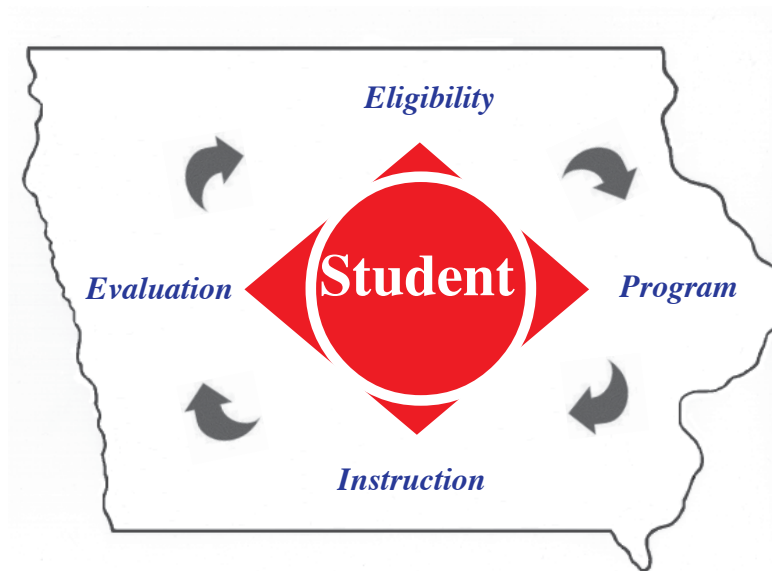
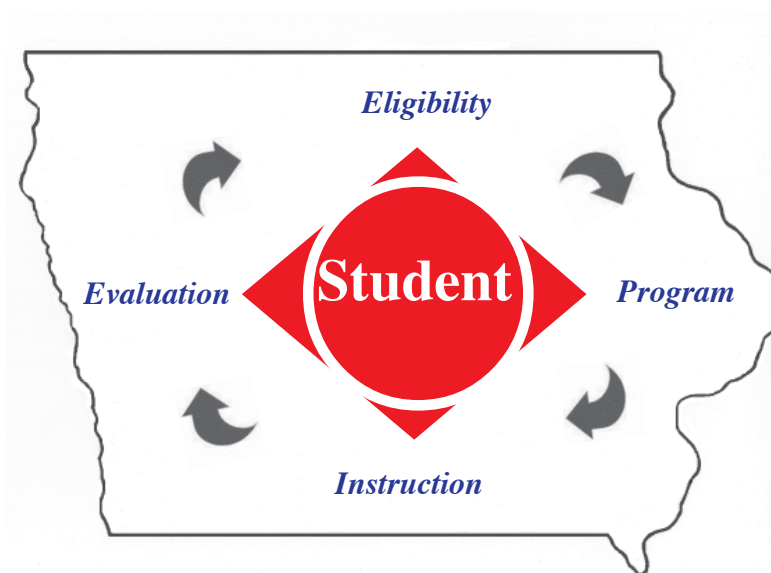


*Iowa
Expanded Core
Curriculum
(ECC)
Resource
Guide*



*Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146
May 2007*

Iowa Expanded Core Curriculum (ECC) Resource Guide



Iowa Department of Education

May 2007

State of Iowa
Department of Education

Grimes State Office Building
Des Moines, Iowa 50319-0146

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Sharon K. Willis, Graphic Artist

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Acknowledgements

A special thanks to the Expanded Core Curriculum Work Group:

Dr. Karen Blankenship, Ph.D.

Mike Hooley

Kay Jahnel

Phyllis McGowan

Dr. Anne Nielsen, Ph.D.

Beth Pieters

Chris Short

Sean Richards Tikkum

Gwen Woodward

Texas School for the Blind and Visually Impaired

Heartland AEA, Iowa

California School for the Blind

Introduction and Background

Introduction and Background

Purpose: Provide a resource guide for Teachers of Students with Visual Impairments (TVIs), and Orientation and Mobility Specialists (OMS), to assess, plan, instruct, and evaluate in all areas of the ECC. Data collection methods to document the progression within each Expanded Core curriculum (ECC) content area for students in Iowa have been developed as part of Performance Monitoring.

Who: TVIs/OMS will be able to use this document as an instructional guide, but there are additional resources that will empower families and other service providers with knowledge of the ECC content areas and its importance for the education of children and youth who are blind or visually impaired.

What: The Expanded Core Curriculum (ECC) nine content areas are skill sets, **NOT** a parallel curriculum to the General Education Curriculum. There is only one curriculum and that is the General Education Curriculum that all students are expected to learn prior to graduation. The ECC are skills that students with visual impairments are not able to learn incidentally and must obtain through quality instruction in order to demonstrate proficiency within each deficit area and achieve positive adult outcomes. The need for instruction is based on both a needs assessment (needs/priorities) and formal/informal assessments (valid and reliable). Not all students need instruction in all nine content areas and the needs and priorities may change on a yearly basis, or more, often depending on natural transitions or circumstances.

Why: Iowa is committed to providing quality education services as espoused in *The Expanded Core Curriculum for Students with Visual Impairments, Including Those with Additional Disabilities* by Dr. Phil Hatlen (1996), *National Agenda for the Education of Children and Youth with Visual Impairments* (National Agenda), *Including Those with Multiple Impairments* (1998), and *Blind and Visually Impaired Students Educational Service Guidelines*, (Pugh, G., & Erin, J. (Eds.) 1999, National Association of State Directors of Special Education. Watertown, MA: Perkins School for the Blind) and *Educating Blind and Visually Impaired Students: Policy Guidance for OSERS*. This instructional manual will provide a structure to ensure that all students in Iowa receive timely assessment and instruction in all needed areas of the ECC. In addition, the Iowa Braille School Task Force recommended consistent procedures and tools in providing instruction across the state in the content areas of the ECC.

National Call to Action: Association for the Education and Rehabilitation of the Blind and Visually Impaired, Division 16 recently established two work groups, one to encourage teachers of students with visual impairments (TVIs) and Orientation and Mobility Specialists (OMS) to follow effective teaching practices and the second group's charge is to encourage states and school districts to participate in the program improvement process entitled Quality Programs for Students with Visual Impairments (QPVI) to address Goal 4 of the National Agenda (caseloads based on the assessed needs of students with visual impairments). The updates and position papers from the two work groups are found on the following website:

<http://aerbvi.org/modules.php?name=Content&pa=showpage&pid=70>

The Core Curriculum for Blind and Visually Impaired Students, Including those with Additional Disabilities*

Printed with permission by Phil Hatlen,
Co-Chair National Agenda Advisory Board
Revised January 10, 1996

*(*The term “including those with additional disabilities” will not be repeated, as it should be assumed under the definition of “blind and visually impaired students.”)*

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- A. Preface
- B. What is a Core Curriculum
- C. The Core Curriculum for Blind and Visually Impaired Children and Youths
 - 1. The Existing Core Curriculum
 - 2. The Expanded Core Curriculum
 - a. Accessing Assistive Technology
 - b. Career Education
 - c. Compensatory or Functional Academic Skills, Including Communication Modes
 - d. Independent Living Skill
 - e. Orientation and Mobility
 - f. Recreation and Leisure Skills
 - g. Social Interaction Skills
 - h. Technology
 - i. Visual Efficiency Skills
 - 3. The Delivery of the Core Curriculum for Blind and Visually Impaired Students

Preface

Some years ago, a reporter asked a prominent blind woman, “What is it that blind people would want from society?” The woman replied, “The opportunity to be equal and the right to be different.”

As Lowenfeld so graphically portrayed in *The Changing Status of the Blind: From Separation to Integration* (Charles C. Thomas, Springfield, 1975), opportunities for equality grew tremendously in the 20th Century.

“In the field of education, then, the move from separation to integration is evident. Educational provisions for blind children, the administration of these educational provisions, and teacher preparation, all moved from special or separated arrangements to integrated ones. This move has been consistently spearheaded and supported by legislation...” (Lowenfeld, 1975, p. 117.)

It was Lowenfeld’s belief that the American Creed (all of us are equal under the law) has resulted in education integration for blind and visually impaired students. Integration with their sighted peers, which, for visually impaired students, began at the turn of the century, has provided these students with the opportunity to be equal.

All of us - parents, consumers, professionals, and others - continue to promote equal opportunities for blind persons. But how do we feel, and how do we react to “...the right to be different...?” What did this woman mean by two remarks that seem diametrically opposite? Perhaps she meant that print and braille are equal, but very different; that the need for independent travel is similar for sighted and blind persons, but the skills are learned very differently by blind people; and that concepts and learning that occur for sighted people in a natural, spontaneous manner require different learning experiences for blind persons. Perhaps she was emphasizing that blind persons should have the opportunity to learn the same knowledge and skills as sighted people, but that their manner of learning will be different.

Historically, many educators behaved as though they did not believe that blind and visually impaired students had “...the right to be different.” The integration (soon to be called “mainstreaming,” then “inclusion”) of blind students into regular classrooms in great numbers, beginning in the 1950s, brought with it an era of belief that the only need a visually impaired student has was adapted academic material so that she/he could learn in the regular classroom. The only difference acknowledged by my teachers (indeed, the profession itself), was the media and materials used for learning.

Few, if any changes or additions were made to the curricula offered these students. Therefore, early efforts to include visually impaired students in regular classrooms sometimes attempted to provide “...the opportunity to be equal...” without recognizing the student’s “...right (and need) to be different...” .

It has been demonstrated that curriculum developed for sighted students is available for, and success in its mastery is achievable by, visually impaired students. If the educational system provides students who have a necessary foundation of experiential learning with appropriate educational materials, and if there are excellent support services, including qualified and credentialed teachers of

visually impaired students and orientation and mobility instructors, then the existing curriculum for sighted students will provide the visually impaired student the “...opportunity to be equal...” .

However, “...the right to be different...” clearly implies that there is more to education or visually impaired students than the exact same curriculum provided to sighted students. This added curriculum that is specific to visually impaired students is also well-known but has not been diligently implemented. Could it be that parents and professionals have no problem with “...opportunity to be equal...”, but have difficulty with “the right to be different...”?

It has not been an easy transition for professionals in education for visually impaired learners to accept the concept that visually impaired students have educational needs that are in addition to curriculum required for sighted students. Many factors have made this transition difficult. Some professionals are loathe to give up the belief that there is any difference between the educational needs of sighted students and visually impaired students. Others have difficulty accepting the idea that an expanded curriculum is the responsibility of educators. Still others find it impossible to add to their teaching responsibilities because of time and/or size of caseload.

Though our profession has documentation and ample evidence of the need for a “Core Curriculum for Blind and Visually Impaired Children and Youths, including those with Additional Disabilities,” it has not been uniformly recognized, accepted, or implemented. Goal 8 of the National Agenda will directly address this issue and brings educators and parents together to ensure the blind and visually impaired children and youths of the nation an appropriate education based on this expanded core curriculum.

What is a Core Curriculum?

Educators define “core curriculum” as the knowledge and skills expected to be learned by a student by high school graduation. Generally, the core curriculum consists of knowledge and skills related to academic subjects. Mastery of the core curriculum is what both parents and teachers stress as essential for academic success in school, and later in life. In most states, opportunities are provided for students to meet other criteria in cases when those students cannot meet the academic demands of the core curriculum.

There are many versions of the core curriculum. In our country, each state assumes responsibility for minimum standards for high school graduation. This core curriculum becomes the foundation for almost all learning, from kindergarten through high school.

With respect to blind and visually impaired students, the existing core curriculum, as developed for sighted students, is entirely appropriate and generally available. Because educators of visually impaired students have developed expertise in curriculum adaptation, it should be possible to take any curriculum that has been developed and make it readily available for visually impaired learners. If blindness or visual impairment presents only the problem of accessibility to learning materials, then the issue of education of visually impaired students is solved by adaptation of the existing core curriculum.

Some educators of visually impaired students believe that it is true that the child in a regular classroom who has access to all curricular materials is as equally prepared to learn as her sighted classmates. But most professionals hold a strong position that there is an expanded core curriculum for visually impaired students that requires additional areas of learning. There are experiences and concepts, casually and incidentally, learned by sighted students that must be systematically and sequentially taught to the visually impaired student. The core curriculum for visually impaired students is not the same as for sighted students. Indeed, it is much larger and more complex.

The concept of a core curriculum for visually impaired learners has been discussed by professionals and parents for many years. It has been called many things. It has been referred to as the specialized curriculum, or specialized needs, the unique curriculum, or unique needs, the non-academic curriculum, the dual curriculum, and most recently, the disability-specific curriculum.

These other terms are sometimes a distraction to the important issue. The term core curriculum has been used to define the basic educational needs of sighted students for many years. It is proposed that the term core curriculum for blind and visually impaired students be used to define the basic educational needs for this population. It conveys the same message as the original core curriculum. Words like specialized, unique, and disability-specific are not needed, and indeed, may give an erroneous connotation to basic educational needs. The terms imply two separate lists of educational needs for visually impaired students. One list contains the elements of a traditional core curriculum. The other is a list of “disability-specific” needs. Two lists provide educators with options, such as one list being required and the other consisting of electives. There should be only one list, and that should consist of the required core curriculum for visually impaired students.

The existence of special needs, or a unique core curriculum for blind and visually impaired students, has been known for years. References to the subject of grooming skills date back as far as 1891. The need for social interaction skills appears in the literature in 1929 and again in 1948. Between the years 1953 and 1975, there are more than two-dozen references to books and articles written about daily living skills and visually impaired students. Many more articles and documents have been written about orientation and mobility and career education. The expanded core curriculum now being promoted is not new — its need has been known for decades.

Although states determine the content of the core curriculum individually, most states demanded that competencies in basic subjects be mastered. The following example incorporates these basic subjects and adds the expanded core curriculum for visually impaired students.

The Core Curriculum for Blind and Visually Impaired Children and Youths

The Existing Core Curriculum

- English language arts, other languages, to the extent possible

- Mathematics, science
- Health, physical education
- Fine arts, social studies
- Economics, business education
- Vocational education, history

The Expanded Core Curriculum

- Accessing Assistive Technology
- Career education
- Compensatory including communication modes
- Independent living skills
- Orientation and mobility
- Recreation and leisure skills
- Self-determination (added in 2004)
- Social interaction skills
- Visual efficiency skills

A short description for each of these areas of expanded core curriculum follows:

Compensatory Skills, Including Communication Modes

(Note: Compensatory skills are those needed by blind and visually impaired students in order to access all areas of the core curriculum or general education. Mastery of compensatory skills will usually mean that the visually impaired student has access to learning in a manner equal to that of sighted peers.

Compensatory skills include such learning experiences as concept development, spatial understanding, study and organizational skills, speaking and listening skills, and adaptations necessary for accessing all areas of the existing core curriculum. Communication needs will vary, depending on degree of functional vision, effects of additional disabilities, and the task to be done. Children may use braille, large print, print with the use of optical devices, regular print, tactile symbols, a calendar system, sign language, and/or recorded materials to communicate. Regardless, each student will need instruction from a teacher with professional preparation to instruct students with visual impairments in each of the compensatory skills they need to master. These compensatory needs of the visually impaired child are significant, and are not addressed with sufficient specificity in the existing core curriculum.

Orientation and Mobility

As a part of the expanded core curriculum, orientation and mobility is a vital area of learning. Related service providers who have been specifically prepared to teach orientation and mobility to blind and visually impaired learners are necessary in the delivery of this curriculum. Students will need to learn about themselves and the environment in which they move - from basic body image to independent travel in rural areas and busy cities. The existing core curriculum does not include provision for this instruction. It has been said that the two primary effects of blindness on the individual are communication and locomotion. The expanded core curriculum must include emphasis on the fundamental need and basic right of visually impaired persons to travel as independently as possible, enjoying and learning from the environment through which they are passing to the greatest extent possible.

Social Interaction Skills

Almost all social skills used by sighted children and adults have been learned by visually observing the environment and other persons, and behaving in socially appropriate ways based on that information. Social interaction skills are not learned casually and incidentally by blind and visually impaired individuals as they are by sighted persons. Social skills must be carefully, consciously, and sequentially taught to blind and visually impaired students. Nothing in the existing core curriculum addresses this critical need in a satisfactory manner. Thus, instruction in social interaction skills becomes a part of the expanded core curriculum as a need so fundamental that it can often mean the difference between social situation and a satisfying and fulfilling life as an adult.

Independent Living Skills

This area of the expanded core curriculum is often referred to as “daily living skills.” It consists of all the tasks and functions persons perform, in accordance with their abilities, in order to lead lives as independently as possible. These curricular needs are varied, as they include skills in personal

hygiene, food preparation, money management, time monitoring, organization, etc. Some independent living skills are addressed in the existing core curriculum, but they are often introduced as splinter skills, appearing in learning material, disappearing, and then reappearing. This approach will not adequately prepare blind and visually impaired students for adult life. Traditional classes in home economics and family life are not enough to meet the learning needs of most visually impaired students, since they assume a basic level of knowledge, acquired incidentally through vision. The skills and knowledge that sighted students acquire by casually and incidentally observing and interacting with their environment are often difficult, if not impossible, for blind and visually impaired students to learn without direct, sequential instruction by knowledgeable persons.

Recreation and Leisure Skills

Skills in recreation and leisure are seldom offered as a part of the existing core curriculum. Rather, physical education in the form of team games and athletics are the usual way in which physical fitness needs are met for sighted students. Many of the activities in physical education are excellent and appropriate for visually impaired students. In addition, these students need to develop activities in recreation and leisure that they can enjoy throughout their adult lives. Most often, sighted persons select their recreation and leisure activity repertoire by visually observing activities and choosing those in which they wish to participate. The teaching of recreation and leisure skills to blind and visually impaired students must be planned and deliberately taught, and should focus on the development of lifelong skills.

Career Education

There is a need for general vocational education, as offered in the traditional core curriculum, as well as the need for career education offered specifically for blind and visually impaired students. Many of the skills and knowledge offered to all students through vocational education can be of value to blind and visually impaired students. They will not be sufficient, however, to prepare students for adult life, since such instruction assumes a basic knowledge of the world of work based on prior visual experiences. Career education in an expanded core curriculum will provide the visually impaired learner of all ages with the opportunity to learn firsthand the work done by the bank teller, the gardener, the social worker, the artist, etc. It will provide the student opportunities to explore strengths and interests in a systematic, well-planned manner. Once more, the disadvantage facing the visually impaired learner is the lack of information about work and jobs that the sighted student acquires by observation.

Because unemployment and underemployment have been the leading problem facing adult visually impaired persons in the United States, this portion of the expanded core curriculum is vital to students, and should be part of the expanded curriculum for even the youngest of these individuals.

Technology

Technology is a tool to unlock learning and expand the horizons of students. It is not, in reality, a curriculum area. However, it is added to the expanded core curriculum because technology occupies a special place in the education of blind and visually impaired students. Technology can be a great equalizer. For the braille user, it allows the student to provide feedback to teachers by first producing material in braille for personal use, and then in print for the teacher, classmates, and parents. It gives blind persons the capability of storing and retrieving information. It brings the gift of a library under the fingertips of the visually impaired person. Technology enhances communication and learning, as well as expands the world of blind and visually impaired persons in many significant ways. Thus, technology is a tool to master, and is essential as a part of the expanded core curriculum.

Visual Efficiency Skills

The visual acuity of children diagnosed as being visually impaired varies greatly. Through the use of thorough, systematic training, most students with remaining functional vision can be taught to better and more efficiently utilize their remaining vision. The responsibility for performing a functional vision assessment, planning appropriate learning activities for effective visual utilization, and instructing students in their functional vision in effective and efficient ways is clearly an area of the expanded core curriculum. Educational responsibility for teaching visual efficiency skills falls to the professionally prepared teacher of visually impaired learners.

Bringing together all of these skills learned in the expanded core curriculum produces a concept of the blind or visually impaired person in the community. It is difficult to imagine that a congenitally blind or visually impaired person could be entirely at ease and at home within the social, recreational, and vocational structure of the general community without mastering the elements of the expanded core curriculum. What is known about congenitally blind and visually impaired students is that, unless skills such as orientation and mobility, social interaction, and independent living are learned, these students are at high risk for lonely, isolated, unproductive lives. Accomplishment and joys such as shopping, dining, attending and participating in recreational activities are a right, not a privilege, for blind and visually impaired persons. Responsibilities such as banking, taking care of health needs, and using public and private services are a part of a full life for all persons, including those who are blind or visually impaired. Adoption and implementation of a core curriculum for blind and visually impaired students, including those with additional disabilities, will assure students of the opportunity to function well and completely in the general community.

The components of the expanded core curriculum present educators with a means of addressing the needs of visually impaired children with additional disabilities. The educational requirements of this population are often not met since the lack of vision is considered “minor,” especially when the child is severely impacted by cognitive and physical disabilities. Each area in the expanded core curriculum can be further defined to address the educational issues facing these children and assist parents and educators to fulfill their needs.

This expanded core curriculum is the heart of the responsibility of educators serving visually impaired students. These areas are not adequately addressed by regular classroom teachers, nor should they be, for this is the core curriculum that is essential only to blind and visually impaired students, and it epitomized their "...right to be different..." .

The Delivery of the Core Curriculum for Blind and Visually Impaired Students

In varying ways, and to various degrees, the existing core curriculum is essential to the learning of blind and visually impaired learners. This fact has been generally accepted in the profession of educators for visually impaired learners and by parents of visually impaired students. Of equal importance is the acceptance of the expanded core curriculum as being necessary for blind and visually impaired students. Assuming this second level of acceptance has occurred, what must be done next is to determine how the expanded core curriculum will be provided for visually impaired learners.

The Expanded Core Curriculum (ECC) for blind and visually impaired students will be difficult to complete in 12 years of education, especially for students who are high academic learners. Several approaches for fitting the ECC into a normal education career have been suggested. One possibility that has been used is to depend on the infused competencies obtained in the Existing Core Curriculum for providing the additional skills and knowledge needed by the visually impaired learner.

While it appears as though many of the competencies reflected in the ECC might be achievable when infused with the existing traditional curriculum, there is compelling evidence that infusion is risky and does not provide the appropriate urgency and emphasis to the expanded core curriculum.

Because blind and low vision youngsters often do not bring the same visual experiences to the learning environment, it is very likely that all of their curriculum needs will not be met without planned, sequential, direct instruction by individuals who understand their learning style.

These students learn differently, in ways that are not intuitively obvious to individuals who rely on their visual sense for 80 percent of all that they learn and understand. Because blind and low vision youngsters often do not bring the same visual experiences to the learning environment, it is very likely that all of their curriculum needs will not be met without planned, sequential, direct instruction by individuals who understand their learning style.

At this time, no single, simple method has been developed that assures visually impaired students of accessing both tradi-

tional and expanded core curricula within the same time frame as their sighted peers. This remains a significant, but attainable challenge.

For too many years educators behaved as though they were unaware of the unique and specialized needs of blind and visually impaired students. The outcome has been a modern tragedy, with too many products of our educational efforts living isolated, troubled lives. For too many years educators have known the content of the curricula needed by blind and visually impaired learners that would equalize education by neutralizing the effects of visual impairments on incidental learning. And for too many years educators have found reasons not to implement the expanded core curriculum.

The additional learning experiences contained in the expanded core curriculum are not easy to implement. They require time to teach, and the need for them does not diminish with age or competency. The professionally prepared teacher of visually impaired students must be responsible for assessment, instruction, and evaluation in unique and specialized curricular areas. This educator needs to teach the skills and knowledge necessary or to orchestrate the teaching through utilization of other community resources.

The competencies that result in an expanded core curriculum require that educational time be allocated to teach these skills. Programming that appropriately addresses all of the educational needs of blind and visually impaired students must assume that most students will need sizable periods of time in order to master the competencies required in the expanded core curriculum. If the professional does not demand that this time be made available, they have done a disservice to students with visual impairments, and may disable them in their efforts to successfully transition from school to adulthood.

The expanded core curriculum must become the unifying issue among educators for visually impaired students. It must first be adopted by the profession as the education needed by blind and visually impaired students. Once the profession has adopted the expanded core curriculum, it then takes on the enormous task of carrying the curriculum message to parents, administrators, and the public at large. The message must transcend fiscal issues, conflicting philosophical and political positions, and the doubts and misgivings of educators and parents. The spotlight must be on the individual child, and must begin with a thorough assessment of the child, one that covers every area of the expanded core curriculum.

Using assessment results and invaluable information from parents, goals and objectives must be developed for the individual child, based on assessment. If assessment has truly covered every area of the expanded core curriculum, then there will likely be goals and objectives for each area. Someone must meet, or orchestrate the meeting of all goals and objectives. This will be the professional teacher for visually impaired children. Decisions must be made on placement, on priorities, and on frequency and duration of instruction. Care must be taken that the competencies contained in the expanded core curriculum receive equal attention to academic competencies, as stressed in the existing curriculum.

All students with visual impairments, including those with additional disabilities, have a fundamental right to an expanded core curriculum that emphasizes the students' "...opportunities to be equal and right to be different...".

The Advisory Council of the National Agenda calls all professionals and parents to action on this issue. Action includes knowledge, familiarity, acceptance, commitment, and implementation. Knowledge means that educators and parents know that the expanded core curriculum must be offered. Commitment means that educators and parents are ready and willing to make sacrifices and change beliefs in order to make it happen. Implementation means that our lives as professionals and parents will be dramatically changed.

Implementation means that parents and professionals will become partners in preparing their children for a rich and fulfilling adult life. And, finally, implementation means that the blind and visually impaired students to whom we have committed our love, our talents, our hopes, and our gifts for teaching will enjoy a full, exciting and productive life.

***Self-Determination was added as the ninth area of the ECC in 2003 (Hatlen, 2003). See ECC Content Areas for an explanation.**

Eligibility / Entitlement

Eligibility / Entitlement

Part C or Early ACCESS (Birth - 3 years of age)

Is there a known condition?

- I. Review Health Records (health expertise required) for evidence of visual acuity or failed/ passed vision screening*
 - A. If child passed vision screening or has documentation of normal visual acuity no additional evaluations are needed.
 - B. If child failed vision screening from primary physician and no documentation of sub-normal visual acuity or condition was found, a referral for a comprehensive evaluation with an ophthalmologist or optometrist should be made.
 - C. If a review of health records found documentation of a known condition from a medical report such as Retinopathy of Prematurity, Cortical Visual Impairment (Cortical Blindness, Neurological Visual Impairment, or Neurological Blindness), Optic Nerve Hypoplasia, Ocular Albinism, Optic Nerve Atrophy, Septo-Optic Dysplasia, or other known conditions, a certified/licensed Teacher of Students with Visual Impairments (TVI) and an Orientation & Mobility Specialist (OMS) should be notified and solicited as critical team members.
 - D. If no documentation of either a visual acuity or a vision screening is found in the review of health records, then a valid and reliable vision screening should be conducted by qualified personnel.*

*A valid and reliable vision screening conducted by a licensed or trained person is considered higher than minimum standard in the medical field.

Medical Standards (birth-21 years of age)

- II. Medical — has one or more of the following conditions documented by a medical professional (i.e., medical eye report). Must be current or within 12 months of referral.
 - A. Visual acuity in the better eye or both eyes with best possible correction:
 - i. Legal blindness — 20/200 or less at distance and/or near

- ii. Low Vision — 20/70 or less at distance and/or near
- B. Visual Field Restriction with both eyes
 - i. Legal blindness — remaining visual field of 20 degrees or less
 - ii. Low Vision — remaining visual field of 60 degrees or less
 - iii. Medical and educational documentation of a degenerative condition; which may, in the future, affect the student’s ability to learn visually
- C. Other visual impairment, including Cortical or Neurological Visual impairment (CVI or NVI), not perceptual in nature, resulting from a medically documented condition (request that medical professional estimate if visual functioning is at least legal blindness)

If vision can be corrected to normal/near normal by glasses, contact lenses, or patching, child should be considered not eligible for vision services.

Establish Child’s Performance Levels in 5 Developmental Areas Physical (vision & hearing), Cognitive, Social, Communication, and Adaptive

- III. For children with a known visual condition, a TVI and OMS are notified and serve as critical team members to complete the following required evaluations (document evaluations and results on the *ECC Assessment Protocol*):
 - A. Functional Vision Assessment
 - B. Learning Media Assessment
 - C. Assessments in the Expanded Core Curriculum Content priority areas (*see evaluations listed in the ECC Resource Guide*)**
 - D. Other developmental assessments are completed with documented validity for children who are visually impaired (See compendium web address below for a complete list of assessment tools with noted validity and reliability):

<http://www.visionconnection.org/Content/ForProfessionals/Patient Management/Pediatrics/AssessmentCompendium.htm?cookie%5test=1>

****Results of the above evaluations should provide baseline data for the required *Early Childhood Outcomes*.**

Develop an IFSP that answers these questions:

Are there other areas that need to be further evaluated by a specialist?

For children that failed screening, but do not have enough information to determine whether a visual impairment is present, the service coordinator will request additional eye health information from an optometrist/ophthalmologist. In those cases, the TVI/OMS would be called in after the eye health information was collected and their required evaluations would not be completed within the 45-day timeline. Service Coordinators will note additional eye health information is needed on the IFSP and make the appropriate referrals.

What are the unique needs of the child and family, and what will the initial IFSP entail?

For children with a documented visual impairment the results of the FVA, LMA, ECC content areas, and other appropriate education evaluation information (*ECC Assessment Protocol*) will be shared by TVI and OMS with family and other IFSP team members. In addition, strategies to address these skill areas in the natural learning environment on a daily basis will be discussed.

EXITING Early ACCESS (Part C):

For children with a documented visual impairment, update the FVA, LMA, ECC identified priority areas (*ECC Needs Assessment*), educational assessments and follow the eligibility guidelines from the ECC Resource Guide at least 90 days prior to third birthday (follow Part C guidelines for transition). Document results on the *ECC Assessment Protocol* and complete the *ECC Action Plan* for the preschool setting.

Part B (3-21 years of age)

In order to be considered for Special Education services from a teacher of students who are blind or visually impaired, (TVI) and/or an orientation and mobility specialist (OMS), or other support, related, or instructional services based upon an identified visual impairment, an individual must be eligible for and be in need of special services. These services may include direct and/or collaborative services by a certified TVI, OMS or other specialized instructional services. Specific entitlement/eligibility requirements and procedures used by the vision program are listed under eligibility standards and evaluation procedures.

- I. Medical — has one or more of the following conditions documented by a medical professional (i.e., medical eye report). Must be current or within 12 months of referral.
 - A. Visual acuity in the better eye or both eyes with best possible correction:
 - i. Legal blindness — 20/200 or less at distance and/or near
 - ii. Low Vision — 20/70 or less at distance and/or near
 - B. Visual Field Restriction with both eyes
 - i. Legal blindness — remaining visual field of 20 degrees or less
 - ii. Low Vision — remaining visual field of 60 degrees or less
 - iii. Medical and educational documentation of a degenerative condition, which may, in the future, affect the student's ability to learn visually
 - C. Other visual impairment, including Cortical or Neurological Visual impairment (CVI or NVI), not perceptual in nature, resulting from a medically documented condition (request that medical professional estimate if visual functioning is at least legal blindness)

If vision can be corrected to normal/near normal by glasses, contact lenses, or patching, child should be considered not eligible for vision services.

Process for Identification, Referral and Assessment of Students with Visual Impairments

- II. **Does the student have a visual impairment?** (Information should be gathered and reviewed (see below) by the case manager of the Instructional Decision-Making Model (IDM) Problem Solving team). For any student suspected of a visual impairment, a TVI should be a part of the problem solving team.
 - A. Review of current health records for information on visual functioning
 - B. Obtain a medical eye report if one is not available in the record review
 - i. Once the medical information has been obtained, the problem solving team, including the TVI, will apply the AEA/Iowa's definition of visual impairment to the health review and medical eye report. (If student meets AEA/Iowa's criteria for visual impairment move to Part III). Document on ***Student Referral Form***.
 - ii. If the student's medical eye report does not meet the specific criteria for visual impairment, but the team feels the results are questionable, the TVI should complete the **Initial Screening Observation** (see ***Student Referral Form***) before determining whether the student has a visual impairment. If, after completing the **Initial Screening Observation** (see ***Student Referral Form***), the team does not believe the student has a visual impairment the process **stops here**. If the team believes the student does indeed have a visual impairment, continue to Question III.
- III. **How does visual impairment impact general education?** Follow the referral process developed by agency. Parent consent is required for students where special education services are being considered.
 - A. A TVI and an OMS complete the following assessments and documents on the ***ECC Assessment Protocol***:
 - i. Functional Vision Assessment (FVA), including a review of academic performance
 - ii. Learning Media Assessment, including a basic reading inventory such as the Jerry Johns
- IV. **Does the student need special education?** The team, including the TVI, conducts informal/formal assessments in the academic areas of concern (apply the IDM model if no information was available from the review).

Educational Progress & Discrepancy (I, II) Instructional Needs (III)

If the need for special education is documented, the *ECC Needs Assessment* should be completed with input from the family, student, classroom teacher, and other professionals as appropriate. Once the ECC priority areas are identified, the TVI and OMS complete the needed assessments and document on the *ECC Assessment Protocol*. Review service guidelines for determination of service time and delivery model. Complete the *ECC Action Plan* at the IEP team meeting to determine the person responsible for instruction, the setting for instruction, and the amount of service for each identified content area.

Re-Evaluation Process

Repeat I (A), II, and III unless the team documents in writing and the parent agrees, that any or all of this information is not pertinent or needed to establish continued eligibility for special education as a student who is blind or visually impaired.

Iowa Eye Health Report

Instructions: An eye examination is required every three years for students with visual impairments. This form is to be completed by the eye specialist (ophthalmologist/optometrist)

Name: _____ Sex: M/F _____ Date of Birth: _____

Address: _____ City: _____

State: _____ Zip Code: _____ Phone: _____

I. History

- A. Probable age of onset of visual impairment: Right Eye: _____ Left Eye: _____
- B. Severe ocular infections, injuries, operations, if any, with age at time of occurrence: _____
- C. Has student's ocular condition occurred in any blood relative(s)? _____
If so, what relationship: _____

II. Measurements

A. Visual Acuity

	Without Glasses		With Glasses	
	Distance	Near	Distance	Near
Right Eye (OD)				
Left Eye (OS)				
Both Eyes (OU)				

- B. If an optical device has been prescribed please specify type and recommendations: _____

- C. Is there a documented field loss? Y/N _____ If yes, please explain: _____
- D. Is there impaired color vision? Y/N _____ If yes, please explain: _____
- E. If visual acuity cannot be determined, estimate visual functioning (indicate OD, OS, OU and methods of estimation)

NIL (totally blind)		Hand Movement		Reduced Visual Acuity	
Light Perception		Counts Fingers		Reasonably Normal	
Object perception		Legally Blind			

- F. Method of estimation/or instrument used: _____

III. Diagnosis:

A. Present ocular condition(s). If appropriate, indicate OD, OS, or OU

Aniridia _____	Corneal Disorder _____	Microphthalmos _____	Myopia _____
Anophthalmos _____	Cortical Visual Impairment _____	Retinal Detachment _____	Nystagmus _____
Astigmatism _____	Glaucoma _____	ROP _____	Optic Atrophy _____
Aphakia _____	Hyperopia _____	RP _____	Optic Nerve _____
Coloboma _____		Other _____	Hypoplasia _____
Congenital Cataracts _____			Ocular Albinism _____
			Strabismus _____

B. Does this student meet the definition of neurological visual impairment? Y/N _____

IV. Prognosis and Recommendations:

A. Is student's visual impairment considered to be: stable _____ deteriorating _____
capable of improvement _____ or uncertain _____

B. What treatment is recommended, if any? _____

C. Next exam is scheduled for what date? _____

D. Glasses: Not needed _____ To be worn constantly _____ Near only _____ Distance only _____

E. Lighting requirements: Average _____ Better than average _____ Avoid glare and overhead lights _____

F. Use of eyes: Unlimited _____ Limited as follows: _____

G. Physical activity: Unrestricted: _____ Restricted as follows: _____

H. Other recommendations: _____

V. Certificate and Authorizations

Print or type name of Licensed Eye Specialist

Signature of Licensed Eye Specialist

Address: _____ City: _____

State: _____ Zip: _____ Phone: _____

Date of Examination: _____

Eligibility/Entitlement Student Referral Form

Student Name: _____ Date: _____

School: _____

Referred by: _____ TVI: _____

Summarize Eye Report: _____

This student does not meet the criteria for visual impairment:

- Send a copy of form to the referring *problem solving team*
- Keep a copy in your file
- Put a copy in the student's cumulative folder

This student does not meet the criteria for visual impairment, continue with further assessments:

- Complete Classroom Observation Form

Summarize Classroom Observation (if needed): _____

Please call me if you have any questions or if there are changes in the student's vision

Name: _____ Phone Number: _____

Teacher of Students with Visual Impairments

Contact Information: _____

Classroom Observation Sample Problem Solving Levels 1 and 2

Student : _____ Date: _____

Near Vision (NV) = 16" or less Intermediate Vision (IV) = 16"-36" Distance Vision (DV) = more than 3 feet

Activities	Describe any observed visual behaviors	Describe Conditions (e.g., location, position, lighting, distance)	Recommendations that might enhance visual function

Adapted from: Levak, TSBVI, 1999 (p. 209)

This observation took place on _____ at _____

in _____ (School District) at request of: _____

Summary of the observation: _____

Please see accompanying list for other suggestions to try within the classroom.

Based on a review of health records and this classroom observation:

- This student does not meet eligibility/entitlement as visually impaired
- Additional assessments are needed to determine eligibility/entitlement as visually impaired (Parent permission to be tested is needed.)

Please call me if you have any questions or if there are changes in the student's vision

Name: _____ Phone Number: _____
Teacher of Students with Visual Impairments

Contact Information: _____

Student Folder Checklist Student Information Sheet

Name : _____ School Year: _____

TVI: _____ OMS: _____

Eligibility/Entitlement

- Eye Report and other medical reports
- Parental Permission for Assessments Form
- FVA
- LMA
- Other Educational Assessment Reports
- ECC Assessment Protocol
- Student Referral Form
- Classroom Observation Form

Programming

- ECC Needs Assessment
- ECC Assessment Protocol
- ECC Action Plan
- Copy of IFSP/IEP

Instruction

- ECC Lesson Plans
- Job #1 Charts or other Data Sheets
- Copy of Report Card
- Curriculum Resources

Resources

- _____ APH Orders
- _____ Textbook Orders (accessible formats)
- _____ Inventory Sheet w/equipment ownership information

Other

- _____ School Calendar
- _____ Daily Schedule
- _____ Release of Information
- _____ Websites on VI

Program Planning

Program Planning

- I. Program planning for children and youth who are blind or visually impaired in Iowa is a process that is data-driven. For program planning the following process and forms are used:
 1. **ECC Needs Assessment** — Complete this collaboratively with parents, classroom teachers, students, and other related service providers (see *Iowa ECC Procedures Manual* for directions).
 2. **ECC Assessment Protocol** — After the TVI and OMS have completed the recommended assessments (ECC Needs Assessment) results should be recorded on the ECC Assessment Protocol (see *Iowa ECC Procedures Manual* for directions).
 3. **ECC Action Plan** — During the IFSP/IEP team meeting a discussion ensues around the ECC content areas that require instruction; what is the natural learning environment, and who best to provide the instruction and take data probes? Form is completed with this necessary information (See *Iowa ECC Procedures Manual* for directions).
 4. **IFSP/IEP** goal areas should be measurable and based on ECC assessment data (see *Iowa ECC Procedures Manual* for IEP goal matrix). In addition, see IEP example in the *Iowa ECC Procedures Manual* for documentation of ECC program planning.

The following *Case Study* will take the reader through the use of the forms.

- II. The **ECC Needs Assessment** documented that Independent Living Skills was both a need and a priority area for the family, student, and classroom teacher. Other content areas were identified as well. The assessment documented that self-care for Steve was a deficit area and needed direct instruction.

The **ECC Action Plan** documented that the skill would be taught in the Family and Consumer Science general education classroom with the TVI providing training and modeling for instruction of eating skills. In addition, skill carry-over was determined appropriate for the home. The TVI provided training to the family and classroom teacher on instruction to improve eating skills and created a data sheet for the needed sub-skills. Family will submit the data sheet to the TVI every two weeks.

Following are the results of the assessment in self-care, the IEP goal, and the lesson plan.

*Through imagination, we can
visualize the uncreated worlds
of potential that lie within us.*

— Stephen Covey, *The 7 Habits of Highly Effective People*

Expanded Core Curriculum Needs Assessment

Student Name: Steve

School: West Elementary

Grade Level: 5 **Age:** 11

Date of Needs Assessment: 9-7-05

Check all who contributed to this Needs Assessment:

X	Parents	X	General Education Teacher	X	OMS
X	Student		Special Education Teacher	X	Other related service providers
	Other Family Members	X	TVI	X	Administrators

Key: (+) Strength (-) Need (0) Not a Need at this time

Circle or highlight Priority Areas

Skills	Key	Justification Statement
INDEPENDENT LIVING SKILLS		
Dressing/Clothing Management	—	Steve is not consistent in dressing himself. It is a constant battle.
Personal Hygiene/Grooming	—	Steve will wash his face and brush his teeth with continuous prompts.
Eating/Food Management	—	Steve does not eat a variety of foods and refuses to hold a spoon.
Housekeeping & Home Maintenance	—	Steve does not complete any chores at home.
Obtaining & Using Money	0	This is not a priority at this time.
Time Concepts	0	This is not a priority at this time.
Health & Safety	0	Steve is not independent at this time.
Additional Skills (identify)		

** Additional content areas (compensatory and orientation & mobility were identified and assessments were also conducted in those areas)

Expanded Core Curriculum Assessment Protocol

Complete prior to IFSP/IEP Team Meeting

Assessment Tool	Date	Results	Comments
Assessment & ongoing Ongoing Evaluation: Independent Living	10-28-05	<p>Dressing - 19/52 skills = 62%</p> <p>Clothing Management - 7/16 skills = 44%</p> <p>Personal Hygiene & Grooming - 22/35 skills = 61%</p> <p>Eating - 17/37 skills = 47%</p> <p>Food Management - 10/47 skills = 21%</p> <p>Housekeeping & Home Maintenance - 7/27 skills = 27%</p> <p>Composite Score (per age) 44%</p>	<p>Steve is performing in the 4-7 year old level in independent living skills at a Composite Score of 63%. For his current age of 11, he tests out at 44% in the 8-11 age level. Next year he will be entering the 12-15 year old level where his current Composite Score would be 34%. The older one becomes, the more skills are expected.</p> <p>I think Steve can learn many new skills if he is given the opportunity, and given non-visual techniques to assist him in feeling successful. See attached report on techniques that I feel will help Steve in just a few of the new skills he attempted during this evaluation.</p>

Recommendations:

I recommend that Steve be introduced to, and practice independent living skills in, the Consumer Science Class at school during lunchtime and at home. Steve needs to learn non-visual techniques to make his tasks easier to perform. Steve is falling behind on independent living skills compared to same age peers. He needs to work on these skills with someone who is trained in adaptive techniques for the blind with continued input from an Occupational Therapist to address his sensory integration deficits. A great deal of practice in multiple learning environments would be required, using the correct methods in a structured curriculum and in a sequential format.

Expanded Core Curriculum (ECC) Action Plan

Student: _____

School Year: _____

ECC Content Area	Assessment Date	Goal (g) or Intervention (i)	Person Responsible for Instruction	Person Responsible for Data Collection	Setting	Amount of Service
Independent Living	10/05	G	TVI, Consumer Science Teacher, Family	TVI, Consumer Science Teacher, Family	Home & Consumer Science Class Lunchroom	180 minutes per week

** Additional ECC Content Areas were listed on the ECC Action Plan

Completed by: Iowa TVI

Date completed: 12/6/05

ECC Lesson Plan

Student: Steve

Date(s) of Instruction: 12/07/05

ECC Area: Independent Living Skills: Eating

IEP Goal: *Baseline data collected this year, at school, shows 10 percent of completed meals with no food left around Steve's plate. Parents have expressed the same concern with mealtimes at home.*

Goal: Within 36 weeks, Steve will improve neatness in his eating at school, home, and community by using blind techniques, increasing to 95 percent the meals Steve will eat without food left on the table around his plate when a meal is complete.

Target Skill (Skills necessary to reach IEP goals)

- Appropriate posture and orientation to the table
- Locating utensils, plate, glass, and napkin
- Placing a napkin in the lap before beginning to eat
- Using a spoon to scoop or a fork to spear
- Identifying and using a pusher

Lesson Objective: (Hierarchy of Sub skills, use your assessment data): Steve will identify the critical steps to remember when eating a meal neatly.

- Spreading napkin across lap and using throughout the meal as needed
- Using a spoon for foods that require scooping, and a fork for foods that require spearing
- Identifying and employing different things that might be used as a pusher

Probing Question (relate to previous learning): Steve, what do you think is involved in having "good manners?" What would be the reasons that peers would enjoy your company at lunch or in a restaurant? Why would this be important?

Teacher modeling of skill

Discuss tips for enjoying lunch with your family, friends at school, and when you are out to eat. Model each for Steve as you sit at the lunch table together without the presence of others.

- Napkin spread across your lap to protect clothing, and be accessible when needed
- Since Steve is right handed he will place his glass at top right to be consistent with a predictable location and less risk of knocking it over
- Point out and model the types of foods that are easiest eaten using a spoon, and those for which a fork, for spearing, is more appropriate
- Many people, both persons with sight and those with visual impairment, may find a pusher helpful in getting the food on the utensil. The pusher that he chooses to use may be determined by the food he is eating. If bread is served it makes a good pusher. Just don't eat the bread while the pusher is still needed. If there is no bread an alternative is another utensil; i.e., the edge of another utensil works well

Guided Practice

- Plan to have a small snack, including a food that will require a pusher; i.e., a vegetable or pasta
- Ask Steve to assist in setting the table with a place mat on the table in front of the chair to define the space, a plate on the place mat, a napkin to the left of the plate, fork, spoon, and knife to the right of the plate, glass at the top right corner above the plate
- Steve will be given or served his plate and eat along with the instructor who will be making observations and providing minimal verbal feedback/prompts as they eat
- Daily observation in the school cafeteria, with some discreet feedback during mealtime and after the meal, will provide ongoing guided practice. **Caution:** Too much attention to the task in the school cafeteria does not contribute to Steve's comfort while working on these skills, nor acceptance by his peers

Check for understanding

Review with Steve the tips to remember when eating.

Independent Practice

Steve will have the opportunity to practice and refine these steps, daily, in the cafeteria at school and then at the evening meal with his family at home. Steve can help to chart his own progress

Wrap up

Attach the reminders to a song if it would not be perceived as too juvenile by Steve such as, ***“If You’re Cool and You Know It.”*** The same context could be put into a rap format, if that is more motivating to Steve.

- *If you’re cool and you know it, use your napkin; if you’re cool and you know it, use your napkin; if you’re cool and you know it, spread your napkin on your lap; if you’re cool and you know it, spread your napkin*
- *If you’re cool and you know it, use your utensils; if you’re cool and you know it, use your utensils; if you’re cool and you know it, you can scoop it or just spear it; if you’re cool and you know it, use utensils*
- *If you’re cool and you know it, use your pusher; if you’re cool and you know it, use your pusher; if you’re cool and you know it, push that food right on your fork; if you’re cool and you know it, push that food*
- *If you’re cool and you know it, put your glass on the right; if you’re cool and you know it, put your glass on the right; if you’re cool and you know it, you will avoid any spills; if you’re cool and you know it, put your glass on the right*

Data

Number	Learning Outcomes	Circle Score*	Needs Work Y(es) N(o)	Comments
1	Steve will be integrated more into the mainstream of age peers in the school cafeteria.	E <u>P</u> S	Y	Steve is present with peers in the school cafeteria, but not well accepted and interactive.
2.	Steve will manage his food on his plate more efficiently with less food around his plate when his meal is completed.	<u>E</u> P S	Y	
		E P S		
		E P S		
		E P S		
		E P S		

*E = Early/Emerging Skill (1-25%), P = Partial Skills (25-80%), S = Skillful (80 - 100%)

Performance Monitoring

Steve F.

Goal

Condition: 36 weeks, meals, neatness

Behavior: Improve neatness in eating

Criterion: 95 percent

Goal: *Within 36 weeks Steve will improve neatness in his eating by using non-visual techniques, increasing to 95 percent the meals Steve will eat without food left on the table around his plate when a meal is complete; across a variety of settings including school, home, and in the community.*

Decision-Making Plan

How often will data be collected?

Number of non-visual techniques listed on ECC lesson plan used during a meal will be tallied daily.

How much data will be collected?

Daily recording of technique. Median will be used.

How many data points will be charted before making the first and later decisions?

Collect data point during 3-week period. Collect an additional four (4) data points and apply 4-point decision-making rule.

What decision guidelines will be used?

- If four consecutive data points fall above the goal line, consider shortening the goal period.
- If four consecutive data points fall below the goal line, consider changing the intervention.
- If there is no consistent pattern of performance, continue the intervention and maintain the goal.

*Expanded Core Curriculum
Content Areas*

Expanded Core Curriculum Content Areas

A short definition of each content area (N = 9) will be provided first and for each content area an assessment, appropriate standards, and natural resources have been identified. The assessment instrument chosen for most content areas was the *Assessment and Ongoing Evaluation: Independent Living Student Protocol* developed by the Texas School for the Blind & Visually Impaired Curriculum Department. This instrument was selected due to the developmental scale it provides.

IDEA 2004 requires goals and instruction to be based on how students without a disability are performing. For content areas that were not addressed in the assessment tool, the work group researched national resources or other assessment instruments to provide the same developmental scale. The TVI/OMS are encouraged to use these identified assessment tools for the priority areas identified in the ECC Needs Assessment (Appendix C).

1. Accessing Assistive Technology
2. Career Education
3. Compensatory Skills
4. Independent Living
5. Orientation and Mobility
6. Recreation and Leisure
7. Self-Determination
8. Social Interaction
9. Visual Efficiency

I hope one day to see enough braille presses, libraries, schools, and training centers and teachers to assure all persons the opportunities they would have had, had they not been blind.

— Helen Keller

1

Accessing Assistive Technology

Accessing Assistive Technology

Technology is a tool to unlock learning and expand the horizons of students. It is not, in reality, a curriculum area. However, it is added to the expanded core curriculum because technology occupies a special place in the education of blind and visually impaired students. Technology can be a great equalizer. For the braille user, it allows the student to provide feedback to teachers by first producing material in braille for personal use, and then in print for the teacher, classmates, and parents. It gives blind persons the capability of storing and retrieving information. It brings the gift of a library under the fingertips of the visually impaired person. Technology enhances communication and learning, as well as expands the world of blind and visually impaired persons in many significant ways. Thus, technology is a tool to master, and is essential as part of the expanded core curriculum.

**Assessment for technology is included, but assistive technology is based on the individual need of the student and only a recommended process to quantifiably determine the need and efficiency of the chosen AT device is included. Align the chosen process with the data requirements of the AT teams in the AEA or school district.

“Program planning should not only include direct and collaborative services, but may need to also reflect training and in-service time to familiarize staff and teachers with the use and implementation of the technology. Without the full understanding by the teachers working with the student, technology is little more than an unsupported service that will most likely realize minimal results.”

— James Carreon, *Ch. 9 Assistive Technology; Itinerant Teaching*, 2005, AFB Press

Technology Assessment(s)

Primary Grades (K-3)

Check if student has the skill or NA (not appropriate)	Skill Area
	An awareness of technology, by having students explore the layout of equipment and how components are connected
	The basic rules of computer use, such as shutting the computer down properly
	How to navigate the screen using screen readers with synthesized speech or a refreshable braille display
	Pre-keyboarding activities using touch tablets and tactile overlays
	Keyboarding skills when a student has the necessary motor and academic skills for the task using “touch-typing” techniques
	Early word-processing skills, such as naming, saving, and printing files; inserting and deleting text; and completing written assignments
	The use of screen-enlargement features, including built-in features of word-processing programs and specialized software
	The use of screen-reading programs to read sentences, then words and characters; spell out individual words; adjust voice and punctuation settings; and so forth
	The use of refreshable braille displays, either alone or in conjunction with speech synthesis, when a student is proficient in uncontracted braille

Middle School (Grades 4-8)

Check if student has the skill or NA (not appropriate)	Skill Area
	More advanced word-processing skills, such as cutting and pasting text, using a spell checker, using formatting features (including centering and underlining), and using the dictionary feature
	More advanced screen-reading skills, such as using customized screen-reading settings and skimming long documents with search and find features
	The use of portable note takers, beginning with simple applications (such as word-processing file management, and using the calendar and calculator functions)
	Internet applications, such as using e-mail, a web browser, off-line browsing, and search engines
	The use of braille-translation software and braille embossing

High School (Grades 9-12)

Check if student has the skill or NA (not appropriate)	Skill Area
	Advanced functions of applications
	More detailed use of the internet and World Wide Web, such as using advanced e-mail features and creating web pages
	The use of scanners and optical character recognition (OCR) software to create braille documents from print materials
	Higher-level functions, including advanced mathematics and computer programming
	The use of an electronic braille and other types of specialized equipment

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Technology Standards

1. **Iowa Early Childhood Standards** (Birth-5 years of age). Additional benchmarks, examples and supports are found at: <http://www.iowachildnetwork>

4.2.2	Children engage in early reading experiences
4.3.2	Children engage in early writing experiences
5.1.3	Children understand amount, including use of numbers and counting

2. **School District Standards: Collect the specific school district standards for the districts in your geographical area and add to this section.**

3. **Iowa State Tech. Voc./Info. Tech.**

1	Uses technology and other tools for information processing and for productivity http://www.state.ia.us/educate/ecese/stw/doc/mcesb02.pdf
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Resources

Assessment Kit: Kit of Informal Tasks for Academic Students with Visual Impairments, D. Sewell (2001) Parts I and II. Texas School for the Blind and Visually Impaired Curriculum.

What High School Students Who Are Blind Should Know about Assistive Technology

Reprinted with permission.
Gaylen Kapperman and Jodi Sticken (2005)
Department of Teaching and Learning
Northern Illinois University
DeKalb, Illinois

We are certain that everyone would agree with the proposition that students who are blind should be well equipped with all of the necessary skills to manage the challenges of assistive technology. Those who graduate from high school without the requisite competencies to access mainstream technology will be unable to compete in modern society, a world that is increasingly reliant on sophisticated tools. Anyone lacking these skills will be on the wrong side of the digital divide. Given that assertion, we would recommend that upon graduation, students who are blind should possess the following proficiencies:

1. Keyboarding (a minimum of 50 words per minute);
2. Comfortable use of at least one screen reading program (JAWS, Window-Eyes, or HAL);
3. Knowledge of the major Windows key stroke commands;
4. Competence in the use of the following Microsoft programs: Word, Excel, and PowerPoint;
5. Competence in the use of Internet Explorer, including the ability to conduct searches using major search engines such as Google, and to make on-line purchases;
6. The ability to use an e-mail program (either Outlook Express linked to a Hot Mail account, or Eudora);
7. Understanding of the basic programs in note takers such as Braille Note or Pac Mate;
8. The ability to download e-books from Book Share and the Library of Congress;
9. Knowledge of scanning techniques using either Open Book or Kurzweil 1000 to access print information;
10. The ability to use an online dictionary (such as the Random House Webster's Dictionary) and an online encyclopedia (such as Grolier's);

11. Competence in the use of Duxbury braille translation software to produce hard copy braille, along with the operation of a braille embosser;
12. Knowledge of legal techniques for downloading and storing music;
13. Independent troubleshooting of computer hardware and software problems using Help files, online technical assistance, and online manuals; and
14. The ability to connect a refreshable braille display to a computer and use it to access information on a monitor.

In order to ensure that every student is prepared for this challenge, training should begin very early in a student's school career. Acquisition of all of the fundamental skills and knowledge requires an enormous amount of time and effort; and, there is not enough time during the regular school day. Therefore, training and practice should be available at home and through programs outside of the traditional school day and/or facility, such as through summer camps or in-home tutoring in the evening or on weekends. This is realistic only if students have access to equipment and software at home as well as at school, and are permitted to carry note takers home. In addition to Braille Note or Pac Mate, they should be provided with:

- an up-to-date computer running Windows XP and the Microsoft Suite including Word, Excel and PowerPoint;
- screen reading software (JAWS, Window-Eyes, or HAL);
- Duxbury braille translation software;
- broadband access to the Internet;
- a scanner with a document feeder as well as accessible scanning software (Open Book or Kurzweil 1000);
- a printer; and
- a braille embosser.

Blind students who graduate from high school with these skills will be well-prepared to meet the technological challenges which await them in any postsecondary situation.

Assistive Technology (AT)

The following is an assessment and procedural resource for the TVI and collaborative team members in the area of AT.

Technology Assessment Checklist For Students with Visual Impairments; TSBVI,
webschoolsolutions.com/wati/wati-procguide.htm, 7/26/2005.

*Cultivate happiness in yourself
and in others.*

— Helen Keller

2

Career Education

Career Education

Many of the skills and knowledge offered to all students through vocational education will not be sufficient to prepare blind and visually impaired students for adult life. They will also need career education offered for them specifically because here, too, general instruction assumes a basic knowledge of the world of work based on prior visual experiences. Career education in an expanded core curriculum should begin in the earliest grades to give the visually impaired learner, of all ages, the opportunity to learn firsthand about the variety of work people do. It will give the student chances to explore strengths and interests in a systematic, well-planned manner. Unemployment and underemployment are leading problems facing adult visually impaired people in the United States, making this portion of the expanded core curriculum vital to students.

Begin with the End in Mind

— Stephen Covey, *The 7 Habits of Highly Effective People*

Career Education Assessments

Assessments

1. **Assessment and Ongoing Evaluation: Independent Living** (1992), TSBVI Page 45-50
Question(s): All
Total: /35 skills
2. **Career Education Competencies**

Check if child has skill	Preschool Competency
	LEARNING TO LISTEN
	Orients toward the speaker
	Attends to the speaker
	Responds (smiles, laughs, coos) to the speaker
	LEARNING TO FOLLOW DIRECTIONS
	Follows the teacher's movement (such as in the hand-over-hand manipulation of tools)
	Follows one-word directions (like "sit" or "stand")
	Follows more complex directions (for example, "Get your coat," "Get your backpack," or "pick up your toys")
	LEARNING TO BE RESPONSIBLE
	Takes turns at games and waits in line at school
	Puts his or her clothes and supplies where they belong
	Follows class rules (such as no running, not hitting, and raising your hand to speak)
	LEARNING BASIC ORGANIZATIONAL SKILLS
	Uses a designated cubby to store school supplies and tools
	Uses tools, such as a backpack, to keep up with personal items
	Uses appropriate space, like a lipped tray, to store pieces of a project
	FANTASIZING ABOUT ADULT ROLES
	Participates in creative dramatics (for instance, classroom or school plays)
	Engages adults (parents, grandparents, friends, neighbors, and community workers) in conversations about their work
	Participates in make-believe / dress-up activities (such as playing school, hospital, fire station, or grocery store)
	LEARNING TO PLAY
	Engages in play with other (board games, playground games, and manipulatives like LEGOS or Lincoln Logs)
	Plays alone (reads, puts together puzzles, watches television or videotapes, listens to music, and so forth)
Total	/17 Skills
Check if Student has skill	Elementary Competency
	LEARNING TO FOLLOW MORE COMPLEX INSTRUCTIONS
	Follows oral or written directions to order materials from a variety of sources, such as the APH, Recordings for the Blind, and the National Library Services regional library
	Follows oral or written directions to complete classroom assignments and homework

Check if Student has skill	Elementary Competency (cont.)
	Follows oral or written directions to complete correspondence (letters, cards, e-mail messages, and so forth)
	LEARNING TO WORK INDIVIDUALLY IN A GROUP
	Initiates class work without prompting
	Works unassisted on classroom assignments, using adaptive tools and materials
	Actively participates in and contributes to classroom academic projects, such as group reports or group experiences
	Actively participates in class projects such as bake sales and car washes
	Successfully engages peers projects such as bake sales and car washes
	LEARNING TO RESPOND APPROPRIATELY TO ADULTS AND PEERS
	Successfully engages peers in conversations
	Actively engaged with peers during free time
	Understands the rules of interacting with adults (e.g., raises his or her hand to be called on and does not speak out)
	Exchanges pleasantries with adults (for example, says “Hello” to a cafeteria worker before he or she places a lunch order and “Thank You” when he/she receives the order)
	LEARNING TO BE RESPONSIBLE FOR ACTIONS
	Puts his/her materials away in an appropriate location (classroom, cupboard, backpack, closet, or locker)
	Brings assistive devices to class in working order (charged audiotape recorders and electronic note takers, for instance)
	Brings low vision devices (like eyeglasses, magnifiers, and telescopes) to class
	Demonstrates socially responsible behavior (such as covering his/her mouth when sneezing or coughing)
	Tidies his/her work area at the completion of any project
	LEARNING TO ORGANIZE WORK-SCHOOL MATERIALS
	Uses a backpack or similar tool to manage assistive devices and materials
	Uses three-ring binders or similar tools to organize class assignments and products
	ASSUMING RESPONSIBILITIES AT HOME AND AT SCHOOL
	Uses a calendar to keep up with assignments, projects, or tests
	Keeps his/her desk tidy and can retrieve materials when asked to do so
	Helps with simple, age-appropriate, household chores
	Helps younger children at school with classroom assignments or homework
	IDENTIFYING DIFFERENT WORK ROLES AND ASSUMING THEM IN FANTASY AND PLAY
	Acts out play roles as physician, lawyer, pilot, teacher, and so forth
	Talks about vocational dreams and aspirations (fantasizes about being a ballerina, football player, space explorer, etc.)
	Participates in class or school plays that include different work-related roles with appropriate costumes and actions
	RECOGNIZING DIFFERENT COMMUNITY WORKERS
	Identifies common community workers (police, firefighter, mail carrier, nurse, emergency medical services [EMS] worker, librarian, and so forth by describing the services they perform
	Identify whom to call on in the event of an emergency (for instance: hospital worker, doctor, police, firefighter)

Check if Student has skill	Elementary Competency (cont.)
	Demonstrates an understanding of the functions performed, costumes worn, and types of experience necessary to engage in community service jobs
	UNDERSTAND THE REWARDS OF WORK
	Identifies the sum he/she can earn for specific tasks performed
	Demonstrates an understanding of how payment for work is affected by sloppy or inadequate performance
	Demonstrates an understanding of the consequences of nonperformance (the concept of no work equals no pay)
	LEARNING TO SOLVE PROBLEMS
	Attempts to find things before he/she asks for help
	Asks others how they have resolved problems and tries the ideas to see if they will work for him/her
	Tries different approaches to problem solving, if the first attempt at solving a problem does not work
	DEVELOPING GOOD COMMUNICATION SKILLS
	Attends to others when they are speaking, as demonstrated by orienting towards the speaker, occasionally nodding his/her head, smiling, or frowning at appropriate comments, doing nothing else when someone is speaking, except taking notes and listening
	Responds appropriately when addressed by answering questions accurately, sharing topic-related information in a conversation, waiting until the speaker has finished speaking before commenting
	Stay on topic in conversations and does not change the focus to him/herself, to some irrelevant detail, or to an unrelated topic
	DEVELOPING BASIC ACADEMIC SKILLS
	Demonstrates grade-level reading skills using his or her preferred medium (Braille, large print, or audio tape)
	Demonstrates grade-level writing skills
	Demonstrates grade-level calculation skills
Total	/42 Skills
Check if Student has skill	Middle School Competency
	MEETING INCREASED DEMANDS FOR ORGANIZING TIME
	Demonstrates the ability to organize school activities by arriving to classes on time with completed homework assignments
	Demonstrates the ability to organize school activities by participating in school clubs or groups
	Demonstrates the ability to organize school and extracurricular activities by participating in extracurricular activities routinely, and maintaining schoolwork
	MEETING INCREASED RESPONSIBILITY AT HOME AND IN THE COMMUNITY
	Demonstrates responsibility at home by completing assigned chores
	Demonstrates responsibility at home by performing volunteer and paid work for neighbors and family members
	Demonstrates responsibility at school through work for clubs, participation in a band, and the like
	Demonstrates responsibility in the community for volunteering
	MEETING INCREASED DEMANDS FOR SKILL DEVELOPMENT
	Performs learned skills in academic areas independently

Check if Student has skill	Middle School Competency (cont.)
	Demonstrates greater speed in using skills at school (in a specific academic or other identified area, such as playing a musical instrument)
	Demonstrates greater accuracy in using skills
	SHOWING A FULL UNDERSTANDING OF THE WORK PERFORMED BY ADULTS
	Can identify the work performed by family members
	Can provide details (hours worked, major job duties, salaries, and qualifications) about the work performed by family members
	Identify major community workers and their roles (police, firefighters, physicians, lawyers, social workers, teachers, and the like)
	SHOWING A BEGINNING NOTION OF THE WORK HE/SHE WANTS TO DO AS AN ADULT
	Reads about the lives and work of famous Americans, including those with disabilities
	Writes book reports on materials read
	Reads about careers in general — what is available nationally, regionally, and locally
	Discusses careers of interest with teachers, parents, and other significant adults
	Identifies specific jobs related to career interests and abilities
	INVESTIGATING IDENTIFIED AREAS OF INTEREST
	Reads about specific careers of interest
	Conducts information interviews with adults in the community who perform jobs that are of interest to him/her
	Participates in job-shadowing experiences
Total	/21 Skills
Check if Student has skill	High School Competency
	SHOWING WELL-DEVELOPED ACADEMIC SKILLS
	Demonstrates well-developed reading, writing, arithmetic, listening, and speaking skills by performing comparably to his/her sighted (define the classroom standards without adjusting the quantity or quality for the student's visual impairment)
	Demonstrates well-developed reading, writing, arithmetic, listening, and speaking skills by performing at a level commensurate with the demands in the vocational area he/she intends to enter (define the occupational standard for entry-level workers in this area)
	Consistently and satisfactorily completes classroom and homework assignments without assistance
	SHOWS WELL-DEVELOPED THINKING SKILLS
	When asked to think creatively, the student uses his/her imagination, connects known ideas in new ways, makes connections between seemingly unrelated ideas, and considers alternatives to known ideas
	Demonstrates the ability to set goals based on an analysis of the array of choices available to him/her
	Demonstrates the ability to recognize that a problem exists, defines the problem, identifies possible solutions, devises an action plan to resolve the problem, initiates the plan, evaluates its success and revises the plan as needed
	Recognizes and uses his/her own learning style (visual, aural, tactile, kinesthetic), adapts to new situation and tools, and uses formal learning strategies (note taking and repeating new content aloud)
	Uses logic to draw conclusions from the content presented in the classroom and textbook

Check if Student has skill	High School Competency (cont.)
	SHOWING WELL-DEVELOPED WORK BEHAVIORS
	Sets and meets self-directed standards for performance
	Pays attention to details
	Performs tasks even when the tasks are unpleasant or difficult
	Describes his/her interests, abilities, values, and liabilities
	Aware of the impression he/she makes on others
	Can describe his/her own needs and how to address them
	Works well with others
	Interacts with peers and adults appropriately
	Can be trusted with materials and tools
	PARTICIPATION IN WORK ACTIVITIES
	Volunteers to help others
	Performs work tasks at home and at school
	Performs a job for pay in the community
	PLANNING FOR LIFE BEYOND HIGH SCHOOL
	Investigates postsecondary education or training options
	Develops a plan for postsecondary education or training related to his/her vocational interests, abilities, and values
	Develops a plan with short-term, intermediate, and long-term goals for achieving satisfaction in life
	Identifies the supports he/she will need to move from high school into postsecondary environments (for example: housing, transportation, access to information, child care, personal care, home care, time management or money management, or assistance with leisure and recreational activities)
Total	/24 Skills

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*It is the journey that matters
in the end*

— Ursula K. Le Guin

Career Education Standards

- 1. Iowa Early Childhood Standards** (Birth-5 years of age). Additional benchmarks, examples, and supports are found at: <http://www.iowachildnetwork>

1.3.1 and .2	Small Motor (B-3)
2.2.1 and .2	Persistence (B-3)
2.3.1 and .2	Problem Solving
2.3.3	Engagement & Persistence (B-3)
1.4.1 and .2	Fine Motor Development (3-5 yrs)
3.2.1	Adult Relationships (3-5 yrs)
3.3.4	Relationships with Caregiver (B-3)
3.4.1, 3 and 4	Peer Interaction (3-5 yrs)
3.4.2	Relationship with Children (B-3)
3.5. 1-4	Awareness of Community (3-5 yrs)
6.3.1, 2 and 3	Dramatic Play (B-3)
6.3.1	Dramatic Play (3-5 yrs)

- 2. School District Standards:** Collect the specific school district standards for the districts in your geographical area and add to this section.

- 3. Iowa Technical Standards:** <http://www.state.ia.us/educate/ccwp/ct/sb.html>

Communication	Understand concepts, strategies, and systems needed to interact effectively with others
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- 4. Iowa Employability Standards:** <http://www.state.ia.us/educate/ecese/stw/doc/mcesb02.pdf>

1	Understands how organizations and systems function
2	Uses workplace readiness and career planning skills
3	Uses communications and mathematical skills in career-related applications
4	Uses self-management, leadership, and entrepreneurial skills

5. McREL Standards: <http://www.mcrel.org/standards-benchmarks/>

1	Understands that scarcity of productive resources requires choices that generate opportunity costs
2	Knows strategies for managing the interrelationships among various life roles and activities (e.g., career, family, leisure)
3	Understands that employers are willing to pay wages and salaries to workers because they expect to sell the goods and services those workers produce at prices high enough to cover the wages and salaries and all other costs of production
4	Makes effective use of basic tools
5	Uses various information sources, including those of a technical nature, to accomplish specific tasks
6	Manages money effectively
7	Studies or pursues specific job interests

Transition (see Appendix G)

Transition is a process to identify needed skills and align them with the chosen high school course of study to ensure that students have successfully transitioned to postsecondary education settings or employment opportunities. Follow statewide and agency procedures for documenting the transition process for every student 14-21 years of age.

Career Education Resources

Wolffe, K. *Transition Tote System* (includes the actual tote system and the Information Supplement). American Printing House for the Blind, Louisville, KY.

Erin, J. N. and Wolffe, K.E. (1999). *Transition Issues Related to Students with Visual Disabilities*. Pro-ED Series on Transition. PRO ED, Austin, TX.

Addressing the Unique Educational Needs of Individuals with Disabilities — Category VI, PP 57–61.

Holbrook, M.C. and Koenig, A.J. (Ed). (2000). *Foundations of Education, Vol. II Instructional Strategies for Teaching Children and Youths with Visual Impairments*. PP 679–719, AFB Press, New York, NY.

Clark, G.M. and Patton, J.R. (1997). *TPI Transition Planning Inventory: Assessing Transition Needs*. PRO-ED, Austin, TX.

The American Foundation for the Blind's CareerConnect (Registered Trademark) is a free resource for people to learn about the range and diversity of the jobs that are performed throughout the United States and Canada by adults who are blind or visually impaired.
www.afb.org/CareerConnect/

Resources for the Expanded Core Curriculum (RECC) www.tsbvi.edu/recc/ce.htm

Wolffe, K., *Skills for Success*. (1998). American Foundation for the Blind, New York, NY.

Brigance Employability Skills Inventory. Curriculum Associates, MA.

Sacks, S.Z. and Silberman, R.K. (1998). *Educating Students who Have Visual Impairments and Other Disabilities*. PP 339–368. Paul H. Brookes Publishing Co., Baltimore, MD.

SPI Student Performance Indicators. Career Readiness Section. Educational Service Center, Region 13. Austin, TX.

Sewell, D. (2001) *Assessment Kit: Kit of Informal Tools for Academic Students with Visual Impairments*. Part 1: Assessment Tools for Teacher Use. (Career Readiness Section). Texas School for the Blind, Austin, TX.

*The journey of a thousand miles
begins with one step*

— Lao Tsu

3

Compensatory skills

Compensatory Skills, Including Communication Modes

Compensatory skills are those that blind and visually impaired students need to access all areas of core curriculum. Mastery of compensatory skills will usually mean that students will have academic skills commensurate with their sighted peers. Functional skills refer to the skill areas that are aligned with the school district's standards and benchmarks, but are extended (more than 2-year discrepancy) to allow for students with multiple disabilities who require the skills to be taught in smaller subsets and require a longer time of instruction to obtain skills.

These compensatory skills include learning experiences such as concept development, spatial understanding, study and organizational skills, speaking and listening skills, and the adaptations necessary for accessing all areas of the existing core curriculum. Communication needs will vary, depending on the degree of functional vision, the effects of additional disabilities, and the task to be done. Children may communicate through Braille, large print, print with the use of optical devices, regular print, tactile symbols, a calendar system, sign language, recorded materials, or combinations of these means. Whatever the choice of materials, each student with a visual impairment will need instruction from a teacher with professional preparation in each of the compensatory and functional skills they need to master. These compensatory and functional needs of the child who is visually impaired are significant.

Braille Instruction:

Braille instruction occurs as a subset of compensatory skills. Literacy skills include both reading and writing. Braille reading skills include emergent literacy skills, academic literacy skills, and functional literacy skills. The IEP team should decide whether contracted or uncontracted braille should be used, depending on the circumstances and the student ability level (Koenig & Holbrook, 2000, Foundations of Education, Vol. II, AFB Press, Chapter 8). Koenig & Holbrook have recommended at least two hours of direct instruction daily for students in Kindergarten through 3rd grade as literacy skills are established.

Peer Reading Rates — Carver 1989

Grade Level	Mean Reading Rate	Grade Level	Mean Reading Rate
3	109-130 wpm	8	186-197 wpm
4	131-147 wpm	9	198-209 wpm
5	148-162 wpm	10	210-224 wpm
6	162-174 wpm	11	225-240 wpm
7	175-185 wpm	12	241-255 wpm

Braille Silent Reading Rates

(Noland and Morris, & Caton, 1991)

Grades 4-6	79 wpm
Grades 9-12	95 wpm

Literacy Instruction for Students with Low Vision:

For students with low vision who are using an optical device for reading and writing, intense instruction in the use of the optical device must be provided for students to successfully access literacy instruction. Refer to the Vision Efficiency section for competencies needed for literacy.

Large Print Reading Rates (Noland, 1966)

Grades 4-6	79 wpm
Grades 9-12	95 wpm

*Dr. Karen Wolffe, Ph.D., estimates that for an entry-level position (high school diploma), reading 150 wpm is required, and for success in college a student would need to read 300-400 wpm.

Compensatory Skills Assessment

Use the data from your FVA/LMA and other reading inventories to determine how the student will access the general curriculum and current reading rates. In addition, use a record review, the Brigance or other developmental inventories for functional academic levels. For students with low vision an additional checklist, recommended as part of your comprehensive evaluation, is the *Low Vision Prescreening Questionnaire* found in *Looking to Learn* (D'Andrea & Farrenkopf, pages 113-116), to determine where instruction with the prescribed optical should occur.

1. Communication

a. Assessment and Ongoing Evaluation (TSBVI)

Interaction with Family, Peers, and Others – Page 5-11 (All), /48 skills

Recognition and Expression of Emotions – Page 17-19 (All), /20 skills

Nonverbal Communication – Page 21-22 (All) /12 skills

Personal and Social Aspects of Sexuality – Page 27-31 (All), /31 skills

Courteous Behavior – Page 35-37 (All), /15 skills

Personal and Civic Responsibility – Page 51-53 (All), /17 skills

b. Every Move Counts – Page 28 - 29

2. Handwriting

Sewell Assessment Kit / 13 skills, SPI - Student Performance Indicators (ESC13) Grades K-6th.

3. Tactual Readiness

Sewell Assessment Kit (Braille Assessment – Pre-Braille Skills) /19 skills; ABLS (13-15.)

4. Braille Reading

Sewell Assessment Kit pgs 3-11, SPI Grades K-7th, ABLS (19-28.)

5. Braille Writing

Sewell Assessment Kit (Braille Writer) /29 skills, ABLS (29-34.)

6. Nemeth

Sewell Assessment Kit /18 skills.

7. Slate and Stylus

Assessment Kit /14 skills.

8. Optical Devices

SPI Grades K-7th.

9. Calculator

Sewell Assessment Kit /28 skills.

10. **Abacus**
Sewell Assessment Kit /51 skills, SPI Grades K-12.
11. **Listening Rate & Skill**
Sewell Assessment Kit / 4 skills, SPI Grades K-10.(2)
Jerry Johns Basic Reading Inventory (1)
12. **Organization**
Assessment and Ongoing Evaluation Social Competence pg. 45. Questions 6, 8, 9, 13; pg. 47. Questions 14, 16, 17, 21, 27; Sewell Assessment Kit.
13. **Study References**
SPI Grades K-12.
14. **Live Reader**
Auditory Comprehension SPI Grades K-10.
15. **Graph, Charts**
SPI Grades 2-4.
Standards:

Compensatory Standards

1. **Iowa Early Childhood Standards** (Birth-5 years of age). Additional benchmarks, examples and supports are found at: <http://www.iowachildnetwork>

1.2.2	Play & Senses (3-5 years)
2.1.1	Approaches to Learning (birth-3)
4.1.3-5	Communication and Language (birth-3)
4.2.1, 2, 3, 5, 6	Early Literacy (birth-3)
4.3.1-3	Early Writing (birth-3)
5.1.1 & 2	Comparison & Number (birth-3)
5.2.1-3	<i>Patterns (birth-3)</i>
5.4.1-4	<i>Scientific Reasoning (birth-3)</i>
4.11	<i>Language Understanding & Use (3-5 years)</i>
4.2.2 and 4	<i>Early Literacy (3-5 years)</i>
5.3.2	<i>Early Writing (3-5 years)</i>
5.1.1	<i>Numbers & Operations</i>

2. **School District Standards: Collect the specific school district standards for the districts in your geographical area and add to this section.** <http://www.state.ia.us/educate/ccwp/ct/sb.html>:
**Align compensatory areas with general education standards and benchmarks or extended benchmarks.

3. **California Braille Standards:** www.cde.ca.gov/sp/se/as/ab2326.asp
4. **McREL — the standards and benchmarks may be found in their entirety at:**
www.mcrel.org/standards-benchmarks

1	Uses listening and speaking strategies for different purposes
2	Uses the general skills and strategies of the writing process
3	Uses the general skills and strategies of the reading process

Compensatory Resource

(For the purpose of this document, *Braille literacy* refers to the process of reading, writing, and math.)

Functional Literacy — The application of literacy skills and the use of a variety of literacy tools to access and relay information, communicate with self or others and to accomplish daily tasks in the home, school, community, and work setting based on the needs of an individual student.

Functional Braille Reader — Someone who cannot participate in a conventional literacy program. These students may lack motivation, have memory challenges, additional disabilities, and limited intellectual or tactual sensitivity. They may have too many language codes or have English as a second language, as well as need continual reinforcement to learn and retain the Braille code.

Functional Braille Literacy Skills Throughout the School Years

Exposure

- Supporting early literacy development in the home, daycare, and school;
- Teaching early literacy skills and modeling techniques for fostering development of those skills in the home and school, such as reading aloud to the child, developing book concepts, encouraging early reading and writing skills (e.g., pretend reading, scribbling);
- Introducing Braille writing skills informally with exposure to the braillewriter and braille slate/stylus. Encourage child to scribble or share writing experiences to show use and value of writing;
- Working with parents and others to expand student's experiential base and general concepts;
- Developing hand/finger skills;
- Helping parents and others acquire books, labels, and other materials in accessible media;

- Helping parents acquire knowledge of braille and resources for learning the braille code.

Tactile Readiness

- Teaching hand/finger skills, tactile discrimination and perception skills, and hand movements;
- Encourage tactile exploration;
- Tactile discrimination of like objects, textures, size;
- Tactually identify own objects;

Introduction to Symbolic Representation (Real-Concrete Objects)

- Calendar;
- Transition schedules;
- Choice making.

Miniature-Partials

- Calendar;
- Transition schedules;
- Choice making;
- Braille labels.

Braille Cell Representation

- Tac-tiles
- Large cells
 - * Muffin tins, egg cartons, swing cell

- Jumbo braille

Uncontracted Braille

- Teaching hand/finger skills, tactile discrimination and perception skills, and hand movements;
* May be unconventional finger/hand positioning.
- Fostering early letter and simple word recognition skills;
- Increasing conceptual knowledge and vocabulary skills;
- Increasing listening skills, including compressed speech;
- Expanding the student's experiential base;
- Fostering early reading and writing skills;
- Exposure to braillewriter (Mountbatten, alternate keyboards, and electronic Perkins);
- Fostering motivation for, and enjoyment of, reading and writing;
- Applying braille in functional activities;
- Encouraging leisure reading or reading on own;
- Numbers;
- Self-advocating to read Braille.

Limited Braille Contractions

- Emphasis on learning the contractions contained in the signage in the community.
* Restrooms, elevator symbols, numbers, individual school signage.

Additional Compensatory Skills Resources

Joseph's Coat: People Teaming in Transdisciplinary Ways

by *Millie Smith*, Educational Specialist, TSBVI VI Outreach
Printed with Permission.

In the last five years I have been working with staff and families to support their efforts to team more effectively using the transdisciplinary model. I have not seen or created any perfect transdisciplinary teams during that time. I *have* seen staff and parents use bits and pieces of the model very effectively to improve programs for students. I am more convinced than ever that transdisciplinary teaming is the best of the service delivery models available to us at the present time. I am equally convinced that the best chance we have of increasing its use is to assure staff and parents that partial implementation is not only realistic, probably as effective as a more idealistic whole cloth application. The product may be a patchwork conglomeration of pieces supplied by different people at different times, but a coat nevertheless.

The most powerful aspect of the transdisciplinary model, in my opinion, is its emphasis on plugging the expertise of specialists into the day-to-day instruction of students with severe multiple impairments. In this model, specialists work in classrooms. They may provide direct instruction or therapy to the student during a regular activity or they may model, coach, and monitor interventions implemented by others. Often they do a combination of both. Another powerful aspect of the model is that, whenever possible, specialists, instructors, and family members collaborate by meeting together to design instructional activities. More often, they collaborate by leaving each other notes, sharing video tapes, and calling each other on the phone. By collaborating, an effort is made to provide as much consistency in programming as possible across settings and people.

The best approach for implementing transdisciplinary teaming strategies may be to treat the total model like a menu of options. Teams can choose to concentrate their efforts on assessment, IEP development, or instruction. They can do some transdisciplinary work in each category without doing everything that category offers. In order to make informed decisions about where to concentrate efforts, a global understanding of the model is helpful.

Why is transdisciplinary teaming important?

Students with severe impairments receive instruction and services from a variety of different people. Instructors include teachers, teaching assistants, and family members. Special services may include speech, occupational therapy, physical therapy, vision, hearing, and others. **Teaming allows specialists, teachers, and families to work together to teach skills in natural contexts where there is more opportunity for frequent practice.**

Many specialists have changed the way they serve students with severe impairments in the last ten years. The professional organizations to which most specialists belong have endorsed a service

delivery model that emphasizes integration of special services. Integration of special services benefits students with severe impairments in two ways: skills are worked on in natural contexts so that students don't have to try to generalize skills learned in a special setting, and skills are worked on every time the opportunity occurs, whether the specialist is present or not, so that practice is frequent.

In an integrated service delivery model, specialists assess needs, do diagnostic teaching to try out techniques and strategies, model techniques and strategies for other staff and family members, and monitor effectiveness and progress. When the integrated model is transdisciplinary, information is shared among specialists, instructors, and family members. This type of service is intense and dynamic, and highly effective.

How can specialists provide natural contexts and frequent practice?

The traditional service delivery choice for specialists has been direct or consult. For students with severe impairments a wider range of choices is necessary.

	Advantages	Disadvantages
Direct Pull-out	Always one-to-one. Special equipment.	Infrequent practice. Context not natural
Integrated Direct	One-to-one or small group. Natural context	Infrequent practice.
Traditional Consult	General information shared.	Contact very limited.
Collaborative Consult	Specific information shared with team. Accountability tied to progress in instructional activities.	Requires more

Each of these models has a place in transdisciplinary teaming. For instance, direct pull-out may be appropriate for post trauma students or for a student learning a new communication device. Usually, this service is provided for as short a time as possible and a very structured transition period follows pull-out in order to transfer skills to natural contexts. That transition period might be integrated direct service. Integrated direct service is often used by speech/language pathologist teaching communication skills in natural contexts and by OT's and PT's teaching motor skills in natural contexts. Consult is usually provided in conjunction with direct service. Sometimes consult is the only service provided.

Why type of consultation tends to be most effective?

Most consultation is **general**. Specialists write recommendations in their assessment reports. When specialists consult with teachers, they talk to them about their recommendations. Information is shared at a general level. For example: “This student has CVI. Most CVI students like the color red. If you want the student to look at something, try using red. Moving the object slightly in the peripheral field might also help.” Many teachers will remember the student might like red and they will probably make an attempt to select red materials when they can. When the VI teacher checks back with the teacher after this kind of consult, she may hear something like, “Well, I don’t notice that red really makes much difference.”

Specific consultation tend to be more effective. In this type of consultation the specialist assesses, recommends, demonstrates in a natural context, and evaluates results. For example: “This student has CVI. CVI students tend to like red. Let’s use a red scoop dish at mealtime instead of the cream-colored cafeteria try. If he can see the bowl, it may be easier to get him to scoop. We may need to position the bowl slightly to the left and move it a little at first. When he looks at the bowl, we’ll give him a touch prompt to move his hand to the bowl. I’d like to come in at lunch time and try this a few times. Let’s keep data on this for two weeks and see if there are more independent attempts to scoop. We may need to do something with the spoon as well.”

Traditional consult by itself puts a very heavy burden on classroom teachers and family members to come up with activities and specific modifications for students with extremely intense needs. Transdisciplinary teams use a more dynamic kind of consultation. When consultation is specific and collaborative, it is a highly effective type of service. It also requires more time than traditional consultation. Students with severe multiple impairments tend to be chronically underserved. The average amount of service in Texas for traditional consult appears to me to be about thirty minutes a month. In many places it is less. A more reasonable average for collaborative consultation would be between two and four hours a month. Time demands are more intense when a team is starting a new program. Once the program is established, less time is needed for monitoring and maintenance.

What are the components of transdisciplinary teaming?

Collaborative Assessment

Collaborative assessment occurs when team members identify strengths and needs through shared observations and discussion. One type of collaborative assessment is an arena assessment. Team members meet together to observe a child as one team member (frequently the parent) interacts with the child. Collaborative assessment can also occur during team meetings designed to share and interpret information gathered by individual team members in one-on-one assessments with the child.

Integrated IEP

A team IEP is a document containing goals and objectives developed collaboratively by all team members. Based on family priorities, the group establishes an integrated set of goals (four to six) and two to three objectives per goal (eight to twelve objectives total for the IEP). If an objective relates to a particular related service, that related service provider is identified as responsible for insuring that instruction addressing the objective is implemented and that documentation is collected.

Natural and Frequent Instruction

IEP goals and objectives are taught in activities which occur naturally and frequently at home, in school, and in the community. A team member, usually a classroom teacher, parent, or teaching assistant, is identified as the direct implementor of instruction for a specified activity which may have several IEP objectives imbedded in it. The related service team member responsible for developing a given IEP objective either integrates direct service or consults with the direct implementor of instruction.

Role Release

Team members share knowledge and skills in their particular areas of expertise by role releasing. This is a systematic process whereby one team member trains another to use specific procedures and techniques. The team member who has received this training may then implement a procedure or technique in a given activity when the trainer is not present. The person with specific knowledge is responsible for ensuring that these procedures and techniques are used effectively and appropriately with a given child.

Documentation

Information is gathered for the purpose of evaluating and refining instruction, reporting student progress on objectives, and sharing information with families and team members.

What assessments are important and how does the team use them?

Students with severe impairments are sensory-motor learners. Assessments of sensory and motor skills are extremely important. Cognition and communication are also important areas. Information about skills in each of these areas may be obtained by specialists in their individual assessments

done as part of the Comprehensive Individualized Assessment. Assessment of biobehavioral states of arousal may be very helpful for students with the most profound impairments.

In transdisciplinary teams, specialists collaborate to plan their assessments, to carry out their assessments, and to interpret their assessments. Sometimes arena assessments are done. In this type assessment, one person interacts with the student while other team members observe and ask questions guided by the use of protocols specific to their disciplines. The advantage to this assessment approach is that the student interacts with the persons most familiar with him or her. Performance is likely to be more typical under these conditions. The disadvantage to this approach is that, although total assessment time tends to be less overall, assembling all team members in the same place at the same time can be difficult.

After teams assess, they must share information and come up with program priorities. Instruction is sometimes ineffective for students with severe impairments because too many needs are addressed. Instruction is much more effective if instruction is very focused on four or five priorities. These priorities become goals. Specific needs in each goal area are then identified. These become objectives.

What should a good transdisciplinary IEP Contain?

Goal

The team uses assessments to select four to six priorities for the school year. Each of these becomes an annual goal. Some teams write very broad goals; some write more specific goals. Each annual goal should be a statement of what the team believes the child can accomplish within a school year. A broad goal would be: "Student will improve his expressive and receptive communication skills." A more specific annual goal would be: "Student will use ten expressive signs in appropriate contexts. "Specific goals work best for students with severe impairments."

Objectives

Objectives are the steps between the child's current level of performance and the annual goal. They state one specific task the child will do, at what level, by when, and what criteria will be used to measure progress. For a broad goal, the team might write: "Student will use five expressive signs during mealtime and snacks, independently, eighty percent of the time, measured by teacher observation." For a more specific goal, the team might write: "Student will use name sign to greet nurse when he gets meds, independently, eighty percent of the time, measured by teacher observation." Specific objectives work best for students with severe impairments.

Skill

A skill is the behavior to be learned. The phrase following the word “will” in the objective is usually the skill. In a transdisciplinary IEP, specific discipline skills are imbedded in objectives. One objective might be that a student will assist during meals by opening his mouth for bites when a brightly colored spoon is moved slightly in the right peripheral field of the right eye from a distance of six inches.

Activity

An activity is the context in which the skill will be used. The phrase following the word “:during” in the objective is usually an activity. Terms include information about context in objectives to make measurement more meaningful.

Modifications

These are the techniques, technology, and strategies which are necessary to ensure the highest level of participation for the student in the activities of his school day. Federal law requires that these be specified in the IEP. Most school districts include a generic modification page in the ARD papers. Some of these may be useful, but teams have to come up with more specific modifications in order for progress on objectives to occur. A general modification for a special education student might be “shorten assignments.” A specific modification for a student with severe impairments might be “use adapted spoon.” Some teams continue to write traditional IEP’s in which each team member comes up with his or her own set of goals and objectives. Students with severe impairments can’t usually learn as many things as team members can come up with to try to teach them. Also, when team members are trying to teach too many things, they tend to scatter their energy and not teach any one thing very intensely. Teams tend to be more accountable when the focus their attention by writing one collaborative IEP. In this approach, special skills are integrated into short-term objectives.

Student: *Catherine*
 Date Accepted by ARD Committee: *5/1/95*
 Annual Goal: *Will improve functional use of objects**

Short-Term Objectives	Evaluation Method Observation Formal Testing	Criteria (Accuracy Level)		
		Targeted	Present Competencies	Met: Yes/No
<p>1. Will visually locate a desired object in an adapted environment during rec/leisure time. Direct Implementor(s): Classroom Teacher/TA Support Staff Responsible: VI Teacher Begin Date: 8/95 End Date: 5/96</p>	Observation	Independent	Frequent Physical Manipulation	
<p>2. Will look at an object presented by a caregiver to request continuation of an activity during grooming activities. Direct Implementor(s): Teaching Asst./Mother Support staff Responsible: VI Teacher Begin Date: 8/95 End Date: 5/96</p>	Observation	90 percent	20 percent	

*Sensory skills are integrated in short-term objects.

Sometimes a column for modifications is added. The example given in objective number one might include: **Modifications:** Den/Little Room

How is instruction provided in natural contexts by the whole team?

A **routine** is a teaching strategy that focuses the team's efforts on specific activities that occur with high frequency in the student's schedule. Routines are designed to teach specific special skills to students who require consistency and repetition in order to learn. As skills are learned, the student's

level of participation in activities increases. Any activity can be developed into a routine when team members plan what they will teach and adapt for a given student. An activity is not a routine unless it meets the following criteria:

- There is a clear signal to the student that the activity is starting.
- The steps of the activity occur in the same sequence every time.
- Each step is done in the same way each time (same materials, same person, same place).
- Modifications and techniques provided by specialists are implemented exactly as directed.
- The minimum amount of assistance is provided in order to allow students to do as much as they possibly can.
- The pacing of instruction is precisely maintained until the activity is finished (no side conversations, going off to get something you forgot, or adding new or different steps that won't happen the next time the activity is done).
- There is a clear signal to the student that the activity is finished.

Why are routines worth the trouble?

The power of a routine is the precise planning of what the student will do, and how he will do it, on each step of the routine. Many students are able to learn new skills and participate at higher levels when this strategy is used because they need the following things that routines provide:

- **Predictability:** “I know what is going to happen from start to finish.”
- **Consistency:** “I know what I am supposed to do.”
- **Anticipation:** “When you do that, I know what to get ready for.”
- **Practice:** “I remember what I did last time and I can try to do more this time.”

Students with severe impairments rarely do every step of a routine independently, but they are afforded the dignity of doing everything that they are cognitively and physically capable of doing.

What do routines look like?

Mealtime is a good activity to develop into a routine because it usually happens three times a day. Practice opportunities are frequent. The team's plan might look something like this:

- 1. ***Get spoon from calendar box to begin activity.***
Target skill: Tactual exploration of objects in calendar to recognize spoon.
Person responsible: VI teacher.
Strategy: VI teacher demonstrates shadowing technique to TA to decrease student's aversion to hand-over-hand manipulation.

- 2. ***Take spoon to eating area.***
Target skill: Maintain grasp, intentional release.
Person responsible: OT
Strategy: OT demonstrates use of "buncher" for grasp and pressure point technique for release to T.A. who will implement instruction.

- 3. ***Give spoon to adult to request meal.***
Target skill: Use object to request.
Person responsible: Speech/Language Pathologist (SLP)
Strategy: SLP demonstrates touch cueing technique to TA who will implement instruction.

- 4. ***Eat***
Target skill: Manipulate spoon for scooping.
Person responsible: OT
Strategy: OT provides adaptive equipment and demonstrates technique to TA who will implement instruction.

- 5. ***Put spoon in washtub at dish window to end activity.***
Target skill: Maintain grasp, intentional placement.
Person responsible: OT and VI teacher.
Strategy: OT demonstrates arm support technique to TA who will implement instruction. VI teacher provides visual enhancement of target.

How do specialists help other team members address needs in their areas?

Transdisciplinary teams use a procedure called **role release**. Any team member having special skills may train any other team member needing those skills. The need for a team member to have certain skills is usually dictated by scheduling. Specialists cannot always be present when a skill needs to be taught in a natural context. Specialists have certain responsibilities. They cannot release their role to

another until that person demonstrates that she can perform without prompts. The specialist must then monitor the activity to ensure that the released procedure is being performed as taught.

The role release process usually consists of the following steps:

- The specialist and other team members share information related to the need.
- The specialist teaches the designated person(s) a specific procedure to address the need.
- The specialist supervises the implementation of the procedure and makes adjustments as needed.

Communication among team members is essential in the role release process. Members must be able to ask questions, seek help, and respond quickly. Here are some tips for increasing and maintaining contact:

- Schedule time to observe activities.
- Review videotapes of activities between observations.
- Attend team meetings.
- Post notes to team members on a special bulletin board.
- Keep documentation in an area where all team members can access it.
- Keep a school/home notebook.

How do teams document student progress?

There are two things to remember about documentation:

- **It is important because team members have to know what's working and what isn't working.** Students with severe impairments don't fail to make progress, but teams may fail to provide the necessary level of support in order for progress to occur.
- **It must be easy to gather so that it does not take time away from teaching and attention away from the student.**

Different kinds of documentation are appropriate in different situations. Here are some common types:

- **Frequency Tally Method:** A mark is entered each time the designated behavior occurs. The event may be a student behavior (signed “more”) or the event may be a teacher behavior (touch prompt given).
- **Annotation:** The teacher may write a comment describing the student’s performance on a given trial.
- **Plus/Minus:** The target skill occurred or did not occur.
- **Level of Prompt:** A letter is entered to indicate the highest level of prompting given during the trial: (hand-over-hand, touch prompt, verbal prompt, independent).

Be consistent. Decide which method fits best for given situation and stick with that method. The whole team must use the same methods in the same situations.

Routine and data sheet sample

An example of a routine with annotative documentation is included on page 89 (Routine and Data Sheet). Notice that documentation is kept only if the step is one in which an IEP objective is addressed. If there is no number in the IEP column, no documentation is kept.

How do specialists document service time?

Parents, typically, do not demonstrate a high degree of confidence in consultative services. Some demand direct service because they fear that their children’s needs will not be addressed adequately in a consultative model. This can be counterproductive for students with severe impairments who need frequent intervention in natural contexts. One way to assure parents, and other team members, that real help is being provided is to share documentation.

Most specialists are used to keeping records of some sort for their supervisory. These may consist of student contact logs or observation summary forms. An example of a contact sheet which emphasizes the team approach is shown on page 90 (Sample of a Collaborative Service Delivery Contact Sheet).

Routine and Data Sheet

Student: *Catherine*
Routine: *Hair Care Time*
Implementor: *Classroom Teacher, TA*
Time: *9:00 a.m.*
Location: *Classroom*

Routine Steps	Adaptation/Modification	IEP	Comments/Data
1. Travel to hair drying area	Chair pushed to hair drying area. Looks at caregiver to signal readiness.		
2. Visually locate hair dryer	Caregiver wears dark-colored smock against which bright yellow hair dryer is held. Use object lighting, if necessary.	#1	Looked at hair dryer on third of three presentations after light enhancement provided.
3. Turn desired part of head/face to airflow as caregiver hold dryer.			
4. Visually locate hair dryer each time care-giver turns it off to request continuation of activity.	See #2	#1	Looked at hair dryer on second and fourth-presentations no light.
5. Visually locate hairbrush held by teacher.	Caregiver holds bright red hairbrush against smock. Use object lighting, if necessary.	#1	Did not respond, four presentations with light (contrast may not be adequate, try different colored brush.)
6. Cooperate while hair is brushed by caregiver.			
7. Travel to area of next activity.	Looks at caregiver to signal readiness for lift. Chair is pushed to next area.		

Sample of a Collaborative Service Delivery Contact Sheet

Student: *Catherine*
Service Provider: *M. Smith, VI Teacher*

Date	Time In	Time Out	Staff Present	Service Delivered
2/7	9:30	10:00	T. Johnson, Linda	Evaluated visual responses
2/11	2:00	2:30	Linda	Evaluated visual responses
2/18	3:00	3:30	T. Johnson, Linda & Parent	Wrote activity routine
2/22	9:30	10:00	Linda	Role release hair dryer procedure
3/12	9:30	10:00	Linda	Observed & modified hair routine

Administrator's Signature: _____

Conclusion

Remember Joseph's coat? It was made a piece at a time. It might be a good idea to remember that Joseph probably wore some other garments as well. If your team ends up with a vest or a really good pair of socks, success is just as sweet. Good luck!

Additional Compensatory Skills Resources

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Koenig, A. & Farrenkopf, C., (1995). *Assessment of Braille Literacy Skills (ABLS)*. Education Service Center, Region 4, Houston, TX.

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Brigance Readiness Strategies and Practice (2005), Curriculum Associates. MA.

Brigance Comprehensive Inventory of Basic Skills-Revised (1998). Curriculum Associates. MA.

Brigance Inventory of Essential Skills, Curriculum Associates. MA.

Oregon Project for Visually Impaired and Blind Children 5th Ed. S. Anderson, S. Boigon, K. Davis 1991.

Braille Assessment Inventory (BAI), M.N. Sharpe, D. McNear, & K.S. McGrew. (1996). Hawthorne Education Services, Inc. 800 Gray Oak Drive, Columbia, MO.

Learning Media Assessment for Students with Visual Impairments: A Resource Guide for Teachers. A.J. Koenig & M.C. Holbrook. (1993). Texas School for the Blind and Visually Impaired, Austin.

Minnesota Braille Skills Inventory (MBSI). A. Goodwin, K. Grafsgaard, N. Hanson, P. Hooey, J.

Martin, D. McNear, C. Rieber, E. Tillmanns, (1995). Minnesota Educational Services at Capitol view center, 70 West Co. rd. B2, Little Canada, MN.

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Hepker, N.L., & Cross-Coquillette, S., (1994). Braille Too: An Instructional Braille Reading and Writing Program for Secondary Students. Grant Wood Area Education Agency, 4401 Sixth Street SW, Cedar Rapids, IA.

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Patterns Prebraille Program. H. Caton, E. Pester, E.J. Bradley, K.S. Coy. (1987). American Printing House for the Blind, Louisville, KY.

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Teaching Braille Slate and Stylus: A Manual for Mastery. P.N. Mangold, & M.E. Pesavento. (1994). Exceptional Teaching Aids, Castro Valley, CA.

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Ed Hammer, Ph.D., Revised October, 2005.

Functional Resources
3905 Huntington Drive
Amarillo, TX 79109-4047
Phone: 806 / 353-1114

Iowa Choices:

www.collegeplanning.org/iowachoice

Choices® is Iowa's state-wide career information and decision making system, designated by the Iowa Department of Education. Choices®, a tool for helping determine a career and educational path to accomplish goals, is provided by the Iowa Student Aid Commission.

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Teaching Social Skills to Students with Visual Impairments: From Theory to Practice, 1998. Sharon Z. Sacks, and Karen E. Wolffe, Editors. AFB Press.

4

Independent Living skills

Independent Living Skills

This area, often referred to as daily living skills, consists of all the tasks and functions people perform, according to their abilities, in order to live as independently as possible. These curricular needs are varied and include, among others, skills in personal hygiene, food preparation, money management, time monitoring, and organization. The existing core curriculum addresses some independent living skills, but they often are introduced as “splinter skills,” appearing in learning material, disappearing, and then reappearing. This approach will not adequately prepare blind and visually impaired students because they assume a basic level of knowledge, acquired incidentally through vision. As with the skills of social interaction, blind and visually impaired students cannot learn these skills without direct, sequential instruction by knowledgeable people.

Independent Living Assessment

Assessment and Ongoing Evaluation: Independent Living (TSBVI), Pages 55-120. Questions: All.

- Dressing: /52 skills
- Clothing Management: /39 skills
- Personal Hygiene and Grooming: /48 skills
- Toileting and Feminine Hygiene: /24 skills
- Eating: /37 skills
- Eating in Different Settings: /12 skills
- Food Management: /65 skills
- Housekeeping and Home Maintenance: /49 skills
- Housing: /4 skills
- Telephone Use: /12 skills
- Time Concepts: /25 skills
- Obtaining and Using Money: /71 skills
- Health and Safety: /43 skills

Independent Living Standards

1. **Iowa Early Childhood Standards** (Birth - 5 years of age). Additional benchmarks, examples, and supports are found at: <http://222.iowachildnetwork>

1.1.3	Health and Safe Living (3-5 years)
1.1.2-4	Healthful and Safe Living (birth - 3)
1.4.1	Fine Motor

-
2. **School District Standards: Collect the specific school district standards for the districts in your geographical area and add to this section.**

<http://www.state.ia.us/educate/ccwp/ct/sb.html>:

3. **Iowa Department of Education’s Consumer Sciences Standards.**

Consumer and Family Resources

Standard II

Evaluate management practices related to the human, economic, and environmental resources.

Benchmarks

1. Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.
2. Analyze the relationship of the environment to family and consumer resources.
3. Analyze policies that support consumer rights and responsibilities.
4. Evaluate the impact of technology on individual and family resources.
5. Analyze interrelationships between the economic system and consumer actions.
6. Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Minimum Required Iowa Competencies (Indicators):

1. Identify procedures in planning for expenses, savings and managing finances.
2. Apply the principles of management in the home (i.e., prioritizing, planning, delegation, evaluation, time allocation).
3. Determine the decision-making process used when calculating expenses, savings and managing finances (i.e., insurance retirement).

Nutrition and Wellness

Standard VI

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

Benchmarks

1. Analyze factors that influence nutrition and wellness practices across the life span.
2. Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
3. Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
4. Evaluate factors that affect food safety, from production through consumption.
5. Evaluate the impact of science and technology on food composition, safety, and other issues.

Minimum Required Iowa Competencies (Indicators):

1. Plan menus, prepare shopping list and purchase food.
2. Plan, prepare, serve and evaluate a meal.
3. Utilize basic kitchen skills in food preparation and storage.
4. Apply the principles of sanitation, recycling and safety when working with food and equipment.
5. Evaluate consumer health options.

Family

Standard XV

Evaluate the significance of family and its impact on the well being of individuals and society.

Benchmarks

1. Analyze the impact of family as a system on individuals and society.
2. Demonstrate appreciation for diverse perspectives, needs and characteristics of individuals and families.

Minimum Required Iowa Competencies (Indicators):

1. Examine the evolving roles of families across the life span.
2. Demonstrate respect for cultural diversity and the impact on individuals and families.
3. Explore the ways family and consumer sciences careers assist the works of the family.
4. Examine family as the basic unit of society.

McRel

The Standards and benchmarks may be found in their entirety at:

www.mcrel.org/standards-benchmarks

1.	Understands the roles of volunteerism and organized groups in American social and political life.
2.	Understands the major responsibilities of the national government for domestic and foreign policy, and understands how government is financed through taxation.
3.	Understands the meaning of citizenship in the United States, and knows the requirements for citizenship and naturalization.
4.	Knows the availability and effective use of health services, products, and information.

Independent Living Resources

Brigance Inventory of Early Development - II (2004), Curriculum Associates, MA.

Brigance Readiness Strategies and Practice (2005), Curriculum Associates. MA.

Brigance Life Skills Inventory, Curriculum Associates. MA.

Brigance Inventory of Essential Skills, Curriculum Associates. MA.

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5

Orientation and Mobility

Orientation and Mobility

This is a vital area of learning, which requires delivery by teachers with specific preparation. It emphasizes the fundamental need and basic right of visually impaired people to travel as independently as possible; enjoying and learning to the greatest extent possible from the environment through which they move — from basic body image to independent travel in rural areas and busy cities.

Orientation and Mobility Assessment

Refer to OMS for full evaluation. Promising practices would recommend that the TVI and OMS complete evaluations as a team.

Resources

Refer to curriculum Resources & Guidelines for Teaching Orientation & Mobility.

6

Recreation and Leisure Skills

Recreation and Leisure Skills

The existing core curriculum usually addresses the needs of sighted students for physical fitness through physical education in the form of team games and athletics. Many activities in physical education are excellent and appropriate for visually impaired students, but these students also need to develop recreational and leisure activities that they can enjoy throughout their adult lives. Sighted people usually select such activities by visually observing them and choosing those in which they wish to participate. Recreation and leisure skills must be deliberately planned and taught to blind and visually impaired students and should focus on the development of life-long skills.

Recreation and Leisure Skills Assessment

Assessment and Ongoing Evaluation: Independent Living Student Protocol (TSBVI) Pages 127-148, Question: All

- Management of Leisure Time: /9 skills
- Solitary Play and Leisure Activities: /18 skills
- Social Play and Leisure Activities: /15 skills
- Physical Games and Sports: /39 skills
- Pets and Nature: /17 skills
- Music and Dance: /14 skills
- Arts and Crafts: /18 skills
- Reading, Writing, Speaking, and Drama: /13 skills
- Science and Technology: /17 skills

Recreation and Leisure Standards

1. **Iowa Early Childhood Standards** (Birth - 5 years of age). Additional benchmarks, examples, and supports are found at: <http://www.iowachildnetwork>

1.2.1–3	Large Motor Development
6.1.1–3	Art
6.1.2	Visual Art
6.2.1	Music & Movement
6.3.1	Dramatic Play

-
- 2. School District Standards: Collect the specific school district standards for the districts in your geographical area and add to this section.**

<http://www.state.ia.us/educate/ccwp/ct/sb.html>:

- 3. Arizona State Standards Aligned with the ECC:**

<http://www.ed.arizona.edu/azaer/AZ%20Standards%20Aligned.pdf>

1. Identify and participate in age appropriate leisure activities.
2. Identify that physical activity is necessary to build physical fitness.
3. Select and participate in activities that require some physical exertion during personal time.
4. Identify likes and dislikes connected with participation in physical activity.
5. Achieve and maintain appropriate body weight.
6. Sustain moderate to vigorous physical activity for short periods of time.
7. Identify the physiological signs of moderate physical activity.
8. Engage in physical activities.
9. Recognize and perform basic warm-up sequences (e.g., stretching, bending).
10. Engage in moderate to vigorous physical activity.
11. Associate results of fitness testing to personal health status.
12. Identify several activities related to each component of physical fitness.
13. Select and do physical activities to improve skill and health.
14. Identify the benefits derived from physical activity.
15. Practice activity to increase skill and fitness.
16. Participate regularly in activities to improve physical fitness.
17. Adapt a skill to the demands of a game.

18. Explore a variety of new physical activities for personal interest.
19. Participate in new and challenging activities.
20. Devise original warm-ups and discuss how warm-ups prepare the body and mind for expressive purposes and prevent injuries.
21. Identify behaviors that are supportive and inclusive in physical activity settings.
22. Investigate and participate in age-appropriate cultural practices related to business, sports and entertainment.
23. Apply basic principles of training to improve physical fitness.
24. Establish personal physical activity goals.
25. Participate regularly in health-enhancing physical activities to accomplish personal health goals.
26. Apply principles to gaining to improve/maintain health-related physical fitness.
27. Take a part in a variety of activities of personal interest.
28. Explain the role of sports, games, and dance in modern culture.
29. Participate in physical activities with other regardless of diversity and ability.
30. Identify the social benefits of physical activity.
31. Apply more advanced movement and game strategies.
32. Identify and apply characteristics of highly skilled performance to enable the development of movement competence/proficiency.
33. Explain the difference between facts and myths related to physical activity.
34. Identify different sports and activities and their contributions to specific health-related physical fitness components.
35. Participate regularly in health-enhancing and personally rewarding physical activity.
36. Identify safe and risky exercise alternatives.
37. Identify appropriate individual requirements for physical activity prescription concerning the mode, intensity, duration, frequency and progression.

Recreation and Leisure Resources

Holbrook, M.C. and Koenig, A.J. (Ed). 2000. *Foundations of Education Vol. II Instructional Strategies for Teaching Children and Youths with Visual Impairments*. Pp. 653-678. AFB Press, New York, NY.

RECC (information and resources regarding the expanded core curriculum including social interaction skills):

www.tsbvi.edu/recc/rl.htm

Websites

www.nctrc.org

www.gamesfortheblind.com

www.tsbvi.edu/recc/rl.htm

www.recreationtherapy.com/rt.htm

www.azalea.net/~osb/webdoc28.htm

www.nacd.org

www.iowaparkandrecreation.org

www.atra-tr.org

*Never bend your head. Always
hold it high.*

— Helen Keller

7

Self-Determination Skills

Self-Determination Skills

Self-Determination is a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations, together with a belief in oneself as capable and effective, are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in society.

There are five major constructs within self-determination: self-awareness, self-advocacy, choice making, independent performance, and self-evaluation. Ten teachable skills have been identified by Field, Martin, Ward, and Wehmeyer (1998): choice-making, decision-making, problem-solving, goal setting & attainment, self-observation, evaluation & reinforcement, self-instruction, self-understanding, self-advocacy & leadership, positive self-efficacy & outcome expectancy, and self-awareness.

Self-Determination Assessment

Assessment and Ongoing Evaluation: Independent Living (TSBVI).

- Interaction with Family, Peers, and Others /4 skills
Page 9, Questions #35, 36, 40 and 43
- Self-Concept /26 skills
Pages 13-15, Questions: All
- Values Clarification /16 skills
Pages 23-25, Questions: All
- Problem Solving, Decision Making, and Planning /30 skills
Pages 39-43, Questions: All
- Self-Advocacy /31 skills
Pages 121-126, Questions: All

AIR–Self-Determination: available in PDF from: <http://www.sdtac.uncc.edu/air.pdf>

Self-Determination Standards

1. **Iowa Early Childhood Standards** (Birth - 5 years of age). Additional benchmarks, examples, and supports are found at: <http://www.iowachildnetwork>

2.3.3	Engagement & Persistence (birth - 3)
2.4.1-3	Problem Solving (3-5 years)
3.2	Self-Regulation (birth-3)
6.1.4	Art (birth-3)
2.1.1-2	Initiative Curiosity (birth-3)
2.2.1	Persistence (3-5 years)
2.3.1-2	Problem Solving
3.3.1 & 4	Self (3-5 years)
3.1.3	Self (birth-3)

2. **School District Standards: Collect the specific school district standards for the districts in your geographical area and add to this section.**

<http://www.state.ia.us/educate/ccwp/ct/sb.html>:

3. **National Guidance Counseling Standards:**

<http://www.state.tn.us/education/ci/ciguidcounseling/ciguidancestandsfirstdraft.pdf>

K-2

Standard 7: Knowledge and Interpersonal Skills

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

K-2 Learning Expectations

The student will:

7.1	Demonstrate a positive attitude towards self as a unique person.
7.2	Identify and express feelings.
7.3	Distinguish between appropriate and inappropriate behaviors.
7.7	Describe individual differences

K-2 Performance Indicators

The student will:

- Describe some physical and personal traits.
- Illustrate activities one can do well.
- Recognize the vocabulary associated with feelings.
- State likenesses and differences between themselves and others.

- Display positive, respectful attitudes towards self and others.
- Recognize likenesses and differences in self and others.
- Learn to follow rules, directions, and complete tasks.
- Recognize talents in self and others.

Grade Level 3-5 Learning Expectations

The student will:

7.1	Demonstrate a positive attitude towards self as a worthy person.
7.2	Identify and express feelings in an appropriate manner.
7.3	Monitor behavior and demonstrate self-control.

3-5 Performance Indicators

The student will:

- List things he/she likes to do and do well.
- List characteristics about self.
- Exhibit respect when interacting with others.
- Articulate positive ways to respond to negative comments and feelings.
- Identify feelings associated with significant experiences.
- Prioritize interests and responsibilities.
- Explore differences in cultures.

Grade Level 6-8 Learning Expectations**The student will:**

7.1	Discover personal interests, abilities, and skills
7.2	Identify and express feelings in an appropriate manner.
7.3	Examine behavior and demonstrate self-control.

6-8 Performance Indicators**The student will:**

- Identify interests, likes, dislikes, and personal traits.
- Correctly interpret non-verbal expressions of feelings.
- Use effective listening skills.
- Demonstrate appropriate methods of communicating feelings.
- Deal with relationships in a positive, respectful manner.
- Examine appropriate ways to deal with conflicts, pressures, and emotions.
- Describe situations in which one's actions and behaviors affected others.
- Recognize the physical and emotional impact of change and transition.
- Value individual differences in self and others.
- Discuss techniques used to mediate or resolve problems.
- Design and follow classroom and school rules.
- Analyze how abilities develop over time.

Grade Level 9-12 Learning Expectations

The student will:

7.1	Develop personal skills that lead to effective, efficient, and productive life choices.
7.2	Recognize and respect the feelings and needs of self and others.

9-12 Performance Indicators

At Level 1, the students will be able to:

- Assess personal strengths and assets.
- Recognize how attitudes and values affect life.
- Value self and others with regard to individual differences.
- Explain what personal assets he/she brings to a cooperative team.
- Recognize the impact of change and transition in significant life events.
- Recognize that everyone has rights and responsibilities.
- Identify changing personal and social roles.
- Identify environmental influences on one's behaviors (music, media, consumer marketing).
- Distinguish between assertive and aggressive communication.
- Analyze behaviors that contribute to physical and mental health.

Personal and Social Development

Standard 8: Self-Knowledge Applications

Students will make decisions, set goals, and take necessary action to achieve goals.

K-2 Learning Expectations

The student will:

8.1	Describe the steps in a planning, decision-making and goal setting process.
8.2	Identify possible consequences of decisions and choices.
8.3	Identify a goal and an action plan

K-2 Performance Indicators

The students will be able to:

- Develop plans for specific activities.
- Describe decisions one may make.
- Discuss consequences of choices.
- Discuss how behavioral choices affect the actions of others.
- Identify ways to contribute to classroom goals.
- State personal goals.
- State a decision-making model.
- Recognize personal qualities needed to achieve goals.
- Discuss substances that can be hazardous.
- Express the ability to say no to peer pressure
- Recognize outward indicators of emotions.
- Describe bullying and teasing.
- Discuss consequences of both healthy and harmful choices.

Grade 3-5 Learning Expectations**The student will:**

8.1	Use a decision-making and problem-solving model.
8.2	Recognize the connection between ones choices and consequences.
8.3	Create long- and short-term goals.
8.4	Develop and Implement a plan for an individual goal.

Grade 3-5 Performance Indicators**The students will be able to:**

- Identify the benefits of setting personal goals.
- Develop an action plan to solve a problem.
- Describe the relationship between choices and consequences.
- Demonstrate a decision-making model.
- Define a problem and create a plan to reach a solution.
- Identify short- and long-term goals.
- Discuss how preferences and abilities can affect life goals.
- Relate goals to social, personal, academic and career areas.

Grade 6-8 Learning Expectations

The student will:

8.1	Modify and apply decision-making problem solving models for personal use.
8.2	Set goals relative to ones interests and abilities.
8.3	Develop a plan to achieve realistic short- and long-term goals.

Grade 6-8 Performance Indicators

The students will be able to:

- Practice a decision-making model.
- Develop a plan of action to reach a goal.
- Practice efficient time and task management.
- Solve conflicts in a non-aggressive way.
- Apply knowledge of self in setting goals.
- Examine the cyclical nature of setting and attaining goals.
- Demonstrate problem-solving skills for anger and stress management.

Grade Level 9-12 Learning Expectations**The student will:**

8.1	Evaluate alternatives, resources, and the impact of consequences in the decision-making process.
8.2	Evaluate alternative plans to achieve goals.
8.3	Create a plan and persevere to achieve goals..

Grade 9-12 Performance Indicators**The students will be able to:**

- Describe personal attributes that affect education and life goals.
- Discuss the effects of education, work, and family on individual decision-making.
- Utilize assessment results in setting of personal goals.
- Analyze how expectations of others affects career, personal, and educational decisions.
- Identify legally and socially acceptable behaviors/options.
- Explore key resources to assist in goal attainment.
- Appraise personal skills that contribute to physical and mental health.

Personal and Social Development

Standard 9: Acquire Personal Safety Skills.

Students will understand safety and survival skills.

Grade Level 3-5 Learning Expectations

The student will:

9.1	Choose coping skills to manage stress
9.2	Identify resource people in the school and community and know how and when to seek help.
9.3	Develop problem-solving and decision-making skills to make safe and healthy choices.

Grade 9-12 Performance Indicators

The students will be able to:

- Utilize effective ways to deal with a wide variety of feelings.
- Describe how gathering information helps to ensure safer choices.
- State ways to obtain help in emergency situations.
- Explain how following rules ensures safety of self and others.
- Recognize signs of stress and state techniques for stress relief.
- Differentiate between situations requiring peer support and adult help.
- Explain how conflict resolution skills help to ensure the safety of self and others.
- Recognize the emotional and physical effects of substance use.
- Demonstrate effective ways of dealing with peer pressure.

- State the ways in which school and community resource personnel assist students.
- Describe the consequences of bullying and harassment.
- Recognize physical and sexual abuse.
- Use self-protection skills to maximize personal safety.
- Respect personal boundaries, rights, and privacy.
- Identify refusal skills.
- Explore appropriate skills for dealing with stressful situations.
- Identify threats to personal safety as well as the safety of the school community.

Grade Level 6-8 Learning Expectations

The student will:

9.1	Implement techniques for resolving conflict and reducing stress within a school setting.
9.2	Investigate school and community resources for assistance with personal concerns.
9.3	Apply effective problem-solving and decision-making models to make safe and healthy choices.
9.4	Utilize skills to recognize, report, and protect against threats to personal safety.

Grade 6-8 Performance Indicators

The student will be able to:

- List appropriate techniques for handling bullying and harassment.
- Describe ways to reduce anxiety in stressful situations.
- Demonstrate techniques for managing stress, conflict, and anger.

- Practice appropriate actions for ensuring the safety of self and others.
- Assess personal risk factors such as weight gain, poor nutritional habits, substance use.
- Recognize that use of alcohol, tobacco, and other drugs contributes to crime, accidents, suicide and physical impairment.
- Distinguish types of abuse and evaluate appropriate resources for help.
- Practice refusal skills.
- Practice peer leadership skills by creating healthy alternatives to drug use.
- Discuss the possible emotional effects of abuse.
- Recognize indicators of depression and suicidal and homicidal tendencies.

Grade Level 9-12 Learning Expectations

The student will:

9.1	Analyze stress and its effects on all aspects of health and wellness.
9.2	Utilize available resources to manage peer pressure, personal safety issues and other life stresses.
9.3	Evaluate how choices impact health, safety, personal goals, educational opportunities, and career choices.
9.4	Utilize skills to recognize, report, and protect against threats to personal safety.

Grade 9-12 Performance Indicators

The student will be able to:

- Gather information concerning current trends in safety and healthy lifestyles.
- Demonstrate techniques for handling overt and subtle bullying and harassment.
- List physical, emotional, and psychological risks involved with sexual activity.

- Evaluate the consequences of personal decisions.
- Recognize and demonstrate coping strategies for management of personal crises.
- Identify skills for resisting persuasive tactics where personal safety is at risk.
- Explore the impact of prejudices and stereotyping on conflicts.
- Recognize the importance of following recommended safety restrictions.
- Recognize indicators of potential crisis and report suspicions to school or other appropriate authorities.
- Implement strategies to deal successfully with life transition.
- Explore situations when it is appropriate to breach confidentiality.
- Establish a connection with a healthy support network.

McRel

The Standards and benchmarks may be found in their entirety at:

www.mcrel.org/standards-benchmarks

Civics	Understands how participation in civic and political life can help citizens attain individual and public goals.
Life Work	Makes effective use of basic life skills.

National Health Education Standard 5:

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale:

Personal, family, and community health are enhanced through effective communication. A responsible individual will use verbal and non-verbal skills in developing and maintaining healthy personal relationships. Ability to organize and to convey information, beliefs, opinions, and feels are skills that strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate; demonstrate care, consideration, and respect of self and others.

Performance Indicators

As a result of health instruction in Grades K-4 students will:

3. Demonstrate healthy ways to express needs, wants, and feelings.
4. Demonstrate ways to communicate care, consideration, and respect of self and others.
6. Demonstrate refusal skills to enhance health.
7. Differentiate between negative and positive behaviors used in conflict situations.
7. Demonstrate non-violent strategies to resolve conflicts.

As a result of health instruction in Grades 5-8 students will:

3. Demonstrate healthy ways to express needs, wants, and feelings.
4. Demonstrate ways to communicate care, consideration, and respect of self and others.
6. Demonstrate refusal and negotiation skills to enhance health.
8. Demonstrate strategies to manage conflict in healthy ways.

As a result of health instruction in Grades 9-11 students will:

2. Analyze how interpersonal communication affects relationships.
3. Demonstrate healthy ways to express needs, wants, and feelings.
4. Demonstrate ways to communicate care, consideration, and respect of self and others.
5. Demonstrate strategies for solving interpersonal conflicts without harming self or others.
6. Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
7. Analyze the possible causes of conflict in schools, families, and communities.
8. Demonstrate strategies used to prevent conflict.

Self-Determination Resources

All Resources:

http://www.uncc.edu/sdsp/sd_curricula.asp

http://www.aahperd.org/aahe/pdf_files/standards.pdf

Self-determination curriculum for Adolescents: An IDEAS Program Training Curriculum, 2002. (\$20) Make check payable to the Center for Disabilities and Development, Attention: Mike Hoenig, Center for Disabilities and Development, 100 Hawkins Drive, Iowa City, IA 52242-1011. Phone: 319-353-6448.

RECC TSBVI (in development).

Self-Determination

9th Area of the Expanded Core Curriculum

Dr. Karen E. Blankenship, Ph.D.
Iowa Department of Education

Self-Determination

A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations, together with a belief in oneself as capable and effective, are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in society.

— *Field, Martin, Ward & Wehmeyer (1998)*

Model of Self-Determination

Essential Characteristics of People who are Self-Determined

- Make choices and decisions as needed
- Exhibit some personal or internal control over actions
- Feel capable and act that way
- Understand the effects of own action

Characteristics of Self-Determined Environment

- Availability of self-determined role models
- Curriculum variables
- Opportunities for choice
- Patterns of response to student behaviors
- Availability of student supports

Five Constructs of Self-Determination

- Self-Awareness
- Self-Advocacy
- Choice Making
- Independent Performance
- Self-Evaluation

Teachable Skills

- Choice Making
- Decision-Making
- Problem-Solving
- Goal Setting & Attainment
- Self-Observation, Evaluation, & Reinforcement
- Self-Instruction, Self-Understanding, Self-Advocacy, & Leadership
- Positive Self-Efficacy and Outcome Expectancy
- Self-Awareness

Developing an Instructional Plan

- Determine which skills to teach by using observations, interviews, and assessment instruments (commercial and teacher made).
- Write self-determination goals and objectives.
- Provide consistent and effective instruction and opportunities for practice.
- Complete on-going evaluations to determine student outcomes.

Sample Instructional Sequence for Self-Awareness to Self-Advocacy

- I will learn about my particular eye condition and needed accommodations.
- I will explain my eye condition and request needed accommodations.
- I will refuse unneeded accommodations or assistance.

Age Appropriate Instructional Tools

- Create all about me books (4-6 years of age).
- Create electronic portfolios (7-13 years of age) that include a medical/educational report to share with classroom teacher.
- Refine portfolios that include a medical/educational or vocational report to share with classroom teachers and prospective college or employer (14 years and older).
- Conduct classroom demonstrations or workshops (as appropriate).
- Collect implementation/effectiveness data on needed accommodations (as appropriate).

Other Instructional Areas

- Have students lead IEP team meeting after instruction.
- Instruction in active listening and other assertiveness skill areas such as body language, eye contact, and tone of voice.
- Have students set goals, action steps, and evaluate progress in all academic areas.

Resources

http://www.uncc.edu/sdsp/sd_curricula.asp (List of assessments & curricula).

RECC: www.tsbvi.edu

All Resources:

*http://www.uncc.edu/sdsp/sd_curricula.asp
http://www.aahperd.org/aahe/pdf_files/standards.pdf*

Self-determination curriculum for Adolescents: an IDEAS Program Training Curriculum, 2002 . (\$20) Make check payable to the Center for Disabilities and Development, Attention: Mike Hoenig, Center for Disabilities and Development, 100 Hawkins Drive, Iowa city, IA 52242-1011. Phone: 319-353-65448.

If students floated in life jackets for 12 years, would they be expected to swim if the jackets were suddenly jerked away? Probably not. The situation is similar for students receiving vision services. All too often these students are not taught how to self-manage their own lives before they are thrust into the cold water of post-high school reality.

— Martin, 1993

8

Social Interaction skills

Social Interaction Skills

Sighted children and adults have learned almost all their social skills by visually observing other people and behaving in socially appropriate ways based on that information. Blind and visually impaired individuals cannot learn skills of social interaction in this casual and incidental fashion. They learn through careful, conscious, and sequential teaching. Instruction in these skills is such a fundamental need that it can often mean the difference between social isolation and a satisfying and fulfilling life as an adult.

Social Interaction Assessments

Assessment and Ongoing Evaluation: Independent Living (TSBVI).

- Interaction with Family, Peers, and Others /48 skills
Pages 5-11 (All)
- Recognition and Expression of Emotions /20 skills
Pages 17-19 (All)
- Nonverbal Communication /12 skills
Pages 21-22 (All)
- Personal and Social Aspects of Sexuality /31 skills
Pages 27-31 (All)
- Courteous Behavior /15 skills
Pages 35-37 (All)
- Personal and Civic Responsibility /17 skills
Pages 51-53 (All)

Social Interaction Standards

1. **Iowa Early Childhood Standards** (Birth - 5 years of age). Additional benchmarks, examples, and supports are found at: <http://www.iowachildnetwork>

3.3	Approaches to Learning
3.2.3	Self-Regulation
3.3.5	Relationships with Caregiver
3.4.1-3	Relationships with Children
3.5.2	Sense of Community
3.21-2	Adult Relationships
3.4.3-4	Peer Interaction
3.5.2-4	Awareness of Community

-
2. **School District Standards: Collect the specific school district standards for the districts in your geographical area and add to this section.**

<http://www.state.ia.us/educate/ccwp/ct/sb.html>:

Standard 5: Health Education

Personal, family, and community health are enhanced through effective communication. A responsible individual will use verbal and non-verbal skills in developing and maintaining healthy personal relationships. Ability to organize and to convey information, beliefs, opinions, and feels are skills which strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate demonstrate care, consideration, and respect of self and others.

http://www.aahperd.org/aahe/pdf_files/standards.pdf

Performance Indicators

As a result of health instruction in Grades K-4, students will:

- Distinguish between verbal and non-verbal communication.
- Describe characteristics needed to be a responsible friend and family member.
- Demonstrate healthy ways to express needs, wants, and feelings.
- Demonstrate ways to communicate care, consideration, and respect of self and others.
- Demonstrate attentive listening skills to build and maintain healthy relationships.
- Demonstrate refusal skills to enhance health.
- Differentiate between negative and positive behaviors used in conflict situations.
- Demonstrate non-violent strategies to resolve conflicts.

As a result of health instruction in Grades 5-8, students will:

- Demonstrate effective verbal and non-verbal communication skills to enhance health.
- Describe how the behavior of family and peers affects interpersonal communication.
- Demonstrate healthy ways to express needs, wants, and feelings.

- Demonstrate ways to communicate care, consideration, and respect of self and others.
- Demonstrate communication skills to build and maintain healthy relationships.
- Demonstrate refusal and negotiation skills to enhance health.
- Analyze the possible causes of conflict among youth in schools and communities.
- Demonstrate strategies to manage conflict in healthy ways.

As a result of health instruction in Grades 9-11, students will:

- Demonstrate skills for communicating effectively with family, peers, and others.
- Analyze how interpersonal communication affects relationships.
- Demonstrate healthy ways to express needs, wants, and feelings.
- Demonstrate ways to communicate care, consideration, and respect of self and others.
- Demonstrate strategies for solving interpersonal conflicts without harming self or others.
- Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- Analyze the possible causes of conflict in schools, families and communities.
- Demonstrate strategies used to prevent conflict.

Standard 7: Self-Knowledge and Interpersonal Skills

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Grade Level K-2 Learning Expectations

The student will:

7.2	Identify and express feelings.
7.3	Distinguish between appropriate and inappropriate behaviors.
7.4	Develop appropriate communication skills.
7.5	Develop healthy friendships.
7.6	Describe responsibilities in the family, school, and community.
7.7	Describe individual differences.

K-2 Performance Indicators

The student will:

- Recognize the vocabulary associated with feelings.
- Identify persons important to them.
- Care for personal possessions.
- State likenesses and differences between themselves and others.
- Display positive, respectful attitudes towards self and others.
- Recognize likenesses and differences in self and others.
- Describe feelings they have in various situations.
- Share examples of growth and change.
- Demonstrate cooperation during group time as well as one-on-one with peers and staff.
- Demonstrate ways to make and keep friends.
- Use behaviors that demonstrate respect for the feelings, property, and interest of others.
- Exhibit cooperation and sharing.

- Learn to follow rules, directions, and complete tasks.
- Demonstrate the ability to respect boundaries and personal privacy.
- Recognize talents in self and others.
- Explore character traits important in building friendships.

Grade Level 3-5 Learning Expectations

The student will:

7.2	Identify and express feelings in an appropriate manner.
7.4	Recognize change as a part of growth.
7.5	Demonstrate appropriate communication skills.
7.6	Recognize meaningful relationships.
7.7	Demonstrate an appreciation for individual and cultural differences

3-5 Performance Indicators

The student will be able to:

- Demonstrate the reciprocal nature of speaking and listening.
- Describe cooperation.
- Exhibit respect when interacting with others.
- Articulate positive ways to respond to negative comments and feelings.
- Identify feelings associated with significant experiences.
- Demonstrate ability to share and work cooperatively on group tasks.
- Demonstrate effective verbal and non-verbal communication.

- Describe changes that occur in the physical, emotional, and social development over time.
- Explore differences in cultures.
- Analyze how teams utilize each member's talents.

Grade Level 6-8 Learning Expectations

The student will:

7.2	Identify and express feelings in an appropriate manner.
7.3	Examine behavior and exhibit self control
7.4	Explore change as a part of growth.
7.5	Develop effective communication skills.
7.6	Establish meaningful relationships.
7.7	Recognize and respect differences in various family configurations.
7.8	Recognize, respect, and appreciate individual and cultural diversity.

6-8 Performance Indicators

The student will be able to:

- Correctly interpret non-verbal expressions of feelings.
- Use effective listening skills.
- Identify positive and negative peer pressure.
- Demonstrate appropriate methods of communicating feelings.
- Deal with relationships in a positive, respectful manner.
- Examine appropriate ways to deal with conflicts, pressures, and emotions.
- Recognize the physical and emotional impact of change and transition.

- Discuss techniques used to mediate or resolve problems.
- Explore methods families use to work cooperatively.
- Design and follow classroom and school rules.
- Demonstrate effective strategies for coping with family and school changes.
- Discuss the importance of valuing gender differences.
- Respond appropriately to pressure from peers and others.
- Appreciate the perspective of others.
- Analyze the differences in healthy and harmful friendships.

Grade Level 9-12 Learning Expectations

The student will:

7.2	Identify and express feelings in an appropriate manner.
7.3	Examine behavior and exhibit self-control.
7.4	Explore change as a part of growth.
7.5	Develop effective communication skills.
7.6	Maintain meaningful relationships.
7.7	Recognize changing roles within the family.
7.8	Work effectively with diverse populations.

9-12 Performance Indicators

The student will

- Demonstrate effective communication in a cooperative setting.
- Recognize how listening skills are useful in building relationships.

- Recognize the impact of change and transition in significant life events.
- Recognize that everyone has rights and responsibilities
- Identify changing personal and social roles.
- Identify environmental influences on one's behaviors (music, media, consumer, and marketing).
- Assess the value of building and maintaining relationships.
- Demonstrate and interpret nonverbal communication.
- Develop strategies or initiating a discussion of teen issues within the family.
- Analyze behaviors that contribute to physical and mental health.
- Assess the value of building and maintaining relationships.
- Demonstrate and interpret nonverbal communication.

Standard 9: Acquire Personal Safety Skills

Students will understand safety and survival skills

Grade Level 3-5 Learning Expectations

The student will:

9.1	Choose coping skills to manage stress.
9.2	Identify resource people in the school and community and know how and when to seek help.
9.4	Recognize threats to personal safety.

3-5 Performance Indicators**The student will be able to:**

- Utilize effective ways to deal with a wide variety of feelings.
- Describe how gathering information helps to ensure safer choices.
- State ways to obtain help in emergency situations.
- Explain how following rules ensures safety of self and others.
- Recognize signs of stress and state techniques for stress relief.
- Recognize the emotional and physical effects of substance use.
- Demonstrate effective ways of dealing with peer pressure.
- State the ways in which school and community resource personnel assist students.
- Describe consequences of bullying and harassment.
- Recognize physical and sexual abuse.
- Use self-protection skills to maximize personal safety.
- Respect personal boundaries, rights, and privacy.
- Explore appropriate skills for dealing with stressful situations.
- Identify threats to personal safety as well as the safety of the school community.

6-8 Learning Expectations

The student will:

9.1	Implement techniques for resolving conflict and reducing stress within a school setting
9.2	Investigate school and community resources for assistance with personal concerns
9.4	Utilize skills to recognize, report, and protect against threats to personal safety

6-8 Performance Indicators

The students will be able to:

- List appropriate techniques for handling bullying and harassment.
- Describe ways to reduce anxiety in stressful situations.
- Demonstrate techniques for managing stress, conflict, and anger.
- Practice appropriate actions for ensuring the safety of self and others.
- Assess personal risk factors such as weight gain, poor nutritional habits, substance use.
- Recognize that use of alcohol, tobacco, and other drugs contributes to crime, accidents, suicide and physical impairment.
- Distinguish types of abuse and evaluate appropriate resources for help.
- Practice refusal skills.
- Practice peer leadership skills by creating healthy alternatives to drug use.
- Discuss the possible emotional effects of abuse.
- Recognize indicators of depression and suicidal and homicidal tendencies.

Grade 9-12 Learning Expectations

The student will:

9.1	Analyze stress and its effects on all aspects of health and wellness.
9.2	Utilize available resources to manage peer pressure, personal safety issues, and other life stresses.
9.3	Evaluate how choices impact health, safety, personal goals, educational opportunities, and career choices.
9.4	Utilize skills to recognize, report, and protect against threats to personal safety.

Grade 9-12 Performance Indicators

The students will be able to:

- Gather information concerning current trends in safety and healthy lifestyles.
- Demonstrate techniques for handling overt and subtle bullying and harassment.
- List physical, emotional, and psychological risks involved with sexual activity.
- Recognize and demonstrate coping strategies for management of personal crises.
- Identify skills for resisting persuasive tactics where personal safety is at risk.
- Explore the impact of prejudices and stereotyping on conflicts.
- Recognize the importance of following recommended safety restrictions.
- Recognize indicators of potential crisis and report suspicions to school or other appropriate authorities.
- Implement strategies to deal successfully with life transitions.
- Explore situations when it is appropriate to breach confidentiality.
- Establish a connection with a healthy support network.

McRel

Knows strategies for managing the interrelationships among various life roles and activities (e.g., career, family, leisure).

Social Interaction Resources

Holbrook, M.C. and A.J. Koenig. (Ed). 2000. *Foundations of Education Vol. II Instructional Strategies for Teaching Children and Youths with Visual Impairments*. Pp. 616-652. AFB Press, New York, NY.

www.tsbvi.edu/recc/social.htm This is the Texas School's website for information and resources regarding the expanded core curriculum, including social interaction skills.

Anderson, S., S. Bigon, and K. Davis. (1991). *The Oregon Project for Visually Impaired and Blind Preschool Children*. Fifth edition. Pp. 31-37 and 207-232. Jackson County Education Service District, Medford, OR.

Brigance Inventory of Early Development II (2004). Curriculum Associates. MA.

Sewell, D. (2001). *Assessment Kit: Kit of Informal Tools for Academic Students with Visual Impairments. Part 1: Assessment Tools for Teacher Use*. (Social Skills Section) Texas School for the Blind and Visually Impaired, Austin, TX.

SPI Student Performance Indicators. Social Skills Section. Educational Service Center Region 13. Austin, TX.

Regional Student Performance Indicators (RSPI) (2001).

Clark, G.M. and J.R. Patton. 1997. *TPI Transition Planning Inventory: Assessing Transition Needs*. PRO-ED, Austin, TX.

9

Visual Efficiency Skills

Visual Efficiency Skills

The visual acuity of children diagnosed as visually impaired varies greatly. With thorough, systematic training, most students with functional vision can learn to use their remaining vision better and more efficiently. Educational responsibility for performing a functional vision assessment, planning appropriate learning activities for effective visual use, and teaching students to use their functional vision effectively and efficiently falls to the professionally prepared teacher of visually impaired learners.

Assessment (Aided and Unaided):

A Visual Development Scale

Reprinted with permission of AFB Press, American Foundation for the Blind, from Erin & Paul, Chapter 9, in Corn, A. & Koenig, A. (Editors). *Foundations of Low Vision: Clinical and Functional Perspectives*. All rights reserved.

Unaided Visual Efficiency (with or without Rx)

Birth

- Can see patterns of light and dark, but specific objects are blurry
- Has some degree of fixation

1 Month

- Can focus eyes at 1 1/2 inches
- Displays beginning of conjugate following movement (binocular coordination)
- Follows slow moving objects
- Follows horizontal movement of objects to the midline

2 Months

- Displays development of protective blink
- Prefers faces to complex patterns
- Follows vertical movement of objects

3 Months

- Displays smooth eye movements
- Smiles at visual stimulus
- Displays improving visual acuity
- Displays improving binocular vision
- Notices gross color differences
- Seems aware of objects only when manipulating them
- Anticipates feeding by visual stimulation

4 Months

- Displays accommodative flexibility (can now shift focus)
- Displays improved hand-eye coordination
- Shows interest in small, bright objects
- Attempts to move toward objects in visual field
- Recognizes familiar faces
- Visually explores new environment
- Follows objects across midline
- Shows horizontal, vertical, and circular eye movements
- Makes unsuccessful attempts at reaching
- Mouths and looks at objects in hand

5 Months

- Develops eye-hand coordination
- Grasps objects successfully
- Looks intently at objects held close to the eyes
- Examines objects with the eyes, rather than uses objects only for light play

6 Months

- Shifts visual attention from one object to another in a field of various objects
- Recognizes faces up to six yards away
- Rescues toys dropped within reach
- Turns objects in hand and explores visually
- Has capability of both eyes holding fixation and converging equally

9-10 Months

- Imitates expressions
- Looks around corners
- Spills, to watch liquid spill
- Is visually alert to new things
- Plays games
- Develops object permanence

1 Year

- Has distance and near visual acuity near normal
- Displays improved binocular vision
- Displays improved accommodation

2 Years

- Inspects objects with eyes alone
- Imitates movements
- Seeks missing objects or person visually
- Has increased color vision
- Has increased visual memory

3 Years

- Matches simple forms, does simple form board or puzzle, but still relies on some tactile cues
- Pretends to pinch up objects from the page of a book
- Can draw a crude circle

4 Years

- Can accurately discriminate sizes
- Has good depth perception
- Displays free hand-eye coordination (does not require conscious effort)
- Discriminates length regardless of orientation

5 Years

- Displays mature coordination: picks up and releases objects precisely
- Colors, cuts, and pastes
- Demonstrates knowledge of concept and muscle control by size of assembling nesting blocks with facility, not trial and error
- Can draw a square

6 Years

- Handles and attempts to use tools and materials
- Prints capital letters but has common reversals
- Can draw a triangle
- Begins to read

7-9 Years

- Prints sentences
- Has speed and smoothness of eye-hand preference
- Includes details in drawing

Aided Visual Efficiency Assessment

*(Complete a random sample of near, intermediate, and distance reading/writing rates from classroom peers to use as comparison to student with visual impairment's performance.)

Check if Student has the Skill	Skill Area
	Initiates independent use (anticipates need for certain task, can identify and articulate the need and use of optical device in a variety of settings).
	Demonstrates daily maintenance skills for the care and storage of prescribed optical device (cleaning procedures, stores safely, and quick retrieval).
	Demonstrate knowledge of prescribed device (awareness of dominant eye, selection of hand to be used, grasp, placement on surface, & stabilization techniques).
	Demonstrates proficiency with prescribed optical device to perform near (reading/writing) visual tasks (comparable speeds with sighted peers).
	Demonstrates increased speed and stamina in all near (reading/writing) visual tasks (compared to own performance).
	Demonstrates proficiency with prescribed optical device to perform distance (reading/writing) visual tasks (comparable speeds with sighted peers).
	Demonstrates increased speed and stamina in all distance (reading/writing) visual tasks (compared to own performance).

Aided Visual Efficiency Standards

1. **Iowa Early Childhood Standards** (Birth - 5 years of age). Additional benchmarks, examples, and supports are found at: <http://www.iowachildnetwork>

2.1.1	Approaches to Learning
1.2.2	Play & Sensory

2. **School District Standards:** Collect the specific school district standards for the districts in your geographical area and add to this section.

<http://www.state.ia.us/educate/ccwp/ct/sb.html>

3. **McREL:** The standards and benchmarks may be found in their entirety at:

www.mcrel.org/standards-benchmarks

- Uses viewing skills and strategies to understand and interpret visual media.

3. **Arizona State Standards Aligned with the ECC:**

<http://www.ed.arizona.edu/azaer/AZ%20Standards%20Aligned.pdf>

- Identify story events or information from visual media.
- Recognize different types of visual media.
- Interpret visual clues in cartoons, graphs, tables, and charts that enhance the comprehension of text.
- Organize and develop visual solutions to problems.
- Use visual structures to organize the components of work into a cohesive and meaningful whole.
- Transfer accurately a visual pattern to physical motion.

Visual Efficiency Resources

- D'Andrea, F.M. & C. Farrenkopf, (Eds.) *Looking to Learn: Promoting Literacy for Students with Low Vision*, ages: 3–21, pp. 113–214, 2000, New York: AFB Press.
- Smith, M. & N. Levack. *Teaching Students with Visual and Multiple Impairments: A Resource Guide*, 2nd Edition, pp. 475–484, Austin: TSBVI.
- Chen, D., C.T. Friedman & G. Calvello. *PAVII: Parents and Visually Impaired Infants — Identifying Vision Impairments in Infants*, Ages: Birth to 3 years, Pages: Functional Vision Screening Booklet, 1990, Louisville: APH.
- Burnett, R., and L. Sanford. *FVA/LMA*, Consultants for the Visually Impaired, P.O. Box 8594, Hermitage, TN 37076 (this will be available from APH quota funds in the future).
- Anderson, A., Bigan, S., and Davis, K. *The Oregon Project for Visually Impaired & Blind Preschool Children*, Fifth Edition: Ages Birth to 6 years, Manual pp. 233, Workbook, pp. 38, 1991. Jackson Education Service District.
- Morgan, E. *The INSITE Model: Resources for Family-Centered Interventions for Infants, Toddlers, and Preschoolers Who are Visually Impaired*. Ages: Birth to 6 years, North Logan: SKI HI Institute, Hope, Inc. www.skihi.org/Research
- Olmstead, J. *Itinerant Teaching: Tricks of the Trade for Teachers of Students with Visual Impairments*, 2nd Ed, pp. 56, 2005, New York: AFB Press.
- Goodman, S. & S.H. Wittenstein, (Eds.) *Collaborative Assessment: Working with Students Who Are Blind or Visually Impaired, Including Those with Additional Disabilities*. pp. 71–93, 2003, New York: AFB Press.
- Langley, B. *ISAVE: Individualized Systematic Assessment of Visual Efficiency*. Ages: Infants, children, and young adults, Louisville: APH.
- Koenig, A., & C. Holbrook. *Learning Media Assessment of Students with Visual Impairment*. 1993, TSBVI.
- Levack, N., G. Stone, and V. Bishop. *Low Vision: A Resource Guide with Adaptations for Students with Visual Impairments*, 2nd Ed. Ages: All, 1991, Austin: TSBVI.
- Smith, A., L. O'Donnell. *Beyond Arms Reach: Enhancing Distance Vision*. 1992, Pennsylvania College of Optometry Press.

Harley, R., A. Lawrence, L. Sanford. and R. Burnett. *Visual Impairment in the Schools*, 3rd Ed. Ages: School age, pp. 148–204, 2000, Springfield: Charles C. Thomas, Publisher Ltd.

Kitchel, E., R. Jose, P. Bither, G. Cavello, K. Scott, and B. Mudd. *Envision Kit*, Ages 3–21, 2002, Louisville: APH.

Corn, A. & Koenig, A. *Foundations of Low Vision: Clinical and Functional Perspectives*. pp. 185–245, 2000, New York: AFB Press.

Chen, D. (Ed). *Essential Elements in Early Intervention: Visual Impairment and Multiple Disabilities*. Ages: Birth–6, pp. 157–206, 1999, New York: AFB Press.

Lueck, A. H. (Ed.) *Functional Vision: A Practitioner's Guide to Evaluation*. 2004, New York: AFB Press.

Barraga, N. *Diagnostic Assessment Procedure Volume I of Program to Develop Efficiency in Visual Functioning*. Louisville: APH. Ages: 3 years to adult, 1978.

*I think people do not usually
realize what an extensive
apparatus the sense of Touch is...*

— Helen Keller

Forms for Instruction

Expanded Core Curriculum Needs Assessment

(To be completed yearly)

Student Name: _____

School: _____

Grade Level: _____ Age: _____ TVI: _____

Date of Needs Assessment: _____

Check all who contributed to this Needs Assessment:

<input type="checkbox"/>	Parents	<input type="checkbox"/>	General Education Teacher	<input type="checkbox"/>	OMS
<input type="checkbox"/>	Student	<input type="checkbox"/>	Special Education Teacher	<input type="checkbox"/>	Other related service providers
<input type="checkbox"/>	Other Family Members	<input type="checkbox"/>	TVI	<input type="checkbox"/>	Administrators

Key: (+) Strength (-) Need (0) Not a Need at this time

Circle or highlight Priority Areas

Skills	Key	Justification Statement
ACADEMIC / COMPENSATORY		
Communication & type		
Handwriting		
Tactual readiness		
Braille reading, including fluency		
Braille writing		
Nemeth code		
Slate and stylus		
Effective use of optical devices for literacy (see visual efficiency)		
Calculator		
Abacus		
Listening skills		
Organization		
Study & reference skills		
Use of live reader		

Key: (+) Strength (-) Need (0) Not a Need at this time

Circle or highlight Priority Areas

Skills	Key	Justification Statement
Use of charts, graphs, maps		
Scientific notation		
Music notation		
Additional areas (identify)		
Needed accommodations		
CAREER EDUCATION		
Knows function of community workers		
Follows simple/complex classroom & school rules		
Initiates & completes school assignments on time		
Demonstrates concern for quality of work		
Identify educational service options related to visual impairment		
Develop statement on eye condition and needed accommodations		
Assume responsibility for obtaining supplies, resources		
Explore realistic options for future education/ career programming		
Additional skills (identify)		
INDEPENDENT LIVING SKILLS		
Dressing/clothing management		
Personal hygiene/grooming		
Toileting and feminine hygiene		
Eating/food management		
Housekeeping & home maintenance		
Obtaining & using money		
Time concepts		
Health & safety		
Additional skills (identify)		
ORIENTATION AND MOBILITY		
Concept development		
Body image		

Key: (+) Strength (-) Need (0) Not a Need at this time

Circle or highlight Priority Areas

Skills	Key	Justification Statement
ORIENTATION AND MOBILITY CONT.		
Protective techniques		
Sighted guide		
Trailing		
Search patterns		
Cane skills		
Independent travel in familiar environments		
Independent travel in unfamiliar environments		
Public transportation		
Requesting assistance		
Use of distance optical devices		
Additional skills (identify)		
RECREATION/LEISURE		
Management of leisure time		
Solitary play & leisure activities		
Physical games & sports		
Pets & nature		
Music & dance		
Arts & crafts		
Drama		
Science & technology		
Additional skills (identify)		
SELF-DETERMINATION (10 teachable skills)		
Self-awareness		
Decision-making		
Problem-solving		
Goal setting & attainment		
Self-observation, evaluation & reinforcement		
Self-instruction		
Choice making		
Positive self-efficacy & outcome expectancy		
Self-Advocacy & leadership		
Self-understanding		
Facilitation of IEP & team meeting		

Key: (+) Strength (-) Need (0) Not a Need at this time

Circle or highlight Priority Areas

Skills	Key	Justification Statement
SELF-DETERMINATION CONT.		
Ability to describe & explain eye condition		
Additional skills (identify)		
SOCIAL INTERACTION SKILLS		
Interaction with family, peers, & others		
Non-verbal communication		
Courteous behavior		
Personal & civic responsibility		
Recognition & expression of emotions		
Personal & social aspects of sexuality		
Additional skills (identify)		
TECHNOLOGY		
Computer		
Keyboarding		
Use of screen reader		
Braille technology		
Voice output technology		
Screen enlargement		
Managing/securing equipment		
Use/management of electronic texts		
Additional skills (identify)		
VISUAL EFFICIENCY		
Chooses a device appropriate for the visual task (near/distance)		
Communicates purpose & function of prescribed optical device		
Demonstrates daily maintenance of optical devices		
Initiates independent use of optical device		
Demonstrates knowledge of prescribed optical device		
Demonstrates proficiency with prescribed optical device (reading/writing)		

Key: (+) Strength (-) Need (0) Not a Need at this time

Circle or highlight Priority Areas

Skills	Key	Justification Statement
VISUAL EFFICIENCY CONT.		
Demonstrates reading/writing fluency (reading/writing) with optical device commensurate with classroom peers (see ECC Resource Guide)		
Additional skills (identify)		
OTHER CONCERNS		
Fine motor		
Gross motor		
Speech and language		
Hearing		
Behavior(s)		
Additional skills (identify)		

Developed by Dr. Wendy Sapp, Ph.D., Georgia, and revised by the Iowa ECC Work Group, 2006

**Teacher discretion is required for skill sets identified within each content area.

Failing to plan is a plan to fail

— Effie Jones

Expanded Core Curriculum Assessment Protocol

Assessment Tool	Date	Results	Comments

Expanded Core Curriculum (ECC) Action Plan

Student _____

School Year _____

ECC Priority Area(s)	Assessment Date	Goal (g) or Intervention (I)	Person Responsible for Instruction	Person Responsible for Data Collection	Setting	Amount of Service
Compensatory Skills						
Independent Living						
Use of Assistive Technology						
Visual Efficiency						
Recreation & Leisure						
O & M						
Social Interaction Skills						
Career Education						
Self-Determination						

Completed by: _____

Date Completed: _____

ECC Lesson Plan I

Student: _____ Date(s) of Instruction: _____

ECC Area: _____

IEP Goal: _____

Target Skill (skills necessary to reach IEP goals): _____

Lesson Objective (hierarchy of sub-skills, use your assessment data): _____

Probing Question (relate to previous learning): _____

Teacher modeling of skill: _____

Guided practice: _____

Check for understanding: _____

Independent Practice: _____

Wrap up: _____

Data (or use other data collection method):

#	Learning Outcomes	Circle	Needs Work?		Comments
		Score*	Yes	No	
		E P S			
		E P S			
		E P S			
		E P S			
		E P S			
		E P S			

E = Early/Emerging Skill (1-25%) P = Partial Skills (25-80%) S=Skillful (80-100%)

ECC Lesson Plan II

Student: _____

1. Defining focus of instructional unit:

- a. What ECC areas were identified for instruction? _____

- b. Sub-skills identified by the ECC Assessment Protocol: _____
- c. Appropriate learning environment: _____
- d. Time needed: _____

2. Standards and instructional priorities:

- a. What are the related state/local standards and grade level expectancies? _____

- b. What age/grade level does the *ECC Assessment Protocol* document? _____
- c. Is this standard tested on district-wide assessment (ITBS, ITED or Alternate Assessment)? _____

3. Competencies: Expected levels of student knowledge and performance:

- a. What does student need to know and be able to do? _____

- b. Circle the level of rigor/relevance:
 - A. Acquisition
 - B. Application
 - C. Assimilation
 - D. Adaptation

4. What is the expected student work to demonstrate instructional outcome? _____

5. Define required content knowledge: _____

6. List essential questions/concepts: _____

7. Design assessment and instruction together? _____

- a. Standard Test
- b. Constructed Response
- c. Product Performance
- d. Portfolio
- e. Interview
- f. Self-reflection

Rigor/Relevance Framework

Quadrant C: Assimilation	Quadrant D: Adaptation
Quadrant A: Acquisition	Quadrant B: Application

TVI Collaboration/Consult Record

Initial/Review Dates	
IFSP/IEP	
Periodic	
3- Year	

Name:				DOB:				Age:			
Parents:				Phone (H):				Phone (W):			
Address:											
School District:						Building:					
Teacher:						Grade:					
Case Coordinator:						Program:					
IFSP/IEP				SDO:				Service Time:			

Service Record

MONTH													MONTH												
AUG													FEB												
SEPT													MAR												
OCT													APR												
NOV													MAY												
DEC													JUNE												
JAN													JULY												

KEY: A - Student Absent C - Cancellation (by whom: P=Parent, T=Teacher, O=Other)
 M - Meeting for student (IEP/IFSP) T - Telephone Contact E - E-mail Contact X - TVI ill/absent O - Other

Service Record

Review Dates	
Annual	
Periodic	
3-Year	

Name:				DOB:				Age:			
Parents:				Phone (H):				Phone (W):			
Address:											
School District:						Building:					
Teacher:						Grade:					
Case Coordinator:						Program:					
IFSP/IEP				SDO:				Service Time:			

Service Record

MONTH												MONTH											
AUG												FEB											
SEPT												MAR											
OCT												APR											
NOV												MAY											
DEC												JUNE											
JAN												JULY											

KEY: A - Student Absent • M-Meeting for student (IEP/IFSP) • T-Telephone Contact • C-Cancellation by whom (Parent, Teacher, Other) • X-TVI ill/absent • O-Other

Appendices

Appendix A
Definitions

Appendix A: Definitions

Definitions

Student Levels of Cognitive Functioning:

Assessment (Assessment/evaluation) — For students ages 3-21, assessment is considered your baseline data, and evaluation are your probes conducted frequently for a measure of the effectiveness of your instruction. For students' ages birth - 3, the word evaluation is used for baseline data, and assessment is your probes, conducted frequently for a measure of the effectiveness of your instruction for students.

- a. **Advocacy** — At this level, students function significantly below average in most areas of academics and daily living skills. These students require intensive instruction, frequently on a one-to-one basis. Combinations of teaching methods will be necessary to get concepts across to students. Instructions may need to be spoken, and active instruction may be most effective. Since learning will not readily transfer from one setting to another, it is desirable to teach skills in the specific environment in which they will be used. Process learning is a must, with learning tasks broken down into small steps. Many students at this level will be able to live and work in the community with supports such as attendant care, supervised living arrangements and job coaches. Extensive support is required, perhaps for life.
- b. **Informational** — At this level, students are good readers and observers. They can be given involved verbal directions and be expected to follow through. These students cope fairly well with the traditional content approach to teaching. The teacher can lecture or lead discussions in topical areas and students are capable of applying what they have heard and seen. Students learn by trying out new concepts in the environment and modifying them to suit their needs. Minimal assistance is needed.
- c. **Instructional** — At this level, students are average performers. They can read and learn through observation, but demonstration is helpful. They can follow directions but prefer to be shown, and told, how to perform. These students respond best to process teaching in which the information is functionally demonstrated, step-by-step. Thus, the teacher presents content and also demonstrates to students how to perform, instead of assuming they will be able to apply what has been talked about or read outside the classroom. With practice and training, it is anticipated that the majority of these students will live independently and work competitively. These students need an average amount of help and ongoing support.

Wolffe, K., 1997. *Transition Tote System*, American Printing House for the Blind, Louisville, KY.

Collaborative/Consultative Service Delivery Model — Collaboration is the process by which all members of the team, serving a student with a visual impairment interact with and are supportive of one another to provide the highest quality assessment, curriculum, and instruction to meet the students' diverse needs (*Foundations of Education*, 2000, p.5). All students receive collaborative/consultation services; some receive *direct instruction* as well. Collaborative school consultation is interaction in which school personnel and families confer, consult, and collaborate as a team to identify learning and behavioral needs, and to plan, implement, evaluate and revise as needed the IEP goals and educational programs that are expected to serve those needs. Use the *ECC Collaboration/Consult Form* to document the collaborative education programming.

Dettmer, P.A., Dyck, N.J., & Thurston, L.P. (2001). *Consultation, collaboration, and teamwork for students with special needs* (4th ed.). Boston: Allyn & Bacon.

Classroom Collaboration — by Laurel J. Hudon, Ph.D. Perkins Publications.

<http://www.perkins.org/section.php?id=164>

ECC and General Education □—The ECC is not an additional or parallel curriculum but a skill set that research has shown is needed for students with a visual impairment to obtain positive adult outcomes.

Effective Practices — Research has shown that teachers who use effective teaching practices achieve the highest student gains. Effective teaching practices follow the continuum from assessment (baseline data) to instructional programming, instruction using research-based or evidence-based teaching strategies, to ongoing evaluation (post data) and adjustment if your instruction is not working. An additional component for TVIs and OMS is the quality IEP that has measurable goals based on assessment data.

Eligibility/Entitlement Process — Federal law requires that a disability be established and an educational need based on assessment is documented. In Iowa, this is referred to the eligibility/entitlement process. For students with visual impairment that means there is a medical report (provided by medical personnel such as a Pediatrician, Ophthalmologist, or an Optometrist) that certifies a visual impairment that meets the AEA's definition of a visual impairment. Once the visual impairment has been certified a TVI, in collaboration with the OMS or other pertinent educational personnel, conducts a FVA, LMA and assessments in the identified priority content areas of the ECC. This is the documentation of educational need. The educational need establishes how the disability impacts the general education and the unique educational needs (ECC content areas) of the student.

- a. **Functional Academic Skills** — Functional skills refer to the skill areas that are aligned with the school district's standards and benchmarks, but are extended (more than 2 year discrepancy) to allow for students with multiple disabilities who require the skills to be taught in smaller subsets and require a longer time of instruction to obtain skills.

- b. **Performance Monitoring** — Includes both Progress Monitoring and Mastery Monitoring and is a tool to determine progress towards an IEP goal.
- Systematic and frequent measure of a consistent behavior or sub-skill.
 - Defined intervention.
 - Analysis of performance over time.
 - Evaluate effectiveness of intervention.
 - Change intervention to improve performance.
- c. **Screening** — A screening is not a valid assessment, based on a developmental scale, with the exception of a vision screening that is conducted by qualified personnel based on a set of principles and guidelines.

*Education should train the
child to use his brains*

— Helen Keller

Appendix B
Iowa Teaching Standards

Appendix B: Iowa Teaching Standards

Iowa's Highly Effective Professionals Who Teach Children and Youth who are Blind or Visually Impaired (Birth - 21 Years of Age)

TVIs and OMS may provide service on an itinerant basis, in a residential setting or in a resource room setting for all students who are blind or visually impaired, birth to 21 years of age.

- **TVIs** — must have completed an accredited university program in visual disabilities and hold an Iowa endorsement for visual impairments.
- **OMS** — must have completed an accredited university program in O & M and hold Iowa licensure for orientation and mobility specialist.

Roles and Responsibilities for the Itinerant and Resource Room Service Delivery Model:

- Conduct collaborative (TVIs, OMS, families, student, other educational personnel) assessments on all identified students with visual impairments
 - * Functional Vision Assessment
 - * Learning Media Assessment
 - * Assessments in all identified needs/priority areas of the Expanded Core Curriculum (ECC)
 - * Other academic or developmental scales as needed
- Collaborate with the general education teacher (may include special educator) to provide access to the general education curriculum for the student with visual impairments
- Provide direct instruction and/or facilitate instruction in ECC priority areas in order to achieve proficiency as documented on the Iowa ECC Action Plan
 - * Implement programming, instruction, and ongoing evaluation based on assessed needs

- For students with multiple impairments, goals should be collaborative with opportunities for instruction and practice infused throughout the school day.

TVIs and OMS

(Descriptors and evidence, related to the education of children and youth who are blind or visually impaired, including those students who are deafblind or have multiple impairments, were developed by Kay Jahnel, Iowa Braille School; Dr. Terry Raflowski-Welch, Ph.D, deafblind. consultant; and Dr. Martin D. Agran, University of Wyoming) and TVIS and OMS in Iowa.

The descriptors provided after each criterion are intended to depict examples of promising practice for an itinerant teacher of students with visual impairment (TVI) or a Orientation and Mobility Specialist (OMS) that supports the established criteria for the Iowa Teaching Standards. These descriptors are only examples and a guide to further conversation. For the purpose of this document, “teacher” refers to any faculty who serves students with visual impairment.

STANDARD 1: Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.

Criterion a: The teacher documents student learning to students, families, and staff.

Descriptors: The teacher documents student learning with meaningful measures using data that is understandable. This individual student data is shared with students, families, LEA and AEA staff. Multiple artifacts are provided to document and provide evidence of student learning to students, families, and staff members.

Evidence:

- Sample of student work — print/Braille/auditory/or videotaped routine.
- Recorded data for IEP goals related to visual impairment or deafblindness, especially sensory skills, communication, concept development, social skills, and orientation and mobility.
- Updated progress report for IEP goals related to visual impairment or deafblindness.
- Three-year reevaluation, including a comprehensive report of the student’s present level of performance in all areas of the expanded core curriculum, a functional vision and/or hearing assessment, current reading assessment as appropriate, and formal vision and hearing examination.

Criterion b: The teacher implements strategies supporting student, building, and district goals.

Descriptors: The teacher knows the short- and long-range building and district goals for student learning and implements classroom instructional strategies that clearly align with these established goals. The teacher effectively communicated these goals and accomplishments to various constituents, including students, parents, and colleagues.

Evidence:

- IEP goals are tied to district standards and benchmarks or extended benchmarks.
- IEP goals clearly point to the student and family vision.
- IEP goals reflect the identified priority areas of the Iowa Expanded Core Curriculum (ECC) Needs Assessment.

Criterion c: The teacher uses student performance data as a guide for decision-making.

Descriptors: The teacher uses performance data such as district-wide assessment scores when appropriate, individual work samples, or alternate assessments when appropriate, Functional Vision Assessment, Learning Media Assessment (LMA), and data from the assessments in the ECC content areas. The teacher analyzes these to make decisions regarding student progress and individual student needs.

Evidence:

- The present level of progress in the student’s IEP makes reference to formal and informal assessment results that are recorded on the Iowa Expanded Core Curriculum Action Plan, on which the IEP goals are based.
- Performance data and observation includes all identified priority areas of the expanded core curriculum indicating the specific needs of the student with visual impairment or deafblindness, especially regarding information access, communication, concept development, social skills, and orientation and mobility.

Criterion d: The teacher accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.

Descriptors: The teacher develops and communicates a clear “big picture” to motivate students to make positive choices regarding their own learning and acts in accordance with the belief that all students can learn. The teacher encourages students to work cooperatively as well as independently and includes students in decision making when appropriate.

Evidence:

- Self-determination is reflected by the IEP goals developed by the student, as appropriate, and the educational team.
- As appropriate, student-led conferences are encouraged, during which the student is able to share a personal portfolio, which includes an explanation of the eye condition or etiology of deafblindness and its impact on the student's learning and day-to-day functioning. As an alternative, the student's aide or teacher shares such information with other students when appropriate.
- Student work is displayed in accessible media for all classmates and staff.

Criterion e: The teacher creates an environment of mutual respect, rapport, and fairness.

Descriptors: The teacher demonstrates clear expectations of developing responsible, self-directed learners, and models acceptance of all students based on awareness of individual student differences. The teacher facilitates ways to get students to cooperate with others and take responsibility for their work.

Evidence:

- Criteria for the student's success on IEP goals reflect high expectations for consistent student performance.
- The teacher provides in-service and/or written communication regarding the student's learning needs and how the visual impairment or deafblindness impacts learning; e.g., communication, concept development, social relationships, motor development, and mobility (only if the student is not capable of providing this information).
- The teacher models for general education staff the expectation of the highest level of independence possible for the individual student.
- The teacher provides opportunities for the student to learn from naturally occurring successes and failures.

Criterion f: The teacher participates in, and contributes to, a school culture that focuses on improved student learning.

Descriptors: The teacher develops strategies with colleagues and family who share responsibility for a student to increase the likelihood of success and independence. The teacher engages in active inquiry with colleagues about the school's fulfillment of instructional goals.

Evidence:

- Documentation of building or team meetings with staff to develop appropriate strategies and accommodations is available that would help the student be successful. This might include experience-based instruction, one-to-one instructional support, augmented communication, positive behavior supports for the student, appropriate signage and/or environmental adaptations for greater independence, and use of assistive technology.
- Documentation of classroom in-service to help students accept the diversity of all students and allow for individual independence (include student when appropriate).

Criterion g: The teacher communicates with students, families, colleagues, and communities effectively and accurately.

Descriptors: The teacher demonstrates professionalism and self-confidence in routine circumstances and eases stressful situations when they occur. The teacher uses appropriate spelling, grammar, mechanics, and style, and various vocal cues, rate, and volume. The teacher demonstrates and leads quality discussion.

Evidence:

- Frequent communications sent to parents.
- Communications sent to building level teams or administrator.
- Documentation of phone or e-mail contacts.

STANDARD 2: Demonstrates competence in content knowledge appropriate to the teaching position (ECC content areas for TVIs and OMS and general education content for TVIs in the Special School).

Criterion a: The teacher understands and uses key concepts, underlying themes, relationship, and different perspectives related to the content area.

Descriptors: The teacher has awareness of the content that supports district standards and benchmarks in the grade level of the student being served. The teacher locates and uses multiple resources to make content material accessible to the student in their primary learning media, using a multisensory approach to the extent possible. The teacher facilitates the integration of the sensory skills targeted on the IEP into the content of instruction throughout the student's day. The teacher demonstrates use of materials appropriate to the student's primary learning and reading media. Instruction reflects an understanding of the unique needs of the learner with visual impairments or deafblindness, which are the Expanded Core Curriculum (ECC) content areas.

Evidence:

- All instructional materials are made available to the student in his/her primary learning media at the same time as other students.
- Tactile adaptations are made to maps and other instructional materials as needed.
- Braille material is produced accurately.
- Braille instruction is infused into and supports the existing literacy program.
- IEP goals reflect the priority areas identified on the Iowa ECC Needs Assessment.

Criterion b: The teacher uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.

Descriptors: The teacher knows the content, appropriate to the learner needs, and selects meaningful instruction objectives aligned with the student's learning needs. The teacher knows when it is appropriate to use adaptations and accommodations to meet individual student needs, including tactile adaptations, or hands-on active learning. Technology is integrated that is appropriate to student intellectual and physical development, and vision needs.

Evidence:

- Instruction emphasizes experience-based learning.
- Demonstrates working knowledge of the use of technology that is appropriate to the student's needs, and the ability to train the student and classroom staff for effective use.

Criterion c: The teacher relates ideas and information within and across content areas.

Descriptors: The teacher adapts curricular materials to facilitate understanding of central themes, concepts, and skills. The teacher knows when appropriate technology can be used to assist student application of knowledge and skills across content areas.

Evidence:

- Curricular material has been adapted for the student
- Assessment of low to high tech devices that would assist the student across curricular areas
- Instruction includes opportunities to generalize knowledge and skills across tasks and environments

Criterion d: The teacher understands and uses instructional strategies that are appropriate to the content area.

Descriptors: The teacher knows when and how a variety of instructional strategies can be used in the content area to improve student learning and suggests or models those strategies as appropriate. The teacher also knows which strategies are developmentally appropriate for various groups of students and applies that knowledge as needed. The teacher facilitates the integration of technology as an instructional strategy when it supports and enhances learning for the content area.

Evidence:

- Demonstration of effective teaching practices
- Utilization of resources at Iowa Braille School, and AEA
- Collaboration with AEA and LEA staff

STANDARD 3: Demonstrates competence in planning and preparing for instruction.

Criterion a: The teacher uses student achievement data, local standards, the district curriculum, and identified promising practices for students who are visually impaired or deafblind.

Descriptors: The teacher designs and uses a variety of instructional strategies and classroom materials that align with local content standards, benchmarks, and district curricular expectations. The teacher uses these local content standards and benchmarks to determine what students should know and be able to do. The teacher analyzes individual student performance data to determine the sequencing of, and adjustments to, instruction.

Evidence:

- A student's instructional plan reflects the continuum of assessments, which include a functional vision assessment, learning media assessment, and the expanded core curriculum assessment.
- Use of developmental checklists for students using extended benchmarks
- IEP goals are tied to district benchmarks or extended benchmarks
- IEP goals reflect nationally/internationally identified effective practices in visual impairment or deafblindness
- IEP goals reflect student and parent input as documented on the Iowa ECC Needs Assessment

Criterion b: The teacher sets and communicates high expectations for social, behavioral, and academic success of all students.

Descriptors: The teacher establishes student goals for social, behavioral, and academic success and assists other service providers to develop routines to support these goals. The teacher provides feedback to students and routinely assesses their progress towards these goals.

Evidence:

- Goals are developed by the student, parent, and other service providers, collaboratively, as appropriate.
- A student file is available to all service providers working with the student. The file will contain information on goals regarding social skills, behavior, and academic success, as well as vision or deafblindness related skills for greater independence.

Criterion c: The teacher uses student developmental needs, background, and interests in planning for instruction.

Descriptors: The teacher seeks and collects information to understand student's needs and interests for use in planning, and designs and uses lessons that provide for the student's learning needs. The teacher incorporates multiple mechanisms for students to attain knowledge and skills in varied modalities, and to generalize to a variety of environments.

Evidence:

- An interest/preference inventory is completed identifying a student's specific interests and preferences.
- Instruction is provided in a variety of environments using a variety of materials that are appropriate to the students' learning modality and developmental level.
- A progression of materials and experiences from concrete real objects to abstract representation is evident in the teaching strategies.
- Observational data are used to identify and validate student's interests and needs.

Criterion d: The teacher selects strategies to engage all students in learning.

Descriptors: The teacher knows, or actively seeks, instructional strategies that produce increased learning for all students with visual impairment or deafblindness. Often those strategies enhance the learning of all students in the classroom, and should be shared with the general education teacher. There is a plan for a variety of types of effective instructional strategies, facilitation techniques, and

activities that actively engage the student in learning. The teacher organizes content in a manner that facilitates each student's construction of his/her learning and incorporates inquiry methods to encourage critical and creative thinking. The teacher plans for adjustments in instruction to meet student-learning needs based on the assessment of student progress.

Evidence:

- The teacher uses/models strategies for managing group instruction or communication, including use of interpreters or communication facilitators, turn taking, self-identification of speakers, etc.
- Modeling and sharing of professional resources for instructional strategies actively engage all students, allowing for the diversity of learners in the classroom.
- Lesson plans reflect ongoing monitoring and adjustment of instruction.
- Instruction reflects use of known effective strategies, such as experience-based learning, consistency in information presentation, hand-under-hand modeling, repetition, and frequent comprehension checks.

Criterion e: The teacher uses resources, including technologies, in the development and sequencing of instruction.

Descriptors: The teacher integrates resources in developing and sequencing instruction that are appropriate to the content, to curriculum alignment, and to students' prior learning. The teacher uses resources that are stimulating and integrates the use of technology as a curricular support when appropriate. The teacher assesses student's use of technological resources before integrating into student expectations.

Evidence:

- Provide evidence of an assessment of the technology that best serves the student's vision, hearing, tactile, motor, and learning needs.
- Utilize skill checklists relative to a specific piece of technology to sequence the skills taught, and the expectations of the student to apply to content learning.
- Indicate, in the context of the learning goals, the use of technology; i.e., Window Eyes, Braille Note, CCTV, assistive listening devices, TTY systems, vibro-tactile devices, optical aids, low vision software and hardware, non-optical low vision devices.

STANDARD 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.

Criterion a: The teacher uses research-based instructional strategies that address the full range of cognitive levels.

Descriptors: The teacher uses instructional strategies that are effective for students at varied cognitive levels, and support levels, and is able to adjust strategies during instruction to meet student learning needs. The teacher uses questioning/commenting techniques that foster discussion/student interest to increase student knowledge and skills, and monitors students' learning.

Evidence:

- Teacher utilizes professional materials and resources to stay abreast of present promising practices in the education of children with visual impairment or deafblindness; i.e., books, professional journals, websites of professional organizations and educational agencies which are related to the field of vision or deafblindness.
- Student learning goals are matched to the student's cognitive/developmental level and appropriate level of service.

Criterion b: The teacher aligns classroom instruction with local standards and district curriculum.

Descriptors: The teacher works collaboratively to develop and maintain standards, benchmarks, and performance assessments for student achievement. The teacher implements instructional strategies that support the achievement of student learning goals and the related district benchmark.

Evidence:

- The teacher collaboratively develops the student's IEP goal with the LEA staff, AEA staff, parent, student, and possible other service providers who have contact with the student.
- IEP goals are tied to the district standards, and benchmarks or extended benchmarks.

Criterion c: The teacher demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.

Descriptors: The teacher uses appropriate curriculum, instruction, and assessments to accommodate individual needs and uses analysis of student learning before and after instruction to make instructional decisions. The teacher adjusts instructional strategies as needed to meet student learning needs for remediation, differentiation, and extension for standards and benchmarks attainment. The

instruction is paced to optimize effective learning by the student, provide clear directions, clarify when the student is confused, and use spontaneous events as a teaching and learning opportunity.

Evidence:

- Produce lesson plans, progress monitoring notes/charts that indicate an intervention strategy is being implemented, monitored and subsequent adjustment in the intervention strategy to achieve student success.
- Model teaching that demonstrates continuous monitoring of the student's performance and adjustment throughout the lesson to increase the student's level of success.

Criterion d: The teacher engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.

Descriptors: The teacher uses individual, cooperative, and whole class instruction to promote maximum student participation and uses instructional materials that are mentally engaging to the student.

Evidence:

- The teacher demonstrates thoughtful consideration as to when the instruction can be effectively delivered in the classroom alongside peers, or requires removal to a quiet learning station, or different environment.
- The teacher can explain the decision made, based on promising practice and the collaborative decision of the educational team.
- Instructional materials used engage the student, appropriately target the learning goal, and promote active learning and self-determination.
- Teacher documents use of the community and workplace as the location for instruction when appropriate.

Criterion e: The teacher connects students' prior knowledge, life experiences, and interests in the instructional process.

Descriptors: The teacher draws on the prior knowledge, life experience, interest and language of students during instruction. She/he identifies for learners the connections and potential applications of curriculum to real-life issues and problems. The teacher assigns in-class and homework tasks that provide students with links or transition to life experiences and interests.

Evidence:

- Document communication provided to the classroom staff and parents to inform them of skills that are currently being addressed. Also, written communication is available on such skills that might be reinforced and generalized within the context of a different environment or activity.
- When possible, design instruction within a real-life setting or within the daily routine of a student.

Criterion f: The teacher uses available resources, including technologies, in the delivery of instruction.

Descriptors: The teacher provides classroom settings and activities that are mentally, visually, aurally, and kinesthetically stimulating and uses resources that are appropriate to the content, and to student's prior learning. The teacher encourages the student to use technological resources and integrates the use of technology as an instructional support when appropriate.

Evidence:

- Document students at all levels of cognitive and visual functioning using the technology appropriate to the task, setting, and student's ability.
- Teacher actively seeks to expand personal knowledge and skills related to assistive technology for students with visual impairment.

STANDARD 5: Uses a variety of methods to monitor student learning.

Criterion a: The teacher aligns classroom assessment with instruction.

Descriptors: The teacher assesses what is taught in multiple ways to allow the student to demonstrate knowledge and skills.

Assessment strategies are aligned to instructional goals. The teacher accepts the primary responsibility for ongoing assessment of the IEP goals for which the teacher is indicated responsible. The data collection system used will accurately reflect the student's knowledge and skills and continually monitor student progress towards the attainment of the benchmarks and goal.

Evidence:

- Provide the assessment upon which the IEP goals are based. This assessment will provide the baseline data.

-
- Provide the ongoing data collection form and updated data to indicate how the student is progressing toward achieving the goal.
 - Performance monitoring is used to measure IEP goals.

Criterion b: The teacher communicates assessment criteria and standards to the student and parents.

Descriptors: The teacher establishes, with the student, and his or her parents, realistic IEP goals for individual improvement that are aligned with the student/family vision and addresses the vision related learning needs of the student. The teacher monitors data, over time, to clearly communicate student progress. The assessment information provided to the student and parents clearly defines the student's current level of performance relative to that specific benchmark or goal. The teacher maintains and communicates a high level of expectations commensurate to the student's ability.

Evidence:

- A clear statement of the present level of performance as related to the student's visual skills, and how the visual impairment impacts the student's learning and performance of daily tasks
- A clear statement of the areas to be assessed and the instructional needs in those areas
- IEP goals specifically address the priority needs of the student as determined by the collaborative team of service providers

Criterion c: The teacher understands and uses the results of multiple assessments to guide planning and instruction.

Descriptors: The teacher uses student achievement information from a variety of sources for decision making. The teacher continually analyzes assessment information to adjust instruction. The teacher will collaborate with the general education staff, or team, to determine the type of response or vehicle for student response that best aligns with the goals for instruction. The teacher may need to facilitate this assessment process by training both the student and the general education staff in using these strategies, or technology.

Evidence:

- Provide the ongoing assessments used with a student
- Document any successful strategies or accommodations that have been used to allow a student to make response on an assessment
- Communicate the successful strategies or accommodations with family and all other service providers involved with the student

Criterion d: The teacher guides the student in goal setting and assessing their own learning outcomes.

Descriptors: The teacher addresses self-determination skills by involving the student in establishing goals for learning, and helps students to understand and monitor their own learning goals. The teacher works with student to gather and monitor information on their progress and assists student in analyzing his/her own learning progress through meaningful measures and conferencing with the student.

Evidence:

- Student-led conferences when appropriate, and student participation in IEP review
- Systematic instruction in self-monitoring, self-reinforcement, and self-evaluation as appropriate beginning as early as appropriate
- Student-made graphs of their own learning progress

Criterion e: The teacher provides substantive, timely, and constructive feedback to students and parents.

Descriptors: Through accurate and multidimensional records about the student's progress, the teacher provides adequate feedback to students and parents so it is clear what the student has learned and what still needs to be learned. The teacher celebrates increased student achievement with students and parents.

Evidence:

- Frequent and regular communications to the student, parent, and classroom teacher stating specific areas of student progress towards a specific goal
- Public notice of a student's progress via the statewide newsletter, school newsletter or assembly, or within the classroom on a bulletin board

Criterion f: The teacher collaborates with other staff and building and district leadership in analysis of student progress.

Descriptors: The teacher engages in collaborative study of student learning data and uses these data to design instruction. The teacher shares his or her expertise in the field of vision. Information is shared regarding how the student's specific visual impairment may effect learning, what accommodations can be made, and what resources or support are available to the building and district staff.

Evidence:

- Specific information related to the eye condition of the student is provided and discussed with student, building staff, and parents
- Discuss and collaboratively develop a list of instructional strategies or resources to address the needs of the student with visual impairment
- Provide a list of resources, websites, etc. for the building staff to access for further information

STANDARD 6: Demonstrates competence in classroom management.

Criterion a: The teacher creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

Descriptors: The teacher creates, and communicates, clear expectations for individual student interaction, engagement, and self-regulation. Students are taught to become responsible and self-directed, consistent with students' developmental needs. The teacher encourages collaboration and self-reliance and interacts with students in a respectful and appropriate manner and creates a classroom with a climate of respect for all.

Evidence:

- Strategies of Systems of Intervention are clearly in place as a part of the classroom management system, or the individual teacher's approach to management
- Paraeducators and general education staff have been trained to continually encourage more responsible and independent behaviors on the part of the student
- *19 Ways to Back Off* is a print resource that has been shared with the service providers
- The teacher has directly addressed the role of the paraeducator who is assigned to the classroom or individual student who has a visual impairment
- Provide resources and ideas for modifying extracurricular activities that would allow all students to participate, including the adaptive P.E. teacher from Iowa Braille School or the AEA

Criterion b: The teacher establishes, communicates, models, and maintains standards of responsible student behavior.

Descriptors: The teacher participates in a collaborative team meeting in which guidelines for responsible student behavior, expectations, and appropriate social skills are clearly communicated and agreed upon. The teacher consistently maintains those expectations, holding the student with visual impairment accountable, and models positive social skills to students while providing opportunities for the student with visual impairment to practice those skills.

Evidence:

- Teacher provides input through an individual student's educational team or at a building level to maintain high standards for responsible, independent behavior and appropriate social skills
- Teacher models, at all times, the same high level of expectations and accountability

Criterion c: The teacher develops and implements classroom procedures and routines that support high expectations for learning.

Descriptors: The teacher suggests, and consistently models, management techniques that create an engaging learning environment for all students including the student with visual impairment. This includes positive behavioral supports in specific situations to support individual learning needs. The teacher works with the educational team to understand the importance of schedules, timelines, procedures, and routines to support high expectations for learning. As a follow-up, the teacher helps facilitate these practices while instructing the student.

Evidence:

- Document the information shared with the educational team, including parents, regarding the need for schedules and routine to support high expectations of the student
- Document any successful tools or strategies used to facilitate the student's organization of materials and independent transition from class to class, or activity to activity

Criterion d: The teacher uses instructional time effectively to maximize student achievement.

Descriptors: The teacher develops and implements classroom/lesson procedures and routines that optimize learning time. Instructional time is used effectively and productively for maximum student engagement with tasks.

Evidence:

- A lesson objective is clearly stated at the onset, followed by clear directions, and delivered in a positive climate. The student has repeated opportunities for guided practice using the skill with specific feedback. The student is given opportunity to demonstrate the skill with the least amount of assistance required. Closure is brought to the lesson with a restatement of the learning objective and the student's strength in his/her performance
- Decisions such as setting of the lesson, duration of the lesson, scripted language, strategies for transition, and the materials chose, all reflect consideration of the individual student and his/her learning patterns

Criterion e: The teacher creates a safe and purposeful learning environment.

Descriptors: The teacher helps facilitate the creation of a classroom setting that is safe and provides an accessible learning environment of all students. The teacher provides learning opportunities for students to become aware of the diverse learners in the class and to be responsible and collaborative. The teacher creates opportunities for students to make decisions appropriate to the students' developmental levels.

Evidence:

- Document activities planned for sighted peers to have opportunity to experience a vision loss while performing a common task, or to better understand the diversity of those in the class

STANDARD 7: Engages in professional growth.

Criterion a: The teacher demonstrates habits and skills of continuous inquiry and learning.

Descriptors: The teacher actively pursues opportunities for learning embedded in daily experiences and engages in formal learning opportunities to increase his/her repertoire of knowledge and skills. Responsibility is accepted for his/her mental, physical, and social well being. The teacher routinely reflects on his/her practices. There is a practice of reading current educational journals and other professional literature.

Evidence:

- Document participation in AEA, statewide, or national level opportunities for professional growth in the field of vision or related areas; i.e., literacy, transition, early childhood, technology

- Document any participation as a presenter to share your expertise with professional colleagues or parents

Criterion b: The teacher works collaboratively to improve professional practice and student learning.

Descriptors: The teacher collaborates with others to improve their teaching and the student's learning. The teacher is supportive of joint efforts for the improvement of instruction. The teacher contributes experience and ideas towards the continuing development of the learning community of professionals in Iowa who serve students with visual impairment. Effort is made to build relationships that enable each professional to become a valuable member of the learning community. The teacher actively contributes to improve the services offered in the specific AEA to which they are assigned, but also demonstrates a commitment to the high quality and continuum of services provided across the state of Iowa.

Evidence:

- Teacher accesses the professional resources of the AEA staff and Iowa Braille support staff
- Teacher actively participates in the statewide meetings of the professionals serving students with visual impairment
- Teacher utilizes the web board, e-mail, a list-serve or other means of sharing ideas with other professionals to improve instructional skills
- Clear goals and evaluation measures are identified and documented for all collaborations

Criterion c: The teacher applies research, knowledge, and skills from professional development opportunities to improve practice.

Descriptors: The teacher integrates his/her working knowledge of psychology (human development and motivation), sociology (organizational membership), visual impairments, pedagogy (instructional strategies) and subject matter to construct a coherent educational philosophy. Research ideas, knowledge, and skills are tried in the context of best practices. The teacher monitors the implementation and effect of using new learning within the classroom.

Evidence:

- Current certification/licensure in Iowa as a TVI or OMS, birth-21
- Current certification from an accredited certification board (OMS)
- Teacher continues as a lifelong learner to sharpen their teaching skills and keep current on medical and technological advances related to the field of vision

Criterion d: The teacher establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

Descriptors: The teacher collaborates in the development of their own professional development plan to meet district/building goals. Suggestions are elicited about their teaching and adaptations to their teaching to implement new ideas, findings, ideals, and theories. The teacher routinely participates/contributes to collective study with colleagues in order to implement statewide plans and uses data about student performance and his/her practice to design individual career development plans.

STANDARD 8: Fulfills professional responsibilities established by the school district.

Criterion a: The teacher adheres to board policies, district procedures, and contractual obligations.

Descriptors: The teacher demonstrates professional commitment and respects the contractual requirements of his/her employment.

Evidence:

- All required paperwork is submitted to AEA/Iowa Braille in a timely manner
- Adherence to the policies and procedures of the AEA or Iowa Braille

Criterion b: The teacher demonstrates professional and ethical conduct as defined by state law and individual district policy.

Descriptors: The teacher presents himself/herself to the school and community in a manner that elicits respect and complies with state laws defining the profession.

Evidence:

- Document any activity or way in which you have functioned as an advocate for the individual with visual impairment
- A positive acceptance and respect for the teacher's professionalism is observed when working in a school or community with students who have visual impairment

Criterion c: The teacher contributes to efforts to achieve district and building goals.

Descriptors: The teacher participates in professional development opportunities to improve achievement of all students in Iowa who have visual impairment. They initiate sharing of ideas with colleagues and contribute to state-wide or AEA events and learning activities.

Evidence:

- State the mission statement of AEA or Iowa Braille School
- Identify specific ways in which the teacher's efforts contribute to that mission

Criterion d: The teacher demonstrates an understanding of, and respect for, all learners and staff

Descriptors: The teacher respects different values and beliefs, other than one's own, and works to ensure that all students and staff are treated fairly. The teacher functions effectively in situations that require differing approaches and understanding of differing family and community contexts.

Evidence:

- Colleagues perceive the teacher as a team player open to collaboration
- Parents perceive the teacher as a supportive team member who respects and values their opinion

Criterion e: The teacher collaborates with students, families, colleagues, and communities to enhance student learning.

Descriptors: The teacher values and respects others' roles in student learning and welcomes their participation in the teaching process. They build acceptable and professional relationships with students, colleagues, and families that are student-centered and conducive to learning. The teacher reaches out to others to establish constructive relationships and rapport, especially in challenging situations.

Evidence:

- Attend IEP meetings
- Participate in other team meetings for planning
- Attend parent/teacher conferences, or provide written feedback
- Document any contact with the parents or other team members outside of instruction time to discuss a student-related matter

Activities that support Highly Effective TVIs and OMS

- I. Read, discuss, and implement research or effective practices.
 - A. Journal of Visual Impairment & Blindness (JVIB).
 - B. Rehabilitation and Education for Blindness and Visual Impairment (RE: View)
 - C. Exceptional Children
 - D. Teacher
 - E. Other peer reviewed resources
- II. Participate in ongoing professional staff development that is aligned with the Iowa Professional Development Model (IPDM) and builds skills in both pedagogy and content knowledge.
- III. Participate in Quality Programs for Students with Visual Impairments (QPVI)
 - A. Develop and sustain a community of practice (CoPs)
 1. Review and discuss research and effective practices.
 2. Implement promising practices.
 3. Develop and use a common language.
 4. Increase the skill level of administrators without a vision background.
 5. Implement data-driven decision making.
 - B. Provide a process for continued program improvement.
 1. Use strategies to get from “talk” to “action.”

Iowa Evaluation procedures for TVIs and OMS

Evaluations are aligned with the National Personnel Evaluation Standards:

- Evaluations are conducted legally, ethically, and with due regard for the welfare of evaluatees.
- Evaluations are intended to be informative, timely, and influential.
- Evaluation systems are easy to implement, efficient in their use of time and resources, adequately funded, and viable from a number of other standpoints.
- Evaluation information is technically accurate and the conclusions are linked logically to the data.

Tools:

- Iowa Teaching Standards with descriptors for TVIs and OMS
- Professional ECC Growth Plan
- Observation Forms
- Teacher Reflection Logs
- Teacher Activity Logs
- Teacher Portfolios

Procedures:

- First or second year TVIs or OMS will have three goal-oriented observations, including pre/post conferences. Portfolios must cover all standards and indicators (n = 54).
- TVIs and OMS who have taught three or more years will have yearly, goal-oriented observations, including pre/post conferences. Portfolios must cover all standards (n = 8).
- Post Conference Feedback will be provided verbally at post conference and in writing within two weeks of the observation.

Expectations:

- TVIs/OMS will develop yearly goals around the eight Iowa Teaching Standards.
- All updated Master Lists and Caseload Analysis Tools will be sent electronically to the supervisor by the first week in September and updated as needed during school year.
- TVIs/OMS will send ECC Needs Assessment, ECC Assessment Protocol, and IEP goal page to supervisor **2 weeks** prior to the scheduled observation.
- As part of the Pre-conference, the TVIs/OMS will bring the lesson plan, data collection method and student file for review.

ECC Personal Growth Plan

Student Proficiency

Goals:

Documentation:

- Student Performance Test
- Student Portfolio
- Student Project
- Student Interview
- Other: _____

Personal Needs Assessment

Source:

- Personal observation
- Student Performance
- Student achievement data in the ECC content areas
- Student feedback
- Administrator observation
- Self-reflection
- New responsibility
- Other data sources: _____

Type:

- Content knowledge (select ECC content areas): _____
- Instructional strategies
- Development of assessments
- More rigor/relevance
- Use of technology to support student achievement
- Analyzing student data
- Infusion of state standards and grade level expectations
- Other: _____

Description:***Professional Development Goals*****Goals:**

Professional Development Activities**Methods:**

- Workshop
- University course
- Distance learning
- Self-study
- Study group
- Action research
- Coaching/mentoring
- Other: _____

Activities:

Professional Development Reflection**Activities:**

Evaluation:

Follow-up:

Iowa TVI/OMS Observation and Evaluation Form

Professional: _____ Date: _____

Evaluator: _____

Prior to the pre-conference, the following student forms were submitted:

a. *ECC Needs Assessment (standard 3).*

Yes No - Explain: _____

b. *ECC Assessment Protocol (standard 3).*

Yes No - Explain: _____

c. *IEP Goal Page (Standard 1, 2, 4 & 5).*

Yes No - Explain: _____

During the pre-conference the TVI/OMS provided the following documentation:

a. *ECC Professional Growth Plan (standard 7).*

Yes No - Explain: _____

b. *ECC Lesson Plan (standard 2, 3, 4 & 5).*

Yes No - Explain: _____

c. *Data Collection Method (standard 1 & 5).*

Yes No - Explain: _____

d. *Organized student file (standard 8).*

Yes No - Explain: _____

Professional Goal (taken from ECC Professional Growth Plan): _____

Observation Summary: _____

Standards Addressed:

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7

Post-Conference:

1. Have professional complete Teacher Reflection Sheet on Lesson.
2. Discuss strengths & Recommendations

Strengths: _____

Recommendations: _____

Self-identified professional needs:

- Resources (note) _____

- Coaching/mentoring (describe area of need) _____

- Ongoing professional staff development (describe area of need) _____

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Activity Log

Student: _____ **Date:** _____

IEP Goal: _____

Activities that contribute to, or align with, the lesson plans/IEP goal:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Appendix C
Student Performance Indicators

Appendix C: Student Performance Indicators

Printed with permission from Region XIII Education Service Center
In Collaboration with Teachers of Students with Visual Impairments in the
Austin Independent School District

Getting Started

Who This Record is For

This record is to be used with FULL INDEPENDENT or SEMI-INDEPENDENT academic students who are blind or visually impaired, ages **Kindergarten through 12th grade**. As a refresher, here are the definitions of these two groups, as taken from the Texas Regional Student Performance Indicators RSPI:

Full Independence

These students are expected to achieve full independence in adult living roles. They will probably be assessed using the TAKS (Texas Assessment of Knowledges and Skills) at their appropriate grade level. They may have additional impairments so long as they function within two grade levels of their chronological peers. Post high school education for these students is likely to be college, trade school, or vocational programs.

Semi-Independence

These students are expected to be able to live independently without direct or constant assistance. They are likely to be assessed using either the TAKS or the release TAKS. These students have reading, math, and writing skills at least two grade levels below their chronological peers. They can complete tasks which require a moderate degree of abstraction, but they must first have a very concrete learning foundation. Post-high school education for these students is likely to be a trade school or vocational program. It is expected that these students will be able to participate in competitive employment in the general job market with only minimal assistance or support.

Purpose

The SPI is intended to supply the VI program with information about student performance across areas outlined on the IEP Addendum for Students with Visual Impairments. This information should be used to write IEP goals and objectives, as well as to provide support to the state required testing for VI students (Regional Student Performance Indicators, or RSPI). Once you have initial assessment information on your student, you should update information annually, just prior to the annual ARD date.

Many of the Performance Indicators are observable, with input from you, the student's O & M instructor, and other professionals familiar with the student. There is one exception to this — the section on Daily Living Skills will require input from home. You can either make a copy of this section and send it home to be filled in by the parent (be sure to include a self-addressed, stamped envelope), or you can call the parent and discuss this over the phone. If you send it home, you should highlight the grade level of the child and instruct the parent to respond to only those indicators.

Some of the lists of Performance Indicators do not give the detail you need to write an IEP (e.g., Performance Indicators for the Abacus). You can supplement these with checklists from other sources, for example, *THE KIT* by Debra Sewell of TSBVI.

Please note that these lists are divided by compensatory skills areas, some of which will not apply to every student. For example, not all students will be using braille, an abacus, or a low vision device.

How to Complete the SPI

Begin by completing the sheet titled "Student Information."

Skip the sheet that says "Assessment Log" for now. You will come back to that once you have completed the assessment.

If you skip an assessment (because the whole list of skills do not apply) just note that somewhere at the top of the page.

For Students in the Full Independence Category

Note that each skill is divided by grade level. These were purposely made to be broad, due to the fact that individual children will respond within a range. Start at the grade level grouping of your student. In other words, begin a 5th grader at the 5-7 grade level, not lower. If your student is exiting a particular grade notation (e.g., is at the end of the 4th grade), you would expect him to have acquired the skill listed for the "2-4" grade level. However, if your student is just entering the 2nd grade, or is

in the 3rd grade, you might not expect him to have acquired the skill noted in the “2-4” grade level. **DO NOT go beyond the functioning grade level of the child when filling in these sheets.** In other words, do not continue to mark skills past the 4th grade for a 4th grader.

For Students in the Semi-Independent Category

Because these students are functioning at least two grade levels below their actual grade placement, it is OK to mark the Performance Indicators which are two or more grade levels below. However, these students may have splinter skills in some areas which are more in line with their actual grade level. For example, a 7th grader who is actually reading on a 4th grade level may be passed on the Writing section for 4th grade, but may have skills on the 7th grade level in Listening, Self-Advocacy, Daily Living, etc.

Some of the Performance Indicators ask you to list curricula used with this student. This is important information for the next teacher.

In the Status column, “T” stands for “True” (the child has this skill), “F” stands for “False” (the child does not have this skill), and “N” stands for “Not Applicable” (this skill does not apply to this particular child). Note that the skills that go beyond your student’s grade level will be left unmarked, rather than with an “N”.

“Date” is for the date you marked your status.

The “Comment” column is for any other comments you might add. For example, if you marked “N” on a skill, you would want to put a reason there.

Once you have completed assessing all the skills, go back to the Assessment Log at the front of the list and put a date of assessment in the boxes next to each compensatory skill area. This list will be updated each time you assess. To avoid making additional copies of the Compensatory Skill Areas when you reassess, you might consider using different color ink. Just be sure to note which color goes with which year.

Using the Assessment Results

As with any assessment results, you may need to prioritize the deficit areas to write IEP goals and objectives. The parents, other academic service providers, and at times the student, can assist in this process. You may also notice that the needs of the student may affect the amount of service delivery outlined at the next ARD meeting. The following factors need to be considered when prioritizing goals and objectives:

-
1. Parents'/students's desires.
 2. Safety of the student.
 3. The skill will enable the student to maintain or achieve academic progress.
 4. The skill will enable the student to perform at a higher/more independent level.
 5. The skill will provide the framework for a host of other skills to follow.
 6. No one else will address this skill.
 7. The skill will enable the child to behave in a more acceptable way.
 8. Members of the educational team see this skill as crucial.
 9. The skill is needed for employment.

Remember to forward the SPI onto the next teacher or district if this student moves.

Student Information

Student: _____ Student I.D. # _____

Parent's Names: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Numbers: (Work) _____ (Home) _____

Dates of Latest Assessments:

FVE/LMA's _____ Low Vision: _____ O & M _____ Eye Reports _____

Hearing Tested within Last Year? Yes No Passed Failed

State Mandated Testing:

Reading: Passed Failed **Math:** Passed Failed **Writing:** Passed Failed

Uses following AT Devices: _____

Personnel Working with this Student:

VI _____ O & M _____

OT _____ Speech _____

PT _____

Registered with Agencies:

_____ Commission for the Blind Yes No

_____ State Library Yes No

_____ Recordings for the Blind Yes No

Children's Caseworker: _____

Abacus

Grade Level	Performance Indicators	Status	Date	Comment
All	Uses abacus to perform math computations commensurate with grade level math class: K-1st grade levels 2nd – 3rd grade levels 4th – 5th grade levels 6th – 7th grade levels 8th – 9th grade levels 10th – 12th grade levels	T F N T F N T F N T F N T F N T F N		
K-1	Counts actual objects (fingers, blocks household objects) 1 to 10	T F N		
K-1	Demonstrates an understanding of 1:1 correspondence	T F N		
K-1	Has mastered math concepts necessary for beginning use of the abacus (e.g., place value, simple computation in addition, subtraction)	T F N		
2-4	Counts numbers/objects from 1 up to 100	T F N		
2-4	Keeps personal math aids available for use in any setting	T F N		
2-4	The following curricula have been used with this student: _____ _____ _____ _____ _____	T F N		
5-7	Uses abacus to accurately perform the 4 basic math functions required to complete assignments	T F N		

Adaptive Devices

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Identifies basic functions of the Braillewriter and other technological devices	T F N		
K-1	Uses a tape recorder to access print materials	T F N		
2-4	Uses an adapted or non-adapted ruler and yardstick.	T F N		
2-4	Uses assistive devices for adapting the environment (e.g., reading stand, high intensity lamp)	T F N		
2-4	Accesses assistive devices in the school library	T F N		
2-4	Listens to selected tapes for leisure reading" Uses adaptive clock face/watch	T F N		
2-4	Accesses tactile graphics	T F N		
2-4	Stores and retrieves assistive devices when needed	T F N		
2-4	Uses appropriate input and output devices (e.g., Kurzweil, CCTV, tape player): _____ _____ _____	T F N		
5-7	Uses adapted/non-adapted calculating device (computer, calculator, etc.) at grade level	T F N		
5-7	Uses adapted and/or non-adapted compass and protractor	T F N		
5-7	Gives all personal adapted devices appropriate care	T F N		
8-10	Regularly uses a computer (standard or adapted) or note taking equipment to produce written assignments	T F N		
8-10	Uses a graphing calculator (print or adapted) on a level commensurate with peers	T F N		
11-12	Reports on how to acquire, repair and maintain assistive academic device	T F N		

Auditory/Listening Skills

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Turns toward a voice or noise	T F N		
K-1	Reaches for or moves toward a noise stimulus	T F N		
K-1	Attends to environmental sounds	T F N		
K-1	Responds to auditory directions regarding safety (e.g., stop!)	T F N		
K-1	Locates a stationary sound	T F N		
K-1	Tracks a moving sound	T F N		
K-1	Identifies and labels environmental sounds	T F N		
K-1	Uses sounds to orient to the environment	T F N		
K-1	Responds to oral instructions in a variety of settings: home environments classrooms P.E. (e.g., gym, playing fields) outdoors (e.g., playground, yard, concourse) stores (e.g., grocery, mall, department)	T F N		
K-1	Follows along during oral reading activities	T F N		
2-4	Transforms auditory information into a readback medium (e.g., when takes a spelling test, writes down information as it is read aloud)	T F N		
5-7	Organizes auditory information into an abbreviated note taking medium which can be read later	T F N		
5-7	Organizes brief oral direction (e.g., homework assignments, telephone numbers, important dates) into a retrievable medium	T F N		
5-7	Accesses auditory formats on taped texts	T F N		
8-10	Practices active listening techniques on taped materials (e.g., takes written notes while listening to tapes)	T F N		

Braille

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Makes left to right exploration of lines on page	T F N		
K-1	Identifies basic shapes or objects (e.g., circle, square, box, ball)	T F N		
K-1	Explores pages of books tactually	T F N		
K-1	Understand that Braille and print in books tell a story	T F N		
K-1	Reads books in braille	T F N		
2-4	Reads and produces Nemeth Code for math assignments	T F N		
2-4	Demonstrates basic knowledge of spatial concepts on map/globes (e.g., top, bottom, right, left)	T F N		
2-4	Describes simple maps and interprets meaning (e.g., map of classroom)	T F N		
2-4	Reads and produces Braille code for assignments	T F N		
2-4	Reads back personal writing and edits personal writing	T F N		
2-4	Demonstrates knowledge of textbook formats (e.g., tables of contents, pagination, index, glossaries)	T F N		
2-4	Accesses variety of formats which may be used on tests, worksheets, quizzes, TAAS, etc. (e.g., true/false, multiple choice, columns)	T F N		
2-4	Demonstrates basic chart and graph reading skills	T F N		
2-4	Reads and produces Nemeth code for math and science skills	T F N		
2-4	Uses reference materials (e.g., dictionaries) within the context of classroom assignments as needed	T F N		
2nd	Reads braille orally at _____ wpm Reads braille silently at _____ wpm			

Braille

Grade Level	Performance Indicators	Status	Date	Comment
3rd	Reads braille orally at _____ wpm Reads braille silently at _____ wpm			
4th	Reads braille orally at _____ wpm Reads braille silently at _____ wpm			
5-7	Accesses braille information in the school library on par with peers	T F N		
5-7	Expresses personal preferences for reading media and devices for specific subjects	T F N		
5-7	Scans braille text to determine organization, main topics, format, and quickly locate key points	T F N		
5th	Reads braille orally at _____ wpm Reads braille silently at _____ wpm			
6th	Reads braille orally at _____ wpm Reads braille silently at _____ wpm			
7th	Reads braille orally at _____ wpm Reads braille silently at _____ wpm			

Career Readiness

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Names five occupations of community workers	T F N		
2-4	Identifies jobs held by persons with visual impairments	T F N		
2-4	Explains job (title and responsibilities) of five familiar adults (including parents)	T F N		
5-7	Participates in field trips to various agencies/ businesses for introduction and exposure to services each provide	T F N		
8-10	List at least five possibilities for future employment	T F N		
8-10	List job requirements for personal service people (e.g., beautician, doctor)	T F N		
8-10	Explores specific job interests using aptitude or interest inventories	T F N		
8-10	Role plays personal interviews (e.g., for jobs, plays, services, etc.)	T F N		
8-10	Demonstrates beginning skills as an interviewee	T F N		
8-10	Gives at least two job responsibilities of various job classifications (e.g., secretary, custodian, teacher, postal worker)	T F N		
8-10	Tells what various community services and businesses do (e.g., lawyers, social workers, child care workers)	T F N		
8-10	Communicates personal interests within the framework of possible job exploration	T F N		
8-10	List vocational skills and education needed for at least five jobs/professions	T F N		
11-12	Completes forms/applications correctly	T F N		
11-12	Writes at least one report on a job/worker in the community	T F N		

Career Readiness

Grade Level	Performance Indicators	Status	Date	Comment
11-12	Reports personal vocational and life-style options	T F N		
11-12	Task analyzes at least four jobs and identifies potential personal job accommodation needs for each	T F N		
11-12	Explores training needs and work experience needed to achieve career goal	T F N		
11-12	Produces a sample resume´	T F N		
11-12	Solicits information on types of jobs and how to apply for them from appropriate personnel (e.g., store clerk)	T F N		
11-12	Reports pay scale range of 10-20 job types or careers	T F N		
11-12	Identifies resources for assistive technology to facilitate personal employment	T F N		
11-12	Lists various combinations of worker benefirts (including health/life insurance, vacation time/pay, social security, workers compensation, etc.)	T F N		
11-12	Evaluates personal situations/skills for productive vocational decision	T F N		
11-12	Reports on available vocational services (i.e., counseling and placement)	T F N		
11-12	Secure references and recommendations	T F N		

Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
	<u>Eating / Food</u>			
All	Eats using skills commensurate with peers, including use of knife or roll to push food onto fork	T F N		
K-1	Is able to unwrap packaged foods, (e.g., candy) before eating	T F N		
K-1	Identifies where specific foods are on plate	T F N		
K-1	Uses a fork, spoon, and knife correctly	T F N		
K-1	Uses appropriate table etiquette (e.g., uses a napkin, swallows before speaking)	T F N		
K-1	Turns face to speaker and maintains social interaction during mealtimes	T F N		
2-4	Shops at stores for groceries with caregivers	T F N		
2-4	Lists foods preferred from each food group	T F N		
2-4	Begins to eat difficult foods with some skill (e.g., hot dogs in buns, tacos in shells, ice cream cone, spaghetti, etc.)	T F N		
2-4	Serves own food at table	T F N		
2-4	Applies condiments to food independently	T F N		
2-4	Pours from a variety of containers without spillage	T F N		
2-4	Politely asks for explanation of food locations on plate that is presented without identification	T F N		
2-4	Measures both dry and liquid ingredients	T F N		
5-7	Safely operates a stove, microwave oven, and toaster	T F N		
5-7	Independently prepares a simple meal for self, such as a sandwich, soup and beverage	T F N		
5-7	Asks for Braille menu and orders at restaurant (fast food and from waiter)	T F N		

Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Safely conducts tasks in kitchen (including paring vegetables, cutting meat, using a can opener, transferring hot liquids)	T F N		
5-7	Uses the following actions to prepare foods: spoons, mixes, spreads, measures, pours, cuts	T F N		
8-10	Reads/follows recipes	T F N		
11-12	Handles food safely (i.e., defrosts foods, fully cooks, wraps/properly contains leftovers) and determines if food is safe to eat	T F N		
11-12	Plans a week of meals in advance	T F N		
	<u>Personal Health</u>			
2-4	Cooperates in eye care activities (e.g., keeps eye patch on, properly stores glasses or other optical devices)	T F N		
2-4	Recognizes own personal care items from those of others	T F N		
2-4	Adheres to safety precautions in all eye care practices	T F N		
2-4	Reports own visual functioning and eye-care needs	T F N		
2-4	Knows symptoms and preventative practices regarding vision	T F N		
2-4	Uses labels on personal care items	T F N		
5-7	Knows the name of the personal eye care specialist	T F N		
5-7	Generally explains how eyes work	T F N		
5-7	Skillfully inserts eye prosthesis, if applicable	T F N		
5-7	Attends to own eye care needs without reminders (e.g., optical devices, prosthesis, eye drops, medication)	T F N		

Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Asks questions of eye specialist for clarification of eye health care directions (e.g., medication, low vision devices)	T F N		
5-7	Recognizes and uses cosmetic techniques for improving appearance	T F N		
5-7	Recognizes a medical emergency (e.g., heart attack, choking)	T F N		
5-7	Describes dietary/nutritional principles	T F N		
5-7	Describes the physical changes in male and female bodies as they mature	T F N		
5-7	Can describe process of menstrual cycle and related personal care (female)	T F N		
8-10	Explains human reproductive process using models and graphics	T F N		
8-10	Differentiates among types of vision specialists (i.e., optometrist, optician, ophthalmologist)	T F N		
8-10	Contacts eye care specialist for specific vision problem	T F N		
8-10	Independently performs personal care activities (e.g., shaving, grooming, nail care, shoe care, clothing care)	T F N		
8-10	Gives the name of doctor and knows names and purpose of medications	T F N		
8-10	Participates in basic first aid class	T F N		
	<u>Home Management</u>			
K-1	Empties waste basket into larger trash container	T F N		
K-1	Replaces used items to proper places at home and school when prompted (e.g., educational materials, toys, clothes, trash)	T F N		

Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
2-4	Demonstrates the ability to participate in the following household chores: <ul style="list-style-type: none"> • laundry • food preparation • maintaining an organized living environment • dishes 	T F N T F N T F N T F N		
2-4	Wipes up spills independently	T F N		
2-4	Recognizes household cleaning supplies and personal items by labels/markings	T F N		
2-4	Maintains regular organization of room and all personal belongings	T F N		
5-7	Labels, organizes, and stores household cleaning items	T F N		
5-7	Demonstrates safety in using electric and gas appliances	T F N		
5-7	Safely operates household appliances (including vacuum, dishwasher, washer/dryer)	T F N		
5-7	Demonstrates system for organizing storage areas and personal work space	T F N		
5-7	Maintains personal address/phone director	T F N		
8-10	Assists in household repairs	T F N		
8-10	Demonstrates safe use of household tools and supplies (e.g., shovel, rake, hammer, screwdriver)	T F N		
8-10	Cleans floor independently	T F N		
8-10	Helps mow lawn and other yard work	T F N		
8-10	Performs basic household chores on a weekly basis (i.e., vacuums, dusts, mops, washing laundry)	T F N		
8-10	Operates various special appliances (i.e., can opener, sewing machine, coffee/tea brewer, popcorn maker, food processor)	T F N		

Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
8-10	Labels, organizes, and maintains an organization for household utensils, tools and supplies	T F N		
11-12	Assists in cleaning stove/refrigerator on regular basis (i.e., every 6 months)	T F N		
11-12	Assists in minor home repairs (e.g., replacing fuses and washers, using a screwdriver and hammer)	T F N		
11-12	Determines when to call for assistance for various home repairs	T F N		
11-12	Operates household climate control devices (i.e., fireplace, portable room heater/air conditioner, thermostat)	T F N		
11-12	Uses and care for fire alarms, smoke detectors, fire extinguisher, etc.	T F N		
	<u>Dressing/Clothing</u>			
K-1	Dresses self, including Velcro®, zippers, shoe laces	T F N		
K-1	Knows what clothing is appropriate for different weather conditions	T F N		
K-1	Places soiled clothes in appropriate place	T F N		
K-1	Helps to select clothing	T F N		
K-1	Identifies clothing colors by labels or markings	T F N		
2-4	Color coordinates own clothes	T F N		
5-7	Participates in purchasing own clothing	T F N		
8-10	Sews on buttons and makes simple repairs to own clothing	T F N		
8-10	Manages own clothing:			
	• sorts for laundry	T F N		
	• washes, dries, and folds	T F N		
	• stores in drawers/closet	T F N		
	• irons	T F N		

Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
	<u>Hygiene/Appearance</u>			
All	Takes care of personal hygiene needs with assistance	T F N		
K-1	Combs own hair	T F N		
K-1	Brushes own teeth	T F N		
K-1	Bathes self	T F N		
5-7	Labels, organizes and maintains own order for personal items	T F N		
5-7	Combs and styles own hair (with assistance in styling)	T F N		
5-7	Discusses effect of personal dress or demeanor on others (e.g., hygiene, body language)	T F N		
8-10	Applies own makeup and nail polish (female)	T F N		
11-12	Makes appointments with personal service persons (e.g., hair stylist/barber)	T F N		
	<u>Service Agencies</u>			
5-7	Registers with the State Library to borrow books	T F N		
8-10	Can list names of agencies that are personally helpful	T F N		
8-10	Orders book titles independently from State Library/Recordings for the Blind	T F N		
8-10	Knows more than one agency that supplies adapted materials, and explains procedures for acquiring them	T F N		
8-10	Keeps a file on vendors for purchasing/repairing materials and equipment	T F N		
11-12	Communicates on a scheduled basis with TCB transition caseworker	T F N		

Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
	<u>Consumerism</u>			
K-1	Sorts and matches coins	T F N		
K-1	Identifies coins by value	T F N		
K-1	Visits stores to become familiar with variety of brand names and costs of everyday items	T F N		
2-4	Pay for purchases (e.g., candy/toy)	T F N		
2-4	Uses coin-operated machines correctly (i.e., phones, vending, etc.)	T F N		
5-7	Manages an allowance	T F N		
5-7	Correctly rounds off money amounts	T F N		
5-7	Plans spending/saving strategy for allowance and/or salary	T F N		
5-7	Handles own money in making purchases	T F N		
5-7	Checks on value of bills received from strangers (asking verbally is OK)	T F N		
5-7	Estimates total cost of purchase	T F N		
5-7	Orders meal at fast food restaurants or cafeterias	T F N		
8-10	Shops with supervision for personal and family items in familiar stores	T F N		
8-10	Tells how to obtain clothing/household items in local community (e.g., names and locations of stores, types of services, and merchandise offered)	T F N		
8-10	Demonstrates money management skills in paying bill and tip at a restaurant	T F N		
8-10	Shops in unfamiliar store, seeking assistance to locate basic items (with supervision)	T F N		
8-10	Organizes money in own wallet for retrieval (single dollar bills, five's, tens, etc.)	T F N		

Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
8-10	Compares prices/quality of merchandise	T F N		
11-12	Makes change up to \$20	T F N		
11-12	Plans and follows a budget	T F N		
11-12	Uses banking services (e.g., checking, savings, etc.)	T F N		
11-12	Makes change for large purchases (under \$100)	T F N		
11-12	Lists pros and cons of credit and debit cards	T F N		
11-12	Operates an ATM machine commensurate with peers	T F N		
11-12	Can purchase items: <ul style="list-style-type: none"> • over the phone • on internet • from catalog 	T F N T F N T F N		
11-12	Correctly uses a calculator and/or abacus in daily living situations	T F N		
11-12	Reports relative costs of daily living (e.g., housing/food)	T F N		
11-12	Sends equipment to appropriate service centers for repairs	T F N		
11-12	Keeps and organizes a shopping list in a readback format	T F N		
	<u>Safety</u>			
K-1	Cites dangers of fires, hot stoves, playing with matches, etc.	T F N		
K-1	Tells correct purpose for and response to a fire alarm/smoke detector	T F N		

Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Demonstrates the safety procedures associated with: <ul style="list-style-type: none"> • sharp objects • heat-producing appliances • breakable items • slippery surfaces • medication • poisonous substances 	T F N T F N T F N T F N T F N T F N		
K-1	States home address and phone number	T F N		
2-4	Gives names of parents/caregivers	T F N		
2-4	Safety plugs in/unplugs appliances appropriate for age	T F N		
2-4	Adheres to safety precautions in all eye care practices	T F N		
2-4	Knows emergency terminology (i.e., can correctly describe emergency situations for 911 calls)	T F N		
5-7	Give directions to own home	T F N		
5-7	Knows safety precautions in the event of emergency (e.g., fire, storm, tornado, burglary, or car accident)	T F N		
5-7	Demonstrates function, appropriate use, and dangers of common household appliances (e.g., stove, microwave, toaster oven, fans)	T F N		
5-7	Negotiates door latches and locks	T F N		
5-7	Safely operates household appliances (including vacuum, dishwasher, washer/dryer)	T F N		
5-7	Reports on where and how to obtain emergency assistance (e.g., police, fire department, ambulance service)	T F N		
5-7	Demonstrates safety in using electric and gas appliances	T F N		
5-7	Demonstrates basic first aid	T F N		

Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
8-10	Recognizes a medical emergency (e.g., heart attack, choking)	T F N		
8-10	Safely retrieves, uses, and stores potentially harmful materials (i.e., cleaners, pesticides)	T F N		
	<u>Telephone</u>			
K-1	Answers telephone appropriately	T F N		
K-1	Knows how to touch/dial 911 or emergency number	T F N		
2-4	Access telephone number of friends using personal directory	T F N		
5-7	Uses telephone for information/assistance (e.g., directory information, time, emergencies)	T F N		
5-7	Takes and records messages in readback medium	T F N		
5-7	Places directory assisted and non-assisted long distance calls	T F N		
8-10	Uses phone to access information (travel, library, etc.)	T F N		
8-10	Knows how a telephone credit card and calling card work	T F N		

Enlarged Print

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Explores properties of a magnifier in relation to print	T F N		
K-1	Accesses a variety of print formats	T F N		
K-1	Has system to write math problems and/or record answers	T F N		
K-1	Reads back personal writing	T F N		
2-4	Accesses print information in the school library	T F N		
2-4	Demonstrates basic map, chart, and graph reading skills	T F N		
5-7	Use variety of reading devices (e.g., magnifier, CCTV, etc.) to develop reading flexibility with regular print	T F N		
5-7	Develops a method for identifying mathematic notations (including fractions, decimals, percentages, etc.)	T F N		
5-7	Reports print size needed for optimal personal efficiency	T F N		
5-7	Accesses variety of formats which may be used on tests, worksheets, TAAS, etc. (e.g., true/false, multiple choice, columns)	T F N		

Low Vision Efficiency Training

Grade Level	Performance Indicators	Status	Date	Comment
	Identifies basic shapes of objects (e.g., circle, square, box, ball)	T F N		
	Explores pages of books visually	T F N		
	Shows evidence of beginning to use environmental cues (to make efficient use of vision)	T F N		
	Identifies common environmental objects in: <ul style="list-style-type: none"> • Home (windows, vents, furniture, etc.) • Yard (driveway, garbage can, swings, etc.) • School (bookshelves, water fountain, etc.) • School yard (playground equipment, fence) 	T F N T F N T F N T F N		
	Visually locates various targets	T F N		
	Visually follows a variety of moving objects	T F N		
	Identifies both primary and secondary colors of common environmental objects at various distances	T F N		
	Visually traces a variety of stationary lines in the environment	T F N		
	States conditions in which he/she can see best	T F N		
	Explains what can be seen/not seen indoors and outdoors; up close and at a distance	T F N		
	Demonstrates the ability to use low vision techniques that are personally effective	T F N		
	Expresses situations in which glasses and low vision devices are useful	T F N		
	Uses skills for modifying environment (e.g., increasing or modifying illumination for specific task)	T F N		
	Visually identifies critical features and shapes of common environmental objects at different distances	T F N		
	Demonstrates the ability to employ techniques learned for maximizing personal near and distance vision	T F N		

Optical Devices

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Expresses preference for types of learning materials/ learning formats presented by parent/teacher	T F N		
K-1	Explores properties of personal low vision devices within the context of non-academic activities (e.g., hobbies, games)	T F N		
K-1	Begins to recognize situations in which an optical device is helpful	T F N		
K-1	Takes proper care of optical devices including safe storage	T F N		
2-4	Demonstrates basic knowledge of spatial concepts on maps (e.g., top, bottom, right, left)	T F N		
2-4	Initiates use of personal optical devices	T F N		
2-4	Incorporates telescopic device in identifying various signs within environment	T F N		
2-4	Independently accesses materials presented the classroom:			
	• textbooks	T F N		
	• chalkboard	T F N		
	• overhead projector	T F N		
	• maps	T F N		
2-4	Copies materials presented at a distance	T F N		
2-4	Copies materials presented up close	T F N		
2-4	Demonstrates map, chart, and graph reading skills as presented in educational environments	T F N		
2-4	Demonstrates the ability to use low vision devices and techniques in activities of daily living	T F N		
2-4	Reads back personal writing	T F N		
5-7	Explains why particular visual device or technique is ineffective for given purpose	T F N		
5-7	Uses reference materials (e.g., glossaries, dictionaries) as needed in all reading mediums	T F N		

Recreation / Leisure

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Uses adaptive techniques (e.g., having a buddy when playing tag, asking a peer or adult to clap hands at finish line or relay game, etc.) in order to participate with sighted peers	T F N		
K-1	Utilizes adapted games/materials during classroom free time	T F N		
2-4	Understands game strategies/patterns of popular ball games (e.g., softball, football)	T F N		
2-4	Uses variety of adapted and non-adapted materials and equipment for play	T F N		
5-7	Lists social activities available in neighborhood (e.g., dancing lessons, scouts, or clubs)	T F N		
5-7	Asks for assistance in a socially acceptable manner during leisure time activities	T F N		
5-7	Lists community activities for visually impaired persons (e.g., goal ball, beep basketball)	T F N		
8-10	Lists resources to obtain recreational reading materials	T F N		
8-10	Lists an array of hobbies and leisure activities in which she/he can participate	T F N		

Self-Advocacy

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Describes self as blind, visually impaired, or with other words to illustrate sensory abilities/disabilities	T F N		
K-1	Politely rejects unneeded assistance	T F N		
K-1	Practices answering questions that would be asked by an eye specialist (role play w/VI teacher)	T F N		
K-1	Tells teacher when he/she does not understand what has been presented	T F N		
K-1	Asks caregivers, teachers, peers, etc. for assistance when needed	T F N		
K-1	Politely requests assistance in new settings	T F N		
2-4	Indicates personal needs for adaptation (i.e., asking teacher to verbalize chalkboard writing, preferences for learning materials and formats)	T F N		
2-4	Answers questions about being visually impaired in a polite manner	T F N		
2-4	Asks for academic materials/equipment to appropriately match personal needs	T F N		
2-4	Communicates eye fatigue and/or time limits during reading activities	T F N		
5-7	Explains personal visual restrictions and side effects (e.g., personal time limits for sustained reading)	T F N		
5-7	Participates in selecting braille to be made available in the school library	T F N		
5-7	Uses problem solving methods when equipment malfunctions	T F N		
5-7	Tells unique needs to unfamiliar adults/peers	T F N		
5-7	Communicates visual diagnosis in lay terms	T F N		

Self-Advocacy

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Communicates limitations in specific sports (e.g., contact sports) due to etiology/doctor's recommendations	T F N		
5-7	Orders book titles independently from State Library/Recordings for the Blind	T F N		
5-7	Communicates need for creating/seeking an environment which has fewer auditory distractions	T F N		
5-7	Express preferences for learning materials and formats presented in a variety of environments (e.g., braille menu, adapted software)	T F N		
5-7	Independently selects from available adaptive materials relevant for learning situations	T F N		
8-10	Knows more than one agency that supplies adapted materials, and explains procedures for acquiring them	T F N		
8-10	Knows names of community agencies likely to address health and social needs (e.g., TCB caseworker, RFB, Tx State Library, eye doctor, technology provider)	T F N		
8-10	Locates own adapted textbooks	T F N		
8-10	Maintains list of sources and procedures for obtaining adapted books, magazines, newspapers	T F N		
8-10	Asks for clarification when seeking information	T F N		
8-10	Solicits information/assistance from appropriate persons in various settings	T F N		
8-10	Objectively evaluates self (e.g., strengths, weaknesses, interests) in relation to job opportunities	T F N		
8-10	Demonstrates, through role play, the difference between being assertive and being aggressive	T F N		
8-10	Demonstrates and understanding of the registration process for the Library for the Blind and Physically Handicapped	T F N		

Self-Advocacy

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Names five occupations of community workers	T F N		
2-4	Identifies jobs held by persons with visual impairments	T F N		
2-4	Explains job (title and responsibilities) of five familiar adults (including parents)	T F N		
5-7	Participates in field trips to various agencies/ businesses for introduction and exposure to services each provide	T F N		
8-10	List at least five possibilities for future employment	T F N		
8-10	List job requirements for personal service people (e.g., beautician, doctor)	T F N		
8-10	Explores specific job interests using aptitude or interest inventories	T F N		
8-10	Role plays personal interviews (e.g., for jobs, plays, services, etc.)	T F N		
8-10	Demonstrates beginning skills as an interviewee	T F N		
8-10	Gives at least two job responsibilities of various job classifications (e.g., secretary, custodian, teacher, postal worker)	T F N		
8-10	Tells what various community services and businesses do (e.g., lawyers, social workers, child care workers)	T F N		
8-10	Communicates personal interests within the framework of possible job exploration	T F N		
8-10	List vocational skills and education needed for at least five jobs/professions	T F N		
11-12	Completes forms/applications correctly	T F N		
11-12	Writes at least one report on a job/worker in the community	T F N		

Self-Advocacy

Grade Level	Performance Indicators	Status	Date	Comment
8-10	Gives the name of own regional rehabilitation counselor from Commission for the Blind	T F N		
8-10	Personalizes own reading needs by securing a personal reader, including advertising, hiring, instructing, and guiding	T F N		
11-12	Reports on the public and private services available for the visually impaired (including Commission for the Blind, American Foundation for the Blind, Reading Services for the Blind, American Printing House for the Blind, Medicaid and all Social Security Services programs)	T F N		
11-12	Articulates personal goals	T F N		
11-12	Plans for self-improvement activities to master independent living and social skills	T F N		
11-12	Schedules appointments and uses services of personal service people (e.g., doctors, dentists)	T F N		
11-12	Defines community services and businesses (e.g., lawyers, social workers, childcare workers)	T F N		
11-12	Reports relationship between personal eye pathology and actual vision functioning	T F N		
11-12	Is aware of personal progressive symptoms	T F N		
11-12	Reports on steps to be taken if visual problems arise	T F N		
11-12	Discusses applicable genetic tendencies	T F N		

Social Skills

Grade Level	Performance Indicators	Status	Date	Comment
All	Plays age-appropriate games enjoyed by peers	T F N		
All	Tells what types of behaviors are socially acceptable in private versus public settings (e.g., no scratching, combing hair, picking at face, nose picking in public)	T F N		
All	Demonstrates age-appropriate behavior at social gatherings	T F N		
All	Respects personal space of others	T F N		
All	Uses appropriate manners (e.g., please, thank you)	T F N		
K-1	Initiates a conversation and/or activities with peers/adults	T F N		
K-1	Takes turns when playing with other children	T F N		
K-1	Shares a toy with others	T F N		
K-1	Uses cues from peers/adults/environment in order to interact with others	T F N		
K-1	Is alert to strangers and inappropriate requests	T F N		
K-1	Demonstrates a full range of emotions and response behaviors (e.g., giving a hug, shaking hands, smiling, frowning, and anger, etc.)	T F N		
K-1	Initiates contact with peers	T F N		
K-1	Listens without interrupting	T F N		
K-1	Realizes other children may see differently	T F N		
2-4	Asks for assistance from others if needed	T F N		
2-4	Uses advice or assistance of others	T F N		
2-4	Demonstrates resourceful problem solving	T F N		
2-4	Works/plays cooperatively with peers	T F N		

Social Skills

Grade Level	Performance Indicators	Status	Date	Comment
2-4	Uses adaptations and modifications in toys and games to accommodate participation	T F N		
2-4	Offers to contribute and help within small groups	T F N		
2-4	Accesses telephone numbers of friends using personal directory	T F N		
2-4	Uses telephone for social purposes	T F N		
2-4	Plays simple games (e.g., board games, cards, dominoes)	T F N		
2-4	Participates in group and individual games that require movement in open space	T F N		
2-4	Knows physical similarities and differences of boys and girls	T F N		
2-4	Makes eye contact according to cultural norms	T F N		
2-4	Answers questions about being visually impaired	T F N		
2-4	Initiates conversations/activities with peers	T F N		
2-4	Initiates conversation/activities with adults	T F N		
2-4	Tries to reduce or eliminate stereotypic behaviors	T F N		
2-4	Faces person speaking	T F N		
2-4	Tells unique needs to unfamiliar adults in school setting with confidence (e.g., substitute teachers)	T F N		
2-4	Is cooperative in assisting others	T F N		
2-4	Demonstrates age-appropriate conversational skills	T F N		
5-7	Seeks out social contacts with sighted peers during and after school	T F N		
5-7	Arranges for transportation to social functions	T F N		

Social Skills

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Participates in after-school neighborhood or social activities (e.g., plays with others, group skating, dancing lessons, scouts or clubs)	T F N		
5-7	Uses correct telephone etiquette	T F N		
5-7	Politely requests assistance in new settings	T F N		
5-7	Shakes hands when greeting an adult	T F N		
5-7	Uses learned body and hand movements, such as head nods and minimal hand gestures	T F N		
5-7	Knows when to seek assistance	T F N		
5-7	Initiates conversation with new acquaintances	T F N		
5-7	Cooperates in team activities (e.g., sports and educational)	T F N		
5-7	Establishes appropriate eye contact, posture, head position, and control	T F N		
5-7	Participates in school activities (e.g., dances, clubs)	T F N		
8-10	Participates in extracurricular and community activities	T F N		
8-10	Appropriately solicits others' cooperation/assistance	T F N		
8-10	Puts others at ease concerning visual impairment	T F N		
8-10	Demonstrates appropriate skills required in a variety of social situations (e.g., dinner party, school activities, large gatherings)	T F N		
8-10	Demonstrates ability to be confident/assertive without being aggressive in communication	T F N		

Study/Organization Skills

Grade Level	Performance Indicators	Status	Date	Comment
All	Demonstrates basic grade level map, chart, and graph reading skills	T F N		
All	Is prepared as activities begin	T F N		
All	Demonstrates methods and techniques for effectively organizing personal spaces	T F N		
All	Uses appropriate scanning techniques in primary reading medium	T F N		
K-1	Demonstrates ability to use the library on a level commensurate with peers	T F N		
K-1	Takes responsibility for independently storing and retrieving personal items when prompted (e.g., books, lunch, gym shoes, coat, etc.)	T F N		
K-1	Identifies a calendar and describes what it tells	T F N		
K-1	Keeps desk/personal areas organized	T F N		
K-1	Utilizes backpack	T F N		
K-1	Accesses recreational materials during unstructured time	T F N		
2-4	Develops methods needed to complete classroom assignments (e.g., assignment sheets)	T F N		
2-4	Gives care to academic materials, equipment and assistive devices in personal possession	T F N		
2-4	Labels or marks personal care items	T F N		
2-4	Demonstrates ability to use a watch/clock	T F N		
2-4	Utilizes tools to organize papers (e.g., stapler, paper clips)	T F N		
2-4	Accesses table of contents, index, glossary, page numbers, encyclopedia, dictionary	T F N		
2-4	Takes notes and accesses them	T F N		

Study/Organization Skills

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Identifies resources for adapted materials	T F N		
5-7	Keeps a schedule of activities for the day, week, and month	T F N		
5-7	Identifies key words, dates, definitions in text-books, and in lectures	T F N		
5-7	Plans work schedule for studies and class projects	T F N		
5-7	Labels, organizes and maintains an organization for supplies and personal items	T F N		
5-7	Utilizes an organizational system for papers, such as notebook binder and pocket folders with indexing tabs	T F N		
5-7	Maintains personal address/phone directory	T F N		
5-7	Writes consistent signature	T F N		
5-7	Demonstrates the ability to give a speech using personally prepared notes (written in readback medium)	T F N		
8-10	Orders adapted resources	T F N		
8-10	Orders book titles independently from State Library/Recordings for the Blind	T F N		
8-10	Specified materials needed within reasonable time (i.e., plans ahead)	T F N		
8-10	Receives and returns books, tapes and disks independently through the mail	T F N		
8-10	Obtains readers in the public school	T F N		
8-10	Completes long-term projects by analyzing tasks, organizing them, acquiring materials, and managing time	T F N		
8-10	Makes readback lists for organization and planning	T F N		

Study/Organization Skills

Grade Level	Performance Indicators	Status	Date	Comment
All	Utilizes keyboard for computer functions commensurate with educational setting	T F N		
	Uses touch typing technique at _____ wpm			
K-1	Produces assignments in a variety of formats utilizing computer	T F N		
K-1		T F N		
K-1		T F N		
5-7		T F N		
5-7		T F N		
5-7		T F N		
8-10		T F N		
11-12		T F N		
5-7		T F N		
8-10		T F N		
8-10		T F N		
8-10		T F N		
8-10		T F N		
11-12		T F N		

Other Skills

Grade Level	Performance Indicators	Status	Date	Comment
All	Written output method(s) used: _____ (grades K-1) _____ (grades 2-4) _____ (grades 5-7) _____ (grades 8-10) _____ (grades 11-12)	T F N T F N T F N T F N T F N		
K-1	Write his/her own name and other important words	T F N		
K-1	Write each letter of the alphabet, both capital and lowercase	T F N		
K-1	Write messages that move left-to-right and top-to-bottom on the page	T F N		
K-1	Dictates messages such as news and stories for others to write	T F N		
K-1	Uses available technology to compose text	T F N		
K-1	Writes to record ideas and reflection	T F N		
K-1	Uses resources to find correct spellings, synonyms, and replacement words	T F N		
2-4	Write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain	T F N		
2-4	Gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, and posture, and using correct letter formation, appropriate size and spacing	T F N		
2-4	Use resources to find correct spellings, synonyms and replacement words	T F N		
2-4	Develop drafts	T F N		
2-4	Edit for appropriate grammar, spelling, punctuation, and features of polished writings	T F N		

Other Skills

Grade Level	Performance Indicators	Status	Date	Comment
2-4	Use available technology for aspects of writing, including word processing, spell checking, and printing	T F N		
2-4	Take simple notes from relevant sources such as classroom guests, information books, and media sources	T F N		
2-4	Compile notes into outlines, reports, summaries, or other written efforts using available technology	T F N		
2-4	Use resources to find correct spellings and spell accurately in final drafts	T F N		
2-4	Proofread his/her own writing	T F N		
2-4	Write to influence (i.e., such as to persuade, argue, and request)	T F N		
4th	Write to inform (i.e., such as to explain, describe, report, and narrate)	T F N		
4th	Write to entertain (i.e., such as to compose humorous poems or short stories)	T F N		
4th	Capitalize and punctuate correctly	T F N		
4th	Write in complete sentences, varying the types, such as compound and complex	T F N		
4th	Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text	T F N		
4th	Use available technology to support aspects of creating, revising, editing, and publishing texts	T F N		
4th	Select and use reference materials and resources as needed for writing, revising, and editing final drafts	T F N		
4th	Write to influence (i.e., such as to persuade, argue, and request)	T F N		

Other Skills

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Write to inform (i.e., such as to explain, describe, report, and narrate)	T F N		
5-7	Write to entertain (i.e., such as to compose humorous poems or short stories)	T F N		
5-7	Capitalize and punctuate correctly, use resources to find correct spellings and spell accurately in final drafts	T F N		
5-7	Write in complete sentences, varying the types such as compound and complex	T F N		
5-7	Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text	T F N		
5-7	Use available technology to support aspects of creating, revising, editing, and publishing texts	T F N		
5-7	Proofread his/her own writing	T F N		
5-7	Select and use reference materials and resources as needed for writing, revising, and editing final drafts	T F N		
5-7	Correspond with peers or others via e-mail or conventional mail	T F N		
5-7	Take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches	T F N		
5-7	Write in complete sentences, varying the types such as compound and complex sentences	T F N		
5-7	Follow accepted formats for writing research, including documenting sources	T F N		
8-10	Organize and record new information in systematic ways such as notes, charts, and graphic organizers	T F N		
8-10	Produce research reports and projects in various formats and audiences	T F N		

Other Skills

Grade Level	Performance Indicators	Status	Date	Comment
8-10	Write in a variety of forms using effective word choice, structure, and sentence forms	T F N		
8-10	Use technology for aspects of creating, revising, editing, and publishing	T F N		
8-10	Produce error-free writing in the final draft			
8-10	Compile information from primary and secondary sources in systematic ways using available technology	T F N		
8-10	Write persuasively; write to report and describe; and write poems, plays, and stories	T F N		
8-10	Write in a variety of forms with an emphasis on persuasive forms such as logical argument, and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories	T F N		
10th	Proofread writing for appropriateness of organization, content, style, and conventions	T F N		
11-12	Use technology for aspects of creating, revising, editing, and publishing texts	T F N		
11-12	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses	T F N		
11-12	Compile information from primary and secondary sources in systematic ways using available technology	T F N		
11-12	Use writing as a study tool to clarify and remember information	T F N		
11-12	Compile written ideas and representations into reports summaries, or other formats and draw conclusions	T F N		

Other Skills

Grade Level	Performance Indicators	Status	Date	Comment
11-12	<p><u>Note About Writing</u></p> <p>Whereas Writing is not considered a compensatory skill for students with visual impairments, it is an area that often requires modifications and different strategies for learning. The Performance Indicators were gleaned from the Writing TEKS for the state of Texas, and are not all encompassing. The indicators selected for the SPI in writing may involve collaboration between the VI teacher and Language Arts teacher, as vision may be a factor in the acquisition of these skills. In other words, we are suggesting you have checkpoints through the year to make sure the student is learning these skills. If (s)he is not, you and the Language Arts teacher will need to plan a way to make that happen (e.g., Content Mastery Modifications and/or Strategies for Vision; Resource Classroom).</p>	T F N		

Appendix D

Parent Resources

Appendix D: Parent Resources

Parent Pre-IEP Checklist for Expanded Core Curriculum (ECC)

Parents may use this form to guide the conversation on instruction needed in the ECC

Communication/Learning Skills/Materials

- _____ Abacus
- _____ Ability to access library materials
- _____ Appropriate, controllable lighting
- _____ Augmentative devices
- _____ Braille
- _____ Braille printer
- _____ Braille writer
- _____ Calendar/schedule system
- _____ Computer with appropriate technology
- _____ Electronic magnification
- _____ Handwriting instruction
- _____ Keyboarding instruction
- _____ Large print materials
- _____ Learning Media Assessment
- _____ Magnification/optical aids
- _____ Nemeth code
- _____ Preferential seating
- _____ Proper seating/adaptive seating
- _____ Recorded materials
- _____ Regular print
- _____ Scanner
- _____ Sign language
- _____ Slate and stylus
- _____ Tactile materials/graphs/maps/charts
- _____ Talking or large print calculator
- _____ Tape recorder
- _____ Unlimited time for tests/tasks

Orientation and Mobility (Ability to know where you are and to move safely in the environment)

- _____ Body awareness
- _____ Cane instruction
- _____ Concept development (right, left, under, over, etc.)
- _____ Mobility/movement
- _____ Protective techniques
- _____ Pre-cane instruction
- _____ Retrieve dropped/lost items
- _____ Self-orientation to engage in physical activities and games
- _____ Sighted guide
- _____ Trailing
- _____ Yearly evaluation

Social Interaction (Ability to effectively interact socially with others)

- _____ Gain knowledge of personal abilities/goals
- _____ Gain physical/sexual understanding
- _____ Make and maintain friendships
- _____ Make effective use of personal service people
- _____ Obtain help from others when needed
- _____ Understand impairment(s)
- _____ Use appropriate non-verbal communication and body language
- _____ Use correct body and head orientation
- _____ Use problem solving

Independent Living Skills (Ability to manage daily living tasks)

- _____ Food prep/eating management skills
- _____ Household tasks
- _____ Organizational skills
- _____ Personal hygiene
- _____ Personal safety
- _____ Telephone
- _____ Time and money

Recreation and Leisure (Skills needed to participate in recreation and leisure activities)

- _____ Adapt activities
- _____ Gain knowledge of preferred activities available
- _____ Schedule transportation to participate in activities

Career Education (Opportunity to learn first-hand about work)

- _____ Accept and respond to suggestions and corrections
- _____ Adhere to policies, rules, and work schedules
- _____ Carry out plans for work needed
- _____ Communicate effectively on the job
- _____ Exhibit work quality that meets employer standards
- _____ Exhibit work rates to meet employer standards
- _____ Gain independence in work setting
- _____ Maintain responsibility for belongings and materials
- _____ Organize tasks toward meeting goals
- _____ Set realistic goals

Visual Efficiency Skills (Ability to utilize functional vision)

- _____ Classroom adaptation (color, contrast, lighting, etc.)
- _____ Eye-hand coordination instruction
- _____ Knowledge of eye condition and its effect on visual functioning
- _____ Optical aid instruction (near, intermediate, and distance)
- _____ Participation in eye exam
- _____ Personal responsibility for eye care
- _____ Tracking/scanning instruction
- _____ Functional Vision Assessment

*Knowledge is the most precious
treasure of all things because
it can never be given away,
nor stolen, nor consumed*

— Sanskrit proverb

Appendix E

Chris Short's Forms

Appendix E: Chris Short's Lesson Plans

Teacher of Students who are Blind or Visually Impaired

Heartland AEA 11 — Iowa

Read Me About this CD

The Lesson Plan templates on this CD/Resource guide were developed to use with my direct service students. You will also find some data collection sheets based on individual student goals. I use my lesson plans to insure that I address all of the goal areas each day as well as other need areas. The idea is so that I can do the least amount of writing possible.

The data collection sheets allow me to keep all of my data collected each week in one place for easy reference for charting. The abacus form was adapted from the Assessment KIT from TSBVI.

Feel free to use, and change, any of these forms as needed to fit your individual needs.

The Microsoft Excel Chart of braille contractions is great for keeping track of the contractions for students that have learned over half of the contractions.

This form is from the internet and was adapted from a form developed by:

Rosemary Gately
169 Kingsley Road
Burnt Hills, NY 12027
rggately@nycap.rr.com
(518) 399-7244 Efax (503) 212-9141

There is a copy of how I have color coded those that have been mastered and what we are working on. There is also a copy of the original. I send this sheet home with the progress report so the parents know on what we are working.

Please feel free to contact me if you have questions. Also, I would appreciate seeing anything that you make better or develop. Remember, you can never have too many forms!

Developed by Chris Short, TVI, COMS
AEA 11 - Adel, Iowa
cshort@aea11.k12.ia.us
2006

Abacus Checklist for the Counting Method Beginner's Abacus

- XXXX currently demonstrates 0/21 skills
- In 36 weeks, using a Beginner's Abacus, _____, will demonstrate 16/21 skills using the abacus checklist on 3/4 data collection days.

Not Currently A Goal

Familiarization:

Can identify parts of the abacus:

- Beads
- Columns/rods
- Horizontal (top) bar

Understands the concepts of:

- Set
- Clear
- Count

Can set numbers in the following columns:

- Ones**
- Tens**

Understands exchanges:

- 0/9 exchanges**

Can add on:

+ one

+ two

+ three

+ four

+ five

Technology / Elementary Computer Classes

_____ : **Technology Goal 2005-06** **Date:** _____

This goal is based on the Standards and Benchmarks for Elementary computer classes at
_____ Community School District.

Using a computer screen reader, _____ will:
Student's Name

- Log on the computer using a password and user name.
- Use Function keys to navigate A WORD DOCUMENT around the computer screen.

NAVIGATING A WORD DOCUMENT

DESIRED ACTION	KEYSTROKES
<input type="checkbox"/> Move character by character	Left/right arrows
<input type="checkbox"/> Move up/down line-by-line	Up/Down arrows
<input type="checkbox"/> Move word-by-word	Left/Right arrows + Ctrl key
<input type="checkbox"/> Move by paragraph	Up/Down arrows + Ctrl key
<input type="checkbox"/> Beginning of line	HOME
<input type="checkbox"/> End of Line	END
<input type="checkbox"/> Beginning of document	HOME + Ctrl
<input type="checkbox"/> End of document	END + Ctrl

Open a given program

- From Start Menu
- From Desktop

Close a given document

- CLOSE DOCUMENT Ctrl-W *or* Ctrl-F4

Technology / Elementary Computer Classes Cont.

- Demonstrate ability to touch type all letters
- Create a document
- Demonstrate ability to touch type all numbers (Numkeys)

- 1 2 3 4 5 6 7 8 9 0

- Demonstrate ability to touch type all numbers (Alpha)

- 1 2 3 4 5 6 7 8 9 0

- Locates specific keys

	return		tab		escape		caps lock
	space		ctrl		start		shift
	arrows		alt		home		backspace

- Print

- Print document **Ctrl-P, enter**

- Save in a given folder independently

- Save a document **CTRL S,** Write document name, hit ENTER

- Explain what a menu bar is and how to use it: _____

Technology / Elementary Computer Classes Cont.

WORD MENU BAR

DESIRED ACTION	KEYSTROKES
<input type="checkbox"/> File Menu	Alt-F
<input type="checkbox"/> Focus to Menu Bar	Alt

DESKTOP COMMANDS

Focusing the Screen Reader on the Desktop

- **Windows - M**

Or

- Control-Escape followed by Alt-M

Navigate Desktop Icons

- Navigating the desktop Icons (shortcuts to programs)
 - **HOME** takes you to “*My Computer*”
 - Arrow keys to go UP & DOWN the columns
 - **ICON SHORTCUT** — Press first letter of the name of the program until you find the one that you want.

Open Start Menu

START MENU

To open Start Menu

- Window Keys

Technology / Elementary Computer Classes Cont.

- Navigate start menu - open given program
 - Navigating the start Menu
 - Arrow keys
 - All menus wrap

- Shut Down computer from start menu
 - Go to “Start Menu”
 - Arrow-up to “SHUT DOWN” & press “ENTER”

- Shut Down computer using Quick Keys
 - Press the letter “U”** (hot key)
 - Use up/down Arrows or hot key “S” to “Shut down”
 - Press ENTER

Student A: Technology Goal

April 2006 — October 2006

GOAL: In 18 weeks, using a computer with a screen reader, when given dictated sentences or a spelling list, student will complete 21/21 of the computer sub skills with two or fewer prompts.

Student currently demonstrates 10/21 skills.

May 2006 = 15/21 skills

October 2006 = 21 of 21 skills

Student will be able to independently:

1. **Log on the computer using a password and user name.**
2. **Open a given program**
 - From Start Menu
 - From Desktop
3. Close a given program
 - **CLOSE DOCUMENT** *Ctrl-W or Ctrl F4*
4. Open Microsoft Word
 - from the start menu
 - **from the desktop**
5. **Create a new file**
6. Save a file to the hardrive
7. Open a file by name
8. Print the file/document

NAVIGATING A WORD DOCUMENT using shortcut keys.

- | | |
|---------------------------------------|-------------------------------------|
| 9. Move character-by-character | Left/Right arrows |
| 10. Move up/down, line-by-line | Up/Down arrows |
| 11. Move word-by-word | Left/Right arrows + Ctrl key |
| 12. Move by paragraph | Up/Down arrows + Ctrl key |
| 13. Beginning of line | HOME |

- | | |
|---|--------------------|
| 14. End of line | END |
| 15. Beginning of document | HOME + Ctrl |
| 16. End of document | END + Ctrl |
| 17. Tell where her cursor is | |
| 18. Insert words within a document | |
| 19. Delete words within a document | |
| 20. To delete phrases within a document | |
| 21. To delete sentences within a document | |

* **Bolded items have already been mastered**

Computer Goal

In 36 weeks, using a computer with a screen reader, _____,

will touch type 26 letters of the alphabet, the numbers 0-9, and locate 12 specific keys (for a total of 48 keys) with 90 percent accuracy, on 3/4 data collection days.

Demonstrate ability to touch type all letters

- a b c d e f g h i j k l m n o p q r s t u v w x y z

Demonstrate ability to touch type all numbers

- 1 2 3 4 5 6 7 8 9 0

Locates specific keys:

- | | | | |
|----------|-----------|----------|-------------|
| • return | • tab | • escape | • caps lock |
| • space | • control | • start | • shift |
| • arrows | • alt | • home | • backspace |

Standards and Benchmarks for Elementary Computer Classes

_____ : Technology Goal 2005-06 Date: _____

This goal is based on the Standards and Benchmarks for Elementary computer classes at Earlham Community School District.

Using a computer screen reader, _____ will:
Student's Name

- Log on the computer using a password and user name.
- Use Function keys to navigate a WORD DOCUMENT around the computer screen
- Open a given program
- Close a given program

Demonstrate ability to touch type all letters:

- a b c d e f g h i j k l m
 n o p q r s t u v w x y z

Demonstrate ability to touch type all numbers (Numkeys)

- 1 2 3 4 5 6 7 8 9 0

Demonstrate ability to touch type all numbers (Alpha)

- 1 2 3 4 5 6 7 8 9 0

Locates specific keys

- return
- space
- arrows
- tab
- control
- alt
- escape
- start
- home
- caps lock
- shift
- backspace

- Print
 - Emboss
 - Explore a new program without being given instructions
 - Save in a given folder independently
 - Explain what a menu bar is and how to use it
 - Go to an internet site when given a specific address
 - Focus the Screen Reader on the Desktop
 - Navigate desktop icons
 - Open Start menu
 - Navigate start menu - open given program
 - Shut down computer from start Menu
 - Shut down computer using Quick Keys
-

Abacus Skills

Familiarization:

- Understands exchanges:
 - 4/5 exchange**
 - 0/9 exchange**
 - 49/50 exchange**
 - 99/100 exchange**

Addition:

- Can complete addition problems:
 - a. Of one digit (to one or two digits)
 - With no exchanges**
 - with 4/5 exchange**
 - With 0/9 exchange**
 - b. Of two digits (to two or three digits)
 - With no exchanges**
 - with 4/5 exchange**
 - With 0/9 exchange**

Subtraction:

- Can complete subtraction problems:
 - a. Of one digit (from one or two digits)
 - With no exchanges**
 - with 4/5 exchange**
 - With 0/9 exchange**

Braille Lesson Plans Data Collection Timed Readings

Name: _____ Date: _____

Monday	Tuesday	Wednesday	Friday
Boot up computer <input type="checkbox"/> Timed Readings <input type="checkbox"/> APH Contraction Sheets Computer Skills <input type="checkbox"/> Teaching Point: <input type="checkbox"/> Spelling list/ sentences <input type="checkbox"/> Read document <input type="checkbox"/> Keyboarding TTT	Boot up computer <input type="checkbox"/> Timed Readings <input type="checkbox"/> APH Contraction Sheets Computer Skills <input type="checkbox"/> Teaching Point: <input type="checkbox"/> Spelling list/ sentences <input type="checkbox"/> Read document <input type="checkbox"/> Keyboarding TTT	Boot up computer <input type="checkbox"/> Timed Readings <input type="checkbox"/> APH Contraction Sheets Computer Skills <input type="checkbox"/> Teaching Point: <input type="checkbox"/> Spelling list/ sentences <input type="checkbox"/> Read document <input type="checkbox"/> Keyboarding TTT	Boot up computer <input type="checkbox"/> Timed Readings <input type="checkbox"/> APH Contraction Sheets Computer Skills <input type="checkbox"/> Teaching Point <input type="checkbox"/> Spelling list/ sentences <input type="checkbox"/> Read document <input type="checkbox"/> Keyboarding TTT
Chris' Recess "To Do:"	Chris' Recess "To Do:"	Chris' Recess "To Do:"	Chris' Recess "To Do:"
Edit/correct: # Patterns English Spelling test TG: WS: Skill: Reading Fluency: Other:	Edit/correct: # Patterns English Spelling test TG: WS: Skill: Reading Fluency: Other:	Edit/correct: # Patterns English Spelling test TG: WS: Skill: Reading Fluency: Other:	Edit/correct: # Patterns English Spelling test TG: WS: Skill: Reading Fluency: Other:

Standards and Benchmarks for Elementary Computer Classes

Lauren will show mastery of 20/23 computer benchmark skills.

Nov. 4/23

Feb. 9/23

May 15/23

Oct. 20/23

_____ : Technology Goal 2005-06 Date: _____

Using a computer screen reader, _____ will:

Log on the computer using a password and user name.

Use Function keys to navigate a WORD DOCUMENT

Use Numpad to read a Document

Open a given program

Close a given program

Demonstrate ability to touch type all letters:

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Demonstrate ability to touch type all numbers (Numkeys)

• 1 2 3 4 5 6 7 8 9 0

Demonstrate ability to touch type all numbers (Alpha)

• 1 2 3 4 5 6 7 8 9 0

Locates specific keys and uses them to navigate document

- return
- space
- arrows

- tab
- control
- alt

- escape
- start
- home

- caps lock
- shift
- backspace

- Print
 - Emboss
 - Explore a new program without being given instructions
 - Save in a given folder independently
 - Explain what a menu bar is and how to use it
 - Go to an internet site when given a specific address
 - Focus the screen reader on the desktop
 - Navigate desktop icons
 - Open start menu
 - Navigate start menu - open given program
 - Shut down computer from start menu
 - Shut down computer using Quick Keys
 - Access HELP in an open program (Ctrl Shift F1)
 - Close hit ESCAPE
-

Abacus Skills

Familiarization:

- Understands exchanges:
 - 4/5 exchange**
 - 0/9 exchange**
 - 49/50 exchange**
 - 99/100 exchange**

Addition:

- Can complete addition problems:
 - a. Of one digit (to one or two digits)
 - With no exchanges
 - with 4/5 exchange
 - With 0/9 exchange
 - b. Of two digits (to two or three digits)
 - With no exchanges
 - with 4/5 exchange
 - With 0/9 exchange

Subtraction:

- Can complete subtraction problems:
 - a. Of one digit (from one or two digits)
 - With no exchanges
 - with 4/5 exchange
 - With 0/9 exchange

Contractions 2005-2006

about	ab	have	h				
again	ag	here	“h				
and	&	him	hm				
ar	>	in	9	people	p		
as	z	ing	+				
be	2	it	x	quite	q		
blind	bl	its	xS	question	“q		
braille	brl	ity	;y			under	“u
but	b	just	j	rather	r	us	u
can	c			right	“r	very	v
cannot	_c	know	“k				
character	“*	knowledge	k				
child	*			said	sd		
children	*n	like	l	sh	%		
com	-						
could	cd	little	ll	shall	%	where	“:
day	“d			should	%d	wh	:
do	d	many	_m	so	s		
ea	1	more	m	some	“s	will	w
ed	\$	mother	“m			with)
en				st	/		
er	}	name	“n	still	/	word	^w
every	e	not	n			work	“w
for	=					would	wd
friend	fr	o'clock		th	?	you	y
from	f	of	(	that	t	your	yr
father	“f	one	“o	the	!		
gh	<	ou	\	this	?		
gg	7						
go	g	out	\	time	“t		
good	gd	ow	{				
great	grt						

XXXX's Contractions 2005-2006

Read 32+ - Errors = _____ Date: _____

about ab	can c	go g	just j	one "o	st /	very V
again ag	could cd	good gd	know "k	ou \	th ?	where " :
and &	do d	have h	knowledge k	out \	that t	will w
ar >	ed \$	here "h	like l	people p	the !	with)
as z	every e	in 9	little ll	quite q	this ?	word ^w
be 2	ea	ing +	more m	said sd	time "t	work "w
braille brl	for =	it x	not n	so s	under "u	your yr
but b	friend fr	its xS	of (	some "s	us u	you y
blind bl	from f	father "f	mother "m		would wd	wh :
Write 32+ - Errors =						
about ab	can c	go g	just j	one "o	st /	very V
again ag	could cd	good gd	know "k	ou \	th ?	where "w
and &	do d	have h	knowledge k	out \	that t	will w
ar >	ed \$	here "h	like l	people p	the !	with)
as z	every e	in 9	little ll	quite q	this ?	word ^w
be 2	ea	ing +	more m	said sd	time "t	work "w
braille brl	for =	it x	not n	so s	under "u	your yr
but b	friend fr	its xS	of (	some "s	us u	you y
blind bl	from f	father "f	mother "m		would wd	wh :

XXXX's Contractions 2005-2006

Read 32+ - Errors = _____ Date: _____

about ab	can c	go g	just j	one "o	st /	very V
again ag	could cd	good gd	know "k	ou \	th ?	where " :
and &	do d	have h	knowledge k	out \	that t	will w
ar >	ed \$	here "h	like l	people p	the !	with)
as z	every e	in 9	little ll	quite q	this ?	word ^w
be 2	ea	ing +	more m	said sd	time "t	work "w
braille brl	for =	it x	not n	so s	under "u	your yr
but b	friend fr	its xS	of (	some "s	us u	you y
blind bl	from f	father "f	mother "m		would wd	wh :

Write 32+ - Errors =

about ab	can c	go g	just j	one "o	st /	very V
again ag	could cd	good gd	know "k	ou \	th ?	where "w
and &	do d	have h	knowledge k	out \	that t	will w
ar >	ed \$	here "h	like l	people p	the !	with)
as z	every e	in 9	little ll	quite q	this ?	word ^w
be 2	ea	ing +	more m	said sd	time "t	work "w
braille brl	for =	it x	not n	so s	under "u	your yr
but b	friend fr	its xS	of (	some "s	us u	you y
blind bl	from f	father "f	mother "m		would wd	wh :

Flash Cards

Date: _____

Reading

	Mon.	Tues.	Wed.	Thurs.	Fri.
Dolch					
and					
are					
can					
come					
funny					
go					
he					
I					
is					
jump					
like					
little					
look					
my					
of					
play					
red					
ride					
run					
said					
see					
the					
this					
to					
up					
SW					
a					
for					
on					
into					
they					
was					
with					

Brailleing

	Mon.	Tues.	Wed.	Thurs.	Fri.
Dolch					
and					
are					
can					
come					
funny					
go					
he					
I					
is					
jump					
like					
little					
look					
my					
of					
play					
red					
ride					
run					
said					
see					
the					
this					
to					
up					
SW					
a					
for					
on					
into					
they					
was					
with					

Bolded words are also sight words

about	ab	day	“d	letter	lr	so	s	accent sign	`
above	abv	dd	4	like	l	some	“s	apostrophe	'
according	ac	deceive	dcv	little	ll	spirit	_s	asterisk*	99
across	acr	deceiving	dcvg	lord	“l	st	/	bar /	/
after	af	declare	dcl	many	_m	still	/	bracket opening [	,7
afternoon	afn	declaring	dclg	ment	;t	such	s*	bracket closing]	7'
afterword	afw	dis	4	more	m	th	?	bullet •	--
again	ag	do	d	mother	“m	that	t	capital sign, single	,
against	ag/	ea	1	much	m*	the	!	capital sign, doubl	“
ally	,y	ed	\$	must	m/	their	_!	colon:	3
almost	alm	either	ei	myself	myf	themselves	!mvs	comma ,	1
already	alr	en	5	name	“n	there	”!	dash –	--
also	al	ence	.e	neccessar	nec	these	^!	dash, double —	----
although	al	enough	5	neither	nei	this	?	decimal point .	.
altogether	alt	er	]	ness	;s	those	^?	degree	;dg
always	alw	ever	“e	not	n	through	“?	ditto	“1
ance	.e	every	e	o'clock	o'c	thyself	?yf	ellipsis ...	'''
and	&	father	“f	of	(	time	“t	exclamation point	6
ar	>	ff	6	one	“o	tion	;n	fraction-line / or /	/
as	z	first	f/	oneself	“of	to	6	hyphen -	-
ation	,n	for	=	ong	;g	today, to-day	td	italic sign, single	.
bb	2	friend	fr	ou	\	together	tgr	italic sign, double	..
be	2	from	f	ought	“\	tomorrow, to-me	tm	letter sign	;
because	2c	ful	;l	ound	.d	tonight, to-night	tn	line sign / or |	>
before	2f	gg	7	ount	.t	under	“u	number sign # , no4	no4
behind	2h	gh	<	ourselfe	\rvs	upon	^u	paragraph sign ¶	p>
below	2l	go	g	out	\	us	u	parenthesis opening (	7
beneath	2n	good	gd	ow	[	very	v	parenthesis closing)	7
beside	2s	great	grt	paid	pd	was	o	percent %	`3p
between	;t	had	_h	part	“p	were	7	period .	4
beyond	2y	have	h	people	p	wh	:	pound sign #	lb
ble	#	here	“h	perceive	p]cv	where	“:	question mark ?	8
blind	bl	herself	h]f	perceiving	p]cvg	which	:	quotation marks,	
braille	brl	him	hm	perhaps	p]h	whose	^:	double, opening “	8
but	b	himself	hmf	question	“q	will	w	quotation marks,	
by	0	his	8	quick	qk	with	)	double, closing ”	
can	c	immedia	imm	quite	q	word	^w	quotation marks,	
cannot	_c	in	9	rather	r	work	“w	single opening ‘	'
cc	3	ing	+	receive	rcv	world	_w	quotation marks,	
ch	*	into	96	receiving	rcvg	you	y	single closing ’	'
character	“*	it	x	rejoice	rjc	young	“y	section sign §	s'
child	*	its	xs	rejoicing	rjcg	your	yr	semicolon :	2
children	*n	itself	xf	right	“r	yourself	yrf	termination sign ,	'
com	-	ity	;6	said	sd	yourselves	yrvs		
con	3	just	j	sh	%				
conceive	3cv	know	“k	shall	%				
conceivin	3cvg	knowled	k	should	%d				
could	cd	less	.s	sion	.n				
Color Key								mastered	
2006-20076								1/2 yellow introduced but not mastered	
								new this semester and mastered	

Braille Lesson Plans

Date: _____ Name: _____

Nemeth

Comments:

- | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

Contractions:

	Read	Write		Read	Write		Read	Write		Read	Write		
	go		but			with			friend			in	
	you		just			will			it			your	
	can		that			the			for			work	
	like		people			be			this			little	
	have		not			out			ed			about	
	do		and			wd			wh			here	

Patterns:	Brailing: Bn'S Perkins
Books Read:	Math: abacus Flash Math
To Do:	
To Address with Parents/Teacher:	

Braille Lesson Plans

Date: _____ Name: _____

Nemeth

Comments:

- | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | | | | | |

Contractions:

	Read	Write		Read	Write		Read	Write
go			do			not		
you			but			and		
can			just			with		
like			that			will		
have			people					

Patterns:	Braille: Bn'S Perkins
Books Read:	Math: abacus Flash Math
To Do:	
To Address with Parents/Teacher:	

Lesson Plans

Name: _____ Date: _____

Braille:

Low Vision:

Braille Reading	a	b	c	d	e	f	g	h	i	j	k	l	m	Text Reading	a	b	c	d	e	f	g	h	i	j	k	l	m
	n	o	p	q	r	s	t	u	v	w	x	y	z		n	o	p	q	r	s	t	u	v	w	x	y	z

Comments:

Braille Writing	a	b	c	d	e	f	g	h	i	j	k	l	m	Text Writing	a	b	c	d	e	f	g	h	i	j	k	l	m
	n	o	p	q	r	s	t	u	v	w	x	y	z		n	o	p	q	r	s	t	u	v	w	x	y	z

Comments:

K-PALS (Braille) Lesson # _____	K-PALS (Text) Lesson # _____
Braille Book: _____	Text Book: _____
Braille/Braille 'n Speak	Writing/Handwriting Without Tears:
Flashcards/Sight Words	
Discuss with Parent/Teacher:	
Materials:	

Student Folder Content

Name: _____ School Year: _____

TVI: _____

Student Information Sheet:

Eligibility Information:

_____ Eye Report

_____ Low Vision Exam

_____ Functional Vision Assessment/Learning Media Assessment

_____ Assistive Technology Report

_____ Orientation and Mobility Report

Entitlement Reports:

_____ IEP/IFSP (entire packet)

_____ Job #1 Chart

_____ Progress Reports

Resources:

_____ Inventory Sheet

_____ Assistive device /APH orders

_____ Book Orders

_____ Equipment ownership information

May Also Include:

_____ Web sites about visual impairment

_____ Release of Information

_____ Other team member reports

_____ Other medical reports

_____ School Calendar

_____ Daily Schedule

Appendix F

Functional Vision Assessment

Appendix F:

The Need

1. The results of the Functional Vision Assessment (FVA)/Learning Media Assessment (LMA) will relate directly to the literacy needs of the students.
2. **Three Areas of Literacy**
 - Functional
 - Emergent
 - Academic
3. Formulated idea of having an assessment tool to be used by all TVIs in AEA 11.
 - Consistency in reporting format
 - Consistency in evaluations and reporting for students who move within the AEA
 - Complement clinical low vision and O & M evaluations

Why Evaluate FVA/LMA?

1. Find appropriate FVA/LMA that would facilitate goal writing directly related to the literacy needs of the student.
2. Write measurable and chartable goals, based on the results of the FVA/LMA.

The Process

1. Researched literature.
2. Formulated a list of criteria to judge assessments.
3. Developed assessment rubric.

4. Reviewed existing published assessments against our criteria.
 - ISAVE
 - Vision Associates
 - Sanford Burnett
5. Conducted assessment and reevaluated the assessments.

Benefits/Gains

1. Refine/develop goals and curriculum.
2. Goals are more closely aligned to student's visual needs.
3. Well written FVA report allows for good communication with classroom teacher and keeps student programming consistent across multiple settings.
4. Tied functional vision assessment to agency paperwork.
5. Answering eligibility questions.

CSB Procedures for Completing the Assessment of Learning Media

Brief Instructions

1. Print out and carefully review the appropriate **Decision Tree** given the students age.
2. **It is important this Decision Tree be used as a guideline throughout this assessment. Refer to it often.**
3. For each form that is to be completed, read and follow the directions in the box at the top of the page.
4. After a form has been completed, fill in the summary page.
5. Using the gathered information, write a report or integrate into teacher report.
6. A sample script has been provided to aid in writing the report. This form may be used as is or changed as needed.

Detailed Instructions

To Begin:

All students begin at the same point. This assessment is to be given in its entirety. Findings may not be reliable otherwise.

Decision Tree:

The Decision Tree is extremely important and guides the assessor through the process. There are two different decision trees, based on the chronological age of the student. Each box lists the:

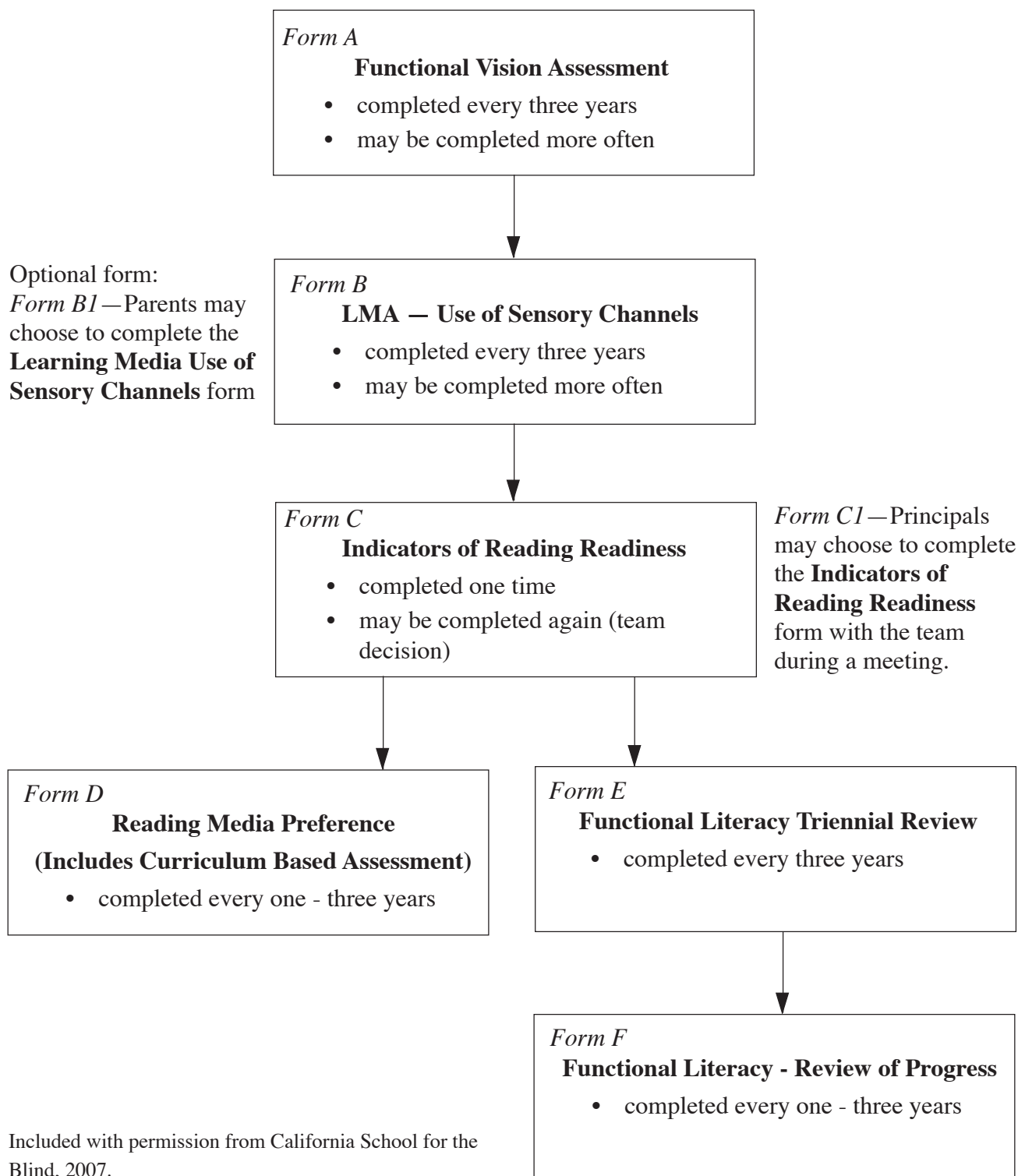
1. Form letter (A, B, C, D, E, or F).
2. Title of the form.
3. Frequency with which the form should be completed.

There are two optional forms.

1. Form B1 should always be offered to the parents.
2. Form C1 only needs to be completed if the administrator feels it is necessary in order to generate further discussion regarding the student's ability to display prerequisite reading skills.

Decision Tree for Learning Media Assessment

For students below age 16



Included with permission from California School for the Blind, 2007.

CSB Functional Vision Assessment

California School for the Blind (CSB) encourages teachers to use the Functional Vision Assessment as seen on Form A. Assessors, outside of the school, may choose to use this assessment or may use their own as long as they are gathering similar information, which should include:

1. medical background and use of aids
2. uses of vision in multiple settings (if appropriate, given visual impairment)
3. analysis of gathered information

Completing Forms B - F

Directions for forms B, C, D, E, and F are explained at the top of each form and should be followed as written.

There is a summary page at the end for forms B-F. It is important that each summary page be completed.

Additional Information - Form C (for students below age 16)

Following the completion of form C (for students below age 16), the decision must be made as to whether the assessment will be completed with the student as an academic or functional learner. Follow the Decision Tree in order to correctly administer the remainder of the assessment.

There is some subjectivity in form C for the Education Program. The teacher is making a decision regarding the students' readiness, which effects how the remainder of the assessment is administered. In some cases, IEP team members may not agree with the findings. If this occurs, the administrator should complete form C1 with the team and a decision regarding how to proceed should be made. Therefore, it is possible that a different decision will be made and further assessment will need to be completed.

Additional Information - Form D

If form D is to be completed, note that it consists of two parts, both of which need to be completed.

As part of form D, a curriculum based reading assessment must be completed. Teachers are to choose a well-researched, published, reading inventory that provides information regarding word recognition, comprehension, and reading speed.

Summary of Findings

The information gathered in this Assessment of Learning Media should be summarized. It is important that the information be included in the teacher report and/or added to the cumulative file. It is equally as important that it be written in a manner understandable to the parent. A Summary of Findings is a suggested report outline, where information from the summaries can be integrated. Assessors may use this form or present information as they see fit.

Form A

Functional Vision Assessment

Student Name: _____ Date: _____

Assessor: _____ Position: _____

Part I – Medical Background

This information should be gathered before beginning the Functional Vision Assessment.

Information from Eye Report

Date of last eye exam: _____ Doctor's Name: _____

Vision Diagnosis: _____

Explanation: _____

Impact of Additional Disability on Vision: _____

Distance Acuity: _____ Visual Field (Full): _____

Near Acuity: _____ Visual Field (Constricted): _____

Stability of Visual Condition (Stable / Deteriorating): _____

Visual Functioning (Stable / Fluctuating): _____

Explanation: _____

Form A**Optical Aids**

Does the student have glasses? Yes No

Are the glasses used for distance or near? _____

Does the student wear their glasses? Yes No

Low Vision Devices (respond 'yes' or 'no'):

Monocular: Yes No Magnifier: Yes No CCTV: Yes No

Screen Vision Devices: Yes No Name of Program: _____

Other devices used: _____

Non-Optical Accommodations (respond 'yes' or 'no'):

Sunglasses: Yes No Hats: Yes No

Part II — Functional Vision Assessment

Definition: Functional Vision is a person's ability to use their vision in conjunction with strategies and other sensory modalities to compensate when their vision does not provide them with enough information to accomplish their mission.

The purpose of this form is to:

- document how a student sees under a variety of situations;
- describe the visual and non-visual techniques the student presently uses to compensate for their reduced vision;
- help the student to become aware of when their visual needs require accommodation or the use of other sensory modalities in place of vision skills.

Section A

Focus: Document how a student sees under a variety of situations.

- the classroom
- any outdoor activity
- a third familiar location

Form A

1. Classroom Activity (Describe): _____

For each of the following *behaviors*, write the student's response:

Head Positioning: _____

Distance from Task: _____

Eye(s) Used: _____

Angle of Viewing: _____

Straining, squinting, and shielding of eyes: _____

Body posture and gait: _____

Fatigue: _____

For each of the following *environmental conditions*, write the student's response:

Illumination Factors: _____

Light Adaptation: _____

Glare: _____

Contrast: _____

Color: _____

Depth: _____

Organization: _____

Target Size and Distance: _____

2. Outdoor Activity (Describe): _____

For each of the following *behaviors*, write the student's response:

Head Positioning: _____

Form A

Distance from Task: _____

Eye(s) Used: _____

Angle of Viewing: _____

Straining, squinting, and shielding of eyes: _____

Body posture and gait: _____

Fatigue: _____

For each of the following *environmental conditions*, write the student's response:

Illumination Factors: _____

Light Adaptation: _____

Glare: _____

Contrast: _____

Color: _____

Depth: _____

Organization: _____

Target Size and Distance: _____

3. A third familiar location (Describe): _____For each of the following *behaviors*, write the student's response:

Head Positioning: _____

Distance from Task: _____

Eye(s) Used: _____

Form A

Angle of Viewing: _____

Straining, squinting, and shielding of eyes: _____

Body posture and gait: _____

Fatigue: _____

For each of the following *environmental conditions*, write the student's response:

Illumination Factors: _____

Light Adaptation: _____

Glare: _____

Contrast: _____

Color: _____

Depth: _____

Organization: _____

Target Size and Distance: _____

Other behavior characteristics observed? _____

Section B

Focus: Document (through observations and interview) the techniques the student presently uses to increase their functional vision in the following situations. Information should be gathered:

- through observations conducted in Section A
- through an interview with the student

Form A

1. What strategies did you observe the student use when:

Recognizing people: _____

Finding their way in a familiar setting: _____

Finding their way in an unfamiliar setting: _____

Responding to dramatic changes in conditions: _____

Public restrooms: _____

Other situations: _____

2. What strategies does the student report they use when:

Recognizing people: _____

Finding their way in a familiar setting: _____

Finding their way in an unfamiliar setting: _____

Responding to dramatic changes in conditions: _____

Public restrooms: _____

Other situations: _____

Additional Comments: _____

Form A

Section C

Focus: Help the student to become aware of when their visual needs require accommodations or the use of other sensory modalities in place of vision skills.

Review and analyze the information you have gathered in this report(s).

- note any inconsistencies or problem areas
- list solutions and recommendations for noted inconsistencies or problem areas

Problem Area or Inconsistency	Solution and/or Recommendation
1. _____ _____ _____ _____	1. _____ _____ _____ _____
2. _____ _____ _____ _____	2. _____ _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____

Form A

_____	_____
_____	_____

4. _____

4. _____

5. _____

5. _____

Additional Comments: _____

Procedures for Completing the Assessment of Learning Media

Brief Instructions

1. Print out and carefully review the appropriate **Decision Tree** given the students age.
2. **It is important this Decision Tree be used as a guideline throughout this assessment. Refer to it often.**
3. For each form that is to be completed, read and follow the directions in the box at the top of the page.
4. After a form has been completed, fill in the summary page.
5. Using the gathered information, write a report or integrate into teacher report.
6. A sample script has been provided to aid in writing the report. This form may be used as is or changed as needed.

Detailed Instructions

To Begin:

All students begin at the same point. This assessment is to be given in its entirety. Findings may not be reliable otherwise.

Decision Tree:

The Decision Tree is extremely important and guides the assessor through the process. There are two different decision trees, based on the chronological age of the student. Each box lists the:

1. Form letter (A, B, C, D, E, or F).
2. Title of the form.
3. Frequency with which the form should be completed.

There are two optional forms.

1. Form B1 should always be offered to the parents.
2. Form C1 only needs to be completed if the administrator feels it is necessary in order to generate further discussion regarding the student's ability to display prerequisite reading skills.

Functional Vision Assessment

California School for the Blind encourages teachers to use the Functional Vision Assessment as seen on Form A. Assessors, outside of the school, may choose to use this assessment or may use their own as long as they are gathering similar information, which should include:

1. Medical background and use of aids.
2. Uses of vision in multiple settings (if appropriate, given visual impairment).
3. Analysis of gathered information.

Completing Forms B - F

Directions for forms B, C, D, E, and F are explained at the top of each form and should be followed as written.

There is a summary page at the end for forms B-F. It is important that each summary page be completed.

Additional Information - Form C (for students below age 16)

Following the completion of form C (for students below age 16), the decision must be made as to whether the assessment will be completed with the student as an academic or functional learner. Follow the Decision Tree in order to correctly administer the remainder of the assessment.

There is some subjectivity in form C for the Education Program. The teacher is making a decision regarding the students' readiness, which effects how the remainder of the assessment is administered. In some cases, IEP team members may not agree with the findings. If this occurs, the administrator should complete form C1 with the team and a decision regarding how to proceed should be made. Therefore, it is possible that a different decision will be made and further assessment will need to be completed.

Additional Information - Form D

If form D is to be completed, note that it consists of two parts, both of which need to be completed.

As part of form D, a curriculum based reading assessment must be completed. Teachers are to choose a well-researched, published, reading inventory that provides information regarding word recognition, comprehension, and reading speed.

Form B

Observed Behaviors	Sensory Channel	P-S
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	

Probable Primary Channel: _____

Probable Secondary Channel(s): _____

Form B1

Learning Media Assessment - Use of Sensory Channels Parent Form

This assessment is designed to examine the student’s most efficient way of taking in information.

Suggested Parent Instructions:

Arrange for three observations of 15 to 20 minutes. Observations should be conducted: 1) in the classroom, 2) during an outdoor activity, and 3) in a familiar location. Observations should also be conducted at various times of the day (i.e., morning, afternoon).

Document observable behaviors.

Place a **CIRCLE** around the primary sensory channel, and, if appropriate a **BOX** around the secondary sensory channel.

- KEY:** **V** = Visual • **T** = Tactual • **A** = Auditory • **O/G** = Olfactory/Gustatory (smell/taste)
 • **K** = Kinesthetic (movement)

Mark ‘P’ if the observed behavior occurred due to *prompting* or mark ‘S’ if it occurred *spontaneously*.

Observation Number _____ Date: _____ Time: _____

Setting/Activity: _____

Observed Behaviors	Sensory Channel	P-S
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	

Form B1

Observed Behaviors	Sensory Channel	P-S
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	
	V T A O/G K	

Probable Primary Channel: _____

Probable Secondary Channel(s): _____

*Form C***Indicators of Reading Readiness**

This form is designed to generate discussion about the student's ability to display prerequisite skills deemed necessary for reading.

Instructions:

Read each statement in the following sections and mark 'Yes' if the student regularly and independently demonstrates the skill in the statement. Mark 'No' if the student does not regularly demonstrate the skill or if the student requires assistance to complete the skill, or mark 'No Op' if the student has not had an opportunity to demonstrate this skill. If the skill appears to be **EMERGING**, place an 'E' in the 'No' column.

_____ **Check if the following applies:** This form does not have to be completed if, for two consecutive years, the student has earned scores on the English-Language Arts section of the state mandated test within or above the basic range. Follow up with **Reading Media Preference** forms.

Prerequisites for Reading**Cognitive/Language Development**

Yes	No	No Op.	
_____	_____	_____	Cognitive ability is determined to be at five years of age or above.
_____	_____	_____	Touches top, bottom, front, back, and sides of an object on request.
_____	_____	_____	Knowledge of left and right on his or her own body and on a page.
_____	_____	_____	Ability to follow one-step directions, independently.
_____	_____	_____	Curiosity about books (print or Braille) is evident. (Pretends to read, touches Braille, spontaneously looks at pictures, turns page.)

Advanced Cognitive/Language Development

Yes	No	No Op.	
_____	_____	_____	Uses expressive vocabulary of several hundred words (may be oral, signed, or with use of an augmentative communication device).

Form C**Advanced Cognitive/Language Development cont.**

Yes	No	No Op.	
_____	_____	_____	Understands that abstract symbols (may be tactile) or pictures represent words and experiences. Meaning has to be attached to experiences.
_____	_____	_____	Ability to follow two-step directions that are sequential but not necessarily related. (i.e., Pick up the ball and get your coat.)
_____	_____	_____	Awareness of the phonological properties of speech, such as rhyming and syllabification (ability to form or divide a word by syllables).

Development of Focused Attention

Yes	No	No Op.	
_____	_____	_____	Attention span is at least 10 minutes when engaged in an activity of interest.
_____	_____	_____	Shows interest in, and attentiveness to, stories told or read aloud and to songs sung.
_____	_____	_____	Ability to remain engaged in a task for 10 minutes while seated at a table.

Tactile Skill Development

Yes	No	No Op.	
_____	_____	_____	Willingness to touch a variety of materials, including a line of Braille on a page.
_____	_____	_____	Sufficient finger strength and dexterity to form Braille characters, using a Braille note taker, or slate and stylus.

Form C

Tactile Skill Development cont.

Yes	No	No Op.	
_____	_____	_____	Shows skill dexterity in making a majority of the various hand movements. Please circle: pushing • pulling • twisting • poking • tracing • squeezing • separating • joining • picking up ~ • putting down • holding • cutting • pasting
_____	_____	_____	Ability to use each hand independently in a coordinated manner to complete a task.

Please check if student will only be using one hand to read Braille: _____

Form C**Summary Page for Indicators of Reading Readiness**

Results from previous pages should be tallied and number filled in below. Using this information, complete the Summary Analysis.

Cognitive/Language Development:

Student demonstrates _____ out of _____ these skills.

Advanced Cognitive/Language Development:

Student demonstrates _____ out of _____ these skills.

Development of Focused Attention:

Student demonstrates _____ out of _____ these skills.

Tactile Skill Development:

Student demonstrates _____ out of _____ these skills.

Summary Analysis

Based on the above analysis the student...

1. Is ready to begin/continue a reading program (See Reading Media Preference).

2. Should continue to work on pre-reading skills:

a. This assessment should be completed again in: _____ .

Focus on pre-reading to include: _____

b. Follow up through functional literacy forms (See Functional Literacy — Triennial Review and Functional Literacy — Review of Progress).

Form C1**Indicators of Reading Readiness — Optional Principal Form**

This form is designed to generate discussion about the student's ability to display prerequisite skills deemed necessary for reading.

Using the teacher's completed form as a guide, the administrator conducting the meeting should work with the team to respond to the statements below and continue to the analysis page.

Instructions:

Read each statement in the following sections and mark 'Yes' if the student regularly and independently demonstrates the skill in the statement. Mark 'No' if the student does not regularly demonstrate the skill or if the student requires assistance to complete the skill, or mark 'No Op' if the student has not had an opportunity to demonstrate this skill. If the skill appears to be **EMERGING**, place an 'E' in the 'No' column.

_____ **Check if the following applies:** This form does not have to be completed if, for two consecutive years, the student has earned scores on the English-Language Arts section of the state mandated test within or above the basic range. Follow up with **Reading Media Preference** forms.

Prerequisites for Reading**Cognitive/Language Development**

Yes	No	No Op.	
_____	_____	_____	Cognitive ability is determined to be at five years of age or above.
_____	_____	_____	Touches top, bottom, front, back, and sides of an object on request.
_____	_____	_____	Knowledge of left and right on his or her own body and on a page.
_____	_____	_____	Ability to follow one-step directions, independently.
_____	_____	_____	Curiosity about books (print or Braille) is evident. (Pretends to read, touches Braille, spontaneously looks at pictures, turns page.)

Form C1**Advanced Cognitive/Language Development**

Yes	No	No Op.	
_____	_____	_____	Uses expressive vocabulary of several hundred words (may be oral, signed, or with use of an augmentative communication device).
_____	_____	_____	Understands that abstract symbols (may be tactile) or pictures represent words and experiences. Meaning has to be attached to experiences.
_____	_____	_____	Ability to follow two-step directions that are sequential but not necessarily related. (i.e., Pick up the ball and get your coat.)
_____	_____	_____	Awareness of the phonological properties of speech, such as rhyming and syllabification (ability to form or divide a word by syllables).

Development of Focused Attention

Yes	No	No Op.	
_____	_____	_____	Attention span is at least 10 minutes when engaged in an activity of interest.
_____	_____	_____	Shows interest in, and attentiveness to, stories told or read aloud and to songs sung.
_____	_____	_____	Ability to remain engaged in a task for 10 minutes while seated at a table.

Tactile Skill Development

Yes	No	No Op.	
_____	_____	_____	Willingness to touch a variety of materials, including a line of Braille on a page.
_____	_____	_____	Sufficient finger strength and dexterity to form Braille characters, using a Braille note taker, or slate and stylus.

Form C1

Tactile Skill Development cont.

Yes No No Op.

_____ _____ _____ Shows skill dexterity in making a majority of the various hand movements.

Please circle: pushing • pulling • twisting • poking • tracing
• squeezing • separating • joining • picking up • putting
down • holding • cutting • pasting

_____ _____ _____ Ability to use each hand independently in a coordinated manner to complete a task.

Please check if student will only be using one hand to read Braille: _____

Form C1**Summary Page for Indicators of Reading Readiness**

Results from previous pages should be tallied and number filled in below. Using this information, complete the Summary Analysis.

Cognitive/Language Development:

Student demonstrates _____ out of _____ these skills.

Advanced Cognitive/Language Development:

Student demonstrates _____ out of _____ these skills.

Development of Focused Attention:

Student demonstrates _____ out of _____ these skills.

Tactile Skill Development:

Student demonstrates _____ out of _____ these skills.

Summary Analysis

Based on the above analysis the student...

1. Is ready to begin/continue a reading program (See Reading Media Preference).
2. Should continue to work on pre-reading skills:
 - a. This assessment should be completed again in: _____ .

Focus on pre-reading to include: _____

- b. Follow up through functional literacy forms (See Functional Literacy — Triennial Review and Functional Literacy — Review of Progress).

Form D**Reading Media Preference — Visual Efficiency**

Information gathered in this section will help determine which media may afford the student the best opportunity to learn through reading. The Functional Vision Assessment should be used to assist in completing this form. Please circle only one of the following in each box.

The Student:

1	Uses vision efficiently to complete tasks at near distances.
2	Primarily uses tactual skills to complete tasks at near distances.
N/A	Not Applicable.
1	Has a stable eye condition.
2	Has an unstable eye condition or poor prognosis for retaining current level of vision in the near future.
N/A	Not Applicable.
1	Has intact central visual field.
2	Has a reduced or nonfunctional central field.
N/A	Not Applicable.
1	Print size is below 24-point font.
2.	Print size is above 24-point font.
N/A	Not Applicable

Continue on next page

Form D**Reading Media Preference — Curriculum Based Assessment**

This form is designed to gain insight into a student's reading abilities.

Instructions:

Teachers are to choose a well researched, published, reading inventory that provides information regarding word recognition, comprehension, and reading speed.

The assessment should be administered adhering to its instructional guidelines. The results should then be transferred below. Additional analysis can be found on the following page.

Word Recognition Score/Words Per Minute

What was the highest grade level, in print, that the student earned a score at the

'Instructional' level? _____

At this grade level, what was the average reading speed (Words Per Minute?) _____

What was the highest grade level, in Braille, that the student earned a score at the

'Instructional' level? _____

At this grade level, what was the average reading speed (Words Per Minute?) _____

Reading Comprehension Score

What was the highest grade level, in print, that the student earned a score at the

'Instructional' level? _____

What was the highest grade level, in Braille, that the student earned a score at the

'Instructional' level? _____

Form D

Listening Comprehension Score

What was the highest grade level that the student earned a score at the 'Instructional' level? _____

Signs of fatigue noted: _____

Other observations: _____

*Form D***Summary Page for Reading Media Preference****Section 1 Analysis — Visual Efficiency**

How many 1's were circled? _____

How many 2's were circled? _____

This suggests: _____

Section 2 Analysis — Curriculum Based Assessment

Reading Inventory Used: _____

Media in which assessment was administered: Braille ___ contracted ___ uncontracted ___

Multiple Media ___ Explain: _____

Print ___ (Size _____) Auditory ___

Review the information gathered in the Reading Media Preference — Visual Efficiency and the Curriculum Based Assessment. The following questions should be considered when analyzing the findings:

- At what grade level did the students' score indicate they were instructional, as indicated by the reading assessment?
- Is there a difference in the word recognition and reading comprehension grade levels?
- Is there a difference in the listening comprehension and reading comprehension grade levels?
- Is there a difference between the scores in Braille and Print media?
- Are there any concerns regarding reading speed (Words Per Minute)?
- Are there any concerns regarding signs of fatigue?

Summary of findings: _____

Next evaluation _____ / _____ / _____

Included with permission from California School for the Blind.

Form E**Functional Literacy — Triennial Review**

The purpose of this form is to examine the student's progress in their functional literacy program. This form should only be completed if the results from the Indicators of Reading Readiness or File Review form indicates that a functional literacy program is most appropriate.

In order to complete this form, the results from the Learning Media Assessment — Use of Sensory Channel (LMA-USC) form should be used to complete the blanks below.

The results from the LMA-USC suggest that the student uses _____ as his/her **primary** mode of accessing information while learning.

The results from the LMA-USC suggest that the student uses _____ as his/her **secondary** mode of accessing information while learning.

The following sections should be completed based on the students primary and secondary modes of accessing information. Mark 'Yes,' 'No,' or 'No Op' (No Opportunity). Only two sections need to be completed.

Visual Learning

Yes	No	No Op.	
_____	_____	_____	Can the student visually identify objects with accuracy?
_____	_____	_____	Can the student visually interpret photos with accuracy?
_____	_____	_____	Can the student visually interpret colored pictures with accuracy?
_____	_____	_____	Can the student visually interpret line drawings with accuracy?
_____	_____	_____	Can the student visually interpret picture symbols with accuracy?
_____	_____	_____	Can the student read sight words?

Approximately how many words can the student read? _____

Approximately how many words could the student read last year? _____

Describe any other additional ways that this student uses visual skills for learning: _____

Form E

Tactual Learning

Yes	No	No Op.	
_____	_____	_____	Can the student tactually identify ojects with accuracy?
_____	_____	_____	Can the student tactually interpret partial objects with accuracy?
_____	_____	_____	Can the student tactually identify and interpret tactual symbols with accuracy?
_____	_____	_____	Can the student read Braille words with accuracy?

Approximately how many Braille words can the student read? _____

Approximately how many Braille words could the student read last year? _____

_____ Are there tactual sensations that the student finds intolerable?

If 'Yes' please list: _____

_____ Are there tactual sensations that the student finds preferable?

If 'Yes' please list: _____

Describe any other additional ways that this student uses tactual skills for learning: _____

Form E

Auditory Learning

Yes	No	No Op.	
_____	_____	_____	Does the student attend to auditory information?
_____	_____	_____	Does the student follow one-step directions?
_____	_____	_____	Does the student follow two-step directions?
_____	_____	_____	Does the student listen to others during conversation?
_____	_____	_____	Does the student participate in conversations appropriately? (i.e., take turns)
_____	_____	_____	Does the student listen to stories that are read aloud?
_____	_____	_____	Does the student listen to recorded stories?
_____	_____	_____	Does the student comprehend the stories they hear?
_____	_____	_____	Does the student listen to music?
_____	_____	_____	Does the student listen to and follow recorded directions such as a mobility route or a recipe?
_____	_____	_____	Are there sounds that are offensive/distasteful to the student?

If 'Yes' please list: _____

_____ Are there sounds that the student finds pleasurable?

If 'Yes' please list: _____

Describe any other additional ways that this student uses listening skills for learning. _____

*Form E***Summary Page for Functional Literacy — Triennial Review**

Using the completed Functional Literacy — Triennial Review form, as well as any previously completed, respond to the following statements.

Results from <u>Learning Media Assessment - Use of Sensory Channels</u>	Summary of Findings	Changes noted compared with past reviews*
Primary Sensory Channel: _____ 		
Secondary Sensory Channel: _____ 		

*If this is the first time the form is completed, this column will be left blank.

Form F

Functional Literacy — Review of Progress

The purpose of this form is to examine how functional literacy is integrated into the school day.

Instructions:

Within the following categories, provide examples (see below*) of how the student uses functional literacy. Mark which sensory channel is used: **(V)** = Visual, **(T)** = Tactile, **(A)** = Auditory, **(O/G)** = Olfactory/Gustatory, or **(K)** = Kinesthetic.

Classroom Related						
	V	T	A	O/G	K	Explanation of Use
Work Site Related						
	V	T	A	O/G	K	Explanation of Use
Daily Living Skills (may include: hygiene, community, socialization, cooking).						
	V	T	A	O/G	K	Explanation of Use

*Examples: shopping lists, journals, calendars, work/vocational aids, directions, routines, budgeting, scheduling, time management, organization.

Form F

Summary: Functional Literacy — Review of Progress

Using the completed Functional Literacy - Review of Progress form, as well as any previously completed, respond to the following statements.

An examination of the Functional Literacy - Review of Progress suggests: _____

Are there any significant changes noted during this review as compared with past reviews? If so, please explain:

*Form C (Students over age 16)***File Review to Determine Estimated Reading Level****For students over the age of 16**

This form is to be completed for students over the age of 16. The purpose is to determine the students' estimated reading level as indicated in previous assessments. Results from this and the **Analysis of File Review to Determine Estimated Reading Level** form will guide the remainder of the assessment.

Instructions:

Review the student's file, examining previous assessments. Using this information, complete one of the grids below.

Teachers should then complete the **Analysis of File Review to Determine Estimated Reading Level** page and follow directions for completing the assessment.

Location	Date	Assessment(s) Used	Reading Level Indicated

_____ Check if previous assessments indicate that the student does not use print or Braille as a reliable means of taking in information.

Form C (Students over age 16)

Analysis of File Review to Determine Estimated Reading Level

Yes	No	<p>The assessment(s) of the student’s reading level appears to be valid.</p> <p>If not, please explain: _____</p> <p>_____</p> <p>_____</p>
-----	----	---

For the following statements mark YES when appropriate. A YES response should be marked for only one of the statements. Once YES is marked, the directions on the following line should be followed.

YES	<p>According to the information above, the student’s reading level* appears to be at a 4th grade level or above.</p> <p>If YES, the Reading Media Preference forms should be completed.</p>
YES	<p>According to the information above, the student’s reading level* appears to be below a 4th grade reading level.</p> <p>If YES, the Reading Media Preference forms and the Functional Literacy-Review of Progress forms should be completed.</p>
YES	<p>According to the information above, the student does not use print/Braille as a reliable means of taking in information.</p> <p>If YES, the Functional Literacy - Triennial Review and the Functional Literacy - Review of Progress forms should be completed.</p>

*Depending on the school’s philosophy, reading levels may include ability to read based on listening comprehension.

Form A: Functional Vision Assessment**Functional Vision Assessment**

Results of STUDENT's Functional Vision Assessment, completed by TEACHER on DATE, were incorporated into this report. The Functional Vision Assessment combines medical information on the student's eye condition, eye health, and prognosis with observations of visual behavior in various environmental settings.

STUDENT's Functional Vision Assessment indicated that:

- Summarize Information from Eye Report and Optical Aids

If completed:

- Summarize Section A: How a student sees under a variety of situations
- Summarize Section B: Techniques student uses to increase functional vision
- Summarize Section C: Problem areas/Inconsistencies and Solution/Recommendations

Form B: Learning Media Assessment - Use of Sensory Channels**Learning Media Assessment - Use of Sensory Channels**

On the Learning Media Assessment - Use of Sensory Channels, STUDENT was observed in three settings:

(1) _____ ,

(2) _____ ,

(3) _____ .

STUDENT's most efficient way for taking in information appeared to be the _____ mode. The secondary channel for taking in formation was the _____ mode.

Form C: Indicators of Reading Readiness**Indicators of Reading Readiness**

The Indicators of Reading Readiness is a checklist designed to examine STUDENT's ability to display prerequisite reading skills. The indicators of reading readiness include cognitive/language development, development of focused attention, and tactile skill development.

- a. Since STUDENT has earned scores within or above the basic range for two consecutive years on the English-Language Arts section of the state mandated test, the remainder of the form did not have to be completed. STUDENT will continue with a reading program.
- b. The findings suggested that STUDENT was READY TO BEGIN/SHOULD CONTINUE a reading program.
- c. The findings suggested that STUDENT should continue to work on pre-reading skills. Specifically, HE/SHE should work on: _____ .
 1. STUDENT'S reading readiness should be reassessed in DATE:
 2. It appears that a functional literacy program will offer STUDENT the greatest opportunity to learn.

Form D: Reading Media Preference

Reading Media Preference

Based on the findings of the Indicators of Reading Readiness, two Reading Media Preference forms were completed. The first form examines visual efficiency, which describes how STUDENT sees at distances, visual stability, visual field, and print size. A review of the statements suggests that BRAILLE/PRINT/LARGE PRINT may afford STUDENT the best opportunity to learn through reading.

The second form involved completing a Curriculum Based Assessment. The assessment chosen was _____, It was administered in BRAILLE/PRINT (discuss print size, did you use both forms, uncontracted). The purpose of this assessment was to determine STUDENT'S instructional level. The Word Recognition Score indicated that HE/SHE was 'Instructional' at the _____ grade level and reading speed was _____. For reading comprehension the instructional level was grade _____. For listening comprehension, the instructional level was _____. Signs of fatigue included: _____.

Student was also observed _____.

(SUMMARY STATEMENT)

Form E: Functional Literacy Triennial Review**Functional Literacy Triennial Review**

Based on the findings of the Indicators of Reading Readiness the Functional Literacy Review was completed. This form examines how STUDENT is progressing within HIS/HER functional literacy program. The results suggest that STUDENT uses HIS/HER (insert

primary sensory channel) skills for _____ .

HE/SHE uses (insert secondary sensory channel) for _____ .

- a. At the next Triennial evaluation, this form will be completed again and STUDENT'S progress will be discussed.
- b. This form was last completed in DATE(s). When comparing the current review to past ones, the following changes can be noted: _____ .

Form F: Functional Literacy Annual Review**Functional Literacy Annual Review**

The Functional Literacy Annual Review form examines how functional literacy is integrated into the day.

In the classroom: _____ .

At a work site: _____ .

In the area of daily living skills: _____ .

- a. At the next evaluation, this form will be completed again and STUDENT'S progress will be discussed.
- b. This form was last completed in DATE(s). When comparing the current review to past ones, the following changes can be noted: _____ .

Summary of Findings on the Assessment of Learning Media

Introduction

A reading and learning media assessment was conducted as part of Jane's evaluation. The California Education Code requires all visually impaired students to have a current learning media assessment which should be updated and/or reviewed every three years.

This assessment is designed to determine the most effective method for teaching an individual student, or to ensure that the method being used is the correct one. For example: Some students, although visually impaired, continue to use remaining vision as their primary method for learning. Other students may utilize tactile learning (Braille), auditory learning (recorded or taped materials), or a combination of media.

Functional Vision Assessment

Results of Jane's Functional Vision Assessment, completed by Mrs. Phillips on December 10, 2005, were incorporated into this report. The Functional Vision Assessment combines medical information on the student's eye condition, eye health, and prognosis with observations of visual behavior in various environmental settings.

Jane's Functional Vision Assessment indicated that she is visually impaired as a result of retinopathy of prematurity and glaucoma. Her ophthalmologist, James Carr, examined Jane on July 30, 2005. He indicates that Jane has no vision in her right eye and limited vision in her left eye. Dr. Carr reports that her prognosis is stable.

Learning Media Assessment - Use of Sensory Channels

On the Learning Media Assessment - Use of Sensory Channels, Jane was observed in three settings: (1) working in her class, (2) entering the cafeteria, and (3) walking to recess. Jane's most efficient way for taking in information appeared to be the tactile mode. The secondary channel for taking in information appeared to be the auditory mode.

Indicators of Reading Readiness

The Indicators of Reading Readiness is a checklist designed to examine Jane's ability to display prerequisite reading skills. The indicators of reading readiness include cognitive/language development, development of focused attention, and tactile skill development. The findings suggested that Jane should continue a reading program.

Reading Media Preference

Based on the findings of the Indicators of Reading Readiness, two Reading Media Preference forms were completed. The first form examines visual efficiency, which describes how Jane sees at distances, visual stability, visual field, and print size. A review of the statements suggests that Braille may afford Jane the best opportunity to learn through reading.

The second form involved completing a Curriculum Based Assessment. The assessment chosen was The Basic Reading Inventory. It was administered in Braille. The purpose of this assessment is to determine Jane's instructional level. The Word Recognition Score indicates that she was 'Instructional' at the 5th grade level. For Reading Comprehension, the Instructional level was grade 5. For Listening Comprehension, the instructional level was also at 5th grade. Signs of fatigue included increased letter reversals, difficulty attending and lowering her voice. Student was also observed making word substitutions that did not fit with the storyline.

Jane is a Braille reader and relies on her tactile skills in order to take in information in her environment. Overall, Jane reads and comprehends information on a 5th grade level.

Appendix F: Parent Interview

Please underline and/or circle all information that applies to your child.

1. Tell me what you do with a toy/item to get _____ interested in it.

Responses:

- Move it, shake it back and forth, activate it
- Present it to your child's right or left side and move it or try to get it to make motion
- Set it up in the center of where the child is positioned
- I put it in his/her hand
- I put it in front of him/her
- He/she notices the toy/item and then I bring it to him/her

2. When you show _____ something, how do you know he/she sees it?

Responses:

- I'm not always sure he/she sees what I show to him/her
- When I show him/her favorite (familiar) objects he/she stops doing other things
- He/she smiles or moves toward the object
- I don't think there are many things he/she likes to look at
- He/she likes most things as long as I move the toy/item close enough
- He/she seems to like the same things other children like
- He/she looks right at the toy/item and gets "excited"

3. Does _____ have a favorite side or head position?

Responses:

- He/she seems to generally keep his/her head positioned to one side
- He/she usually notices things when I place the object at the right/left side
- Yes, I think he/she is going to be right/left handed
- No, he/she uses both right/left sides
- I haven't noticed a favorite side

4. Does _____ usually find toys/items by looking or by feeling for them?

Responses:

- He/she usually searches for toys/items without looking where his/her hand is aiming
- If something touches his/her hand, he/she grasps it
- He/she seems to look away before moving his/her hand in the direction of the toy/item
- If the toy/item is within view, he/she will look and reach for it
- No, he/she seems to look and reach/swat/bat at toys/items
- I've never noticed

5. Where do you usually hold toys/items for _____ to look at?

Responses:

- I usually hold things at the right/left/center
- He/she seems to pay attention to objects when I hold the toy/item at right/left/center
- I usually hold things close and/or at right/left/centre
- I usually hold them up close
- I usually put them where he/she can reach the toys/items

6. What are _____'s favorite things in your home?

Responses:

- He/she likes the ceiling fan
- He/she looks at overhead lights, lamps, and windows
- He/she seems to like to watch the television
- He/she likes to look at mirrors/mirror-like, reflective things
- He/she notices everything around him/her; “never misses a trick”
- He/she reacts when someone new comes over

7. What color are things _____ likes to look at most?

Responses:

- He/she seems to like things that are yellow/red (or any consistent “favorite” color _____)
- He/she likes black and white objects
- He/she likes toys/items that are shiny/mirrored
- He/she only likes 1 or 2 toys/items
- I’ve never noticed that my child likes a certain color

8. What does _____ do when he/she is near mirrored toys/items or very shiny objects?

Responses:

- He/she turns towards/looks at them
- He/she swats at them
- He/she smiles, quiets; he/she seems to like shiny things
- Bright, shiny things seem to bother his/her eyes
- He/she likes them about as much as other things

9. Describe how _____ behaves around lamps or ceiling lights.

Responses:

- He/she stares at them, looks at them, notices them often
- He/she moves towards them or positions his/her body in the direction of the light
- He/she will lie on his/her back and watch the lights for long periods of time
- He/she squints or closes his/her eyes
- I haven't noticed anything in particular
- He/she turns away from the lights

10. Are you usually able to identify (be certain) what _____ is looking at?

Responses:

- I'm not sure what he/she looks at or is interested in
- Sometimes it seems like he/she is looking "through" things not "at" things
- I can tell when he/she is looking at things some of the time or when the things are favorite objects
- He/she seems to notice things when the room is quiet/when there isn't much activity
- Yes, I'm usually able to identify what my child is looking at
- I can identify things if they are close enough for my child to be able to see the object(s) clearly
- He/she seems to be interested in most objects or activities going on around him/her

11. Does _____ usually first notice things that move or things that don't move?

Responses:

- He/she likes toys/items or objects that move/spin/ are activated
- He/she seems to notice people/pets as they move around the room

- He/she seems to like to watch the action/color/visual array on the television
- I never noticed either way
- He/she seems to “lose” where I am in a room, unless I stand still

12. How does _____ position his/her head when you think he/she is looking at something?

Responses:

- He/she favors his/her right/left side of his/her body
- He/she seems to (slightly) turn his/her head, even when the object is straight ahead of him/her
- I usually put things at his/her right/left side
- No, I just show the toy/item to him/her as I would with any child
- It doesn't seem to matter where I place a toy/item, he/she notices things he/she is interested in

13. Do you think _____ has a “favorite” color?

Responses:

- Yes, yellow/red/blue, etc.
- He/she prefers Big Bird (or any single toy/item that is primarily one color)
- He/she likes black and white pattern toys/items
- No, I haven't noticed a favorite color
- He/she seems to like toys/items with lots of colors

14. How does _____ react when you give him/her new things to look at?

Responses:

- He/she doesn't seem to like new things at first

- He/she seems to prefer his/her old, favorite toys/items more than new ones
- He/she learns to like them after awhile
- He/she loves new toys/items, he/she gets bored with the old ones quickly
- He/she usually likes new toys/items
- He/she smiles and/or gets excited when there are new toys/items to play with

15. Tell me about the faces _____ prefers to look at.

Responses:

- He/she doesn't usually look at faces
- He/she only looks at (1 or 2 familiar faces _____)
- He/she likes his/her own face when I show it to him/her in a mirror
- He/she enjoys other children's faces
- He/she usually notices voices first because his/her eye condition makes vision less helpful when recognizing familiar people

16. Tell me what _____'s favorite toy/items or objects look like.

Responses:

- He/she likes toys/items that (descriptions of toys/items that produce movement, those that have a consistent predominant color)
- Toys/items that are simple in visual array with little pattern change
- Toys/items that have repetitive black/white patterns features
- He/she prefers (1, 2, or 3) favorite toys/items with similar color, pattern or movement
- He/she likes a variety of toys/items with little similarity in features of color or pattern
- He/she likes anything I give him/her to work/play with

Appendix F: Teacher Interview

Please underline and/or circle all information that applies to this student.

1. Tell me what you do with a toy/item to get _____ interested in it.

Responses:

- Move it, shake it back and forth, activate it
- Present it to the student's right or left side and move it or try to get it to make motion
- Set it up in the center of where the student is positioned
- I put it in his/her hand
- I put it in front of him/her
- He/she notices the toy/item and then I bring it to him/her

2. When you show _____ something, how do you know he/she sees it?

Responses:

- I'm not always sure he/she sees what I show to him/her
- When I show him/her favorite (familiar) objects he/she stops doing other things
- He/she smiles or moves toward the object
- I don't think there are many things he/she likes to look at
- He/she likes most things as long as I move the toy/item close enough
- He/she seems to like the same things other children like
- He/she looks right at the toy/item and gets "excited"

3. Does _____ have a favorite side or head position?

Responses:

- He/she seems to generally keep his/her head positioned to one side
- He/she usually notices things when I place the object at the right/left side
- Yes, I think he/she is going to be right/left handed
- No, he/she uses both right/left sides
- I haven't noticed a favorite side

4. Does _____ usually find toys/items by looking or by feeling for them?

Responses:

- He/she usually searches for toys/items without looking where his/her hand is aiming
- If something touches his/her hand, he/she grasps it
- He/she seems to look away before moving his/her hand in the direction of the toy/item
- If the toy/item is within view, he/she will look and reach for it
- No, he/she seems to look and reach/swat/bat at toys items
- I've never noticed

5. Where do you usually hold toys/items for _____ to look at?

Responses:

- I usually hold things at the right/left/center
- He/she seems to pay attention to objects when I hold the toy/item at right/left/center
- I usually hold things close and/or at right/left/centre
- I usually hold them up close
- I usually put them where he/she can reach the toys/items

6. What are _____'s favorite things in your home?

Responses:

- He/she likes the ceiling fan
- He/she looks at overhead lights, lamps, and windows
- He/she seems to like to watch the television
- He/she likes to look at mirrors/mirror-like, reflective things
- He/she notices everything around him/her; “never misses a trick”
- He/she reacts when someone new comes over

7. What color are things _____ likes to look at most?

Responses:

- He/she seems to like things that are yellow/red (or any consistent “favorite” color _____)
- He/she likes black and white objects
- He/she likes toys/items that are shiny/mirrored
- He/she only likes 1 or 2 toys/items
- I’ve never noticed that my child likes a certain color

8. What does _____ do when he/she is near mirrored toys/items or very shiny objects?

Responses:

- He/she turns towards/looks at them
- He/she swats at them
- He/she smiles, quiets; he/she seems to like shiny things
- Bright, shiny things seem to bother his/her eyes
- He/she likes them about as much as other things

9. Describe how _____ behaves around lamps or ceiling lights.

Responses:

- He/she stares at them, looks at them, notices them often
- He/she moves towards them or positions his/her body in the direction of the light
- He/she will lie on his/her back and watch the lights for long periods of time
- He/she squints or closes his/her eyes
- I haven't noticed anything in particular
- He/she turns away from the lights

10. Are you usually able to identify (be certain) what _____ is looking at?

Responses:

- I'm not sure what he/she looks at or is interested in
- Sometimes it seems like he/she is looking "through" things not "at" things
- I can tell when he/she is looking at things some of the time or when the things are favorite objects
- He/she seems to notice things when the room is quiet/when there isn't much activity
- Yes, I'm usually able to identify what the student is looking at
- I can identify things if they are close enough for the student to be able to see the object(s) clearly
- He/she seems to be interested in most objects or activities going on around him/her

11. Does _____ usually first notice things that move or things that don't move?

Responses:

- He/she likes toys/items or objects that move/spin/ are activated
- He/she seems to notice people/pets as they move around the room

- He/she seems to like to watch the action/color/visual array on the television
- I never noticed either way
- He/she seems to “lose” where I am in a room, unless I stand still

12. How does _____ position his/her head when you think he/she is looking at something?

Responses:

- He/she favors his/her right/left side of his/her body
- He/she seems to (slightly) turn his/her head, even when the object is straight ahead of him/her
- I usually put things at his/her right/left side
- No, I just show the toy/item to him/her as I would with any child
- It doesn't seem to matter where I place a toy/item, he/she notices things he/she is interested in

13. Do you think _____ has a “favorite” color?

Responses:

- Yes, yellow/red/blue, etc.
- He/she prefers Big Bird (or any single toy/item that is primarily one color)
- He/she likes black and white pattern toys/items
- No, I haven't noticed a favorite color
- He/she seems to like toys/items with lots of colors

14. How does _____ react when you give him/her new things to look at?

Responses:

- He/she doesn't seem to like new things at first

- He/she seems to prefer his/her old, favorite toys/items more than new ones
- He/she learns to like them after awhile
- He/she loves new toys/items, he/she gets bored with the old ones quickly
- He/she usually likes new toys/items
- He/she smiles and/or gets excited when there are new toys/items to play with

15. Tell me about the faces _____ prefers to look at.

Responses:

- He/she doesn't usually look at faces
- He/she only looks at (1 or 2 familiar faces _____)
- He/she likes his/her own face when I show it to him/her in a mirror
- He/she enjoys other children's faces
- He/she usually notices voices first because his/her eye condition makes vision less helpful when recognizing familiar people

16. Tell me what _____'s favorite toy/items or objects look like.

Responses:

- He/she likes toys/items that (descriptions of toys/items that produce movement, those that have a consistent predominant color)
- Toys/items that are simple in visual array with little pattern change
- Toys/items that have repetitive black/white patterns features
- He/she prefers (1, 2, or 3) favorite toys/items with similar color, pattern or movement
- He/she likes a variety of toys/items with little similarity in features of color or pattern
- He/she likes anything I give him/her to work/play with

Appendix F: Parent Interview (Preschool and Multiply Impaired)

Student Name: _____

Parent(s) Interviewed: _____

Date: _____

Setting: _____

VISION/MEDICAL HISTORY

(TVI should conduct a review of the records)

Has your child had an ophthalmological exam? Yes _____ No _____

When? _____

Who was the doctor? (telephone and address) _____

What caused your child's impairment? _____

Has your child ever had eye surgery? Yes _____ No _____

If so, for what? _____

Has your child had a hearing exam? Yes _____ No _____

Who was the audiologist? (telephone and address) _____

Does your child have other documented disabilities? Yes _____ No _____

Disability: _____

Where could we access additional medical records if they are needed? _____

What medications does your child take, and when are they administered? _____

Is there a medical plan available at school? Yes _____ No _____

Does your child have any medical restrictions? Yes _____ No _____ If yes, what are they? _____

Does he/she seizure? Yes _____ No _____

How often? _____

Does anything in the environment (e.g., light, noise, etc.) seem to trigger seizure activity? _____

EDUCATIONAL PROGRESS

(TVI should conduct a review of the records)

What was the last school that served your child? _____

Who was the teacher? (address and phone) _____

Was attendance an issue? Yes _____ No _____

How are your child's listening skills? _____

Explain: _____

Has your child been enrolled in a program for students with visual impairments on any previous

occasion? Yes _____ No _____

MOBILITY/TRAVEL

Does your child ever have problems getting around in the dark? Yes _____ No _____

If so, explain: _____

Does your child have problems with bright light? Yes _____ No _____

Explain: _____

How does your child adjust to different lighting? _____

Does your child have trouble getting around in unfamiliar environments? Yes _____ No _____

Does your child fall over things, or bump into things as he/she is walking? Yes _____ No _____

Explain: _____

VISUAL RESPONSE

Does your child watch television? Yes _____ No _____

How far away from the screen does your child sit? _____

Does your child like to play computer or video games? Yes _____ No _____

How far away from the screen does your child sit? _____

Does your child like to play with books or read? Yes _____ No _____

What size pictures and font do they enjoy reading? _____

Does the glare on a page seem to bother your child? Yes _____ No _____

If your child has been diagnosed as being totally blind, do you think that he/she

sees? Yes _____ No _____ Explain: _____

Do you notice your child bringing things closer to look at them? Yes _____ No _____

How close does your child generally hold small objects? _____

Do you ever notice your child turning their head to look at objects? Yes _____ No _____

If "yes," which way do they turn their head? _____

Do you feel that there are areas of your daughter's/son's visual field, which are more effective than other areas? Yes _____ No _____ If so, where? _____

Do you ever notice your child looking at an object, and then looking away before reaching for that object? Yes _____ No _____

Does your child stare at light? Yes _____ No _____

Do your child's eyes cross, wander, or not appear straight at any time? Yes _____ No _____

Explain: _____

ACTIVITIES OF DAILY LIVING

Is your child able to perform activities of daily living at a level equal to other children their age? Yes _____ No _____

If "no," what activities give him/her the most trouble? _____

Personal body care _____ Self-help _____ Social habits _____ Home assistance _____

Recreational/leisure skills _____ Moving in the near environment _____

SOCIAL

Does your child have friends? Yes _____ No _____

Does your child interact with other children in about the same way as other children their age? Yes _____ No _____

Explain: _____

PERSONALITY

Are there activities that your child particularly enjoys? _____

Are there activities that your child avoids? _____

What sort of foods does your child like to eat? _____

What smells seem to be pleasant for your child? _____

What things does your child look at most consistently? _____

What things does your child like to listen to? _____

How does your child communicate? _____

What time of day is your child most alert? _____

Appendix F: Parent Interview (Academic Students K-12)

Student Name: _____

Parent(s) Interviewed: _____

Date: _____

Setting: _____

VISION/MEDICAL HISTORY

(TVI should conduct a review of the records)

Has your child had an ophthalmological exam? Yes _____ No _____

When? _____

Who was the doctor? (telephone and address) _____

What caused your child's impairment? _____

Is the eye condition stable or progressive? _____

Has your child had a audiological exam? Yes _____ No _____ When: _____

Who was the audiologist? (telephone and address) _____

Does your child have other documented disabilities? Yes _____ No _____

Disability: _____

Where could we access additional medical records if they are needed? _____

What medications does your child take, and when are they administered? _____

In the past, has your child had a medical plan available at school? Yes _____ No _____

Does your child have any medical restrictions? _____

Does he/she seizure? Yes _____ No _____

How often? _____

Does anything in the environment (e.g., light, noise, etc.) seem to trigger seizure activity? _____

EDUCATIONAL PROGRESS

(TVI should conduct a review of the records)

What was the last school that served your child? _____

Who was the teacher? (address and phone) _____

Was attendance an issue? Yes _____ No _____

How are your child's listening skills? _____

Explain: _____

Does your child follow directions? Yes _____ No _____

What educational materials does your child have the most difficulty with at school? _____

What subject area do they have the most difficulty in at school? _____

Does your child have difficulty completing homework? Yes _____ No _____

If yes, explain why you think this is so _____

Does your child complete their homework? Yes _____ No _____

Are you pleased with your child's educational progress? Yes _____ No _____

Explain: _____

MOBILITY/TRAVEL

Does your child ever have problems getting around in the dark? Yes _____ No _____

If so, explain: _____

Does your child have problems with bright light? Yes _____ No _____

Explain: _____

How does your child adjust to different lighting? _____

Does your child have trouble getting around in unfamiliar environments? Yes _____ No _____

Explain: _____

Does your child travel independently outdoors? Yes _____ No _____

Explain: _____

What sports does your child engage in for recreational purposes? _____

VISUAL RESPONSE

Does your child watch television? Yes _____ No _____

How far away from the screen does your child sit? _____

Does your child like to play computer or video games? Yes _____ No _____

How far away from the screen does your child sit? _____

Does your child like to play with books or read? Yes _____ No _____

What size pictures and font do they enjoy reading? _____

Does the glare on a page seem to bother your child? Yes _____ No _____

If your child has been diagnosed as being totally blind, do you think that he/she

sees? Yes _____ No _____ Explain: _____

Do you notice your child bringing things closer to look at them? Yes _____ No _____

How close does your child generally hold small objects? _____

Does your child have trouble finding food or knowing what's on their plate? Yes _____ No _____

Do you ever notice your child turning their head to look at objects? Yes _____ No _____

If "yes," which way do they turn their head? _____

Do you feel that there are areas of your daughter's/son's visual field, which are more effective

than others? Yes _____ No _____

Explain: _____

Does your child experience visual fatigue? Yes _____ No _____

How long can your child read before experiencing visual fatigue? _____

Are there places where you would like the examiner to observe?

Gym _____ Auditorium _____ Lunch room _____ Cafeteria _____ Music room _____

Hallways _____ Playground _____ Stairs _____ Classroom _____

ACTIVITIES OF DAILY LIVING

Is your child able to perform activities of daily living at a level equal to other children their age? Yes _____ No _____

If “no,” what activities give him/her the most trouble? _____

Personal body care _____ Self-help _____ Social habits _____ Home assistance _____

Recreation/leisure skills _____ Moving in the near environment _____

SOCIAL

Does your child have friends? Yes _____ No _____

Does your child interact with other children in about the same way as other children their age? Yes _____ No _____

Explain: _____

PERSONALITY

Are there activities that your child particularly enjoys? _____

Are there activities that your child avoids? _____

What sort of foods does your child like to eat? _____

What things does your child like to listen to? _____

Education must have an end in view, for it is not an end in itself

— Sybil Marshall

Appendix F: Teacher Interview (Preschool and Multiply Impaired Functional Vision Assessment)

Student Name: _____

Teacher Interviewed: _____

Date: _____

Setting: _____

MEDICAL HISTORY

What do you know about the cause of this student's impairments? _____

Does the student take medication at school? _____

Does the student seizure? _____

Does anything in the environment (e.g., light, noise, etc.) seem to trigger seizure activity?

Yes _____ No _____ Other: _____

APPEARANCE OF THE EYES

Do you notice abnormalities?

Eye size _____ Eyelids _____ Eye Contact _____ Watery Discharge _____ Crust _____

Excessive blinking _____ Eye Rubbing _____ Eye Poking _____ Redness _____

EDUCATIONAL PROGRESS?

What was the last school that served this child? _____

Who was the teacher (address and phone)? _____

Was attendance an issue? Yes _____ No _____

What are the student's educational strengths? _____

What are the student's educational weaknesses?

Do they have attentional difficulties? Yes _____ No _____

What time of day is this student most alert? _____

SOCIAL

Is this student socially integrated into the class? Yes _____ No _____

Parallel play _____ Group play _____ Independent play _____

Explain: _____

PERSONALITY

Are there activities that this student particularly enjoys? _____

Are there activities that this student avoids? _____

ACTIVITIES OF DAILY LIVING

Is she/he able to perform activities of daily living at a level equal to other children his/her age?

Yes _____ No _____

VISUAL FUNCTIONING?

Is this student able to see? Yes _____ No _____

What behaviors do you notice that lead you to answer this way? _____

How does this student function visually in your classroom? _____

Does he/she complain about not being able to see? Yes _____ No _____

Explain: _____

Does this student use a computer in your class? Yes _____ No _____

If so, how far away from the screen does he/she sit? _____

Does this student enjoy reading activities? Yes _____ No _____

Do you notice this child bringing things closer to look at them? Yes _____ No _____

How close does he/she generally hold small objects? _____

Does this student have difficulty in the lunchroom? Yes _____ No _____

Do you ever notice this child turning their head to look at objects? Yes _____ No _____

If "yes," which way do they turn their head? _____

Do you feel that there are areas of this student's visual field which are more effective than other areas? Yes _____ No _____

Do you ever notice this student looking at an object, then looking away before he/she reaches for the object? Yes _____ No _____

What things does this student look at most consistently? _____

What physical position enables the student to utilize their eyes most efficiently? _____

ACADEMICS

Coloring: _____

Cutting: _____

Seeing demonstrations: _____

Does the student receive support services from other school staff? Yes _____ No _____

Does the student have an associate or para educator? Yes _____ No _____

Is the student organized? Yes _____ No _____

MOBILITY/TRAVELING

Does this student have difficulty traveling in any of the following environments?

Around the classroom? Yes _____ No _____

Auditorium/Gym? Yes _____ No _____

Playground/Halls? Yes _____ No _____

Stairs? Yes _____ No _____

Keeping oriented to the building (ex: finding the office)? Yes _____ No _____

Cafeteria? Yes _____ No _____

Outdoors? Yes _____ No _____

Other? Yes _____ No _____ Specify: _____

Does he/she have problems with bright light? Yes _____ No _____

Explain: _____

Does she/he travel independently outdoors? Yes _____ No _____

Explain: _____

Appendix F: Teacher Interview (Academic Students K-12)

Student Name: _____

Teacher Interviewed: _____

Date: _____

Setting: _____

MEDICAL HISTORY

What do you know about what caused this student's impairments? _____

Does the student take medication at school? Yes _____ No _____

Does the student seizure? _____

How often? _____

Does anything in the environment (e.g., light, noise, etc.) seem to trigger seizure activity?

Yes _____ No _____ Examples: _____

APPEARANCE OF THE EYES

Do you notice abnormalities?

Eye size _____ Eyelids _____ Eye Contact _____ Watery Discharge _____ Crust _____

Excessive blinking _____ Eye Rubbing _____ Eye Poking _____ Redness _____

EDUCATIONAL PROGRESS

What was the last school that served this child? _____

Was attendance an issue? Yes _____ No _____

What are the student's educational strengths? _____

What are the student's educational weaknesses? _____

Describe their organizational habits: _____

Do they have attentional difficulties? Yes _____ No _____

Do you address the following areas in your classroom?

Visual efficiency skills _____ Use of assistive technology _____ Career education _____

Recreation and leisure skills _____ Independent living skills _____

Social interaction skills _____ Orientation and mobility _____ Self-determination _____

SOCIAL

Is this student socially integrated into the class? Yes _____ No _____

Explain: _____

PERSONALITY

Are there activities that this student particularly enjoys? Yes _____ No _____

Explain: _____

Are there activities that this student particularly avoids? Yes _____ No _____

Explain: _____

ACTIVITIES OF DAILY LIVING

Is she/he able to perform activities of daily living at a level equal to other children his/her age?

Yes _____ No _____

VISUAL FUNCTIONING

Is this student able to see? Yes _____ No _____

What behaviors do you notice that lead you to answer this way? _____

How does this student function visually in your classroom? _____

Does he/she complain about not being able to see? Yes _____ No _____

Explain: _____

Does this student use a computer in your class? Yes _____ No _____

If so, how far away from the screen does he/she sit? _____

Does this student enjoy reading activities? Yes _____ No _____

What size font does the child enjoy reading? _____

Does glare on the page seem to interfere with the child's reading? Yes _____ No _____

Do you notice this child bringing things closer to look at them? Yes _____ No _____

How close does he/she generally hold small objects? _____

Does this student have trouble in the lunchroom? Yes _____ No _____

Do you ever notice this child turning their head to look at objects? Yes _____ No _____

If "yes," which way do they turn their head? _____

Do you feel that there are areas of this student's visual field that are more effective than other areas? Yes _____ No _____

Do you ever notice this student looking at an object, then looking away before he/she reaches for that object? Yes _____ No _____

What things does this student look at most consistently? _____

ACADEMICS

Does he/she have trouble with any of the following activities?

Listening? Yes _____ No _____

Reading standard print? Yes _____ No _____

- What grade level does the student read independently? _____
- Does the student complain of eye fatigue? _____

Reading from the blackboard? Yes _____ No _____

Coloring? Yes _____ No _____

Cutting? Yes _____ No _____

Finding specific passages in print? Yes _____ No _____

Completing math assignments (especially long multiplication and division problems)? Yes _____ No _____

Seeing demonstrations? Yes _____ No _____

Completing lab assignments? Yes _____ No _____

Losing their place while reading? Yes _____ No _____

Maintaining a sufficient reading speed to permit acceptable

comprehension? Yes _____ No _____

Using charts, graphs, and maps? Yes _____ No _____

Handwriting (legibility, speed, size)? Yes _____ No _____ ; Yes _____ No _____ ;
Yes _____ No _____

Does the student use any special devices to read or write? Yes _____ No _____

Are any accommodations made for reading or writing? Yes _____ No _____

Does the student receive support services from other school staff? Yes _____ No _____

Does the student have an associate? Yes _____ No _____

Is the student organized? Yes _____ No _____

MOBILITY/TRAVELING

Does this student have difficulty traveling in any of the following environments:

Around the classroom _____ Auditorium/Gym _____ Playground _____ Halls _____

Stairs _____ Cafeteria _____ Other (specify) _____

Does the student experience difficulty keeping oriented to the building (i.e., finding the office)?

Yes _____ No _____

Does he/she have problems with bright light? Yes _____ No _____

Explain: _____

Does she/he travel independently outdoors? Yes _____ No _____

Explain: _____

Appendix G

Transition

