

Functional Vision Evaluation

Student's Name: _____ DOB: _____ Sex: M / F
School: _____ Grade: _____
Teacher(s): _____
TVI Evaluator: _____ Dates of Evaluation: _____

BACKGROUND/MEDICAL INFORMATION:

Current classroom placement or area student receives services _____

Ophthalmologist/Optomtrist: _____ Date of visit: _____
Practice: _____

Eye Condition, Etiology, History, and Description: _____

Estimated Distance Acuity: _____ OS _____ OD _____ OU
Estimated Near Acuity: _____ OS _____ OD _____ OU
Visual Diagnosis: _____

Glasses/Contacts Prescribed? Yes No If yes, purpose: _____
Does the student wear/tolerate the glasses/contacts? Yes No
Prognosis: stable guarded deteriorating treatment advised: _____

Other Medical Diagnosis: Yes No If yes, describe: _____

Current Prescriptions: _____

Current services/therapies student receives: _____

Previous Low Vision Evaluation Results/Recommendations: _____

Why is the FVE being conducted?
 initial referral change in vision change in setting team member concerns
 3 year reevaluation other: _____

VISION BEHAVIORS OBSERVED (check those that apply):

- | | |
|--|--|
| <input type="checkbox"/> lack of eye contact | <input type="checkbox"/> frowns or squints when viewing |
| <input type="checkbox"/> covers or closes one eye | <input type="checkbox"/> avoids near tasks |
| <input type="checkbox"/> tilts head to one side for near tasks | <input type="checkbox"/> holds materials too close or too far away |
| <input type="checkbox"/> thrusts head forward to see | <input type="checkbox"/> touch things to help recognize them |
| <input type="checkbox"/> tries to "brush away" a blur | <input type="checkbox"/> eye pressing |
| <input type="checkbox"/> rubs eyes often or blinks often | <input type="checkbox"/> rocking behavior |
| <input type="checkbox"/> flaps hands in front of eyes | <input type="checkbox"/> bangs head |
| <input type="checkbox"/> look away when reaching | <input type="checkbox"/> staring at lights |

EXTERNAL OCULAR STATUS

Appearance/health of the eyes (check any that apply):

- | | |
|--|---|
| <input type="checkbox"/> eye size | <input type="checkbox"/> pupils of different size or reaction |
| <input type="checkbox"/> crusty or red eyelids | <input type="checkbox"/> excessive tearing or blinking |
| <input type="checkbox"/> red eyes | <input type="checkbox"/> eyes turn inward or outward |
| <input type="checkbox"/> watery eyes | <input type="checkbox"/> eye higher/lower than other eye |
| <input type="checkbox"/> discharge or pus | <input type="checkbox"/> prosthesis |
| <input type="checkbox"/> jerky eyes | <input type="checkbox"/> cloudy cornea |
| <input type="checkbox"/> drooping eyelid(s) | <input type="checkbox"/> other: _____ |

Was Nystagmus present? yes no Null Point? _____

Pupil response (Do pupils constrict to light and re-adjust when light is removed)
 brisk sluggish absent

Blink reflex (Does the student blink to threat?) yes no

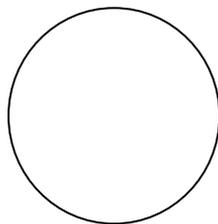
Eye Preference (looking through kaleidoscope or monocular): right eye left eye

Alignment/Muscle Balance:

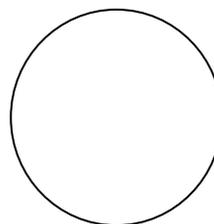
Indicate which applies and draw observations related to muscle imbalance:

- | | |
|--|--|
| <input type="checkbox"/> Both eyes appear aligned at all times. | <input type="checkbox"/> Individual eye appears consistently misaligned. |
| <input type="checkbox"/> Individual eye appears misaligned at times. | <input type="checkbox"/> Both eyes appear misaligned. |

Right Eye



Left Eye



Eccentric Viewing? (Note if the student tilts head when viewing information in central visual field): _____



OCULOMOTOR BEHAVIORS:

Fixation:

Fixation is the observed ability to direct a gaze and hold an object steadily in view. It is a foundation skill for all oculomotor behaviors. If the student is unable to establish a visual fix, using a tactile or auditory media and accommodations will be necessary.

Near: Steady , inconsistent , aware , no response

Size of Materials: _____

Midrange: Steady , inconsistent , aware , no response

Size of Materials: _____

Distance: Steady , inconsistent , aware , no response

Size of Materials: _____

Visual Responsiveness

If the student is unable to establish a visual fix, assess their overall visual responsiveness and perception before continuing assessment of Oculomotor behaviors. Indicate if the student is able to localize to light.

Light perception (responds to lights on/off): yes no Observations: _____

Light projection (point/turn/move toward light source): yes no Observations: _____

Shadow and form perception: yes no Observations: _____

Detection of Motion: yes no Observations: _____

Convergence

Convergence is the ability for the eyes to work together at a near distance. Eyes should converge, or come together, when objects are moved toward the eyes. It is essential to stability of vision, depth perception and binocular vision. Lack of convergence will have a negative impact on reading, copying from board to paper, driving and participation in sports.

Convergence yes no _____

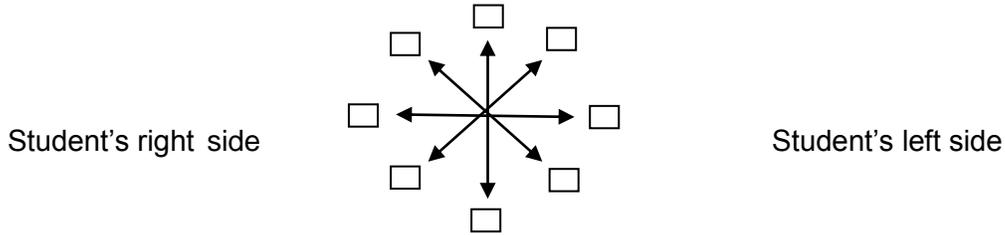
Tracing:

Tracing is the ability to visually follow a stationary line. Tracing is an essential skill needed to read a line of print and return to the next line. If difficulty, they may have difficulty following a line of print. Trial a line guide with or without a highlighter and indicate the color preference, if any, of the highlighter.



Tracking:

Tracking is the observed systematic use of the eyes to follow an object. Tracking skills are also required in many sports and in everyday activities such as watching a passing car and driving. Note if the student is able to cross midline. Difficulties could indicate the need for safety considerations in gym and on the playground and basic traffic safety.



Was nystagmus present when tracking? yes no If yes, in what direction(s)? _____

Shift of Gaze:

Shift of gaze is the ability to visually fix on an object, shift to another object, and then return. Non-parallel shift of gaze is needed when copying information from the board. Parallel shift of gaze is used frequently in school when transferring information from a book to a paper or answering on a separate sheet. Trial a line guide or other place holder to help the student return to the correct location on the page.

Parallel shift of gaze? yes no Observations: _____

Non-parallel shift of gaze (near to midrange)? yes no Observations: _____

Visual Scanning:

To visually scan is to visually search in a systematic pattern such as looking on different planes (high, middle, low), to find objects or to avoid obstacles. Hide objects throughout the room for the student to locate. Place the objects on different planes for distance scanning. For near scanning, use I Spy books, file folder activities, textbooks, tablet device, etc.

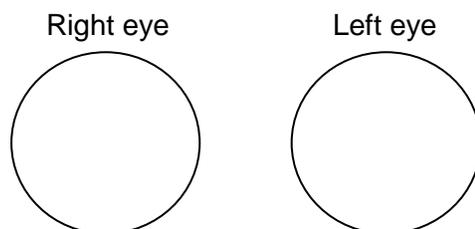
Near Scanning: _____

Distance Scanning: _____

ACUITIES & FIELDS

Visual Field:

The visual field is the entire area of vision that can be seen without shifting the eyes or moving the head. If the student has a visual field loss, recommend preferential seating to the left, right or center of the room to provide widest field possible without turning head. Trial a slant board and determine if the student needs a page indicator on right of page to know when they have reached the end of a line or a line guide.



Near Visual Acuity:

Near vision is the ability to perceive objects at a reading distance. Near distance is usually measured at 14 to 16 inches or within arm's reach. If the student is not able to read an eye chart, use objects that vary in size. Indicate if the student required movement or sound to demonstrate awareness of materials presented. Additionally, note if the student needed extended time to attend. Make recommendations on the optimal object size to use with the student. If the student has difficulty accessing information at near, consider recommending a low vision evaluation to ensure they have the best optics in place. If significant difficulty even after provision of low vision devices, and/or they have a progressive condition, recommend tactual skills and/or auditory skills instruction. If the student leans in close to work, trial a slant board or reading stands, task lighting, soft lead pencils or 20/20 pens.

Note rate of speed for each line read including the last line that any symbols were identified. In the written report, type all font comparisons in point size to assist team members in understanding vision. Bold the smallest font size the student was able to read prior to slowing their rate of reading.

Without the use of a magnifier.

Distance Comparison	Font Comparison	Accuracy	Distance	Comments



When using prescribed low vision device (specify).

Distance Comparison	Font Comparison	Accuracy	Distance	Comments

Name of prescribed magnifier: _____ Power: _____

Current print functioning and strategies student uses:

Distance Visual Acuity:

Distance vision is the ability to perceive objects at a distance usually measured at 20 feet. The student may need referred to a low vision evaluation to determine if they would benefit from a binocular or a monocular. Recommend preferential seating (positioned close to the area of instruction) if the student has difficulty detecting and/or discriminating information at a distance. Encourage teachers to verbalize directions. If the student has a tablet, recommend teachers utilize screen sharing software when presenting information on the Active Board. Recommend high contrast presentations and adherence to legibility guidelines.

If the student is unable to read an acuity chart, determine approximate acuity using this chart:

Size of Object	2 feet	4 feet	6 feet	8 feet	20 feet
1/4"	20/200	20/100	20/67	20/50	20/20
1/2"	20/400	20/200	20/133	20/100	20/40
3/4"	20/600	20/300	20/200	20/150	20/60
1"	20/800	20/400	20/267	20/200	20/80

At prescribed distance of testing instrument unaided (with glasses but without monocular, etc.)

Distance Comparison	Font Comparison	Accuracy	Comments



When using prescribed low vision devices

Distance Comparison	Font Comparison	Accuracy	Comments

Name of prescribed magnifier: _____ Power: _____

Strategies student uses to access print at a distance:

VISION SKILLS

Color Vision:

Color perception is a determination of a person's ability to perceive colors and shades of colors. If the student demonstrates difficulty, recommend adapting maps with symbols, label crayons and advise teachers on avoiding color-coded directions.

Match primary colors (objects or swatches); _____

Match secondary colors (objects or swatches); _____

Match hues: _____

Color Testing Made Easy results: _____

*Some students may have color dependence and only attend to certain colors. Indicate if student will only attend to certain colors. _____

Contrast:

Contrast is the difference between foreground and background in terms of color or shading which enables items to be seen well. Many students with multiple disabilities will need high contrast between dark and light in order to demonstrate visual awareness or attention. If the student demonstrates difficulty, trial page or line highlighters, soft lead pencils, 20/20 pens or solid trays. Recommend placing a solid material under clear wheelchair trays to provide contrast. _____

Contrast Preference: Black text on white white text on black custom: _____ text on _____



Lighting & Glare:

Many students with visual impairments will need good lighting in order to demonstrate visual awareness or attention.

Student sees best in: dim lighting medium lighting bright lighting

Is the student able to adjust readily to lighting changes (indoor to outdoor and vice versa)? _____

Is the student sensitive to bright light/glare? Squints avoids _____

If the student demonstrates difficulty, trial task lighting, sunglasses or filters, hats with brims, or adjusting the lighting. If a student is sensitive to glare, avoid using laminated materials. _____

Visual Clutter & Complexity

Note if the student is able to locate requested materials from a cluttered surface or items within a complex picture. If student has a transparent wheelchair tray, consider covering the underside of the tray with a solid color mat to provide contrast and reduce visual clutter. Observe student's ability at near, distance and when moving through environment.

Depth Perception:

Note if the student over, under or side reaches for materials or has difficulty with surface changes. Recommend adaptations if the student demonstrates difficulty.

Visual Motor Skills (fine and gross motor)

Visual motor skills are the skills needed to coordinate eyes and hands. Note how the student performs a variety of visual motor activities. Note if the student is more successful when space is defined or bold contrast is provided.



Visual Discrimination & Recognition

Visual discrimination is the ability to recognize details in visual images. It allows students to identify and recognize the likeness and differences of shapes/forms, colors and position of objects, people, and printed materials. Indicate student's ability to identify, match, sort and classify objects and pictures. Indicate if the student uses a picture or object communication board or system and if the student is successful in using it.

Orientation & Mobility

Indicate whether the student currently receives Orientation and Mobility or if they have in the past. Note the following skills and areas of concern.

- | | |
|---|--|
| <input type="checkbox"/> Avoid objects above the waist | <input type="checkbox"/> Travel independently throughout school |
| <input type="checkbox"/> Avoid objects below the waist | <input type="checkbox"/> Detect surface changes |
| <input type="checkbox"/> Avoid door frames/people | <input type="checkbox"/> move toward objects within 5 feet or beyond |
| <input type="checkbox"/> Locate dropped objects | <input type="checkbox"/> Use proper guide technique |
| <input type="checkbox"/> Located and access locker | <input type="checkbox"/> Use proper cane skills if applicable |
| <input type="checkbox"/> Locate rooms by number/name | |
| <input type="checkbox"/> Travel independently on stairs | |

Student Interests

Include information about the student's areas of interests from the student interview and interest survey. _____

ADDITIONAL NOTES

