# Demonstrating Assistive Technology for Low Vision and Blindness:

## Knowledge and Skills

1. Understands function(s) of the device type
2. Near vision – hand-held magnifiers (all types), magnifying glasses, near vision devices (i.e. Video magnifiers)
3. Distance vision (e.g. monoculars, binoculars, telescopes, and distance video camera devices)
4. Multipurpose: magnification software and apps
5. Auditory devices, i.e. clocks, watches, book readers, medical devices, scales, personal assistance (Amazon Echo, Dot, Google Home), etc. recorders, digital note takers
6. Large Print – keyboards, overlays, paper, books
7. Tactile materials and devices, Braille labels, refreshable Braille displays, raised lines and diagrams
8. Understands who can benefit, “eligibility” requirements or misconceptions
9. Understands the range of technologies available
10. Understands use of the devices with individuals who are congenitally blind vs. acquired vision disabilities (Ushers, RP, cataracts, macular degeneration)
11. Understands what “legal blindness” means and the spectrum of visual differences
12. Understands how the Braille code works
13. Understands and is able to explain to consumers vocabulary related to the device, features, and functions
14. Refreshable Braille
15. Digitized video devices
16. Auditory feedback and digital voices
17. OCR – Optical Character Recognition
18. Accessible Instructional Materials (AIM)
19. Able to compare and contrast product types, including features, capabilities, price
20. Tablet + app
21. Dedicated device
22. Able to compare and contrast at least three products in each subcategory, including multiple/diverse manufacturers
23. Free apps
24. Full-featured apps and programs (e.g. KNFB Reader, Voice Dream)
25. Magnification software approaches (e.g. “Zoomtext” vs “Magic”)
26. Screen readers (JAWS vs NVDA)
27. “Built-in” accessibility features in iOS and Microsoft Office products
28. Able to discuss related technologies
29. Digital on-line resources for accessible media from libraries and other sources (i.e. Bookshare, Learning Ally, Library of Congress Talking Book Libraries)
30. Computer access – (large print keyboards, screen readers, magnification software)
31. Telecommunications access (built-in accessibility features like voiceover, magnifier)
32. Has a basic understanding of potential public funding sources for this technology (e.g. sufficient to make referrals)
33. Knows about the state’s agency for people who are blind or visually-impaired.
34. For children: understands the role of public education in providing devices and services, including Accessible Instructional Materials (AIM) (sometimes referred to as Accessible Educational Materials [AEM])
35. Knows the community resources that can provide additional information regarding funding.
36. Other considerations: Demonstrator does NOT need to be a vision specialist but must be able to explain the need for full evaluation vs. this “demonstration”; who evaluation should be conducted by and able to make referrals to evaluator(s).
37. Resources for gaining additional information on this topic:
38. Vendor/manufacturer training materials on their websites/video channels, YouTube, Eschenbach webinars
39. Associations/Nonprofits/Schools – American Foundation for the Blind (AFB); American Printing House for the Blind (APH);Hadley School for the Blind (webinars and trainings); National Eye Institute; National Federation of the Blind (NFB); Perkins School for the Blind
40. CAST (Universal Design for Learning)

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