overhead fluorescent lighting, and natural light.

Annotated Student Profile (continued)

Visual Needs to be Addressed

Clarity & Field of View:

Explore relative size and relative distance magnification

Visual Efficiency

Localization, visual tracing, and visual tracking for distance tasks; shifting gaze:

Lighting & Glare Control:

Task lighting at desk

Color & Contrast:

Handwriting with whiteboard markers against whiteboard and pencil handwriting against paper

Comfort & Confidence:

Independence

LVAT Strategies

Non-optical devices:

Writing utensils, colored paper, task lamps, wearable filters

Prescribed optical devices:

Handheld telescope, stand magnifier

Video magnifiers:

Desktop video magnifiers:

Handheld video magnifiers:

Transportable video magnifiers:

Distance and near camera devices (VisioBook, MATT Connect, Magnilink, Reveal 16i)

Digital magnifiers:

Tablets & mobile devices:

iPad and external camera

Other:

Task Performance

LVAT Strategy: _____

Visual Needs	Using Current Strategy	Using LVAT Strategy
<p>Clarity & Field of View</p> <ul style="list-style-type: none"> Rx Focal distance Working distance Font size Enlargement Ratio Other <input data-bbox="134 743 433 850" type="text"/>		
<p>Visual Efficiency</p> <ul style="list-style-type: none"> Alignment with target Localization of a stationary target Tracing lines Tracking across lines Tracking moving objects Scanning Eccentric viewing Shifting gaze Body positioning Other <input data-bbox="134 1371 433 1478" type="text"/>		
<p>Lighting & Glare Control</p> <ul style="list-style-type: none"> Location of light Source of glare Body positioning Eye shielding, squinting Other <input data-bbox="134 1833 433 1940" type="text"/>		

Task Performance (continued)

Visual Needs	Using Current Strategy	Using LVAT Strategy
<p>Color & Contrast</p> <ul style="list-style-type: none"> Foreground color Background color Page quality Line/stroke quality Other <div style="border: 1px solid black; height: 40px; width: 100%;"></div>		
<p>Comfort & Confidence</p> <ul style="list-style-type: none"> Posture/ergonomics Orientation to material Manipulation of device Accuracy: <ul style="list-style-type: none"> WPM WCPM Comprehension Writing: <ul style="list-style-type: none"> Placement on line Letter/word spacing/sizing Affect Behaviors Independence Other <div style="border: 1px solid black; height: 40px; width: 100%;"></div>		

Comments:

- + = positively enhanced performance
- = negatively influenced performance

Annotated Task Performance

LVAT Strategy: VisioBook

Visual Needs	Using Current Strategy	Using LVAT Strategy
<p>Clarity & Field of View</p> <p>Rx Focal distance Working distance Font size Enlargement Ratio Other</p> <div data-bbox="131 737 431 842" style="border: 1px solid black; height: 50px; width: 100%;"></div>	<p>Rx -1.00 – 0.50 x 180 OU</p> <p>Board: distance=within 15 ft, teacher’s handwriting ~ 4” tall</p> <p>Paper: distance=6”, handwriting ~ 1” tall</p>	<p>Rx -1.00 – 0.50 x 180 OU</p> <p>+ Board: distance=15-30 ft from the board and about 16” from monitor; teacher’s handwriting ~ 4” tall actual size, projected size ~ 1” tall on monitor</p> <p>+ Paper: distance=16” from monitor; handwriting ~ 0.50” tall actual size on paper, 1” projected size on monitor</p> <p>+ Appreciated magnified stroke of pencil markings.</p>
<p>Visual Efficiency</p> <p>Alignment with target Localization of a stationary target Tracing lines Tracking across lines Tracking moving objects Scanning Eccentric viewing Shifting gaze Body positioning Other</p> <div data-bbox="131 1360 431 1465" style="border: 1px solid black; height: 50px; width: 100%;"></div>	<p>+ From his desk, Nick visually localized teacher, tracked teacher’s movements and was visually aware of where teacher is writing on the board.</p> <p>- Demonstrated difficulty shifting gaze.</p>	<p>From his desk, Nick visually localized teacher, tracked teacher’s movements and was visually aware of where teacher is writing on the board.</p> <p>+ Shifted gaze from whiteboard to paper and back with quicker speed and less body movement.</p> <p>- Demonstrated difficulty localizing his hand and pencil tip beneath the camera for writing.</p>
<p>Lighting & Glare Control</p> <p>Location of light Source of glare Body positioning Eye shielding, squinting Other</p> <div data-bbox="131 1818 431 1923" style="border: 1px solid black; height: 50px; width: 100%;"></div>	<p>+ Overhead fluorescents on ceiling, and natural light coming in from a window at the back of the classroom (located behind Nick’s desk).</p> <p>+ No glare reported.</p> <p>- When getting within 6” of his paper, he created shadows that resulted in task lighting issues.</p>	<p>+ Appreciated internal light source from VisioBook and no glare reported but occasionally changed the monitor brightness as needed.</p> <p>+ Preferred having the light on.</p>

Annotated Task Performance (continued)

Visual Needs	Using Current Strategy	Using LVAT Strategy
<p>Color & Contrast</p> <p>Foreground color Background color Page quality Line/stroke quality Other</p> <div data-bbox="136 573 435 678" style="border: 1px solid black; height: 50px; width: 184px;"></div>	<p>+ Nick was more aware of black ink on the whiteboard as opposed to blue and green.</p> <p>- Nick squinted to view his handwriting in pencil.</p>	<p>+ Nick visually identified all colors of dry erase marker (black, blue and green).</p> <p>+ Appreciated contrast enhancement for viewing pencil writing on paper.</p>
<p>Comfort & Confidence</p> <p>Posture/ergonomics Orientation to material Manipulation of device Accuracy: WPM WCPM Comprehension Writing: Placement on line Letter/word spacing/sizing Affect Behaviors Independence Other</p> <div data-bbox="136 1394 435 1499" style="border: 1px solid black; height: 50px; width: 184px;"></div>	<p>- Nick craned his neck and hunched forward.</p> <p>- Did not prefer moving his desk right in front of the board.</p> <p>- Required assistance from a classroom aide to read to him what is being written on the board.</p>	<p>+ Nick was comfortable manipulating the controls and camera of the VisioBook.</p> <p>+ Felt that it wasn't too heavy of a device to carry from one class to another.</p> <p>+ Maintained an upright posture and was more comfortable shifting gaze.</p> <p>+ He asked how long he could keep the device.</p>

Comments:

Electrical outlets are not located near his desk; prefers VisioBook over optical devices

- + = positively enhanced performance
- = negatively influenced performance

Non-Optical Devices: Features Impacting Performance (+/-)

Clarity & Field of View	Visual Efficiency	Lighting & Glare Control	Color & Contrast	Comfort & Confidence
<input type="checkbox"/> Typoscope: _____ <input type="checkbox"/> Underline: _____ <input type="checkbox"/> Writing utensil: _____ <input type="checkbox"/> Line/stroke width: _____ <input type="checkbox"/> Pen/marker color: _____ <input type="checkbox"/> Large print font size: _____ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Slant board <input type="checkbox"/> Clipboard <input type="checkbox"/> Occluder <input type="checkbox"/> Typoscope <input type="checkbox"/> Underline <input type="checkbox"/> Other: _____	<input type="checkbox"/> Task lighting: _____ <input type="checkbox"/> Ambient lighting: _____ <input type="checkbox"/> Lighting fixture: _____ <input type="checkbox"/> Positioning/location of light <input type="checkbox"/> Outdoor sun lens: <input type="checkbox"/> % <input type="checkbox"/> Color <input type="checkbox"/> Frame <input type="checkbox"/> Polarized <input type="checkbox"/> Photochromic <input type="checkbox"/> Indoor sun lens: <input type="checkbox"/> % <input type="checkbox"/> Color <input type="checkbox"/> Frame <input type="checkbox"/> Polarized <input type="checkbox"/> Photochromic <input type="checkbox"/> Acetate filter color: _____ <input type="checkbox"/> Hat/visor <input type="checkbox"/> Blinds/curtains <input type="checkbox"/> Other: _____	<input type="checkbox"/> Sun lens <input type="checkbox"/> %: <input type="checkbox"/> Color: <input type="checkbox"/> Acetate filter color: _____ <input type="checkbox"/> Paper color: _____ <input type="checkbox"/> Writing utensil: <input type="checkbox"/> Line/stroke width: _____ <input type="checkbox"/> Pen/marker color: _____ <input type="checkbox"/> Typoscope/underline: _____ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Audio features: _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> Tactile features: _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> Plexiglas: _____ <input type="checkbox"/> Other: _____

Comments:

Prescribed Devices: Features Impacting Performance (+/-)

Clarity & Field of View	Visual Efficiency	Lighting & Glare Control	Color & Contrast	Comfort & Confidence
<input type="checkbox"/> Corrective lenses/Rx <input type="checkbox"/> Near/Intermediate: _____ <input type="checkbox"/> Distance: _____ <input type="checkbox"/> Right eye/OD: _____ <input type="checkbox"/> Left eye/OS: _____ <input type="checkbox"/> Add: _____ <input type="checkbox"/> Prism: _____ <input type="checkbox"/> Near/Intermediate optical device: _____ <input type="checkbox"/> Power (D): _____ <input type="checkbox"/> Right eye/OD _____ <input type="checkbox"/> Left eye/OS _____ <input type="checkbox"/> Both eyes/OU _____ <input type="checkbox"/> Distance optical device: _____ <input type="checkbox"/> Magnification (x): _____ <input type="checkbox"/> Field of view: _____ <input type="checkbox"/> Right eye/OD _____ <input type="checkbox"/> Left eye/OS _____ <input type="checkbox"/> Both eyes/OU _____ <input type="checkbox"/> Short focus _____ <input type="checkbox"/> Fixed focus _____ <input type="checkbox"/> Distance from material: _____ <input type="checkbox"/> Focal distance (cm/in): _____ <input type="checkbox"/> Working distance (cm/in/ft): _____ <input type="checkbox"/> Focus mechanism: _____ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Spectacle-mounted <input type="checkbox"/> Center-mount <input type="checkbox"/> Superior-mount <input type="checkbox"/> Carrier lens <input type="checkbox"/> Clip-on <input type="checkbox"/> Tilting lens <input type="checkbox"/> Other: _____	<input type="checkbox"/> Built-in LED light <input type="checkbox"/> LED filter cap color <input type="checkbox"/> Other: _____	<input type="checkbox"/> Rx tint <input type="checkbox"/> % <input type="checkbox"/> Color: _____ <input type="checkbox"/> Transitions <input type="checkbox"/> AR coating <input type="checkbox"/> Other: _____	<input type="checkbox"/> Manipulation of device: _____ <input type="checkbox"/> Handheld <input type="checkbox"/> Stand <input type="checkbox"/> Dome <input type="checkbox"/> Bar <input type="checkbox"/> Spectacle-mounted <input type="checkbox"/> Focus Mechanism: _____ <input type="checkbox"/> Barrel focus <input type="checkbox"/> Slide focus <input type="checkbox"/> Wheel focus <input type="checkbox"/> Other: _____

Comments:

Video Magnifiers: Features Impacting Performance (+/-)

Clarity & Field of View	Visual Efficiency	Lighting & Glare Control	Color & Contrast	Comfort & Confidence
<input type="checkbox"/> Enlargement ratio <input type="checkbox"/> Projected (cm/in): _____ <input type="checkbox"/> Actual (cm/in): _____ <input type="checkbox"/> Working distance (cm/in) <input type="checkbox"/> Type of magnification <input type="checkbox"/> Near <input type="checkbox"/> Distance <input type="checkbox"/> Self-viewing <input type="checkbox"/> Monitor size (in) <input type="checkbox"/> Camera positioning <input type="checkbox"/> Fixed <input type="checkbox"/> Repositionable <input type="checkbox"/> Built-in <input type="checkbox"/> Detached <input type="checkbox"/> Focus <input type="checkbox"/> Autofocus <input type="checkbox"/> Focus lock <input type="checkbox"/> Other: _____	<input type="checkbox"/> X-Y table <input type="checkbox"/> Lock <input type="checkbox"/> Adjustable tension <input type="checkbox"/> Placeholders <input type="checkbox"/> Margin stops <input type="checkbox"/> Mini X-Y table <input type="checkbox"/> Platen table <input type="checkbox"/> Presentation/display <input type="checkbox"/> Full page <input type="checkbox"/> Columnar text <input type="checkbox"/> Highlighted words <input type="checkbox"/> Scrolling text <input type="checkbox"/> Rapid serial visual presentation <input type="checkbox"/> Split-screen <input type="checkbox"/> Image freeze <input type="checkbox"/> Location marker <input type="checkbox"/> Find feature <input type="checkbox"/> Shadow masking <input type="checkbox"/> Underline <input type="checkbox"/> Other: _____	<input type="checkbox"/> Built-in light <input type="checkbox"/> On <input type="checkbox"/> Off <input type="checkbox"/> Brightness control <input type="checkbox"/> Adjustable <input type="checkbox"/> Fixed <input type="checkbox"/> Polarity <input type="checkbox"/> Positive <input type="checkbox"/> Reverse <input type="checkbox"/> Shadow masking <input type="checkbox"/> Other: _____	<input type="checkbox"/> Foreground color: _____ <input type="checkbox"/> Background color: _____ <input type="checkbox"/> Full color <input type="checkbox"/> Grayscale <input type="checkbox"/> Polarity <input type="checkbox"/> Positive <input type="checkbox"/> Reverse <input type="checkbox"/> Other: _____	<input type="checkbox"/> Monitor <input type="checkbox"/> Tilting <input type="checkbox"/> Repositionable arm <input type="checkbox"/> Location of controls <input type="checkbox"/> On monitor <input type="checkbox"/> On X-Y/Platen table <input type="checkbox"/> On camera <input type="checkbox"/> Remote/control panel <input type="checkbox"/> Tablet controls <input type="checkbox"/> Portability <input type="checkbox"/> Weight: _____ <input type="checkbox"/> Handle <input type="checkbox"/> Carrying case <input type="checkbox"/> Strap/lanyard <input type="checkbox"/> Collapsible <input type="checkbox"/> Rechargeable battery <input type="checkbox"/> Image save <input type="checkbox"/> Text-to-speech <input type="checkbox"/> Connectivity <input type="checkbox"/> USB connectivity <input type="checkbox"/> Wi-Fi connectivity <input type="checkbox"/> VGA connectivity <input type="checkbox"/> Other: _____

Comments:

Tablets and Mobile Devices: Features Impacting Performance (+/-)

Clarity & Field of View	Visual Efficiency	Lighting & Glare Control	Color & Contrast	Comfort & Confidence
<input type="checkbox"/> Working distance (cm/in): _____ <input type="checkbox"/> Zoom/magnification: _____ <input type="checkbox"/> Monitor size (in): _____ <input type="checkbox"/> Text quality <input type="checkbox"/> Default: _____ <input type="checkbox"/> Larger text: _____ <input type="checkbox"/> Smaller text: _____ <input type="checkbox"/> Focus lock <input type="checkbox"/> Other: _____	<input type="checkbox"/> Zoom <input type="checkbox"/> Follow focus <input type="checkbox"/> Smart focus <input type="checkbox"/> Smart typing <input type="checkbox"/> Show controller <input type="checkbox"/> Idle visibility (%) <input type="checkbox"/> Zoom region <input type="checkbox"/> Full screen <input type="checkbox"/> Window <input type="checkbox"/> Maximum Zoom Level: _____ <input type="checkbox"/> Minimum Zoom Level: _____ <input type="checkbox"/> Stand <input type="checkbox"/> Other: _____	<input type="checkbox"/> Flashlight (on/off): _____ <input type="checkbox"/> Brightness control (%): _____ <input type="checkbox"/> Polarity: _____ <input type="checkbox"/> Display Accommodations: <input type="checkbox"/> Auto-Brightness <input type="checkbox"/> Reduce White Point <input type="checkbox"/> Zoom filter <input type="checkbox"/> Inverted <input type="checkbox"/> Grayscale <input type="checkbox"/> Grayscale inverted <input type="checkbox"/> Low light <input type="checkbox"/> Other: _____	<input type="checkbox"/> Text quality <input type="checkbox"/> Bold text <input type="checkbox"/> Darken colors <input type="checkbox"/> Invert colors <input type="checkbox"/> Smart Invert <input type="checkbox"/> Classic Invert <input type="checkbox"/> Increase contrast <input type="checkbox"/> Reduce transparency <input type="checkbox"/> Color filters <input type="checkbox"/> White/blue <input type="checkbox"/> Yellow/blue <input type="checkbox"/> Grayscale <input type="checkbox"/> Yellow/black <input type="checkbox"/> Red/black <input type="checkbox"/> Color blindness <input type="checkbox"/> Red/green <input type="checkbox"/> Green/red <input type="checkbox"/> Blue/yellow <input type="checkbox"/> Intensity (%): _____ <input type="checkbox"/> Hue (%): _____ <input type="checkbox"/> Other: _____	<input type="checkbox"/> Operating system <input type="checkbox"/> iOS: _____ <input type="checkbox"/> Android: _____ <input type="checkbox"/> Windows: _____ <input type="checkbox"/> Camera <input type="checkbox"/> Built-in <input type="checkbox"/> Detached <input type="checkbox"/> Portability <input type="checkbox"/> Case <input type="checkbox"/> Strap/lanyard <input type="checkbox"/> Weight: _____ <input type="checkbox"/> Rechargeable battery <input type="checkbox"/> Text-to-speech: _____ <input type="checkbox"/> Connectivity <input type="checkbox"/> USB connectivity <input type="checkbox"/> Wi-Fi connectivity <input type="checkbox"/> VGA connectivity <input type="checkbox"/> Apps/software: _____ <div style="border: 1px solid black; width: 100px; height: 50px; margin: 5px 0;"></div> <input type="checkbox"/> Other: _____

Comments:

Recommendations

Non-Optical Devices:

Prescribed Optical Devices:

Video Magnifier:

Tablets and Mobile Devices:

Accessories:

Next Steps/Future Planning:

Justification:

Additional Comments:

Commonwealth of Pennsylvania

Josh Shapiro, Governor



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