

FVLMA Team Report Sample

This resource gives a description of the way that I have found works well to write my reports for team reporting of the information gathered during the Functional Vision Learning Media Assessment. Again, this is not a prescribed method for writing your report, but rather a starting point to get you to think about how you would like to present your information in written form. I always write my reports in narrative form rather than a listing, as I have found it makes it a little easier to connect your assessment findings with educational implications for the classroom. Try out different methods and see what flow works best for you while making sure that all needed information is shared. When it comes to vision access needs and skills, more helpful information that can potentially support your student's success is better than not enough. My personal approach to the report is that anyone, from the visual field or not, could read the report and have a basic understanding of what the student's visual conditions indicate for their access as well as ways that they could assist in helping the student to be more successful with that access.

Introduction:

In this first section of the report, I introduce the team to the student in general terms. I make sure to include the student's full name, preferred name, age, and grade immediately. I do this because if for some reason they were meeting about a different student, you can hopefully quickly remedy any sharing of information to the wrong team. I also make sure to give a brief overview of the student, including their primary vision diagnosis and how long they have been working with a Teacher for the Visually Impaired (TVI) and/or Certified Orientation and Mobility Specialist (COMS). If the student has been referred for vision concerns only, I will also make sure to include any other relevant medical diagnoses or additional identifications in this section, such as if the student has a diagnosis of ADHD or has been identified as gifted.

Eye Report Information:

In this section, I give a brief overview of the information provided by the most recent eye exam report from the doctor. I have found that this not only helps the team understand what is being seen from a medical standpoint but also allows for a great way to explain measured visual acuity against functional acuity for daily use. This section is also an important place to help parents and other team members understand terms used in the report. For instance, if a medical report states that a

child has high myopia, I will write the term and then describe what that means (the student is highly nearsighted meaning that objects at a distance are likely to be very blurry). I would also encourage you to use language that does not indicate absolutes like 'it is' or 'definitely', but rather utilize language that allows the reader to understand that your suggestions are possible implications, such as 'likely' or 'may'.

Interviews:

The interview section creates a narrative from your interviews with parents, teachers and staff, and the student. I generally do write separate paragraphs for each individual(s) so that it gives an understanding of what the parents notice, what the teacher(s) notice, and where the student currently is in recognizing their visual needs and acceptance of those needs. The interview section is also a great way to emphasize areas of instruction that are of great importance to the family and student and may assist with future identification of IEP goal options. Anything that is identified during the interview as a potential access issue, I try to offer some ideas of ways to support in the classroom as a wrap up to this section.

Visual Skill Use in the Classroom/Observations:

The focus of this section is to describe what you, as the profession, noticed about how the student accessed classroom curriculum and materials without interventions or support. I find that this section provides me with a great amount of information to then offer, again, suggestions on real time supports that would be helpful as we work towards the possibility of writing an IEP if the student qualifies. This is also a great time to share if the student is successful with their current visual access methods without any additional interventions and/or to note if you noticed fatigue during any of your observational times. I do find that sharing the times of day in which the student was observed can also help the team identify times when more support might be needed for that student or if curriculum modifications need to also be discussed as a team.

Visual Appearance of the Eye:

I like to include a couple of sentences regarding the visual appearance of the student's eyes in my report. There are instances in which certain visual conditions have characteristics which can be observed by individuals engaging with your student. I have found that addressing these observable appearance pieces often

helps the teachers and staff to have a better understanding of what is considered typical for that student and when additional concerns should be shared with the parent and/or TVI and COMS. Taking a little time to include how any affected structures of the eye assist with visual access can also help the team to gain greater knowledge and understanding of visual needs for your student, and sometimes others in the classroom as well.

Functional Vision Activities:

The next portion of the report, I give a general breakdown of the skills observed by using individualized activities in a controlled setting. By providing information about the successes and struggles the student has in completing certain activities, insight on educational implications can be provided with some context for the team to understand what that might look like in the classroom. As with the observation section, I like to provide the team with the time and date that I completed these activities to again give information on possible fatigue issues or times of better visual performance. As I go through these individual activities, I also try to help the team connect them to classroom activities where these skills would be seen, such as a color and shade differentiation activity being related to their ability to read a color-coded graph or key accurately.

Learning Media:

In this section of the report, I try to take all the information discussed in the previous sections and bring it together to make recommendations on the best learning media for the student. I always like to include a statement that these are just suggestions and may require some adjustment as we work with the student to find their best learning media, but based upon the current information it's suggested that we begin with the recommendations I am providing. This section is also where I note the student's reading, writing, and typing speeds (if applicable and not already included in another report section from another teacher). For our students that are already utilize braille as their best media, this section is also where I will note their current proficiency level with braille reading and writing as well. Contrast suggestions are also something that can be helpful in this section.

Final thoughts:

To wrap up my report, I always like to revisit the student's current strength areas and their biggest needs. I remind the team of all of the pieces of information that have been utilized to come to these suggestions for educational implications as well

as provide my contact information should further questions and concerns arise as often, especially those of us who are itinerant, we don't get to have face to face interaction with the whole team much, if at all, during the school year.

Hopefully, these tips and suggestions for team sharing and report writing will help you in your individual practice to feel more prepared to share out your own findings when working with students and clients.