



Name of School System
Name, Teacher of the Visually Impaired
Work Address
P:xxx-xxx-xxxx ext. ____
F: xxx-xxx-xxxx
email address

Functional Vision Evaluation & Reading Media Assessment

Name: _____ **DOB:** _____
Estimated Acuity: OS: 20/200 distance; 20/80 near
OD: 20/150 distance; 20/80 near
OU: 20/150 distance; 20/70 near
Visual Diagnosis: Optic Atrophy
Evaluator: _____
Dates of Evaluation: _____

BACKGROUND INFORMATION:

***** is a 6 year old girl who is in the kindergarten at _____ in _____. ***** has had a visual impairment since birth but the extent of her visual impairment was just recently discovered. She receives her ophthalmologic care from Dr. _____ at _____. She was most recently seen on _____. In her report, Dr. _____ states that *****'s visual diagnosis is optic atrophy. Her corrected visual acuity is 20/150 OD (right eye), 20/200 OS (left eye) and 20/150 for distance. Her visual acuity is 20/80 OU (both eyes) for near. ***** has been prescribed two separate glasses. One pair is for distance viewing and one is for near viewing. Her vision is considered stable and no notations were made about her visual fields.

According to the American Association for Pediatric Ophthalmology and Strabismus (AAPOS), Optic Nerve Atrophy (ONA) can cause mild to severe damage to the optic nerve that can adversely affect central vision, peripheral vision and color vision.

This functional vision evaluation is being conducted as part of an initial referral for vision services to determine eligibility as well as to identify what ***** sees and what helps or hinders her 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 her prescribed glasses throughout the observations and assessments following prompts and request from the evaluator.

FUNCTIONAL VISION OBSERVATIONS:

***** was observed in her classrooms and transitioning through the halls of her familiar school environment. ***** wore her prescribed glasses when requested, but frequently removed them. ***** navigates throughout her classroom and school with ease and no difficulties with moving safely through her school were observed. Lighting came from overhead fluorescent lights. She was able to locate her assignments for class at the same rate of her peers.

Appearance Of Eyes: Within Normal Limits



*****'s eyes had a few visible red streaks at the time of the evaluation, but otherwise appeared healthy. She was able to maintain central gaze when establishing a visual fix.

OCULOMOTOR BEHAVIORS:

Fixation: Within Normal Limits

Fixation is the ability to hold an object steadily in view for a period of time. ***** is able to establish a steady visual fix on materials at a near, midrange, and distances beyond 10'.

Tracking: Slightly Abnormal Results

Tracking is an essential skill needed to read a line of print and return to the next line. Tracking skills are also required in many sports and in everyday activities such as watching a passing car and driving. ***** was able to maintain a visual fix in order to track the movements of slowly moving materials horizontally and vertically in all directions but moved her head to follow the object. When asked to hold her head still and just track with her eyes, she continued to move her head to track the movement. When playing a computer game, she had some difficulty tracking the movements of letters moving across the screen in order to click them over the correct slot. **** was presented with line guides with either a yellow highlighter or pink highlighter to help her when she reads. She preferred the yellow line guide and reported that it did make the words easier to read.

Shift of Gaze: Slightly Abnormal Results

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. ***** was able to shift her gaze between materials presented parallel and non-parallel, but needed to move her head to do so. Activities requiring frequent shifting of gaze should be minimized by presenting ***** with a copy of notes when possible (this will be more critical as ***** advances through grades). ***** can also be taught to use a place marker or reading guide to assist her when she needs to shift her gaze.

Scanning: Slightly Abnormal Results

***** is able to scan her near, midrange and distance environments to locate requested and desired materials but she needed extra time to do so. ***** is able to scan and locate information throughout her classroom. She was able to scan information at near in books, worksheets, file folder activities, in store flyers and when viewing the computer screen but needed extra time to do so. ***** should be provided with extended time to complete assignments.

ACUITIES & FIELDS

Visual Field: Within Normal Limits (with monitoring)

The visual field is the entire area of vision that can be seen without shifting the eyes or moving the head. Her current eye report did not indicate field loss. ***** responded well to materials presented in her right, left, and upper fields. She responded to materials in her lower visual field when materials were approximately 45° from center. Although she was able to locate the materials in her lower visual field, it required head movement to do so. ***** may need prompts to remember to continue searching or to look at all areas of a worksheet she is completing. ***** did not demonstrate difficulty with surface changes and avoided obstacles in her path which could indicate a lower field loss. The Teacher of Students with Visual Impairments should monitor this as “blind spots” and “field loss” can be characteristic of Optic Atrophy.



Near Visual Acuity: Abnormal Results

Near vision is the ability to perceive objects at a reading distance. Near distance is usually measured at 14 to 16 inches. *****'s near vision was formally assessed by Dr. _____ during her most recent exam. Her near vision was assessed during this functional vision evaluation to determine her threshold and comfortable font size for sustained reading with the classroom lighting. The LEA Near Symbols Chart was used with LEA Symbols.

With her prescribed reading glasses

Distance Comparison	Results	Comments	Print Comparison
20/200	5/5	100% with ease	33pt font size
20/160	5/5	100%	24 pt font size
20/125	3/5	80%	20 pt font size
20/100	2/5	60%	16 pt font size

With his prescribed glasses when permitted to lean in for closer view of 3-4" reading distance.

Distance Comparison	Results	Comments	Print Comparison
20/100	5/5	100% @ 5" reading distance	16 pt font size
20/80	5/5	100% @ 4" reading distance	14 pt font size
20/63	5/5	100% @ 3" reading distance	12 pt font size
20/50	5/5	100% @ 3" reading distance	8 pt font size
20/40	5/5	100% @ 2" reading distance	6 pt font size
20/32	5/5	100% @ 2" reading distance	5pt font size

This demonstrates that ***** is able to comfortably read a simple Arial font type print that is

24 pt in size without difficulty and **16 pt** font when leaning in to 5". Most materials at the Kindergarten level are presented in 20 pt font and therefore are accessible. ***** is able to read smaller print sizes when permitted to lean in, but this will cause neck strain and difficulty as reading passages increase in length. ***** should be evaluated by a low vision specialist for the purpose of prescribing optical aids that will allow ***** to comfortably access smaller font sizes.

Distance Visual Acuity: Abnormal Results

Distance vision is the ability to perceive objects at a distance usually measured at 20 feet. ***** was formally assessed by Dr. _____. She was also tested and observed at this distance and at a closer distance of 5 feet according to test requirements during this Functional Vision Assessment. The instrument used was the Good-Lite distance Vision Chart with Numbers.

<u>Distance Equivalent</u>	<u>Results</u>	<u>Comments</u>
20/300	100%	with ease
20/250	80%	slow and deliberate
20/200	80%	very slow
20/160	0%	unable to identify any numbers



The results were not as good what Dr. _____ found in her clinical assessment. Difference may be due to changes in lighting and the type of test used (non-illuminated) Although ***** is able to use her distance vision to attend to and locate items approximately 6” inches in size and larger objects at a distance of 10 feet, but is having difficulty discriminating the finer detail of objects/letters/words. Currently, ***** positions herself close to the board during presentations or utilizes the JoinMe app or takes a picture of the board to view at her table. It is not always going to be possible for ***** to have a closer view of printed materials at a distance (ex. Ordering at a fast food restaurant, reading street signs, etc.). For this reason, ***** should receive a low vision evaluation for the purpose of obtaining optical devices that will assist her in viewing and discriminating print and other information at distances.

OTHER VISION SKILLS

Color Vision: Slightly Abnormal Results

Color perception is a determination of a person’s ability to perceive colors and shades of colors. ***** has a visual diagnosis of Optic Atrophy. It is very common for persons with optic atrophy to have some degree of deficient color vision. Persons with color blindness do see color, but don’t see colors the same as “normal sighted” individuals. ***** knows primary and secondary colors but demonstrated difficulty with hues. ***** was unable to identify any of the items on the Ishihara Color Test. She was able to identify the initial plate that assesses whether or not the student understands the test. She had difficulty matching shades of colors when assessed using color swatches. She was able to accurately match 13/35 swatches. Difficulty with color could potentially cause problems when identifying information on maps when colors are used to code areas. If colors are similar hues, ***** may need to use other strategies to complete the task or have the maps adapted with other symbols.

Depth Perception: Within Normal Limits

***** was not observed to under or over reach for materials presented at near. She also did not display difficulties with surface changes when moving throughout her familiar environment.

Contrast, Lighting, & Glare: Slightly Abnormal Results for Contrast

The observation took place within *****’s classroom under normal lighting conditions. She was not observed to squint, but should position screens of devices and any laminated materials at an angle to reduce the negative impact of glare. Contrast is the difference between foreground and background in terms of color or shading which enables items to be seen well. ***** was able to complete activities with lower contrast when given extended time. Whenever possible, present ***** with information in high contrast.

Visual Clutter & Complexity Slightly Abnormal Results

Although ***** is able to complete assignments with extensive information presented, it does slow her down and negatively impact her overall performance. ***** should be presented with materials in simple fonts with minimal serifs to improve the readability of the print. Legibility is a function of typeface design. Although it may be tempting to use a variety of fonts to make them stand out or give a paper personality, it almost always decreases the legibility and readability. Avoid using italics when possible and also avoid using all capital letters. Both these forms of print make it more difficult to differentiate among letters.

Examples of good Fonts:

- This is an example of 20 pt Arial font



- This is an example of 20 pt Veranda font (notice how this font size is slightly smaller)
- This is an example of 20 pt APH font (This font is well spaced and legible and can be downloaded for free on the aph.org website.)

LEARNING/READING MEDIA ASSESSMENT

Reading:

*****'s primary learning and reading media is vision. This is followed by an auditory mode which she uses as a back-up mode to learning. ***** is currently being presented with materials in 20 pt font as this is the standard font in Kindergarten. ***** is able to access this font but does lean in for a closer view to approximately 6" viewing distance. As stated earlier, ***** would benefit from a slant board to reduce neck strain.

**** was shown how to use the internal magnification features on the computer to enlarge information on the computer screen (WINKEY and +). ***** leaned in to view printed materials that were standard font sizes of 12-14" from a 3" reading distance. Reading this smaller size font for long can lead to neck strain and visual fatigue. ***** should have access to digital text when possible that will allow her to adjust the size independently in order to comfortably read them. Although ***** is able to complete reading assignments on grade level, it does take her longer and therefore she should be given extended time to complete assignments and take tests.

*****'s reading was formally assessed using the Jerry Johns Reading Program. The words and passages were presented in Sans Serif (a simple and easy to read font) 20 pt font.

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

Grade band	Scoring	Errors	Reading Level Implications
Pre Primer	20/20	-	Independent Level
Primer	19/20	boat	Independent Level

***** had significant difficulty reading and decoding unfamiliar or less familiar words which is common for Kindergarteners. *****'s teachers report that she is reading up through 3rd grade sight words. ***** was only assessed at level for this assessment and was independent through the Primer level. The only difficulty ***** had was reading the word "boat". She was able to identify the letters indicating she could see the print.

***** was also assessed reading passages in large print of 20 pt font size.

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

Grade Level	Oral Reading Rate	Total Miscues	Significant Miscues	Word Rec. Level	Comprehension
Pre-Primer	20 WPM	0	0	Independent	Instructional/ Frustration



1					
Pre-Primer2	48 WPM	0	0	Independent	Instructional/ Frustration

The results of this reading evaluation demonstrate that ***** is reading independently on grade level, but at a somewhat slow pace. This further emphasizes that ***** should be provided with extended time to complete reading assignments.

Writing:

*****'s dominant hand is her right hand. ***** has legible handwriting when completing most assignments. She prints and colors within the designated area. She leans in to approximately 5" when she is writing. She does not have difficulty reading her handwriting. She uses regular pencils and crayons to complete assignments. During this assessment, ***** was familiarized with the internal magnification features of a computer. She is currently able to use the mouse to locate and accurately select information from the presented websites used in class. ***** should begin receiving instruction in keyboarding skills to allow her to have a more efficient means of producing print. This is particularly important as many assessments will be presented on the computer. ***** needs to learn to tactually type (without looking) so she does not need to visually scan to locate the needed letters.

SUMMARY

***** is a delightful young girl who has been diagnosed with Optic Atrophy. She has recently been prescribed new glasses for reading in addition to the glasses she has for distance viewing. ***** is not yet selecting and using these glasses independently or consistently, but will typically wear them upon request. She understands that she needs to sit closer to the board to see information, but has not yet learned other strategies to minimize the negative impact of her visual impairment. ***** is a visual learner and uses her vision along with auditory skills to learn.

She did demonstrate some difficulty with tracking, scanning, and shift of gaze activities. ***** was able to complete the tasks but needed to move her head to do so. ***** should use a line guide to help her keep her place and to follow a line as she reads. She also demonstrated some difficulty discriminating hues/shades of color and was more successful when provided with high contrast materials with reduced visual clutter.

*****'s primary reading mode is vision. She is able to read large print of 16 pt to 24 pt size by leaning in slightly. ***** may experience visual fatigue and should be given visual breaks when reading longer passages. ***** is able to access printed information at a distance when she takes a picture and enlarges it, or utilizes the JoinMe app. ***** should receive a low vision evaluation for the purpose of obtaining prescribed optical devices that will allow her to access information at near and distance. ***** should be provided with a slant board to alleviate neck strain as she positions the print closer to her eyes. ***** should begin receiving tactual keyboarding instruction to provide her with an efficient way of producing print that is less visually fatiguing. This will also eliminate the need to search for letters on the keyboard when participating in online testing as well as completing assignments.

Statement of Eligibility

According to the (State) Department of Education State Rules, a student must have a visual acuity of 20/70 or less in the better eye after correction that negatively affects her visual performance. Using a combination of information gained from *****'s eye report and this Functional Vision Evaluation, it is evident that ***** is eligible and in need of service from a Teacher of Students with Visual Impairments. Services should include a combination of consultation as needed for classroom adaptations as well as instruction in the expanded core curriculum for students with visual impairments.



- ***** should let the teacher/presenter know when she is not able to see.
- ***** should **self advocate** for her visual needs.
- ***** should wear her prescribed glasses according to the doctors recommendations to assist her in visually accessing information.

Carmen Willings

Teacher of Students with Visual Impairments
Forsyth County Schools
December 12, 2014

