

Figure 3.3

Sample Functional Vision Assessment Form

FUNCTIONAL VISION ASSESSMENT YOUNG CHILDREN AND STUDENTS WITH ADDITIONAL DISABILITIES	
Assessor: _____	Assessment Date(s): _____
Student's Name: _____	Birth Date: _____
School: _____	Program: _____ Grade: _____
REVIEW OF RECORDS	
Visual Diagnosis: _____	
Visual Prognosis: <input type="checkbox"/> stable <input type="checkbox"/> deteriorating <input type="checkbox"/> capable of improvement <input type="checkbox"/> unknown	
Eye Doctor: Name: _____	Phone: _____
Address: _____	
Date of most recent assessment: _____	
Visual Acuity without correction from doctor's report: OD (right): ____ OS (left): ____ OU (both): ____	
Visual Acuity with correction from doctor's report: OD (right): ____ OS (left): ____ OU (both): ____	
Eyeglasses Prescribed: ____ Near ____ Distance	
Contacts: ____ yes ____ no	
Sunglasses: ____ yes ____ no	
Visual Field from doctor's report: _____	
Surgeries: _____	
Doctor's recommended activity limitations: _____	
OTHER RELEVANT HEALTH/MEDICAL/EDUCATIONAL INFORMATION:	
1. INTERVIEW (Parent and/or Educator)	
Does the student communicate about what he or she sees? Provide examples or behaviors.	

Source: Reprinted with permission from Sacks, S. Z., & Wittenstein, S. E. (2014). *Guidelines for programs serving students with visual impairments* (Rev. ed., pp. 179-187). Sacramento: California Department of Education. Retrieved from http://www.csb-cde.ca.gov/Documents/VI%20Guidelines/VI_Guidelines_110314.pdf

(continued)

(Figure 3.3 continued)

Does the student take medication regularly? Do you notice if he or she is visually affected by the medication?

What materials does the student prefer for leisure activities? Provide examples or behaviors.

When is the student most alert?

What is the student's preferred position?

Does the student demonstrate unusual sensory response, such as a startle, tactile defensiveness, or visual attraction?

2. OBSERVATION

2A. UNUSUAL VISUAL BEHAVIORS

- | | | |
|---------------------------------------|--|---|
| <input type="checkbox"/> Presses eyes | <input type="checkbox"/> Head tilt when viewing | <input type="checkbox"/> Light flicks |
| <input type="checkbox"/> Pokes eyes | <input type="checkbox"/> Twirls or spins objects | <input type="checkbox"/> Shakes head side to side |
| <input type="checkbox"/> Other | | |

Comments: _____

2B. SOCIAL BEHAVIORS DEPENDENT UPON VISION CUES

- Identifies people from distance (specify distance):

- Identifies facial expressions (specify distance):

- Maintains appropriate social distance when talking (specify distance):

- Uses appropriate gestures (for school-age students):

- Recognizes gestures of others:

- Uses eye contact:

Comments: _____

2C. BEHAVIORAL IMPRESSIONS

- Responds to simple verbal requests
- Communicates verbally communicates non-verbally only
- Responds more readily to familiar people
- Responds more readily in familiar places
- Has limited hand use (specify) _____
- Has limited mobility (specify) _____
- Requires minimal environmental distractions to stay on task

Comments: _____

2D. PREFERRED AREA OF VIEWING

Observe the student's visual behaviors during usual activities for preferred areas of viewing. Pay attention to direction and distance. For students with physical impairments, it is important to determine if responses are due to physical or visual limitation or both.

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(Figure 3.3 continued)

Responds and/or reaches for objects or people based on vision alone:

- To the right to the left above below directly in front

2E. PREFERRED DISTANCE OF VIEWING

Natural viewing distance for viewing up close: _____

Natural viewing distance for viewing far away: _____

Describe head tilts when viewing (*These postures may be adopted to achieve the null point for nystagmus, to compensate for a peripheral field loss, or to view eccentrically if there is a central scotoma*):

- Must first touch or hear object before vision is used to investigate it.

Comments: _____

2F. BRIGHTNESS SENSITIVITY

Be sure to observe lighting needs of students who must lay on their backs in the classroom; in some cases, overhead lights may be uncomfortable for them.

Outdoors, student prefers to use: baseball cap visor sunglasses

Student requires tinted lenses indoors

Student squints in bright light student avoids looking toward bright light

Student visually disoriented for _____ minutes when going from indoors to outdoors

Student performs near tasks more accurately or easily with directional light on tasks
(*based on information from observation and/or tests of visual acuity*)

Comments: _____

3. DIRECT ASSESSMENT

3A. APPEARANCE OF EYES

List any unusual appearance of the eyes that should be evaluated by an eye doctor.

3B. SHIFT OF GAZE

Present two lights or two objects to the student in the positions indicated below. Shine, blink, or shake one object, then pause and do the same with the second object. Additional response time may be needed for students who have motor coordination or motor planning difficulties.

Shifts gaze from one light source to another: _____

Shifts gaze from one object to another: _____

Comments: _____

3C. FOLLOWING (TRACKING)

Use a small object or light source that holds the student's attention. Move object or light slowly—while it is within the student's range of vision. Try objects first, use a light if not successful with an object.

Object/Light used: _____

Follows object or light source: left right up down Distance: _____

Follows a person's movement: within 3 ft. within 10 ft. within 25 ft.

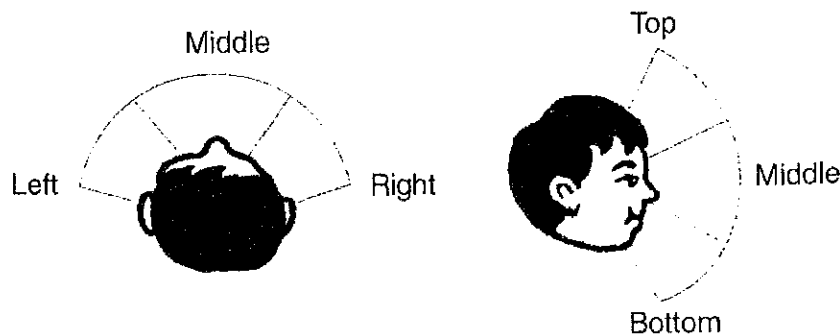
Following is: smooth jerky

Follows across midline: Yes No

Follows with: head head and eyes both eyes RE only LE only

Comments: _____

3D. PERIPHERAL VISUAL FIELDS



(Note: Color in area where targets are not seen)

When moving, often bumps into objects: to the left to the right above below

(continued)

(Figure 3.3 continued)

Comments: _____

3E. DISTANCE VISUAL ACUITY

Only test if appropriate to student's cognitive level and ability.

Test Administered: _____

Distance Presented: _____ Symbol Size Read: _____

Visual Acuity (Test Distance/Symbol Size): _____

Converted to Equivalent Snellen Acuity: _____

Comments: _____

3F. NEAR VISUAL ACUITY USING SYMBOLS (OPTOYPES)

Only test if appropriate to student's cognitive level and ability.

Test Administered: _____

Distance Presented: _____ Symbol Size Read: _____

Recognizes Pictures (if appropriate)

Recognizes simple pictures: smallest size _____

Recognizes complex pictures: smallest size _____

Comments: _____

3G. CONTRAST SENSITIVITY

Test Administered: _____

Describe Lighting: _____

Comments: _____

3H. STEREOPSIS

This pertains to fine nearpoint tasks such as threading needles, pouring liquids, and reaching for objects within arm's reach. For activities such as walking, climbing stairs, and stepping down from curbs, the major cause of reported difficulties is poor contrast sensitivity rather than poor stereopsis.

Activity Observed: _____

Comments: _____

31. COLOR

Selects or points to named primary colors:

Matches primary colors:

Demonstrates color preferences (*specify colors*):

Test Administered: _____

Comments: _____

functioning, sensory learning channels, indicators for reading readiness, reading preferences, and tests of reading skills (such as phonological abilities, fluency, comprehension, and listening skills).

The first step of an LMA is to gather information about the student's visual functioning. It is important to observe the student performing academic and functional activities in the home, school, and community. By doing so, the teacher of students with visual impairments can determine what mode of learning the student uses to perform a variety of tasks throughout the day. Teachers of students with visual impairments, O&M specialists, and families can complete a sensory learning channels inventory, as part of the LMA developed by Koenig and Holbrook (1995).

The sensory learning channels assessment allows the evaluator to determine a student's primary and secondary mode for learning

across activities. Figure 3.4 provides an example of a sensory learning channels form adapted from Koenig and Holbrook (1995), and developed at the California School for the Blind (Manning, Waugh, Barclay, & Sacks, 2006).

Once a student's preferred learning medium is determined, the teacher of students with visual impairments needs to determine his or her potential for accessing literacy activities. Figure 3.5 provides an example of a checklist that can be used to evaluate a student's potential for learning to read and write.

In some cases the educational team may determine that a pre-braille or early braille skills assessment should be conducted. The *Assessment of Braille Literacy Skills (ABLS)* (Koenig & Farrenkopf, 1995) measures emergent literacy, academic literacy, and functional literacy. The emergent literacy section includes items such as "sorts by objects" (p. 13) and "uses objects/materials or braille to convey