



**Name of School System**  
Name, Teacher of the Visually Impaired  
Work Address  
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## FUNCTIONAL VISION EVALUATION & LEARNING MEDIA ASSESSMENT UPDATE

**Name:** \*\*\*\* \*  
**Visual Diagnosis:** Anaphthalmia  
**Visual Acuity:** Nil  
**Evaluator:**  
**Date of Evaluation:**

**DOB:**

### Student's Background Information:

\*\*\*\* is a 20 year old boy who attends the self contained classroom for students with moderate needs at \_\_\_\_\_. \*\*\*\* has been diagnosed with a deletion on Chromosome 16, upon birth. \*\*\*\* receives his ophthalmologic care from \_\_\_\_\_. His most recent eye report is dated \_\_\_\_\_. He has complete blindness as he has been diagnosed with Anaphthalmia. Anaphthalmia is the absence of eyes. He further has an undeveloped optic nerve. He has a prosthetic right eye and a conformer left eye.

\*\*\*\* follows an adapted curriculum but is considered a 12<sup>th</sup> grader. He has a full time paraprofessional to assist him throughout the school day for activities of daily living and assistance in accessing the adapted curriculum. In addition, \*\*\*\* receives services from a Teacher of Students with Visual Impairments, an Orientation & Mobility Specialist, a Speech & Language Pathologist, and an adaptive physical education teacher.

The purpose of a Functional Vision Evaluation is to determine how \*\*\*\* functions in his learning environment and how his absence of vision impacts his learning.

### Observations:

\*\*\*\* is friendly to peers and adults and enjoys social exchanges. He additionally enjoys music (listening to music, songs being incorporated into lessons, and playing the drums). He displays his auditory memory by recalling information he learned in the past and can respond to questions when given ample time to process the information. He has a great sense of humor and enjoys things that are silly.



### **Eye Appearance:**

\*\*\*\*'s right eye appears to be healthy with no inflammation or crustiness. His left eye is more prone to infections and is frequently crusty and requires cleaning and ointment. \*\*\*\* wears prosthetic eyes.

### **Compensatory Skills:**

\*\*\*\* has been instructed in many areas of the Expanded Core Curriculum for students who are blind and visually impaired. He will participate in activities of daily living, but is dependent on verbal prompts and cues to complete all steps in activities of daily living along with academic and non-academic activities. \*\*\*\* will complete actions within his normal routine with verbal prompts and will complete familiar actions outside his normal routine upon request and with some physical and verbal prompts. He is able to locate requested items to complete activities but needs assistance to complete teacher-directed task to correctly position and orient items. Although \*\*\*\* should be motored through unfamiliar activities, adults should begin to step back and fade assistance to encourage \*\*\*\* to become more independent.

### **Social Skills:**

\*\*\*\* is a friendly young man who is cooperative and has a nice sense of humor. He uses social greetings and will greet peers and adults when greeted. Although he does not always participate in conversations, he demonstrates active listening and smiles at appropriate times. When there is a pause in conversation, \*\*\*\* will demonstrate that he has been listening by commenting on information or related to the topic.

### **Orientation & Mobility:**

\*\*\*\* receives instruction from an Orientation and Mobility Specialist. He has been instructed in sighted guide and uses a white cane for travel. \*\*\*\* is able to independently move about his familiar classroom and inquisitively explore it. \*\*\*\* is able to search for and locate dropped or desired items with some assistance. He is comfortable with sighted guide techniques and will use his cane for travel within the school campus.

### **LEARNING MEDIA SKILLS:**

\*\*\*\* uses a combination of his auditory skills and tactual exploration to learn from his environment.

### ***Auditory Discrimination:***

\*\*\*\* has developed good auditory discrimination skills and uses his auditory skills as his primary learning mode. He uses his auditory skills to recognize familiar adults and peers by their voices. He is also able to identify activities by their sound. He is able to localize to sound and locate sound sources. Although \*\*\*\* has developed good auditory skills, he is acutely aware of sounds in his environment, frequently to the point of distraction. He has a difficult time attending to tasks when there are competing auditory distracters. Additionally, \*\*\*\* needs time to process instruction and conversations. He should be provided with time to answer a question prior to being provided with choices.



### ***Tactual Discrimination & Fine Motor Skills:***

In addition to learning through his auditory skills, \*\*\*\* is also a tactual learner and uses his touch and exploration to gain information about his environment. He uses his tactual skills to discriminate among and match items with similar characteristics including textures, objects, shapes and braille. He is able to identify familiar objects and foods by their feel.

### ***Braille Reading Skills:***

\*\*\*\* enjoys participating in shared braille reading activities. He demonstrates emergent braille reading skills. \*\*\*\* enjoys shared reading experiences and will use two hands with minimal prompts to locate the beginning of a reading passage and will track along the braille as it is read. He is able to recall familiar passages in reading and will “fill in the blanks” as they are read. He is able to identify some dolch words including some color words but is inconsistent in his accuracy.

### **Eligibility:**

\*\*\*\* continues to be eligible and in need of services from a Teacher of the Visually Impaired to assist him in developing his compensatory and braille reading skills. The TVI should also assist \*\*\*\*’s teachers and other related service personnel in providing appropriate accommodations and modifications to his environment, materials, and curriculum.

### **DESCRIPTION OF EDUCATIONAL NEEDS:**

\*\*\*\* has no usable vision. His lack of vision is resulting in an inability to learn through his visual channel. \*\*\*\* must continue to learn through the use of his remaining senses. Compensatory skills, including functional braille and listening must continue to be taught in order to access printed information. \*\*\*\* also needs to be taught other skills within the Expanded Core Curriculum for students who are blind or visually impaired.

### **IMPLICATIONS FOR INSTRUCTION & PROGRESS MONITORING:**

Provide \*\*\*\* with Concrete Experiences:

- Try to **teach in units** to allow connections made between and among the topic of instruction.
- Use **real objects** in the natural environment, when possible. Use real objects outside the natural environment only when learning in the natural environment is not possible. Use scale models of objects when the real objects are unavailable (such as dinosaurs) or inaccessible (like skyscrapers that are too large, and constellations that are not tactually accessible). Use scale models of large objects after a real-life experience to give \*\*\*\* a sense of its spatial arrangement and wholeness.
- Provide \*\*\*\* with **ample time** and physical guidance to allow him to explore real objects fully using all the available senses as appropriate.
- **Demonstrate skills** that are usually learned visually. You may need to move \*\*\*\* through an activity to demonstrate what you want him to do. As quickly as possible, you need to let \*\*\*\* actively move through the activity on his own. Some students do not



like having their hands directed to unknown objects, so be sure to tell him what you are doing and allow him to initiate the interaction.

- Let \*\*\*\* **participate in getting materials** for instruction or for completing activities of daily living. Allow \*\*\*\* to learn to get materials by himself rather than having them come to him. Have him find what he drops. You may need to cue him to where the object is by making a noise with it.
- Keep \*\*\*\*'s seat, cubby/locker in the same location.
- **Minimize extraneous noise** during instructional activities as \*\*\*\* has a difficult time when there are competing auditory distracters.
- \*\*\*\* enjoys music. **Listening to music** while completing tasks that don't require him to listen to prompts or travel may help him stay focused on the task.

*Your Name*

*Your Signature*

*Your Title*

*Date*

