## 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**

**Cerebral/Cortical Visual Impairment (CVI)**

|  |  |
| --- | --- |
| 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. Appearance of eyes. Give a general description of how the student utilizes functional vision.

**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 STUDENTChoose an item. the eligibility criteria for Special Education as a student with a Visual Impairment. A Low Vision EvaluationChoose 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.  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.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 TVI/COMS prior to testing. Use the accommodations recommended by the TVI/COMS during the evaluation. Presentation of materials should be discussed and modeled by the TVI prior to additional assessments.

According to the book *Cortical Visual Impairment: An Approach to Assessment and Intervention, Second Edition*, Cortical Visual Impairment (CVI) is a type of brain-based visual problem to which specific criteria can be applied. These criteria include the following three elements:

1. An eye exam that does not explain the individual’s functional use of vision

2. A history of a brain condition, trauma, or damage associated with CVI

3. The presence of certain visual and behavioral characteristics

(Roman-Lantzy, 2018)

**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. Click or tap here to enter text.. Click or tap here to enter text. 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 Describe.

STUDENT prognosis is Choose an item..

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

**Other Significant Medical Information and Medication**

**Describe:**

Click or tap here to enter text.

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.

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

**Resources for CVI Evaluation (Info)***Strategy to See: Strategies for Students with Cerebral/Cortical Visual Impairment* by Diane Sheline

*Cortical Visual Impairment: An Approach to Assessment and Intervention* by Christine Roman-Lantzy

*Cortical Visual Impairment: Advanced Principles* by Christine Roman-Lantzy

*CVI: Cerebral Visual Impairment* <http://www.thecviproject.co.uk/>

Table 3.2

Ulster University

<https://www.ulster.ac.uk/research/institutes/biomedical-sciences/research/optometry-and-vision-science-research-group/vision-resources/resources-for-professionals/cerebral-visual-impairment-assessment>

Perkins Website, http://www.perkinselearning.org/cvi

*Essential Tools of the Trade: A “How To” Guide for Completing Functional Vision, Learning Media*, *and* *ECC Evaluations* by Jeri Cleveland, Eric Grimmett, Laura Lindsey-Ramirez, Jennifer McGrath and Debra Sewell

**Describe:**

Click or tap here to enter text.

**Parent Interview (Info)**

*Strategy to See: Strategies for Students with Cerebral/Cortical Visual Impairment* by Diane Sheline, pp. 127–130

*Cortical Visual Impairment: An Approach to Assessment and Intervention* by Christine Roman-Lantzy, Appendix 4A

*CVI: Cerebral Visual Impairment*, Table 3.5 and 3.6, <http://www.thecviproject.co.uk/>

Visual Skills Inventory from the Ulster University, Dutton

<https://www.ulster.ac.uk/__data/assets/pdf_file/0003/167457/Visual-Skills-Inventory-Younger-Child-4-8-years.pdf>

<https://www.ulster.ac.uk/__data/assets/pdf_file/0005/167459/Visual-Skills-Inventory-Older-Child-9-12-years.pdf>

<https://www.ulster.ac.uk/__data/assets/pdf_file/0007/167893/vision-assessment-questionnaire-school-child.pdf>

**Describe:**

Click or tap here to enter text.

**Teacher Interview (Info)**

*Strategy to See: Strategies for Students with Cerebral/Cortical Visual Impairment* by Diane Sheline, pp. 131–132

*Cortical Visual Impairment: An Approach to Assessment and Intervention* by Christine Roman-Lantzy, Appendix 4A

CVI: Cerebral Visual Impairment, Table 3.5 and 3.6, <http://www.thecviproject.co.uk/>

**Describe:**

Click or tap here to enter text.

**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.

**Social/Emotional (Info)**Check those that apply. Summarize in box below.

|  |  |
| --- | --- |
| Locates a friend in the classroom  Locates a friend in a different environment  Interacts with staff  Interacts with peers  Recognizes familiar people in photos  **Describe:**  Click or tap here to enter text. | Understands facial expressions of others  Awareness of personal space  Difficulty with transition  Shows signs of over-stimulation in the classroom  Shows signs of over-stimulation in different environments |

**Near Vision (Info)**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, 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?

Click or tap here to enter text.

**Distance Vision (Info)**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 to videos, 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.

**Outdoor Visual Functioning (Info)**Describe observation when traveling from indoor to outdoor environment. Did eyes adjust quickly? Could the student navigate terrain changes?

Click or tap here to enter text.

**Learning Media (Info)**Resources for example: Koenig book, FVELMA

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 Choose an item..

**Describe:**

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 (Info)**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 (Info)**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 (Info)**  
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, describe observation.

STUDENT Choose an item.have difficulty with figure-ground perception.

**Motility (Info)**  
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. Information about convergence: Reading Connections resource, pp. 25–26.

STUDENT Choose an item. track in all directions.

**Eye-Hand Coordination (Info)**  
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.

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

**Color (Info)**  
Tested by matching or naming colored objects (crayons, teddy bear counters, etc.), rank or match light/medium/dark, using free Ishihara apps, describe observation.

STUDENT Choose an item. have difficulty identifying colors.

**Contrast (Info)**  
Tested using Hiding Heidi®, LEA, or other contrast sensitivity chart. Describe observation.

STUDENT Choose an item. demonstrate contrast sensitivity.

**Auditory (Info)**Observation, document number of times auditory behavior was observed and specify the time period (Koenig LMA book). Did the student attend to auditory information? Did they turn to sound? What sounds? Did they respond to their name?

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

**Tactual (Info)**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?

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

**Olfactory (Info)**Observation, does the student show preference/aversion to certain scents? Do they bring things to their nose?  
**Describe:**

Click or tap here to enter text.

**Gustatory (Info)**Observation/Interview, does the student have taste preferences or aversions?  
**Describe:**

Click or tap here to enter text.

**Reading (Info)**Does the student use an iPad®/computer, light box, slant board, spotlight, outlined words?  
**Describe:**

Click or tap here to enter text.

**Writing (Info)**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 (Info)**Does the student use manipulatives, large-grid paper, light box, iPad®/computer?

**Describe:**

Click or tap here to enter text.

**Science (Info)**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 (Info)**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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_