**Academy for Certification of Vision Rehabilitation & Education Professionals**

CATIS Handbook



The CATIS logo is a silhouette of a person sitting at a desk and on the desk is a computer and smart phone/tablet. There is a cane leaning against the desk. In the word CATIS at the top of the logo the letters “AT”, circled by a magnifier, are larger than the other letters. The logo is meant to signify that CATIS serve individuals that are blind and low vision. The name is spelled out down the side of the logo.

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## Preface

Thank you for your interest in professional certification as a Certified Assistive Technology Instructional Specialist for Individuals with Visual Impairments (CATIS). Whether you have been working in this field for several years already or are new to the field, we welcome you.

This handbook will provide you with background information regarding the profession, its Code of Ethics, Scope of Practice, Body of Knowledge and Clinical Competencies. It will also include information about the certification process and requirements to become a CATIS through ACVREP.

## Section 1 - Introduction

### ACVREP History, Mission and Purpose

Established in January 2000, ACVREP’s mission is to offer professional certification for vision rehabilitation and education professionals in order to improve service delivery to people with visual impairments. It is committed to quality certification programs that meet rigorously recognized standards. Programs are designed to offer certificants the means to demonstrate knowledge, skills, and professionalism. ACVREP initially offered certification in three disciplines: orientation & mobility, vision rehabilitation therapy, and low vision therapy and beginning 2016 is offering the fourth certification discipline in assistive technology instruction for people who are blind or who have low vision.

The primary purpose of ACVREP is to assist federal and state governments and nonprofit agencies in improving public health and safety by supporting and promoting quality services to individuals who are blind or who have low vision through standards of excellence for professionals involved in the delivery of vision rehabilitation and education services. This purpose is achieved by:

* Identifying the standards common to employees in the vision rehabilitation and education professions, including the body of knowledge and work experience.
* Identifying the standards across specialized areas of the vision rehabilitation and education professions.
* Supporting employees and employers in using and applying the skill standards for personnel development.
* Creating a forum for key stakeholders in the vision rehabilitation and education profession, including employers, related health professions, education, and government groups.
* Identifying relevant training materials and resources to assist in teaching the vision rehabilitation and education standards.
* Devising and administering written examinations according to standards developed by ACVREP and its Subject Matter Expert committees in alignment with best practices.
* Granting recognition upon successful application and completion of ACVREP’s examinations and certification criteria and maintaining a listing of those persons granted such recognition.
* Establishing programs that promote and support the reliance on the organization’s credentials by the general public and by regulatory bodies.

ACVREP is a private, nonprofit organization and an independent and autonomous legal certification body governed by a volunteer Board of Directors. ACVREP is a member of the Institute for Credentialing Excellence and strives to conduct its certification programs according to standards established by the National Commission for Certifying Agencies (NCCA).

### Confidentiality Statement

In order to maintain the integrity of the certification process, the security of examination content and applicant identity must be maintained. Applicant names, application documents, and test scores are considered confidential. Only ACVREP staff, board members, committee members, and consultants shall have access to these documents and all are bound by signed confidentiality agreements.

### Non-discrimination Statement

ACVREP shall not discriminate among applicants as to age, sex, race, religion, national origin, disability, or marital status.

## Section 2 – History of CATIS Certification

In the late 70’s and early 80’s, personal computers became available for general use. Within a comparatively short period of time, programmers began exploring how to make the software of the personal computer available to individuals with visual impairments as well as the deafblind community. The first assistive technology (AT) programs were self-voicing, or dedicated speech, refreshable braille devices and/or large print display.

Soon, professionals in the field recognized the potential of assistive technology for securing a wider range of employment opportunities, methods of increasing levels of independence and avocational activities for individuals with visual impairments. As a result, the need to teach the emerging AT solutions also grew. Government, educational institutions, and private agencies serving individuals with visual impairments began offering training in the use of AT. Initially, these trainers were “homegrown” staff who became interested in this emerging technology. These self-taught trainers recognized the potential of the new technologies for the individuals they served.

These same agencies faced an ever-increasing need to hire trainers in the area of AT. However, the over-arching question for administrators and supervisors was “how do we know who is qualified?” This began the discussion amongst the self-taught AT specialists to “develop a certification process.”

Many of these discussions took place at the various AT conferences during the 90’s, including Closing the Gap, Assistive Technology Industry Association (ATIA), and California State University, Northridge (CSUN). Though very well intentioned, these discussions became bogged down. Some of the outstanding questions and concerns included (a) determining if one is certified as a trainer who conducts assessments instruction, configuration, etc., (b) whether the certification for speech output should be separate from AT solutions geared toward individuals with low vision, (c) rapid changes and advances in technology and how certification could keep pace.

In the early 2000’s, the American Foundation for the Blind gathered a group of AT Specialists to revisit the concept of creating a certification in the area of AT. This effort looked to the traditional certifying bodies (CompTIA for certifications, A Plus-network management). The stumbling blocks at that time were some of the same concerns stated earlier, as well as high cost for the process.

By 2013 both mainstream technology and third party assistive technology solutions revolutionized the way in which individuals with visual impairments functioned in their personal and professional lives. Because of the critical role that assistive technology devices and training have on the independence and dignity of individuals who are visually impaired, a growing need existed for qualified assistive technology instructional specialists.

At that time, a vacuum also existed between vision impairment professionals who were very skilled at providing services to individuals with visual impairments, but who may have lacked the specific technical skills and conversely, professionals and paraprofessionals who were well versed in the latest assistive technology solutions, but lacked the formal education and training required to work effectively with individuals with visual impairments. It was not uncommon for blindness professionals in other areas of expertise such as CVRTs, CLVTs and COMS to also take on additional responsibilities in the area of assistive technology instruction. The disparate skillset of individuals providing assistive technology instruction resulted in providing instruction to individuals with visual impairments that may not have met their needs.

Professionals and paraprofessionals in this field have been given various titles, some of which include: assistive technology instructor; AT specialist; computer assistive technology instructor; computer access training specialist. There were no national criteria in place that determined the training, experience and competency required of assistive technology instructional specialists who were qualified to provide services for individuals with visual impairments.

The catalyst behind the decision by ACVREP to develop the CATIS certification was to create a national standard to meet the specialized needs of individuals with visual impairments in the area of assistive technology instruction and to establish a clear roadmap to certification that includes the necessary training, experience and coursework required to meet the diverse needs of people with visual impairments in order to provide them with the highest quality of instruction possible.

Thus, in 2013, ACVREP, as the certifying body for vision impairment professionals, qualified and selected subject matter experts from across the country based on their educational and technical background, as well as their professional accomplishments in the field of assistive technology for individuals who are visually impaired. In the same year, these subject matter experts began the process of developing the criteria for Certified Assistive Technology Instructional Specialist for Individuals with Visual Impairments (CATIS). The CATIS certification launched May 1, 2016.

## Section 3 – Scope of Practice

A Certified Assistive Technology Instructional Specialist for Individuals with Visual Impairments, (CATIS), is a highly-trained expert who specializes in working with individuals who are blind, visually impaired or who have functional visual limitations empowering them to achieve their life goals for education, employment, avocation and independence through the use of assistive technology.

CATIS engage in a comprehensive approach to vision rehabilitation addressing visual, physical, cognitive, and psycho-social aspects related to training and integration of existing and emerging technologies for individuals of all ages, as well as diverse needs and abilities. They are educated in a range of instructional techniques and how to recognize which approach is best suited to a particular learner. These techniques include an eclectic range of instructional strategies, including Socratic questioning and metacognitive prompting. CATIS recognize that there is no single instructional strategy or assistive technology that would be best for everyone.

CATIS use a guided exploration and problem-solving approach that is customized to the goals and skills of the learner. Methods and strategies include the use of visual techniques including the optimization of reliable remaining vision and non-visual techniques (auditory and tactual).

Strategies and problem-solving skills are taught through the use of various assistive technology (AT) devices and solutions including braille displays, braille notetakers, screen readers, screen magnification and mobile devices with tactile, auditory or enhanced visual outputs.

CATIS provide services in a variety of settings including: rehabilitation centers, hospitals, governmental rehabilitation agencies, private, non-profit agencies, workplaces, educational settings, assistive living facilities, senior living facilities, individuals’ homes and/or community. Certified Assistive Technology Instructional Specialists for Individuals with Visual Impairments function as members of an inter-disciplinary and intra-disciplinary team that may be comprised of, but not limited to, eye care, health care, rehabilitation and education professionals and other assistive technology professionals working with consumers and their families. Specific responsibilities of CATIS include interpretation of medical eye reports; analysis of medical implications for optimizing visual functioning; assessment of functional limitations; development and implementation of individualized and evidence-based objective-based learning and intervention programs; promotion of wellness; management of individualized case records; identification of local, regional and national resources.

Included in the CATIS Scope of Practice are the following:

### Assessment:

* Ensures the following during an evaluation:
	+ The individual has received a clinical low vision evaluation (when appropriate)
	+ Is using the prescribed optical systems
* Conducts a thorough interview to determine the individual’s goals (personal, vocational, educational), needs and desires
* Conducts a task analysis to determine the specific tasks required to help the individual accomplish their goals for independent living, employment and education

Many of the tasks that the individual will need to accomplish will fall into one of the following categories:

* + Accessing printed information
	+ Accessing electronic information
	+ Performing written communication
	+ Accessing mobile navigational information
	+ Participating in leisure & recreational activities
	+ Maintaining personal, business, and health records
* Assesses any current hardware and software to determine if features are available that might assist the individual in accomplishing the desired tasks
* Determines if the individual has the necessary knowledge and skills or can learn the skills necessary to successfully use the technology tool(s) to accomplish the desired task:
	+ Sensory skills
	+ Motor skills
	+ Cognitive skills
* Analyzes the information gathered and makes recommendations for specific technologies and instructional strategies necessary for the individual to have the greatest opportunity to achieve their stated goals

### Instruction:

#### *General:*

* Guides individuals to make appropriate, informed decisions on the most appropriate and efficient toolsets based on their abilities, needs and goals
* Applies learning styles and learning theory to suit the individual
* Creates a training plan specific to individual’s abilities, goals and needs
* Instructs in integrating assistive technology, devices, hardware and software into daily activities that enhances daily life or the educational or work environment
* Instructs in multiple ways via hands-on experience or lecture, (best practices for children and adult principles)
* Instructs in home, classroom, other school environment, workplace or community
* Adjusts scope, structure and pace of instruction based upon learning styles and capacity for new information
* Adjusts scope, structure and pace of instruction based upon changes and advances in technology
* Instructs in planning, implementation, and record keeping for short-term and long-term instruction
* Instructs in local, regional and national assistive technology resources and teaches strategies for troubleshooting
* Provides resources for further learning

#### Desktop and Laptop and Mobile Computing Environments (Instructs in):

* general computer configuration hardware and software basics and standard operating systems
* built-in accessibility software options
* third-party accessibility software
* use of appropriate environmental modifications such as ergonomics, illumination and size control, speech output settings, tactual markings
* orientation to a keyboard using tactual and/or visual cues
* different input technology (keyboard only, keyboard and mouse, braille displays, voice recognition) related to productivity, recreation and special accessibility programs
* maintenance and troubleshooting including updates, configurations, malware, anti-virus and exploration based on the ability, goals and needs of the individual
* appropriate maintenance of assistive technology devices
* AT solutions for various platforms

### Configuration

* Configures and individualizes computers and portable devices as needed, including, but not limited to: installation of software; email functionality; account setup; folder management; disabling and removing unneeded and inaccessible third party software, and installation of antivirus software
* Customizes Operating Systems for compatibility with AT and other third party applications
* Installs and customizes various AT solutions to meet the required needs and goals for individuals
* Configures systems and devices for remote training and instructional purposes as needed
* Installs and removes computer components as needed such as hard drives, memory and sound cards
* Connects peripheral devices and access points via technologies such as Bluetooth, Wi- Fi and NFC
* Maintains and troubleshoots hardware and software solutions

### Exploration:

* Explores and reviews mainstream and AT hardware and software tools at every available opportunity through public beta testing, free trials, vendor online training
* Explores assistive technologies that do not yet have training courses and manuals and develops use case and training materials for others
* Knows the major publications, conferences and web resources related to assistive technology to update CATIS practice
* Presents and participates in conferences and educational events on evolving technology
* Develops network of tools to keep abreast of new developments in devices, software, services, and accessibility tools for individuals with visual impairment, mainstream technology and user-group communities (i.e. follow AT technology sources on social media)
* Collaborates with software and hardware companies to promote accessibility
* Learns accessibility features of mainstream electronic applications and devices
* Participates in beta testing opportunities to promote access and partnerships

CATIS work with a diverse range of individuals of all ages, including individuals with congenital or adventitious vision loss and blindness. In addition to working with individuals with vision loss, CATIS’ also provide individualized programs of instruction that target the specific needs of individuals with disabilities that are often paired with visual impairment including, but not limited to, those who are deafblind, or who have diabetes, multiple sclerosis, brain injury and age-related disabilities.

CATIS are committed to excellence in serving individuals who are blind or have low vision to facilitate independence, communication and successful outcomes for educational pursuits, avocational interests and gainful employment.

## Section 4 – Body of Knowledge

CATIS must know and understand four core domain areas and the listed competencies in the domains. The CATIS must know and understand the following:

### Assessment:

* The visual system (oculomotor system, eye, optic pathway, and brain)
* Eye conditions and their implications including glare sensitivity, contrast sensitivity, lighting, visual fatigue and ergonomics
* How to review and interpret vision reports including abbreviations and notations that describe pathology, visual functioning and refractive error
* How to collaborate with Ophthalmologists, Optometrists and Low Vision Therapists as applicable
* Appropriate interviewing techniques
* How to use interviewing techniques for eliciting technology needs during the interview with the consumer and/or family
* How to extract feedback from individuals who are visually impaired in order to identify the best combination of colors, text size, audio tones, etc. to best access digital information in their preferred formats
* How to gain knowledge about individuals’ educational background/literacy skills through chart/file review or obtained during the interview
* How to gain knowledge of individuals’ preferred learning styles and implications for training
* How to interview adults to determine their vocational background
* The benefits and limitations of hardware and software
* How to state rationales for recommendations of specific devices or software
* Alternatives for various price points of technologies that can be used to accomplish tasks objective/goals
* Appropriate technologies to meet goals and needs based on the individuals
	+ Keyboarding skills
	+ Ability to read and write braille
* Baseline computer skills (vision/hearing/tactile) and implications for training such as the ability to attend to synthesized speech
* How to determine when to use magnification, speech, braille, or possible combinations
* How to analyze tasks that are typically done visually, and explore solutions for non- visual ways to perform those tasks due to contrast, visual fatigue and glare issues
* How additional disabilities affect visual functioning
* How to recognize other disabilities and make appropriate referrals to professionals
* How other disabilities or factors will affect the use of specific technologies
* How cognitive disorders and/or neurological conditions such as head injury, multiple sclerosis, cerebral palsy, and stroke impact the choice of assistive technology solutions
* How medical conditions and motor abilities such as manual dexterity, range of motion, and neuropathy relate to mode of input
* How to recognize a mild medical reaction/condition such as complications from diabetes and what response should be taken

### Instruction:

* How to guide individuals to make appropriate, informed decisions on the most appropriate and effective toolsets for their needs and goals
* How to provide instruction using the most effective modality(s) and assistive technology solutions (i.e. braille, visual skills, keyboarding)
* Know teaching techniques for individual learning styles and be able to teach the integration of technology (devices and software) for vocational, avocational, and educational activities of daily living
* Know planning, implementation, and record keeping for short-term and long-term instruction based on the individual’s abilities, goals and needs
* Know and be able to teach screen reading software, magnification software, stand-alone devices, and a broad spectrum of low vision and blindness specific devices
* Know and be able to teach general computer hardware and software basics, operating systems and accessible third party options
* Know and be able to teach built-in accessibility software options such as screen readers, screen magnifiers, and voice recognition programs
* How to teach third-party assistive technology software solutions to meet the individual’s ability, goals and needs
* Know and be able to teach common productivity, recreation, and special accessibility applications, and ability to use them with different input technologies (keyboard only, keyboard and mouse, alternate input devices, braille displays, voice recognition)
* Know and be able to teach current device personalization options for desktop, laptop, mobile and specialty devices
* How and when to adjust scope, structure and pace of instruction based upon learning styles and capacity for new information
* How to provide resources for further learning
* How to teach and orient individuals to a keyboard using tactual and/or visual cues
* How to clearly orient an individual to a screen change using terminology and references appropriate to the assistive technology being used
* Know and be able to teach the basic features of all of the major productivity software packages and their respective keyboard shortcuts
* Know and be able to teach the use of appropriate environmental modifications such as ergonomics, illumination and size control, speech output settings, tactual marking, etc.
* Know and be able to teach basic maintenance and troubleshooting (updates, configurations, malware, anti-virus, etc.)
* Know and be able to teach the appropriate configuration, updating and maintenance of assistive technology devices
* Know and be able to teach assistive technology solutions for various platforms
* Know how to adjust scope, structure and pace of instruction based upon changes and advances in technology
* Know and be able to provide local, regional and national assistive technology resources and strategies for troubleshooting

### Configuration:

* How to configure and setup computers and portable devices as needed, including, but not limited to: installation of software; email functionality; account setup; folder management; disabling and removing of unneeded and inaccessible third party software, and installation of antivirus software
* Know the various operating systems and their available accessibility features
* How to install and customize various assistive technology solutions needed to meet individuals’ goals and objectives
* How to install, remove, and replace computer hardware components as needed such as hard drives, memory and sound cards
* Know a variety of assistive technology solutions and their required specifications
* How to connect peripheral devices and access points via technologies such as Bluetooth, Wi-Fi and NFC
* How to configure operating systems to be compatible with AT and other third party applications
* How to track and implement hardware and software updates
* How to configure systems and devices for remote training and instructional purposes as needed
* How to effectively troubleshoot basic hardware and software problems

### Exploration:

* Know continuing education resources
* How to explore self-teaching opportunities to gain knowledge on current practices and various forms of technology
* Know the primary professional journals, list serves, social media, and conferences related to technology, low vision and blindness, and assistive technology
* Know assistive technology manufacturers
* Know resources to engage in beta testing or provide feedback to software developers.
* How to develop manuals and/or training materials
* Know the various assistive technology products available
* Know the major manufacturers and how to receive updates on new features and compatibility issues
* Know where to find the accessibility sites for major mainstream software providers

## Section 5 – Clinical Competencies

A Certified Assistive Technology Instructional Specialist for Individuals with Visual Impairments (CATIS) must demonstrate competency in four core domain skill areas and in each of the competencies outlined within in those domain areas.

### Assessment:

* Perform an intake evaluation ensuring the following:
	+ The individual has received a clinical low vision evaluation (when appropriate)
	+ The individual is using the prescribed optical systems as appropriate
* Conduct a thorough interview to determine the individual’s goals (personal, vocational, educational), needs and desires
* Perform a task analysis to determine the specific tasks required to accomplish the individual’s goals, needs and desires including:
	+ Accessing printed information
	+ Accessing electronic information
	+ Performing written communication
	+ Accessing mobile navigational information
	+ Participating in leisure & recreational activities
* Assess current hardware and software to determine if features are available that might assist the individual in accomplishing the desired tasks
* Determine if the individual has the necessary skills or has the ability to learn to successfully use the technology tool(s) to accomplish the desired task based on:
	+ Sensory skills (tactile, auditory, visual)
	+ Motor skills
	+ Cognitive skills
* Analyze the information gathered and make recommendations for specific technologies and the necessary training for the individual
* Provide adequate rationale and justification for the technology recommendations
* Educate the individual to ensure they understand the technology recommendations and use this information to advocate for the recommended tools and training

### Instruction:

#### General:

* Instruct techniques for integrating assistive technology, devices, hardware and software into the individual’s daily activities including home and work (if applicable) by applying learning styles and learning theory to suit the individual’s need
* Create a training plan specific to individual’s abilities, goals and needs and to adjust scope, structure and pace of instruction to the individual’s learning style and capacity for new information
* Plan, implement, and keep records for short-term and long-term instruction for each individual

#### Desktop/Laptop Mobile Solutions:

* Instruct general computer hardware and software basics, standard operating systems and accessible third-party options
* Instruct the appropriate use and maintenance of assistive technology devices
* Instruct the use of appropriate environmental modifications such as ergonomics, illumination and size control, speech output settings, and tactual marking
* Instruct basic maintenance and troubleshooting (updates, configurations, malware, anti- virus, etc.)
* Instruct basic levels of computer hardware and software, operating systems and accessible third party options
* Instruct built-in accessibility software options
* Instruct third-party accessibility software such as screen reading, screen magnification, braille display and OCR
* Instruct common productivity, recreation, and special accessibility programs
* Instruct how to use software with different input technologies – keyboard only, keyboard and mouse, braille displays, voice recognition
* Instruct current device personalization options in desktop, laptop, mobile and specialty devices
* Instruct orientation to a keyboard using tactual instead of visual cues
* Orient an individual to a new screen using terminology and references appropriate to the assistive technology being used

#### Configuration:

* Configure and setup of computers and portable devices as needed, including, but not limited to: installation of software and drivers; email functionality; account setup; folder management; disabling and removing of unneeded and inaccessible third party software, and installation of antivirus software
* Install and customize various AT solutions needed to meet individuals’ goals and objectives
* Install and remove computer components as needed such as hard drives, memory and sound cards
* Connect peripheral devices and access points via technologies such as Bluetooth, Wi-Fi and NFC
* Configure Operating Systems for compatibility with AT and other third party applications.
* Maintain and upgrade hardware and software solutions
* Configure systems and devices for remote training and instructional purposes as needed
* Troubleshoot basic hardware and software problems

#### Exploration:

* Review standard and access software tools at every available opportunity through public beta testing, free trials, and vendor online training
* Master access technologies that do not yet have training courses and manuals and develop use case and training materials for others
* Present and participate in conferences and educational events on ever-changing technology
* Develop network of tools to keep abreast of new developments in devices, software, services, and accessibility tools both within the visual impairment system and out in the general technology and user-group communities (i.e. follow access technology sources on social networks)
* Collaborate with software and hardware companies to promote accessibility
* Demonstrate accessibility features of main stream electronic applications and devices
* Demonstrate understanding of consumers’ review of commonly-used assistive technology applications and devices

## Section 6 – Code of Ethics

### PREAMBLE

The preservation of the highest standards of integrity is vital to the successful discharge of the professional responsibilities of a Certified Assistive Technology Instructional Specialist for Individuals with Visual Impairments (CATIS). This Code of Ethics has been established to safeguard the education and rehabilitation of people who are blind or visually impaired. This Code of Ethics ensures that the training and education that individuals receive in the area of assistive technology is of the highest quality to meet their goals and is designed to support the independence of the individual.

The Code of Ethics provides guidance for ethical practice but is not intended to serve as an exhaustive list of every possible ethical or unethical behavior. The CATIS is responsible for developing and implementing a sound assessment and instructional program. When questions regarding ethical practices arise that require consultation, the CATIS is responsible for discussing the issue with other appropriate parties to resolve the matter. To assure the public of a CATIS’ awareness of this obligation, the specialist commits to the Code of Ethics for Certified Assistive Technology Instructional Specialists for Individuals with Visual Impairments, henceforth referred to as “The Code”*.*

* A CATIS shall be dedicated to providing competent assistive technology training with empathy and respect for all individuals regardless of disability, age, gender, sexual orientation, race, nation of origin, religion, and/or other underrepresented group status
* A CATIS shall deal honestly with consumers and colleagues and have a duty to report evidence-based ethics violations in alignment with the ACVREP disciplinary process
* A CATIS shall respect the law and shall recognize a responsibility to seek changes in those requirements that are contrary to the best interests of the consumer
* A CATIS shall respect the rights of consumers, of colleagues, and of other professionals, and shall safeguard confidences within the constraints of the law
* A CATIS shall continue to study, apply and advance their knowledge of computers, operating systems, assistive technology and mainstream software. A CATIS shall make relevant information available to consumers and colleagues; obtain consultations; and refer to other rehabilitation and assistive technology professionals when required to provide the best possible service to the individual
* A CATIS shall, in the provision of appropriate training, except in emergencies, be free to choose with whom to associate and the environment in which to provide services; such venue shall be as mutually agreed by the CATIS and individual
* A CATIS shall recognize a responsibility to participate in activities contributing to an improved professional community through service to the profession
* A CATIS shall practice in accordance with the body of knowledge related to assistive technology

#### STANDARDS OF PROFESSIONAL BEHAVIOR

1. A CATIS shall provide assessment, evaluation, and intervention within their scope of practice in a collaborative rehabilitative or educational service; such service may include a clinical examination by a low vision eye care specialist, a low vision therapist, vision rehabilitation therapist, teacher of students who have visual impairments (TSVI/TVI) and/or an orientation and mobility specialist, as well as counseling and case management professionals.
2. A CATIS shall involve an interdisciplinary team when providing assessment, evaluation, and training for consumers who have additional disabilities.
3. A CATIS shall participate in the evaluation of hardware and software to determine the effectiveness and potential use by past, present, and/or future consumers.
4. A CATIS shall evaluate services and products rendered to determine their effectiveness on an ongoing basis.
5. If, in the course of providing services, a CATIS suspects that a consumer needs additional medical care, the CATIS will make appropriate recommendations for needed services.
6. A CATIS shall use every resource available, including referral to other specialists including other assistive technology specialists as needed, to provide the best service possible.
7. A CATIS shall fully inform consumers, parents, or guardians, of the nature, costs, and possible outcomes of the services.
8. A CATIS shall fully inform subjects participating in research or instructional activities of the nature and possible outcomes of these activities.
9. A CATIS shall provide appropriate maintenance of and access to the records of a consumer served professionally as governed by law.
10. A CATIS shall take all reasonable precautions to avoid injuring a consumer in the delivery of professional services.
11. A CATIS may not exploit a consumer in the delivery of or payment for professional services. Exploitation of services includes:
	1. accepting people for assessments, training, or by continuing services when benefits to the consumer cannot reasonably be expected or when services are outside of the scope of CATIS
	2. failure to provide training to the consumer that would allow them to gain the maximum assistive technology independence commensurate with individual ability, goals, and objectives.
12. When a CATIS is providing direct instructional services to consumers, they should develop a list of reasonable assistive technology training goals with the consumer, caregivers, or team members, and revise as necessary.
13. A CATIS may not guarantee the results of training, directly or by implication. Caution shall be exercised not to make promises or mislead a consumer to expect results that cannot be predicted.
14. A CATIS may not discriminate in the delivery of professional services on the basis of disability, age, gender, sexual orientation, race, nation of origin, religion, and/or other underrepresented group status that is unjustifiable or irrelevant to the need for and potential benefit from the services.
15. A CATIS shall continue professional development through their professional career.
16. A CATIS may not provide services or supervision that they are not qualified to perform nor permit services to be provided by a staff person under their supervision who is not qualified.
17. A CATIS will accurately represent their level of training, competence, and role in the interdisciplinary team.
18. A CATIS’ public statements providing information about professional services and products may not contain representations or claims that are false, deceptive, or misleading.
19. A CATIS may not use professional or commercial affiliations in a way that would mislead consumers or limit the services available to them.
20. A CATIS must provide information about other sources for training, as well as purchases for reasonably priced equipment, so that the consumers may make their own judgments about the source of purchases. If a CATIS also sells the equipment they are recommending, the CATIS is required to inform the consumer of alternative sources for obtaining equipment and training at reasonable costs.
21. Fees established for professional services shall be independent of hardware or software sales.
22. Price information about professional services rendered, including hardware or software sold, shall be disclosed by providing or posting a complete schedule of fees and charges in advance of rendering services.
23. A CATIS may not participate in activities that constitute conflicts of professional interest.
24. A CATIS may not engage in a violation of the Code of Ethics or attempt in any way to circumvent it.
25. A CATIS is required to report a violation of the Code of Ethics among colleagues.
26. A CATIS may not engage in dishonesty, fraud, deceit, misrepresentation, or any other form of illegal conduct.
27. A CATIS shall not practice while unable to do so with reasonable skill and safety (e.g., under conditions of illness, non-prescriptive use of controlled substances, chemicals, or other substances that may cause drunkenness or altered states).
28. A CATIS shall not choose to withdraw professional services after a professional relationship has been established without making recommendations and referrals to the consumer of alternatives to obtain necessary and equivalent professional services in a timely manner.
29. Harassing, abusing, or intimidating a consumer is prohibited. In addition, engagement in an intimate relationship, sexual contact or requests for sexual contact with a consumer, is prohibited.
30. Committing an act of dishonesty, corruption, or criminal behavior that directly or indirectly affects the health, welfare, or safety of current or past consumers is prohibited.

## Section 7 - Criteria for Eligibility

### Category 1

#### University/College Degree Program in Assistive Technology for the Blind/Visually Impaired

* + - 1. University/college bachelors or higher degree in Assistive Technology for the Blind/Visually Impaired (or equivalent foreign degree or diploma as verified by a NACES organization)
			2. 350 hour internship **(See Internship Requirements on page 20)** (may include Off-Site CATIS Supervision)

##### **Documentation required:**

* + - * 1. Original transcript from your educational institution(s)
				2. ACVREP CATIS Clinical Competency Evaluation Form signed by a CATIS
				3. Offsite Supervision Form if applicable

#### University Certificate Program in Assistive Technology for the Blind/Visually Impaired

* + - 1. University/college bachelors or higher in any field (or equivalent foreign degree or diploma as verified by a NACES organization)
			2. University Certificate Program in Assistive Technology for the Blind/Visually Impaired
			3. 350 hour internship **(See Internship Requirements on page 20)** (may include Off-Site CATIS Supervision)

##### **Documentation required:**

* + - * 1. Original transcripts from your educational institution(s) for the bachelors or equivalent and proof of completion of the Certificate program
				2. Core Domain Education Checklist
				3. ACVREP CATIS Clinical Competency Evaluation Form signed by a CATIS
				4. Offsite Supervision form if applicable

### Category 2

1. In this Category candidates MUST meet both the educational and work experience requirements for ONE of the combinations listed below. You are eligible if you meet any one of the combined requirements below.
2. Additionally, you must complete a 350 hour internship. This may be done at the place of your current employment [with Off-Site CATIS Supervision if needed]. **This internship may be completed as the last 350 hours of your required work experience requirement.** (See Internship Requirements on page 20)

#### Category 2 Educational and Work Experience Requirement:

| **Degree** | **AT Education/Technical Training in Assistive Technology for individuals who are blind/visually impaired (1)** | **General Technical Training (2)** | **Direct work experience providing assistive technology evaluation and training to individuals who are blind/visually impaired (3)** |
| --- | --- | --- | --- |
| Bachelor’s degree with an emphasis in vision studies including TVI, VRT, LVT, O&M | Post-secondary credit hours of AT education or technical training equal of no less than 30 contact hours | 15post-secondary contact hours | 1,000 hours in the most recent 3 years |
| Bachelor’s degree in Special Education or Rehabilitation with no emphasis in vision studies | Post-secondary credit hours of AT education or technical training equal to no less than 45 contact hours | 15post-secondary contact hours | 1,500 hours in the most recent 3 years |
| Bachelor’s degree or higher in any other field | Post-secondary credit hours of AT education or technical training equal to no less than 60 contact hours | 15post-secondary contact hours | 2,000 hours in the most recent 3 years |
| **For a limited time until closed by ACVREP**: Associates degree or 2 or 3 year post-secondary degree  | Post-secondary credit hours of AT education or technical training equal to no less than 90 contact hours | 15post-secondary contact hours | 9,000 hours in the most recent 8 years |
| **For a limited time until closed by ACVREP**: High School diploma | Post-secondary credit hours of AT education or technical training equal to no less than 120 contact hours | 15post-secondary contact hours | 12,000 hours in the most recent 10 years |

#### Category 2 Eligibility Criteria Definitions:

1. **AT Education/Technical Training in Assistive Technology for individuals who are blind/visually impaired:**

This consists of education, courses, or classes that are focused on a blindness related assistive technology such as a specific screen reader, screen magnification, refreshable braille device, or blindness specific OCR software, as well as any speech, refreshable braille or large print dedicated standalone device, or similar software for desktop, laptop or mobile solution, including braille translation software and embossing devices.

This education and training may be completed within your degree program oroutside of your degree program as additional education and training.

Contact hours are computed as follows:

1. 1 semester credit hour = 15 contact hours
2. 1 trimester credit hour = 14 contact hours
3. 1 quarter credit hour = 10 contact hours
4. **General Technical Training**

Technical training consists of post-secondary education, courses, or classes specific to mainstream hardware and/or software such as a word processing course or any CompTIA (Computer Technology Industry Association) certification.

Contact hours are computed as follows:

1. 1 semester credit hour = 15 contact hours
2. 1 trimester credit hour = 14 contact hours
3. 1 quarter credit hour = 10 contact hours

#### Direct work experience providing assistive technology evaluation and training to individuals who are visually impaired

Direct consumer related services in Assistive Technology are defined as those services that are provided in-person to consumers and others related to or working with consumers. Work must be remunerated (does not include pre-professional training) and the total time required must have been gained within most recent applicable years based on the degree under which you are applying.

It may include the following:

1. Evaluations, assessments, and other direct-to-consumer/student services
2. Implementation and training for consumers and/or students
3. Limited training provided to caregivers, support personnel, teacher’s aides, TVIs, etc. in some instances as reinforcement of training being provided by CATIS (not to exceed 5% of total time)
4. Time spent preparing and writing assessment/instructional reports not to exceed 10% of total time
5. Time spent in staffing and interdisciplinary meetings not to exceed 5% of total time

**Expressly excluded** **from Direct Service** include the following:

1. Administrative tasks and paperwork processing such as scheduling, ordering technology, billing and collection related tasks.
2. Instruction and Research that does not include consumer contact

#### Category 2 Documentation Required:

1. Official transcripts documenting all education and technical training – documentation will be reviewed for conformity to guidelines
2. Core Domain Area Education Checklist
3. Work experience verification
4. For employees, a letter(s) in the form provided as [Appendix C] from your place of employment (s) on their letterhead stating the cumulative hours of direct professional service while in their employment. Total hours verified must equal the hours required based on your educational background, and reflect the appropriate approved percentages of services provided
5. For Independent Contractors either copies of contracts that verify hours supplied, invoices paid or letter(s) from the contract parties verifying direct service hours provided to their clients
6. ACVREP CATIS Clinical Competency Evaluation Form signed by a CATIS
7. Offsite CATIS Supervision form, if applicable. This form must be submitted to ACVREP for approval prior to the start of the internship.

## Category 3

1. High School Degree or higher.
2. Completion of a post-secondary comprehensive ATBVI technical education and training program, lasting at least one year, that covers the entire CATIS Body of Knowledge and applied competencies taught by CATIS certified personnel.
3. The 350-hour CATIS Supervised internship must be completed following the completion of all other training program requirements at a placement location organized by but separate from the ATBVI technical education and training program. The CATIS supervisors for the internships should have the autonomy to evaluate CATIS Clinical Competencies and not have a conflict of interest with the ATBVI technical education and training program.
4. 1,500 hours of Direct Work Experience providing assistive technology assessment and training to individuals who are blind or have low vision in the most recent 3 years. [The 350-hour CATIS Supervised internship hours may be counted as part of the 1,500 hours].

**Direct consumer related services in Assistive Technology are defined** as those services that are provided directly to consumers and others related to or working with consumers who are blind or who have low vision.

It may include the following:

1. Evaluations, assessments, and other direct-to-consumer/student services
2. Implementation and training for consumers and/or students
3. Limited training provided to caregivers, support personnel, teacher's aides, TVIs, etc. in some instances as reinforcement of training being provided by CATIS (not to exceed 5% of total time)
4. Time spent preparing and writing assessment/instructional reports not to exceed 10% of total time
5. Time spent in staffing and interdisciplinary meetings not to exceed 5% of total time

**Expressly excluded from Direct Service** include the following:

1. Administrative tasks and paperwork processing such as scheduling, ordering technology, billing, and collection related tasks.
2. Instruction and research that does not include consumer contact

### Category 3 Documentation Required:

1. Copy of Certificate of Completion of the technical training program including documentation of the coursework and duration of the program.
2. Core Domain Area Checklist
3. Clinical Competency Evaluation Form signed by a CATIS
4. Offsite Internship Supervisor Form, if applicable
5. Employer(s) Direct Service Hours Form

### Internship Requirements for Category 1, 2, and 3:

#### Internship must be supervised by a CATIS either onsite or off-site. Off-site Supervision form must be submitted to ACVREP for approval prior to the start of the internship.

#### Total Internship hours of 350

#### 280 hours of the Internship must be Direct Service that may include the following:

* 1. Evaluations, assessments, and other direct-to-consumer/student services
	2. Implementation and training for consumers and/or students
	3. Limited training provided to caregivers, support personnel, teacher’s aides, TVIs, etc. in some instances as reinforcement of training being provided by CATIS (not to exceed 5% of total time)
	4. Time spent preparing and writing assessment/instructional reports not to exceed 10% of total time
	5. Time spent in staffing and interdisciplinary meetings not to exceed 5% of total time

 **Expressly excluded** **from Direct Service** include the following:

1. Administrative tasks and paperwork processing such as scheduling, ordering technology, billing and collection related tasks.
2. Instruction and Research that does not include consumer contact

## Section 8 – Certification Process

**There are 4 key steps in the certification process**. It is very important to complete all 4 steps.

Please go to the [CATIS Certification website on ACVREP (http://www.acvrep.org/certifications/catis)](http://www.acvrep.org/certifications/catis) to review the Steps to Certification in detail.

### Certification Process Timeline:

It is important, as an Applicant, to understand that the certification process has a timeline that must be met for each stage in the process. This timeline applies to all certifications through ACVREP.

1. You must provide all required information in order to be declared Eligible within 6 months of the date of your Eligibility Application. If this timeline is not met, your application will be cancelled and you will need to reapply.
2. Once you are declared Eligible, you must register for the exam within six months and must schedule and take the exam within 3 months of your Exam Registration Date. If this timeline is not met your application will be cancelled and you will need to reapply for Eligibility.
3. You will have a total 24 months from your Exam Registration Date to pass the exam if you do not pass on the first try. If this timeline is not met your application will be cancelled and you will need to reapply for Eligibility.
4. From the date you pass the exam you have 6 months to Apply for Certification. If your Application for Certification is not complete so that you are certified within 6 months of your Application for Certification Date your application will be cancelled and you will need to reapply for Eligibility.

**It is expected by ACVREP that you will not share information regarding the exam registration or scheduling process (i.e. registration website address, login information, passwords) with any other individual. If you are found to have shared such information, you may face disciplinary action jeopardizing your eligibility to sit for the certification exam and/or to obtain ACVREP certification.**

## Section 9 – Examination Information

ACVREP provides an online Certification Exam delivered through third party proctored test centers or, with prior arrangements, a privately proctored exam at a site mutually agreed between ACVREP and the test taker.

### Reasonable Accommodations

When completing the Examination Registration Form, the examinee will make known their need for a reasonable accommodation, provide documentation supporting the need for accommodation by physician, and indicate what type of accommodation is needed for the administration of the examination. Based on the documentation provided, ACVREP will approve the use of requested accommodation and will work with the testing contractor to secure the appropriate resources and/or implement the necessary actions to facilitate a reasonable accommodation(s) for those examinees. Accommodations will be provided according to the Americans with Disabilities Act Accessibility Guidelines (ADAAG) 2011 Revisions.

### Testing Center Protocol

1. You must bring two (2) forms of I.D., one being a photo I.D., and your authorization code to the testing site on the day of your scheduled exam.
2. If you must reschedule your exam, a rescheduling fee of $90.00 (USD) will be charged if an exam is rescheduled by the candidate within 72 hours of the exam date. Remember that each time you reschedule you will need to wait another 30 days before being able to take the exam
3. If you miss the exam, you will be charged a rescheduling fee of $90.00 (USD).
4. Your certification exam will be held at a KRYTERION High-stake Secure Testing location. There are hundreds of locations available to you for your convenience.
5. You will find out the results of the exam immediately after your submission of the exam. You will be notified whether or not you passed or failed. No composite score will be provided. If you failed the exam your domain scores will be made available to you to assist you for studying for a retake of the exam. You will also receive an email with the results.

### Responsibilities of the Examinee

1. Notify ACVREP of any reasonable accommodations for the administration of the exam via the Exam Registration Form. Documentation is required to serve as evidence for the need of testing accommodations.
2. Arrive at the examination site at least 15 minutes before the designated time. Individuals requiring accommodations should arrive earlier to assure the appropriate use of the accommodation(s).
3. Bring and show appropriate identification, including photo ID.
4. Maintain quiet examination conditions during the test session.
5. Complete the examination before leaving.
6. Refrain from requesting information about the examination from the proctor.
7. Refrain from any behavior that could be interpreted as cheating (e.g., speaking with other examinees, consulting notes).
8. Follow all policies and procedures established by ACVREP and the testing contractor.
9. While Kryterion takes every precaution so that your testing center experiences goes smoothly, there can be unavoidable interruptions in the exam and from time to time an issue with launching the exam. It is critical that as a test taker you deal with those issues in a very professional manner and maintain decorum. Kryterion has the option to remove or refuse delivery to any test taker who becomes loud or abusive while at a testing center.

### Examinee Feedback

ACVREP will provide an opportunity for examinees to give immediate feedback regarding the certification examination following the administration of the exam. The feedback received will be provided to the CATIS ACVREP Subject Matter Expert Committee for review and action, if necessary.

### Examination Site

The examination site shall be accessible according to the Americans with Disabilities Act Accessibility Guidelines (ADAAG) 2011 Revisions. Examination sites shall be rooms with enough space to allow at least 2 ½ to 3 feet between examinees. All possessions will be secured by the proctor away from where individuals are taking the examination. No cell phones, electronic devices (e.g. recording/transmitting/storage devices), etc. will be allowed in the exam room. The room must be kept completely quiet.

### Examination Retakes

Candidates who do not achieve a passing score may retake the examination by submitting the appropriate Examination Registration (Retake) Form online. The Exam Registration Fee includes up to two (2) administrations of the certification exam. Upon verification of a non-passing result, the candidate may log into their ACVREP online account and select and submit the Exam Retake form.

### Examination Results

Upon completion and scoring of the examination, you will receive your results immediately. You will be provided with the results on a Pass/Fail basis. If you fail the exam you will be provided with your domain scores only. If you pass the exam you will be provided with no further information

Once you have passed the exam you may log into your online account and Apply for Certification.

## Section 10 – CATIS Test at a Glance

**Test Name:** CATIS Exam 2017

**Time:** 200 minutes [3.25 hours] hour limit (non-accommodated) and 300 minutes [5 hours] limit (with accommodations)

**Number of Questions:** 131

**Format:** Multiple-choice and Multiple select questions

### About this Test

The CATIS exam is designed for individuals who are instructing in assistive technology for individuals who are visually impaired. The 131 multiple-choice or multiple select questions focus on knowledge of theories, facts and principles of assistive technology assessment, instruction, configuration, and exploration for individuals who are visually impaired as a discipline and on the application of that knowledge in working with persons with visual impairments.

It is important to know theory as well as practical application. If you are currently practicing as an assistive technology specialist and have decided to become certified, it is important to understand that the exam will test your knowledge across the full Scope of Practice and Body of Knowledge. This may test information that is not part of your current day-to-day practice but is important for you to know as a certified professional.

When a question is multi-select the test will not allow you to move forward unless you have selected the number of answers required by the question. The question will always state the number of answers needed.

The Domain Areas correspond to the Body of Knowledge domain areas and are designed to test the knowledge outlined in the Body of Knowledge for each domain.

|   | **Domain Areas** | **# Questions** |
| --- | --- | --- |
| 1 | **Assessment** | 34 |
| 2 | **Instruction** | 51 |
| 3 | **Configuration** | 29 |
| 4 | **Exploration** | 17 |

### Preparing to take the certification exam:

The certification exam is based on the detailed Body of Knowledge (BOK) in this Handbook that begins on page. The Subject Matter Expert Committee, comprised of CATIS certified practitioners and university personnel working in collaboration with ACVREP’s outside psychometrician, developed the exam by reviewing the BOK and determining the knowledge that should be measured by the exam to determine that an applicant has met the entry level knowledge and ability to apply that knowledge to various scenarios. The educational coursework that you have completed should have well prepared you for the exam.

The following outlines what will be measured on the exam. It is important to keep in mind when answering exam questions that while, as practitioners, you may develop comprehensive information, when answering exam questions, you should base your answers solely on the information that is provided in the question, even if that is not the full information that you develop in actual practice.

Below you will find each domain, the objectives that will be measured for that domain and following this table will be sample questions and the list of references.

### Test Objectives to Measure Knowledge

#### Assessment

* Identify the components that make up the legal definition of blindness.
* Identify the function of the components of the visual system including oculomotor system, eye, optic pathway, and brain.
* Given a scenario including implications like glare sensitivity, contrast sensitivity, lighting, visual fatigue and ergonomics, identify the eye condition that could cause this implication.
* Identify the functional visual level of individuals given a description of information in a visual report (abbreviations and notations that describe pathology, visual functioning and refractive error.)
* Given a scenario including an individual's preferred learning style, identify the implications for training.
* Given a scenario including information about an environment and the individual, identify the most effective hardware and/or software category that should be used for the environment.
* Identify the built-in accessibility of various operating system platforms (i.e., Windows, Mac, iOS, and Android.)
* Given a scenario about goals, needs, and limitations of an individual, identify the type of technology that should be recommended.
* Given a scenario about an individual, their abilities, their baseline computer skills (vision/hearing/tactile) and preferred learning style , identify the implications for training.
* Given a scenario about an individual and their abilities, identify when to use magnification, speech, braille, or possible combinations.
* Given a scenario about an individual and their abilities, identify how to analyze a given task that is typically done visually.
* Given a scenario about an individual and their abilities, explore solutions for non-visual ways to perform given tasks due to contrast, visual fatigue, and glare issues.
* Identify how a neurological disorder can affect visual functioning.
* Given a scenario about an individual, determine how to recognize any additional disabilities and make the referral to or consult with the appropriate professional.
* Given a scenario about an individual and other factors (literacy, internet connection, financial factor, technology factors, etc.), identify how those factors will affect the use of a specific technology.
* Given a scenario about an individual with a cognitive disorder or a neurological condition (e.g., head injury, Multiple Sclerosis, Cerebral Palsy, Autism, and stroke), identify how the disorder or condition impacts the choice of assistive technology solutions.
* Given a scenario that includes an individual's motor abilities (manual dexterity, range of motion, and neuropathy, etc.), determine the options of input devices and/or technologies that should be recommended.
* Given a scenario about an individual's medical reaction/condition, identify the response that should be taken.

#### Instruction

* Given a scenario about an individual's abilities, goals and needs, identify the training plan that should be created.
* Given a scenario about an individual and available assistive technology solutions, identify the appropriate sensory modalities for that individual.
* Given a scenario about an individual, available assistive technology solutions, and an effective modality, identify how to provide instruction.
* Given a scenario about an individual, identify techniques to teach the individual the integration of technology (devices and software) for vocational, avocational, educational, and activities of daily living.
* Identify the characteristics of various learning styles.
* Identify the characteristics of various learning theories.
* Given a scenario about an individual, identify that individual's learning style and appropriate learning theory to implement.
* Identify the characteristics of effective case management skills including planning, implementation, and record keeping for short-term and long-term instruction.
* Identify privacy concepts with individual medical records.
* Given a scenario about teaching an individual with visual impairment to use screen reading software, identify the next step in the process or troubleshoot problems.
* Given a scenario about teaching an individual with low vision to use screen magnification software, identify the next step in the process or troubleshoot problems.
* Given a list of device characteristics, identify the category of device to which it belongs (portable, desktop, stand-alone devices, or a broad spectrum of low vision and blindness specific devices.)
* Given a scenario about general computer hardware and software basics, operating systems, or accessible third-party options, list steps to operate a specific piece of computer hardware or software.
* Given a scenario involving screen readers, screen magnifiers, and/or voice recognition programs, identify how to enable and disable programs or built-in features on various operating systems and devices (Windows, Mac, IOS, Android.)
* Identify when it would or would not be recommended to use voice recognition as a technology solution.
* Given a scenario about a specific third-party assistive technology software solution and an individual's ability, goals, and needs, describe how to effectively use the software.
* Identify commands to accomplish a function in third-party software solutions.
* Identify how to use the keyboard as the sole input device in common productivity and/or recreation applications.
* Identify how to use the keyboard and mouse in common productivity and/or recreation applications.
* Identify why alternate input devices would be used in common productivity and/or recreation applications.
* Identify how to use braille displays in common productivity and/or recreation applications.
* Identify how to use voice recognition in common productivity and/or recreation applications.
* Identify how to customize hardware options for desktop, laptop, mobile and specialty devices.
* Identify how to personalize software options for desktop, laptop, mobile and specialty devices.
* Given a scenario about instructional progress and the various causes for it , identify how to adjust scope, structure and pace of instruction to meet the needs of the individual learner.
* Identify various resources for learning (basic help systems, web sites, manufacturer contact information, etc.)
* Identify how to orient individuals to a keyboard using tactual and/or visual cues, including which keys are used for orientation and other landmarks.
* Identify how to clearly orient an individual to a screen change using terminology and references appropriate to the assistive technology being used.
* Identify how to perform some of the common functions in major productivity software packages including their respective keyboard shortcuts.
* Identify the commands that will carry out a specific function in major productivity software packages.
* Given a scenario about an individual with visual and/or other impairments, describe how to select appropriate environmental modifications such as ergonomics, illumination and size control, speech output settings, tactual marking, etc.
* Given a scenario about an individual with a visual impairment, describe how to select appropriate environmental modifications such as screen size , working distance, appropriate optical devices, etc.
* Identify the standard computer maintenance and troubleshooting activities, (performing updates, configuring settings, defragmenting disks, removing malware, using antivirus programs, etc.)
* Describe maintenance and troubleshooting activities that users of assistive technology devices should be able to perform (installing updates, configuring settings, etc.)
* Identify various assistive technology solutions that are used on various platforms (Windows, Mac OS, Android, iOS families of operating systems, etc.)
* Given a scenario about changes in technology, determine whether and/or how to change or adjust instructional methods and techniques.
* Identify how to plan, implement and document for short-term instruction.
* Identify how to plan, implement and document for long-term instruction.
* Identify various resources for troubleshooting assistive technology products.

#### Configuration

* Identify how to configure and setup computers and portable devices as needed (installation of software; email functionality; account setup; folder management; disabling and removing of unneeded and inaccessible third-party software, and installation of antivirus software, etc.)
* Given a specific operating system, identify which accessibility features are available.
* Given a scenario about a computer, identify what and how to install, remove, or replace computer hardware components as needed such as hard drives, memory and sound cards.
* Given an assistive technology solution, identify required specifications for hardware and/or software.
* Given a scenario about connecting peripheral devices and access points, identify how to connect them via technologies such as Bluetooth, Wi-Fi and NFC.
* Identify common methods to track and implement hardware and software updates.
* Identify common solutions and or components for remote training and troubleshooting in assistive technologies.
* Given a scenario about a computer problem, identify how to effectively troubleshoot basic hardware and software problems.

#### Exploration

* Identify names of journals, parent organizations that host conferences, web sites, and other resources that are available for continuing education.
* Identify the standards expected for maintaining CATIS certification through self-teaching.
* Identify primary professional journals, list serves, social media, and conferences related to technology, low vision and blindness, and assistive technology.
* Identify the strategies and techniques of developing manuals and training materials.
* Identify the categories of low vision and blindness assistive technology products that are available.
* Identify how to receive updates on new features and compatibility issues.

Sample Test Questions

#### Assessment

1. During an assessment, an adult client with a visual impairment does not appear to grasp the concept of navigating a web page using screen reading software. Which is the MOST appropriate strategy to facilitate learning?
	1. provide a verbal description of the screen layout
	2. implement discovery learning techniques
	3. use scaffolding to provide support
	4. reverse chain the instructions provided
2. An iOS screen reader user is having difficulty quickly reading room numbers and printed materials while on the go. The user wants to know which app category for the iPhone can be used to portably access the information on the printed sign. Which type of technology should be recommended for this task?
	1. screen reading software
	2. OCR software
	3. GPS software
	4. NFC software
3. A client is receiving a new AAC device which needs to be configured for the content presented on the device. Which professional is MOST appropriate with whom to consult?
	1. occupational therapist
	2. teacher of students with visual impairments
	3. speech and language pathologist
	4. rehabilitation therapist
4. Which three types of information are needed for a comprehensive assistive technology evaluation for a client that has had a middle cerebral artery stroke?
	1. visual field
	2. magnetic resonance imaging (MRI)
	3. visual acuities
	4. physical examination
5. What does an acuity of NLP on an ocular or eye report indicate?
	1. no light perception
	2. normal level pupils
	3. non-linear perception
	4. not looking parallel

#### Instruction

1. Which sequence of keyboard commands will navigate in a standard combo box (i.e., drop-down list)?
	1. Use Alt+Down Arrow to open the list, then use up and down arrows to move through items, and then press space to select an item and close the list
	2. Use Alt+Page Down to open the list, use up and down arrows to move through items, and then press enter to select an item and close the list
	3. Use Alt+Down Arrow to open the list, use up and down arrows to move through items, and then press enter to select an item and close the list
	4. Use Alt+Page Down to open the list, use up and down arrows to move through items, and then press space to select an item and close the list
2. Which are the single keystroke commands to turn the built-in screen reading feature on and then off in Windows 10 or later versions of Windows?
	1. Windows+U and then Windows+Escape
	2. Windows+U and then CAPS Lock+Escape
	3. Windows+Enter and then Windows+Escape
	4. Windows+Control+Enter and then Windows+Control+Enter
3. Which learning theory and learning style should be implemented for a client with a visual acuity of 20/100 OU who benefits from modeling of spatial relations during instruction?
	1. social cognitive learning theory and visual learning style
	2. social cognitive learning theory and kinesthetic learning style
	3. information processing learning theory and visual learning style
	4. information processing learning theory and kinesthetic learning style
4. Which software converts printed information into an electronic format, provides text that can be edited, allows auditory access to text using either built-in speech or additional software, and allows visual access to text using either built-in or additional magnification software?
	1. digital imaging software
	2. RCA software
	3. OCR software
	4. screen reading software
5. Which is a gesture conflict that arises when Zoom and VoiceOver are used simultaneously?
	1. two-finger flick up
	2. two-finger flick down
	3. one-finger triple tap
	4. three-finger double tap
6. Which command is the quickest way to access the list of links, headings, and landmarks, while browsing a webpage using NVDA?
	1. Insert+Tab
	2. Insert+Control+F7
	3. Insert+F7
	4. Insert+Shift+F7
7. Which two items should be completed when teaching a client how to use voice recognition software, such as Windows Speech Recognition or Dragon Naturally Speaking?
	1. adjust the level of the microphone to avoid voice clipping
	2. skip creating a user profile and come back to this after the client is more proficient
	3. teach the client to mute the microphone when not talking to the computer
	4. explain to the client that talking to the computer is just like talking to a human being
8. An elementary school student, who is legally blind, would MOST benefit from which type of instructional activity relating to the use of assistive technology to facilitate academic writing skills?
	1. instruction in the use of digital talking book application or device
	2. instruction in the use of a handheld telescope
	3. instruction in the use of a signature guide
	4. instruction in the use of beginning keyboarding skills
9. Which keyboard shortcut in Windows will move the focus to the notification pane/system tray?
	1. Windows+B
	2. Windows+M
	3. Control+Shift+S
	4. Control+Shift+N

#### Configuration

1. Which automatic configuration method can be used to allow wireless devices to connect to the WAP securely by pressing a button instead of having to type in the password?
	1. WEP
	2. WPA
	3. WPS
	4. WPA2
2. Which term could be a measure of a computer's HDD capacity?
	1. 100 square millimeters
	2. 100 dpi
	3. 100 gigahertz
	4. 100 gigabytes
3. A built-in wireless card on a laptop computer stopped working. Which solution will BEST enable this laptop computer to access the Internet through a Wi-Fi connection?
	1. install a wireless card or adapter
	2. use an external USB wireless NIC
	3. use a CAT 10 Ethernet cable
	4. connect it to a wireless printer
4. Which Apple service must be set up and configured to ensure that data on an iOS mobile device is backed up and can be remotely wiped in case the device is lost or stolen?
	1. iOS
	2. iCloud
	3. iTunes
	4. iBackup
5. A client reported that no sound is coming from the speakers on a laptop computer. A CATIS verified the power status of the speakers and volume control settings, but there was still no sound. The CATIS then plugged a headset into the same port where the speakers were connected. Audio played through the headset. What is the BEST option to solve this issue?
	1. install a new sound card
	2. update the audio driver
	3. update the video display driver
	4. replace the speakers
6. If a laptop screen will not come on or is cracked, which is a possible option to help with logging into the system?
	1. press Control+Alt+Delete
	2. hold in the power button for five seconds
	3. plug in an external monitor
	4. access the BIOS settings
7. Which activity should be done BEFORE removing an USB or IEEE-1394 connected storage device from a Windows computer?
	1. open the storage device door
	2. select safely remove hardware
	3. format the storage device
	4. park the hard drive

#### Exploration

1. Which website MOST likely includes a review of accessible iPhone apps for people with visual impairments?
	1. PCmag.com
	2. AppAdvice.com
	3. Apple.com
	4. AppleVis.com
2. Which three activities may a CATIS perform in order to maintain certification?
	1. attend a professional workshop
	2. volunteer time providing service
	3. service on any committee in a facility
	4. obtain CompTIA A+ certification
3. Which hashtag can be used for reporting and solving accessibility issues on social media?
	1. #BLtech
	2. #a11y
	3. #BRLAT
	4. #accesstech
4. Which are two third-party DAISY audio players that can be used to play downloaded books from the National Library Service?
	1. Victor Reader Stream
	2. SensePlayer
	3. Stellar Trek
	4. The Mini Wilson

**Answers to the sample questions may be found at the end of Section 10 after the Reference List.**

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## Answers to the sample test questions

* 1. c
	2. b
	3. c
	4. a, c, and d
	5. a
	6. c
	7. d
	8. a
	9. c
	10. d
	11. c
	12. a and c
	13. d
	14. a
	15. c
	16. d
	17. b
	18. b
	19. d
	20. c
	21. b
	22. d
	23. a, b, and c
	24. b
	25. a and b

## Section 11 – Recertification

**Recertification is required for CATIS every two (2) years** to ensure that the CATIS is remaining current in the field. This recertification cycle is consistent with other recognized technology certifications.

**A certificant is required to have earned 40 points within the two (2) year period to be eligible for Recertification**.

The CATIS recertification fee is equal to 40% (2/5) of the posted recertification fee in effect for other ACVREP certifications. It can be found listed separately at [ACVREP Fees (http://www.acvrep.org/certifications/fees)](http://www.acvrep.org/certifications/fees).

The certificant must complete the Recertification Application by logging into their ACVREP account, completing the short application and submitting it with the appropriate recertification fee. The required supporting documentation of the forty (40) points needed for recertification must already be in the certificant’s Recertification Tracker in order to submit the application. Refer to the [CATIS Recertification Point Calculations (http://www.acvrep.org/recert/points-catis)](file:///C%3A%5CUsers%5CRachael%5CDropbox%5CCATIS%20certification%20documentation%5CCATIS%20Recertification%20Point%20Calculations%20%28http%3A%5Cwww.acvrep.org%5Crecert%5Cpoints-catis%29).

Early applications for recertification may be accepted and reviewed only within 6 months prior to the certification expiration date. However, early applications for recertification will be issued by the expiration date of the quarter in which the application was initially approved.

It is the responsibility of the ACVREP staff to check each application to see that all recertification requirements have been met. If not, the applicant will be notified by email and requested to provide the required information for recertification. Applicants for recertification can log into their account at any time to check on the status of their application.

Recertification applications must be submitted online by the first (1st) of March, June, September, and December in the quarter of expiry. Any application submitted after that date will incur the published late fee. Recertification is valid for two (2) years.

### Recertification Point Requirements: Total of 40 points every 2 years

#### Category 1 Recertification Points

**Continuing Education:** 10 points mandatory minimum of assistive technology specific continuing education. All 40 points may be earned in this category.

#### Category 2 Recertification Points

Professional Experience: 145 hours required for 20 points

#### Category 3 Recertification Points

Publications and Presentations: a maximum of 20 points

#### Category 4 Recertification Points

Professional Services: a maximum of 20 points

Refer to [CATIS Recertification Point Calculations](http://www.acvrep.org/recert/points-catis) for additional information on how to compute your points in each category posted on the ACVREP website.

**Please note**: A fee will be charged for an “Expedited Review” at the posted rate for fees at [ACVREP.org](http://www.acvrep.org).

## Section 12 – Reinstatement of Certification

1. Candidates initially granted certification, but who have not applied and been recertified prior to their Expiry Date, may be reinstated and Recertified by Points within one calendar year following their Expiry Date if they meet the recertification requirements and pay the recertification late fee.
2. If not recertified within one year of the Expiry Date, a certificant’s certification will Lapse. Once a certification has Lapsed, it may only be reinstated by Recertification by Exam that will require the applicant for reinstatement to take the current exam in their field.
3. If a certification has Lapsed by longer than ten years, the former certificant will need to reapply for Eligibility and be prepared to provide all documents required for certification.
4. It is the certificant’s responsibility to update their contact information in their online account in order to receive all notices from ACVREP including those notices reminding him/her of Expiry and Lapsed dates. **While ACVREP will provide notices, it is solely the responsibility of the certificant to ensure that they recertify within the required time frame.**
5. If the certificant does not apply for recertification by the due date that is the first day of the month of Expiry, then the certificant will not be able to submit their online application without paying the published late fee.
6. ACVREP has a responsibility to notify the certificant who has applied for recertification within ten business days if their application is not complete or does not conform to recertification standards. It is then the certificant’s responsibility to provide the required information on a timely basis to ACVREP. ACVREP is not liable for recertifying a candidate prior to their Expiry if all required information has not been submitted ten days prior to expiry.

**It is solely the responsibility of the certificant to be aware of their expiry date and to recertify on time. A certificant can log into their online account at any time and verify their expiry date. Additionally, a certificant can verify their expiry date by using the online directory under the “Verify” tab on the ACVREP website.**

## Section 13 – Appeals Process

## A. Introduction

Eligibility criteria for certification/recertification is established by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) Board of Directors based upon the recommendations of the Subject Matter Expert Committee (SME) of the respective discipline.

Unsuccessful candidates will receive a written denial of certification. A process of appeal upon written submission is available to any denied candidate who feels that the eligibility criteria have been inaccurately, inconsistently, or unfairly applied.

The process of appeal does NOT permit:

* + - Additional time to acquire education, employment experience or supervision required for certification.
		- Additional time to submit the documentation required for certification.
		- Presentation of additional documentation.

### B. Levels of Appeal

The appeal process provides for two levels of appeal. The first is to the Subject Matter Expert Committee and the second is to the Board of Directors. This structure assures:

* A review of the relevant facts.
* A second, independent evaluation of the materials presented.
* Fair and consistent application of eligibility criteria.

#### C. The Appeal Process

**1. First Level of Appeal**

The appellant must send to the President of ACVREP a written request for appeal, by certified mail postmarked within 30 days of official receipt of the letter of denial. The request for appeal must include in a single packet a signed statement of the grounds for appeal and all relevant documentation in support thereof. Only documentation included with the first appeal request will be considered at either level of appeal.

The President will forward the request for appeal to the Chair and members of the appropriate SME Committee. The decision will be made by majority vote of the SME and the Chair of the SME will forward written notice of the decision to the ACVREP President. The President will inform the Board of Directors of the decision and the specific reasons therefore and will inform the appellant to the same effect by certified mail within 30 days of receipt by the President of the request for appeal.

If the SME upholds denial of certification, the appellant has the right to petition for a second level of appeal.

**2. The Second Level of Appeal**

The appellant must send to the President of ACVREP a written request for a second level appeal, by certified mail postmarked within 30 days of receipt of the decision on first appeal. The request for a second level of appeal must set forth specific objections to the determinations made by the SME in rendering its decision in the first appeal. No additional documentation may be included.

The President will forward the appellant's written request and all documentation accompanying the request for the first level of appeal to the Chair of the Board of Directors. The Chair of the Board will appoint an Ad-hoc Committee comprised of at least three members of the Board to review the second level request and all documentation accompanying the first level appeal. None of the Ad-hoc Committee members may have been part of the SME that rendered the decision on first appeal.

The Ad-hoc Committee will report its decision to the Board and the Chair of the Board will inform the President in writing of the decision. The Chair of the Board will inform the appellant of the decision by certified mail within 60 days of the official receipt by the President of the request for a second level appeal.

#### D. Related Items

ACVREP is not responsible for any costs incurred by the appellant throughout the appeal process.

If the appeal concerns an examination related issue, the appellant is precluded from retesting until the appeal is heard and a final decision has been rendered.

ACVREP will permanently retain all records and reports related to each appeal.

## Section 14 – Disciplinary Procedures and Grounds for Discipline

Disciplinary procedures are established to provide a fair and impartial determination regarding alleged misconduct by ACVREP certified professionals and to uphold the Code of Ethics establishing required standards of conduct for all ACVREP certified professionals.

ACVREP encourages complainants to attempt to resolve issues directly with the certified professional involved prior to requesting that ACVREP commence a disciplinary procedure.

To the extent permitted by law, confidentiality shall be maintained by all parties throughout the disciplinary procedure.

### Grounds for Discipline

Misconduct by ACVREP certified professionals, including the following acts or omissions, which serve to constitute grounds for discipline, whether or not the misconduct occurred in the course of interacting with a client/student.

1. Any act or omission that violates the provisions of the applicable ACVREP Code of Ethics.
2. Unauthorized disclosure of Protected Health Information (PHI) as defined by HIPAA (Health Insurance Portability and Accountability Act).
3. Conviction of a felony or conviction of a crime involving dishonesty or moral turpitude.
4. Knowingly billing for services not provided.
5. Any act which the Disciplinary Review Committee (“DRC”) reasonably believes constitutes discrimination, harassment, or retaliation in violation of federal and/or state law.
6. Obstruction of the Disciplinary Review Committee's performance of its duties.
7. Any materially false or misleading statements made while acting in the capacity of an ACVREP certified professional.

### Complaint

1. Upon ACVREP’s receipt of a complaint, written or oral, the President shall:
2. send a copy of the appropriate Code of Ethics to the complainant along with the ACVREP Complaint Form and Affidavit.
3. forward the complainant's written complaint and all accompanying evidence to the Chair of the DRC for review.
4. Within twenty (20) business days of receipt of all of the submitted material, the Chair shall determine whether there is reasonable cause to believe that grounds for discipline exist based upon the materials submitted. The Chair may consult with ACVREP’s legal counsel for advice during the Chair’s review of the matter.
5. If the Chair determines that there is no reasonable cause to believe that grounds for discipline exist, the Chair will so notify the complainant, shall inform the complainant of the reason(s) for the decision, and shall thereafter close the file.
6. If the Chair determines that reasonable cause to believe grounds for discipline exist, within ten (10) business days of that determination the Chair shall:
	1. Send by certified mail, return receipt requested, or by other means providing proof of receipt, to certified professional’s most current address on file, a copy of the complaint and supporting documentation.
	2. advise the certified professional of their right to respond in writing to the allegations of the complaint, by sending the response and supporting documentation to the Chair within ten (10) business days of certified professional’s receipt of the complaint.
7. If the certified professional does submit a written response, a copy of the response and any accompanying documentation shall be provided to the complainant within a reasonable period of time but no later than five (5) business days before the hearing.
8. The Chair shall also schedule the hearing for a date and time convenient for the parties and the DRC. The date of the hearing shall be no later than 60 calendar days from the date the Chair makes the determination of reasonable cause, unless the hearing is continued by the Chair for good cause shown or by mutual agreement.

### Hearing

1. The hearing may be held either face-to-face or via teleconference.
2. The Chair shall conduct the proceedings as a nonvoting committee member and shall rule on the admissibility of evidence.
3. The complainant shall present complainant’s evidence first. The certified professional may then respond.
4. Both parties may be represented by counsel, but each shall be responsible for the cost of such counsel as well as any expenses associated with the hearing.
5. The voting members of the committee shall determine whether or not grounds exist for discipline, and shall issue findings and a determination, including any discipline to be imposed, based upon a majority vote of those members eligible to vote.
6. The findings and determination, including any discipline imposed, shall be sent promptly to the complainant and to the certified professional by certified mail, return receipt requested, or by other means providing proof of receipt.

### Appeal and Final Decision

1. The certified professional may appeal the DRC's decision and/or discipline to the full ACVREP Board of Directors by written notice sent via certified mail or its effective equivalent to the ACVREP office within 20 business days after the DRC issues its findings and conclusions.
2. The Chair of the DRC shall then submit the DRC's findings and determination, along with the case file, to the full board which shall render a final decision and shall affirm, modify, or reject the discipline imposed by the DRC.
3. Unless requested by the board, no additional information may be introduced by the committee or certified professional during the appeal process.
4. The board's decision shall be final, with notification provided to the certified professional, via certified mail or its equivalent, within 45 business days from the date the ACVREP office received the certified professional’s letter of appeal, unless the board has requested additional information during the appeal process or the board has decided to render a final decision at its next scheduled board meeting. In the event the board decides to render a decision at its next meeting, notice will be sent to all interested parties.

### Forms of Discipline

The DRC or the Board may impose any of the forms of discipline as follows:

1. Private written censure
2. Public letter of admonition
3. Suspension of certification and the right to use the ACVREP marks for a specified period of time, not to exceed five years
4. termination of certification and of the right to use the ACVREP certification marks

All disciplinary actions, with the exception of private written censure, shall be publicly disseminated by posting on ACVREP’s website for the period of time specified by the DRC or the board, as may be applicable.

### Reinstatement

Reinstatement of suspended certification shall occur at the end of the period of suspension, upon the terms and conditions set by the ACVREP Board of Directors at the time discipline is imposed.

## Section 15 - Use of the Service Mark

The service mark “Certified Assistive Technology Instructional Specialist for Individuals with Visual Impairments” (and CATIS) is owned by ACVREP. This mark identifies and distinguishes the services of the ACVREP Certified Assistive Technology Instructional Specialist for Individuals with Visual Impairments (CATIS) from services provided by others. The ACVREP CATIS has the exclusive right to use the mark in connection with the assistive technology services.

CATIS is both singular and plural – one CATIS or three CATIS.

Proper usage of these certification marks is a crucial part of a certificant’s communication to their employer, organization, current or potential students, and clients. When properly used, these marks represent rigorous recognized standards for service delivery to individuals with vision impairment and demonstrate the certificant’s commitment to upholding these standards.

Individuals who have been officially granted one or more certification credentials by ACVREP shall adhere to all ACVREP accountability standards during the period in which they remain certified. Certificants are authorized to use the following mark in communications and collateral materials:

### CATIS

1. Always use all capital letters
2. Never use periods

**Correct:** Jane Doe, CATIS

**Incorrect:** Jane Doe, C.A.T.I.S.

**Incorrect**: Jane Doe, Catis

1. First letters always capitalized

**Correct:** John Doe is a Certified Assistive Technology Instructional Specialist.

**Correct:** The organization employs 12 people who hold the Certified Assistive Technology Instructional Specialist credential.

**Incorrect:** A group of certified assistive technology instructional specialists are doing the presentation.

If a Certificant chooses to use the trademark on any of their materials, they is required to follow these guidelines. Under no circumstances may these marks be altered, modified, reproduced or electronically scanned in such poor quality as to distort or significantly alter its appearance.

### Authorized Use of the Marks for Individuals:

The marks may be used on the following materials:

* On business cards
* On stationery
* Directory listings
* On brochures and signage, provided it is clearly linked to an individual certified by ACVREP
* Display advertising, provided it is clearly linked to an individual certified by ACVREP
* As a digital badge that includes the CATIS Certification logo provided to Certificants along with a hyperlink to the Certificant’s unique certification page, as well as alt text for the badge image.

### Unacceptable Uses of the Marks

1. Trademarks may **not** be used to imply ACVREP’s sponsorship or endorsement of an organization (even when one or more members are certified).

**Correct:** Doe Agency for the Visually Impaired
Jane Doe, CATIS
John Doe, CATIS
Allison West, CATIS

**Incorrect:** Doe Agency for the Visually Impaired: Certified Assistive Technology Instructional Specialists.

**Incorrect:** Jane Doe, CATIS and Associates, Inc.

1. Trademarks may **not** be used to imply ACVREP’s sponsorship or endorsement of a particular product or service, nor may the marks and/or their derivatives be used as, or in the name or title of products or services not provided directly by ACVREP (including, but not limited to, educational programs, books, software tools, consulting services, etc.).

 **Correct:** Mary Smith, CATIS

 **Correct:** Mary Smith, Certified Assistive Technology Instructional Specialist

**Incorrect:** Doe Certified Assistive Technology Instructional Specialist Services

**Incorrect:** Teaching Tips for CATIS

1. Trademarksmay **not** be used on promotional items except by ACVREP, which retains the sole right to produce, sell or provide such items to other organizations for distribution or re-sale.
2. **It is not appropriate, under any circumstances, for an individual to represent himself or**

**herself as a candidate for certification, because this implies that the individual will receive certification**. If a prospective employer requires verification of application for certification, ACVREP can provide this upon receipt of a written request to do so from the candidate.

 **Correct:** Maria Callas

 **Incorrect:** Maria Callas, CATIS (expected June 2024)

 **Incorrect:** Maria Callas, who applied to take the CATIS exam.

 **Incorrect:** Maria Callas, who sat for the CATIS exam in April.

1. Individuals who have previously held certification may list this accomplishment on a resume or biographical statement as long as the statement clearly indicates the years during which the candidate held certification, and does not imply in any way that a candidate is currently certified.

**Correct:** Jane Doe is Director of Doe Agency for the Visually Impaired. Ms. Doe was a Certified Assistive Technology Instructional Specialist from 2020-2022.

 **Correct:** Jane Doe (CATIS, 2020-2022)

 **Incorrect:** Jane Doe, CATIS (2020-2022)

### Unauthorized Use of Certification Marks

ACVREP has the authority and obligation to make public the names of individuals who are authorized to use the ACVREP certification marks. ACVREP will publish the names in its directory on the ACVREP website: [ACVREP Verification Page (http://www.acvrep.org/verify)](http://www.acvrep.org/verify).

## Section 16 - Certification and Recertification Record Retention

All certification documentation is maintained permanently by ACVREP.

## Section 17 - Fee Information

As published on the [ACVREP Fees page (www.acvrep.org/ascerteon/control/certifications/fees)](http://www.acvrep.org/ascerteon/control/certifications/fees),

ACVREP will provide notice of any changes in fees 90 days prior to the new fees becoming effective.

### Refund policy:

**Important: All fees once paid are non-refundable.**

# APPENDIX A

# CLINICAL COMPETENCY EVALUATION FORM

The purpose of completing the Clinical Performance Evaluation form by the supervisor(s) is to determine the knowledge and clinical skills of the applicant and to evaluate their overall performance as an eligibility requirement for CATIS certification.

Objectives of Performance Rating:

* 1. To determine knowledge and clinical skills in the area of Certified Assistive Technology Instructional Specialist.
	2. Objectively evaluate the applicant’s overall performance as an eligibility requirement for professional certification as an Assistive Technology Instructional Specialist.

**Applicant’s Name**:

**Name of Agency where applicant interned**:

Dates of Clinical Practice under CATIS Supervision (minimum of 350 hours with at least 280 hours of direct service required as defined in the Eligibility requirements):

**Starting Date: Ending Date:**

If the clinical practice is part-time, please indicate the number of hours per week.

**Hours per week**:

If the applicant has completed the required clinical practice of 350 hours with 280 hours of direct service at more than one organization, please list the additional organizations:

Name of organization #2, address, phone numbers, and dates of clinical practice:

Name of organization #3, address, phone numbers, and dates of clinical practice:

**Directions:** For each knowledge area and skill listed please indicate if the applicant has performed at a professional rating of **Acceptable** or **Not Acceptable**. It is important that you impartially and objectively assess performance to ensure high quality delivery of service to those who are visually impaired and that you only recommend candidates for certification who meet the overall acceptable level of competency.

## CLINICAL COMPETENCIES

| **Clinical Assessment Competencies** | **Acceptable** | **Not Acceptable** |
| --- | --- | --- |
| Performs an intake evaluation ensuring the following the individual has received a clinical low vision evaluation when appropriate and that the individual is using the prescribed optical systems as appropriate |  |  |
| Conducts a thorough interview to determine the individual’s goals (personal, vocational, educational), needs and desires |  |  |
| Performs a task analysis to determine the specific tasks required to accomplish the individual’s goals, needs and desires including: accessing printed and electronic information and performing written communication; accessing mobile navigational information; participating in leisure & recreational activities |  |  |
| Assesses current hardware and software to determine if features are available that might assist the individual in accomplishing the desired tasks |  |  |
| Determines if the individual has the necessary skills or has the ability to learn to successfully use the technology tool(s) to accomplish the desired task such as: sensory skills (tactile, auditory, visual), motor skills, cognitive skills |  |  |
| Determines, based on the data available, the individual’s ability to acquire the necessary skills to use the tools to accomplish the desired task |  |  |
| Analyzes the information gathered and makes recommendations for specific technologies and the necessary training for the individual |  |  |
| Provides adequate rationale, justification and education to ensure that the individual understands the technology recommendations and advocates for financial support to provide tools and training recommended for the individual |  |  |
| Explains technology recommendations to individuals to ensure they understand and advocate for the recommended tools and training |  |  |

| **Clinical Instruction Competencies**  | **Acceptable** | **Not Acceptable** |
| --- | --- | --- |
| **General:** Instructs techniques for integrating assistive technology, devices, hardware and software into the individual’s daily activities including home and work (if applicable) by applying learning styles and learning theory to suit the individual’s need |  |  |
| Creates a training plan specific to individual’s abilities, goals and needs and to adjust scope, structure and pace of instruction to the individual’s learning style and capacity for new information |  |  |
| Plans, implements and keeps records for short-term and long- term instruction for each individual |  |  |
| **Screen reading, Screen Magnification, and OCR Software:** Instructs basic maintenance and troubleshooting (updates, configurations)  |  |  |
| **Desktop/Laptop Mobile Solutions:** Instructs general computer hardware and software basics, standard operating systems and accessible third-party options |  |  |
| Instructs the appropriate use and maintenance of assistive technology devices |  |  |
| Instructs the use of appropriate environmental modifications such as ergonomics, illumination and size control, speech output settings, tactual marking |  |  |
| Instructs basic maintenance and troubleshooting (updates, configurations, malware, anti-virus, etc.) |  |  |
| Desktop/Laptop Mobile Solutions: Instructs basic levels of computer hardware and software, operating systems and accessible third party options |  |  |
| Instructs built-in accessibility software options |  |  |
| Instructs third-party accessibility software |  |  |
| Instructs common productivity, recreation, and special accessibility programs |  |  |
| Instructs how to use software with different input technologies (i.e., keyboard only, keyboard and mouse, braille displays, voice recognition) |  |  |
| Instructs current device options in desktop, laptop, mobile and specialty devices |  |  |
| Instructs orientation to a keyboard using tactual instead of visual cues. |  |  |
| Orients an individual to a new screen using terminology and references appropriate to the assistive technology being used. |  |  |

| **Clinical Configuration Competencies** | **Acceptable** | **Not Acceptable** |
| --- | --- | --- |
| Configuration and setup of computers and portable devices as needed, including, but not limited to: Installation of software; email functionality; account setup; folder management; disabling and removing of unneeded and inaccessible third party software, and installation of antivirus software |  |  |
| Installs and customize various AT solutions needed to meet individuals’ goals and objectives |  |  |
| Recommends modifications for computer components as needed, such as hard drives, memory, and sound cards |  |  |
| Connects peripheral devices and access points via technologies such as Bluetooth, Wi-Fi and NFC |  |  |
| Configures Operating Systems for compatibility with AT and other third party applications |  |  |
| Maintains and upgrades hardware and software solutions |  |  |
| Configures systems and devices for remote training and instructional purposes as needed |  |  |
| Troubleshoots basic hardware and software problems |  |  |
| Reviews standard and access software tools through public beta testing, free trials, vendor online training |  |  |
| Masters access technologies that do not yet have training courses and manuals and develops use case and training materials for others |  |  |
| Presents and participate in conferences and educational events on ever-changing technology |  |  |
| Develops network of tools to keep abreast of new developments in devices, software, services, and accessibility tools both within the visual impairment system and out in the general tech and user- group communities (i.e. follow access tech sources on social networks) |  |  |
| Collaborates with software and hardware companies to promote accessibility |  |  |
| Demonstrates accessibility features of main streamed electronic applications and devices |  |  |

If the applicant rates “Not Acceptable” in any of the areas, please explain:

If the applicant demonstrates superior strengths or qualities, please explain:

Please indicate how many internship hours were completed (Applicants must complete a minimum of a 350 hour internship):

(Applicants must have completed a minimum of 280 hours of direct services with consumers).

I further verify that the applicant has completed the following number of hours of direct service with consumers:

Would you recommend the applicant for ACVREP certification?

Please sign and return this completed Clinical Competency Evaluation Form to the applicant so it can be included in their eligibility application packet.

**If the internship was supervised off-site by a CATIS, please answer the following questions:**

1. How many hours of direct supervision were provided?
2. Do you have any suggestions for improving communication, etc. to ensure a successful internship for both parties? (Yes or No)

If yes, please list your suggestion:

I verify that the applicant has successfully completed their internship. (Applicants must complete a 350-hour internship with a minimum of 280 hours direct services).

**Statement of Integrity:** “I do hereby acknowledge that all the information submitted on this form is true and correct to the best of my knowledge and was completed in accordance with the CATIS Code of Ethics (see Appendix F). I understand that falsified information on this form is grounds for the denial of certification eligibility for the applicant.”

Signature of the Onsite Supervisor Date

Print Name (Onsite Supervisor):

Signature of CATIS Supervisor Date

Name (please print name of CATIS Supervisor):

Title of CATIS Supervisor:

**Appendix B**

**CORE DOMAIN AREA EDUCATION CHECKLIST**

Please note after each core domain body of knowledge area which institution and which course(s) or third party accredited educational program(s) you have successfully completed that address the criteria listed. One course may be used to meet several domain areas.

### Documentation (e.g. official transcript or certificate of completion/attendance) must be provided for each Core Domain Area identified.

| **ASSESSMENT** | **Educational Institution** | **Course** |
| --- | --- | --- |
| Know the oculomotor system, eye, optic pathway, and brain within the visual system |  |  |
| Know eye conditions and their implications including glare sensitivity, contrast sensitivity, lighting, visual fatigue and ergonomics |  |  |
| Know how to review and interpret vision reports including abbreviations and notations that describe pathology, clinical visual functions (acuity, visual field, contrast sensitivity functions, ocular mobility) and refractive error |  |  |
| Know how to collaborate with ophthalmologists, optometrists and low vision therapists as applicable |  |  |
| Know appropriate interviewing techniques |  |  |
| Know how to interview individuals who are visually impaired in order to identify the best combination of colors, text size, audio tones, etc. to best access digital information in their preferred formats |  |  |
| Know how to gain knowledge about individuals’ vocational interests and/or background, educational and background/literacy skills through chart/file review or obtained during the interview |  |  |
| Know how to gain knowledge of individuals’ preferred learning styles and implications for training |  |  |
| Know the benefits and limitations of mainstream hardware and software as it relates to assistive technology |  |  |
| Know the benefits and limitations of assistive hardware and software (e.g. electronic or manual magnification, screen reading, screen magnification, scanning and reading systems, portable systems including accessible PDA’s/notetakers, mobile devices and tablets) |  |  |
| Know how to state rationales and justification for recommendations of specific devices or software |  |  |
| Know how to select from the range of assistive hardware and software (described above) that provide features to meet the individual’s goals and needs |  |  |
| Know appropriate technologies to meet goals and needs based on the individuals keyboarding skills, ability to read and write braille, understand information presented orally and ability to access print visually |  |  |
| Know how to evaluate computer skills (vision/hearing/tactile) and implications for training |  |  |
| Know how to determine when to use magnification, speech, braille, or possible combinations |  |  |
| Know how to analyze tasks that are typically done visually, and explore solutions for non- visual ways to perform those tasks due to contrast, visual fatigue and glare issues |  |  |
| Know how additional disabilities affect visual functioning |  |  |
| Know how to recognize other disabilities and make appropriate referrals to professionals with training and expertise in said area |  |  |
| Know how cognitive disorders and neurological conditions such as traumatic head injury, multiple sclerosis, cerebral palsy, and stroke impact the choice of assistive technology solutions |  |  |
| Know how medical conditions and motor abilities such as manual dexterity, range of motion, and neuropathy relate to mode of input |  |  |

| **INSTRUCTION** | **Educational Institution** | **Course** |
| --- | --- | --- |
| Know how to use techniques to instruct the integration of technology (devices and software) into daily activities, including educational and/or work environments |  |  |
| Know how to instruct the ability to use software with different input technologies such as keyboard only, keyboard and mouse, alternate input devices, braille displays, and voice recognition |  |  |
| Know how to instruct on current device form factors such as desktop, laptop, mobile and specialty devices |  |  |
| Know how and when to adjust scope, structure and pace of instruction based upon learning styles and capacity for new information |  |  |
| Know how to plan, implement and document for short-term and long-term instruction based on the individual’s abilities, goals and needs |  |  |

Applicant’s Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Applicant Name

# APPENDIX C

# EMPLOYER VERIFICATION FORM

**This form must be submitted on the employer’s letterhead.**

**Applicant Name:**

**Applicant, please copy and paste this form onto employer’s letterhead, indicate the appropriate category, sign below and have your employer sign the form.**

[ ]  Master’s Degree or higher with an emphasis in vision studies including TVI, VRT, LVT, O&M and at least 1,000 hours of direct services in ATBVI as defined in the CATIS Handbook in the most recent three years

[ ]  Master’s Degree or higher special education or rehabilitation with no emphasis in vision studies and at least 1,500 hours of direct services in ATBVI as defined in the CATIS Handbook in the most recent three years

[ ]  Bachelor's Degree or higher in any other field and at least 2,000 hours of direct services in ATBVI as defined in the CATIS Handbook in the most recent three years

[ ]  Associate's Degree or 2 or 3 year post-secondary diploma and at least 9,000 hours of direct services as defined in the CATIS Handbook in the most recent 8 years. Applications for Eligibility in this category is open until closed by the ACVREP Board of Directors

[ ]  High school diploma and at least 12,000 hours of direct service as defined in the CATIS handbook in the most recent 10 years. Eligibility in this category is open until closed by the ACVREP Board of Directors

I attest that the appropriate category has been selected and that the information contained on this form is true and correct. I further understand that if the information is not true and correct, it will prevent me from being declared eligible for certification. Original transcripts are required to be sent directly to ACVREP office to verify.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Applicant Signature Date

As supervisor for the applicant, I attest that the hours of direct service for the box that applicant checked above are true and correct.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Supervisor Name of Supervisor Date

# APPENDIX A:

# OFF-SITE SUPERVISOR CONTRACT

**(Required if CATIS Clinical Practice Supervisor is offsite)**

If the CATIS clinical practice supervisor is offsite, an “Off-Site Supervisor Contract” must be completed and signed by the CATIS clinical practice Off-site Supervisor, the applicant and their on-site supervisor prior to the practice taking place. **This application must be approved by ACVREP in advance of initiating the offsite CATIS supervised clinical practice.**

**CATIS applicant’s name:**

**Address:** **City:       State/Province:**

**Postal Code:** **Country:**

**Work Phone:** **Home Phone:**

**Fax:** **E-mail:**

**CATIS applicant’s place of clinical practice** (name of agency, address, phone number):

If the terms of the contract will be delivered through additional agencies, please provide the names, addresses, and phone numbers of the agencies:

**CATIS Off-site Supervisor printed name**:

**CATIS Off-site Supervisor’s place of employment** (name of agency, address, phone number):

**Brief description of clinical practice activities**:

**Projected start date:**

**Projected date of completion:**

**Total anticipated number of in-depth cases to be supervised by the CATIS supervisor**

(there must be a minimum of five (5) consumers with a wide range of needs and diversities from the beginning initial intake interview to the final case completion):

**Total anticipated number of direct observation hours by the CATIS supervisor:**

**Total anticipated number of supervisory/technical assistance hours:**

**Describe**:

I do hereby affirm that all of the information submitted on this form is true and correct to the best of my knowledge. I further affirm that this provisional contract will be completed with integrity and honesty and in accordance with the CATIS Code of Ethics (see Section 6 of the CATIS Handbook). (Please print and sign)

**Signature of CATIS applicant:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_

I do hereby affirm that all of the information submitted on this form is true and correct to the best of my knowledge. I further affirm that this provisional contract will be completed with integrity and honesty and in accordance with the CATIS Code of Ethics (see Section 6 of the CATIS Handbook).

**Signature of On-site supervisor**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_

I do hereby affirm that all of the information submitted on this form is true and correct to the best of my knowledge. I further affirm that this provisional contract will be completed with integrity and honesty and in accordance with the CATIS Code of Ethics (see Section 6 of the CATIS Handbook).

**Signature of CATIS Off-site supervisor**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_

# APPENDIX E

# JAY H. STITELEY MEMORIAL SCHOLARSHIP FUND

**EXAM REGISTRATION FEE ASSISTANCE PROGRAM**

ACVREP will make an annual contribution of $2,000.00 in January of each year to the Jay H. Stiteley Memorial Scholarship Fund to assist applicants, who are eligible for a scholarship based on their income, with payment of their Certification Examination Registration Fees

The fee assistance program will be applied on a first come first served basis.

Income eligibility will be determined based upon the applicable and effective income-eligibility standards of the Legal Services Corporation as set forth in Appendix A to 45 C.F.R. Part 1611. Eligible candidates whose income falls at or below 125% of the most recent federal poverty guidelines established by the Department of Health and Human Services qualify for a complete reduction in the Certification Examination Fee. Candidates whose income falls between 126% and 200% of the most recent poverty guidelines qualify for a partial reduction in the Certification Examination Fee in the amount of $217.00.

In order to apply for the fee assistance program, the candidate must indicate that they wish to apply for the fee assistance program on the Exam Registration Form submitted by the candidate once the candidate is declared Eligible to take the exam.

In addition, candidates must submit a copy of their most recent federal tax return or statement of income received from the Social Security Administration, if they are a recipient of social security disability income, as proof of income eligibility. ACVREP will review the provided documentation and inform applicant if s/he is eligible for a full or partial scholarship. Reviewed documents will not be retained by ACVREP and ACVREP will retain no personally-identifying information provided on such documentation. All documentation provided by the candidate for the review of income eligibility will be destroyed by ACVREP in a secure manner.