

Planning Tool: Digital Workflow for Students who are Visually Impaired

Student Name:		
School:	Age:	Grade:
District:	Date Completed:	
Persons Completing Summary:		

Digital workflow refers to an efficient electronic system for accessing, processing, sharing and storing work. Digital workflow can reduce a student's reliance on others for accessible materials. Use of digital workflow is tied to assessment and goals and aims to increase a student's independence and self-advocacy. Digital workflow addresses needed skills for future access to work environments and higher learning. Considerations when planning for digital workflow:

- Developmentally appropriate practice and sequenced learning
- Environmental considerations and back up plans when using technology
- Teaching successful use of digital workflow does not happen in one session
- Allow for diversity of workflows
- Develop workflows collaboratively (students and teachers)

Information from Functional Vision Assessment (FVA) and Learning Media Assessment (LMA)

Student's primary and secondary learning media or student's use of dual-media or multi-media:

Considerations:

Information from Access Technology (AT) Assessment

Student uses:

- | | | |
|---|--|---|
| <input type="checkbox"/> Large print | <input type="checkbox"/> Computer with magnification settings/software | <input type="checkbox"/> Hand-held magnifier or monocular |
| <input type="checkbox"/> Braille | <input type="checkbox"/> Dedicated braille notetaker | <input type="checkbox"/> Writing tools: |
| <input type="checkbox"/> Digital Books (Daisy, Bookshare) | <input type="checkbox"/> Touchscreen tablet such as iPad | <input type="checkbox"/> dictation |
| <input type="checkbox"/> Text-to-speech (TTS) | <input type="checkbox"/> Reading stand/slant board | <input type="checkbox"/> bold pen |
| <input type="checkbox"/> Narrated audio books (Learning Ally, BARD/NLS, public library service) | <input type="checkbox"/> Enhanced visual presentation such as increased spacing, large font, reverse contrast (white font on black background) | <input type="checkbox"/> 6-key braille keyboard |
| <input type="checkbox"/> Computer w/screen reader and/or refreshable braille display (RBD) | <input type="checkbox"/> Video magnifier | <input type="checkbox"/> on screen writing with stylus |
| <input type="checkbox"/> Specialized lighting | | <input type="checkbox"/> Audio described videos |
| | | <input type="checkbox"/> Other: |

Notes on current access technology and considerations:

Current digital workflow and classroom technologies

Notes on general technology use. Does student use email, Google Chrome/Drive/Docs, Dropbox, other cloud note-taking or storage options? What devices, applications, and learning management systems (LMS) are used school-wide or in specific classes?

Implementing digital workflow, targeted areas

What tasks and activities do we think technology could be an efficient tool for? What tasks and activities could student complete more independently? How are those tasks completed now and are there drawbacks to these methods? What academic, expanded core curriculum, and transition goals support use of digital workflow?

Roles of student, TVI, teacher, parents, paraprofessional:

When considering student's role, prioritize student's timely access to curriculum and delivery of accessible materials at the same time as classmates.

Training and/or support needed (student, staff, classroom teacher):

Future Considerations and Recommendations for future IEP planning

How does use of digital workflow fit into long-term planning for student's needs?

Tool reflects considerations found in Wisconsin Assistive Technology Initiative. (June 2009). *Assessing Students' Needs for Assistive Technology (ASNAT)*. Retrieved September 2019 from www.wati.org.