## 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**

**Infants**

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

**Introductory paragraph about your student. (See info)**Include likes and dislikes, positive information provided by student, parents, or teachers. Appearance of eyes—are they crossing, do they appear to work together? 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. **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 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.  Orientation and Mobility  Physical Therapist  Speech Therapist/Interpreter/Intervener  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.

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.

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 Nielson Functional Scheme: Functional Skills Assessment (activelearningspace.org), Essential Tools of the Trade, Symbols and Meaning, Every Move Counts

**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.. 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 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**

STUDENT visual functioning, near and distance vision was assessed in the (check all that apply):

daycare home other Click or tap here to enter text.

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

**Resources for Infant Evaluation (info)**Resources are not all inclusive, but use these as a guide:

WonderBaby.org, The Oregon Project, Hawaii Early Learning Project, The INSITE Model, Bayley Scales of Infant Development, Carolina Curriculum, Infused Assessment by Tanni Anthony, NEWT

REMINDER: During the evaluation process, consider where the baby is functioning developmentally. When downloading completed report to a Word® document, age/developmental check boxes that do not apply should be deleted.

**Describe:**

Click or tap here to enter text.

**Social/Emotional**

**0–12 months**

|  |  |
| --- | --- |
| Recognizes caregiver's voice  Can be soothed by voice or touch  Smiles when played with  Initiates request for attention  Differentiates between familiar and unfamiliar  People  **1–2 years**  Imitates caregiver  Plays alongside other children  Greets familiar people  **2–3 years**  Enjoys helping around the house  Likes to be praised  Initiates peer contact | Unsure of strangers  Shows fear of separation  Cries when caregiver leaves  Enjoys social games (ex. Peek-a-Boo)  Asks for help  Pulls at someone to gain attention  Shares with another child when asked  Is aware of people's feelings  Engages in solitary play  Enjoys hearing familiar stories repeated |

**Communication**

**0–12 months**

|  |  |
| --- | --- |
| Different cries for different wants/needs  Responds to familiar voices  Reacts to sudden sounds  Ignores certain sounds and attends to others  Turns toward sound  Makes three different vowel sounds  **1–2 years**  Anticipates routines in response to a familiar request  Names two to three body parts  Uses 10 words appropriately  **2–3 years**  Names two to three animals  Uses at least 50 different words  Tells what he/she is doing | Imitates vocalization  Produces vowel-consonant combinations  (ex. ga-ga or ba-ba)  Uses gestures  Jabbers expressively  Begins to name things  Says first name when asked  Answers yes/no questions  Uses two-word sentences  Uses *I, Me, Mine*  Uses plural form of words  Uses language to request help/permission |

**Cognitive Development**

**0–12 months**

|  |  |
| --- | --- |
| Recognizes primary caregiver  Plays with rattle  Cries when hungry or uncomfortable  Turns toward sound  Places objects in mouth  Shows preference in play materials  **1–2 years**  Uses two related objects  Matches objects  Explores cabinets and drawers at home  **2–3 years**  Tells his/her age, verbally or showing fingers  Works to solve simple problems  Engages in role-playing | Searches briefly for object lost from grasp but not in contact with body  Reaches for object in contact with body  Explores different textures  Uncovers toy  Pulls string to activate toy  Locates fixed object  Stacks two to three blocks  Gives or touches five items when requested  Find object when function is described  Remembers parts of rhymes or songs  Knows own gender |

**Fine Motor**

**0–12 months**

|  |  |
| --- | --- |
| Plays with hands  Uses hands for purposeful action  Retains object placed in hand  Plays with toys that produce sound  Reaches for object in contact with body  with one hand (rather than two)  Places objects in mouth  **1–2 years**  Stacks large objects  Grasps two small objects in one hand  Scribbles with crayon  **2–3 years**  Strings three to five beads  Picks up small finger foods one at a time  Turns pages of book one at a time | Transfers objects from hand to hand  Brings object to midline  Pulls objects out of container  Explores different textures  Places object in container  Pulls string to activate toy  Plays pat-a-cake  Places five to six objects in container with small opening  Rotates right to turn knob  Tears paper into two strips  Folds paper in half  Screws/unscrews threaded items |

**Gross Motor**

**0–12 months**

|  |  |
| --- | --- |
| Holds head steady while being moved  Lifts head up when on belly  Elevates self by arms when on belly (totally  blind or LP only babies may not do this until  after they roll from back to belly)  Sits with some support  Rolls from belly to back, from back to belly  Sits alone steadily  Pulls to standing (while holding your hands)  Moves forward through crawling, creeping, or  any other method  Pulls self to sitting position  **1–2 years**  Walks alone (three steps)  Moves around large obstacles  Throws ball with two hands  Sits in small chair independently  **2–3 years**  Walks on many surfaces, rarely falling  Jumps in place  Walks upstairs holding rail independently  Runs five feet | Pulls to standing position (using furniture)  Sits down  Attempts to walk (while holding your hand)  Creeps forward on hands and knees 3 feet or more  Takes coordinated steps (while holding your hand)  Stands alone  Bends down to pick up object  Walks sideways holding on to furniture  Uses feet to move on riding toy  Walks independently  Walks upstairs with help, downstairs with help  Walks on tiptoes  Sits cross-legged on the floor  Climbs up and slides down small slide  Kicks ball |

**Self-Help**

**0–12 months**

|  |  |
| --- | --- |
| Sucks and swallows liquid  Swallow pureed food  Holds bottle independently lying on back  Mouths and gums cookie/cracker  Drinks from cup held by adult  **1–2 years**  Drinks from cup with lid independently  Feeds self with spoon, with spills  Removes socks independently  Cooperates when face and hands are washed  **2–3 years**  Drinks from a straw  Stabs food with fork and brings to mouth  Drinks from open cup  Pulls pants up and down with assistance | Feeds self with fingers  Chews soft foods  Holds spoon and brings it to mouth  Helps undress, tries to remove clothes  Cooperates when face and hands are washed  Removes unfastened coat  Tolerates hair being brushed or nose being wiped with tissue  Takes off pullover shirt  Puts on socks and coat  Washes hands, may need help with soap  Dries hands with towel |

**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, 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?.

|  |  |
| --- | --- |
| Pupillary response  Pupils reflect light evenly  Squints in bright light  Gazes at light, aware of light on/off  Attends 10 seconds or more to face or moving  object  Eyes converge on a target  Attends 30 seconds to large objects or patterns  Smiles at self in mirror  Shifts attention  Visually follows slow-moving object  Tracks horizontally  Tracks vertically  Responds to objects presented in all fields  Demonstrates visually directed reach  Smiles at familiar person with no sound  Picks up toy dropped within reach | Demonstrates accurate reach  Visually examines held objects  Attends to picture/book  Looks inside container  Points to self in mirror  Turns book right side up  Attends to video image  Makes marks on paper  Names self and other familiar people in picture  Matches one or two colors  Visually searches for missing object/person  Points to pictures  Locates requested picture in familiar book  Matches similar pictures  Names shapes |

**Describe additional observation:**eye rubbing, squinting, weeping eyes, eye poking, flapping, head tilt, include outdoor if applicable

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 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?

|  |  |
| --- | --- |
| Smiles at familiar person beyond 3 feet  Follows ball or moving toy | Points at distant objects  Reciprocates waving |

**Describe additional observation:**From 3 feet, 6 feet and 10 feet, include outdoors if applicable, do they notice moving cars? Trees?

Click or tap here to enter text.

|  |  |
| --- | --- |
|  |  |

**Learning Media**Resources for example: Koenig book, FVELMA, NEWT

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**Describe if is needed is chosen.

**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**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**Observe and document number of times visual behavior was observed and specify the time period (Koenig LMA book). Was there a delayed response to visual input?

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, look for systematic search pattern, describe observation.

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

**Motility**  
Test 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, pg. 25–26.

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

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

**Color**  
Tested by matching or naming colored objects (crayons, teddy bear counters, etc.), rank or match light/medium/dark, use free Ishihara Apps, 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**Observe, 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? Was there a delayed response to auditory input?

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?

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