|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Texas Workforce Solutions Logo | | | **Texas Workforce Commission**  **Vocational Rehabilitation Services**  **Assistive Technology Training Results** | | | | |
| **General Instructions** | | | | | | | |
| The VR1888, Assistive Technology Training Results, is a measurement tool an assistive technology trainer uses to report a customer’s training progress based on the customer’s observable behavior.If you are completing this report, you are the assistive technology trainer who provided training to the customer. The report corresponds to the customer training objectives for each of the training modules described in the Assistive Technology Trainer Guidelines and Procedures.  **Follow the instructions below when completing this form:**   * Enter information on the form electronically. * Submit this form with a signature and an invoice for payment when training is complete.   **Note**: The VR1884, Assistive Technology Services for Sight Related Disabilities Referral, will indicate how the service maybe provided to the customer.     Keyboard Training cannot be provided remotely. | | | | | | | |
| **Service Information** | | | | | | | |
| **Service authorization (SA) numbers:** | | | | | | | |
| **Training module**: Training dates must be within the SA start and end dates. | | | | | | | |
| **Date training began**  Enter date of first meeting with the customer: | | | | **Date training ended**  Enter date of last meeting with the customer: | | | |
| **Customer Identification Information** | | | | | | | |
| **Last name**: | | **First name**: | | | | **Middle name**: | |
| **Street address** (include apartment and room number, if applicable): | | | | | | | |
| **City**: | | | | | **State**: | | **ZIP code**: |
| **Primary contact number**: (   ) | | | | **Secondary contact number**:(   ) | | | |
| **VRS case ID**: | | | | **Email address**: | | | |
| **Training Facts** | | | | | | | |
| **Training facilitated**: (Check all that apply)  In-person training (with the staff and customer(s) at the same physical location)  Remote training (using a computer-based training platform that allows for face-to-face and/or real time interaction)  A combination of in person and remote training | | | | | | | |
| |  | | --- | | **Training Modules** | | | | | | | | |
| Select each training module you are reporting, and indicate how many training hours the customer completed per module: | | | | | | | |
| **Keyboard Skills Training** | QWERTY Keyboard  Number of hours completed:  Extended Keyboard  Number of hours completed: | | | | | | |
| **Setting Up the Workstation** | Setting up the Workstation  Number of hours completed: | | | | | | |
| **Operating Systems and Functions** | Understanding the Structure of the Operating System  Number of hours completed:  Operating Systems, Options, and Maintenance  Number of hours completed: | | | | | | |
| **Screen Readers** | Screen Reader  Number of hours completed:  Screen Magnification and Screen Review  Number of hours completed:  Braille Access  Number of hours completed:  Speech Recognition Access  Number of hours completed: | | | | | | |
| **The Word Processor** | Introduction to Word Processing  Number of hours completed:  Intermediate Word Processing  Number of hours completed:  Advanced Word Processing  Number of hours completed: | | | | | | |
| **Scanning and Embossing** | Scanner Connected to a Computer  Number of hours completed:  Stand-alone Scanner  Number of hours completed:  Embossing and Braille Translation software  Number of hours completed: | | | | | | |
| **Notetakers** | Introduction to Notetakers  Number of hours completed:  Advanced Functions of Notetakers  Number of hours completed: | | | | | | |
| **The Internet** | Getting Started on the Internet  Number of hours completed:  Communicating by Email  Number of hours completed:  Exploring the World Wide Web  Number of hours completed: | | | | | | |
| **Measurement** | | | | | | | |
| Verify the customer met the learning objectives for each training module you selected (above). Select a checkbox(s) to indicate that you observed the customer consistently perform each of the following tasks. Your selection means that the customer “learned” how to do the task. | | | | | | | |
| **QWERTY Keyboard** | I observed the customer consistently perform the following tasks:  type 10 to 15 words per minute with accuracy.  set tabs, use the shift key to make capitals correctly, find the slash keys, and use the backspace bar to make corrections.  use the return or enter key appropriately. | | | | | | |
| **Extended Keyboard** | I observed the customer consistently perform the following tasks:    locate and use the arrow keys, Page Up and Page Down keys, Home and End keys, and plus and minus keys on the numeric key pad.  delete, move from the top to the end of the file, and use the six-pack keypad next to the numeric keypad.  use multikey commands such as Shift, Ctrl, and F6 to accomplish various tasks.  type 30 words per minute with accuracy (unless exempt/requirement waived by counselor). | | | | | | |
| **Setting Up the Work Station** | I observed the customer consistently perform the following tasks:  turn on the computer, shut down the computer correctly, and connect all peripherals to the CPU.  use the split-screen feature and adjust the video magnifier effectively (if applicable).  identify a problem, contact tech support, and provide a clear, concise description of the problem. | | | | | | |
| **Understanding the Structure of the Operating System** | I observed the customer consistently perform the following tasks:  move between the desktop, start menu, and running applications with ease.  minimize and maximize applications and open and close windows.  use operating-system keyboard commands to access and exit the menu bar and tool bars.  open default folders and locate documents, libraries, etc.  locate and explore computer contents as well as files saved on external storage devices, CDs, and flash drives.  navigate through tree views, list boxes, check boxes, dialog boxes, and combo boxes. | | | | | | |
| **Operating Systems, Options, and Maintenance** | I observed the customer consistently perform the following tasks:  locate the control panel.  open folders and files on the C: drive.  use cut and paste to move files from removable storage.  perform basic system maintenance, such as disk cleanup and disk defragmentation.  use system restore. | | | | | | |
| **Introduction to Word Processing** | I observed the customer consistently perform the following tasks:  launch and close the word processor.  open a new document and an existing document.  move the cursor within a document.  navigate by line, word, paragraph, and page.  explain document viewing options.  print documents.  access the help menu and locate the appropriate information. | | | | | | |
| **Intermediate Word Processing** | I observed the customer consistently perform the following tasks:  change the page margins and orientation.  change the font type and size.  set line spacing to double-spaced.  check spelling within a document.  use the find and replace feature. | | | | | | |
| **Advanced Word Processing** | I observed the customer consistently perform the following tasks:  check the spelling and grammar in a document.  set page numbers.  insert lists, tables, headers, and footers within a document.  create a numbered list.  create a multicolumn document.  address an envelope and create address labels. | | | | | | |
| **Screen Reader** | I observed the customer consistently perform the following tasks:  load and unload the appropriate software and set defaults properly.  modify verbosity options for each application.  explain the differences between the virtual cursor, the mouse cursor, the invisible cursor, and the PC cursor.  read a word, line, and sentence using the specific keyboard commands of the screen reader (if applicable). | | | | | | |
| **Screen Magnification and Screen Review** | I observed the customer consistently perform the following tasks:  load and remove the appropriate software and set desired defaults.  open the adaptive software window, change the settings (contrast, size, and cursor attributes), and save his or her settings.  magnify a selected portion of the screen.  modify the speech component within the software.  access the appropriate Web site for software information.  use continuous tools to read a document or Web page. | | | | | | |
| **Braille Access** | I observed the customer consistently perform the following tasks:  operate his or her computer system with or without speech, and with or without Braille.  identify the need for drivers to be loaded for the display to work.  operate all the keys on the front panel of the display.  move the cursor and use cursor routing keys.  read a file using different methods. | | | | | | |
| **Speech Recognition Access** | I observed the customer consistently perform the following tasks:  demonstrate an understanding of (able to explain) the integration of the speech recognition and screen access software.  train the speech recognition software and save voice files.  enter, read, and edit text.  get help from the help menu using speech input. | | | | | | |
| **Scanner Connected to a Computer** | I observed the customer consistently perform the following tasks:  control speech output and understands how the scanner and screen reader work together.  select different scanning options within the assistive software, scan documents, and save files in different formats.  use the arrow keys to read scanned documents by word, line, and paragraph.  edit scanned material and save it to a folder, removable storage device, or disc.  set the screen magnification options. | | | | | | |
| **Stand-alone Scanner** | I observed the customer consistently perform the following tasks:  read through scanned text (by word, line, and paragraph) using the keypad.  save scanned text as a file to a folder, removable storage device, or disc.  retrieve and read files from a folder, removable storage device, or disc. | | | | | | |
| **Embossing and Braille Translation software** | I observed the customer consistently perform the following tasks:  use the keypad, control panel, and other switches on the front panel to program the Braille embosser.  load a text document, and format and edit it for Braille embossing.  emboss a correctly formatted document in contracted (Grade 2) Braille. | | | | | | |
| **Introduction to Notetakers** | I observed the customer consistently perform the following tasks:  locate the charger, jacks, and ports on the notetaker.  change the rate, pitch, and frequency of speech.  create, delete, and rename files and folders.  read, write, and edit text within a file.  locate the Braille cursor on notetakers with a braille display, if applicable.  use the Braille display to “pan” the display and read by word, line, and paragraph.  use the cursor routing keys.  navigate notetaker menus. | | | | | | |
| **Advanced Functions of Notetakers** | I observed the customer consistently perform the following tasks:  save to and retrieve from alternative or removable media.  connect and operate the notetaker effectively with a printer and a computer.  set the date and time, operate the calculator, and enter contact information into the address book.  format documents. | | | | | | |
| **Getting Started on the Internet** | I observed the customer consistently perform the following tasks:  select an Internet service provider.  set-up an Internet connection, (if applicable).  connect to and disconnect from the Internet, (if applicable).  change a password.  use, change, and save assistive technology related settings. | | | | | | |
| **Communicating by Email** | I observed the customer consistently perform the following tasks:  set-up an email account and address book.  send, delete, archive, save, and forward messages as well as attaching files.  set-up and manage personal folders.  use, change, and save email program settings. | | | | | | |
| **Exploring the World Wide Web** | I observed the customer consistently perform the following tasks:  navigate links on the home page.  locate a Web site and navigate it efficiently using assistive technology.  set-up a list of favorite Web sites.  design a simple Web site. | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Provider Signatures** | | | | | | | |
| Assistive Technology Trainer **Signature (Required for all providers)** | | | | | | | |
| **By signing below, I certify that:**   * the above dates, times, and services are accurate; * I personally facilitated all training, meeting all outcomes required for payment and documented the service, as prescribed in the VR-SFP and service authorization; * Verification of the customer’s satisfaction and service delivery obtained as stated above; * I maintain the staff qualifications required for an Assistive Technology Trainer as described in the VR‑SFP or Service Authorization; and * I signed my signature and entered the date below. | | | | | | | |
| **Typed or Printed name**: | **Signature:** (See VR-SFP 3 on Signatures)  **X** | | | | | | **Date Signed**: |
| **Director** (only required for Traditional-Bilateral Contractors) | | | | | | | |
| **By signing below, I, the Director, certify that:**   * I ensure that the services were provided by qualified staff, met all outcomes required for payment, and services were documented, as prescribed in the VR-SFP and service authorization; * I maintain UNTWISE Director credential, as prescribed in VR-SFP; * I signed my signature and entered the date below. | | | | | | | |
| **Typed or printed name**: | **Signature:** (See VR-SFP 3 on Signatures)  **X** | | | | | | **Date Signed**: |
| **Select all that apply:**  UNTWISE Credentialed with ID:  VR3490-Waiver Proof Attached | | | | | | | |
| **VRS Use Only** | | | | | | | |
| If any question below is answered no or if the report or supporting documentation is missing or incomplete, return the invoice to the provider with the VR3460. Make a case note to document the results of the review and the date VR3460 was sent to provider, when applicable. | | | | | | | |
| **Technical Review to Verify Provider Qualifications**  (Completed by any VR staff such as RA, CSC, VR Counselor) | | | | | | | |
| **Director’s Credential:** | | | | | | | |
| UNTWISE website or attached VR3490 verifies, for the dates of service, the director listed above:  maintained or waived the UNTWISE Director Credential  did **not** hold a valid UNTWISE Director Credential | | | | | | | |
| **Verification of Service Delivery** | | | | | | | |
| **Technical Review** (completed by any VR staff such as RA, CSC, VR Counselor) | | | | | | | |
| Verified that the report is accurately completed per form instructions | | | | | | Yes  No | |
| Verified that the service(s) was provided within service date of SA and as stated in the VR Standards for Providers and/or the SA | | | | | | Yes  No | |
| When applicable, verify a copy of an approved VR3472 is attached to the report? | | | | NA | | Yes  No | |
| Verified the training was provided as indicated on referral (in person, remotely). | | | | | | Yes  No | |
| Verified the trainer recorded training dates, times, and services accurately on this form. | | | | | | Yes  No | |
| Verified the trainer recorded signed the form. | | | | | | Yes  No | |
| Verified that the appropriate fee(s) was invoiced. | | | | | | Yes  No | |
| **Printed name of VR staff member making verification:** | | | | | | | |
| 1. | | Date: | 2. | | Date: | | |
| **VR Counselor Review** | | | | | | | |
| Verified the trainer recorded the specific training services he or she provided to the customer and documented the customer’s progress he or she observed on this form. | | | | | Yes  No | | |
| **By typing or printing your name, the VRC verifies:**   * completion of the technical review, * services provided met the customer’s individual needs, * services provided met specifications in the VR-SFP and on the SA, and * customer’s or legally authorized representative’s satisfaction with services received.   **Approve to pay invoice**  **Do not approve to pay invoice** | | | | | | | |
| **VR Counselor:** | | | | | **Date:** | | |