

FVE Suggestions

Other Medical Information:

(Student) is not ambulatory.

She/He has had stomach surgery and is on various medications for secretions, stomach, allergies, and bone supplements.

It also has been reported that she/he has a hearing loss.

(Student) has a reported medical diagnosis of _____.

(Student) receives nutrition through a g-tube and some liquids by mouth.

OBSERVATIONS:

(Include identifying characteristics, setting, persons present, lighting conditions, glasses/no glasses, other)

Identifying characteristics:

The child, neatly attired in a flannel sleeper, was pleasant and cooperative.

Neatly attired in blue jeans and a navy blue sweatshirt, he/she was pleasant and cooperative during the evaluation.

Setting:

Initially, (Student) was observed (participating in activity), in the regular education classroom.

Initially, (Student) was excused from his/her regular class activity and the evaluation was conducted in an unoccupied classroom.

_____ was observed and evaluated in several different settings and environments, and information also was gathered from discussion with his teachers and peer tutors and discussion with the student.

Persons present:

(Student)'s mother was present as the evaluation was conducted in the infant's home.

(Student)'s Orientation and Mobility instructor was present during the evaluation.

His nurse, _____ was with the student throughout the evaluation.

Lighting conditions:

The living room was well lit from an overhead light and natural light coming in from the window.

The student was positioned near the classroom windows, causing glare on his desk in the morning light.

The natural lighting coming in from the classroom windows, paired with the good overhead florescent lighting just above the student allowed for optimum lighting conditions within the classroom.

Glasses/no glasses:

The student has a prescription for glasses, but does not use them on a regular basis.

The student's glasses were scratched and did not appear to fit appropriately on his face.

Other identifying characteristics:

The nurse reported that _____ is most alert in the morning and around 3:00 in the afternoon, but is most drowsy during lunch time.

In addition to consultation vision services, the student received OT, PT, APE, and Speech services on a regular basis.

Throughout the day, the student is positioned in a "Little Room", a wheelchair, a rolling foam mat, a standing frame, and a video rocker chair.

(Student), seated in his/her wheelchair, required physical assistance to move around his/her school.

The student was alert and sitting comfortably in his wheelchair.

PROCEDURES AND RESULTS:**Near Vision:**

A variety of activities were conducted to determine the efficiency in which _____ utilized his/her near vision.

While (Student) was supported, he/she was frequently attentive to activities presented within his/her near visual field.

He/She responded to a small penlight toy presented within his/her peripheral fields at distances of approximately _____.

When a 3-inch brightly colored musical toy was presented within his/her central visual field, he/she did not respond.

He/She frequently moved his/her head from side to side, and when supported by his/her therapist, appeared to fixate on lighted and brightly colored toys.

He/She appeared interested in the shiny mylar presented at a close range, but did not reach for the mylar.

(Student) visually located and removed colored cake decorations and identified the shapes.

Clear and colored ½-inch pushpins presented on a cluttered background were efficiently located at a distance of _____.

When various highly visual materials were presented within 12 to 14 inches, (Student) consistently viewed items presented in his/her _____ visual field, and he/she demonstrated a preference to items presented on his/her _____ side.

(Student) appeared to take some extra time to respond to brightly colored pictures and small objects presented in his/her near visual field, and he/she appeared to view ____- inch brightly colored pictures, presented against a white background at a distance of __ to __ inches.

(Student) also expressed interest in colorful 2 inch pictures presented at a close distance, although responses were inconsistent.

(Student) expressed interest in a musical push button book, and with great effort, pushed the small buttons to make the music.

He/She was unable to match pictures, but seemed to enjoy looking at the large colorful pictures.

He/She was visually responsive to near visual information presented in front of a plain, or solid colored background.

When a small penlight was presented within ____ inches, (Student) appeared interested.

Additional tracking activities included rolling a three-inch yellow ball, and movement of a 4-inch yellow car at a distance of approximately _____.

While he/she appeared to fixate on the items at a close distance, he/she did not apply efficient tracking abilities when the objects were moved.

The **Lighthouse Game Card** and **Number Cards** were used to determine (Student)'s near visual abilities and an acuity of ____ was obtained at a distance of 14 inches.

When allowed to hold the card at the student's preferred distance of

_____ inches, he/she read the _____ line.

Using the **Barraga Visual Efficiency Scales**, (Student) responded correctly to ___ of the ___ test items presented, as he/she efficiently viewed the bold lined material at an appropriate distance. The errors appeared to be attributed to the complexity of the test items, rather than visual discrimination considerations.

When various print samples and words were presented, (Student) identified details on ___-inch stickers at a distance of ___ inches. He/She appeared to enjoy a regular size print dot-to-dot activity and a Seek and Find activity.

(Student) read selected words of newspaper print (6 to 8 point type) at an appropriate distance of ___ inches.

Intermediate and Distance Vision:

A variety of activities were conducted to determine the efficiency in which _____ utilized his/her intermediate and distance vision.

(Student) appeared visually unresponsive to movement of toys and objects presented at distances of _____.

He/She expressed interest in the ceiling fan and the sunlight at the window.

His/Her mother reported that (Student) frequently watched her move around the bedroom.

While visual responses were inconsistent, it appeared that (Student)'s distance visual abilities are limited. (Student)'s visual limitations were evidenced in a variety of distance visual activities.

Using the _____ **Eye Chart**, (Student) correctly identified letters of 20/___ at a distance of 20 feet. He/She was unable to correctly identify any of the ___-inch letters contained on the 20/___ line at a distance of 20 feet.

The _____ **Eye Chart** was used to determine (Student)'s distance visual abilities and an acuity of 20/___ was obtained at a distance of 20 feet. While he/she tilted his head to detect small visual details, (Student) viewed a variety of visual details at distances greater than 15 to 20 feet.

He/She needed to move within ___ feet to identify ___-inch printed words presented on a white dry erase board.

Additional distance visual concerns were demonstrated as (Student) moved to other areas of the school. In the unoccupied cafeteria, he/she was unable to identify ___-inch printed names displayed on the walls. (Student) moved to within 14 inches to view details of photographs displayed on a bulletin board.

(Student) viewed ___-inch letters and numbers on the dry erase board at a

distance of ____ feet.

He/She was unable to identify a pen, coin, or a 1-inch key at distances greater than ____ feet. In a variety of activities presented at distances greater than __ to __ feet, (Student) quickly moved closer to see visual detail.

(Student) identified adults in the hallway at approximately ____ feet. He/She appeared interested in sunny areas, open areas, and identified intersecting hallways at approximately ____ feet

Smaller objects, including a 2-inch ball, a 1-inch toy and a small key, were not identified at distances greater than ____ feet.

(Student) consistently responded to verbal and auditory skills, rather than visual information, in a variety of distance activities.

O&M Screening:

(Student) is dependent on others for all movement; although he has some voluntary movement of his legs and head.

(Student) traveled independently to all areas of his school. He walked on the correct side of the hallway and negotiated all obstacles and other students without any difficulty.

On the O&M Screening, (Student) demonstrated independent skills congruent or just below his developmental level. Areas of strength included _____ and areas of concern noted were _____.

At this time, (Student) receives consultation/direct services (amount of service) for orientation and mobility instruction. Goals include (e.g.: traveling independently, concept development, use of residual vision, etc). For more information on (Student's) current orientation and mobility skills, please see the O&M Evaluation dated _____.

Other Visual Information:

(Include tracking, depth perception, visual fields, pupil response, blink response, convergence, accommodation, eye dominance, muscle balance if needed)

When the penlight was moved to his/her right, (Student) was unable to visually track its movement, and his/her head dropped down.

(Student) demonstrated efficient visual tracking abilities as he/she tracked a small penlight from a distance of _____. He/She continued to demonstrate efficient visual tracking skills as he/she watched a one-inch ball roll across the room.

He/She did not demonstrate depth perception or color recognition limitations.

(Student) demonstrated an appropriate pupil response to light and a blink reflex. As a hand was moved toward his/her face, he/she responded by closing his/her eyes when the hand was within 12 inches.

He/She did not show convergence, but shifted his/her eyes sideways. A muscle imbalance was not observed.

(Student) was non-ambulatory and required physical assistance. His/Her physical limitations require that he/she receive additional educational services including _____.

The student completed most tasks with his left hand, and appeared to be right eye dominant.

_____ shifted his gaze from one object to another as it was held within his central field of vision at a distance of up to 18 inches away. This shift was very slow and was not consistent. However, when noise was paired with the object, the student easily visually shifted between the two items.

LEARNING MEDIA ASSESSMENT SUGGESTIONS

Sensory Learning Channels:

(Student) completed all daily tasks by using his vision. He was never observed searching for items with his hands instead of with his eyes. His hearing appeared normal, and he responded to all auditory cues when speaking to other people, when in the classroom and when traveling in the community.

_____ demonstrated good use of several sensory channels during the evaluation. Besides the use of his vision (as reported above), the student was especially tuned into using his (hearing, touch, etc).

While seated in his/her wheelchair, he/she purposefully turned his/her head toward auditory materials and noise making toys. He/She expressed little interest in the soft tactual materials presented.

Every time a new sound was introduced, (Student) became still, smiled, and turned toward the noise.

In addition to hearing, (Student) responded to several tactual cues. Throughout his daily care routines, he was prompted by tactual cues such as _____.

(Student) consistently responded to verbal requests and appeared to enjoy musical cues.

This was evidenced by his/her

- expressed interest in lighted objects.
- ability to visually track a light or a toy.
- expressed interest in pictures and small print.
- responses to verbal requests and auditory cues.

eye medical report indicating an acuity of _____.
 ability to locate his personal items, and to complete functional tasks.
 ability to read words of ___point type at a distance of ___inches.
 ability to participate in a variety of functional and academic activities.

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

(Student) was a non-reader because of his/her functioning and age level.

He/She required physical support and in addition to visual limitations, may require hearing aides.

He/She was unable to write because of his/her functioning level.

(Student) is a non-reader as a result of his/her medical condition. However, he/she appeared to enjoy the sound of voices and responded positively to all peers and teachers and novel noises.

(Student) was a non-reader because of his/her functioning level. However, he/she was responsive to colorful pictures presented at a close range and appeared capable of using a picture/auditory communication system.

(Student) was unable to write because of his functional level and additional physical limitations.

(Student) is unable to write because of his/her functioning level. (Student) appeared to express his/her likes and dislikes by remaining alert and by head turn. In addition, he/she was beginning to utilize a switch to activate an item or computer activity. (Student) often indicated a continuation of an activity by moving his/her arms, looking at the person, or smiling.

Although he/she recognized letters and a few words, (Student) was a non-reader because of his/her functioning level, and was unable to read at grade level. (Student) used crayons and markers, and generally stayed within the bold lines. He/She identified signs, symbols used in functional activities.

(Student) read (or did not read) at grade level
 and relocated lines easily
 and demonstrated appropriate comprehension abilities
 and had difficulty following a line of print
 although he/she lost his place within a line
 but he/she jumped lines in return sweep
 although he/she read word to word

(Student) fatigued easily
 because of nystagmus
 from lengthy reading assignments
 during long copying assignments
 when using small print

(Student) wrote letters, his/her own name, and a few familiar words using pencil/pen and paper

keyboard
dictation
braille

While (Student) reportedly does not read at grade level, he/she read passages from his/her Resource Reading workbook. (Student) has been identified as having a Learning Disability and receives instruction in regular education classes as well as Resource classes. He/She used regular paper and pencil, and his/her printing was legible.

(Student) completed word lists, names, and short sentences as he/she independently worked on the computer. (Student) completed written assignments provided at his/her desk although he/she was frequently inattentive to materials presented on the board or the overhead projector.

(Student)'s most efficient literacy media was Braille and recorded materials.

The Diagnostic Reading Scales were used to determine (Student)'s need for regular print or large print material. He/She recognized letters and a few sight words, but is not reading at this time.

On the Diagnostic Reading Scales, (Student) read 80 words of small (8 point) print in one minute. When the same 1.8 grade level was presented in large (16 point) type, (Student)'s reading rate remained the same.

Using the Diagnostic Reading Scales, (Student) read ___ words per minute of small (approximately 8 pt) print at ___ inches. When the same ___ grade level material was presented in large print (16 point) type his/her reading rate increased to ___ words in one minute at an appropriate viewing distance of 12 to 14 inches.

Assistive Technology:

Records indicate that (Student) received a team assistive technology report on (date). More specific information of assistive technology can be found in this report.

(Student) used a flat screen monitor, a regular keyboard and a regular mouse. He copied simple spelling words, spelled his first name, and use all basic strokes such as enter, return, space and backspace.

He/She navigated one familiar website independently, but could not identify words or instructions to navigate other unfamiliar sites.

Several simple modifications were discussed. These included moving the monitor forward for a better viewing distance, setting the screen to default to enlarged icons and mouse when he logged into the system, and several age-appropriate educational sites were suggested.

(Student) used a "Biggie" switch to access several cause and effect websites.

(Student) used the computer to complete many of his academic tasks. He was familiar with all basic computer functions, and especially enjoyed negotiating several of his favorite sports websites.

(Student) used regular sized font on the computer and sat at an average distance of _____ inches from the screen.

(Student) used a variety of other assistive technology in many of his classes, and those have been listed below in the **Literacy/Learning Media/ Reading and Writing Skills and Needs** section.

At this time, (Student) does not require any other specialized assistive technology beyond the equipment and devices that are used by all the students in the classroom.

Expanded Core Curriculum: (omit for infants)

The Expanded Core Curriculum includes a set of skills that are impacted by vision loss and may require intervention and systematic instruction.

As part of ongoing informal assessment, information concerning strengths and areas of needs in the Expanded Core Curriculum will be gathered for (Student), and IEP goals will be drafted when needed.

A review of (Student's) skill level in several Expanded Core Curriculum areas revealed some areas of need. Identified areas included (e.g.: self-determination, social skills and leisure recreation skills, etc). Goals addressing these skills will be drafted when needed.

SUMMARY AND IMPLICATIONS OF FUNCTIONAL VISION EVALUATION AND LEARNING MEDIA ASSESSMENT

In summary, it appears that (Student) has a severe vision loss. He/She did not consistently visually respond to various sized objects or lighted musical toys and was unable to view objects at distances greater than 16 to 18 inches.

In summation, while (Student) used his/her vision to participate in his/her educational program, it is still a concern that he/she had difficulty in both near and distance vision tasks. In his/her current educational environment, he/she demonstrated acuities of 20/____ for near vision and 20/____ at a distance of 20 feet.

(Student) consistently demonstrated efficient near and distance visual abilities in a variety of functional activities. His/Her present prescriptive lenses appear to have corrected any visual limitations and he appeared to have compensated for any visual limitations. Therefore, no visual modifications are

required at this time, as he/she did not demonstrate a visual impairment that adversely affects his/her educational performance in the current educational setting.

Registration as visually impaired with Texas Education Agency is not warranted at this time. (Student) consistently demonstrated efficient visual abilities in a variety of functional and academic activities. With correction, (Student) does not demonstrate a visual impairment that significantly impacts his/her education.

At this time it appears that (Student) has limited functional vision and therefore meets the eligibility criteria as Visually Impaired in accordance with Texas Education Agency guidelines.

It is recommended that (Student) receive direct services once a week for ___ minutes from a certified teacher of the visually impaired or ___ minutes every 2 4 weeks.

It is recommended that he/she receive consultative services from a Certified Teacher of the Visually Impaired a minimum of ___ minutes ___ x per week or ___ minutes every 2 4 6 9 _____ weeks.

Consultative vision services will enable teachers to implement appropriate visual modifications and instructional approaches for the student.

(Student) would benefit from a multiple sensory approach to his/her educational programming.

Based on the Functional Vision Evaluation and the Learning Media Assessment, (Student) is not functionally blind and will not need instruction in braille. If his/her educational needs change, re-evaluation may be requested.

Based on the Functional Vision Evaluation and the Learning Media Assessment, (Student) is functionally blind and should receive instruction in braille reading and writing.

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.