



## 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:** Distance with Correction 20/200 OS (left); 20/200 OD (right), 20/200 OU.  
Functions at the definition of blindness.

**Visual Diagnosis:** Optic Atrophy, Nystagmus, High Myopia, Cortical Visual Impairment

**Evaluator:**

**Dates of Evaluation:**

### **Background Information:**

\*\*\*\* is a twelve-year-old boy who recently moved from \_\_\_\_\_ and is now attending the Mild/Moderate Intellectual Disabilities classroom at \_\_\_\_\_ in \_\_\_\_\_. \*\*\*\*'s ophthalmologist in \_\_\_\_\_ was Dr. \_\_\_\_\_. In her \_\_\_\_\_ evaluation, she indicated \*\*\*\*'s visual diagnosis was optic nerve abnormality, nystagmus, and high myopia. He was prescribed glasses and his best corrected acuity was 20/200 in his left eye and 20/250 in his right eye. \*\*\*\* was most recently seen by Dr. \_\_\_\_\_ at the \_\_\_\_\_ on \_\_\_\_\_. Dr. \_\_\_\_\_ indicated \*\*\*\*'s visual diagnosis is Optic Atrophy and he additionally diagnosed him with cortical visual impairment. He felt his prognosis is stable. He estimated that his corrected visual acuity to be 20/200 in each eye as well as in each eye separately. He did not feel \*\*\*\* had field limitation. He was prescribed glasses with a significant refraction indicative of high myopia. The glasses are to be worn full time. This acuity identifies \*\*\*\* as legally blind.

**Optic Nerve Atrophy** is a permanent visual impairment caused by damage to the optic nerve. The optic nerve functions like a cable carrying information from the eye to be processed by the brain. When some of the nerve fibers that make up the optic nerve, the brain doesn't receive complete vision information and sight becomes blurred. Atrophy refers to the wasting away of the nerve fibers. The damage occurs in the central part of the retina responsible for detail and color vision.

**Cortical Visual Impairment (CVI)** is a temporary or permanent visual impairment caused by the disturbance of the posterior visual pathways and/or the occipital lobes of the brain. The degree of vision impairment can range from severe visual impairment to total blindness. The degree of neurological damage and visual impairment depends on the time of onset, the location and the intensity of the insult.

**Nystagmus** is a functional defect characterized by involuntary, rhythmic side-to-side or up and down eye movements that are faster in one direction than the other. The inability to maintain a steady visual fixation causes low visual acuity.

**High Myopia** is a severe form of myopia in which the eye continues to grow and becomes very long from front to back. Myopia is also known as nearsightedness where objects in the distance appear blurry.



In addition to \*\*\*\*'s visual impairment, he has a medical diagnosis of Cerebral Palsy. According to his parents, \*\*\*\* experiences muscular fatigue and weakness and for that reason, he has a stroller for use for times he needs to walk further distances or when he becomes physically fatigued.

This functional vision evaluation is being conducted as part of the interim IEP process to determine appropriate level of vision services. The purpose of this evaluation is 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.

### **Functional Vision Observations:**

\*\*\*\* was observed in his new school environment. \*\*\*\* is currently placed in the MI/MO classroom. He was observed in the classroom with peers, in a separate room to minimize visual and auditory distractions, transition in the hall and in the cafeteria. Lighting came from overhead fluorescent lights and natural light through the windows. \*\*\*\* wore his prescribed glasses appropriately throughout the evaluation, however, when \*\*\*\* is asked questions or to complete more challenging tasks, he will grab and pull at his glasses with both hands. When traveling \*\*\*\* would use his cane or his stroller if he was experiencing muscle fatigue. \*\*\*\* visually attends and actively participates in individual and group activities. He communicates his wants and needs and will occasionally protest/moan that he does not want to complete more challenging activities but with prompting and encouragement he will comply. He was able to recall events from the previous day and demonstrate simple problem solving (e.g. locating a place to hang his cane, turning on the lights, etc.).

### **Appearance Of Eyes & Preference:** (difficulties)

\*\*\*\*'s eyes appeared healthy and balanced at the time of the evaluation. When presented with a kaleidoscope, \*\*\*\* brought it to his right eye demonstrating a right eye preference even though his better acuity is in the left eye. Nystagmus was present when the lights were turned off and a penlight was presented. \*\*\*\*'s pupils were slow to respond to when the light was presented which may indicate he may have difficulty adjusting to lighting changes. Additionally, he did not blink to threat indicating a slow visual response time. Atypical visual reflexes are characteristics of students with CVI including a slow or absent blink to touch. A slow response to approaching obstacles can present a problem with safe travel. In this school this includes transitioning in the halls between classes and during gym and recess.

### **Convergence** (within normal limits)

Convergence is the ability for the eyes to work as a team when materials are brought closer to the eyes. \*\*\*\* did not demonstrate any difficulties with convergence.

### **Oculomotor Behaviors:**

#### **Fixation:** (within normal limits)

Fixation is the ability to hold an object steadily in view for a period of time. \*\*\*\* was able to establish a steady visual fix toward materials presented in his central visual field at near, midrange and distances up to five feet.

#### **Tracking:** (difficulties)

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 track the movements of materials moving horizontally but had difficulty doing so without moving his head. When holding his head still and tracking to the right or left, nystagmus was present. \*\*\*\* was able to smoothly track items moving from his central visual field up and back to center. He was unable to track materials moving from center downward. When presented with a wind-up toy, \*\*\*\* was able to track its movement by moving his head. He over/under reached as he attempted to obtain it, but was ultimately successful. When presented with a string of letters, \*\*\*\* will lean in and point to each letter as he identifies them. Due to \*\*\*\*'s difficulty with horizontal tracking, he should be permitted to move his



head as he tracks items and encouraged to use his finger and/or a line guide to help him keep his place during reading activities. \*\*\*\* currently receives services from an Orientation & Mobility Specialist.

**Shift of Gaze:** (within normal limits)

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 readily shift his gaze between items presented both parallel and nonparallel.

**Scanning:** (significant difficulties)

\*\*\*\* demonstrated significant difficulty in scanning to locate information at near and distance. \*\*\*\* was presented with a scanning activity where 1” sparkling pompoms were placed on various surfaces throughout the classroom. He was encouraged to move throughout the room to locate the pompoms. \*\*\*\* required verbal prompts as to the approximate location. He had a particularly difficult time with items presented on low contrast and in his lower visual field. For near, \*\*\*\* was presented with several file folder activities in which he needed to scan an array of pictures to locate a match. \*\*\*\* performed better when there was minimal visual clutter and the items were well spaced. \*\*\*\*’s difficulty with scanning indicate that he would benefit from items presented in high contrast and with minimal visual clutter and provided with extended time.

**Acuties & Fields**

**Visual Field:** (significant difficulties)

The visual field is the entire area of vision that can be seen without shifting the eyes or moving the head. \*\*\*\*’s eye reports indicated that he does not have a visual field loss, however, he demonstrated significant difficulties throughout the observations and assessments. Additionally, \*\*\*\*’s previous TVI and O&M indicated that he demonstrated a right-side field loss. During this evaluation, \*\*\*\* responds to materials presented on the right when they are approximately 30 degrees from center. He responds to materials on the left when they are approximately 60 degrees from center. He responds to materials overhead but showed no response to materials in his lower visual field. This reduced visual field presents difficulties with safe travel and makes traveling safely with a cane essential. \*\*\*\* currently receives services from an Orientation & Mobility Specialist.

**Near Visual Acuity:** (difficulties)

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 not formally assessed during his last eye exam but was assessed during this functional vision evaluation to determine the smallest size print he can access and comfortable font size for sustained reading with the classroom lighting. The LEA Near Symbols Chart was used with Number Symbols.

At the prescribed distance of 14”

Distance Comparison	Font Comparison	Accuracy	Comments
20/100	<b>16 pt</b>	5/5	<b>3” reading distance. Identified with ease.</b>
20/80	<b>14 pt</b>	5/5	<b>2 1/2” reading distance. Identified with ease.</b>
20/63	12 pt	5/5	2” reading distance. Slow and deliberate.
20/50	8 pt	0/5	Unable to identify any letters.

This demonstrates that \*\*\*\* is able to access **14pt** and **16pt** font when he leans in to a 2 ½ to 3 inch viewing distance. Leaning in to this distance will not damage \*\*\*\*’s eyes, but it can cause neck and shoulder strain from leaning in. Providing \*\*\*\* with a slant board will bring the print closer to his face and minimize neck and shoulder strain. Additionally, it will bring the print within his visual field. It is



recommended that \*\*\*\* participate in a low vision evaluation to determine if he would benefit from low vision devices such as magnifiers in order to access print throughout his total environment.

**Distance Visual Acuity:** (significant difficulties)

Distance vision is the ability to perceive objects at a distance usually measured at 20 feet. \*\*\*\* was formally assessed by Dr. \_\_\_\_\_. His distance vision was found to be 20/200 in his left eye and 20/250 in his right eye. Although \*\*\*\* is able to detect large objects at a distance, he is not able to identify or see the detail. For classroom presentations, \*\*\*\* should be provided with preferential seating and allowed to move closer in order to view information. When information is presented on the Active Board, allow preferential seating (within 5 feet of the board) and/or a screen sharing app on the computer or his tablet device. The overall size of materials presented at a distance should be 4" in order for him to visually discriminate them.

***Other Vision Skills***

**Color Vision:** (difficulties)

Color perception is a determination of a person's ability to perceive colors and shades of colors. \*\*\*\* was able to identify and sort primary and secondary colors. He did, however, have significant difficulty matching shades and hues when presented with paint swatches and was successful in matching 5 of 23 swatches. As stated earlier, \*\*\*\* should be presented with items in high contrast as he is having difficulty discriminating finer detail and shades.

**Depth Perception:** (difficulties)

\*\*\*\* frequently reached to the side of materials he was trying to obtain. Over and under reaching were also observed. Additionally, he was observed to hesitate with surface changes but it was difficult to determine if his difficulties with maneuvering through his environment was related to physical or visual difficulties but it was most likely a result of difficulties with both areas.

**Contrast, Lighting, & Glare:** (difficulties)

Contrast is the difference between foreground and background in terms of color or shading which enables items to be seen well. Throughout the observations and assessment, lighting came from overhead lights and natural lighting from the window. \*\*\*\* did not appear to be overly sensitive to lights and glare. He did demonstrate difficulties with contrast and performed better when materials were well space and presented on a high contrast background.

**Visual Clutter & Complexity:** (significant difficulties)

\*\*\*\* demonstrated considerable difficulties with visual clutter and complexity throughout the evaluation. \*\*\*\* was able to identify letters in isolation but was not able to identify the same size letters when presented within a word. Additionally, he had difficulties locating and identifying items when they were presented on a complex surface. Difficulties with visual complexity is one of the characteristics of CVI. Although \*\*\*\* will view and interact with visually complex materials, he protested and began rocking and holding his glasses.

To assist \*\*\*\* in locating and identifying items, provide adequate space and against a solid, uncluttered surface. Reducing the amount of work presented at a time and well-spaced helped \*\*\*\* complete activities. \*\*\*\* 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.



**Visual Motor Skills:** (significant difficulties)

Visual motor skills are the skills needed to coordinate eyes and hands. \*\*\*\* had significant difficulty with visual motor skills presented. He did not have a functional grasp on writing tools when asked to write. He resisted placing beads on a wire and attempted to put together small pop beads but without success. \*\*\*\* receives occupational therapy and a Teacher of Students with Visual Impairments should collaborate with the OT to determine appropriate and needed adaptations to help \*\*\*\* see materials presented.

**Visual Discrimination & Recognition:** (significant difficulties)

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. When presented with pictures that were similar in form but different in detail, \*\*\*\* had significant difficulty locating matching pictures and needed assistance at identifying the differences between pictures. Similarly, he demonstrated difficulties with consistently identifying line drawings, particularly those that were visually complex. \*\*\*\* should receive instruction from a Teacher of Students with Visual Impairments to improve his visual discrimination and recognition skills.

**Orientation and Mobility** (difficulties)

\*\*\*\* receives Orientation and Mobility instruction and has a white cane for travel. \*\*\*\* walks slowly and is unsteady and requires monitoring. He has demonstrated the ability to orient to his new classroom environment and is learning his new school environment. He is able to travel independently but needs reminders to stay on the right hand side of the hall and to use proper cane skills. \*\*\*\* was observed to hold his cane to the side and behind him and needed ongoing reminders to use proper techniques. \*\*\*\*'s current Orientation and Mobility skills are currently being evaluated by an Orientation and Mobility Specialist.

Due to medical issues, \*\*\*\* can become easily fatigued and for that reason, he uses a stroller on occasion for transportation. Although \*\*\*\* is able to fit into the stroller, a lightweight folding wheelchair may need to be considered due to age and any negative social stigma from peers.

**Cortical Visual Impairment (CVI)**

Due to \*\*\*\*'s diagnosis of Cortical Visual Impairment, I used the **CVI Scale** developed by Dr. Christine Roman in my assessment of \*\*\*\*'s visual functioning. The CVI scale measures a student's visual responses according to characteristics of CVI. \*\*\*\* was assessed and his responses were then scored. A student's visual response is rated on a scale from 0-10 according to the presence and degree of the above characteristics.

CVI Characteristic	Range/Phase	Considerations
Color Preference	<b>Range 9-10; Phase III</b> **** does not demonstrate color or pattern preference in order to view materials.	<b>Resolved</b>
Need for movement	<b>Range 5-6; Phase II</b> **** rocks his body when he is viewing visual information. This movement may assist him in using his vision. Another way **** exhibits a need for movement is a desire to play tablet games that have movement.	Movement helps **** attend at distance. When trying to get him to attend at a distance, move the object (ex. wave the American flag during the Pledge).
Visual latency	<b>Range 9-10; Phase III</b> No visual latency was observed.	<b>Resolved</b>



<b>CVI Characteristic</b>	<b>Range/Phase</b>	<b>Considerations</b>
<b>Visual field preference.</b>	<b>Range 5-6; Phase II</b> **** demonstrates a mixed-field preference. He responds to materials presented in his central visual field and his left to 60 degrees. He does not respond to his right or lower visual field.	Present information and materials to ****'s center and left.
<b>Difficulties with visual complexity</b>	<b>Range 7-8/9-10; Phase II-III</b> **** tolerates low levels of background noise or "white noise". Although complex environments and materials affect his visual response, he is able to view books and other two dimensional materials.	<i>Complexity is often the most difficult characteristic of CVI to resolve and tends to linger in students even as they approach resolution of their visual difficulties.</i>  If **** has difficulty completing a task, try to simplify the task as there may be too many pieces in front of him or they may need to be better space or placed on a solid surface with high contrast. In complex environments, such as the cafeteria, hallway or crowded room, **** will have a harder time using his vision. **** is able to look at two-dimensional objects such as pictures. Use pictures that are simple with a plain background. During instruction, it may be helpful to use an FM system to block out some of the background noise and reduce some of the background complexity.
<b>light gazing and non-purposeful gaze</b>	<b>Range 9-10; Phase III</b> Light is not a distractor for ****.	<b>Resolved</b>
<b>Difficulty with distance viewing</b>	<b>Range 5-6/7-8; Phase II</b> ****'s visual attention extends beyond near space, up to 4 to 6 feet for detail. He is able to attend to large targets at a distance but unable to visually discriminate them.	Provide **** with verbal information about what he is seeing at a distance. Utilize a screen sharing tool when presenting information on the Active Board to allow near viewing of the presentation.
<b>Atypical visual reflexes</b>	<b>Range 1-2/3-4; Phase I-II</b> **** did not blink in response to a visual threat or touch	Orientation and Mobility can help address safety concerns related to a slow response to oncoming objects.
<b>Difficulty with visual novelty</b>	<b>Range 9-10; Phase III</b> **** will visually attend to both known and novel or unfamiliar objects and materials.	<b>Resolved</b>
<b>Absence of visually guided reach</b>	<b>Range 7-8, Phase III</b> **** consistently under/over/side reaches but is able to coordinate the actions and look while he is attempting to obtain the object/material.	To assist **** with visual-motor tasks such as writing, highlight lines to help him know where to write. Highlighting the area he needs to write in may help him narrow his focus and know where he needs to write. Because writing is difficult for him, have **** dictate his stories or use speech recognition programs that will type what



		he says. Present materials on a surface of high contrast and minimal visual clutter. Draw thicker borders around recessed puzzle pieces or make bold lines on shapes to give him more of a visual target.
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### Learning/Reading Media Assessment

#### Reading: (significant difficulties)

\*\*\*\*'s primary learning and reading media is visual but he uses tactual and auditory skills as a backup and to confirm what he is seeing. \*\*\*\* was presented with well-spaced letters in 16pt APH font. He was able to accurately identify 24 of the 26 capital letters. He mistook the J for an L and the K for an X. He was able to identify 22 of the 26 lowercase letters. He mistook the j for an l, the q for a g, the d for a b and the w for an m.

Ex.

O	H	S	E	G	P	X	V	I	M	J	D	K
B	T	R	Z	F	N	Y	Q	W	C	U	A	L
v	x	e	c	j	m	g	l	u	r	t	q	h
y	s	d	o	a	k	w	i	p	v	f	n	z

\*\*\*\* was then presented with a set of four wordless pictures that tell a story. The pictures were black and white line drawings. He was asked to identify what was happening in the pictures and tell a story about what was happening. \*\*\*\* was able to identify most items in the picture but made an understandable error of identifying the squirrel as a cat. Although he was able to label some items in the simple picture, he was unable to tell a story about what was happening.

When presented with 16pt APH font sight words, \*\*\*\* was unable to identify any of the sight words and was not able to identify the letters within the sight word. When he was presented with 24 pt font, he was able to identify the letters within words. He was also able to participate in a "Build a Word" activity in which he was presented with letter tiles and asked to put the tiles in the same order in order to copy the presented word. It should be noted that \*\*\*\* was able to successfully identify letters as small as 12pt font size, but only when they were well spaced letters.

\*\*\*\* was also negatively impacted by the visual complexity of the fonts he viewed. When presented with fonts that were complex, he struggled to identify the letters and words. For this reason, \*\*\*\* should be provided with 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.

Examples of good Fonts:

- This is an example of 14 pt Arial font
- This is an example of 14 pt Calibri font (notice how this font size is slightly smaller)
- This is an example of 14 pt APH font (This font is well spaced and legible and can be downloaded for free on the aph.org website.)

Consider spacing, type of font and size when presenting print information to \*\*\*\*.



### **Writing:** (significant difficulties)

\*\*\*\* was provided with both a pen and a pencil and a blank sheet of paper. \*\*\*\* initially selected the pen but switched to the pencil as the pen required him to position it directly up and down in order for the ink to flow. \*\*\*\* is left handed and does not use a functional grasp in order to write but loosely holds the top of the writing instrument. He was not able to write his name but was able to copy a vertical and horizontal line. He was able to approximate a circle and a cross but had difficulty copying a V and forming letters.

\*\*\*\* was then presented with a keyboard, due to motor difficulties, \*\*\*\* was unable to maintain his hands in a proper position for tactual keyboarding skills. Instead, he searches for and selects keys in order to type. He was unable to coordinate the movements of the mouse in order to interact with computer activities. He stated that he prefers to use a touch screen. \*\*\*\* was then presented with an iPad. \*\*\*\* demonstrated the ability to interact with the iPad, select apps and play games and activities.

### **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 or a visual field loss that negatively affects visual performance. \*\*\*\*'s visual acuity in his right eye is 20/250 and 20/200 in his left eye which identifies him as legally blind. Using a combination of information gained from \*\*\*\*'s eye report and this Functional Vision Evaluation, it is my professional opinion that \*\*\*\* is eligible and in need of service from a Teacher of Students with Visual Impairments.

### **Summary**

\*\*\*\* has a visual diagnosis of optic atrophy, cortical visual impairment, nystagmus and high myopia and is considered legally blind. Even though \*\*\*\* is considered legally blind, he does have a good amount of functional or usable vision. He is a visual and auditory learner who uses his tactual skills to verify what he is seeing. Throughout the assessment, \*\*\*\* displayed difficulty with tracking and scanning activities. He demonstrated a lower and right side visual field loss. Although he is able to see forms, he is not able to see details at a distance. In order to view information on the board, he requires preferential seating defined as front and center of instruction. The overall print presented on the board needs to be at least 4" in size. \*\*\*\* should have access to a screen sharing tool when information is being presented on the Active Board. \*\*\*\* is able to access 14 pt font at near when the letters are well spaced. He leans in close to view and should be encouraged to use a slant board to relieve neck and shoulder strain.

\*\*\*\* also demonstrated difficulties with depth perception and side reached when trying to obtain materials. \*\*\*\* did not appear overly sensitive to lights and glare but performed better when materials were in high contrast. He had significant difficulties with visual clutter and complexity and materials should be well space on a solid background. He had difficulties with visual discrimination and recognition and required help identifying what was happening in a picture. \*\*\*\* additionally had difficulties with visual motor activities and writing. When using a keyboard, he visually searches for the keys and uses his pointer finger to type. \*\*\*\* was able to identify 24 of 26 capital letters and 22 of 26 lower case letters. He is able to identify the letters when spaced apart but is not able to identify the letters within words or read sight words.

\*\*\*\* should receive instruction from a teacher of students with visual impairments to develop his visual efficiency skills and self-determination. Additionally, team members should receive consultation in a collaborative model in order to ensure acquisition of skills in other areas of the Expanded Core Curriculum for students who are blind or visually impaired.



## **Recommendations:**

### **General**

- Please forward a copy of \*\*\*\*'s annual **eye exam** on the Georgia Eye Report form to the Teacher of Students with Visual Impairments so his condition can be monitored for changes and new findings.
- It is recommended that \*\*\*\* receive a **clinical low vision evaluation** for the purpose of assessing \*\*\*\*'s vision and prescribing any low vision devices to meet his visual needs.
- It is recommended that \*\*\*\* receive an evaluation from an Orientation & Mobility specialist (O&M) to determine current instructional goals and objectives for safe travel.
- The Teacher of Students with Visual Impairments should provide consultation and support to team members to ensure they are accessible and how to best meet his visual needs.
- Teacher's should be aware that \*\*\*\*'s **visual performance may fluctuate** due to changes in fatigue or illness.
- Be aware that \*\*\*\* may need extra time to adjust to **lighting changes**.
- Be aware that \*\*\*\* is not responding materials presented in his right and lower field and **caution should be taken particularly in gym with ball play**.

### **Instructional Accommodations**

- \*\*\*\* requires **extra time** to complete activities requiring use of vision.
- \*\*\*\* should have **preferential seating (front and center)** in the classroom to minimize the negative impact of his visual field loss.
- \*\*\*\* should be provided with the option to have **preferential seating for all films and assemblies, labs, and demonstration lessons**. Please allow him to be accompanied by a peer to avoid social isolation.
- Provide \*\*\*\* with a **line guide** to assist him in reading. \*\*\*\* preferred a line guide with a yellow highlighted filter as it increased the contrast of the print.
- Provide \*\*\*\* with a **slant board** for reading and writing to bring the print closer to his eyes and on a closer visual plane.
- Present materials on a high contrast, minimally cluttered surface. **Using a tray may help define space**.
- **High contrast large print** keyboard (or labels on keyboard)
- **Screen sharing access** for active board presentations
- **Avoid visual clutter and complexity**

### **Testing Accommodations**

- **Extended time**
- Use of a **line guide with yellow highlighter** for reading activities
- **Slantboard** for reading and writing
- **Large print** at a minimum of **14 pt** font for letters in a simple font and well-spaced or use a larger font size of **20 pt**.

Name  
Teacher of Students with Visual Impairments  
Date

