Adapted from Region 4 and the California School for the Blind - FVLM(t)A[ECC} Assessment

Comprehensive Vision Assessment
FVLM(t)A [ECC]

Student's Name:	LEA Name:
DOB:	Evaluator:
Date:	Setting:

PURPOSE: A Functional Vision Assessment (FVA) in combination with a Learning Media Assessment (LMA) are designed to help guide the IEP team's decision about the best instructional medium for a given student, such as braille, print, auditory, tactile or some combination. This assessment also considers the student's engagement with the Expanded Core Curriculum (ECC) and academic performance. This assessment meets the California Education Code requirement that all students with visual impairments have a functional vision and learning media assessment that is updated or reviewed every three years.

INSTRUCTIONS: Use the table in this section to describe the source of data and the tools used to collect the data. For example, with regard to the literacy assessments - name the specific tools used to collect the literacy data.

EVALUATION TOOLS AND PROCEDURES INSTRUMENTS: The following evaluation instruments and processes were used to gather data during the assessment.

Type of evaluation:	***List of Data Sources/Observation/Examples/Instrument***
Record Review	
Interview	*Essential Tools of the Trade: Parent Interview* *Essential Tools of the Trade: Student Interview* *Essential Tools of the Trade: Teacher Interview*
Observation	*Use of Sensory Channels* 1. Click or tap here to enter text. 2. Click or tap here to enter text. 3. Click or tap here to enter text. *Essential Tools of the Trade: Non-visual Skills Assessment*
Direct Assessment	*Vision Assessments:* 1. *Distance Acuity* 2. *Near Acuity* 3. *Field* 4. *Contrast* 5. *Color*

	Literacy Assessments: 1. *ABLS* 2. *Reading Connections* 3. *Reading Inventory – CSULA Manual* *ECC Assessments:* 1. *Self Determination* 2. *Self Advocacy* 3. *Assistive/Access Technology* 4. *Independent Living Skills* 5. *Social Skills and Emotional Learning* 6. *Vocational/career* 7. *Leisure and Recreation* 8. *Compensatory Skills* 9. *Orientation and Mobility Skills*

INSTRUCTIONS: In this report template, the eligibility statement and learning media determination are at the beginning of the report. Please read through the eligibility statement, and edit it as needed. Also, if your district has a different eligibility statement, replace the statement here with your district's statement.

Evaluation Summary & Eligibility

STUDENT has been referred by the Choose an item. to determine Choose an item. functional vision as part of Choose an item. STUDENT is in the Click or tap here to enter text. in a Click or tap here to enter text. Parents, teachers, and (choose all that apply) collaborated by providing information or assisting with the evaluation.

☐ Orientation and Mobility Specialist ☐ Physical Therapist ☐ Speech Therapist ☐ Other Click or tap here to enter text.

STUDENT was seen by Dr. LAST NAME on DATE. Dr. LAST NAME reported that STUDENT Choose an item.has a serious visual loss after correction in a clinical setting. A Low Vision Evaluation Choose an item. recommended.

Eligibility Statements

In the United States, legal blindness refers to a medically diagnosed central visual acuity of 20/200 or less in the better eye with the best possible correction, and/or a visual field of 20 degrees or less. Based on information gathered from the clinical eye exam **STUDENT** Choose an item. considered legally blind.

The IEP team has determined that **STUDENT** **Choose an item.** the eligibility criteria for continued special education and related services under the category of visual impairment. As defined by 5 CCR §3030(b)(13) criteria for eligibility is met when a pupil

has an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

With consideration given to braille, **STUDENT**'s IEP team will review the findings of the FVA and LMA and determine his most appropriate reading media/medium. Based on the data collected, Braille Choose an item..

In addition, this evaluator recommends that STUDENT should receive specially designed instruction in these proposed areas of the Expanded Core Curriculum (choose all that apply):

☐Assistive Technology ☐ Career Education ☐Compensatory Skills ☐Recreation and Leisure Skills ☐ Independent Living Skills ☐ Orientation and Mobility ☐Social Interaction Skills ☐Self-Determination Skills ☐Sensory Efficiency Skills

STUDENT Choose an item. meet the definition of a student with a visual impairment. STUDENT requires the following accommodations and technology to be successful in school:

Describe:

Click or tap here to enter text.

INSTRUCTIONS: In this section, report out any functional vision assessment data gathered. Be sure to explain where the data came from if you did not collect it yourself. Please note that in this section there is a description of what belongs in each section. Please be sure to delete the prompts and replace it with your own text. For example, under the background information section, the heading reads: “Introductory paragraph about your student. Include likes, dislikes, positive information provided by student, parents, or teachers. Appearance of the eyes. Give a general description of how the student utilizes functional vision.” Delete this text and replace it under the heading, “Describe.” Do this for all prompts that explain what to write. In other words, your report should have headings, but not explanations of what should go in the section, just include the data about your student that belongs in the section.

Background Information:

Introductory paragraph about your student.
INSTRUCTIONS: Include likes and dislikes, positive information provided by student, parents, or teachers. Appearance of eyes. Give a general description of how the student utilizes functional vision.

Interviews:

INSTRUCTIONS: Include a summary of information gathered via interviews. Be sure to state who was interviewed and when. Also, include the parent interview data regarding the ECC.

FUNCTIONAL VISION

A Functional Vision Assessment combines medical information on__Enter Student Name__'s eye condition, eye health, and prognosis with observations of visual behavior in various settings (i.e. in the classroom, walking on campus, eating lunch).

Medical History Information

Current Eye Reports
INSTRUCTIONS: Summarize ocular history, age of onset, and history information from the Eye Report.

Dr.__Enter Doctor's Name__ reported __Enter Student Name__'s visual acuity as follows:

	Without Correction		With Best Correction	
	Near	**Distance**	**Near**	**Distance**
Right				
Left				

Dr.__Enter Doctor's Name__ reported that __Enter Student Name__ is Choose an item..
Dr.__Enter Doctor's Name__ reported __Enter Student Name__'s muscle function is Choose an item.. Include any additional description provided by the doctor.

Name the assessment tool here__'s was used to test __Enter Student Name__'s visual fields and Dr. LAST NAME reported that Choose an item.. __Enter Student Name__'s color vision is Choose an item.. __Enter Student Name__'s Choose an item. exhibit photophobia. __Enter Student Name__'s primary cause of visual loss is __Enter the name of the vision condition and a description of the student's eye condition using family friendly language__.

__Enter Student Name__'s prognosis is Choose an item..
Choose an item. Is recommended as treatment. Dr.__Enter Doctor's Name__ reported that__Enter Student Name__'s Choose an item..

Other Significant Medical Information and Medication

INSTRUCTIONS: Summarize any additional medical information here.

Vision Assessment Conditions:

__Enter Student Name__'s visual functioning, near and distance vision was assessed in the (check all that apply):
☐ Bathroom ☐ Cafeteria ☐ Classroom ☐ Gym ☐ Other Click or tap here to enter text.

__Enter Student Name__ Choose an item. wear Choose an item. and Choose an item.

INSTRUCTIONS: add a description here

Physical Appearance of the Eyes

INSTRUCTIONS: add a description here

Vision Behaviors

Visual Reflexes/Reactions
INSTRUCTIONS: Describe the student's behavior in each of the following conditions: eye movements, *reflexes (blink reflex and pupillary response), alignment (Eso/Exo/Hyper/Hypo-tropia), and reaction to light source or object.* Describe observations.

INSTRUCTIONS: add a description here

Visual and Physical Actions
INSTRUCTIONS: Describe behavioral observations regarding body positioning, eye preferences, light gazing, eye poking, eccentric viewing (tilting of the head for better viewing). Head turn or tilt and/or fluctuating visual abilities.

Add a description here

Ocular Motor Control
INSTRUCTIONS: Describe the student's behavior in each of the following tasks: *motility (ability to move eyes in all directions), fixation (ability to maintain gaze on a single target), shifting gaze (ability to look between two or more targets), tracking (ability to follow a target as it moves), scanning (ability to locate a fixed target within an environment).* Describe observations.

Add a description here

Visual Fatigue refers to any pain, tiredness, headaches, or reduced efficiency a student experiences after using their vision for a period of time.
INSTRUCTIONS: Describe any indications of discomfort due to using vision for a period of time.

Add a description here

Visual Discrimination

Visual forms is the ability perceive shapes including when the shape or object is presented on a cluttered background.
INSTRUCTIONS: Describe the student's behavior in each of the following tasks: *form perception (ability to identify forms), clutter and/or complexity (ability to locate a target against an increasingly complex background), visual closure (ability to identify objects if part of it is missing).* Describe methods of testing. For example, tested using hidden picture (Where's Waldo?, I SPY, etc.), word find, identify backgrounds and size/number of items present, look for systematic search pattern, picture completion tasks, describe observation. Describe observations.

Add a description here

Color Vision affects the ability of a person to perceive different colors.
INSTRUCTIONS: Describe the student's behavior in the task: *color (ability to identify and discriminate between colors).* Name the formal methods such as Farnsworth D, Ishihara, or color plates, or by informal observations. Describe results and observations. Select whether the student did or did not demonstrate this skill. Then add a description about the student's behavior.

Add a description here

__Enter Student Name__ Choose an item. demonstrate difficulty with color vision.

Contrast Sensitivity is the ability to detect detail against gradations of background color.
INSTRUCTIONS: Describe the student's behavior in the task: *contrast (ability to discriminate increasingly lighter colors against a contrasting dark background, or vice versa).* Tested using formal methods such as contrast gratings, or by observations. Describe results and observations. Select whether the student did or did not demonstrate this skill. Then add a description about the student's behavior.

Add a description here

__Enter Student Name__ Choose an item. demonstrate contrast sensitivity.

Light and Glare may impact a person's visual performance and comfort while viewing.

INSTRUCTIONS: Describe the student's behavior during tasks: *light sensitivity (effects of illumination and/or glare), light perception (perceiving a light source), and light projection (identifying the direction of a light source),* Describe the student's behavior under various lighting conditions. Select whether the student did or did not demonstrate this skill. Then add a description about the student's behavior.

Add a description here

__Enter Student Name__ STUDENT Choose an item. prefer specific lighting conditions.

Visual Motor and Social Behaviors

Visual Motor Behaviors

INSTRUCTIONS: Describe visual motor behaviors such as: eye-hand coordination, spatial awareness, and visual memory.

Add a description here

Visual Social Behaviors

INSTRUCTIONS: Describe visual social behaviors such as: establishing and maintaining eye contact, recognizing gestures and facial expressions, distance when talking, how they identify familiar/unfamiliar people.

Add a description here

Visual Perception and Processing

Depth Perception is the ability to perceive how close or far items are. This can be impaired by binocularity- the ability to use both eyes together.

INSTRUCTIONS: Test this skill by having the student demonstrate accurate reach/walking around indoor and outdoor environments, describe observation. Select whether the student did or did not demonstrate this skill. Then add a description about the student's behavior.

Add a description here

__Enter Student Name__ Choose an item. demonstrate difficulty with depth perception.

Visual Processing is a cognitive function to describe the ability to perceive what is being seen.

INSTRUCTIONS: Describe visual perception skills such as spatial orientation, *latency (processing time to respond to a visual stimulus), visual novelty (interest in new visual stimulus), figure-ground perception (ability to identify an object against the background).*

Select whether the student did or did not demonstrate this skill. Then add a description about the student's behavior.

Add a description here

__Enter Student Name__ Choose an item. have difficulty with visual perception.

Visual Acuity

Distance Acuity is the ability to see objects clearly from a distance, typically measured with best correction.

Eye	Acuity
Left (OS)	
Right (OD)	
Both (OU)	

Perfect distance acuity is measured as 20/20. STUDENT's acuity with both eyes open is 20/ STUDENT's. What STUDENT's views at 20 feet is similar to what someone with normal vision would perceive from STUDENT's feet away, viewing the same object. In other words, STUDENT needs to be number times closer to an object to view it similarly to someone with 20/20 vision.

Outdoor Visual Acuity

INSTRUCTIONS: Describe observation when walking from indoor to outdoor environment. Did eyes adjust quickly? Was student able to identify objects, landmarks, read building and street signs/license plates? Could the student navigate terrain changes?

Add a description here

Near Acuity is the ability to perceive objects at a comfortable viewing distance, usually measured at 12 to 16 inches.

INSTRUCTIONS: Describe observation of near vision tasks. Does the student lean, tilt/turn head, squint, pick up materials for viewing? How far away? Are they currently using any assistive technology for near tasks? Magnifier? Slant board? Lighting? Use a variety of print sizes and different types of information (e.g., business card, class assignment, regular print, large print, map, cartoon, ruler, magazine, newspaper, catalog, dictionary, etc.). What type of paper did they use? Observe using various devices such as: iPad®, computer, Chromebook®. Try educational apps used in class

(iStation®, etc.), websites, Microsoft® applications. Report the size of print the student used and the viewing distance. Cursor size? How does the student use their personal cell phone?

Add a description here

Visual Field

Visual Field refers to the full extent of the area visible to the eye while it is fixated straight ahead.

Field Boundaries

INSTRUCTIONS: Name the test (e.g. confrontational field, early peripheral warning). Describe the method tested [e.g. by presenting light/object (color, shape, size)) check entire periphery], central confrontation field test, using finger puppet/toy at 14 inches, describe observation.

Add a description here

__Enter Student Name__ Choose an item. demonstrate a functional field loss (describe below).

RECOMMENDATIONS:

INSTRUCTIONS: Ensure collaboration between classroom teacher and AT specialists to have integrated and stand alone technology recommendations.

Include recommendations in each of the following categories:

- **Instructional** (e.g. frequent breaks, reducing language, slower pacing, additional time)
- **Environmental** (e.g. positioning in the classroom, extra lighting)
- **Materials** (e.g. tactile labels, high contrast, large print)
- **Additional testing** if needed

Cortical Visual Impairment

See Information below

LEARNING MEDIA

Sensory Learning Channels

Based on observation and assessment, STUDENT's most efficient way of taking in information appears to be through the use of Choose an item. skills. STUDENT was observed using this sensory channel as described below.

STUDENT was also observed Choose an item. using Choose an item. skills. The use of these skills is described below.

Auditory

Observation, document number of times auditory behavior was observed and specify the time period (Koenig LMA book). Understanding auditory info, answering questions, performing steps of given directions, were directions repeated, wait time, were there prompts? Did the student appear distracted? See also the section on non-visual skills assessment (ETT Assessment).

- Auditory awareness and attention
- Auditory discrimination
- Auditory localization
- Auditory memory
- Auditory meaning
- Language processing

STUDENT demonstrated Click or tap here to enter text. auditory behaviors during a Click or tap here to enter text. minute time period.

Tactual

Observation, document number of times tactual behavior was observed and specify the time period (Koenig LMA book). See also the section on non-visual skills assessment (ETT Assessment.

- Tactile curiosity
- Tactile sensory processing
- Hand and finger strength
- Manual dexterity
- Spatial awareness
- Tactile discrimination
- Tactile perception and symbolic comprehension

STUDENT demonstrated Click or tap here to enter text.. Tactual behaviors during a Click or tap here to enter text. minute time period.

Visual

Observation, document number of times tactual behavior was observed and specify the time period (Koenig LMA book).

STUDENT demonstrated Click or tap here to enter text.. Tactual behaviors during a Click or tap here to enter text. minute time period.

Access to information

STUDENT **uses the following conditions during literacy tasks (check all that apply indicating P for primary, S for secondary, O for occasional):**

<table>
<tr><td colspan="2">Braille:
_____ paper braille _____ refreshable braille display

_____ uncontracted braille _____ semi-contracted braille _____ fully contracted</td></tr>
<tr><td>Print with Non-optical conditions:

_____ enlarged print size (indicate the size _____)
_____ reading stand or slant board

_____ typoscope or reading guide

_____ overlay or colored filter

_____ additional lighting

_____ working distance (indicate the distance _____ inches)
_____ Text highlights</td><td>Print with optical and video magnification devices:

_____ print w/magnifier (e.g. handheld, dome, bar, lighted)

_____ print w/video magnifier (e.g. standup, handheld)

_____ print using a peripheral device (e.g. tablet, document camera, magnification app)

_____ make/model of the tools being used (indicate the make/model _____)

_____ working distance (indicate the distance _____ inches)
_____ Text highlights</td></tr>
<tr><td>Auditory conditions:

_____ synthesized voice

_____ accelerated speech (e.g. double speed)

_____ human recorded voice

_____ human reader

_____ indicate any specific voice preferences (e.g. gender, volume, verbosity) (please describe_____)</td><td>Digital conditions:

_____ screen size (indicate the size _____ inches)

_____ screen magnification (____x)

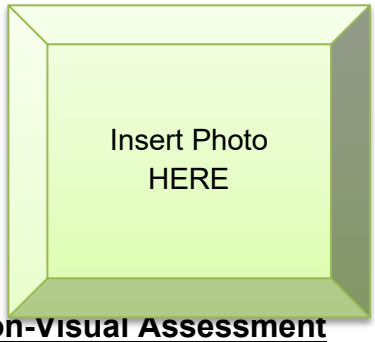
_____ viewing percentage (indicate the % _____)

_____ font styling (please describe_____)

_____ polarization or color enhancement (please describe_____)</td></tr>
</table>

	_____ text presentation (circle: word/sentence/paragraph/ highlighting) _____ working distance (indicate the distance _____ inches)

PHOTO: If possible, insert a photo of the student and/or screen which shows current conditions (e.g. a photo showing the working distance of the student from the reading materials, the type of chair and how it is positioned, the screen size, preferred lighting, viewing position (including head position if there is a student working towards finding a null point) and/or a screen shot of the digital preferences that shows the font/color.



Non-Visual Assessment

Consult Essential Tools of the Trade. Read the section regarding non-visual assessment and complete the protocol, if appropriate.

Near Tasks

Reading

Consult Reading Connections: *Strategies for Teaching Student with Visual Impairments* by Kamei-Hannan and Ricci. Incorporate AT information in subject areas. Complete a Reading Inventory and report correct words per minute, specify print sizes used. Include results while using CCTV, magnifier. What print size were they most comfortable? Were they able to keep place while reading? How did they track while reading? Reading speed on computer/iPad®,color preference, distance from screen, are they using keyboard commands? Does the student use a screen reader/magnification? Does the student use a standard mouse? Touch screen device? Can they log onto computer and programs? How does the student access their cell phone? Report what low tech/mid tech/high tech devices the student used.

Results of Informal Reading Inventory

Correct Words Per Minute	Regular Print	Large Print	With low vision device	Braille

Grade level _____				
Grade level _____				
Grade level _____				
Grade level _____				
Grade level _____				

STUDENT's reading level was assessed using Click or tap here to enter text..
Based on the data, 's independent reading level was Click or tap here to enter text..
STUDENT 's instructional level was Click or tap here to enter text..

Dyslexia Screening:
California Senate Bill 114, Section *53008 requires all LEAs to screen students in kindergarten through 2nd grade* for reading delays, including dyslexia. Reading data gathered from a review of records and from this assessment revealed that STUDENT Choose an item.

Additional Diagnostic Testing
If additional testing was conducted, describe results here for each section:

- *phonological awareness,*
- *alphabet knowledge,*
- *word recognition,*
- *spelling,*
- *decoding of real and nonsense words,*
- *comprehension.*

Indicate the media in which testing took place (e.g. braille, print) and what accommodations were needed, if any.

Describe:
Click or tap here to enter text.

Writing

Based on the spelling screener, writing dictation, and writing composition using the 6+1 traits of writing assessment, describe how the student performed on writing tasks. Do they/she/he write in complete sentences? Can they/she/he write a multi-paragraph essay? What is their spelling level? Can they/she/he use spell check? Do they/she/he edit when they/she/he write/dictate? What is their level of instruction and independence? Describe the student's Current level of writing (e.g. as relates to student work samples and independent usage in school/work/play, or common core standards) and the student's instructional level (e.g. next steps and targeted concepts)

Describe:

Click or tap here to enter text.

Writing Access

Describe how the student writes at their desk and copies from a source, including any technology used. Report typing speed (and specify device) and accuracy and if the student uses the proper technique, describe how they type. Report what low tech/mid tech/high tech devices the student used. In addition, *indicate which accommodations (including technology) and modifications the student uses to produce and turn in assignments and their efficiency in doing so*

Math

INSTRUCTIONS: If you have any information about math access or science, there is a section in the template to include it here. If you do not have this information, then please delete this section.

Report how the student is able to use math tools such as ruler, calculator, protractor, graph paper, sub-, and superscripts, etc. Report what low tech/mid tech/high tech devices the student used. Current level of mathematics (e.g. as relates to student work samples and independent usage in school/work/play, or common core standards). Instructional level (e.g. next steps and targeted concepts)

Math Access

(indicate which accommodations (including technology) and modifications the student uses and their efficiency in doing so for math)

Reading
Writing
Turning in assignments

Describe:

Click or tap here to enter text.

Science

Report how the student is able to use science tools such as: calculator, beaker, graduated cylinder, thermometer, balance, periodic table, etc. Report what low tech/mid tech/high tech devices the student used.

Describe:

Click or tap here to enter text.

Other

Report how the student uses adaptive materials to access specific subject content.

Describe:

Click or tap here to enter text.

Distance Tasks

Describe observation of tasks beyond 3 feet. Does the student, lean/turn head, squint, move closer to the board? What type of equipment is used for distance viewing? Smart board? White board? Telescope? Report the object size or letter size they can see and the viewing distance. Can they read different colors of ink on the board or just black on white? Can they describe what the teacher is doing? Do they recognize pictures and people? Can they copy from the board? Do they recognize signage? Think of tasks such as copying notes from the board, accessing information around the school classrooms, school yard, job sites, field trips, community, etc.

Describe:

Click or tap here to enter text.

Additional Evaluation

Current Braille Skills in Unified English Braille (UEB) and Nemeth/UEB

(consider appendices regarding braille readiness level, braille code knowledge, etc.)

Technology Currently in Use and/or available to **_____**

Hardware

(list hardware currently in use and available to the student including the device type then product. If a student is not using a recommended device or accessibility feature, place an asterisk * next to it.)

- X
- X
- X

Accessibility Software and Features

(list tech accommodations and related software and applications, using () to denote system that software or application is being used on; i.e. iOS, Windows Computer, Mac Computer, Android)

Tech Accommodations	Software and Applications

INSTRUCTIONS: A comprehensive assessment report should have this data. However, if you did not collect it, then do not worry. You will have other opportunities to include this in a report.

EXPANDED CORE CURRICULUM

The expanded core curriculum (ECC) refers to skills outside of the academic curriculum that are impacted by vision impairment. These areas of development are typically learned incidentally, but students who are visually impaired require direct instruction. These areas include: compensatory skills, orientation and mobility, social skills, independent living skills, recreation and leisure, career education, use of assistive technology, sensory efficiency skills, and self-determination.

These areas of the Expanded Core Curriculum were evaluated (choose all that apply):
☐Assistive Technology ☐ Career Education ☐Compensatory Skills ☐Recreation and Leisure Skills ☐ Independent Living Skills ☐ Orientation and Mobility ☐Social Interaction Skills ☐Self-Determination Skills ☐Sensory Efficiency Skills

The areas of the ECC that relate to **____**'s current needs include:

INSTRUCTIONS: Include your accommodations and recommendations here. Please refer back to your ETT book for help in identifying recommendations.

ACCOMMODATIONS:

The following accommodations are recommended:

RECOMMENDATIONS:

INSTRUCTIONS: Be sure to ensure collaboration between classroom teacher and AT specialists to have integrated and stand alone technology recommendations. Also include recommendations in each of the following categories:

Instructional (e.g. frequent breaks, reducing language, slower pacing, additional time**)**
Environmental (e.g. positioning in the classroom, extra lighting)
Materials (e.g. tactile labels, high contrast, large print)
Additional testing if needed

FUNCTIONAL VISION EVALUATION AND LEARNING MEDIA ASSESSMENT

Cerebral/Cortical Visual Impairment (CVI)

Indoor Visual Functioning

Depth Perception (Info)

Tested by demonstrating accurate reach/walking around indoor and outdoor environments, describe observation.

Describe:

Click or tap here to enter text.

STUDENT Choose an item. demonstrate difficulty with depth perception.

Field Boundaries (Info)

Tested by presenting light/object (color, shape, size), check entire periphery, central confrontation field test, using finger puppet/toy at 14 inches, describe observation. Describe response to objects in visual fields. Is there a delayed response in certain fields? Does the student only respond to preferred color in certain fields? Does the student require movement for visual response in certain fields?

Describe:

STUDENT Choose an item. demonstrate a functional field loss (describe below).

Click or tap here to enter text.

Describe:

STUDENT Choose an item. demonstrate a visual field preference.

Click or tap here to enter text.

Visual Reflex Response (Info)

Does the student blink when you touch the bridge of their nose? Does the student blink when you quickly move your open hand toward their face? Visual threat and visual blink reflex.

STUDENT Choose an item. demonstrate a visual reflex response (describe below).

Describe:

Click or tap here to enter text.

Difficulties with Visual Complexity (Info)

Object surface, visual array, sensory environment, and human faces: what components does the student have difficulty with? Solid color objects/multiple color objects/patterned objects? Can the student locate objects on multicolored/patterned background? Is the student distracted by auditory or visual stimuli? Does the student look at faces, mirror image or make eye contact? At near? At distance?

STUDENT Choose an item. demonstrate difficulty with visual complexity (describe below):

Describe:
Click or tap here to enter text.

Visual Latency (Info)

Time taken for visual response? Are visual responses always delayed? Under certain circumstances? Amount of time in seconds. In a controlled environment? In a quiet environment? In a multisensory environment?

STUDENT Choose an item. demonstrate difficulty with visual complexity (describe below):

Describe:
Click or tap here to enter text.

Need for Movement (Info)

Describe object and location/type of movement: Reflective properties (e.g., color Mylar®, mirror, lights?)

STUDENT Choose an item. demonstrate a need for movement (describe below):

Describe:
Click or tap here to enter text.

Eye-Hand Coordination (Info)

Tested by completing fine motor and academic tasks, describe observation. Examples: raking, in/out, stacking rings, matching shapes, cutting, tracing, sorting, puzzles, coloring, activating toys, copying, using computer mouse, and writing. What level of prompting was required?

STUDENT Choose an item. accurately demonstrate eye-hand coordination skills (describe below):

Describe:
Click or tap here to enter text.

Visually Guided Reach (Info)

Does the student accurately demonstrate visually guided reach? Or do they look-look away and then touch? Describe? How much time elapsed between look and touch?

STUDENT Choose an item. accurately demonstrate a visually guided reach (describe below):

Describe:
Click or tap here to enter text.

Color Preference (Info)

Tested by matching or naming colored objects, describe observation. Is a certain color needed to gain visual attention? Or maintain visual attention?

STUDENT Choose an item. have difficulty identifying colors (describe below):

Describe:
Click or tap here to enter text.

STUDENT Choose an item. demonstrate a color preference (describe below):

Describe:
Click or tap here to enter text.

Difficulty with Visual Novelty (Info)

Does the student visually attend to unfamiliar items? Will student attend to objects adapted by using favorite color or Mylar®?

STUDENT Choose an item. demonstrate difficulty with visual novelty (describe below):

Describe:
Click or tap here to enter text.

Need for Light (Info)

Does the student notice objects when presented with or without additional light? Is spotlight technique required?

STUDENT Choose an item. demonstrate a need for light (describe below):

Describe:
Click or tap here to enter text.