

## Texas School for the Blind & Visually Impaired Presents

### ***Essential Tools of the Trade: A “How To” Guide for Completing Functional Vision, Learning Media and ECC Evaluations***

Region 1 ESC  
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1

1

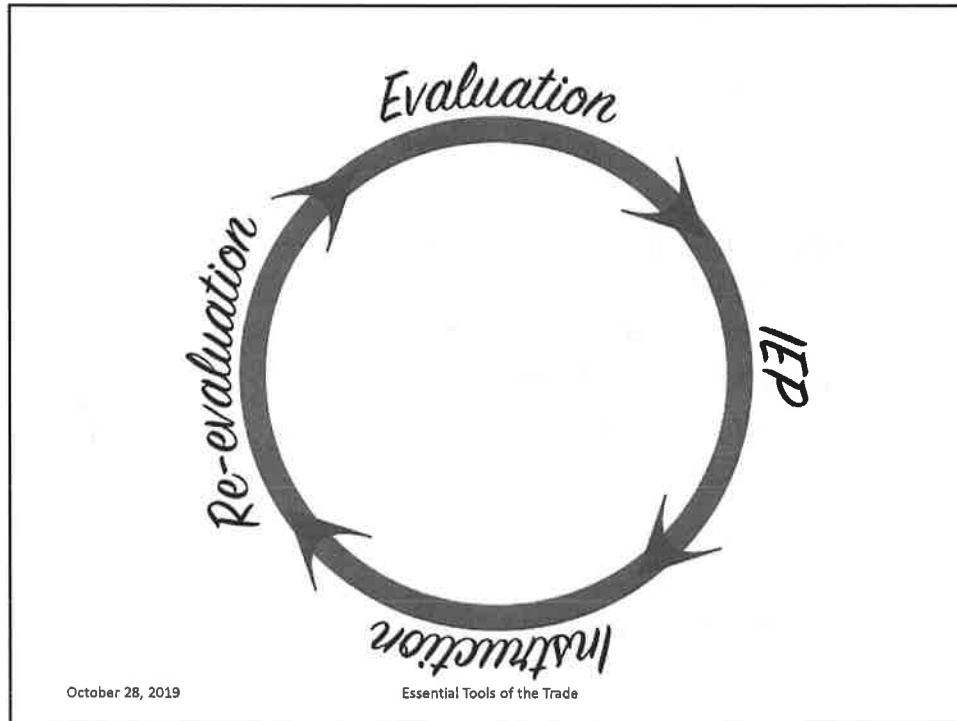
## Evaluation Sequence

1. Eye Report
2. Functional Vision Evaluation (FVE)
3. Learning Media Assessment (LMA)
4. O & M Evaluation
5. Other Evaluations
6. Expanded Core Curriculum Evaluations

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2

2



3

## Eye Report vs. FVE

How Does the FVE differ from the Eye Report and a Low Vision Evaluation?

The FVE evaluates how a student applies his/her vision in real-life tasks and environments instead of in a clinical setting. Although a similar test/strategy might be used in both the doctor's exam and the FVE, the purposes are very different. For example, the doctor may need to determine the need for magnification, while the TVI may need to determine the font size necessary for reading tasks.

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4

4

## Basic Definitions - FVE

- FVE – the *functional vision assessment* (FVE) determines the student's efficiency in using vision and the potential for increasing the use of vision.
  - From *Foundations of Education, Second Edition, Volume II: Instructional Strategies for Teaching Children and Youths with Visual Impairments* (AFB, 2000), page 105.
- Definition: the *FVE* is an evaluation procedure that is used to determine how an individual uses his/her vision in functional, everyday life tasks.
- Purpose: the results of the FVE are used to determine the type and extent of instruction needed, such as compensatory strategies, need for assistive devices, and environmental modifications.

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5

5

## Basic Definitions - LMA

### Definition:

- the LMA is an objective process of systematically selecting **learning** and **literacy** media for students with visual impairments.

From Koenig & Holbrook, *Learning Media Assessment of Students with Visual Impairments: A Resource Guide for Teachers* (TSBVI, 1995)

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6

6

## Basic Definitions - ECC

- ECC – skill sets essential for every day life
- ECC: nine areas related to instruction of students with visual impairments that allow them access home, school and community environments

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7

7

## Why Do We Do FVEs & LMAs?

- More than legal requirements
- Part of the evaluation sequence
- More than to determine eligibility
  - Required for all initial evaluations to determine eligibility
  - Also required for 3-yr re-evals to maintain eligibility

But... it's also "best practice" It's how we determine what & how to teach our students.

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8

8

## Legal Information

- Legal Framework (<http://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=139&DT=G&LID=en>)
- 2017 Guidelines and Standards for Educating Students with Visual Impairments in Texas <http://www.tsbvi.edu/attachments/EducatingStudentswithVIGuidelinesStandards.pdf>
- Q & A Document [www.tsbvi.edu/.../ECC-2015QA-related-changes-TEC30-002.docx](http://www.tsbvi.edu/.../ECC-2015QA-related-changes-TEC30-002.docx)
- IDEA Part B (2004) <http://idea.ed.gov/>
- Texas Education Code [TEC 30.002](#)
- Texas Administrative Code [TAC §89.1040\(c\)\(12\)\(A\)\(ii\)\(I\).](#)
- Code of Federal Regulations [34 CFR § 300.304\(c\)\(4\)](#)

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9

9

## Legal Framework Says that the FVE must include:

- Must be performed by a certified TVI or COMS
- Must include “performance tasks in a variety of environments”
- Those tasks must require “the use of both near and distance vision”; and
- Must include “recommendations concerning the need for a clinical low vision evaluation”

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10

10

## Remember!

- There is NO single correct or specified way to conduct FVEs or LMAs. There are many different protocols that can guide the process.
- There are also NO legal requirements on when and where to document evaluation of ECC areas. But they are legally required in Texas!
- ECC evaluations CAN be included as part of the FVE/LMA if they are updated annually.

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11

11

## Sample Protocols/Templates

- APH: *FVLMA Practitioners Guidebook*
- *Low Vision: A Resource Guide with Adaptations for Students with Visual Impairments* (TSBVI, 1994)
- Templates from ESC 10  
[https://www.region10.org/r10website/assets/File/FVE\\_LMA.pdf](https://www.region10.org/r10website/assets/File/FVE_LMA.pdf)
- *Strategy To See* (Diane Sheline)
- *Essential Tools of the Trade (ETT)*

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12

12

## What are you currently using?

- Does your district have a specific FVE/LMA protocol?
- How does it compare to the one included in ETT?

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13

13

## Areas Typically Assessed in an FVE

(these may differ depending on the protocol used)

- Appearance of eyes & presence of corrective lenses
- Visual reflexes/reactions
- Visual behaviors
- Visual discrimination & related preferences

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14

14

## Areas of the FVE - continued

- Ocular-motor behaviors
- Visual-motor behaviors
- Visual perception
- Functional acuity: size & distance
- Visual fields

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15

## Overview of ETT Contents

- Determining Eligibility
- Instructions and Templates
- Interview Forms
- Observation Forms and Planning Tools

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16

16



## Overview of ETT Contents, continued

- General Information
- Additional Resources
- CVI
- Eye Conditions
- Syndromes

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17

17

## Overview of ETT Contents, continued

- LMA Information
- Crucial Considerations
- Decision Making Guides
- LMA & IRI
- LMA Forms
- Sensorimotor Stage Information

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18

18

## Overview of ETT Contents, continued

- Overview of ECC
- Determining Priorities
- Reports and Data Collection

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19

19

## Process for Conducting FVEs

- Gather & review information
- Conduct Interviews
- Observe student
- Select tools & materials for evaluation
- Do the evaluation
- Write report

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20

20

## For Students with Visual and Multiple Impairments

- Review developmental testing to get an idea of appropriate materials to use
- Observe student in a variety of familiar situations/routines
- Be sure the student is physically stable, comfortable and sufficiently alert
- Look for very subtle responses and/or changes in behavior
- Go slowly – student may need additional response time
- Use two evaluators if possible

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21

21

## Getting Started for FVE

- Steps for Getting Started - p. 29
  - ETT Instructions – p. 31-37
  - Template – p. 45-46
- Interview forms – pgs. 51-56
- Observation forms – pgs. 57-98
  - How-To-Chart, pages 61-94

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22

## Getting Started (cont.)

In General information Section:

- Low Vision Considerations – pg. 99
- Outline of Visual Abilities– pgs. 101-103
- Environmental Modifications– pgs. 104-109

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23

23

## Getting Started (cont.)

In Additional Resources Section:

- Kit Suggestions – pgs. 111-117
- Activity Suggestions – pgs. 118-119
- Acuity Charts – pgs. 123-125

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24

24

## Getting Started (cont.)

- Font Size Information – pgs. 126-130
- Eye Conditions Chart – pgs. 165-200
- Syndromes Chart – pgs. 201-214

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25

## Addressing the Needs of Different Types of Students

- CVI – Students with Cerebral/Cortical Visual Impairments (neurological)
- Sensorimotor Level Students & Infants

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26

## Common Areas of Concern for Individuals with CVI

- Light – unusual response, light gazing, photophobia
- Visual Motor/Visually Guided Reach – looking & touching happen separately
- Complexity – of the environment, array, object
- Distance Viewing – increases complexity
- Field Preference – especially peripheral (movement)

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27

## Areas of Concern for Individuals with CVI (continued)

- Color – strong preference for a particular color
- Movement – may see better if they or item are moving
- Latency – delays in detecting & identifying things; need increased wait time
- Visual Novelty – may appear to ignore unfamiliar objects, people, etc.
- Atypical Visual Reflexes – lack of blink reflex

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28

28

## Protocols for Students with CVI

- TSBVI CVI Protocol (Amy Doezma)
- Diane Sheline (<http://strategytosee.com>) & videos: <http://www.tsbvi.edu/cvi-exercise/cviintervention>
- Christine Roman's CVI Range (page 187, *Cortical Visual Impairment: An Approach to Assessment and Intervention* (AFB))

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29

29

## LMA

### Purposes & Importance:

- Gathers & provides information on how a student accesses the general education curriculum & environment (use of ***sensory channels***)
- Helps determine a student's primary ***learning media*** (visual, tactual, auditory)
- Provides a framework for making decisions about literacy & determine student's ***literacy medium/media***

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30

30

## LMA

- LMA - the *learning media assessment* (LMA) determines the student's efficiency and preferences in using visual, tactile, and auditory senses for learning and literacy.
- The LMA forms the basis for selecting **general learning media** (such as rulers, maps, & real objects) and specific **literacy media** (print and braille).

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31

31

## LMA

- Helps determine the needs for **Assistive Technology and Literacy Tools**
- Helps determine optimal learning conditions *with the appropriate materials*

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32

32



## Learning Media Assessment

The LMA consists of evaluations of:

■ **Sensory channels/systems** – includes all of the ways in which a student gathers information & accomplishes tasks. These include **7** sensory channels:

- Visual
- Auditory
- Tactual
- Olfactory
- Gustatory
- Vestibular
- Proprioceptive

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33

## Learning Media Assessment (cont'd)

■ **General learning media** - includes both instructional *materials* (such as real objects, pictures, rulers, worksheets) and instructional *methods* (such as demonstrations, modeling, prompting) that the student uses, *or will use*, to accomplish tasks.

Koenig & Holbrook

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34

34

## Learning Media Assessment (cont'd)

- **Literacy media** – includes the range of materials and tools, *for use now or in the future*, to complete reading and writing tasks in print and/or Braille (or other tactile methods).
- **Assistive Technology** – low tech and high tech tools that enable the student to access the learning environments

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35

35

## Legal Framework Says that the LMA must include:

- Recommendations for the use of visual, tactual, and auditory learning media
- A recommendation for *ongoing assessment* when it is needed
- A determination of the student's primary learning medium

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36

36

## Literacy Programs

- **Conventional Literacy Program:** an instructional program of reading and writing in print or Braille that generally begins in Kindergarten and continues throughout school
- **Functional Literacy Program:** an instructional program that focuses on survival reading and writing skills needed for increased independence in daily life

From Koenig & Holbrook

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37

## Literacy Programs (cont.)

- **Communication Program:** for students who are developing language acquisition and basic communication skills

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38

38

## The LMA consists of two phases:

1. The selection of the initial literacy medium (begins at infancy and continues through the beginning of formal literacy instruction)
2. The continuing assessment of literacy media (continues throughout the student's school years)

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39

39

## Students at the Sensorimotor Stage

- The sensorimotor stage, designated as the first two years of an infant's life, is the first of Piaget's four stages. Older students with severe cognitive disabilities are also often sensorimotor learners.
- During this phase of development, children experience the world & gain knowledge through **senses & motor movements**.

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40

40

## Protocols for Sensorimotor Students

- Sensorimotor Learning Media Assessment, Millie Smith (Pgs. 291 - 312)
- Individual Sensory Learning Profile Interview (ISLPI), Tanni Anthony  
<http://www.ksb.k12.ks.us/docs/forms/>
- Sensory Learning Kit (SLK) ([www.aph.com](http://www.aph.com))
- Every Move Counts  
(<http://www.everymovecounts.net>)
- Insite (Hope Publications, <http://hopepubl.com>)
- Functional Scheme (<http://www.lilliworks.com>)
- Individual Functional Hearing Evaluation (IFHE)  
<http://www.tsbvi.edu/images/outreach/Documents/2017%20DB%20Symposium/IFHEDocument-NCDB.pdf>

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41

41

## Other Tools to Consider

- FVE Checklist for Preverbal and Nonverbal Children by Lois Harrell <http://www.tsbvi.edu/selected-topics/functional-vision-assessment-for-infants-and-toddlers> (also videos)
- “Observational Assessment of Sensory Preferences of Infants and Toddlers with Visual Impairments” (an adapted form of Koenig and Holbrook’s Sensory Channels form) by Tanni L. Anthony, 2003  
<https://www.prcvi.org/files/workshops/Adapted-Sensory-Channel-Form-Anthony.pdf>
- 2-3 Year Old FVE/LMA Checklist by Chrissy Cowan (from New VI Professional Calendar: <http://www.tsbvi.edu/new-vi-professionals-items/3383-newvicalendaroct>)

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42

42

## Process for Completing LMAs for Conventional or Functional

- Determine the use of sensory channels
- Specify general learning media
- Select initial literacy medium in which student will begin to receive instruction, for either a conventional or functional literacy program
- Complete an IRI
- Assess conventional or functional literacy media needs on a continuous basis

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43

43

## Getting Started

- Steps for Getting Started – p. 37
- Basic Information – pgs. 217 – 218
- Questions That Should be Answered by the LMA – pgs. 221 – 223
- Crucial Information – pgs. 227 – 228

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44

44

## Getting Started (cont.)

- Decision Making Guides – pgs. 229 – 244
- The LMA and the IRI – pgs. 249 – 258
- Review LMA Forms – pgs. 259 – 289
- Review LMA for Sensorimotor – pgs. 291 – 311

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45

45

## ECC

- Overview: pgs. 315 – 318
- Examples: pgs. 319 – 322
- Determining Priorities: pgs. 323 – 330
- Annual Report: pgs. 331 – 336

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46

46

## Suggestions for Writing Report

- May combine FVE & LMA, but LMA must be in a separate, labeled section
- Use narrative format – not a checklist
- Explain medical & educational terminology
- Give specific examples of vision use & behaviors observed
- Consider audience & how information will be used
- Provide meaningful educational implications & recommendations

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47

47

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48

48