

NewT

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NIGEL NEWT'S GOODIES

By
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with consultation from
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Rebecca Burnett, Ed.D.



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Newt



**New Tools and Activities for use with
Functional Vision and Learning Media Assessment
for Students who are Pre-Academic or Academic and
Visually Impaired in Grades K-12**

W O R D C H A R T S



Newt

A Note about Print Size

In the Nigel Newt's Portfolio and Word Charts there are variations of font size and font face. Some samples are written in one font and one print size, others are written in several fonts and several print sizes. You may find it necessary to determine the print size of specific words in either the Nigel Newt's Portfolio or Nigel Newt's word charts. For this purpose an E scale ruler is included in the kit of materials. On the ruler you will see upper case Es in all sizes. To determine print size of a piece of text, simply overlay one of the Es from the ruler on top of an uppercase A, D, E, T, or W from the text sample. You can also use a lower case "t". When the E on the ruler and the letter underneath are exactly the same height, look on the same line on the ruler to determine the print size. Make a note of the sizes in the documentation you prepare.



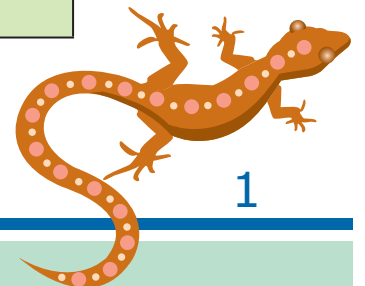
flakes	pickle	rowing	blouse	walnut
chair	goats	frilly	wheat	grass
fish	chat	what	milk	fill
rain	buds	toes	lake	moon
mop	ice	cow	sun	sat

18 pt. Verdana (ideal text size)

FVLMA Protocol: Learning Media Assessment – Current Print Functioning.

Ask the student to read all the words that are appropriate for his language and grade level

mop	ice	cow	sun	sat
rain	buds	toes	lake	moon
fish	chat	what	milk	fill
chair	goats	frilly	wheat	grass
flakes	pickle	rowing	blouse	walnut



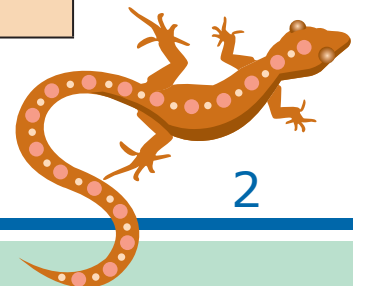
big	tab	sea	say	log
ring	dues	spot	glad	play
plant	quiet	clown	vents	words
print	violet	rolled	dwell	frown
peeling	wiggle	domino	fisher	blended

16 pt. Verdana

FVLMA Protocol: Learning Media Assessment – Current Print Functioning.

Ask the student to read all the words that are appropriate for his language and grade level

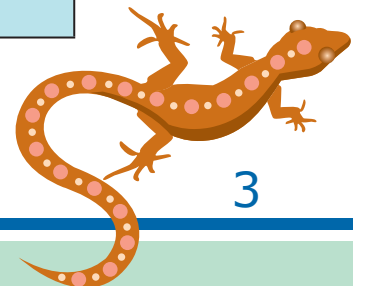
big	tab	sea	say	log
ring	dues	spot	glad	play
plant	quiet	clown	vents	words
print	violet	rolled	dwel	frown
peeling	wiggle	domino	fisher	blended



restroom	rainbow	balloon	slightly	dolphin
noodle	bright	mother	orange	lights
white	candy	clear	whose	frame
frog	rush	blue	rose	good
two	bee	rag	red	fly

Ask the student to read all the words that are appropriate for his language and grade level

two	bee	rag	red	fly
frog	rush	blue	rose	good
white	candy	clear	whose	frame
noodle	bright	mother	orange	lights
restroom	rainbow	balloon	slightly	dolphin



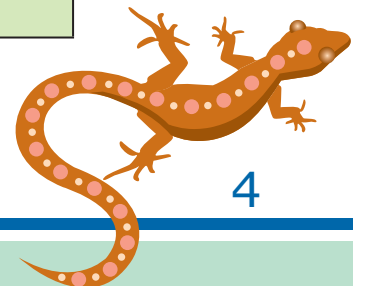
flamingo	vanilla	shepherd	football	grandpa
cavern	horses	purple	kitten	quest
snows	dryer	cliff	rain	house
nail	don't	blog	ever	gone
run	sew	bad	him	bat

12 pt. Verdana

FVLMA Protocol: Learning Media Assessment – Current Print Functioning.

Ask the student to read all the words that are appropriate for his language and grade level

run	sew	bad	him	bat
nail	don't	blog	ever	gone
snows	dryer	cliff	rain	house
cavern	horses	purple	kitten	quest
flamingo	vanilla	shepherd	football	grandpa

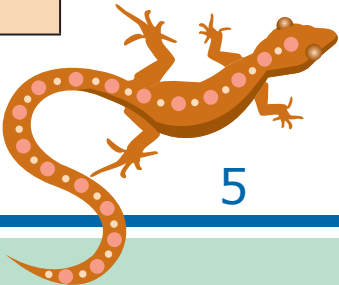


Five words each in different sizes in bold and italic. Compare reading ability to previous 4 exercises.
FVLMA Protocol: Learning Media Assessment – Current Print Functioning.

<i>draw</i>	<i>seventy</i>	<i>cranberry</i>	<i>bread</i>	<i>feathers</i>
<i>seventy</i>	<i>bread</i>	<i>feathers</i>	<i>draw</i>	<i>cranberry</i>
<i>cranberry</i>	<i>feathers</i>	<i>seventy</i>	<i>bread</i>	<i>draw</i>
<i>feathers</i>	<i>draw</i>	<i>bread</i>	<i>cranberry</i>	<i>seventy</i>
<i>cranberry</i>	<i>feathers</i>	<i>draw</i>	<i>seventy</i>	<i>bread</i>

Five words each in different sizes in bold and italic. Compare reading ability to previous 4 exercises.
FVLMA Protocol: Learning Media Assessment – Current Print Functioning.

<i>bread</i>	<i>seventy</i>	draw	<i>feathers</i>	cranberry
seventy	<i>cranberry</i>	<i>bread</i>	draw	<i>feathers</i>
<i>draw</i>	bread	<i>seventy</i>	feathers	<i>cranberry</i>
cranberry	draw	<i>feathers</i>	<i>bread</i>	<i>seventy</i>
feathers	<i>bread</i>	cranberry	<i>seventy</i>	<i>draw</i>



12 to 18 pt. fonts of different styles.

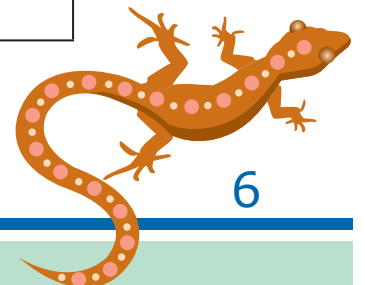
galaxy	sunflower	biscuits	newspaper	scissors
Jupiter	grasses	sausage	slightly	velvet
Saturn	violet	waffle	flyers	sewing
Venus	daisy	toast	cages	zipper
Mars	rose	eggs	bird	hem
12 points	14 points	16 points	18 points	20 points

12 to 18 pt. fonts of different styles.

FVLMA Protocol: Learning Media Assessment – Current Print Functioning.

Ask the student to read all the words that are appropriate for his language and grade level. Note sizes and styles that are difficult for the student.

12 points	14 points	16 points	18 points	20 points
Mars	<i>rose</i>	<i>eggs</i>	<i>bird</i>	hem
Venus	daisy	toast	<i>cages</i>	<i>zipper</i>
Saturn	<i>violet</i>	<i>waffle</i>	flyers	<i>sewing</i>
Jupiter	grasses	<i>sausage</i>	<i>slightly</i>	velvet
<i>galaxy</i>	<i>sunflower</i>	biscuits	newspaper	scissors



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NIGEL NEWT'S PERCEPTUAL PUZZLES



Newt

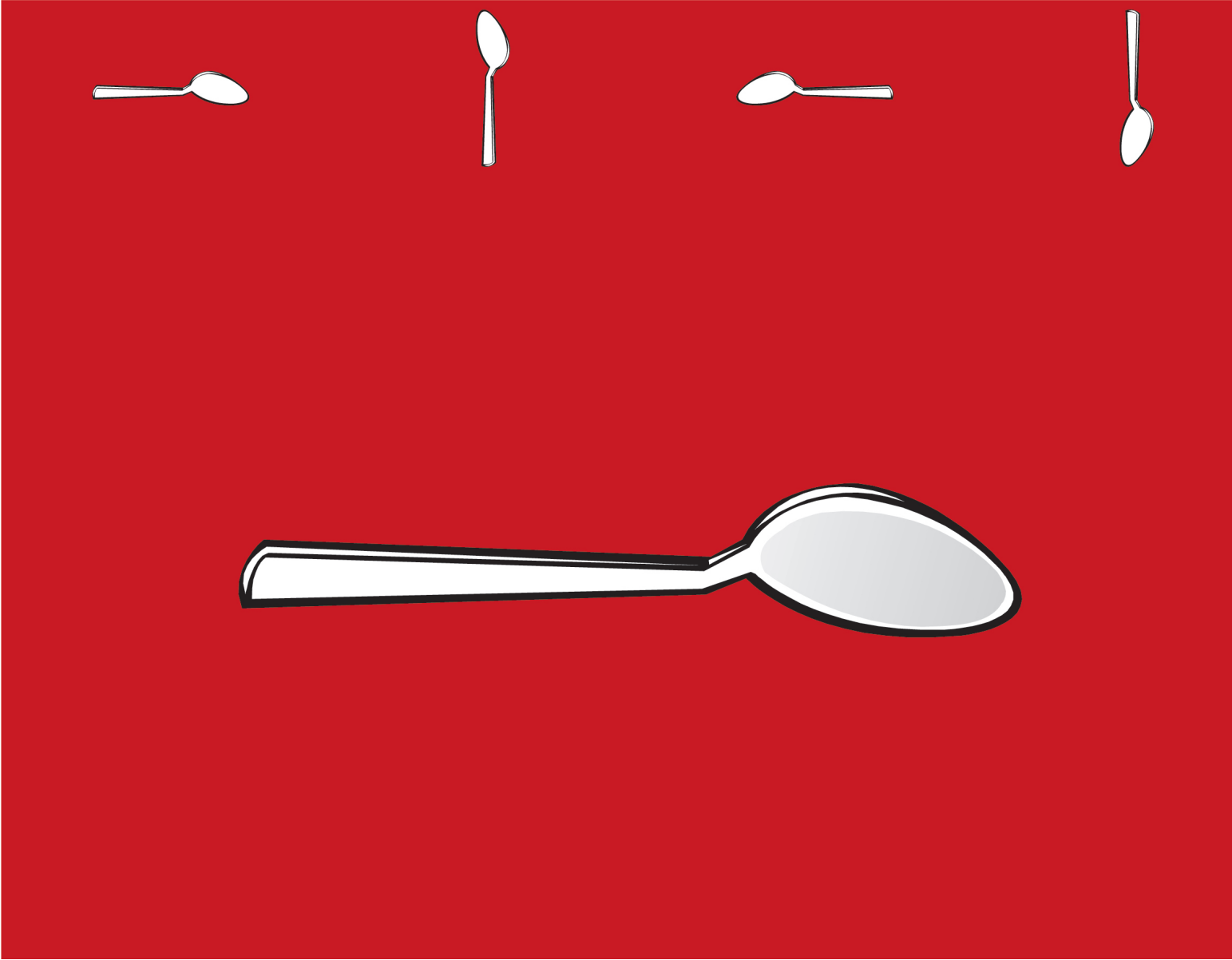
How to Use the Perceptual Puzzles

The perceptual puzzles are designed to reveal what kind of perceptual skills a student has. They can also be used to teach the student and to develop visual skills as he uses the puzzle. The skills involved in each puzzle will be listed on the Teachers' Instruction pages.

Like the student portfolios, the perceptual puzzles are designed to fit into the easel style binder, or in a separate three ring binder. The same easel-style formatting is used. If, after using the perceptual puzzles, you find more are needed, there are lots of them in the ENVISION, ToAD, and TADPOLE materials.

If, after using all the puzzles, you desire a new set for NewT, please contact APH at (800) 223-1839, ask for Elaine Kitchel or Customer Service. We want to know if additional materials are needed for NewT.





NIGEL NEWT'S PERCEPTUAL PUZZLES

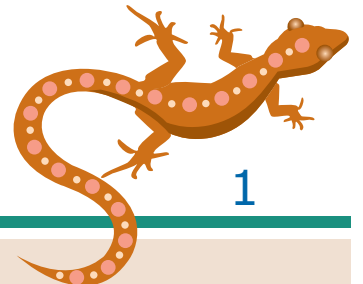


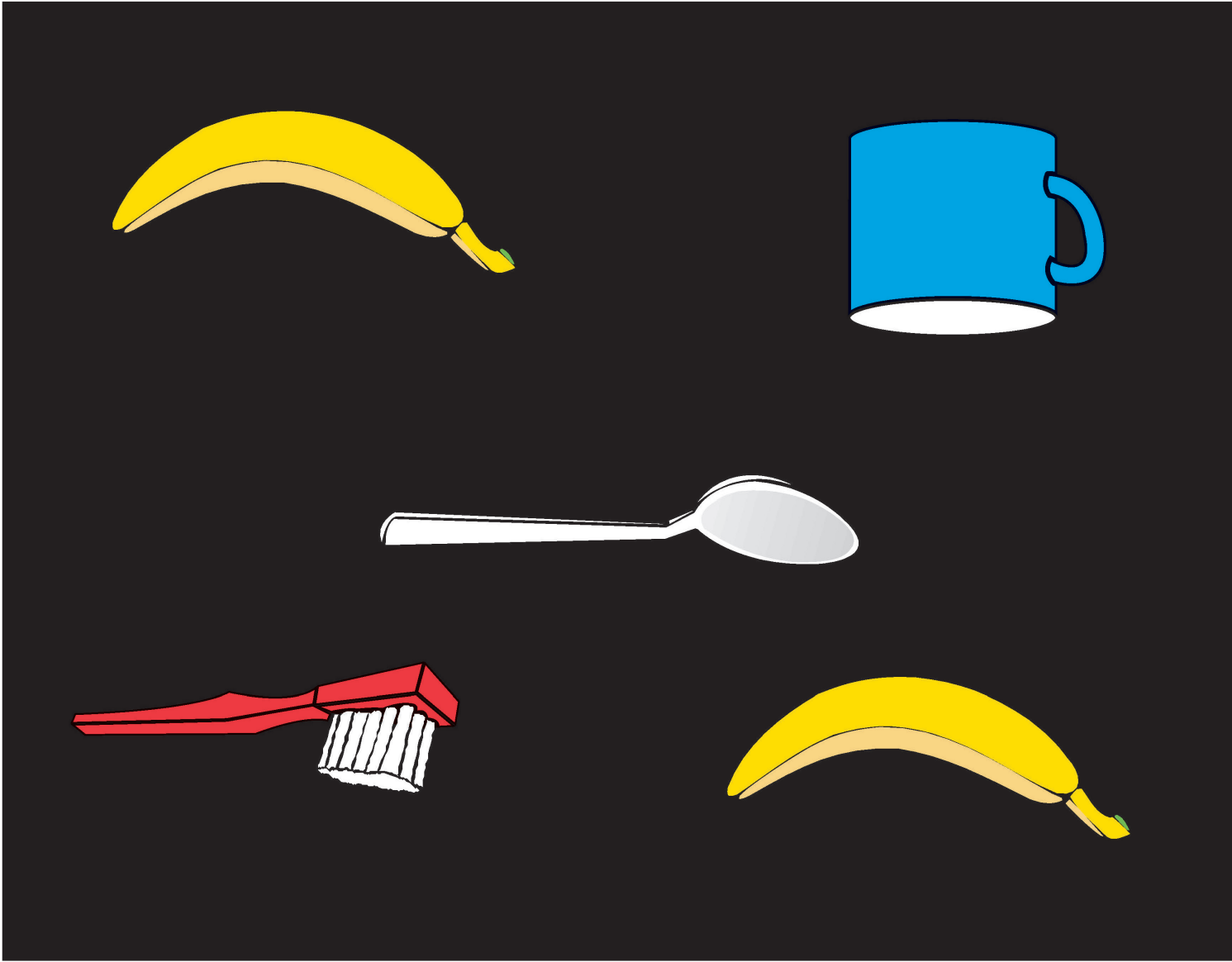
Teacher Instructions:

Matching and Directionality

Ask the student to find the little spoon that is exactly the same as the big spoon.

1. Talk about why the other little spoons do not match the big spoon.
2. Use a real spoon to imitate the directions shown on the puzzle.
3. Get a spoon for both you and your student. Observe if the student can imitate you when you turn your spoon to point in a certain direction.





NIGEL NEWT'S PERCEPTUAL PUZZLES

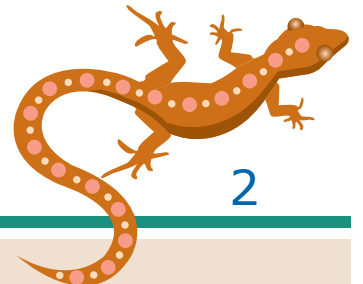


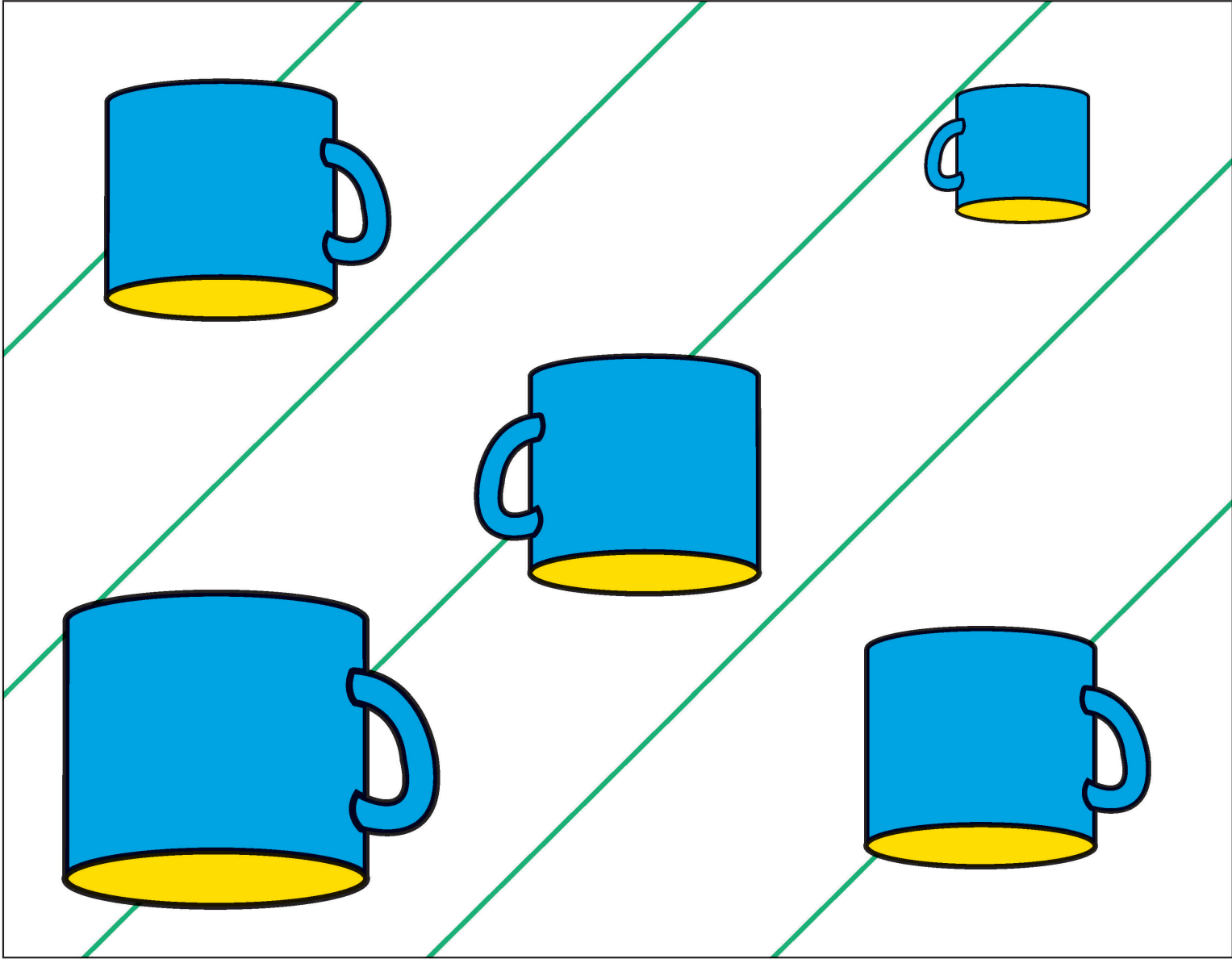
Teacher Instructions:

Matching, Grouping, Identification, Directionality

Ask the student the following questions:

1. Which two items are the same? (bananas)
2. Which two items are needed to prepare tea? (cup and spoon)
3. Which two items are needed to keep your teeth clean? (toothbrush and cup)
4. Which three items are needed to make banana pudding? (2 bananas and spoon)





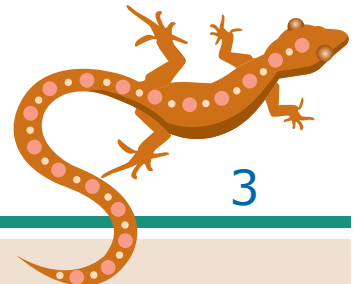
NIGEL NEWT'S PERCEPTUAL PUZZLES

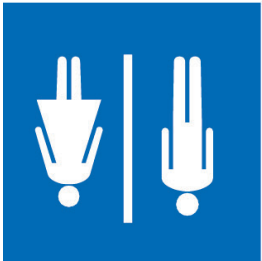
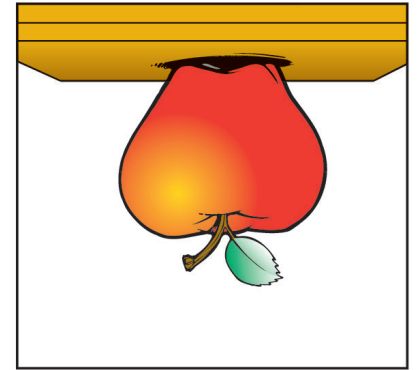
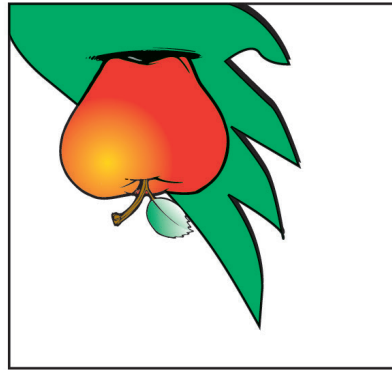
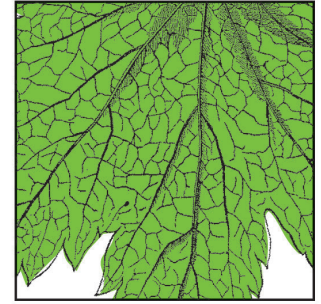
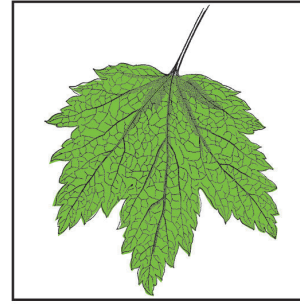
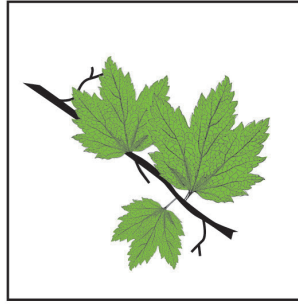
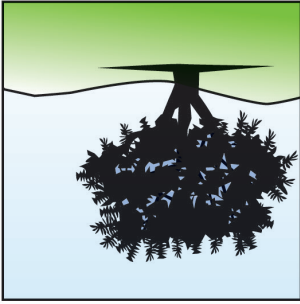


Teacher Instructions:

Matching, Recognition with Visual Noise

1. Study the cups on this page. Now point to the large cup. (upper right)
2. Now point to the small cup. (lower left)
3. Now point to all the medium-sized cups. (3 cups diagonally from upper left to center, to lower right)
4. Now point to the small cup. (lower left) Find the cup that has a handle that is on the same side as the handle of the small cup. (center cup)
5. Now point to the large cup. Find the cups that have handles that are on the same side as the handle of the big cup. (upper left and lower right)





NIGEL NEWT'S PERCEPTUAL PUZZLES



Teacher Instructions:

Row 1 – Recognition

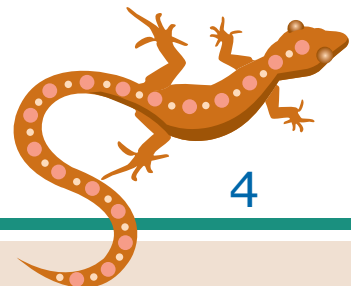
As he moves from left to right across the page, ask the student to identify the signs in the row.

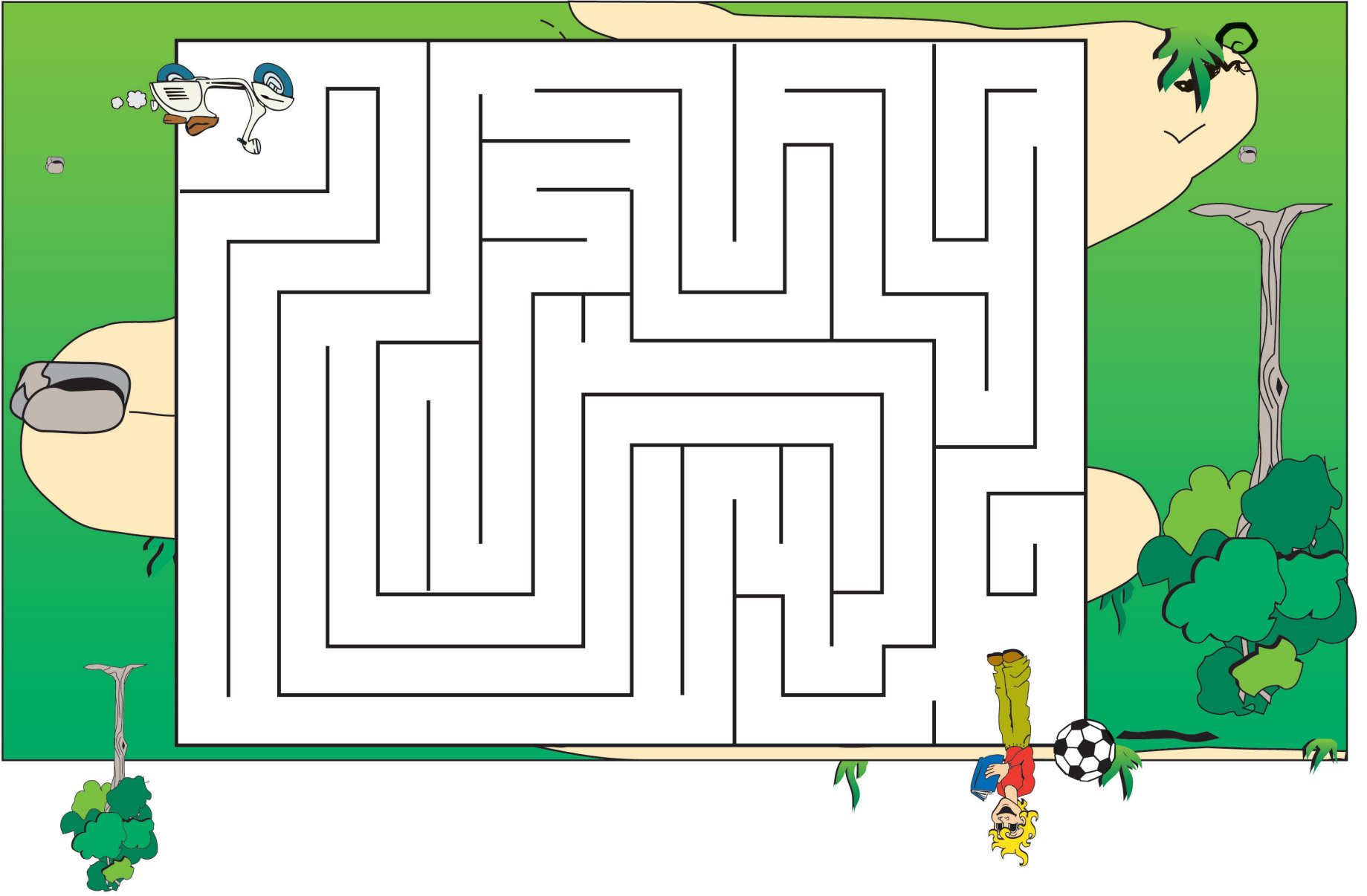
Row 2 – Sequence Recognition

As he moves from left to right across the page, ask the student to identify what activity takes place in each frame.

Row 3 – Complex Sequence Recognition and Parts of a Whole

As he moves from left to right across the page, ask the student to identify what is in each frame and how each frame is related to the others. Talk about the concept of how things happen in a sequence.





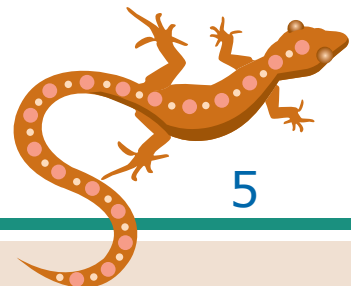
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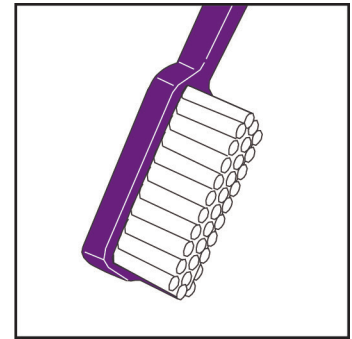
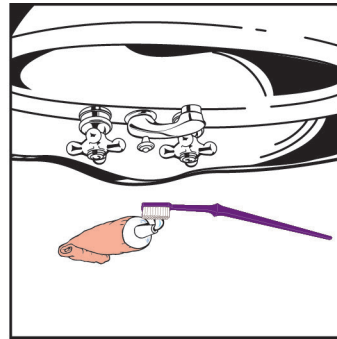
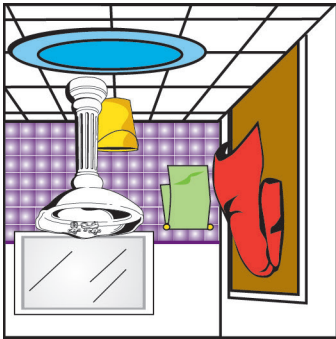
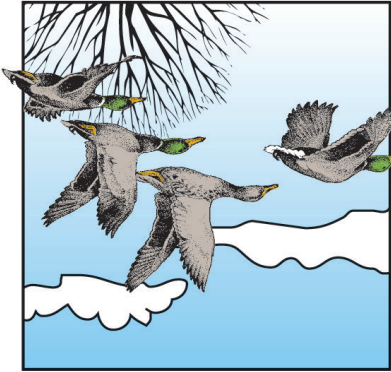
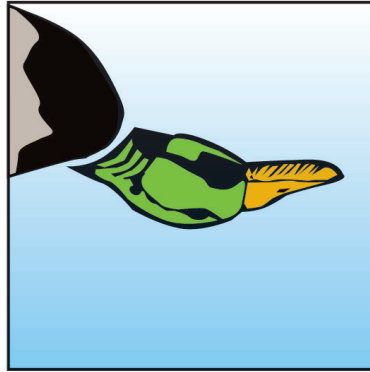
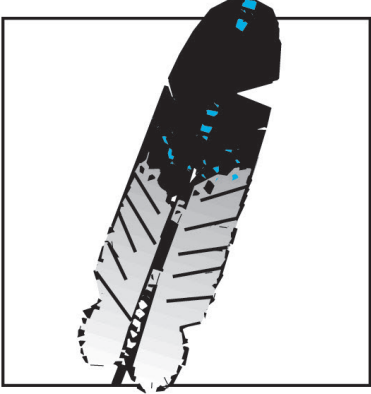
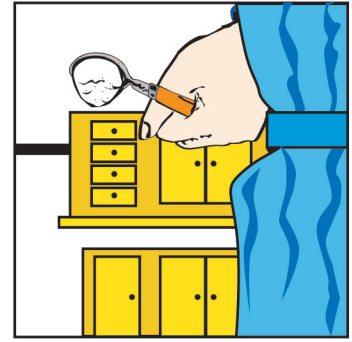
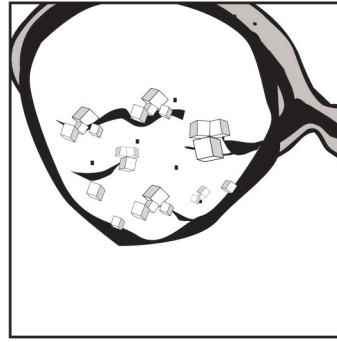
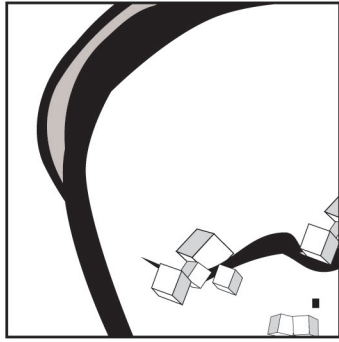
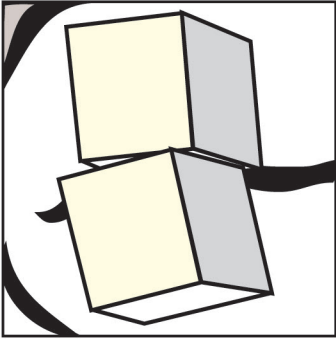


Teacher Instructions:

Directionality, Spatial Orientation and Visual Closure

Tell the student that Emmy needs to get to the moped because she must return a book to the library which is 4 miles away. Ask the student to use his finger as a marker to go through the maze and reach the moped, without bumping into any walls. Allow repeated attempts until the student finds success.





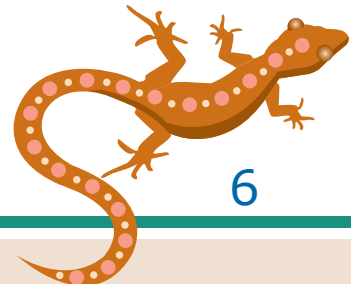
Teacher Instructions:

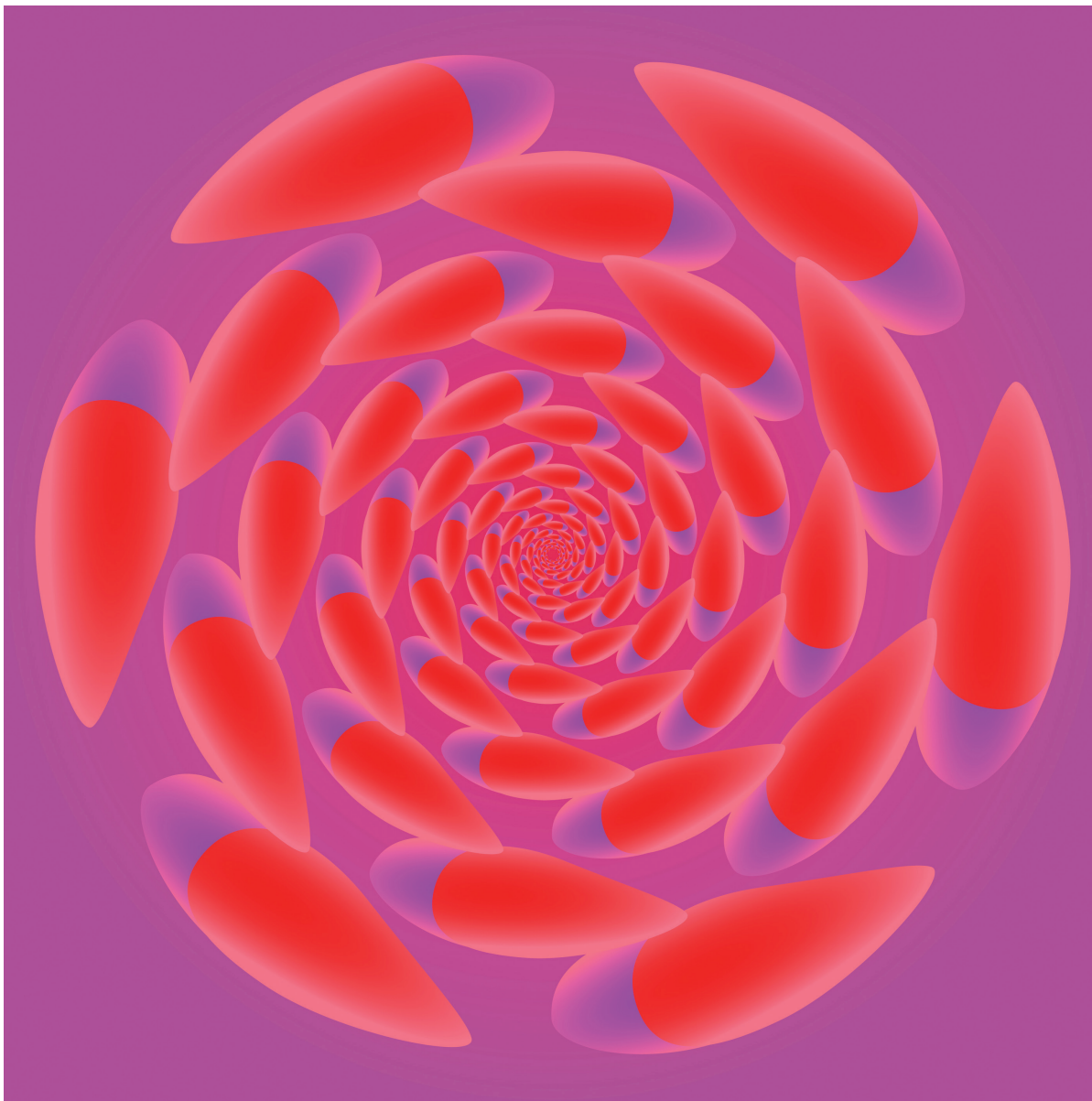
Sequencing – Macro to Micro and Micro to Macro

Explain to the student the difference between Micro and Macro. Make sure she can tell the difference. Block all rows except the first one with a piece of paper. With the student go row by row to examine the pictures. Continue to block the rows not in use. Ask the student to identify each frame. Then ask the student whether the sequence is going from Macro to Micro, or Micro to Macro.

Micro – very small, involving few, or very small pieces

Macro – very large, involving many, or very large pieces





NIGEL NEWT'S PERCEPTUAL PUZZLES



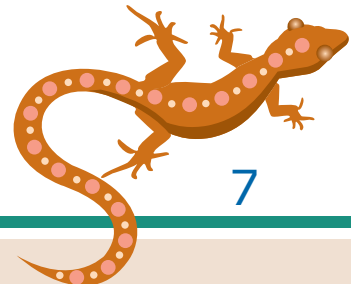
Teacher Instructions:

Parts of a Whole, Directionality, Spatial Orientation

Tell the student to study the graphic and answer questions:

1. What do you see when you look at this image? (tunnel, circle of fish, inside of cone, spiral, seashell)
2. Is this picture made from one thing or many things? (many) "If you see separate things, point some out to me." "Do they point the same direction?" (no, but all point toward the center)
3. "Use your fingertip to outline one of the shapes." Say, "Each of these is a part." Ask, "Do these parts look like anything to you? (most replies will be "fish." But any name that conveys the shape of the parts will do. Some other responses are "eraser," "conehead," and "blob.")"

Note: Some students will not be able to discriminate among the objects and the background





NIGEL NEWT'S PERCEPTUAL PUZZLES

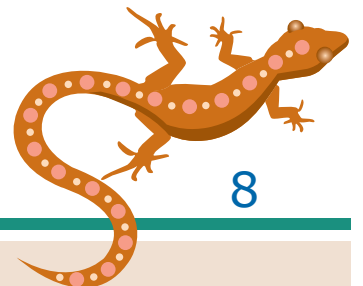


Teacher Instructions:

Object Recognition, Function, Shift Across Midline

Say, "This item is a cake." Ask the student to study the cake. Then do the following actions:

1. Cover the right half of the cake. Ask "what do you see on this half?"
(half a cake, half a house, gnome, window, mushroom, dots)
2. Cover the left half of the cake. Ask "What do you see on this half?"
(half a cake, half a house, porch, door, grass, flowers, stones, dots)
3. Point alternately to the left and right sides. Tell the student to look from one side to another. Watch his eyes. He should shift his gaze across midline without a turn of his head.
4. If the student answers that it is a house or half a house, say "How do you know it is a house?"
5. Can this be a cake and a house at the same time? (any answer is okay) Tell me why you think so/not?





NIGEL NEWT'S PERCEPTUAL PUZZLES

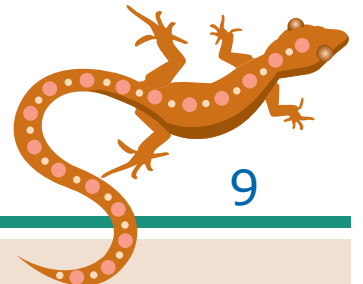


Teacher Instructions:

Tracing, Visual Closure, Recognition of Details

Do not tell the student what the image is. Cover the right hand side of the image. Ask the student to study the part-image and follow these instructions:

1. What do you see? (tail, fin, scales, fish)
2. Now show the right hand side of the image. What do you see? (Head, eye, fin, mouth, fish)
3. Now show the whole image. What kind of animal (creature) is this? (fish, koi, carp)
4. Ask the student to use his finger to draw all the way around the fish
5. Tell him to point to the mouth, nose, bars, fin, eye, tail.
Offer help if needed.





NIGEL NEWT'S PERCEPTUAL PUZZLES

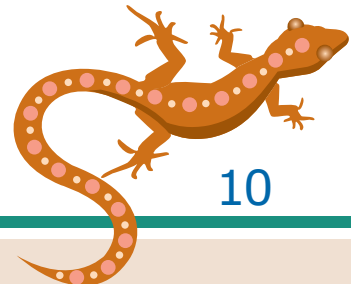


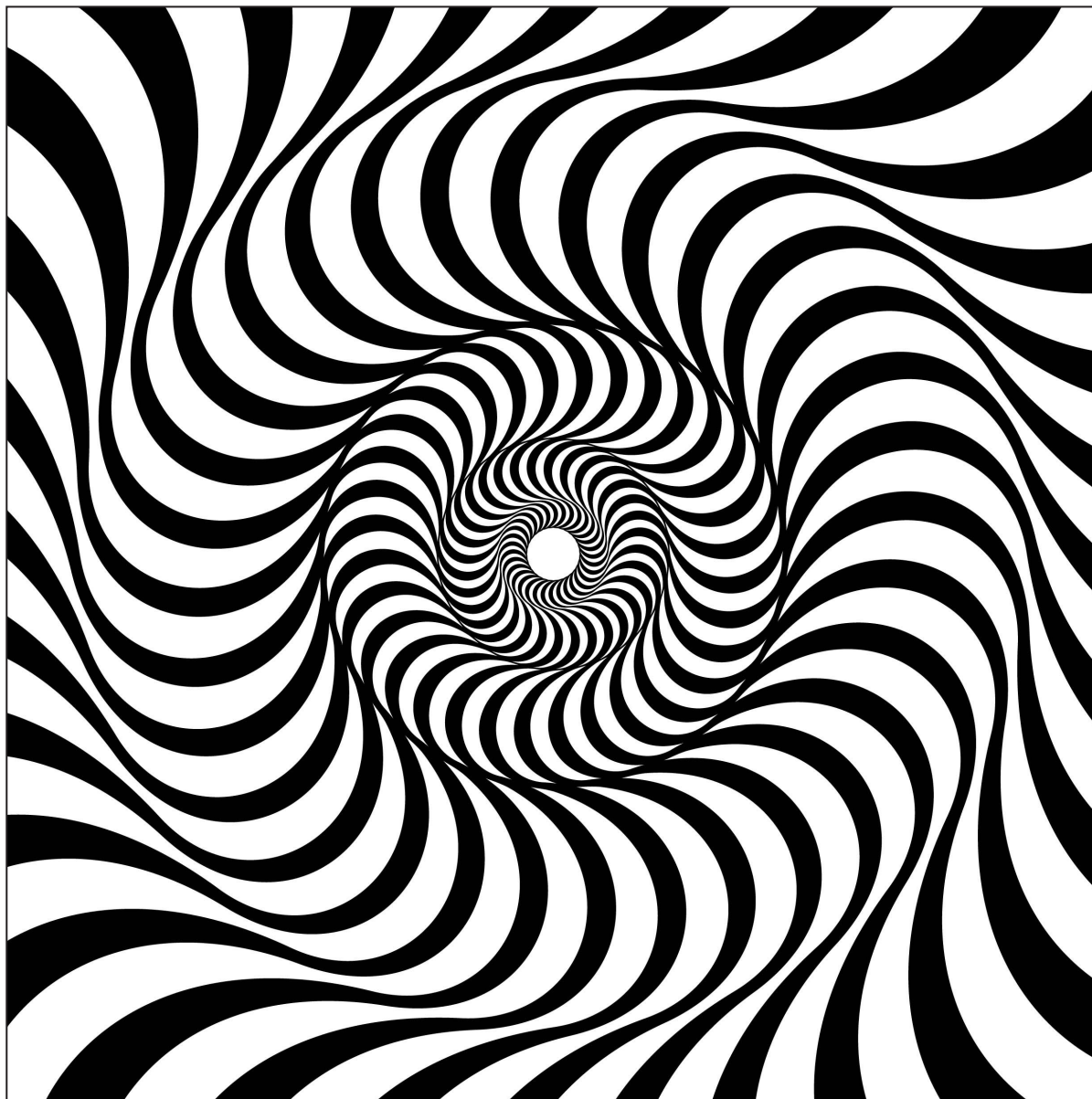
Teacher Instructions:

Parts of a Whole, Visual Closure, Object Separation

Allow the student to study the photo then ask these questions:

1. What do you see in this photo? (fish, swirls, mess, candy, any answer that makes sense)
2. If the student does not see fish, direct her attention to the big white fish in the lower left corner or the big black fish near the top. Allow magnification if needed. Ask the student to point out two different fish for you.
3. Point to a fish and ask the student to describe it.
4. If the student can't identify an individual fish, go back to the single fish exercise.





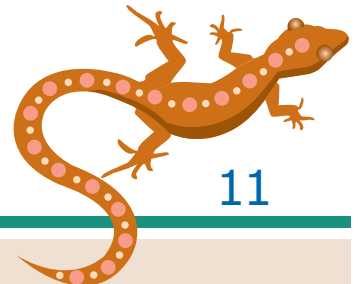
NIGEL NEWT'S PERCEPTUAL PUZZLES

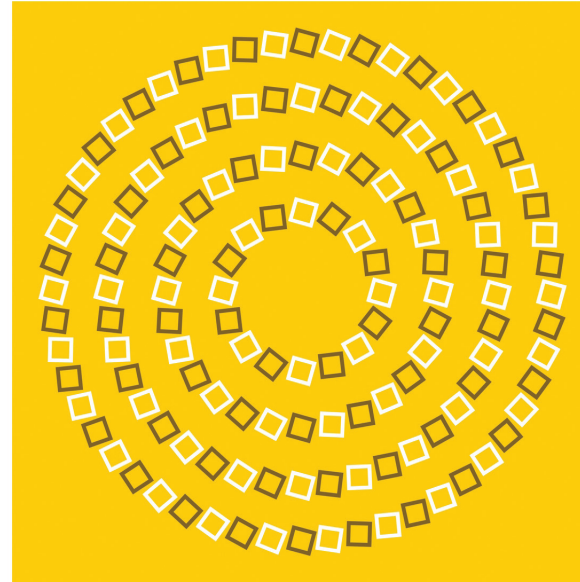
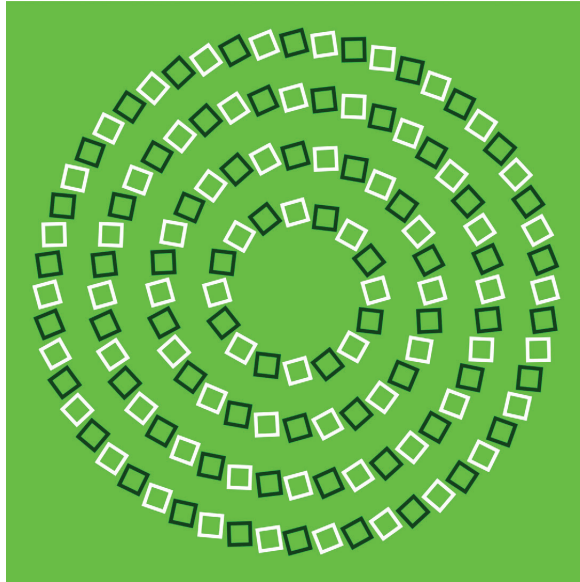
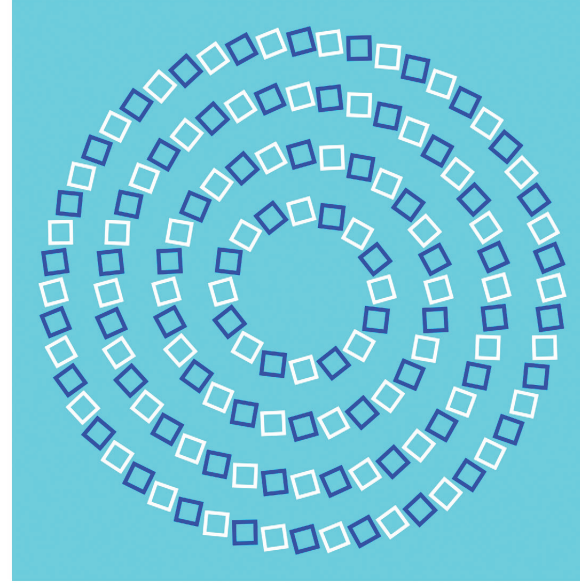
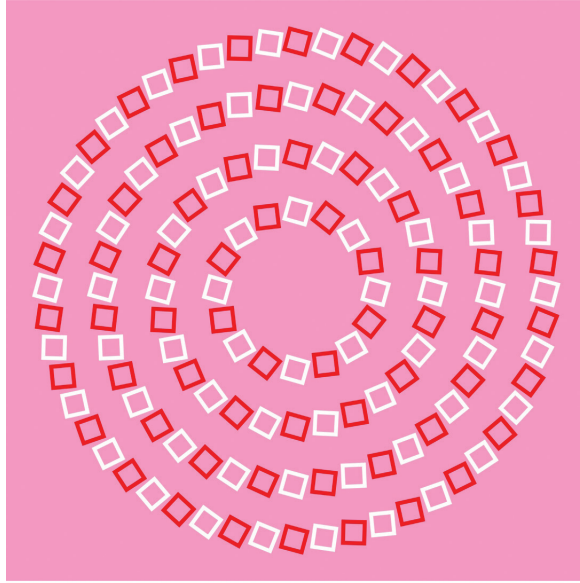


Teacher Instructions:

Allow the student time to study the graphic. Ask the student to use her finger to follow either the black lines, or the circles that are formed by the angles of the black lines. Talk about the image if the student seems curious. Ask her the following:

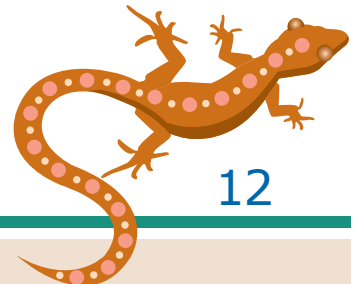
1. What do you see in this picture? (rings, lifesavers, peppermint candy, wheels, or whatever the child answers.)
2. Please show me the _____ (Use whatever term the student used to describe what she saw.) *Here it is important that you try to see what the student saw. Try squinting or using a magnifier if it is not immediately obvious.
3. Please use your finger to trace around one of the _____ (use student's term) that you see. How many of them do you see?
4. Tell the student what you see looking at the picture. Trace around the object that you see. Tell how many of them you see.





Teacher Instructions:

1. Ask the student to study the page. Ask him what he sees and pay attention to his language. He may not have the language to call the items circles or spirals. (They are actually concentric circles.)
2. Ask the student if all four patterns are the same or different. Ask him why he thinks they are the same or different.
3. Some children will say the patterns are different because they are different colors. Point out that even though they are different colors, the pattern is the same. Lead the student to trace the circles with his finger.
4. Talk about the colors. Some students with color perceptual problems may call some of the patterns by the wrong color name. If you think the student has color discrimination problems, please make a note of it in your FV/LMA assessment materials.





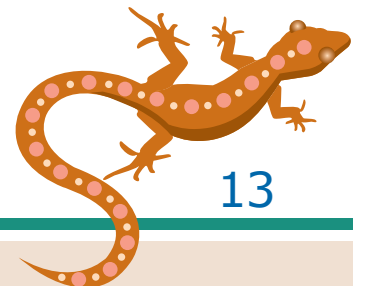
NIGEL NEWT'S PERCEPTUAL PUZZLES



Teacher Instructions:

Most students will be able to pick the Acama lizard out from the background because of the vivid color. If so, talk about some of the ways we know this creature is a lizard and move to the next page. If the student cannot distinguish the lizard, follow the instructions below.

1. Present the student with the photo of the Acama lizard. Ask her what she sees? Listen carefully to her language because she may have never seen a lizard and may not have a word for it.
2. If the student does not see the lizard, even with her magnifier, help her trace the outline of the lizard with her finger. Talk about what features show this creature is a lizard.
3. Now ask the student to trace, by herself, the outline of the lizard. Continue to offer help, if needed, before you move to the next page.





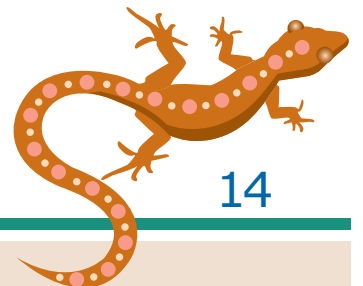
NIGEL NEWT'S PERCEPTUAL PUZZLES



Teacher Instructions:

If the student could not see the previous lizard, he will probably not be able to distinguish this one, but it may be interesting to show him which part of the lizard to find if he can see it with your assistance.

1. Show the student the photo. Do not tell him what it is. Ask him to tell you what is in the photo. He should be able to recognize the features of the lizard IF he can distinguish the animal from the background.
2. If the student cannot distinguish the lizard from the background, use hand-under-hand technique to guide the student as he traces around the outline of the lizard. If after this activity, the student still cannot distinguish the lizard, make a note of it in the FV/LMA assessment materials and move on.
3. If the student recognizes the lizard, point out the shadows along the tail, legs and jaw. Discuss how they add contrast to define the lizard.





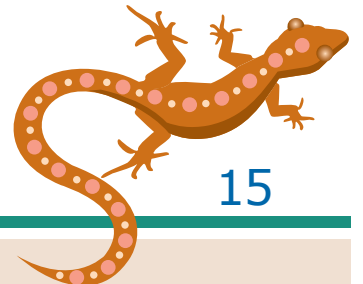
NIGEL NEWT'S PERCEPTUAL PUZZLES



Teacher Instructions:

This and the next page present shadows. This photo should be very easy to distinguish.

1. Ask the student what is in the photo. Use a magnifier if needed. If the student still cannot tell what the photo is, help her trace around the shapes with her finger and give her hints.
2. If the student still cannot interpret or see the photo, tell her what it is, and then watch to see if she can recognize it. If not, skip the next exercise.
3. If the student recognizes the shadows, talk about how shadows are often distorted. They change the height of the people who make the shadows, depending upon where the sun is in the sky.





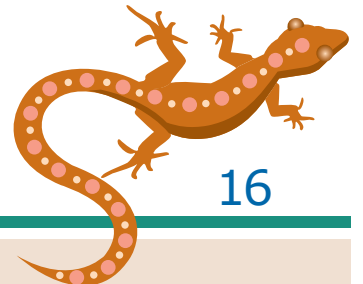
NIGEL NEWT'S PERCEPTUAL PUZZLES



Teacher Instructions:

This photo of shadows tests whether if the student can sort out the shadows from the background noise of the brick wall.

1. Show the student the photo and ask him what he sees. If he cannot interpret the photo, cover one of the bikes and the rider with a piece of paper. Ask the student again.
2. If the student can interpret just one bike and rider, uncover the second bike and rider and ask him if he can now see the second bike and rider. If he cannot, move on and come back to the photo later.
3. If the student can see the shadows and interpret them in spite of the busy background tell him his visual skills are improving. Ask him how many wheels he sees. Is that amount sufficient for two bikes? What effect may cause the appearance of only 3 wheels? (One wheel on each bike is in alignment.)





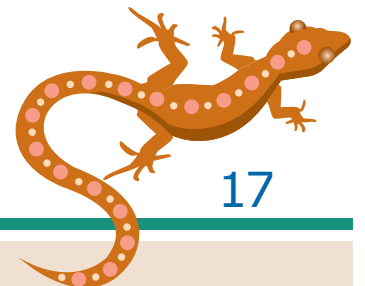
NIGEL NEWT'S PERCEPTUAL PUZZLES



Teacher Instructions:

This and the next two photos will help you determine if your student can see fine detail, can deal with low contrast, can find one of many.

1. Ask the student what she sees in the photo. Any answer will do as long as it is descriptive of the flower.
2. Ask the student if she notices any changes in the flower as one moves the eye closer to the center. (petals get slightly darker)
3. Ask what is in the center of the flower. (little orange knobs, spots, stars, squares, etc.) If the student cannot see the center of the flower, skip the next photo and go to the photo beyond it.
4. Ask the student if she can trace one petal with her fingertip. If she cannot, you will know the contrast is not good enough for her. If the student wants to know, the flower is a dahlia.





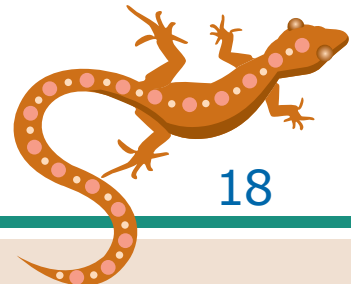
NIGEL NEWT'S PERCEPTUAL PUZZLES



Teacher Instructions:

If the student cannot answer the questions on the previous photo, this one will be even more difficult.

1. Ask the student what he sees in the photo. Any answer will do as long as it is descriptive of the flower.
2. Ask the student if he notices any changes in the flower as one moves the eye closer to the center. (Petals get slightly more color.)
3. Ask what is in the very center of the flower. (little yellow knobs, spots, stars, squares, etc.) If the student cannot see the center of the flower, go to the next photo.
4. Ask the student if he can trace one petal with his fingertip. If he cannot, you will know the contrast is not good enough for him. If the student wants to know, the flower is also a dahlia.





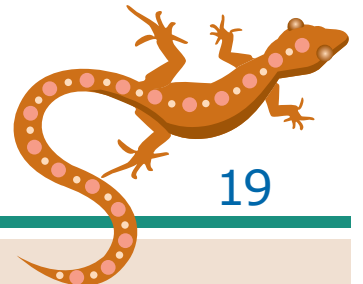
NIGEL NEWT'S PERCEPTUAL PUZZLES



Teacher Instructions:

This photo has deeper color and better contrast than the preceding two photos. The student should be able to answer the questions if she had any success with the previous photos of the dahlia.

1. Ask the student what she sees in this photo. Any answer that is descriptive of the photo will do. The student may even recognize that the flowers are the same kind as in the previous two photos.
2. Ask the student to use her finger to draw circles around three separate flowers. If the student cannot, you'll know the contrast in the mass of flowers is not good enough for her.
3. Ask the student if she can see better in the darker part of the photo near the bottom. (Contrast is better there, but resolution is not.) Make notes in your FV/LMA assessment materials.



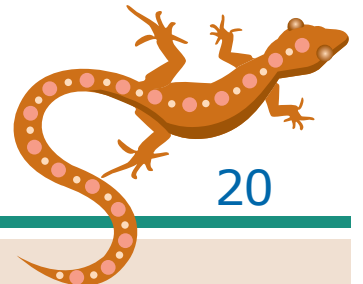


NIGEL NEWT'S PERCEPTUAL PUZZLES



Teacher Instructions:

1. Ask the student what she sees in the photo. (Any answer that is descriptive of the actual content will do.)
2. If the student cannot tell what the photo is, help her by blocking out some of the photo with paper. Work with her until she can see at least one sheep.
3. Introduce more sheep, one sheep at a time until all are uncovered.
4. Ask the student how many sheep heads she can point to in the photo. (There are a total of 11, but most people will only see 10.)
5. Ask the student to check the ears of the sheep. What is unusual about their ears? (They have yellow tags attached to their right ears.)

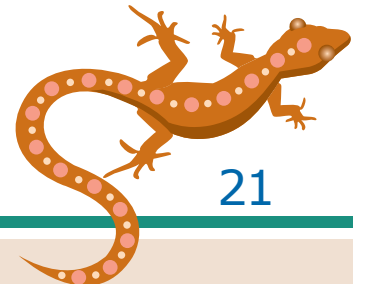


Tic-Tac-Toe bleed goes here. Actual image is in a separate file that bleeds.

Teacher Instructions:

This grid will be used for two purposes. First, to determine if the student can cross midline. Second, to quickly check the student's visual fields.

1. Stand behind the student and shine a penlight on each square in the grid. Ask the student to look at each square as the light illuminates it. This will require that another person stand in front of the student to watch his eyes. If there are any places on the grid which the child cannot follow the light, please make a note of it. Ask the student to look at the square in the upper left. Once his gaze is there, shine the light in the upper right square. Watch to see if his eyes make the leap across midline. Reverse the process across all three lines of squares.
2. Ask the student to look at the center square and without moving his eyes describe what is in the lower right square. Do the same thing but ask what is in the upper left square. Do this several times until you know if the student has any peripheral vision in those squares. He may only see colors in those squares, and that is fine. Be certain to watch the student's eyes to make sure he fixes his gaze on the center square. Take notes to record in the FVLMA protocols.



NewT



**New Tools and Activities for use with
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for Students who are Pre-Academic or Academic and
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DEVELOPMENTAL INVENTORY OF VISUAL EFFICIENCY

**for Use with Learners
0-5 Years**

**By
M. Beth Langley**



**From the Individual
Systematic Assessment
of Visual Efficiency,
adapted for NewT.**



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DEVELOPMENTAL INVENTORY OF VISUAL EFFICIENCY

Birth to Six Weeks

Child's Name:

Date of Birth:

Date of DIVE administration:

Age at Testing:

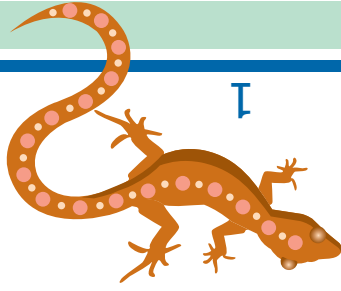
Visual Diagnosis:

Medications:

Low vision prescription:

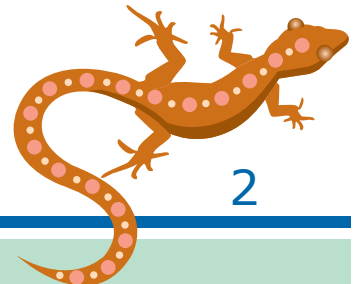
Corrective Lenses worn: ☐ yes ☐ no

Additional Impairments:



Oculomotor Control

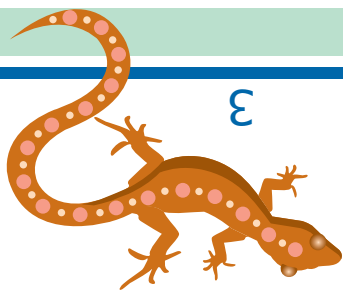
- ☐ Stares and gazes
- ☐ Roving eye movements
- ☐ Minimal direct and consensual response to light*
- ☐ Turns head and eyes toward diffuse light**
- ☐ One eye turns in intermittently
- ☐ Doll's eye reflex present
- ☐ Nystagmus upon rotation
- ☐ Opens eyes when brought upright
- ☐ Blinks/opens eyes to sudden sound
- ☐ Eyes orient to penlight
- ☐ Blinks at camera flash or other bright light
- ☐ Turns eyes toward salient stationary contour presented in peripheral visual field (centering reflex)
- ☐ Unstable and awkward following of moving targets for brief excursions
- ☐ Gaze caught by objects agitated in line of vision from 6 to 10 inches



- Momentarily holds gaze on bright lights or objects
- Coordinates gaze sideways
- Eyes and head move together

Pursuit

- Unstable and awkward when trying to follow moving target for brief excursions
- Jerky pursuit in direction of moving stimulus
- Follows moving person with head and eyes
- Follows dangling object brought to midline, fewer than 90 degrees
- Conjugate horizontal visual tracking to midline
- Reverses pursuit movement
- Tracks vertically to 30 degrees
- Pursues centrally to 90 degrees from distance of nine inches



Acuity and Focal Length

- ☐ Fixed focal length 8 to 12 inches
- ☐ Regards face, particularly during feeding
- ☐ Looks toward eyes
- ☐ Gaze caught by shaken object in line of vision from a distance of 6 to 10 inches

Attention

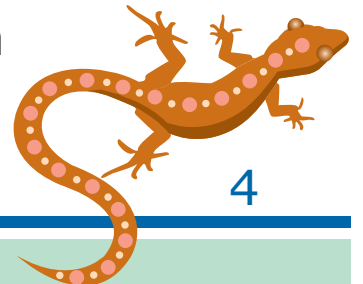
- ☐ Regards colorful object momentarily
- ☐ Stares and gazes at environment
- ☐ Regards a face

Social Gaze

- ☐ Regards a face
- ☐ Looks toward eyes
- ☐ Regards mother's eyes and mouth while feeding

* The pupils of the neonate constrict and dilate more slowly than in older infants; the size of infant's pupil is very small.

** Children who have been incubated may not turn toward light.



DEVELOPMENTAL INVENTORY OF VISUAL EFFICIENCY

Six Weeks to Four Months

Name: _____

Date of Birth: _____

Date of DIVE: _____

Age at Testing: _____

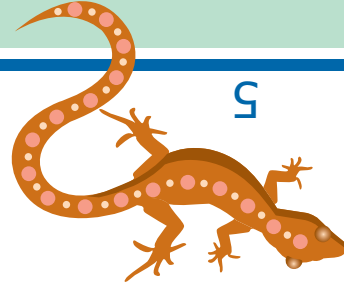
Visual Diagnosis: _____

Medications: _____

Low vision prescription: _____

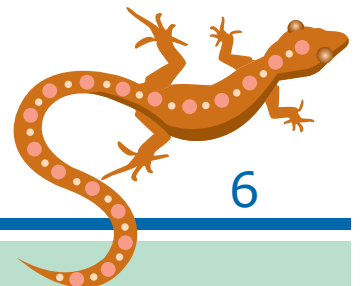
Corrective Lenses worn: _____ yes _____ no

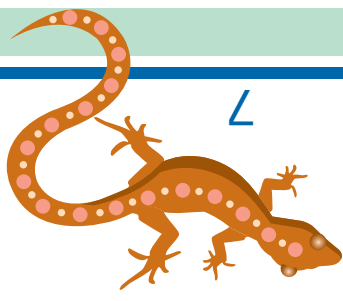
Additional Impairments: _____



Oculomotor Control

- ☐ Blinks at visual threat
- ☐ Blinks at shadow of own hand
- ☐ Sustained fixation is optimal
- ☐ Has difficulty keeping both eyes on stimulus
- ☐ Follows with eyes downward
- ☐ Follows with eyes upward
- ☐ In upright posture, turns head to follow toy rolled across visual field
- ☐ Shows binocular convergence
- ☐ Shows prompt regard at midline
- ☐ Converges eyes for finger play
- ☐ Ocular alignment is stable
- ☐ Eyes move in unison
- ☐ Moves head to gaze at surroundings
- ☐ During gaze shift, becomes stuck on one object





- ☐ Gaze shift is easier when lying supine
 - ☐ Glances between hand and toy when both are within visual field
 - ☐ Coordinates eye movements in all directions of gaze
 - ☐ Orients eyes to sound
 - ☐ Accommodates objects at all distances
 - ☐ Visually recognizes mother
- ### Pursuit
- ☐ Eyes move in active inspection
 - ☐ Orients to motion/light in the periphery
 - ☐ Follows objects past midline
 - ☐ Is able to perform central pursuit to 180 degrees horizontally
 - ☐ Eyes movement differentiated from head movements
 - ☐ Follows with both eyes in all directions of gaze

Acuity & Focal Length

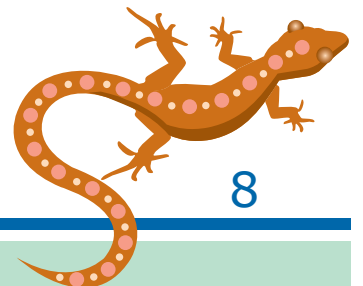
- ☐ Achieves focal length at seven inches
- ☐ Stares at objects several feet away
- ☐ Can adjust focus for objects at all distances
- ☐ Watches movement of hands
- ☐ Regards raisin or other objects of small size

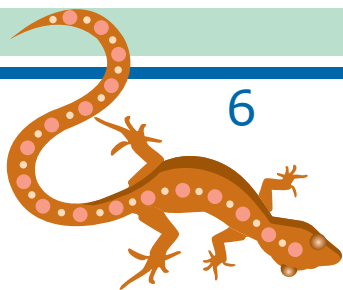
Depth

- ☐ Prefers 3-D over one-dimensional objects
- ☐ Can achieve binocular convergence on hand
- ☐ Blinks at threat

Attention

- ☐ Establishes eye contact
- ☐ Inspects own hands
- ☐ Preoccupied with human face





- ❑ **Social Gaze**
- ❑ Quiets when presented with human face
- ❑ Preoccupied with human face
- ❑ Watches speaker's eyes and mouth
- ❑ Follows moving person with eyes
- ❑ Responds with a smile when approached socially

Visual Closure

- ❑ Binocular control is achieved
- ❑ Regards a face
- ❑ Visually recognizes mother when only part of her face is shown

Visual Discrimination

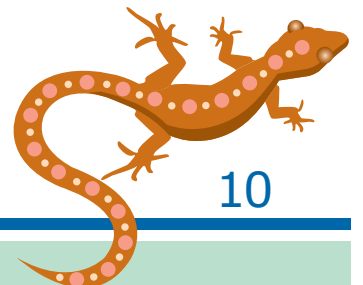
- ☐ Visually recognizes mother
- ☐ Regards a raisin or similar small object

Figure-Ground

- ☐ Watches speaker's mouth and eyes
- ☐ Reaches toward objects but doesn't grasp
- ☐ Fixates on an object in hand

Spatial Relationships

- ☐ Inspects own hands
- ☐ Reaches toward objects without grasping
- ☐ Shifts gaze between hand and object when both appear in visual field



DEVELOPMENTAL INVENTORY OF VISUAL EFFICIENCY

Four Months to Eight Months

Name: _____

Date of Birth: _____

Date of DIVE administration: _____

Age at Testing: _____

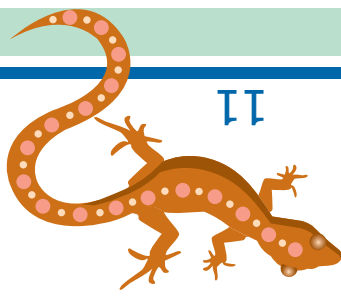
Visual Diagnosis: _____

Medications: _____

Low vision prescription: _____

Corrective Lenses worn: _____ yes _____ no

Additional Impairments: _____

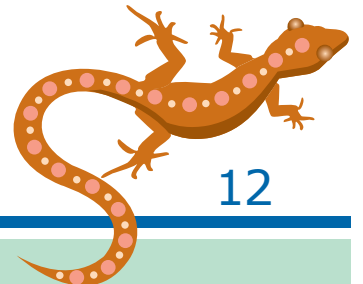


Oculomotor Control

- ☐ Eyes may turn in when inspecting hand or toy
- ☐ Wandering eye movements normal up to six months
- ☐ Shifts gaze from one object to another
- ☐ Follows object when child is supported in an upright position
- ☐ Looks with head in midline
- ☐ Eyes become more mobile with less head movement
- ☐ Attends to objects 5 to 10 seconds
- ☐ Shifts gaze easily between 2 objects
- ☐ Convergence of eyes on close objects held in hand

Pursuit

- ☐ Looks for dropped object
- ☐ Anticipates trajectory of slowly moving object

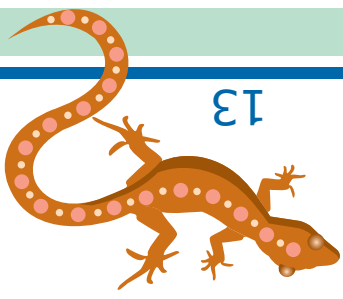


Acuity & Focal Length

- ☐ Fixes image in mirror from 8 to 12 inches away
- ☐ At 10 feet, watches 2 1/4-inch toy
- ☐ Fixes on small objects from 6 to 12 inches
- ☐ Watches activities of others from distance of 10 to 12 feet
- ☐ Looks at toys he can hold
- ☐ Works to get objects out of reach

Depth

- ☐ Discriminates near and far objects in space
- ☐ Searches for dropped toy
- ☐ Balks at drop-off when crawling
- ☐ Reaches for image of toy in mirror

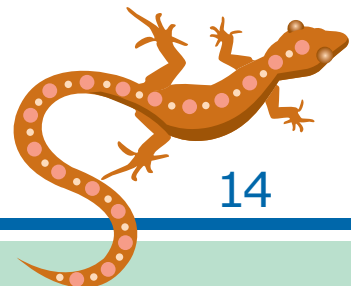


Attention

- ☐ Smiles at mirror image
- ☐ Regards tiny objects of less than 1/2 inch
- ☐ Looks at distant objects
- ☐ Watches scribbling
- ☐ Looks at toys held in own hand
- ☐ Attends to objects for 5 to 10 seconds
- ☐ Eyes move in active inspection of environments

Social Gaze

- ☐ Smiles at image in mirror
- ☐ Watches activities of others at a distance of 10 to 12 feet
- ☐ Turns eyes toward the sound of a voice
- ☐ Searches for family members
- ☐ Responds to facial expressions



Visual Closure

- ☐ Anticipates trajectory of slowly moving toy
- ☐ Attends to, and reaches for partially-covered object

Visual Discrimination

- ☐ Visually distinguishes preferred toys from others
- ☐ Visually distinguishes bottle from toys

Visual Memory

- ☐ Turns eyes and head toward hidden voice
- ☐ Finds partially-hidden object
- ☐ Anticipates trajectory of slowly-moving object
- ☐ Plays peek-a-boo
- ☐ Searches for dropped toy/object
- ☐ Searches for family members

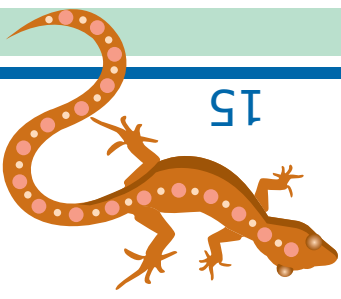
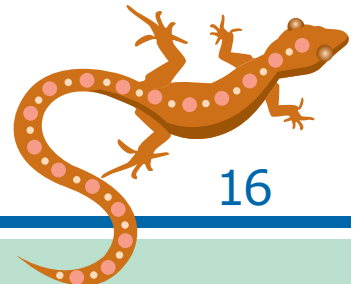


Figure-Ground Relationships

- ❑ Selects pacifier from among other items
- ❑ Fixates on objects in room

Spatial Relationships & Eye-Hand Integration

- ❑ Looks at objects she can hold
- ❑ Works to get objects out of reach
- ❑ Takes object offered



DEVELOPMENTAL INVENTORY OF VISUAL EFFICIENCY

Eight Months to Twelve Months

Name: _____

Date of Birth: _____

Date of DIVE administration: _____

Age at Testing: _____

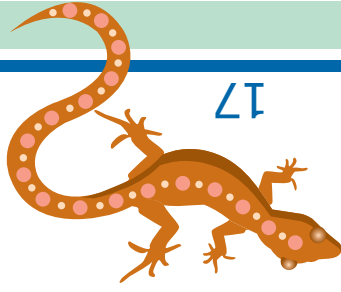
Visual Diagnosis: _____

Medications: _____

Low vision prescription: _____

Corrective Lenses worn: _____ yes _____ no

Additional Impairments: _____



Oculomotor Control

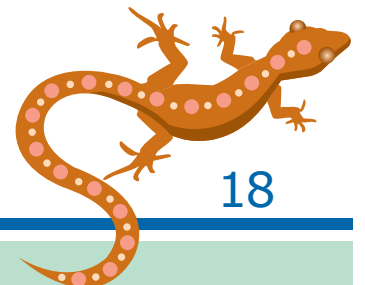
- ❑ Increasing ability to shift from near to far space
- ❑ Likes to watch movement of wheels, fans, repetitious moves

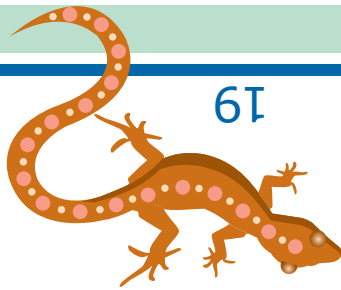
Acuity & Focal Length

- ❑ At 10 feet, watches small toy pulled along floor
- ❑ Recognizes familiar objects at 20 feet
- ❑ Picks up colored thread and small beads, smaller than 1/4 inch

Depth

- ❑ Peers into cavity of cup
- ❑ Probes spaces with fingers
- ❑ Accurately releases objects into container
- ❑ Vertically aligns two, 2 to 3 inch blocks
- ❑ Attempts to reach through transparent barrier





Attention

- ☐ Fixes on objects in room
- ☐ Probes spaces with fingers
- ☐ Likes to watch fans, wheels
- ☐ Likes to watch movements of animals, cars, and other objects
- ☐ Points to objects/people with index finger
- ☐ Looks at pictures for several minutes when named

Social Gaze

- ☐ Plays peek-a-boo
- ☐ Discriminates between familiar and unfamiliar people

Visual Closure

- ☐ Creeps toward favorite toy after it is seen
- ☐ Plays peek-a-boo
- ☐ Stacks plastic rings
- ☐ Assembles pop beads, links

Visual Discrimination

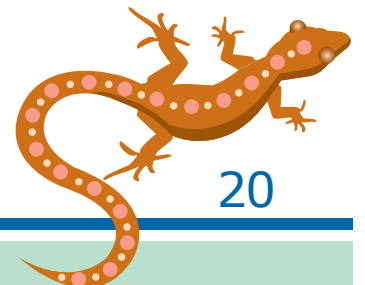
- ☐ Recognizes familiar objects at 20 feet

Visual Memory

- ☐ Searches for contents removed from a container

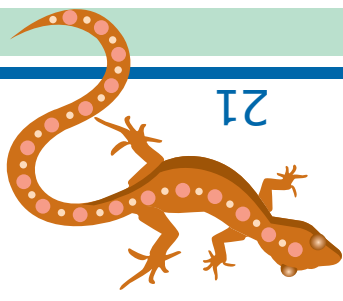
Figure-Ground Relationships

- ☐ Creeps after a favorite toy
- ☐ Attempts to reach through transparent barrier to reach a toy



Spatial Relationships & Eye-Hand Integration

- ☐ Probes spaces with fingers
- ☐ Points toward objects or people with index finger
- ☐ Points to pictures in books
- ☐ Stacks plastic rings
- ☐ Takes out and puts back 1-inch cubes into a large container
- ☐ Imitates striking 2 objects together at midline
- ☐ Releases small object on top of a larger toy
- ☐ Pulls apart large pop beads



DEVELOPMENTAL INVENTORY OF VISUAL EFFICIENCY

Twelve Months to Eighteen Months

Name: _____

Date of Birth: _____

Date of DIVE: _____

Age at Testing: _____

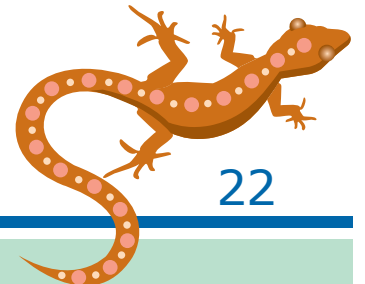
Visual Diagnosis: _____

Medications: _____

Low vision prescription: _____

Corrective Lenses worn: _____ yes _____ no

Additional Impairments: _____



Pursuit

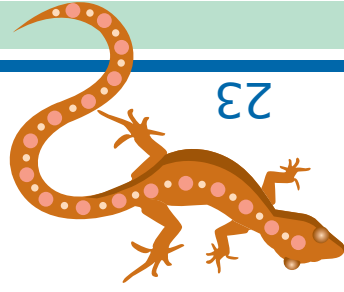
- ☐ Scans array of 3 toys

Acuity & Focal Length

- ☐ Recognizes miniature toys at 10 feet
- ☐ Points to objects out-of-doors
- ☐ Attends to birds and airplanes

Depth

- ☐ Accurately places rings on cone (no over/under reaching)
- ☐ Accurately places raisin/small object into 1/2" opening
- ☐ Accurately nests smaller inside larger container
- ☐ Accurately inserts dowel through hole
- ☐ Points to objects out of doors
- ☐ Reaches around transparent barrier



- ☐ Visually anticipates stepping up or down
- ☐ Searches for contents removed from deep, narrow opaque container

Attentional

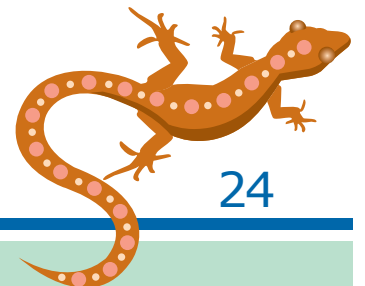
- ☐ Points to, looks at, or pats pictures in books
- ☐ Interested in looking at simple pictures
- ☐ Holds objects close to eyes to inspect

Social Gaze

- ☐ Identifies self in mirror
- ☐ Points to people

Visual Closure

- ☐ Places peg 1/2-inch diameter in board
- ☐ Places rings on cone
- ☐ Places simple shapes in form board
- ☐ Orients to place where toy rolled out of sight



Visual Discrimination

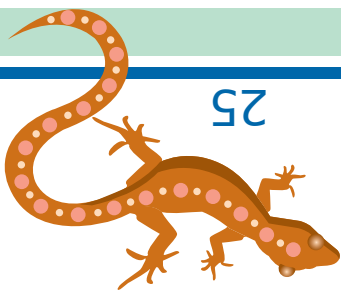
- ☐ Recognizes familiar miniature toys at 10 feet
- ☐ May gather several objects or toys of same color
- ☐ Discriminates circle
- ☐ Matches identical objects

Visual Memory

- ☐ Looks in place where toy rolled out of sight
- ☐ Looks for pictures in favorites books

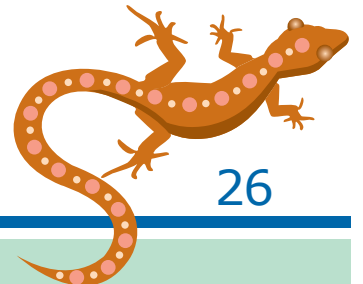
Figure-Ground Relationships

- ☐ Looks at or points to pictures in books
- ☐ Selects part associated with larger toy among other smaller parts
- ☐ Reaches around transparent barrier to retrieve toy
- ☐ Points to objects out-of-doors



Spatial Relationships & Eye-Hand Integration

- ☐ Assembles large pop-beads
- ☐ Nests 2 to 3 toys
- ☐ Places circle, square, triangle in form board
- ☐ Inserts single forms into individual recesses
- ☐ Places round and square pegs in appropriate holes
- ☐ Places 1/2-inch objects into narrow opening
- ☐ Rotates container to dump contents
- ☐ Stacks 3, four-inch cubes
- ☐ Stacks 6, two-inch cubes
- ☐ Marks paper with large crayon or marker



DEVELOPMENTAL INVENTORY OF VISUAL EFFICIENCY

Eighteen Months to Twenty-Four Months

Name:

Date of Birth:

Date of DIVE administration:

Age at Testing:

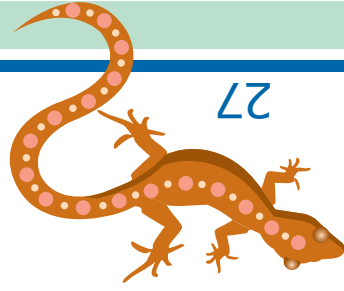
Visual Diagnosis:

Medications:

Low vision prescription:

Corrective Lenses worn: yes no

Additional Impairments:



Attention

- ☐ Points to distant objects out-of-doors

Social Gaze

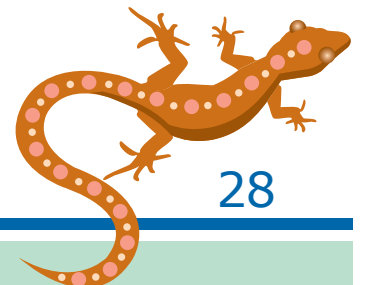
- ☐ Identifies self in mirror
- ☐ Recognizes self in photograph
- ☐ Turns right-side-up, an upside-down picture of a familiar face

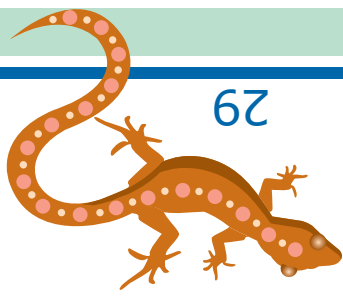
Visual Memory

- ☐ Recognizes self in photograph
- ☐ Points to hand holding toy
- ☐ Watches 2 items hidden under 2 separate containers, then finds each

Visual Discrimination

- ☐ Matches 2 colors when prompted to scan and compare
- ☐ Matches simple, concrete shapes
- ☐ Matches 2 large, colorful pictures with help
- ☐ Locates specific pictures in books
- ☐ Selects pictures when labeled





Visual Association

- ❑ Sorts different sets of identical objects
- ❑ Identifies familiar objects by function
- ❑ Identifies pictures in books

Figure-Ground Relationships

- ❑ Recognizes self in photograph
- ❑ Points to detail in familiar books

Spatial Relationships & Eye-Hand Integration

- ❑ Imitates simple strokes
- ❑ Strings large beads
- ❑ Inaccurately folds square in half
- ❑ Tosses 5-inch ball into trash can 2 feet away
- ❑ Coordinates eyes and hands to use tool to reach objects

DEVELOPMENTAL INVENTORY OF VISUAL EFFICIENCY

Two Years to Three Years

Name: _____

Date of Birth: _____

Date DIVE administered: _____

Age at Testing: _____

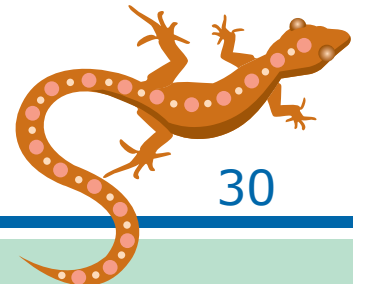
Visual Diagnosis: _____

Medications: _____

Low vision prescription: _____

Corrective Lenses worn: _____ yes _____ no

Additional Impairments: _____



Oculomotor Control

- ❑ Demonstrates eye preference with toy as he looks into kaleidoscope; looks through tube, etc.

Pursuit

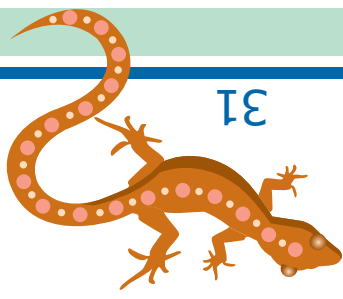
- ❑ Scans array of 2 to 3 pictures
- ❑ When cued, moves eyes systematically left to right to scan array of 4 or more pictures

Depth

- ❑ Shifts easily from near to far space and back
- ❑ Accurately inserts string in one-inch bead

Social Gaze

- ❑ Watches and imitates actions of other children
- ❑ Recognizes familiar adult in photograph
- ❑ Pieces together 2 halves of face puzzle

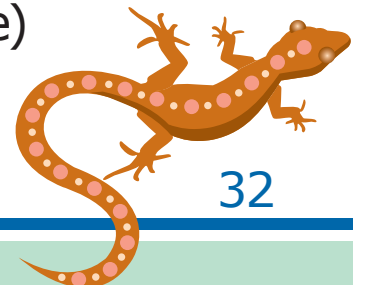


Visual Closure

- ☐ Pastes on appropriate side of paper
- ☐ Matches objects to pictures
- ☐ Given choice of 2, selects single puzzle piece to match recessed area
- ☐ Identifies broken or missing part of familiar object (tooth of comb, leg of chair, tine of fork)
- ☐ Discriminates between matched halves of picture
- ☐ Forms circle from 2 halves
- ☐ Puts together 2 halves of picture
- ☐ Labels incomplete picture of familiar object

Visual Memory

- ☐ Recalls same color given 2 choices
- ☐ Identifies mate of missing picture
- ☐ Labels item shown briefly then removed from group of 2
- ☐ Identifies mate of missing simple shape (circle, square, triangle)



Visual Discrimination

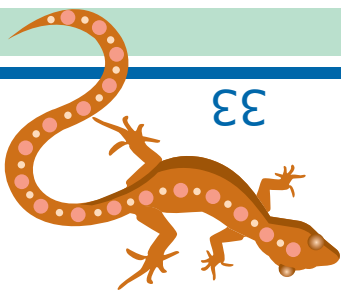
- ❑ Sorts black-and-white buttons or blocks
- ❑ Sorts 4 different colors

- ❑ Matches small colorful pictures with simple detail
- ❑ Finds detail in picture books
- ❑ Matches objects with pictures
- ❑ Matches big and little objects

- ❑ Matches black-and-white lined pictures

Visual Association

- ❑ Matches pairs of objects that go together: spoon and bowl; shoe and sock; toothbrush and toothpaste; coins and purse; comb and brush, etc.
- ❑ Identifies pictures of objects described by function
- ❑ Groups dissimilar objects by categories such as different sizes and color of combs, balls, books, spoons, toothbrushes, socks, etc.



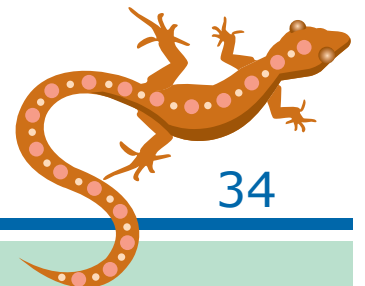
- ❑ Sorts pictures of objects dissimilar in form into 2 categories (all dogs vs. all cars)

Visual Sequencing

- ❑ Matches order of objects
- ❑ Matches alternating sequence of beads or blocks according to color, shape, or size (red, yellow; circle, square; big, little)

Spatial Relationships & Eye-Hand Integration

- ❑ Assembles 4 nesting toys
- ❑ Makes circle from 2 halves
- ❑ Strings 1/2-inch beads
- ❑ Assembles 3 to 4-piece puzzle



DEVELOPMENTAL INVENTORY OF VISUAL EFFICIENCY

Three Years to Four Years

Name: _____

Date of Birth: _____

Date of DIVE administration: _____

Age at Testing: _____

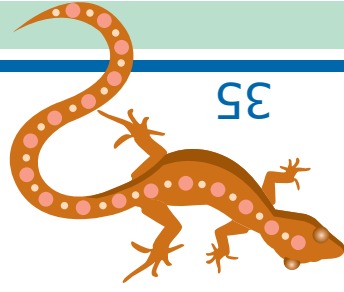
Visual Diagnosis: _____

Medications: _____

Low vision prescription: _____

Corrective Lenses worn: _____ yes _____ no

Additional Impairments: _____



Oculomotor Control

- ☐ Closes eyes on request
- ☐ Winks
- ☐ Brings eyes and head close to page of book while inspecting
- ☐ Shifts easily from near to far space and back

Pursuit

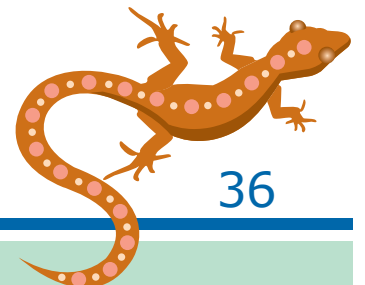
- ☐ Given 2 to 3 rows of four or more pictures each, scans systematically left to right and top to bottom

Depth

- ☐ Accurately inserts string into 1/2" bead
- ☐ Accurately draws line between 2 parallel lines, one inch apart

Social Gaze

- ☐ Points to missing facial features in pictures



Visual Closure

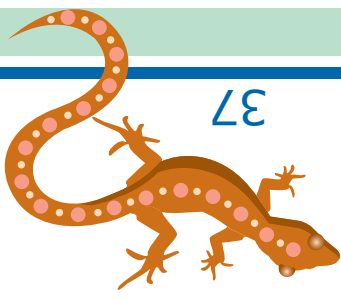
- ☐ Matches simple colored picture to black-and-white outline
- ☐ Assembles 3 to 4 piece puzzle
- ☐ Points to missing part of picture
- ☐ Completes incomplete drawing of circle

Visual Memory

- ☐ Recalls missing colored object among 6 objects
- ☐ Recalls same colored item as stimulus color circle, given 3 choices
- ☐ Identifies from 4 or more pictures, one seen briefly
- ☐ Shown 4 objects or pictures which are then removed, recalls one
- ☐ Matches both color and shape of object seen briefly

Visual Discrimination

- ☐ Sorts by size



- ☐ Identifies 2 identical pictures from choice of 3 or more
- ☐ Discriminates between different pictures
- ☐ Matches 8 geometric forms

Visual Association

- ☐ Sorts multiple shapes that vary by color or form
- ☐ Classifies pictures into 3 categories such as toys, clothing, animals, foods, transportation, etc.
- ☐ Groups pictures of 2 objects into 2 categories according to whether the pictures or shapes are the same or different

Visual Sequencing

- ☐ Arranges objects from smallest to largest
- ☐ Nests 4 or more objects through visual comparison
- ☐ Sorts 3 sizes of objects
- ☐ Matches series of 4 pictures
- ☐ Matches a series of beads according to 2 variables: shape and color; color and size; size and shape

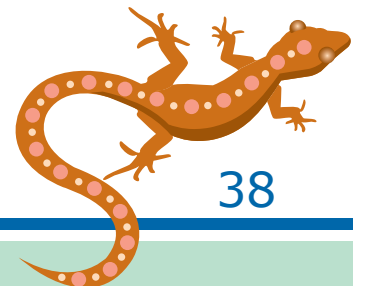
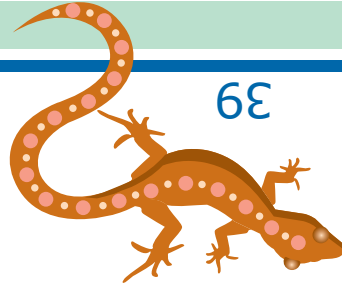


Figure-Ground Relationships

- ❑ Locates stimulus object in complex picture
- ❑ Locates picture among group of pictures similar in detail and configuration

Spatial Relationships & Eye-Hand Integration

- ❑ Draws line between 2 parallel lines, 1/2 inch apart
- ❑ Copies a circle
- ❑ Imitates straight cross
- ❑ Folds square twice in imitation
- ❑ Stacks rings correct order
- ❑ Marks 1-inch spaces with marker or other tool



DEVELOPMENTAL INVENTORY OF VISUAL EFFICIENCY

Four Years to Five Years

Name: _____

Date of Birth: _____

Date of DIVE: _____

Age at Testing: _____

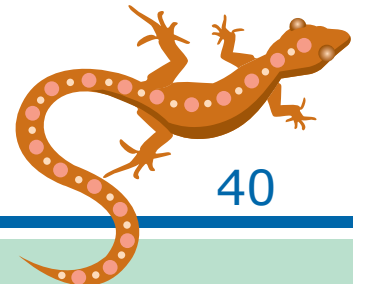
Visual Diagnosis: _____

Medications: _____

Low vision prescription: _____

Corrective Lenses worn: _____ yes _____ no

Additional Impairments: _____

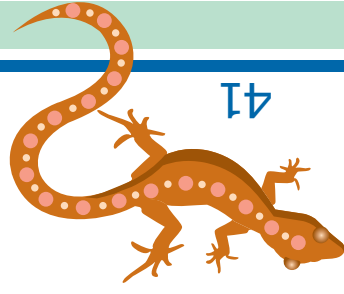


Visual Closure

- ☐ Pieces together a 4 to 5 piece puzzle
- ☐ Pieces together 2 right triangles to form a square
- ☐ Adds 2 parts to an incomplete picture of man
- ☐ Labels missing parts of picture
- ☐ Puts together 4 quarters of a circle
- ☐ Assembles 6-piece puzzle of a man
- ☐ Points out missing details in picture when presented with complete matching picture

Visual Memory

- ☐ Adds 2 parts to an incomplete picture of a man
- ☐ Identifies mate of missing picture of a shape
- ☐ Recalls 2 colors among 6
- ☐ Matches both color and shape of 2 objects seen only briefly



Visual Discrimination

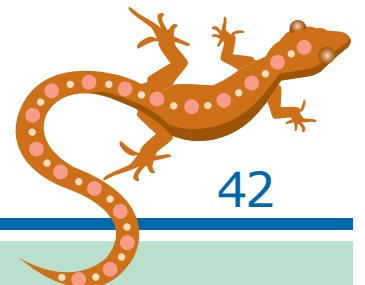
- ☐ Matches coins
- ☐ Matches a few letters and numbers
- ☐ Matches his name when given 2 foils
- ☐ Matches a few short words
- ☐ Matches series of shapes or beads by color and form
- ☐ Matches different configuration of items up to six

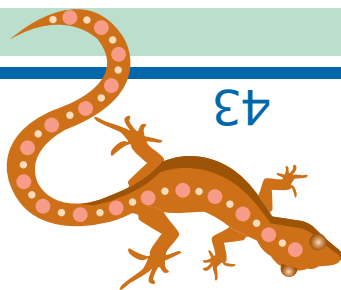
Visual Association

- ☐ Sorts multiple shapes differently; groups by color instead of form or form instead of color
- ☐ Matches pairs of pictures that go together: coat and coat hanger; crayon and coloring book; spoon and fork; birthday cake and candle; bat and ball; cup and saucer, etc.

Visual Sequencing

- ☐ Matches bead pattern by color and form or size
- ☐ Arranges 3 or more pictures to tell a story





- ❑ Copies a square
- ❑ Copies a cross
- ❑ Traces diamond/rhombus pattern
- ❑ Forms square with 2 right triangles

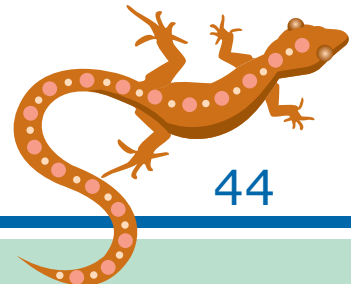
Spatial Relationships & Eye-Hand Integration

- ❑ Finds 2 related objects in picture and draws line to connect them
- ❑ Locates "hidden" pictures

Figure Ground Relationships

- ❑ Arranges pictures of objects graded in size from smallest to largest
- ❑ Arranges coins from smallest to largest
- ❑ Matches a series of 5 pictures of objects in graded sizes from smallest to largest with a duplicate set of pictures
- ❑ Recognizes repeating pattern in a sequence and can continue it

- ❑ Folds square to make triangle
- ❑ Adds 2 parts to a partially drawn man
- ❑ Colors within lines
- ❑ Imitates construction of simple visual patterns using parquetry blocks



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Elaine Kitchel, M.Ed.

with consultation from
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Handwriting practice lines on a white background. The page features 18 horizontal teal lines for writing. At the bottom, there is a thick teal line above a light beige horizontal band representing the ground. An illustration of a brown gecko with white spots is positioned on the right side of the beige band.