Division for the Visually Impaired
Training Center Program Policies & Procedures

TABLE OF CONTENTS

To fully be prepared to begin training, the referral source should note any technology the consumer has and what tasks the consumer needs to accomplish using that technology. Additional areas of training not covered in the policy (or special circumstances) should be discussed with the trainer. There will be an initial meeting with the consumer, referral source,

Division for the Visually Impaired
Training Center Program Policies & Procedures

Division for the Visually Impaired
Training Center Program Policies & Procedures

Division for the Visually Impaired
Training Center Program Policies & Procedures

Division for the Visually Impaired
Training Center Program Policies & Procedures

Division for the Visually Impaired
Training Center Program Policies & Procedures

6

Division for the Visually Impaired

Training Center Program Policies & Procedures

Division for the Visually Impaired
Training Center Program Policies & Procedures

Division for the Visually Impaired
Training Center Program Policies & Procedures

Division for the Visually Impaired

Training Center Program Policies & Procedures

Division for the Visually Impaired
Training Center Program Policies & Procedures

<u>Scope</u>
Technology Assessments
Technology Evaluations
Equipment Demonstration
Training
Basic Equipment Installations
Basic Technical Assistance
Keyboarding Skills
Operating System Features and Functions
Screen Readers
Screen Magnification
Braille Access
Word Processing
Scanning
Embossing
Notetakers
Internet Skills and the World Wide Web
Apple Products
Post-Training Evaluations
Reports
Consultation
Testing for Accessibility

Division for the Visually Impaired

Training Center Program Policies & Procedures

The trainee and trainer will jointly design and sign a Training Agreement. The parties can agree to use the default template designed by the Division for the Visually Impaired.

If the trainee fails to call or show for <u>three training </u>appointments, the referral will be closed.

If the trainee fails to call or show for <u>two equipment demonstration</u> appointment, the referral will be closed.

Correspondence will be sent to the trainee communicating the second missed appointment with a copy to the referral source.

To fully be prepared to begin training, the referral source should note any technology the consumer has and what tasks the consumer needs to accomplish using that technology. Additional areas of training not covered in the policy (or special circumstances) should be discussed with the trainer. There will be an initial meeting with the consumer, referral source, and trainer to establish goals and expectations. The trainer will communicate any challenges to the referral source.

If neither the referral source nor the trainee communicates with the trainer within seven days, the referral will be closed.

Purpose:
Training is provided to prepare Division for the Visually Impaired consumers to effectively use assistive technology in employment, educational settings after high school or community living. Assistive technology training is provided either on- site at DVI facilities or at the consumer's home, workplace or at a facility.

Overview:
The training will incorporate the Student Environment Task and Control (SETT) framework by Joy Zabala (http://www.joyzabala.com). It will be divided into self-contained, sequential units which have estimated times for completion. Most modules take between twelve and twenty-four hours to complete, depending on the abilities of the consumer. Each unit is designed to stand alone to target the modules that are most relevant.

Technology Assessment
Prior to establishing specific training goals, a baseline assessment of the consumer's skills and knowledge is conducted.

Assessment forms are to be used to perform assessments with trainees. These forms include, but are not limited to, the forms that have been adopted from *Assistive*

Division for the Visually Impaired
Training Center Program Policies & Procedures

Technology for Students Who Are Blind or Visually Impaired – A Guide to Assessment, by Ike Presley and Frances Mary D'Andrea:
- Background Information for Assistive Technology Assessment
- Assistive Technology Considerations Checklist
- Assistive Technology Assessment Checklist for Students with Visual Impairments
- Assistive Technology Recommendations Form

The above forms are used to collect data that, in turn, is incorporated into the Assistive Technology Assessment Report and Recommendations which is completed by the Trainer/Educator II. DVI has received permission from both Ike Presley and Frances Mary D'Andrea to use these forms to perform assessments with our consumers.

Content of the report should be copied into the consumer database contact notes. However, due to the database's limitations on accepting certain formatting, tables, checkboxes, etc. in the Contact Log a hardcopy version of the completed forms are to be kept in the trainee's file folder as a back-up for reference. (The documents may also be scanned into an electronic file as well.).

Note: For Vocational Rehabilitation referrals, a job description is essential for a comprehensive assessment.

The baseline assessment will be used to design an appropriate and effective training schedule. The consumer will be asked to perform certain tasks to determine competency level.

Equipment Demonstration
The Technology & Training Center strives to provide a variety of resources of assistive technology. These include, but are not limited to, video magnifiers, software and hardware. The trainer will demonstrate and instruct the consumer on the device's features.

Basic Equipment Installation
The Technology & Training Center strives to serve as a resource for the installation of assistive technology. The Trainer will work with designated resources to accomplish a successful outcome concerning the installation and configuration of the equipment.

Basic Technical Assistance
The Technology and Training Center strives to also serve as a resource to troubleshoot and resolve issues when assistive technology hardware/software is not working properly. Resolution of some technical issues can be difficult and time consuming. The trainer may need to refer the problem to a designated third party to reach a resolution of the problem.

Division for the Visually Impaired
Training Center Program Policies & Procedures

<u>Consultation</u>
DVI will hold workshops geared to "Train the Trainer" on assistive technologies designed for the blind and visually impaired. In addition, the Technology/Training team will serve as consultants to those who seek advisement to overcome barriers that may exist with current business processes that are preventing the blind or visually impaired to succeed in reaching the goals set forth.

<u>Keyboarding Skills Training</u>
Keyboarding skills are defined as the ability to touch-type using a QWERTY keyboard including the function keys. As a guideline, consumers should be able to type twenty-five words per minute with eighty-five percent accuracy unless prevented by a secondary disability that limits dexterity.

If a consumer is unable to type, they are strongly encouraged to utilize DVI's Computer Labs to practice typing. The trainer will create an account for the consumer in the lab and help them get started with the typing program.

The time required to complete the keyboarding skills unit depends on the consumer's level of dexterity and familiarity with the keyboard.

Initially, the trainer will assess the consumer's typing ability to determine the speed and accuracy on the keyboard. The trainer will provide instruction, exercises, and (if needed) the appropriate hardware, to improve speed and accuracy using the keyboard. Exercises to teach may include, but are not limited to:

- The general layout of the keyboard by touch
- Touch type techniques
- Home row position
- Locating and using modifier keys (Examples: Shift, Ctrl, Alt, option (Mac only), and Command (Mac only) which, when pressed in conjunction with another key, performs a special operation.
- Advancing (or reversing) the position of the cursor. (Examples: TAB, arrow keys, HOME, etc.)
- Enter, return and backspace.
- The use of the numeric keypad
- Using multi-key commands such as Ctrl+Alt+Delete

The Training Agreement states that the trainee must spend a minimum of 30-minutes per week practicing their skills.

Division for the Visually Impaired
Training Center Program Policies & Procedures

Operating System Features and Functions
The trainer and trainee will explore the operating system software to learn the menus, window navigation, file management and general commands. Proficiency is expected after 20-35 hours of training.

Goals for this unit include (but are not limited to):
- Navigating the desktop, start menu, icons, system tray, side bar (enabling and disabling), task bar, and notification area
- Using and controlling system dialog boxes (including those with multi-tabs); identifying and moving between the dialog box controls
- Using combo boxes, checklists, edit boxes, and radio buttons
- Using a screen reader to read the entire dialog box
- Exploring and accessing documents, files, folders, directories, and paths including reading through tree views and list views
- Locating removable storage, local disk drives and safely removing devices
- Learning the structure of program windows and dialog boxes (and how to distinguish the difference between them), using status and scroll bars; minimizing and maximizing, moving, and restoring windows; switching between applications and accessing the components of a program window (using the keyboard); keyboard commands for operating system functions; and obtaining assistance online and in the operating system.
- Creating, modifying, and deleting files and folders
- Moving and copying files and folders

Proficiency is expected at the end of application training.

Screen Readers
The trainer will provide instruction on the use of screen readers in the following areas including (but not limited to):
- changing default configurations such as internal, external, or software type, modifying and customizing voice parameters, verbosity levels, user options, keyboard and cursor voice
- special commands for reading function for document, line, word, sentence, paragraph, active control, font attributes, and cursor status
- virtual cursor, mouse cursor and the invisible cursor to read the status bar and other parts of the screen
- seeking assistance using on-line help and within application software. This includes, but is not limited to, utilizing hot key help, screen sensitive help and keyboard help.
- The trainers will utilize the standard default application settings to set up the application as a guideline. Proficiency is anticipated at the end of application

training. Proficiency is obtained in conjunction with word processing technology training.

Screen Magnification
In the screen magnification module, the trainer will provide techniques that include (but are not limited to):
- starting and closing the screen magnification software
- customizing the magnifier
- panning the screen using the keyboard commands
- utilizing large print with speech support
- advanced features of screen magnification software
- assessing troubleshooting skills with on-line help and within the application program.

Proficiency is expected at the end of application training.

Braille Access
The trainer will provide instruction on utilizing technology that will assist the consumer to read and access information – tactually. This may include (but is not limited to):
- refreshable braille display interfacing with screen readers
- customizing the braille display to work with or without speech
- input capability of braille displays and their limitations
- thumb keys and other navigation keys and features of the front panel
- methods of cursor movement and location
- techniques for reading through a file including single character, word, or line, document using the scroll mode or by line, sentence, or paragraph or by panning the display.
-
Proficiency is expected at the conclusion of application training.

Word Processing
Word processing is one of the most needed skills of consumers. The following strategies and skill sets will include (but may not be limited to):
- provide exercises on navigating window menus, toolbars, and program settings
- provide exercises on navigation commands within a document
- instruct on working with documents including navigating by word, line paragraph, locating the top and end of documents and lines, using page up and page down to move section and page, and inserting a page break
- instruct on working with documents including opening an existing document, saving a document to a default folder, changing view (draft, print, or outline), switching between documents and closing documents
- instruct on formatting text

Division for the Visually Impaired
Training Center Program Policies & Procedures

- instruct on printing options and print preview including single page, current page and multiple copies
- provide exercises accessing help on various topics from the help menu with the word processor or the assistive software menu
- formatting a document's margins, orientation, and text alignment and justification
- formatting text
- utilizing spell check and grammar check
- utilizing find and replace.

Proficiency is expected with thirty hours of training.

Intermediate word processing is the next level of word processing. Training in this area includes:
- advanced editing functions such as styles, sections, and columns
- page numbers, headers, and footers
- working with tables
- working with lists including creating a bulleted list and numbered list
- creating address labels and envelopes.

The consumer should be proficient in the initial word processing competencies prior to advancing to this level. Proficiency is expected with ten hours of training.

Spreadsheets

Microsoft Excel and Apple's Numbers are electronic spreadsheet programs used for storing, organizing, and manipulating data. The trainer will provide instruction on the following:
- Create, Open and Save a spreadsheet
- Navigate through the cells on a spreadsheet
- Enter basic formulas in the formula bar
- Select a cell and change data.

Proficiency is expected with twenty hours of training.

Scanning

The trainer will provide instruction on how to operate a scanner or camera that is attached to a computer and uses assistive optical character recognition (OCR) software. The trainer will include the following in the training:
- explain and demonstrate the relationship between the speech component of the scanning software and the screen reader
- explore and provide exercises customizing the speech output and the functions in the scanning software including scanning by word, line, paragraph, in the background, and advanced reading and scanning options

Division for the Visually Impaired

- provide exercises to train on editing a document including saving an edited file and importing and exporting documents.
- provide instruction on modifying and setting the screen magnification options in the assistive software.

Proficiency is anticipated with ten hours of training.

Stand Alone Scanners and Cameras

The trainer will teach scanning with a standalone scanner and/or camera using the following guidelines:
- provide instruction on using the control panel or keypad on the device
- practice using the scanning and reading functions of the keypad and setting the voice controls including speed, pitch, rate, and voice
- provide instruction on how to retrieve files and save files to a folder, removable storage device.

Proficiency is anticipated with ten hours of training.

Embossing

The trainer may need to provide basic instruction to the consumer in terms of sending a document to a braille embosser. This will include the following:
- instruction on installing and orienting to the braille embosser
- practice loading paper into the embosser and choosing the single- or double-sided mode
- instruction on setting the top of the form, operating the keypad or control panel on the embosser
- instruction on the uses of braille translation software
- practice translating a document into braille
- explore the pull-down menus
- instruction on editing a document before printing including importing a document, editing the text version and editing the braille version.
- instruction on formatting and embossing a document including formatting a document using codes and styles, choosing uncontracted or contracted braille, translating and embossing a braille document, and using shortcuts to emboss documents.

Proficiency is anticipated with fourteen hours of training.

Notetakers

The trainer will introduce notetakers and explain the architecture of the notetaker software. Proficiency is expected after ten to twelve hours of training. Training in this area includes (but not limited to):

Division for the Visually Impaired
Training Center Program Policies & Procedures

- instruction on the external features of the device including ports, jacks, and chargers
- instruction on changing speech parameters
- instruction on accessing and using the help menus
- instruction on file management including creating, opening, and deleting files and folders, moving through a list of files and folders and renaming them
- instruction on reading in a file including reading by word, sentence, and line
- instruction on spell mode
- instruction on writing functions including entering and deleting text and using find and replace
- provide exercises to practice locating the cursor (for notetakers with refreshable braille displays locating the braille cursor)
- provide exercises reading a file using the braille display
- provide instruction on using the cursor routing keys
- provide instruction on how to navigate the device menus such as pull-down, file, and status menus.

The advanced notetaker training includes (but is not limited to) the following:
- instruction on using removable media with notetaker including saving to and retrieving from removable media, backing up files to removable media, and saving files in braille, text or another format supported by the notetaker
- instruction on connecting the notetaker to other devices including uploading and downloading files from a computer and sending files to a printer
- instruction on miscellaneous function of the notetaker including setting the time and date, using the calculator, using the address book for contact information and formatting documents.

Proficiency in this area averages six to eight hours of training.

The Internet
The trainer will introduce and explain the concept of the internet and communication. The initial steps will include:
- connecting to the internet,
- entering and changing passwords,
- using, saving, assistive technology related settings.

Proficiency is expected after fourteen hours of training.

Exploring the World Wide Web
The trainer will teach exploring the World Wide Web. The trainer will:
- provide instruction on designating and browsing a home page
- provide exercises and practice finding a specific web page

Division for the Visually Impaired
Training Center Program Policies & Procedures

- provide instruction on browsing a web page including using assistive technology commands to navigate links, read a website with multiple frames and filling in a form using assistive technology
- provide instruction on downloading files from the web
- provide instruction on creating a list of favorites.

Proficiency is expected after four to six hours of training.

Email
The trainer will introduce and explain the concept of email. The initial steps of training will be choosing email software and setting up an email account including creating an address book and using, changing, and saving email program settings. In the event the consumer has employment related email duties, training may vary.

The training will also:
- provide exercises and practice using email including sending and receiving messages
- provide exercises and practice using email including saving and deleting provide exercises and practice using email including forwarding messages, replying to sender and attaching files
- provide instruction on setting up and managing personal folders.

Proficiency is expected after fifteen to twenty hours of training.

Apple iOS devices
Apple iOS devices come standard with accessibility features. The trainer will:
- provide instruction on the features of apple products
- provide instruction on setting up and accessing an Apple ID
- provide instruction on accessing the App and iTunes Store
- provide an overview of a variety of applications that are beneficial for different tasks
- provide instruction on contacting on-line and apple assistance.

Proficiency is expected after ten hours of training.

Post-Training Assessment
At the conclusion of training, a post- training assessment is necessary to evaluate the consumer's assistive technology skills after training is complete. Post-training assessments generally take two to four hours to complete. The following will be included in the assessment:
- consumer's training objective and goals
- performance tests on the training objectives covered

- evaluation of the consumer's performance on applications using assistive technology
- verification that the consumer can identify software and hardware problems and communicate the problems to the appropriate technical support
- documentation that depicts the consumer's overall competencies include identifying hardware, removable media, software such as screen readers, screen magnifiers, and assistive software, and the extended keyboard.
- verification of the consumer's keyboarding skills including words per minute.

Reports

All contacts, assessments, and reports will be entered into the Visually Impaired Trainee Registry within seven days of appointment. The trainer will also include in the final report any challenges including inability to grasp required concepts, additional training, or additional equipment.

Note: Due to the consumer database's limitations on accepting certain formatting, tables, checkboxes, etc. in the Contact Log – a hardcopy version of the completed forms are to be kept in the trainee's file folder as a back-up for reference. (The documents may also be scanned into an electronic file as well.).