Name of School System
Name, Teacher of the Visually Impaired
Work Address
P:xxx-xxx-xxxx ext. ___
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Functional Vision Evaluation
& Reading Media Assessment Update

Name: **** **** **DOB:**
Visual Diagnosis: Nystagmus and Ocular Albinism
Corrected Acuity: OU (both eyes) 20/200 distance
Evaluator:
Dates of Evaluation:

Background Information:
**** **** is a seventeen year old young man who attends _____ in _____. **** has been visually impaired since birth and receives his ophthalmologic care from Dr. _____ on an annual basis. His most recent report on file from Dr. Lipsky is dated April 1, 2015. In this report, Dr. _____ indicates that his corrected (with glasses) visual acuity in both his right and left eye is 20/200 for distance and for near and has been stable.

He received a Low Vision Evaluation at the _____on _____. The optometrist on record was _____and the Clinical Low Vision Specialist was _____. **** was informed that he would not be a candidate for bioptics for the purpose of driving. **** trialed an acrobat CCTV and an Acrobat short arm desktop CCTV was recommended, but **** was not interested in the device. It was recommended that **** return for a clinical low vision evaluation no later than his senior year to prepare him for college. He should return sooner to reassess technology needs should he begin to find school more challenging.

****'s previous Low Vision Evaluation by _____ optometrist _____took place in _____. **** had a similar visual acuity at that time (20/200 OU) and was prescribed a 6x18 Microlux telescope that provides him with 20/64 acuity for distance. **** continues to use this monocular for distance viewing. **** was also prescribed a 2.2x Makrolux (lighted magnifier) that provided him with 20/50 acuity for near viewing. **** no longer uses this magnifier.

- **Ocular Albinism.** According to the Dictionary of Eye Terminology, Ocular Albinism is the lack of pigment in iris and choroid. It results in reddish pupils and iris (from choroidal vessels seen through overlying retina). Usually accompanied by poor vision, light sensitivity (photophobia), and in****luntary oscillating eye movements (nystagmus)

- **Nystagmus** is a functional defect characterized by in****luntary movement of the eyes that are faster in one direction than the other.

This functional vision evaluation is being conducted as an update for the purpose of receiving a low vision evaluation as well as to identify what **** sees and what helps or hinders his visual

performance. The intent is to acquire an understanding of ****'s functional vision in a variety of environments and to determine what environmental conditions serve as "visual assists" that help **** to see or "visual obstacles" that interfere with seeing. **** wore his prescribed glasses throughout the observations and assessments except for the reading portion as he reported he reads better without them.

FUNCTIONAL VISION OBSERVATIONS

In class, **** sits in the front and center of instruction, approximately 10 feet from the board. He is attentive during instruction. **** takes notes throughout the classroom instruction, viewing information on the board with his monocular. He leans over when he writes with a working distance of 1"-3". **** used this strategy to create automatic magnification in viewing printed material.

Appearance Of Eyes:

Nystagmus was present throughout the evaluation, ****'s eyes otherwise appeared healthy.

OCULOMOTOR BEHAVIORS:

Fixation:

**** is able to establish a non-steady visual fix on materials ranging in size from 1/4" and larger at a near distance of 12" to 18". He is able to establish a non-steady visual fix on 3" and larger materials presented at midrange distances of 3 to 5 feet. **** holds his head to the center, but slightly down and to the left. This position may be ****'s null point, or the point that steadies and minimizes the nystagmus. It was difficult to determine as there was no great difference in the rate of his eye movement in this position, but **** reports that this is how he prefers to view information.

Tracking:

Tracking to the right to read a line of print and tracking to the left to return to the next line is necessary when reading. **** was able to visually track the tip of a highlighter pen as it was slowly moved in all directions horizontally, vertically and diagonally. Nystagmus was present throughout but **** was able to maintain his gaze on the highlighter. Nystagmus may increase when reading for extended periods of time and for this reason, **** should have extended time to complete extensive reading assignments.

Shift of Gaze:

Shift of gaze is the ability to visually fix on an object, shift to another object, and then return. Parallel shift of gaze is used frequently in school when transferring information from a book to a paper or answering on a separate sheet. Non-parallel shift of gaze is used when copying information from the board. **** was able to shift his gaze between materials presented without moving his head. **** was able to shift his gaze between information presented parallel and also non-parallel.

Scanning

**** is able to scan his near environment to locate requested and desired materials. He was able to scan a newspaper to locate information and was also able to scan a sales flyer to locate requested information. Although **** is still successful, he has more difficulty scanning information that is visually cluttered. He has a particularly difficult time scanning Scantron forms to locate the correct bubble. For this reason, **** should be permitted to write directly on his test.

**** is able to use environmental clues paired with the use of his monocular to scan and locate information in his midrange and distance environments.

ACUITITES & FIELDS

Visual Field:
The visual field is the entire area of vision that can be seen without shifting the eyes or moving the head. **** responded well to materials presented in all of his visual fields. He responded to materials presented centrally as well as 90° from center on the left and right. He responded to items when they were approximately 45° - 60° from his upper and lower fields.

Near Visual Acuity:
Near vision is the ability to perceive objects at a reading distance, usually measured at 14 to 16 inches. **** wore his prescribed glasses during all parts of the assessment as well as this portion assessing his near visual acuity. The Good-Lite Near Vision Chart Letters was the instrument used.

With glasses on and at prescribed reading distance:

Distance Comparison	Results	Comments	Print Comparison
20/250	5/5	100% with ease	Approx. 48 pt font;
20/200	4/5	80% - slow/hesitant response	Approx. 33 pt font; sub-headlines
20/160	1/5	20% - extreme difficulty	Approx. 24 pt font; large print books

This demonstrates that **** is able to comfortably read print that is 48pt without leaning in to see it.

Arial 48 pt font size

Times 48 pt font size

**** was assessed again, but this time was permitted to lean in close (2”-3”) which is his preferred mode of reading print.

With glasses on and permitted to lean in:

Distance Comparison	Results	Comments	Print Comparison
20/80	5/5	100% - with ease	14 pt font size
20/63	5/5	100%	12 pt font size; Grade 4-7 books
20/50	5/5	100% -slow/hesitant response	8 pt font size; small column newsprint
20/40	4/5	80% - with difficulty	6 pt font size; want ads; phone directory
20/32	4/5	80% - with difficulty	5 pt font size; footnotes
20/25	0/5	0%	4 pt font size; mail order catalogs

This demonstrates that **** is able to access 12pt font, standard print, when permitted to lean in. He is able to accurately access print as small as 8 pt font, but this takes him much longer.

Arial Font: 14 pt font; 12 pt font; 11 pt font; 10 pt font; 8 pt.
Times New Roman: 14 pt font; 12 pt font; 11 pt font; 10 pt font; 8 pt.

**** demonstrated his ability to read a variety of print sizes and from a variety of sources including reading headings and titles of articles in the newspaper, reading passages, and identify specials in sales flyers. Although **** can access a variety of print sizes as small as 8 pt font size, reading this font size for longer periods of time will lead to visual fatigue and neck strain. Even though **** would benefit from larger print and it would provide him with a more comfortable way to read, he prefers to read regular size print of 12 pt font size by leaning in to 2" to 3". Although he has an iPad, he prefers to use his iPhone to access and enlarge information on ITS Learning. He brings the iPhone up close to his face to view the small print and prefers to use this tool instead of a more traditional desktop or laptop to access electronic text. Although he is able to use the computer, the screen is further from his face forcing him to lean close in order to view the information. **** is a visual learner and does not prefer to listen to electronic text, but prefers to visually access it. For this reason, when **** is on the computer for extended periods of time, he experiences neck strain and headaches. It takes longer for **** to read lengthier reading passages further contributing to the headaches experienced if accessing reading passages online. Due to the visual fatigue when reading longer passages or participating in testing that requires extensive viewing, **** should be provided with extended time, paper/pencil tests, and should not bubble in Scantron's.

Although it is commendable that **** desires to use minimal accommodations, it is this evaluator's professional opinion that **** would benefit from the use of low vision aids to assist him in reading regular and smaller size print sizes as found in scientific notations, exponents and in environmental print. Using a dome or hand held magnifier would allow **** to comfortably and accurately read a variety of print at a comfortable reading distance. **** reports that he does not prefer to use the 2.2x Makrolux magnifier and it is currently broken. Although I do not feel **** should be forced to use the magnifier, I do feel he should have a magnifier available for times when he is having difficulty seeing smaller or more complex fonts, experiencing visual fatigue or neck strain. Although **** occasionally uses his iphone in order to complete similar tasks, this form of technology is not allowed on tests. **** needs to have access to a tool that will allow him to comfortably and accurately perform tests and not be negatively impacted by his visual impairment. Standard size print in state tests as well as college prep tests are presented in 11 pt font sizes with exponents and scientific notation presented in 10 pt font size.

Distance Visual Acuity:
Distance vision is the ability to perceive objects at a distance usually measured at 20 feet. **** was tested and observed at a closer distance of 3.2 feet according to test requirements using the Good-Lite Distance Vision Number Chart. ****'s eyes were assessed together.

Distance Comparison	Results	Comments
20/300	5/5	100% accuracy
20/250	5/5	100% accuracy – slowing considerably
20/200	0/5	0%

These visual acuity results are slightly worse than the findings identified in ****'s most recent eye exam by his ophthalmologist. Findings can be different and attributed to lighting. In a clinical setting the lighting is optimal in contrast to the harsh overhead lights found in a school setting. These findings mean that **** is able to comfortably see at 20 feet an object that a person without a visual impairment can see from a distance of 300 feet in a classroom setting. **** will not be able to identify information presented at a distance without the aid of low vision devices. In the classroom, **** is able to use his prescribed monocular to access information presented on the board. Although **** prefers to use this method, it would be beneficial for **** to use an electronic magnification device (CCTV) with the capability of distance viewing. This type of a device would provide **** with a wider field and would eliminate the need to constantly spot information with a reduced field. This was recommended during his low vision evaluation, but **** was not interested in utilizing this form of technology. He has, in the past, taken advantage of the JoinMe app, but wifi is not consistently available throughout his school and classrooms.

Frequently changing the view is also difficult when using a monocular. Providing **** with a copy of notes presented on the board would minimize the need to continuously shift gaze and copy information. This was discussed with ****, but he indicated he did not have an interest in receiving a copy of classroom notes. He has found that the process of taking notes helps him remember the information discussed and presented. **** should be provided with preferential seating. He prefers to sit in the first or second row of his class as this provides him with the proper focal distance for using his monocular.

**** reports that in fast food settings, he is typically familiar with the choices available. If he plans to visit a fast food restraint that he is not familiar with, he knows how to familiarize himself with the menu prior to his visit, requests a printed menu (this is not always available), or use his monocular. When attending sporting events he reports that his dad will tell him the score or will take pictures that he can view.

OTHER VISION SKILLS

Color Vision:
**** is able to identify colors and sort various shades and hues without difficulty indicating that he does not have deficient color vision.

Depth Perception:
During observations, no over or under reaching was observed when obtain objects or materials from the table top. He is able to navigate his way through the crowded halls and transitions between classes. He was able to direct me to his classrooms, and other areas of the school.

Contrast & Lighting Preference
Contrast is the difference between foreground and background in terms of color or shading which enables items to be seen well. **** reports that he has some difficulty with low contrast and poor quality handouts. Although he is still able to read them, it takes him longer and is more difficult. He also reports that he is able to see print in a variety of colors on the Active Board. Using contrast does make printed information easier to see and ****'s teachers should use good contrast in presentations.

**** has transition lenses and squinted throughout the observation. He reports that he is not bothered by regular classroom lighting. He did report that he is bothered by the brightness of his

paper. He is not interested in using specialty paper. He has learned to accommodate by shielding his paper with his arms to block the glare. **** is bothered by the sun on sunny days as well as glare on hazy days. He should be permitted to wear a hat and/or sunglasses during outdoor activities when it is sunny or on glare producing days.

ORIENTATION & MOBILITY

**** has received instruction in orientation and mobility skills in the past including proper guide techniques, street crossing techniques, mass public transportation and campus travel. Within the school campus, **** travels independently between classes. Orientation and Mobility services have been discontinued at the request of **** and his parents due to scheduling conflicts. ****'s schedule is more flexible during the summer and for this reason, he may consider participating in O&M lessons during the summer or during breaks from school.

INTERESTS

**** likes caring for animals and also likes helping others. He also enjoys cooking and participates in the culinary arts program at his school. He is actively involved in the _____Program that helps people in need throughout the community. **** also enjoys searching the internet, watching television, taking care of his aquarium and attending college football games.

LEARNING/READING MEDIA ASSESSMENT

Reading:
****'s primary learning and reading media is visual followed by an auditory mode. **** indicates that he prefers standard 12 pt print. He utilizes the internal magnification features to enlarge information on the computer when needed. Although **** does not always need extra time, particularly in tests requiring multiple choice, he does need extra time when reading lengthier passages and writing essays. ****'s reading was formally assessed using the Jerry Johns Reading Program in _____. The assessment was not administered at the time of this update as **** is on level and there have been no changes in his use of vision. **** was given the choice of 12 pt, 14 pt, and 16pt font sizes. **** selected the 14 pt Arial font size. He chose to remove his glasses when completing the Jerry John's Reading Inventory stating that he is able to read better at near without his glasses. He removed his glasses and indicated that he chooses to remove his glasses for classroom assessments as well. According to the test requirements, **** was first given a list of vocabulary words followed by reading passages.

Results for the **word lists** are as follows:

Grade band	Scoring	Errors	Reading Level Implications
9th	20/20	N/A	Independent
10th	20/20	N/A	Independent
11th	17/20	Recession, dubious, premonition	Instructional
12th	18/20	Inalienable, omnibus	Instructional

The following is the results from the **reading passages**:

Grade Level	Oral Reading Rate	Total Miscues	Significant Miscues	Word Rec. Level	Comprehension
9th	99 WPM	18	1	Independent	Independent
10th	96 WPM	18	1	Independent	Independent
11th	104 WPM	7	3	Ind./Inst.	Independent
12th	86 WPM	13	6	Ind./Inst.	Ind./Instructional

Writing:

****'s dominant hand is his right hand. When writing, he prefers to print rather than use cursive writing. His handwriting is legible to himself or others but neatness decreases if **** is in a hurry. He is dependent on contextual clues to decode some his handwritings. **** is able to type and has been has been receiving keyboarding instruction as he had been dependent on visually searching for and visually referencing keys rather than tactually typing. **** prefers to use a 22-24pt font when typing on the computer. He is currently typing complex sentences (using all letter keys as well as the special punctuation and number keys) with 90% accuracy and averaging 36 words per minute (WPM). He has been instructed in shortcut keys and commands to minimize the need to use the computer mouse.

STATEMENT OF ELIGIBILITY:

Using a combination of information gained from ****'s eye report and this Functional Vision Evaluation, it is evident that **** continues to be eligible and in need of support services from a Teacher of the Visually Impaired. Services should include a combination of consultation as needed for classroom adaptations as well as continued instruction in the expanded core curriculum for students with visual impairments.

SUMMARY:

**** is a very polite and quiet young man who has a basic understanding of his visual impairment and has learned many skills to reduce the negative impact of his visual impairment. Although he is negatively impacted by his visual impairment, he resists using most low vision devices and accommodations that would otherwise assist his visual functioning. **** should be encouraged to utilize technology that is available through his iPhone or iPad to enlarge information and minimize visual fatigue or neck strain and improve reading accuracy and fluency. Due to ****'s reduced vision, he needs extended time to read lengthier passages and complete tests.

RECOMMENDATIONS:

Visual Functioning

- ****'s visual **performance may fluctuate** due to changes in light, fatigue, or illness.
- **** may experience eye fatigue and may need **extra testing time** (currently time and a half)
- Allow **** **breaks as need and requested** to process visual information and reduce visual fatigue.

Instructional Adaptations

Environmental

- **** should have **preferential seating (front and center)** in the classroom. **** should be encouraged to move to a better location, if necessary.
- **** should have **preferential seating for all films and assemblies,** labs and demonstration lessons. Please allow him to be accompanied by a classmate to a****id being isolated.
- **** should be allowed to **move about the room** as needed to see information presented away from his desk.
- The teacher or presenter should **verbalize all information** as it is written on the board or overhead. Also keep in mind that **** may not be able to see hand motions, gestures, or facial expressions.
- Information presented on the board should be in a **high contrast color**. For example dark colored markers on a white board, white chalk on a black/green board. Black or blue are usually best. Pale colors are generally harder to see so should be reserved for providing emphasis rather than listing important information.
- Provide adequate lighting with **limited glare** when possible.

Material Adaptations

- **** should be provided with standard size print, **no smaller than 12 pt font size.**
- **No Scantron tests or bubbling.**
- Permit **** to **write his answers directly on a test and worksheets** when possible to minimize the need to shift his gaze repeatedly.
- **** needs access to **screen enlargement** software if the **internal magnification** in computers or other technology is disabled.
- **Extended time** (currently time and a half) when **** identifies to teacher that he needs it, prior to the completion of assignment, project or test.
- **** should use **low vision devices** as needed (6x18 Microlux telescope; 2.2x Makrolux lighted magnifier, magnification using iPad or iPhone) to assist him in visually accessing materials.

Miscellaneous

- **** should let the teacher/presenter know when he is not able to see.
- **** should **self advocate** for his visual needs.
- Allow **** to carry and apply sunscreen as needed.

Classroom Testing Accommodations

- Use of low vision devices (6x18 Microlux telescope; 2.2x Makrolux lighted magnifier)
- Mark answers directly on test or separate sheet of paper when space does not provide enough space. No Scantron or bubble sheets.
- All tests in 12 pt font

Supplemental Aids and Services

- One-on-one assistance during all emergency situations.

Supports for School Personnel

- Consultation and support available from Teacher of Students with Visual Impairments at the beginning of the school year and additional support upon request.

Sincerely,

Name
Teacher of Students with Visual Impairments
Date