# FUNCTIONAL VISION EVALUATION, CVI PROFILE and LEARNING MEDIA ASSESSMENT (template)

**NAME:**

**DATE OF BIRTH:**

**AGE:**

**SCHOOL**:

**GRADE:** PreK

**EVALUATION DATE:**

**EVALUATOR(S):**

**VISION DIAGNOSIS:** from most recent eye exam, (*summarize eye report in laymen terms as appropriate here in or relevant sections)*

* (Information)

**Additional Medical Diagnoses*:***

* (information)

**ASSESSMENT TOOLS:** Observation, direct testing/assessment with classroom materials, formal/informal assessments, etc.

**EVALUATION SETTING:** (mention lighting, noise, group size, etc)

**PURPOSE FOR EVALUATION:** This evaluation is conducted as part of the annual IEP process. The purpose of the functional vision evaluation is to provide information about how \_\_\_\_\_ uses vision and to identify modifications/adaptations/accommodations needed that are related to visual impairment diagnoses.

**MEDICAL HISTORY:**

**GENERAL INFORMATION/OBSERVATIONS DURING ROUTINE ACTIVITIES:**

VISUAL PERFORMANCE IN THE CLASSROOM

* Appearance of the eyes:
* Pupillary response/blink reflex: (Could be moved to response to movement)
* Muscle balance: consider including just in eye doctor report information
* Fixation:

## ACCOMMODATION

* Shift of gaze:
* Convergence:

## CLARITY OF VISION

* Formal Visual Acuity:
* Informal Visual Acuity: (i.e. Teller Acuity Cards):
* Near Vision (activities that occur within arm’s reach): *How does child pay attention to things up close using vision?*
* Intermediate Vision (activities that occur between 3 to 6 feet): .
* Distance Vision (activities that occur beyond 6 feet): *How does child pay attetniont to things using vision that are far away? How far away?*
* Viewing distance: *Does child prefer to see things in any specific direction or at any specific distance?*
* Contrast Sensitivity:

## AREA OF VISION AND RESPONSES TO MOVEMENT

How does child pay attention to things that are moving from sides, above, below?

Does child usually find things that are located left, right, above, below? (O&M)

* Visual field:
* Field of view size:
* Visual neglect:
	+ Does child need to move their whole body to see an area? (or pull definition from the guide)
* Eye preference:
* Eccentric Viewing:

## FOLLOWING/LOCATING PEOPLE OR OBJECTS

* Tracking:
	+ How does child follow something that is moving side to side, such as a spoon when being fed?
	+ How does child use vision to follow people as they move about room? What distance?
* Scanning:
	+ How does child find objects that are located on a surface with a busy background?
	+ How does child find objects that are spaced apart on plain surface?
* Locating people or objects:
	+ Does child hold his head specific way to see better?
	+ How does your child find you when you are in a group of people?
	+ How does child find a favorite toy that is in a toy box or next to many things?

## FACES

* Does child use vision to respond to faces when they haven’t spoken? At what distance?
* Does child use vision to respond to facial expressions? What distance?

## OBJECTS/SYMBOLS

Describe how child recognizes the following: familiar objects, pictures, communication symbols (SLP), shapes, letters, numbers, words. Use following categories if appropriate:

* Visual Discrimination:
* Figure Ground:
* Visual Closure:
* Letter and Shape Recognition:

## VISUAL MOTOR (EYE-HAND OR EYE-FOOT COORDINATION)

* Describe how child reaches with hands or feet to touch objects (OT, PT)
* Describe how child reaches and grasps objects (OT)

## IMITATION AND COPYING

* Describe how child copies any gestures/signs/finger plays (SLP)
* How does child: imitate drawing motions, trace symbols, copy shapes, trace or draw lines in different directions?(OT)

## COLORS/COLOR PERCEPTION

* What colors does child see? (Report any known color deficiencies)
* Does child prefer specific color(s)?
* Does child recognize colors by name or name colors?

## DEPTH PERCEPTION

* How does child go up or down stairs? (PT, O&M)
* How does child move across surface changes? (PT, O&M)
* Does child hold onto partner on uneven surfaces? (PT, O&M)
* How does child react to fast moving objects as they come closer? (PT, O&M)

## ILLUMINATION

Light sensitivity/Reactions to Light:

* In what type of lighting does child see best?
* How does child respond to objects with built in light?
* Does child look towards/away from strong lights?
* Does child look at objects placed on light box or other lit background?
* Do bright lights overwhelm the child?
* Does child lock on to bright light rather than main part of task?

## RESPONSE TO SOUNDS

* How does child respond to familiar sounds such as name, familiar voice?
* Does child turn towards/away from direction of a sound source?
* Is there a difference in response to slower, rhythmic speech, compared to typical speech pattern?

## RESPONSE TO ENVIRONMENTS

* How does child respond in a quiet uncrowded versus busier place? (O&M)
* How does child use vision to follow people or objects that are spaced apart rather than close together?
* Does child find way walking around room to room or outside? (O&M)
* Does child know where to find things they placed in a familiar space?

## EFFECTS OF VISUAL NOVELTY

* What happens when child tires of an activity with a toy or person?
* How does child respond when an activity that no longer holds their interest has changed?
* How does child interact with familiar/unfamiliar people, objects, places?

## **RESPONSE TIME**

* Does child respond quickly or need more time to respond to sights, sounds, touches? (OT)

## RESULTs OF ADDITIONAL ASSESSMENTS

(information)

## LEARNING MEDIA ASSESSMENT

**Sensory Learning Channels: Visual**

* How does the child respond to the caregiver’s face?​
* What types of visual stimuli attract the child’s visual attention?​
* How does the child respond to stationary compared to moving​
* targets?​
* What makes a difference in the child’s visual responsiveness?​
* What types of lighting situations help the child attend and participate?​
* Do bright lights distract the child from attending to the main part of a play situation or structured learning task? Does the child “lock on” to a light source rather than the main part of a play situation or structured learning task?​
* Do bright lights overwhelm the child, causing him or her to “shut down”?

**Sensory Learning Channels: Auditory**

* Does the child accurately and consistently locate the direction of sound sources?​
* Does the use of sound distract and confuse the child or does it support his or her learning?​
* What types of sounds irritate the child?​
* What types of sounds help the child become calm and attentive?​
* Does the child respond immediately to sounds or speech or is there a delay in the child’s response?​
* How does the child respond to typical fast-rate speech compared to speech with a slow deliberate tempo and melodic pitch?​
* What makes a difference in the child’s auditory responsiveness?

**Sensory Learning Channels: Tactile**

* Is the child overly sensitive (over-responsivity) to different types of textures? If so, textural input should be addressed carefully so that it enhances and does not distract the child from interactions with objects and people. ​
* What types of touch irritate the child?​
* What types of touch help the child become calm and attentive?​
* Is there a part of the body that is particularly oversensitive to touch?​

**Multiple Modalities:**

* How does the child use his or her vision, touch, and hearing?​
	+ Which seems to be the strongest sense for obtaining information?​
	+ What senses seem to be used simultaneously?​
	+ What senses seem to be used sequentially?​
* What combinations of sight, sound, and touch help the child to interact and participate?​
* What combinations of sight, sound, and touch irritate the child?​

**Pre-Reading Skills:**

**Pre-Writing Skills:**

**Learning Media Assessment Summary:**

**SUMMARY OF FUNCTIONAL VISION AND CVI ASSESSMENTS:** (Can be bullet list summarizing implications and conclusions of FVE)

**RECOMMENDATIONS:** (can these relate to suggestions in the Companion Guide?)

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**Signature**