

Visual Skills: Functional Vision Learning Media Assessment

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.

- Date
- Name
- 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

Student Interview

- What do you like most about school
- Is there anything you don't like about school
- Do you participate in any activities after school/ outside of school
- Favorite activities at home
- What do you want to do for work when you grow up
- Are friends easy or hard to make and influences that
- Do you feel confident talking to others
- Any trouble viewing: television, sporting events, or school assemblies
- Do you have any problems reading from a distance (i.e., Viewboard, etc.)
- Is it challenging to write things down from the board onto your paper
- Are you able to view your computer, papers, books, etc. in class
- Do you need extra time to finish your classwork
- Do you feel that you can remember and follow directions given by the teacher or do you need reminders
- How do you feel about gym class
- Favorite activities/least favorite
- Do you feel confident traveling around the school building and knowing the locations of specific classes
- Do you have any issues during morning drop-off or at dismissal
- Do you feel confident traveling outdoors or on recess
- What can you tell me about your vision
- Do you have any questions about your vision
- Do you experience:
 - Headaches
 - Blurry Vision
 - Disorientation
 - Eye pain
 - Double Vision
 - Dizziness
 - Neck pain
- What things do you feel you need help within school

Visual Skill Use in the Classroom

- Has the student passed their hearing screening in school
- Does the student respond to sound differences
- Describe the class setting and activities
- Student behavior compared to classmates
- How does the student explore new materials (i.e., visually, tactually, auditory, multi-sensory)

- Is the 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 (up, down, L, R)
 - 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 peripherally locate an 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

- Can the student name and match all presented colors
 - Yellow
 - Blue
 - Green
 - Orange
 - Purple
 - Brown
 - Pink
 - Red
 - Black

- Can student rank color shades using paint card samples
- Are there any color foreground and background combinations that make it difficult for the student to identify information

- When given the picture, can the student locate
 - cars
 - leaves
 - animals
 - hats
 - kites
 - Notes:
- Given the logic picture, can the student answer questions with the picture
- Given 3 cups of various sizes
- Can the student sort the objects based on size 10 cups
- Can the student complete a fine motor task
- Is the task completed with visual skills or tactile skills
- Can the student demonstrate age-appropriate positional relationship understanding
- Can the student locate a specific page in a given book
- Student response to reading 20 point font passage
- Can a student locate a dropped object
- Informal Visual Acuity Measurement
 - Near acuity: 20/___
 - Minimal font size
 - Bold print
 - Distance acuity (LEA or Snellen at 10 ft): 20/___
 - Minimal font size
 - Mimic of gross motor movements at 10-foot distance
 - Hop
 - Raise hand
 - Lift one leg
 - Hands on hips
 - Take one step forward
 - Take one step backward
 - Mimic of fine motor movements at 10-foot distance
 - Touch nose
 - Touch ears
 - Point to chin
 - Stick out tongue
 - Facial emotion identification at 10-foot distance
 - Happy
 - Sad
 - Mad
 - Scared
- Building Tour (if applicable)

- Does student point out
 - Print:
 - ⇒ Bold
 - ⇒ Approximate size ⇒
 - Contrast:
 - ⇒ From what distance:
 - Locations
 - ⇒ Does the student seem to know familiar locations (i.e., library, gym, office, school entrance, etc.)
 - Travel (may indicate need for O&M assessment)
 - ⇒ Does the student walk with confidence
 - ⇒ Does student avoid obstacles
 - ⇒ Does student know left and right

- Reading speed and accuracy
 - Name of Assessment used
 - Approximate font size of assessment tool print
 - Reading speed rate
 - Errors
 - Results of reading speed and accuracy assessment

Learning Media Assessment Suggests

- Best learning media
- Font size (if applicable)
- High contrast
- Print background and foreground color combinations with greatest success