

Introduction to the Functional Vision Assessment

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Objectives:

- ❖ **Define functional vision**
- ❖ **Explain the purpose of a Functional Vision Assessment**
- ❖ **Identify appropriate interventions and accommodations to encourage the development of visual skills**

Child Find

The Federal Law, known as **IDEA**, and our state law in Alabama, the **Alabama Administrative Code (AAC)**, ensure that services for students aged 3-21 are available in public school settings.

“Child Find” is part of the Individuals with Disabilities Education Act (IDEA).

LEAs are required to develop and implement procedures to ensure that all children within their jurisdiction, birth through 21, regardless of the severity of their disability, and who need special education and related services are located, identified, and evaluated.

In Alabama, a student may be eligible for special education services if he/she has one of the following disabilities that adversely affect educational performance and the student needs special education (specially designed instruction) and related services:

- **Autism (AUT)**
- **Deaf-Blindness (DB)**
- **Developmental Delay (DD)**
- **Emotional Disability (ED)**
- **Hearing Impairment (HI)**
- **Intellectual Disability (ID)**
- **Multiple Disabilities (MD)**
- **Orthopedic Impairment (OI)**

- **Other Health Impairment (OHI)**
- **Specific Learning Disability (SLD)**
- **Speech or Language Impairment (SLI).**
- **Traumatic Brain Injury (TBI)**
- **Visual Impairment (VI)**

AAC:

(c) Minimum Evaluative Components

1. Hearing screening.
2. Optometric and/or ophthalmic evaluation indicating that the individual has a visual impairment.
3. Documentation of educational problems that even after appropriate accommodations, the disability continues to affect educational performance.

Educational problems may be assessed by a certified vision specialist through one or more of the following:

- (i) A learning media assessment,
- (ii) **Functional vision assessment**, and/or
- (iii) An orientation and mobility evaluation.

As one of our 5 senses, vision loss undetected can cause a delay in skill development.

Once medical information and information on how the child uses their vision have been obtained, informed planning can occur.

To accommodate the loss of vision, understanding the effects of the impairment on a child is essential. -The sooner, the better!

The Functional Vision
Assessment, or FVA,
is a key assessment for students
with low vision.

WHAT

- **It is an assessment to determine how the student uses their vision in their educational environment and daily activities.**

WHY

It gives insight into how individuals use their vision in everyday settings and the educational environment.

- **to highlight student's strengths**
- **gather information on how the student uses vision to complete tasks/assignments**
- **determine the best learning medium for educational tasks (Learning Media Assessment [LMA])**

WHEN

When an individual is suspected of having a vision loss which impedes the access of learning materials.

An optometrist or ophthalmologist report indicates a need.

WHERE

It gives insight into how individuals use their vision in everyday settings and the educational environment.

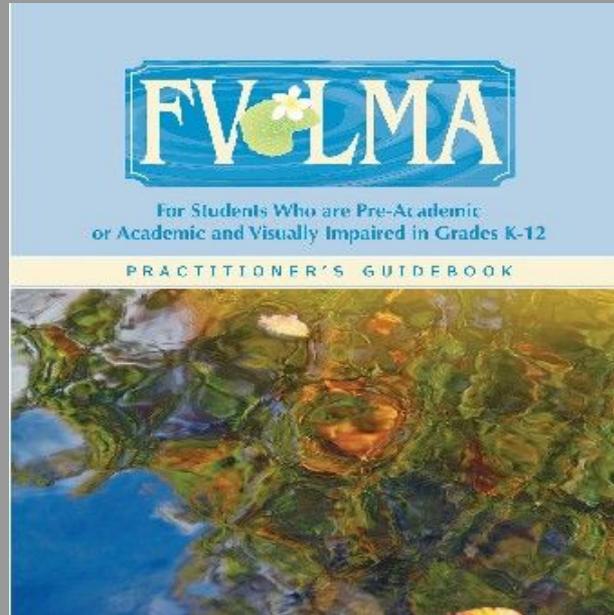
- **in familiar areas**
- **in unfamiliar areas and situations**
- **daily activities**

WHO

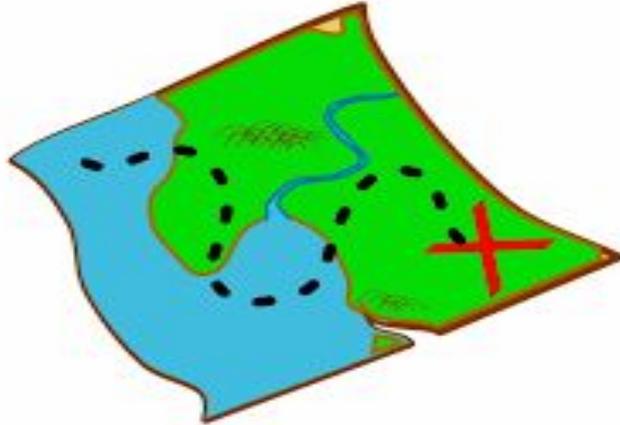
**The FVA is conducted by
a TVI
(Teacher of the Visually
Impaired)**

- **Teachers in the field of education and visual impairments**
- **Do not diagnose, but instead help interpret medical information on eye report**
- **Offer recommendations from assessments**
- **Provide support for students, teachers, and parents**

In my practice, I use *The Functional Vision and Learning Media Assessment (FVLMA)* from APH.



The FVA helps discover the student's strengths and weaknesses. It provides a map to help guide the student to develop and use the visual skills they have.



**But the best part is getting to know
the student!**



The evaluation becomes a tool to give the student an active role in their education and access to learning materials.





THE TVI:

- **Will work with other IEP team members and collaborate on the materials and accommodations needed.**
- **The team may consist of**
 - **parents**
 - **special education teacher**
 - **general education teacher**
 - **therapists**
 - **someone to interpret assessment results**
 - **school system representative**
 - **student**

Components of the Functional Vision Assessment

- Observation
- Interviews
- Appearance of the eyes
- Behavioral Abnormalities
- Visual Response to Light

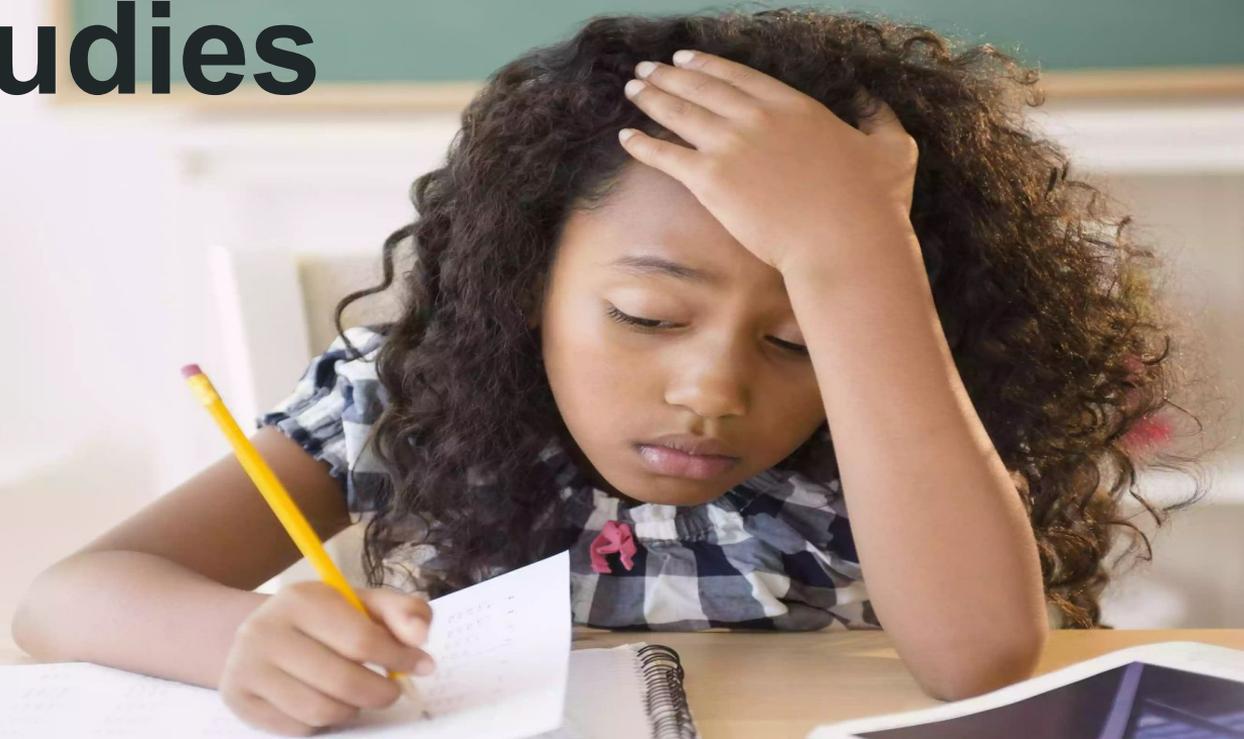
Components of FVA:

- **Visual Response to Objects**
- Color and Contrast Discrimination
- **Light Sensitivity and Preference**
- Developmental Visual Perception Skills
- **Identifies Common Objects**
- Identifies Pictures
- **Matches/Identifies Coins**

Components of FVA:

- **Near Acuity and Discrimination**
- Distant Acuity and Discrimination
- **Locates Clock and Tells Time**
- Imitates Body Movements
- **Identifies Facial Expressions**
- Recognizes Pictures, Numbers, Letters, and Words

Case Studies



Light Sensitivity and Preference













Distant Acuity and Discrimination











Nystagmus





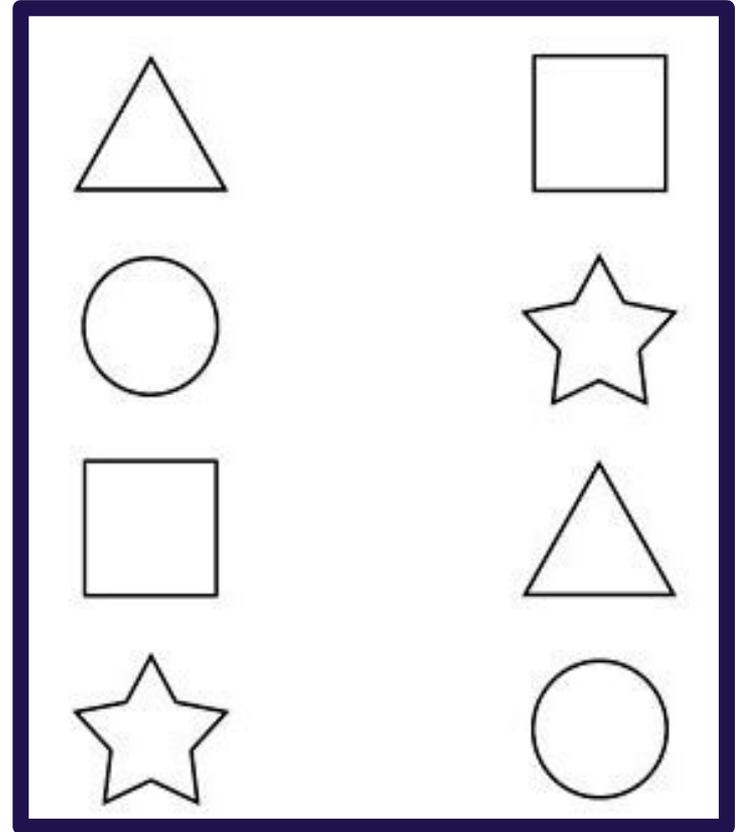
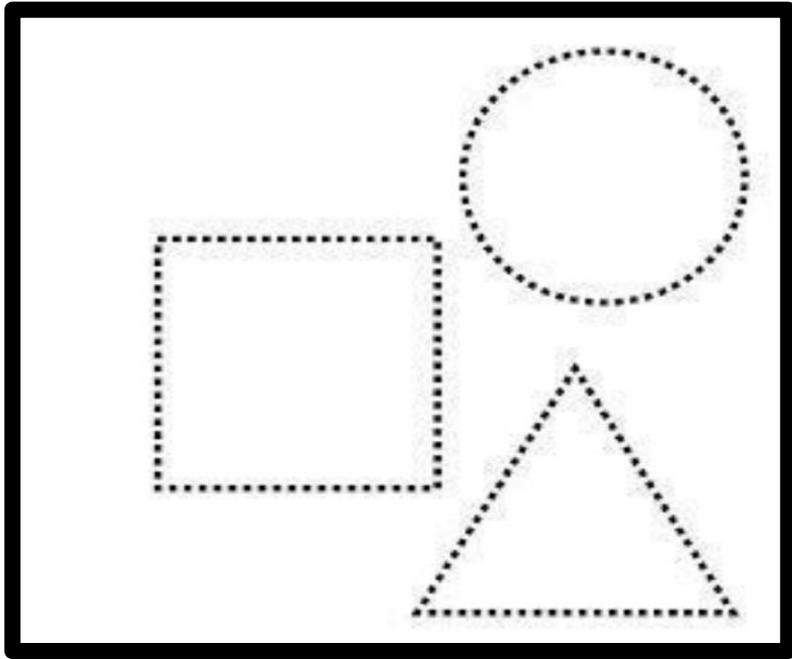


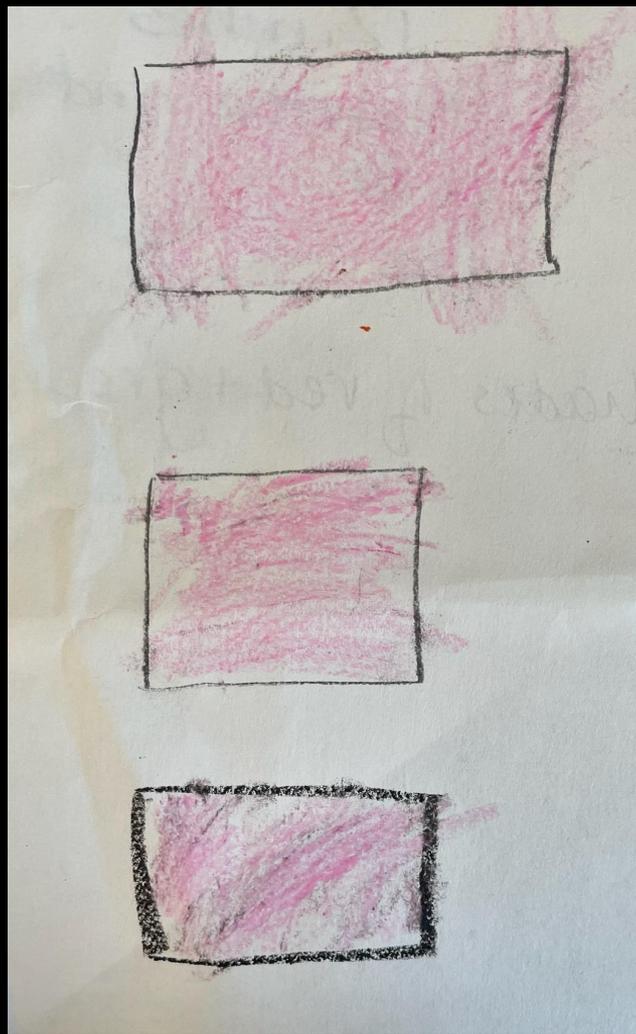
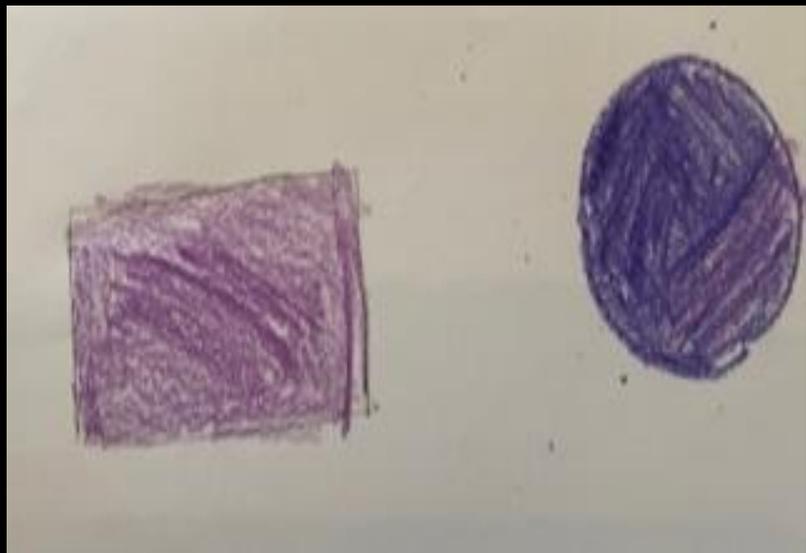
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Developmental Visual Perception





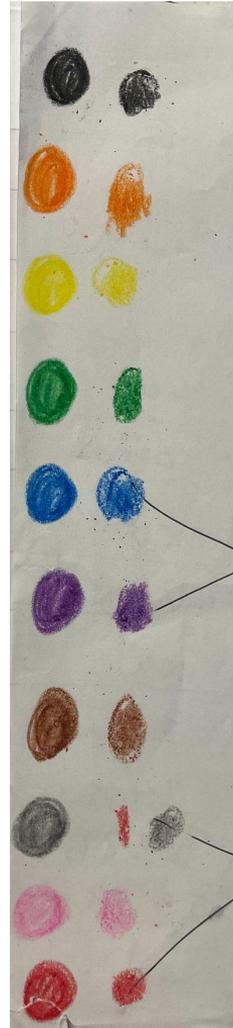
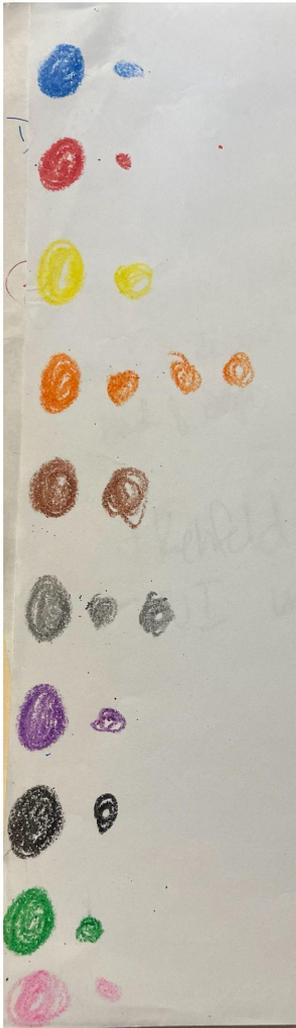




Color and Contrast Discrimination

Allow time for the student to view and react.

Often the student needs time to view with assurance and may even self-correct.

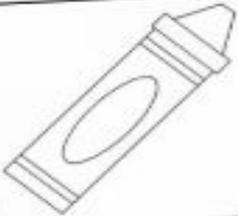
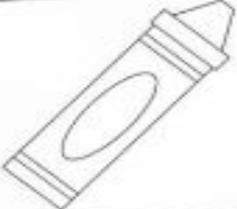


The colors marked gave her “the most trouble.” She read the names on the crayons and said, “It is helpful to have labels.”

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Crayon Color Matching - 2

Match the color word with the correct crayon card.

| | |
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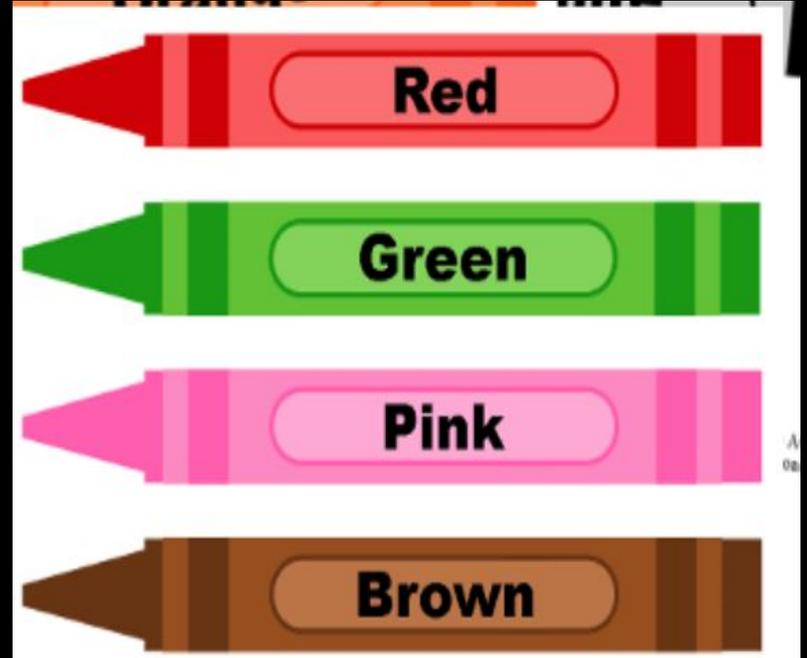
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Crayon Color Matching - 2

Match the color word with the correct crayon card.

| | |
|--------|--------|
| red | green |
| blue | purple |
| orange | yellow |

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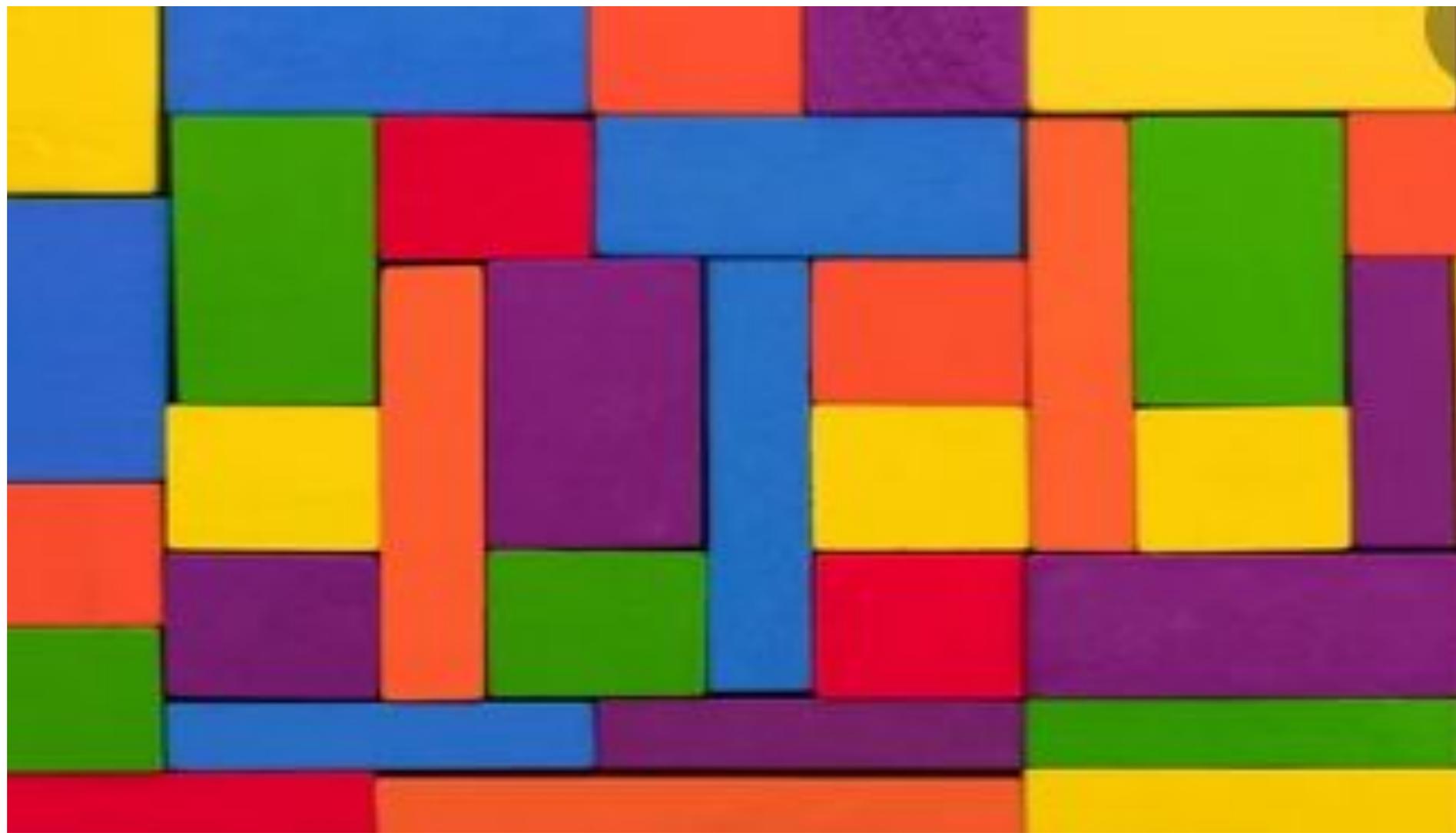


Label, label, label!



Identifying Common Objects











Font choice and size should be simple and bold, making it easy to read.

Not like this example.

Or this,

Or this,

Or this!

Bryan is in the park.
He jumps into the leaves.
He likes to play with leaves.
He is very excited.

*Bryan is in the park.
He jumps into the leaves.
He likes to play with leaves.
He is very excited.*



Bryan is in the park.
He jumps into the leaves.
He likes to play with leaves.
He is very excited.

New Times Roman 14 pt.

Bryan is in the park.
He jumps into the leaves.
He likes to play with leaves.
He is very excited.

New Times Roman 16 pt.

Bryan is in the park.
He jumps into the leaves.
He likes to play with leaves.
He is very excited.

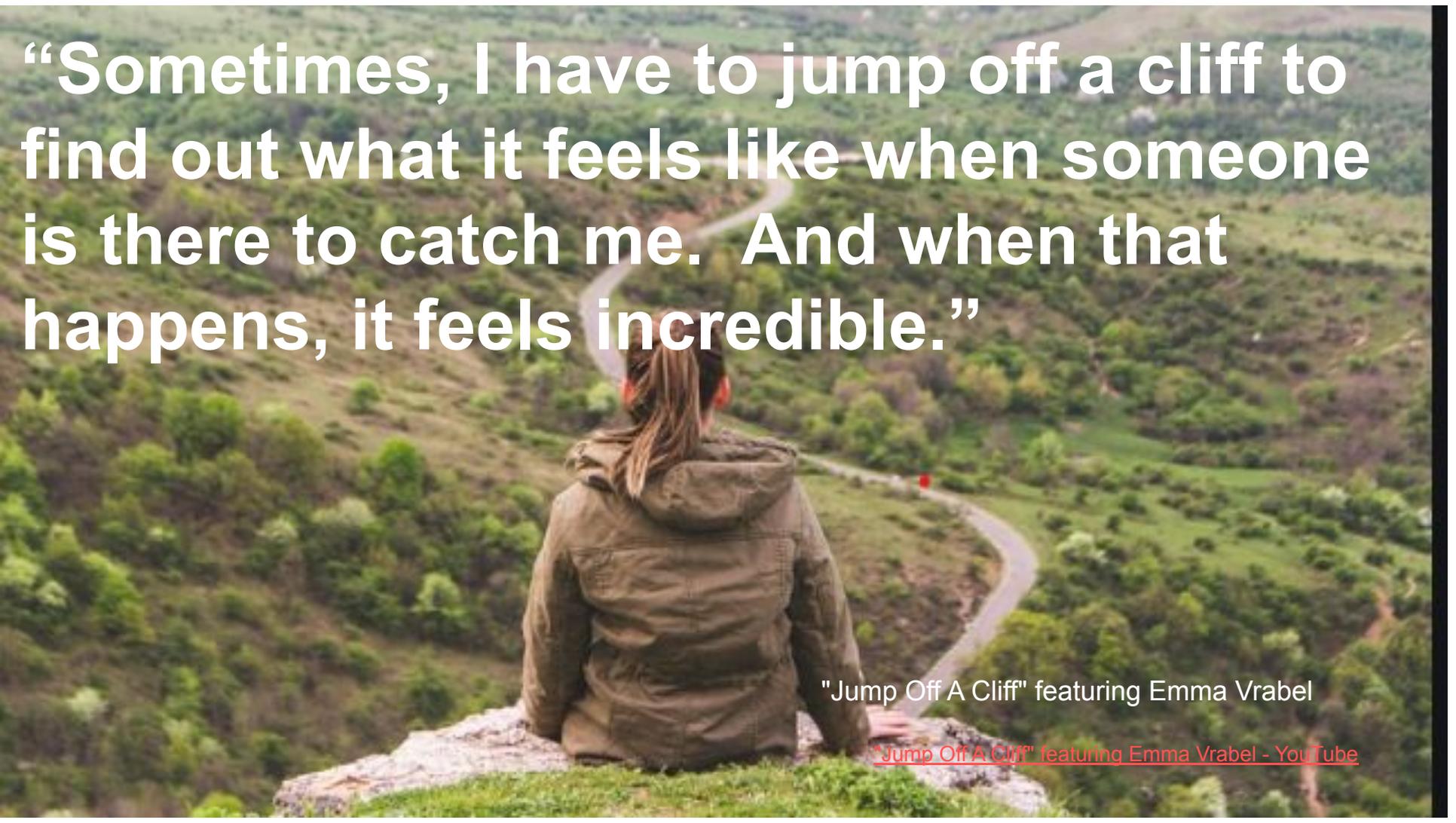
New Times Roman, Bold 16 pt.

**Bryan is in the park.
He jumps into the leaves.
He likes to play with leaves.
He is very excited.**

Arial, Bold 24 pt.

**Bryan is in the park.
He jumps into the leaves.
He likes to play with leaves.
He is very excited.**

Arial, Bold 30 pt.

A person with long brown hair in a ponytail, wearing a dark green jacket, is sitting on a rocky ledge on a cliff. They are looking out over a vast, green valley with a winding road that curves through the landscape. The scene is captured from behind the person, emphasizing the expansive view.

“Sometimes, I have to jump off a cliff to find out what it feels like when someone is there to catch me. And when that happens, it feels incredible.”

"Jump Off A Cliff" featuring Emma Vrabel

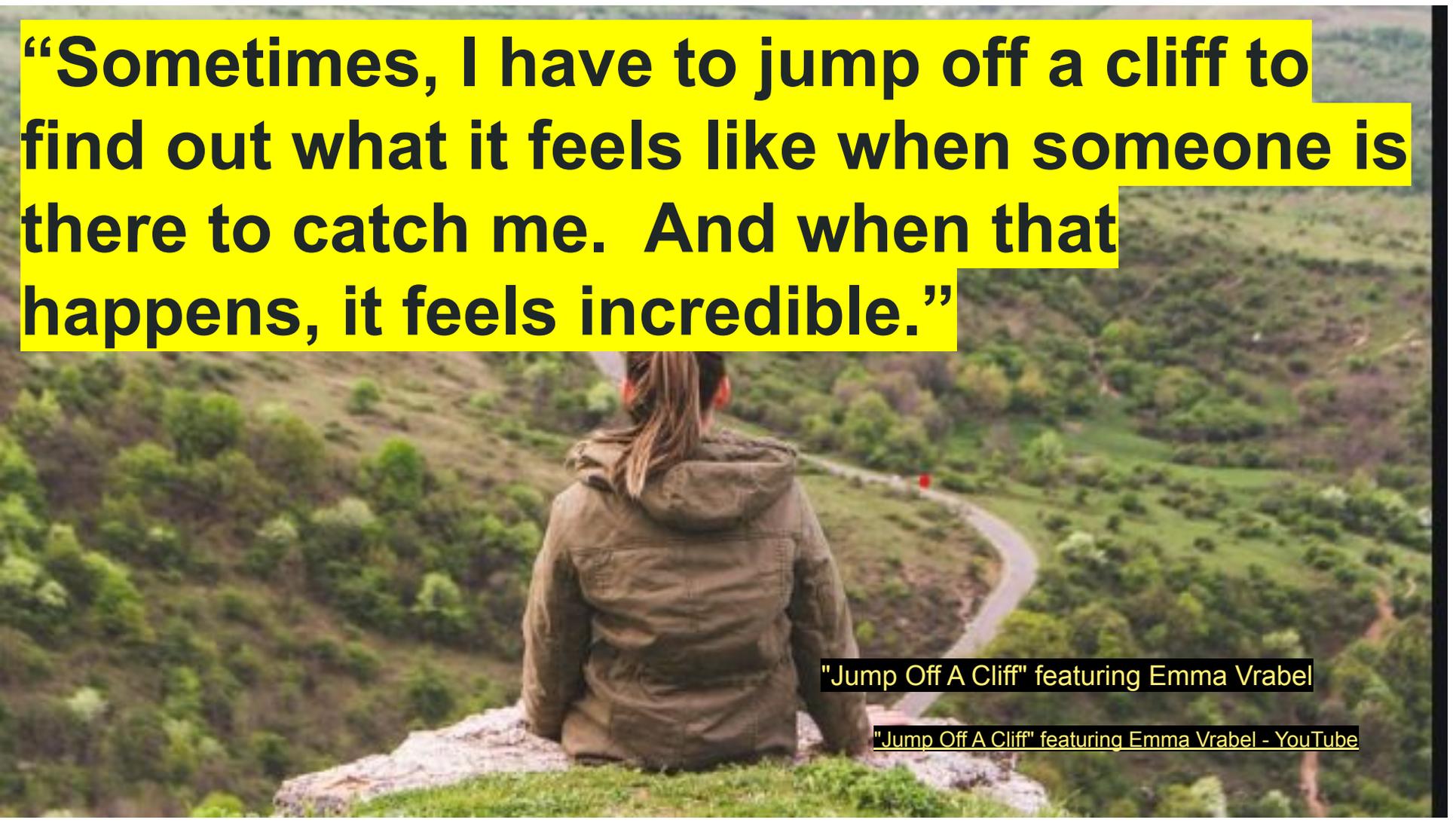
["Jump Off A Cliff" featuring Emma Vrabel - YouTube](#)

Our role as a TVI...

“Sometimes, I have to jump off a cliff to find out what it feels like when someone is there to catch me. And when that happens, it feels incredible.”

"Jump Off A Cliff" featuring Emma Vrabel

"Jump Off A Cliff" featuring Emma Vrabel - YouTube



Questions/Discussion

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