

REGION 10 EDUCATION SERVICE CENTER
Division of Instruction
SUPPLEMENTARY SERVICES FOR VISUALLY IMPAIRED

C O N F I D E N T I A L

Student Name: _____ **D.O.B.** _____ **Age:** _____

District: _____

Campus: _____ **Placement/Grade:** _____

Evaluation Date(s): _____

Evaluation Environments: *(Select)*:

Classroom, conference room, gym, hallways, other

Purpose: *(Select)*

Initial Functional Vision Evaluation and Learning Media Assessment

Functional Vision Re-evaluation and Learning Media Re-assessment

Conducted by: _____, Certified Teacher of the Visually Impaired

VISUAL EXAMINATION

Eye Care Professional (MD/OD): _____

Date of Exam: _____

History/Etiology (including age of onset): _____

Diagnosis: _____

Field: _____

Acuity: *(Select)*

with correction:

without correction:

Near

Right:

Left:

Both:

Distance

Right:

Left:

Both:

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The most appropriate estimation is legally blind.

The most appropriate estimation is not legally blind.

Acuity cannot be measured, but most appropriate estimation is legally blind.

Severity: *(Select)*

This student appears to have no vision.

This student has a serious visual loss after correction.

This student has a progressive medical condition that will result in no vision or a serious visual loss after correction.

This student does not have a serious visual loss after correction.

Prognosis: *(Select)*

Permanent

Recurrent

Improving

Progressive

Communicable

Can be improved

Recommendations: *(Select)*

Glasses

Follow up examination

Other

Other Medical Information: *(See FVE Suggestions)*

OBSERVATIONS: *(See FVE Suggestions)*

SOURCES OF DATA:

The following assessment tools and/or procedures were used to evaluate the student's functional vision:

- . **Near vision chart** _____
- . **Distance vision chart** _____
- . **Vision Associates Kit**
- . **McDowell Vision Screening**
- . **TSBVI EVALS**
- . **Barraga Visual Efficiency Scale**
- . **Oregon Project**
- . **Orientation and Mobility Screening**
- . **Diagnostic Reading Scales (Large print/braille/regular print)**
- . **Basic Reading Inventory (Large print/braille/regular print)**
- . **Diagnostic Assessment Procedure (DAP)**
- . **Functional Vision Profile for Infants**
- . **Informal assessment techniques and tools**
 - visually stimulating toys/materials
 - other sensory stimulating toys/materials
 - print samples

student/parent/teacher interview
observations
other assessment tools:

PROCEDURES AND RESULTS:

Near Vision: *(See FVE Suggestions)*

Intermediate & Distance Vision: *(See FVE Suggestions)*

O&M Screening: *(See FVE Suggestions)*

Other Visual Information: *(See FVE Suggestions)*

LEARNING MEDIA ASSESSMENT:

Sensory Learning Channels:

Write findings on use of sensory channels, including how the student used each:

- *auditory*
- *tactual*
- *olfactory*
- *visual*

(See LMA suggestions)

Based on the
Functional Vision Evaluation,
student behaviors,
teacher interview

and the eye doctor's report, (Student)'s primary sensory channel for learning is

visual

tactual

auditory

with _____ as the secondary learning mode.

visual

tactual

auditory

This is evidenced by: *(See LMA Suggestions)*

- 1.
- 2.
- 3.

Literacy/Learning Media/Reading and Writing Skills and Needs:

Write findings of LMA, including:

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- *writing abilities*
- *reading abilities*
- *types of materials and methods used to read and write*
- *level of function*
- *reading inventory, etc)*

(See LMA Suggestions)

Therefore, (Student) will

utilize visual learning media

utilize auditory learning media

utilize visual and auditory learning media

and will

utilize tactual learning media as a primary tool for learning to be able to communicate in both reading and writing at the same proficiency as other students of comparable ability.

not utilize tactual learning as a primary tool for learning to be able to communicate in both reading and writing at the same proficiency as other students of comparable ability.

not utilize tactual learning as a primary tool for learning to be able to communicate in both reading and writing at the same proficiency as other students of comparable ability, but may use tactual learning media as a secondary learning tool.

Thus, the following instructional strategies appropriate for (Student) will include

auditory instruction,

brailled materials and texts,

large print books, maps and worksheets,

concrete manipulative objects,

materials from Sensory Learning Kit and/or Learning to See,

taped materials,

hand-under-hand modeling,

tactual charts and maps,

the same materials provided sighted peers,

other

and implement adaptations/accommodations based on the Functional Vision Evaluation.

Choose option 1, 2, or 3:

1.

Based on this learning media assessment (Student) is **not functionally blind** as she/he will not use tactual media (such as braille or tactual symbols) as a primary tool for learning to be able to communicate in both reading and writing at the same level of proficiency as other students of comparable ability.

(Student)'s most appropriate reading media is

regular print

but requires ongoing evaluation.

and does not require ongoing evaluation.

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large print

but requires ongoing evaluation.

and does not require ongoing evaluation

auditory materials

but requires ongoing evaluation.

and does not require ongoing evaluation.

unknown at this time because she/he is an infant and ongoing evaluation is required.

not applicable as she/he is a non-reader

but requires ongoing evaluation.

and does not require ongoing evaluation.

(Student)'s most appropriate writing media is

pen, pencil and paper

but requires ongoing evaluation.

and does not require ongoing evaluation.

keyboarding

but requires ongoing evaluation.

and does not require ongoing evaluation.

dictation

but requires ongoing evaluation.

and does not require ongoing evaluation.

unknown at this time because she/he is an infant and ongoing evaluation is required.

not applicable at this time as she/he does not have the physical ability to write

but requires ongoing evaluation.

and does not require ongoing evaluation

undetermined based on current functioning level

but requires ongoing evaluation.

and does not require ongoing evaluation.

(Student) is unlikely to use Braille in the future.

has a progressive eye condition and the need for Braille instruction will require ongoing evaluation and monitoring.

OR

2.

Based on this learning media assessment (Student) is **functionally blind** as she/he will use tactual media (such as braille or tactual symbols) as a primary tool for learning to be able to communicate in both in reading and writing at the same level of proficiency as other students of comparable ability.

Ongoing evaluation is not needed as (Student)'s reading and writing media will be

Braille

tactual symbols

Ongoing evaluation is needed to determine if Braille or print should be the primary reading and writing media.

(Select **Pre-Braille**, **Braille**, or **Tactual symbols**)

Functionally blind students should receive instruction in:

Pre-Braille skills/Braille readiness skills.

(Student) exhibited strengths in the following areas:

- was not tactually defensive
- explored objects tactually.
- tactually discriminated between objects
- tactually discriminated between shapes
- counted to six
- demonstrated one to one correspondence
- demonstrated concept of same and different
- other

(Student) exhibited weaknesses in the following areas:

- did not tactually discriminate between objects.
- did not explore objects tactually
- did not tactually discriminate between objects
- did not tactually discriminate between shapes
- did not count to six
- did not demonstrate one to one correspondence
- did not demonstrate concept of same and different
- other

Braille reading and writing skills.

(Student) exhibited strengths in the following areas:

- identified braille cells as same and different
- identified ___ letters of the alphabet
- had knowledge of contracted Braille
- had grade level reading speed
- had grade level reading comprehension
- demonstrated appropriate finger/hand positioning and use
- other

(Student) exhibited weaknesses in the following areas:

- did not identify braille cells as same and different
- identified ___ letters of the alphabet
- did not have knowledge of contracted Braille
- had _____ grade level reading speed
- had _____ grade level comprehension
- did not demonstrate appropriate finger/hand positioning and use
- other

Tactual symbols. Braille is inappropriate at this time.

(Student) exhibited strengths in the following areas:

- was not tactually defensive
- explored objects tactually

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- tactually discriminated between objects
- tactually discriminated between shapes
- tactually discriminated between textures
- had the concept of cause and effect
- demonstrated the concept of same and different
- other

(Student) exhibited weaknesses in the following areas:

- was tactually defensive
- did not explore objects tactually
- did not tactually discriminate between objects
- did not tactually discriminate between shapes
- did not tactually discriminate between textures
- did not have the concept of cause and effect
- did not demonstrate the concept of same and different
- other

OR

3.

(Student) is a tactual learner, but functioning at a level such that instruction in pre-braille, braille readiness, braille reading and writing or tactual symbols is not appropriate at this time. Reading and writing medias are inappropriate at this time.

Assistive Technology: *(See LMA Suggestions)*

Expanded Core Curriculum: *(See LMA Suggestions)*

SUMMARY AND IMPLICATIONS OF FUNCTIONAL VISION EVALUATION AND LEARNING MEDIA ASSESSMENT

Write summary & implications including:

- *strengths*
- *challenges*
- *eligibility*
- *services*

(See LMA Suggestions)

Choose option 1, 2, 3, or 4:

1.

(Ages 3 & up- direct and/or consult services needed) (Student)'s eye condition and decreased acuity adversely effects his/her education. Therefore, he/she will need specially designed instruction to ensure access to the general curriculum supported by consult services from a teacher of the visually impaired. Direct services will include instruction in (Braille, use of large print materials, areas of the expanded core curriculum, use of low vision devices, etc). (Student)'s unique educational needs require that the teacher of the visually impaired

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work with the school personnel and the student to:

- Assist classroom teachers and related service personnel with
 - understanding necessary accommodations/adaptations/modifications of (Student)'s educational program.
 - determining if current accommodations/adaptations/modifications are being successful or need refinement.
 - interpreting eye medical reports.
 - developing an integrated IEP to enhance (Student)'s classroom functioning and modify TEKS when appropriate.
 - understanding (Student)'s visual impairment and unique educational implications.
 - understanding the importance of the expanded core curriculum and how to address the areas appropriately.
 - locating appropriate resources for materials specifically related to V.I. students:
 - APH materials
 - large print materials and equipment
 - braille materials
 - adaptive equipment
 - braille or large print textbooks
 - low vision devices
 - other
 - other _____
- Assist (Student) with:
 - understanding her/his visual impairment.
 - developing and utilizing self-advocacy skills.
 - developing and utilizing problem-solving skills.
 - addressing problem areas unique to students with visual impairments.
 - developing concepts needed for academic achievement.
 - developing career awareness.
 - developing and utilizing organizational and study skills.
 - assisting personnel with determining appropriate assessment tools, techniques, accommodations/adaptations.
 - other _____

As this student requires specially designed instruction and the services of a certified teacher of the visually impaired, he/she qualifies as a student with a visual impairment who requires special education according to Texas Education Agency guidelines. It is recommended that he/she receive:

- direct services from a teacher of the visually impaired __ minutes per __ week(s).
- consult services from a teacher of the visually impaired _____minutes per __ week(s).

2.

(Ages 0-2- Infant Services needed) (Student)'s eye condition and decreased acuity adversely affects his/her development. Therefore, (Student)'s unique educational needs require that the teacher of the visually Impaired work with ECI personnel, the family and the child:

- interpreting eye medical reports.

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- developing routines which include multi-sensory activities.
- understanding (Student)'s visual impairment and unique educational implications.
- locating appropriate resources for materials specifically related to students with visual impairments.
 - APH materials
 - Pre-Braille materials
 - Appropriate toys
- developing functional vision within daily routines.
- assisting personnel with determining appropriate assessment tools, techniques, accommodations/adaptations.
- other _____

As this student requires specially designed instruction and the services of a certified teacher of the visually impaired, he/she qualifies as a student with a visual impairment who requires special education according to Texas Education Agency guidelines. It is recommended that he/she receive:

- direct services from a teacher of the visually impaired __ minutes per __ week(s).
- consult services from a teacher of the visually impaired _____minutes per __ week(s).

OR (VI, but services not needed)

3.

(Student) has a mild visual impairment, but at this time, specially designed instruction is not necessary to accommodate his/her vision needs in his/her current educational environment. It was unclear if (student) will need specially designed instruction in the future, and it is recommended that he/she be monitored and a functional vision evaluation/ learning media assessment be requested if he/she has difficulty in the future. Therefore, (student) does not qualify as a student with a visual impairment at this time according to the guidelines set forth by the Texas Education Agency.

OR (not VI, services not needed)

4.

(Student) does not have a visual impairment that adversely effects his/her education. Therefore, he/she does not qualify as a student with a visual impairment according to guidelines set forth by the Texas Education Agency.

RECOMMENDATIONS:

I. REFERRAL

A. Eye Doctor

1. Vision should be rechecked as recommended by the eye doctor.
2. An eye doctor should check visual fields.

B. O&M Evaluation

1. Refer for orientation and mobility evaluation.

2. Currently an orientation and mobility evaluation is not warranted as no problems with travel vision or orientation were observed and/or reported.
3. An orientation and mobility evaluation is not appropriate in view of her/his physical and/or neurological involvement.
4. Currently an orientation and mobility evaluation is not warranted but requires ongoing monitoring by teacher of the visually impaired.

C. Low Vision Clinic

1. A clinical low vision evaluation appears to be warranted.
2. A clinical low vision evaluation does not appear to be warranted as
 - a. (Student) is a non-reader.
 - b. (Student)'s educational programming does not require low vision devices at this time.
 - c. (Student) currently does not have the motoric ability to handle low vision devices.
 - d. (Student) has a low vision report on file dated _____.
 - e. other _____.

D. OT/PT Refer for OT/PT evaluation.

E. Adaptive PE Refer for adapted physical education evaluation.

II. ADAPTATION/MODIFICATIONS/ACCOMMODATIONS

A. Related to Eye Condition

1. (Student) will appear to be looking in different directions to accommodate peripheral viewing.
2. (Student)
 - a. has blank, spotty, or reduced visual fields.
 - b. may have difficulty seeing whole picture at one time.
 - c. may appear to be looking in a different direction to use the intact visual field.
 - d. has only central vision.
 - e. has only peripheral vision.
 - f. has tunnel vision.
 - g. may have difficulty seeing detail.
 - h. may have difficulty detecting obstructions (desk, tree, limbs, etc.).
3. Vision may fluctuate from day to day.
4. Medication may have ocular side effects.
5. To encourage use of weaker eye, highly motivating activities should be presented to weaker side. New or difficult activities should be presented to the stronger side.
6. Preferential seating may be necessary.
7. Encourage (Student) to move within classroom to accommodate viewing needs.
8. Present visual material in a simple, uncluttered format.
9. a. Glasses were prescribed for
 - (1) all day.
 - (2) close work only.
 - (3) protection from eye injury.
 - (4) fatigue reduction.

- b. Glasses have scratched lenses and are of little benefit; (Student) needs new glasses.
- c. Explore methods to maintain/adapt glasses for better fit.
- d. Encourage (Student) to wear glasses at all times.
- 10. a. Thick glasses may be difficult to keep straight on face because of weight.
- b. Thick glasses can cause distortion which may be evident between central and peripheral images.
- 11. Peripheral loss
 - a. (Student) may have reduced peripheral vision.
 - b. (Student) may have depth perception difficulty with
 - (1) stairs.
 - (2) fine motor activities.
 - (3) variations in walking surfaces.
 - (4) P.E. activities (i.e. ball games).

B. Academics

- 1. Supplement print materials with taped materials.
- 2. Use multi-sensory approach whenever possible.
- 3. (Student) may use tape recorder for test/worksheet response.
- 4. Tests/worksheets may be recorded as needed.
- 5. For near visual tasks, (Student)
 - a. will need worksheets enlarged.
 - b. should use only black/white worksheets.
 - c. should be allowed to mark on worksheet rather than copy it.
 - d. cannot use answer sheets; allow response on actual worksheet or test.
 - e. should utilize alternative materials (i.e. tactual maps/diagrams).
 - f. should use real objects whenever possible.
 - g. may need to have length of assignments reduced.
 - h. should be allowed additional time to complete assignments when necessary.
 - i. should have supplemental materials enlarged.
 - j. should be provided with supplemental materials in braille.
- 6. For distance visual tasks :
 - a. provide _____ with desk copy of pertinent distance materials (i.e. boardwork/overheads).
 - b. verbalize chalkboard and overhead presentations for (Student).
 - c. utilize yellow or white chalk to enhance (Student)'s ability to see chalkboard.
- 7. For Reading activities:
 - a. use reading stand to improve posture/reduce fatigue.
 - b. allow a typoscope, bookmark, finger to track a line.
 - c. assist (Student) in scanning for information (i.e. highlighting, page numbers, or paragraph numbers etc. may be helpful).
 - d. allow more time for reading assignments.
 - e. (Student) should use large print books at home.
 - f. high contrast print with maximum spacing should be used when possible.
 - g. (Student) will require large print books and reading material.
 - h. (Student) will require cassette-taped books when appropriate

- i. (Student) will require braille reading materials when appropriate
- j. (Student) is capable of using regular size print.
- k. (Student) is capable of using regular size print with appropriate piece of equipment or reading device such as a stand magnifier, CCTV, or reading stand.
- l. large font on computer is recommended.
- m. opaque colored glare screen and/or overhead shading canopy on computer may be necessary.
- n. braille textbooks, library books, worksheets, and other materials should be available for (Student).
- o. tactual charts, maps, and graphs should be made available.
8. For Writing activities, (Student):
 - a. will need to utilize bold line paper.
 - b. will need assistance learning manuscript/cursive.
 - c. may use word processor for notes and to print out answers.
 - d. should use spacers for writing.
 - e. will require a Perkins Braille available through APH quota system.
 - f. will require a felt tip pen or a dark leaded pencil.
 - g. should be allowed to type his/her classwork/homework as appropriate.
 - h. will require typing and keyboarding training as a writing tool.
 - i. should write using a CCTV when appropriate.
 - j. should have copying of assignments kept to a minimum.
9. For Math activities:
 - a. use actual objects for teaching counting or introducing new concepts, rather than pictures.
 - b. the absence of color in (Student)'s large print text may adversely affect performance.
 - c. utilize talking/large print calculator.
 - d. utilize abacus.
 - e. use real money to teach money concepts.
 - f. use special graph paper.
 - g. (Student) should be allowed use of the abacus when sighted peers are using paper/pencil for math, and the talking calculator when sighted peers are using calculators (or when the classroom teacher deems it necessary).
10. For Science activities
 - a. pair (Student) with a sighted partner during experiments.
 - b. consult with teacher of the visually impaired regarding lab accommodations/adaptations.

C. Illumination/Physical Setting

1. (Student) will have problems with glare (i.e. reduce glare on chalkboard/TV).
2. (Student) may be sensitive to bright light; works better in dim light.
3. (Student) may prefer high illumination (i.e. seat (Student) directly under light fixture or increase levels of lighting).
4. (Student) will need sunglasses and/or visors when outdoors/indoors.
5. (Student) has difficulty adjusting to changes in light; will need time to

adapt (i.e. inside to outside).

6. (Student) will be unable to see in darkened room, auditorium, hallways, etc. and this could present a safety problem.
7. Encourage (Student) to use study lamp.
8. Lighting intensity should be reduced.
9. Teacher should not stand with back to window.
10. (Student) should not look directly into window.
11. Reduce glare on chalkboard/TV.
12. Avoid flashing lights; maintain lighting consistency.
13. Encourage (Student) to use glare protective device
 - a. tinted glasses.
 - b. cap/visor.
 - c. hooded CCTV or computer.
 - d. colored acetate over screen.

D. Color Deficit

1. Activities involving color discrimination (such as coloring, drawing, matching and map work) may need to be altered or eliminated

E. P.E. Modifications/Accommodations

1. Physical education teachers need to be made aware of (Student)'s visual limitations and possible P.E. accommodations.

F. Textbooks/Tests

1. Large type textbooks and supplementary materials need to be available for (Student).
2. Braille textbooks and supplementary materials need to be available for (Student).
3. Taped textbooks and supplementary reading materials need to be available for (Student).
4. Extended time limits should be utilized as necessary for completion of tests (1 1/2 time for standardized tests).
5. (Student) should be allowed to mark answer/write on test.
6. (Student) should be allowed to give oral responses for someone mark on the answer sheet.

G. Infants/Multiply Impaired

1. Early vision stimulation at a young age is necessary to learn to interpret what is seen.
2. Preparing (Student) for touch or movement may decrease behaviors of irritability/fear or visual/tactual avoidance.
3. (Student) needs repetition/predictability of routines.
4. Minimize distractions
 - a. auditory
 - b. visual
 - c. tactile.
5. Because of lack of motor control, allow extended response time.
6. Use concrete objects; simple materials presented one at a time.

7. Use bright colored toys/objects (yellow, orange).
8. Use high contrast materials.
9. Use hand-over-hand instruction whenever possible.
10. Multi-sensory education program involving auditory, tactual, gustatory and olfactory activities is recommended.
11. Positioning
 - a. To achieve maximum visual efficiency student must be seated in a comfortable, upright position.
 - b. Position so that (Student) does not look directly at bright lights.

H. V.I. Services

- * 1. Service Delivery
- a. Register as visually impaired with Texas Education Agency as (Student)'s visual impairment, even with correction, adversely affects her/his educational performance creating a need for special education and related services.
 - b. Continue to register as visually impaired with Texas Education Agency as (Student)'s visual impairment, even with correction, adversely affects her/his educational performance creating a need for special education and related services.
 - c. Registration as visually impaired with Texas Education Agency is not warranted at this time as (Student) does not have a visual impairment that adversely affects her/his educational performance.
 - d. A certified teacher for the visually impaired will attend IFSP/ARD upon request.
 - e. Consultative assistance from a certified teacher of the visually impaired for ___ minutes ___ time(s) per ___ week ___ month ___ year. Description of consultative services to be provided to the student may be found in the Summary and Implications section of the report.
 - f. Direct instruction from a certified teacher of the visually impaired for ___ minutes ___ time(s) per ___ week ___ month ___ year.
 - g. Based on the re-evaluation report, goals and objectives as stated in the current IEP continue to be appropriate and will be addressed at the annual ARD.
2. Referral/Resources and Other Agencies
- a. Refer to Division for Blind Services to assist family with:
 - (1) obtaining eye glasses.
 - (2) transition services.
 - (3) summer work program.
 - (4) registering for Criss Cole Rehabilitation Services.
 - (5) other _____
 - b. Register (Student) with Recording for the Blind.
 - c. Register (Student) with Texas State Library.

* I. Full and Individual Evaluation (FIE)

1. Recommendations for FIE

When considering FIE, a certified teacher of the visually impaired is available to assist local personnel in determining appropriate areas to be evaluated, appropriate assessment techniques, and interpreting data as related to

educational, psychological, and social implications of the (Student)'s visual status.

2. Describe appropriate modes of communication for (Student):

- a. oral
- b. visual
- c. tactual
- d. braille
- e. tactual symbols
- f. large print
- g. regular print
- h. regular print with low vision devices
- i. tactual sign
- j. sign
- k. other

3. Expanded core curriculum areas to be addressed

Achievement of the following skill areas is required in order for this student to compensate for the identified visual loss. If not previously addressed during the FIE process, the IFSP/ARD committee may want to consider the appropriateness and/or feasibility of assessing the following

- (a) abacus
- (b) academic performance
- (c) adapted physical education
- (d) assistive technology
- (e) career awareness/vocational skills
- (f) communicative skills
- (g) daily living/self-help skills
- (h) emotional
- (i) general intelligence
- (j) keyboarding
- (k) physical/motor abilities
- (l) recreation/leisure skills
- (m) self advocacy
- (n) social adjustment skills
- (o) other
- (p) same as for sighted peers

4. Appropriate evaluation/assessment accommodations/adaptations

a. Should include:

(1) Visual

- (a) regular print
- (b) regular print with low vision devices
- (c) large print (16 to 18 point type)
- (d) picture size _____
- (e) other _____
- (f) none

(2) Tactual

- (a) real objects
- (b) abstract objects
- (c) uses hearing aids
- (d) brailled materials

- (e) tactual symbols
 - (f) other _____
 - (g) none
 - (3) Auditory
 - (a) auditory materials
 - (b) oral testing
 - (c) uses hearing aids
 - (d) other _____
 - (e) none
 - (4) Positioning of child or materials
 - (a) _____
 - (b) none
 - (5) Lighting
 - (a) eliminate or reduce glare
 - (b) bright light is needed
 - (c) other _____
 - (d) none
 - (6) Additional time
 - (a) short time segments; allowing for frequent breaks
 - (b) extend completion time to twice sighted peer time, if necessary.
 - (c) other _____
 - (d) none
 - (7) Other
 - (a) mornings only, when there is less eye fatigue.
 - (b) nonstandard testing techniques may be used and noted
 - (c) other _____
 - (d) none
5. Additional evaluation/assessment to be conducted by the teacher of the visually impaired:
- a. No further assessment is required at this time.
 - b. Ongoing assessment will be conducted in the following skill areas:

 - c. (Student) needs further assessment in the following skill areas:

6. The Functional Vision Evaluation and Learning Media Assessment report should be read carefully by appropriate personnel prior to FIE and questions regarding impact of this student's visual impairment on assessment results and interpretation should be discussed with the teacher of the visually impaired.

J. Assistive Technology

- 1. Recommendations for Assistive Technology
 - a. No specialized equipment for the visually impaired is needed.
 - b. (Student) needs instruction in the use of:
 - 1. _____
 - 2. _____
 - 3. _____

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Proposed goals/objectives/benchmarks (IEP) will be developed for the ARD committee's consideration.

c. (Student) needs to continue to utilize:

1. _____
2. _____
3. _____

d. Additional information is needed and (student) should be referred for an Assistive Technology Evaluation

2. Low Vision Devices

a. Encourage use of telescope for distances up to _____.

b. (Student) needs to be responsible for low vision device during school time.

c. Teacher is responsible for securing device at end of school day.

d. (Student) may need assistance cleaning device.

e. Device is for school use only.

f. Device may be taken home for homework and returned the next day.

g. Device should be taken on field trips.

h. Encourage use of low vision device for reading.

K. Other

1. According to the HB 2277, since (Student) is functionally blind, the school is required to provide information concerning the Benefits of Braille to each ARD/IFSP participant.

Signature of Evaluator
Certified Teacher of the Visually Impaired

Education Service Center, Region 10
Position/Agency

* Information for annual Registration of Visually Impaired Students through TEA. Each **January**, the **local Special Education Director** should register this student (*Select*)

as legally blind.

as other visually impaired.

Visual Acuity/ Field

Corrected at Distance: Right:

Left:

CF	Count Fingers
HM	Hand Movement
OP	Object Perception
LP	Light Perception
NIL	No Vision
UND-LB	Undetermined Legally Blind

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UND-OVH Undetermined Other Visually Impaired

VF 15 Visual Field Degree

THIS INFORMATION TO BE USED WITH PROFESSIONAL STAFF ONLY IN KEEPING WITH FERPA & IDEA CONFIDENTIALITY REQUIREMENTS. 8/09

It is the policy of Region 10 Education Service Center not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 503 and 504 of the Rehabilitation Act of 1973, as amended. Region 10 Education Service Center will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services.