

## Visual Skills: Functional Learning Media Assessment (Non-Verbal)

This template is intended to provide guidance for completing a comprehensive assessment and may be adapted as needed. For best result, it is encouraged that students be assessed in a variety of environments at different times of day. The following items are suggested for reference when collecting data, taking notes, and completing a final report.

- Name
- Date
- School
- Grade
- Age

### Eye Report

- Date of Exam
- Visual Diagnosis
- Visual Acuity
- Visual Field
- Prognosis
- Plan
- Color perception
- Light Sensitivity
- Low Vision Clinic Information (if applicable)

### Parent Input

- Parent visual concerns
- Student strengths
- Student needs
- Student interests

### Teacher Input

- Visual concerns in the classroom
- Current supports for vision in the classroom
- What can the student do independently and with guidance
- What are the student's strengths and interests

## Visual Skill Use in the Classroom

- Describe the class setting and activities
- Student behavior compared to classmates
- How does student explore new materials (i.e., visually, tactually, auditory, multi-sensory)
- Is student successful with current exploration methods
- Visual behaviors (i.e., head turns, viewing distance, squinting) and incompatible behaviors (eye pressing, rocking, hand flicking, avoidance of eye contact, etc.)
  
- Does the student wear glasses
- Does the student use assistive technology
- Can the student maintain eye contact with people
- Can the student maintain visual focus on activities
- Is the student social with peers and adults
- Classroom material concerns
- Classroom layout concerns (i.e., glare from windows, other lighting sources, seating placement for viewing, etc.)
  
- Does the student stay on task
- Does the student travel independently around the classroom and/or building
- Any other concerns

## Visual Appearance of the Eye

- Clarity
- Pupillary response
- Shape of pupil
- Blink response
- Appearance of eye area
- Eye discharge

## Functional Vision Assessment Activities

- During assessment, what incompatible behaviors were observed, if any:
  - Light gazing
  - Avoiding eye contact
  - Finger flicking
  - Eye pressing
  - Head tilt
  - No visual attention while reaching
  - Rocking
  - Head movements
  - Bangs head
  - Other

- Student sees best in dim/ typical/ bright lighting environment
- Additional illumination needed
- Adjusts with ease/ with some difficulty/ with great difficulty to changes in environmental lighting
- Response to bright light and glare
- Adjustments for outdoors (i.e., sunglasses, hat, etc.)
- Tracking and Periphery Test
  - Can the student track an object into all 9 visual field areas
    - Upper Right
    - Upper Central
    - Upper Left
    - Central Right
    - Central
    - Central Left
    - Lower Right
    - Lower Central
    - Lower Left
  - Can the student cross mid-line with their gaze
  - Can the student peripherally locate and object in all 9 visual field areas
    - Upper Right
    - Upper Central
    - Upper Left
    - Central Right
    - Central
    - Central Left
    - Lower Right
    - Lower Central
    - Lower Left
- Visual Efficiency
  - Does the student use both eyes together for near and distance viewing
  - Is the student able to fixate on an object
    - Approximately how long is the student able to maintain gaze
  - Can the student shift their gaze between objects
  - Can the student scan their environment to visually observe
  - Does the student show eye preference for viewing

- Is the student able to use their hands and eyes together to see objects and manipulative them
- Social attention: Is the student able to respond to changes in facial expression to show recognition
- Does the student display any color preferences or inability to perceive some colors
- Does the student display visual discrimination skills such as matching, sorting, identifying

## **Learning Media Assessment**

\*\*see LMA forms

- Best learning media
- Font size (if applicable)
- High Contrast