

## ***Service Guidelines for Students with Vision Impairments***

- Vision Characteristics
- Vision Characteristics for Students with Additional Impairments
- Orientation & Mobility Characteristics
- Activities of Daily Living Characteristics

### **Mission Statement - Related Services**

The NSSEO mission of providing related services is to assist in identifying and supporting student educational needs so that he/she may participate in and benefit from the educational environment(s). Determination of related services should be based on team consensus of student need for support and implemented using the least restrictive intervention.

**SERVICE GUIDELINES FOR STUDENTS WITH VISION IMPAIRMENTS**  
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## **INTRODUCTION**

A committee consisting of teachers of the visually impaired from NSSEO and member districts was formed to address the standardization of service delivery to the visually impaired population. The need for consistency when determining the educational needs of the visually impaired was voiced repeatedly.

The purpose of this manual is to define criteria and guidelines for using the Vision Rating Scales with students identified as visually impaired. It is primarily intended for use with students in general education settings and may be applicable for some students with additional mild impairments. The Vision Rating Scale for Students with Additional Impairments was created for those students in self-contained classes/programs following a functional curriculum.

This scale is sequentially structured based upon a student's need for intervention by a teacher of the visually impaired, the educational need for assistance and the amount of time required for material adaptations. Each of the categories are structured in terms of impact on visual functioning as it relates to the student's educational program.

### **Visual Impairment Defined**

Students with visual disabilities are those who have disorders, in BOTH the structure within the ocular pathway AND function of the eye that with the best correction and medical

treatment, interfere with learning. These students would exhibit one or more of the following:

- Reduced visual acuity usually 20/70 or less in the better eye after best possible correction.
- Restricted field of vision, to the degree that it affects the student's ability to function educationally.
- Progressive and/or permanent eye conditions as noted by an eye specialist on an ocular report.
- Temporary eye conditions such as post-operative retinal detachment where placement for a limited time is recommended.
- Medically diagnosed cortical visual impairment.

Students with visual disabilities have unique challenges, which in turn have a major impact on their educational needs. These needs, which are addressed in the academic setting by a teacher for the visually impaired, may include:

- concept development
- learning through an alternate sense(s)
- learning through individualized instruction
- learning with specialized equipment
- learning through the use of unique curricular strategies or adaptations

### **Visually Impaired Students with Additional Impairments Defined**

These are students participating in self-contained classes/programs with a functional curriculum. In addition to visual impairments, they have one or more of the following:

- physical disability
- moderate to severe mental impairment
- behavior disorder
- seizure disorder
- autism
- traumatic brain injury
- other health impairments

### **Orientation & Mobility Services Defined**

Services are provided by a certified O&M instructor trained to provide instruction in the techniques and skills needed to enable individuals to move independently, safely and purposefully through the environment.

Instruction may include: concept development, spatial awareness, self-protective techniques, cane skills, use of low vision aids, use of compensatory skills, indoor travel, residential travel, business travel, and use of public transportation.

### **Rehabilitation Teaching (Activities of Daily Living) Defined**

Rehabilitation teaching covers the areas of personal management, home management, low vision, communication, and recreation and leisure. These areas are taught by a certified rehabilitation teacher. Because of the unique needs of the visually impaired student, instruction of these skills cannot be adequately met in a traditional life skills class. The above mentioned skills start at a "readiness" level and are built upon until the student achieves independence. Rehabilitation teaching occurs in the school and community environments which lead to transitioning in social activities, work, higher education and independent living.

## **DIRECTIONS FOR COMPLETING THE CHARACTERISTICS & PROFESSIONAL JUDGMENT SUMMARY**

### **Characteristics Worksheet**

1. Category names are listed vertically along the left hand side of the Vision Characteristics Worksheet. Refer to definitions on pages 21 and 22 in the Glossary.
2. Descriptors are listed horizontally for each category. The descriptors are listed sequentially in terms of severity, from mild to profound.
3. The numbers attached to each rating are considered part of a continuum. The specific number under each name is the numerical rating to be given for that column.
4. For each category, mark the descriptor that best describes the visually impaired student. Place the appropriate number in the right hand column (Score Column). Three columns are provided for evaluation on three separate occasions.
5. Total the right hand column to get a TOTAL SCORE.

### **Professional Judgment Factors**

1. Category names are listed vertically along the left hand side of the Professional Judgment Factors Worksheet.
2. A point value from zero to three (located along top) (3 indicates highest need) must be assigned to each.
3. For each of the 5 categories, assign a point value and record the appropriate numbers in the right hand column (Score Column). Three columns are provided for evaluation on three separate occasions.
4. Total the right hand column to get a TOTAL SCORE.

Record these findings in the Summary section. To complete the Summary section, locate the Characteristic Total Score along the left column. Locate the Professional Judgment Total Score along the top. The number in the intersecting box represents a suggested number of minutes per week. Place this range of numbers on Summary Sheet.

## DVS VISION SUMMARY

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Date Completed	Latest Ocular	Residence District #	Grade	School	Teacher of the Visually Impaired	Suggested Minutes
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

<b>Vision (DVS) Characteristic Worksheet</b>	Date:	Date:	Date:	<b>Professional Judgment Factors</b>	Date:	Date:	Date:
	Score	Score	Score		Score	Score	Score
Functional Vision Status				Ability to participate in and benefit from educational environment			
Distance Acuity in Better Eye				Immediacy of Need			
Field of Vision in Better Eye				Potential for Change in Student's Performance through Intervention			
Near Acuity/Reading Medium				Extent to which needs can be met by others/curriculum			
Tangible Aids/Devices				Transitional Needs			
Material Preparations							
Communication with Pertinent Individuals							
Compensatory Needs of Student							
<b>TOTAL SCORE</b>				<b>TOTAL SCORE</b>			

Additional Considerations: \_\_\_\_\_

### VISION (DVS) CHARACTERISTICS WORKSHEET

\*Refer to Glossary for Definitions

Student: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Diagnosis: \_\_\_\_\_

RATING:	MILD NEEDS	MODERATE NEEDS	MODERATE TO SEVERE NEEDS	SEVERE NEEDS	PROFOUND NEEDS	Date	Date	Date
CATEGORY	1	2	3	4	5			

### S C O R E

FUNCTIONAL VISION STATUS	Visual skills being maintained in a variety of settings	Visual skills being reinforced in a variety of settings	New visual skills being introduced or developed	Visual skills fluctuate depending on activity or setting	Totally blind or no input via visual				
<b>LEVEL OF CORRECTED VISION</b> (Medical Diagnosis)	Distance Acuity in <u>Better Eye</u> Field of Vision in <u>Better Eye</u>	20/20 - 20/70 <hr/> No field loss	20/70 - 20/200 <hr/> Suspected Field loss	20/200 - 20/400 <hr/> 35° - 60° field Moderate loss	20/400 - 20/600 <hr/> 20° - 35° field Severe loss	20/600 - L.P. or NIL <hr/> Less than 20° field. Profound loss			
<b>NEAR ACUITY: PRE-READING/READING MEDIUM</b>	20/40 - 20/70 Reading regular text/primary type (primary grades) 14 - 18 pt.	20/70 - 20/100 Regular print with some print modification 18 pt.	20/200 - 20/400 Print demands vary with subject. Print modifications needed. Multi-sensory approach 18+ pt.	20/400 - 20/600 Print modification, Braille, tape or combination	20/600-L.P./NIL Learning to use a new reading method, i.e., Braille, tape				
<b>TANGIBLE AIDS/LOW VISION DEVICES/TECHNOLOGY</b>	Mastery of aid. No instruction. No aid needed	Competency. May review or refine skills using existing aid.	Refine or introduce new skills using existing low vision devices, tangible aids or technology.	Maintain use of hi-tech equipment or teach use of new tangible aid or low vision device.	Introduction of high tech. equip./skills, i.e., optical scanner or note taker device.				
<b>MATERIALS PREPARATION</b>	Minimal amount	Occasional need to adapt materials to learner's needs	Frequent need to adapt materials to learner's needs	Intensive modification of materials needed	Daily preparation and modifications needed				
<b>COMMUNICATION WITH PERTINENT INDIVIDUALS</b>	Minimal communication with pertinent individuals (2-4 times/year)	Monthly communication with pertinent individuals	Weekly communication with pertinent individuals	Intense (2-3 times a week) communication with pertinent individuals	Daily communication with pertinent individuals				
<b>COMPENSATORY NEEDS OF STUDENT</b>	Minimal modification or intervention	Occasional modification or intervention	Frequent intervention or introduction of skills	Intense intervention and instruction	Daily intervention and instruction				

<b>TOTAL SCORE</b>			
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**Students with Visual Impairments  
DVS  
Professional Judgment Factors**

Student \_\_\_\_\_

Date    Date    Date

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
<b>Student's ability to participate in and benefit from his/her educational environment</b>	Participates adequately without intervention	Area(s) of need influences participation	Area(s) of need interferes with participation	Area(s) of need prevents participation			
<b>Immediacy of need</b>	Area(s) of need not currently impacting educational performance	Area(s) of need may impact educational performance but is not immediate at this time	Area(s) of need impacts educational performance. Intervention is needed.	Area(s) of need critically impacts educational performance. Immediate Intervention is needed.			
<b>Potential for change in the student's performance through intervention</b>	Potential for change is unlikely	Potential for change is possible	Potential for change is probable	Potential for change is great			
<b>Extent to which needs can be met by others/curriculum</b>	Needs can be met by other staff and/or curriculum	Needs can be met through cooperative minimal interventions with staff and/or parent involvement	Needs can be met through cooperative, moderate interventions with staff/parent involvement	Needs can only be met by unique intense involvement of teacher(s)/ instructor(s) in addition to cooperative staff/parent(s)			
<b>Transitional Needs</b>	Demonstrates proficient skills	Needs minimal assistance for independence	Needs can be met through moderate instruction/supervision or independence	Needs can only be met by unique intense instruction			
<b>TOTAL SCORE</b>							



**Vision (DVS) Grid for Determining Service Minutes**

**Professional Judgment Factors**

	0-3	4-7	8-11	12-15
0-8	0	0	0	0
9-16	0	0-30	30-60	60-90
17-24	0-30	30-60	60-90	90-120
25-32	30-60	60-90	90-120	120-150
33-40	60-90	90-200	200-300	300+

All Suggested Times are given in Minutes Per Week (MPW)

**Students with Vision Impairments  
(and Additional Impairments)  
VISION SUMMARY**

Student: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Date Completed	Latest Ocular	Residence District #	Grade	School	Teacher of the Visually Impaired	Suggested Minutes
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

<u>Vision Characteristic Worksheet for Students with Additional Impairments</u>				<u>Professional Judgment Factors</u>			
	Date	Date	Date		Date	Date	Date
<u>CATEGORY</u>	<u>Score</u>	<u>Score</u>	<u>Score</u>	<u>CATEGORY</u>	<u>Score</u>	<u>Score</u>	<u>Score</u>
-Visual Status (medical diagnosis)	_____	_____	_____	-Ability to Participate and benefit from educational environment	_____	_____	_____
-Functional Visual Status	_____	_____	_____	-Immediacy of Need	_____	_____	_____
-Response to Stimulation/Instruction	_____	_____	_____	-Potential for Change in Student's Performance through intervention	_____	_____	_____
-Educational Need/ Material Preparation	_____	_____	_____	-Extent to which needs can be met by others/curriculum	_____	_____	_____
-Educational Growth following intervention	_____	_____	_____	-Transitional Needs	_____	_____	_____
-Physical Independence	_____	_____	_____		_____	_____	_____
<b>TOTAL SCORE</b>	_____	_____	_____	<b>TOTAL SCORE</b>	_____	_____	_____

Additional Considerations: \_\_\_\_\_

## VISION CHARACTERISTICS WORKSHEET FOR STUDENTS WITH ADDITIONAL IMPAIRMENTS

\*Refer to Glossary for Definitions

Student: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Diagnosis: \_\_\_\_\_

RATING:	MILD NEEDS	MODERATE NEEDS	SEVERE NEEDS	PROFOUND NEEDS	Date	Date	Date
CATEGORY	1	2	3	4			
<b>S C O R E</b>							
<b>Visual Status (Medical Diagnosis)</b>	No medically identified vision problem, but ability to attend to visual stimuli is questionable	Medically identified vision problem, with ability to attend to visual stimuli	Medically identified vision problem, with impaired ability to attend to visual stimuli	Medically identified vision problem resulting in profound loss of vision			
<b>Functional Vision Status</b>	Visual skills being Maintained/reinforced in a variety of settings	New visual skills being introduced or developed	Visual skills fluctuate depending on activity	Totally blind - no input			
<b>Physical Limitations</b>	Dependent on special Care for medical and Daily living functions. Minimal physical Capability to interact With environment.	Dependent on others for daily living functions. Moderate physical capability to interact with environment.	Dependent on a modified environment. Difficulty with certain activities. Capable of interacting in a modified environment.	Capable of independently interacting with environment.			
<b>Response to Stimulation/Instruction</b>	Minimal response to Stimulation/instruction	Occasional response to stimulation/instruction	Frequent response to stimulation/instruction	Consistent response to stimulation/instruction			
<b>Educational Need/ Material Preparation</b>	Classroom participation is not affected by vision loss. No modifications needed.	Classroom participation is occasionally affected by vision loss. Minimal modifications needed.	Classroom participation is frequently affected by vision loss. Frequent modifications needed.	Classroom participation is consistently affected by vision loss. Intensive modifications needed.			
<b>Educational Growth Following Intervention</b>	No measurable gains Even after intervention	Currently functioning at a level equal to developmental ability. Minimal growth even after intervention.	Some improvement appears possible; gains probable with vision services	Continues to demonstrate steady growth. Prognosis for improved functioning appears to be good.			
				<b>TOTAL SCORE</b>			

**Students with Visual Impairments  
(and Additional Impairments)  
Professional Judgment Factors**

Student \_\_\_\_\_

Date    Date    Date

	0	1	2	3	Score	Score	Score
<b>Student's ability to participate in and benefit from his/her educational environment</b>	Participates adequately without intervention	Area(s) of need influences participation	Area(s) of need interferes with participation	Area(s) of need prevents participation			
<b>Immediacy of need</b>	Area(s) of need not currently impacting educational performance	Area(s) of need may impact educational performance but is not immediate at this time	Area(s) of need impacts educational performance. Intervention is needed.	Area(s) of need critically impacts educational performance. Immediate Intervention is needed.			
<b>Potential for change in the student's performance through intervention</b>	Potential for change is unlikely	Potential for change is possible	Potential for change is probable	Potential for change is great			
<b>Extent to which needs can be met by others/curriculum</b>	Needs can be met by other staff and/or curriculum	Needs can be met through cooperative minimal interventions with staff and/or parent involvement	Needs can be met through cooperative, moderate interventions with staff/parent involvement	Needs can only be met by unique intense involvement of teacher(s)/ instructor(s) in addition to cooperative staff/parent(s)			
<b>Transitional Needs</b>	Demonstrates proficient skills	Needs minimal assistance for independence	Needs can be met through moderate instruction/supervision or independence	Needs can only be met by unique intense instruction			
				<b>TOTAL SCORE</b>			

**Vision Rating Scale for Students with Additional Impairments  
Grid for Determining Service Minutes**

**Professional Judgment Factors**

	0-3	4-7	8-11	12-15
0-5	0	0	0	0
6-11	0	0-10	10-15	15-30
12-18	0-10	10-15	15-30	30-45
19-24	10-15	15-30	30-45	45-60

All suggested times are given in Minutes Per Week (MPW)



## ORIENTATION & MOBILITY (O&M) CHARACTERISTICS WORKSHEET

\*Refer to Glossary for Definitions

Student: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Diagnosis: \_\_\_\_\_

RATING:		MILD NEEDS	MODERATE NEEDS	SEVERE NEEDS	PROFOUND NEEDS	Date	Date	Date
CATEGORY		1	2	3	4			
<b>S C O R E</b>								
<b>LEVEL OF CORRECTED VISION (MEDICAL DIAGNOSIS)</b>	Distance Acuity in <u>Better Eye</u> Field of Vision in <u>Better Eye</u>	20/20 - 20/200  Suspected field loss (No visual field loss. Score 0.)	20/200 - 20/400  30 degree field - 20 degree field	20/400 - Light perception  20 degree field - 10 degree field	Light perception  10 degree field or less. No visual field			
<b>LEVEL OF VISION (FUNCTIONAL)</b>		Visual skills adequate for developmentally age appropriate independent travel	Visual impairment affects ability to travel independently in one or more environments. Instruction needed for future independent travel	Visual impairment affects ability to travel in all environments. Instruction needed for future independent travel.	No usable vision & has need for immediate independent travel in one or more environments			
<b>USE OF TRAVEL TOOLS (CANE / AMD*) (Low Vision Aide)</b>		Travel tool not needed except as identifier	Travel tool used in some travel environments	Travel tool used in most travel environments	Travel tool used in all travel environments			
<b>PROFICIENCY IN USE OF TRAVEL TOOL **</b>		Proficiency is adequate for present travel needs	Competency. May review or refine skills using existing tool	Refining current skills. Introduction of new skills and/or travel tool.	Introduction of new skills and/or travel tool			
<b>CURRENT AGE APPROPRIATE INDEPENDENCE</b>		In most environments	In some environments	In few environments	In no environments			
<b>COMPLEXITY OR INTRODUCTION OF NEW ENVIRONMENT</b>		Travel needs met in current environment	Maintains & refines skills in all current travel environments	Needs some instruction of skills in all current travel environments	Needs extensive instruction in new or more complex environments			

\*Alternative Mobility Device, i.e. pre-cane device, etc.

\*\*No tool currently used - Score 0

<b>TOTAL SCORE</b>			
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**Students with Visual Impairments  
ORIENTATION & MOBILITY  
Professional Judgment Factors**

Student \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Score</b>	<b>Score</b>	<b>Score</b>
<b>Student's ability to participate in and benefit from his/her educational environment</b>	Participates adequately without intervention	Area(s) of need influences participation	Area(s) of need interferes with participation	Area(s) of need prevents participation			
<b>Immediacy of need</b>	Area(s) of need not currently impacting educational performance	Area(s) of need may impact educational performance but is not immediate at this time	Area(s) of need impacts educational performance. Intervention is needed.	Area(s) of need critically impacts educational performance. Immediate intervention is needed.			
<b>Potential for change in the student's performance through intervention</b>	Potential for change is unlikely	Potential for change is possible	Potential for change is probable	Potential for change is great			
<b>Extent to which needs can be met by others/curriculum</b>	Needs can be met by other staff and/or curriculum	Needs can be met through cooperative minimal interventions with staff and/or parent involvement	Needs can be met through cooperative, moderate interventions with staff/parent involvement	Needs can only be met by unique intense involvement of teacher(s)/instructor(s) in addition to cooperative staff/parent(s)			
<b>Transitional Needs</b>	Demonstrates proficient skills	Needs minimal assistance for independence	Needs can be met through moderate instruction/supervision or independence	Needs can only be met by unique intense instruction			

<b>TOTAL SCORE</b>			
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**Orientation & Mobility  
Grid for Determining Service Minutes**

**Professional Judgment Factors**

	0-3	4-7	8-11	12-15
0-7	0	0	0	0
8-14	0	0-30	30-60	60-90
15-21	0-30	30-60	60-90	90-120
22-28	30-60	60-90	90-120	120-150+

All Suggested Times are Given in Minutes Per Week (MPW)

## REHABILITATION (ADL) VISION SUMMARY

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Date Completed	Residence District #	Grade	School	Teacher of the Visually Impaired	ADL Instructor	Suggested Minutes
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

<b>Rehabilitation (ADL) Characteristics Worksheet</b>	Date: Score	Date: Score	Date: Score		<b>Professional Judgment Factors</b>	Date: Score	Date: Score	Date: Score
Level of Corrected Vision (Medical) -Distance Acuity in Better Eye----- -Visual Field in Better Eye-----					Ability to participate in and benefit from educational environment			
Level of Vision (Functional)					Immediacy of Need			
Proficient Use of Adaptive Equipment/Technique					Potential for change in student's performance through intervention			
Complexity/Introduction of New Independent Living Needs					Extent to which needs can be met by others/curriculum			
Transitional Needs					Transitional Needs			
<b>TOTAL SCORE</b>					<b>TOTAL SCORE</b>			

Additional Considerations: \_\_\_\_\_

\_\_\_\_\_

## Rehabilitation (ADL) Characteristics Worksheet

\*Refer to Glossary for Definitions

Student: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Diagnosis: \_\_\_\_\_

RATING:		MILD NEEDS	MODERATE NEEDS	SEVERE NEEDS	PROFOUND NEEDS	Date	Date	Date
CATEGORY		1	2	3	4			
<b>S C O R E</b>								
<b>LEVEL OF CORRECTED VISION (MEDICAL)</b>	Distance Acuity in Better Eye  Visual Field in Better Eye	20/20 - 20/20  Suspected field loss. (No visual field loss Score 0)	20/200 - 20/400  30 degree field - 20 degree field	20/400 - Light perception  20 degree field - 10 degree field	Light Perception Nil  10 degree field or less. No visual field.	_____	_____	_____
<b>LEVEL OF VISION (FUNCTIONAL)</b>		Visual skills adequate for developmentally age appropriate independent living	Visual impairment affects ability to perform daily living skills in most environments	Visual impairment affects ability to complete independent tasks. Instruction needed for future independent skills	No usable vision & has immediate need for instruction in daily living skills in one or more environments			
<b>PROFICIENT USE OF ADAPTIVE EQUIPMENT/ TECHNIQUE</b>		Adaptive equipment not needed. Proficiency is adequate for present ADL needs	Adaptive equipment used in some environments. May review or refine skills.	Adaptive equipment used in most environments. Refining current skills. Introduction of new skills	Adaptive equipment used in all environments. Introduction of new skills			
<b>COMPLEXITY OR INTRODUCTION OF NEW INDEPENDENT LIVING NEEDS</b>		In no ADL environments	In some ADL environments	In most ADL environments	In all ADL environments			
<b>TRANSITIONAL NEEDS</b>		Needs met in current ADL environment	Maintains & refines skills in all current ADL environments	Needs some instruction of skills in all current ADL environments	Needs extensive instruction in new, more complex ADL environments			
<b>TOTAL SCORE</b>								

**Students with Visual Impairments  
Rehabilitation (ADL)  
Professional Judgment Factors**

Student \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_

	0	1	2	3	Score	Score	Score
<b>Student's ability to participate in and benefit from his/her educational environment</b>	Participates adequately without intervention	Area(s) of need influences participation	Area(s) of need interferes with participation	Area(s) of need Prevents participation			
<b>Immediacy of need</b>	Area(s) of need not currently impacting educational performance	Area(s) of need may impact educational performance but is not immediate at this time	Area(s) of need impacts educational performance. Intervention is needed.	Area(s) of need critically impacts educational performance. Immediate Intervention is needed.			
<b>Potential for change in the student's performance through intervention</b>	Potential for change is unlikely	Potential for change is possible	Potential for change is probable	Potential for change is great			
<b>Extent to which needs can be met by others/curriculum</b>	Needs can be met by other staff and/or curriculum	Needs can be met through cooperative minimal interventions with staff and/or parent involvement	Needs can be met through cooperative, moderate interventions with staff/parent involvement	Needs can only be met by unique intense involvement of teacher(s)/instructor(s) in addition to cooperative staff/parent(s)			
<b>Transitional Needs</b>	Demonstrates proficient skills	Needs minimal assistance for independence	Needs can be met through moderate instruction/supervision or independence	Needs can only be met by unique intense instruction			

<b>TOTAL SCORE</b>			
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**REHABILITATION (ADL)  
GRID FOR DETERMINING SERVICE MINUTES**

**PROFESSIONAL JUDGMENT FACTORS**

	0-3	4-7	8-11	12-15
0-5	0	0	0	0
6-10	0	0-15	15-30	30-45
11-15	0-15	20-30	40-60	60-90
16-20	20-30	40-60	60-90	90-150

All Suggested Times are given in Minutes Per Week (MPW)

## GLOSSARY OF TERMS

### **COMMUNICATION WITH PERTINENT INDIVIDUALS:**

refers to the amount of time needed for communication with school personnel, parents, medical personnel, and agencies, regarding learning environment modifications necessary to ensure the visually impaired learner's maximum participation in the curriculum

### **COMPENSATORY NEEDS OF STUDENT:**

refers to the life role orientation which emphasize disability related needs, including organizational, vocational, social, and personal management skills

### **COMPLEXITY OR INTRODUCTION OF NEW ENVIRONMENT:**

refers to the type of environment in which instruction is required (i.e., business district, new school, neighborhood)

### **COMPLEXITY OR INTRODUCTION OF NEW INDEPENDENT LIVING NEEDS:**

refers to the student's proficiency in maintaining safe, independent living skills in all areas of daily life

### **CURRENT AGE-APPROPRIATE INDEPENDENCE:**

refers to the student's ability to travel safely and proficiently in a developmentally age-appropriate manner

### **EDUCATIONAL ENVIRONMENT:**

refers to education occurring in the school and/or community

### **EDUCATIONAL GROWTH FOLLOWING INTERVENTION:**

refers to the student's potential to gain from intervention based on developmental level & overall functional needs

### **EDUCATIONAL NEED/MATERIAL PREPARATION:**

refers to the amount and type of specialized materials and modifications provided by the teacher of the visually impaired in order for the student to participate at his/her maximum level in the classroom/community

### **FUNCTIONAL VISION STATUS:**

refers to the student's ability to independently apply visual skills to the curriculum, (school, classroom, community)

### **LEVEL OF VISION (MEDICAL):**

refers to the student's level of vision as reported by an eye care specialist

## GLOSSARY OF TERMS (continued)

### **MATERIALS PREPARATION:**

refers to the estimated time needed by the teacher of the visually impaired to modify materials necessary for the student's participation in the curriculum

### **NEAR VISION ACUITY: PRE-READING/READING MEDIUM:**

refers to the student's primary mode of receptive learning (i.e., Braille, print, print modifications, tape, or combination), based on functional observation/assessment

### **PHYSICAL LIMITATIONS:**

refers to the student's physical capability for independence and the need for more extensive services from a teacher of the visually impaired

### **PROFICIENCY IN USE OF TRAVEL TOOLS:**

refers to the student's skill level in use of travel tools

### **PROFICIENT USE OF ADAPTIVE EQUIPMENT/TECHNIQUES:**

refers to the student's need for specialized equipment and for the visually impaired student to demonstrate independent living skills (i.e., liquid level indicator, tactile indicators, etc.)

### **RESPONSE TO STIMULATION/INSTRUCTION:**

refers to the student's ability to gain from specialized stimulation and instruction techniques; students with moderate to profound impairments vary in their response to intervention

### **TANGIBLE AIDS/LOW VISION DEVICES/TECHNOLOGY:**

refers to the student's need for/use of low vision devices and technology (specialized equipment) to facilitate maximum participation in the curriculum

### **TRANSITIONAL NEEDS:**

refers to the student's ability to maintain proficiency in independent skills when transitioning from one goal, classroom activity, and/or environment

### **USE OF TRAVEL TOOLS OR SELF-PROTECTIVE TECHNIQUES:**

refers to the student's need for use of a long cane or alternative mobility device, adaptive maps, electronic travel aids, monocular, etc.

## Appendix A

### Table of Approximate Equivalent Visual Acuity Notations

*These notations serve as an indication of the approximate relationship between recordings of distant and near vision and point type sizes.*

Distant Snellen	Near			% Central Visual Efficiency for Near	Point
	A.M.A.	Jaeger	Metric		
20/20 (ft.)	14/14 (in.)	1	0.37 (M.)	100	3
20/30	14/21	2	0.50	95	5
20/40	14/28	4	0.75	90	6
20/50	14/35	6	0.87	50	8
20/60	14/42	8	1.00	40	9
20/80	14/56	10	1.50	20	12
20/100	14/70	11	1.75	15	14
20/120	14/84	12	2.00	10	18
20/200	14/140	17	3.50	2	24
12.5/200	14/224	19	6.00	1.5	
8/200	14/336	20	8.00	1	
5/200	14/560				
3/200	14/900				






























## Appendix B

### Examples of Print Size

#### NEAR VISION TEST

SYMBOLS FOR CHILDREN

			DISTANT EQUIVALENT	METER SIZE
			20/400	8M
			20/300	6M
			20/200	4M
			20/160	3M 27 Pt.
			20/100	2M 18 Pt.
			20/80	1.5M 14 Pt.
			20/50	1M 9 Pt.
			20/40	.8M 7 Pt.
			20/20	.5M 4 Pt.

18 Point Large Type Grades 1 - 3  
 14 Point Average Book Print grades 4 - 7  
 9 Point Magazines, Paper Back Books, Typing  
 7 Point Newspaper

Distance equivalent calibrated for 40 cm (16 inches)

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