**Functional Vision Assessment Template**

***(Make a copy, then edit information)***

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| **Name:** **Age:** **Date of Birth:** **Gender:** **Grade:** **School:**  | **Parent Information:****Assessment Completion Date:****Assessment Completed By:**  |

**Medical Information**

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| **Etiology and Pathology:****Visual Field Loss Information**:**Refractive Correction:** | **Visual Acuity Measures With Correction:**OD (Right Eye):OS (Left Eye):OU (Both Eyes):**Visual Acuity Measures Without Correction:**OD (Right Eye):OS (Left Eye):OU (Both Eyes): |

**Medical History**

Insert information here…

 **Visual Behaviors and Skills**

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| **Skills and Typical Visual Behaviors** | **Student’s Visual Behavior and Comments** |
| **Pupillary response**: Decrease in the size of the pupil when bright light is presented |  |
| **Blink response:** Closing the eyelids in a protective response to the movement of a hand or object toward the eyes |  |
| **Pupillary reflection:** Light is reflected off the pupil when a penlight is directed toward the bridge of the nose; location of reflections will indicate eye alignment. (Hirschberg Test may indicate a muscle imbalance in the eyes if light reflects non-centrally in one or both eyes) |  |
|  **Fixate:** The ability of the eyes to directly gaze on an object and hold the gaze so the object remains in view |  |
| **Convergence:** The ability of the two eyes to maintain visual focus from distant to near |  |
| **Ocular pursuit (fixates and follows; crosses midline):** The ability of the eyes to fixate on an object and follow it as it moves; midline is the vertical plane that extends from the top of the center of the forehead to the navel. |  |
| **Shift of gaze:** The ability of the eyes to fixate on an object then shift fixation to another object, especially across midline |  |
| **Scan:** The ability of the eyes to move from left-to-right and back again, to visually observe |  |
| **Acuity**: Measure of the ability to distinguish objects, shapes, pictures, numbers, or letters at a standard distance |  |
|  **Visual field:** Total area in which objects can be seen while the eyes are focused on a central point; usually measured in degrees |  |
| **Eye dominance**: Preferred eye used to perform a variety of visual tasks |  |
| **Depth perception:** The visual ability to perceive relative distance of objects |  |
| **Light sensitivity and preference:** Visual efficiency under various lighting conditions |  |
| **Visual closure:** The ability to fill in the whole when only parts of the whole are provided |  |
| **Visual discrimination:** The ability of the eyes and brain to perceive similarities and differences in objects, shapes, sizes, colors, patterns and pictures. Visual discrimination can be demonstrated through activities such as matching, sorting, identifying |  |
| **Matching:** The ability of the brain to perceive through vision that two items (objects, shapes, pictures, and others) have the same characteristics |  |
| **Sorting**: The ability of the brain to discriminate between like and unlike items (objects, shapes, pictures and others) perceived visually and to categorize according to their similarities |  |
| **Identifying:** The ability of the brain to recognize items (objects, shapes, pictures and others) visually and to label them appropriately |  |
| **Figure-ground discrimination:** The ability of the eyes and brain to perceive one aspect of a picture/scene in relation to the entire picture/scene |  |
| **Visual attention:** The ability of the brain to pay attention to visual stimuli |  |
| **Visual memory:** The ability of the eyes and brain to perceive an object visually and to recognize it at a later time; the ability to perceive an object visually and recognize it when it is only partly visible, or recognize that it is missing from the original scene; includes object permanence which is the ability of the brain to perceive something visually, then know that the object is still there when covered-up or blocked from view |  |
| **Eye-hand coordination**: The ability of the eyes and hands to work together to see objects and manipulate them |  |
|  **Visual association:** The ability to group objects and pictures according to categories, functions and other features |  |
| **Visual sequencing:** The ability to recognize objects in a series or to categorize objects perceived visually, into a series or pattern |  |
| **Reproduction of designs:** First, the ability of the brain to perceive a design of objects, pictures, or parts of objects; second the ability to reproduce those designs by manipulating objects, pictures or their parts. |  |
| **Imitation:** The ability to imitate an action, sound, expression or motion of a person, animal or object |  |
|  **Activation:** The ability to initiate action using physical movement such as the pressing of a switch |  |
| **Social attentional gaze**: The ability to orient and pay attention to faces and facial expression |  |
| **Peripheral Visual Fields:** The ability to perceive objects or movement in the side portions of vision |  |
| **Contrast Sensitivity:** The ability to access information at varying levels of contrast (black on white, black on gray, blue on black, etc) |  |

**Expanded Core Curriculum**

The Expanded Core Curriculum (ECC) is the body of knowledge and skills that are needed by students with visual impairments due to their unique disability-specific needs. Students with visual impairments need the expanded core curriculum in addition to the core academic curriculum of general education. The ECC should be used as a framework for assessing students, planning individual goals and providing instruction.

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| **Expanded Core Curriculum Skills** | **Student’s Current Skills and Comments** |
| Compensatory/Functional/Communication |  |
| Social Interaction |  |
| Independent Living |  |
| Recreation and Leisure |  |
| Career Education |  |
| Assistive Technology |  |
| Self-Determination |  |
| Orientation and Mobility | An orientation and mobility specialist must conduct an orientation and mobility assessment as part of an initial special education evaluation to determine if a student meets the disability category criteria of Blind and Visually Impaired.***(Insert O&M report here, or refer team to separate assessment)*** |

**Observations & Interviews**

Insert information here...

**Learning Media Assessment Results**

Insert information here...

**Summary of Assessment Results & Classroom Implications**

Insert information here…

**Recommendations**

Insert information here…