## Evaluation Suite: Templates to Determine Vision Needs

These five templates were created to assist the teacher of students with visual impairments (TVI) in completing Functional Vision Evaluations and Learning Media Assessments that are student centered and designed to address the special needs of this diverse low-incidence disability.

The evaluation suite templates are specialized for students with no other disability (general), infants, students with a cortical visual impairment (CVI), students with multiple and visual impairments (MIVI), and a deafblind supplement, which may be used in conjunction with any other template. Each of these broad categories requires different evaluation instruments and techniques. What remains constant is the need to create evaluations that are student centered, individualized, and meaningful with clear recommendations. Great care has been taken to ensure that legal requirements have been met, a robust learning media assessment is the expectation, and the language is simple to understand. We hope these templates will help guide the writing of these critical evaluations.

**Evaluation Suite: Options**

**FVE/LMA Interactive Template (Adobe®):** The FVE/LMA Interactive Template provides the evaluator with a fillable interactive form, which includes dropdown menus, roll-over text windows, and populated text boxes. The FVE/LMA Interactive Template can be utilized independently or with the FVE/LMA Resource Guide. This interactive template is published in Adobe® Acrobat Pro DC. Therefore, the evaluator must be running Adobe® Acrobat Pro DC in order to save work written within the template. The evaluator can utilize this tool without running Adobe® Pro DC, however, the only option available will be to print out the report.

**Evaluation Resource Guide:** The evaluation resource guide is designed to be utilized independently or paired with the evaluation template to provide suggested text resources, evaluation tools, and observation tips to assist in the completion of either an initial evaluation or reevaluation in order to determine the area(s) of need for specialized instruction.

**Evaluation Shell (Word®):** The FVE/LMA Shell is a Word® document designed to provide a “shell” or template to guide the evaluator through the evaluation and ensure that all critical areas have been addressed. You can utilize the FVE/LMA Shell independently or pair it with the Evaluation Resource Guide to provide additional resources throughout your evaluation. The FVE/LMA Shell is simply a Word® document; therefore you can save your work and return to it anytime in order to complete your report.

**Deafblind Supplement:** The deafblind supplement is designed to be paired with all Interactive Templates and Evaluation Shells when addressing the suspected needs of a student with hearing loss. This supplement can aid in the consideration of eligibility.

**FUNCTIONAL VISION EVALUATION AND LEARNING MEDIA ASSESSMENT**

**Multiple Impairment and Visual Impairment (MIVI)**

|  |  |
| --- | --- |
| Name: | Campus: |
| DOB: | Evaluator: |
| Date: | Texas Unique ID: |

**Introductory paragraph about your student. (Info)**Include likes and dislikes, positive information provided by student, parents, or teachers. Describe behavioral state (deep/quiet/active sleep, drowsy, quiet/active/fussy awake, uncontrollable agitation) and what influences them. Does the child show signs of overstimulation as tasks are introduced? Appearance of eyes. Give a general description of how the student utilizes functional vision. Could be used as the PLAAFP

**Describe:**

Click or tap here to enter text.

**Evaluation Summary**

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. It is the recommendation of this evaluator that STUDENT Choose an item. the eligibility criteria for Special Education as a student with a Visual Impairment. A Low Vision Evaluation Choose an item. recommended.

STUDENT Choose an item. be registered each year with TEA as a student with a Visual Impairment.

Parents, teachers, and (choose all that apply) collaborated by providing information or assisting with the evaluation.   
 Occupational Therapist  Physical Therapist  Speech Therapist/Interpreter/Intervener  Orientation and Mobility Specialist  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.have a serious visual loss after correction in a clinical setting.

After completing the Functional Vision Evaluation and Learning Media Assessment, 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 to be successful in school:

**Describe:**

Click or tap here to enter text.

**Recommendations to Other Evaluators**

Discuss evaluation instruments and recommendations with the CTVI/COMS prior to testing. Use the accommodations recommended by the CTVI/COMS during the evaluation. Presentation of materials should be discussed and modeled by the CVTI prior to additional assessments.

Consult The Callier–Azusa Scale, Cognitive Development; *Child-guided Strategies: The VanDijk Approach to Assessment-Memory and Problem Solving*; Assessing Communication and Learning in Young Children who Are Deafblind or Who Have Multiple Disabilities; MSI Curriculum (A curriculum for multi-sensory impaired children from MSI Unit Victoria School Birmingham); HELP (Hawaii Early Learning Profile); TSBVI Basic Infused Skill Assessment; Tanni Anthony Individual Sensory Learning Profile; Sensory Learning Kit Assessment; Lilli Nielsen Functional Scheme: Functional Skills Assessment (activelearningspace.org); and *Essential Tools of the Trade: A “How To” Guide for Completing Functional Vision, Learning Media and ECC Evaluations.*

**Describe:**

Click or tap here to enter text.

**Ocular History**

Summarize ocular history, age of onset and history information from State Eye Report. Dr. LAST NAME reported STUDENT visual acuity as follows:

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

Dr. LAST NAME reported that STUDENT is Choose an item..

Dr. LAST NAME reported STUDENT muscle function is Choose an item.. Include any additional description provided by the doctor. BLANK was used to test STUDENT visual fields and Dr. LAST NAME reported that Choose an item.. STUDENT color vision is Choose an item... STUDENT Choose an item. exhibit photophobia. STUDENT primary cause of visual loss is blank.

STUDENT prognosis is Choose an item..

Choose an item. were/was recommended as treatment. Dr. LAST NAME reported that STUDENT Choose an item..

**Other Significant Medical Information and Medication**

STUDENT 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.

bathroom cafeteria classroom gym other Click or tap here to enter text.

bathroom cafeteria classroom gym other Click or tap here to enter text.

STUDENT Choose an item. wear Choose an item. and Choose an item.

**Parent Interview**

Part 3: ADAMLS

Communication Matrix

Appendix A: *Child-guided Strategies: The Van Dijk Approach to Assessment*

Ask about sleep patterns, bedtime and waking up routines

**Describe:**

Click or tap here to enter text.

**Teacher Interview**

Part 3: ADAMLS

Communication Matrix

Appendix A: *Child-guided Strategies: The Van Dijk Approach to Assessment*

**Describe:**

Click or tap here to enter text.

**Social**

**Self**

|  |  |
| --- | --- |
| Reflex-like responses  No self-stimulatory behavior  Awareness of body movements  Food preferences  Different response in familiar/unfamiliar environments  Reacts to frustration (tantrum, self-stimulation, withdrawal)  Responds to changes in familiar environment (stares at changed area, cries, avoids area)  Anticipates familiar events  Seeks comfort objects when stressed or tired | Uses objects in intended way  Teases adult by “threatening” inappropriate behavior  Doesn’t throw food or play with it  Knows it is unacceptable to cause physical harm to  someone  Uses please/thank you  Turn taking  Upset when others break rules  Understands rules and can regulate social behavior without presence of adult |

**Social**

**Others**

|  |  |
| --- | --- |
| Shows no awareness to presence of adult  Responds to person to person contact  Studies/attends to adult visually or tactually  Attends to adult’s voice  Responds with one behavior to adult’s attempt to interact  Shows awareness of difference between familiar/unfamiliar adults  Engages in interaction  Plays game with adult (tickle, roll ball)  Initiate interaction with adult  Waits to maintain contact with familiar adult (seeks caregiver when uncomfortable, happy when they return) | Seeks social interactions  Responds to commands  Initiates activity that adult regularly engages in with child (gets book to read, gets ball to play, etc.)  Actively makes choices  Possessive of things that are his/hers (*mine*)  Engages in pretend play with adult  Same as previous but with peers  Wants to help younger child with activity  Selects same-sex playmates  Wants to win games |

**Describe:**Appendix B: *Child-guided Strategies: The Van Dijk Approach to Assessment*

Click or tap here to enter text.

**Communication**

**Expressive**

|  |  |
| --- | --- |
| Cries  Different cries/vocalizations for specific discomfort  Smiles/vocalizes when familiar person or object enters environment (any type of cue)  Participates in familiar motion after initiated by adult  Signals to continue single/multiple activities Uses simple gestures  Copies movement co-actively  Imitates movement after adult  Imitates simple gestures or vocalizations  Has one or more gestures/sign/ vocalization not generalized  Initiates activity outside of routine  Imitates body movement after adult demonstration | Asks for/identifies object using gestures  Points to objects  Has one or two words/signs for related activities  Interact with another person/object  Has spontaneous and appropriately used words  Names familiar object in play  Combines 2 words  Shows interest in learning new words  Expresses refusal by saying/signing no Uses own name  Uses no/not with other words (no milk, no eat)  Asks what/where questions |

**Communication**

**Receptive**

|  |  |
| --- | --- |
| Change in behavior when stimulated  Smiles/grimaces (list what student responds to: Click or tap here to enter text.   Attends to voice  Distinguish between voices and other sound  Repeats own body movement (scratch, guttural sound, licks object, rocks)  Anticipates familiar event from body cues (feeding, play routine, etc.)  Attempt at participation when moved by another person  Independently interacts with objects after incidental contact  Understands simple touch gestures/tactile prompts  Anticipates next movement in a sequence  Understands simple command when communicated by gesture  Anticipates routine event from any type of cue | Understands gestures for functional use of object  Attend to something when teacher points to it  Understands gestures for functional use of object when object is not present (retrieves object)  Understands commands using spoken language or formal sign (1-word, 2-word, 3-word, etc.)  Responds to stop/wait  Responds to name  Recognizes what/where/who/whose and responds  Can be reasoned with using formal language  Remembers events from yesterday  Follows two-step unrelated commands   Responds to why/when questions |

**Describe:**

Click or tap here to enter text.

**Indoor Visual Functioning**

Depth Perception

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

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:**

STUDENT Choose an item. demonstrate a functional field loss.

Click or tap here to enter text.

**Near Vision**

Describe observation of near vision tasks. How was the student positioned for assessment? Is the student especially distracted by light or light gaze? Does the student lean, tilt/turn head, squint, or pick up materials for viewing? How far away? Does the student attend in controlled environment/quiet environment/multisensory environment? Does student show signs of visual fatigue? What signs? Under what conditions and how long? Attend to iPad®.

|  |  |
| --- | --- |
| Attends to large object within 30 seconds  Looks at caregiver  Looks toward light source  Attends to small object Looks at objects in hand  Bats at object  Plays with hands at midline looking at them  Moves toward objects in visual field  Reaches far for object in distance and near for near object  Anticipates whole object when only seeing a part  Touches objects in front or above  Touches objects in any visual plane  Reaches for small object with two fingers and large object with hand  Rolls ball  In/out of large/small container | Stacks  Accurate reach while looking away  Visually explores objects in hands  Reaches for dropped object  Imitates vertical/horizontal strokes  Copies circles/lines  Shapes, cuts with scissors on straight/curved line  Stays in line tracing/coloring, writes numbers and letters  Recognizes pictures of familiar objects  Matches identical objects  Matches picture to object  Sorts objects  Match by size  Matches letters |

**Describe:**Describe observation of tasks beyond 3 feet. How was the student positioned for assessment? Does the student, lean/turn head, squint, try to move closer? What type of equipment is used for distance viewing? Report maximum distance, background, and objects used to test. Does the student attend do smart board? With lights on or off? Does student show signs of visual fatigue? What signs? Under what conditions and how long? Does the student attend in controlled environment/quiet environment/multisensory environment?

Click or tap here to enter text.

**Distance Vision**

Describe observation of tasks beyond 3 feet. How was the student positioned for assessment? Does the student, lean/turn head, squint, try to move closer? What type of equipment is used for distance viewing? Report maximum distance, background and objects used to test. Does the student attend do smart board, with lights on or off? Does student show signs of visual fatigue? What signs? Under what conditions and how long? Does the student attend in controlled environment/quiet environment/multisensory environment?

Looks toward light source

Walks following a line/circle/square

Catches ball

Bounces ball

Looks at desired object and goes to it

**Describe:**

Click or tap here to enter text.

**Outdoor Visual Functioning**

Describe observation when traveling from indoor to outdoor environment. Did eyes adjust quickly? Could the student navigate terrain changes? How do they travel (walking, using adaptive mobility device)? Can they locate playground or other familiar outdoor areas? Can they locate cars, and identify color or features? Can they track moving vehicles?

**Describe:**

Click or tap here to enter text.

**Learning Media**Resources for example: Koenig book, Reading Connections, FVELMA, Appendix B: Child Guided Strategies: The Van Dijk Approach to Assessment, The Callier-Azusa Scale: Perceptual Abilities

STUDENT primary sensory channel is Choose an item. and Choose an item. secondary sensory channel is Choose an item..

STUDENT primary learning media are describe.

STUDENT primary literacy media is Choose an item..

STUDENT secondary literacy media is Choose an item..

**Ongoing Evaluation**

Ongoing evaluation of learning media Choose an item..

**Describe if *is needed* is chosen:**

Click or tap here to enter text.

**Texas Senate Bill 522**

“T*he individualized education program for a student with a visual impairment must include instruction in braille and the use of braille unless the student's admission, review, and dismissal committee determines and documents that braille is not an appropriate literacy medium for the student. The committee's determination must be based on an evaluation of the student's appropriate literacy media and literacy skills and the student's current and future instructional needs.”*

STUDENT Choose an item.meet the definition of a student with a visual impairment.

**Braille Instruction**Based on the definition by the Texas Education Agency, the Functional Vision Evaluation and the results of the Learning Media Assessment that indicates student’s primary learning media as those that are tactual, that student has a visual impairment. Instruction in braille is needed. State strengths and weaknesses below. (Use Region 4 ABLS, EVALS, ATVI).

**Describe:**

Click or tap here to enter text.

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

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

**Figure Ground**  
Tested using hidden picture (Where’s Waldo?, I SPY, etc.), word find, identify backgrounds and size/number of items present, signing on what kind of background, look for systematic search pattern, describe observation.

STUDENT Choose an item.have difficulty with figure ground.

**Motility**  
Tested using light/object (color, shape, size); describe observation. Did student track with eyes only/head turning? Did they track smoothly? Did they track cross midline? Did they relocate if lost? Check in all directions, vertical, horizontal, diagonal, circle. Also, observe tracking while using a computer/mouse, reading, and writing, shifts attention from one object to another when two or three are presented.

STUDENT Choose an item. track in all directions.

**Eye-Hand Coordination**  
Tested by completing fine motor and academic tasks, describe observation. Examples: matching shapes, cutting, tracing, sorting, puzzles, coloring, activating toys, copying from the board/at desk, using computer mouse, and writing. Visually locates then picks up objects dropped within reach.

STUDENT Choose an item. age appropriate eye-hand coordination skills.

**Color**  
Tested by sorting, matching, or naming colored objects (crayons, teddy bear counters, etc.), describe observation.

STUDENT Choose an item. have difficulty identifying colors.

**Contrast**  
Tested using Hiding Heidi, LEA, or other contrast sensitivity chart, describe observation.

STUDENT Choose an item. demonstrate contrast sensitivity.

**Auditory**Observation, document number of times auditory behavior was observed and specify the time period (Koenig LMA book). Change behavior in response to sound? Did the student turn eyes or head to sounds? What sounds? Did they respond to their name? Responds differently to scolding/praise? Attends to toys with sound? Touches/activates to hear sound again? Looks, moves, or reaches toward sound source? Anticipates activity from sound cues? Understands auditory info? Answering questions? Performing steps of given directions? Were directions repeated? Wait time? Were there prompts? Did the student appear distracted?

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). Does student bring objects to mouth to explore? Resists rough or cold surfaces? Responds to being warm? Tolerates soft/smooth textures rubbed on them? Moves hands/feet/body over smooth/soft textures? Reacts to touch moving whole body? Responds to vibration? Tolerates unfamiliar rough textures rubbed on them? Moves hands/feet/body over unfamiliar rough textures? Plays in water? Explores objects with fingers? Finds objects in sand/water/etc.? Plays with shaving cream/pudding/clay/paint? Recognizes familiar objects by touch? Matches different textures/shapes/sizes by touch? Touches requested body part? Names body part when touched? Points to spot on body that was touched?

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

**Olfactory**Observation, does the student show preference/aversion to certain scents? Do they bring objects to their nose?

**Describe:**

Click or tap here to enter text.

**Gustatory**Observation/Interview, does the student have taste preferences or aversions?

**Describe:**

Click or tap here to enter text.

**Reading**Does the student use an iPad/computer, light box, slant board, additional light, print, pictures, what type?

**Describe:**

Click or tap here to enter text.

**Writing**Does the student use slant board, bold lined paper, light box, grip, pencil/pen/crayon/marker, iPad®/computer?

**Describe:**

Click or tap here to enter text.

**Math**Does the student use switches, manipulatives, large grid paper, light box, iPad®/computer?

**Describe:**

Click or tap here to enter text.

**Science**Does the student use switches, manipulatives, large grid paper, light box, iPad®/computer?

**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.

**Eligibility**

*In my professional opinion,* STUDENT*,* Choose an item. *eligibility criteria for visually impaired as defined by the Commissioner’s Rules under the Texas Education Code (TAC 89.1040). This decision is based on the results of the eye specialist’s evaluation, Functional Vision Evaluation, and Learning Media Assessment. Determination of eligibility for special education services is the responsibility of the Admissions, Review, and Dismissal Committee.*

Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_