

## VISION ASSESSMENT

### *Types of vision difficulties*

- Ocular - Acuity (glasses) - (optometrist)
  - Structural (mechanical) eye shape, muscles, nerve, optic damage, etc.
- Cortical

### *Functional vision assessment*

#### *Tools*

- **Best tool is observation**
- **PHYSICAL LIMITATIONS: Next best tool is putting yourself in the child's body**
- **Third is gathering information from others who have seen and work with this student**

#### *Other Tools to measure functional visual concerns:*

- Light
- Bright shiny objects
- Objects that make light
- Objects that have sound and have visual interest
- Different coloured objects
- CVI matrix

#### *Functional vision concerns:*

- Visual range lateral (horizontal) right and left (do not allow body movement), measure in degrees
- Visual range vertical (up and down) measure from eye midline – degrees up and down, do not allow chin tuck
- Visual tracking – light
- Visual tracking – object
- Do pupils respond to light
- Size of object that student is best able to see
- Proximity of object to student (midline) for student to be able to visually respond
- Distance for visual response to familiar item ('look for ... show me...')
- Is the student able to see and reach at the same time
- Processing time to achieve success
- PHYSICAL LIMITATIONS/ABILITIES

#### *When finished should be able to:*

- Which is best visual field (right or left) and to what degree
- Where in the vertical range student sees best
- What is the most successful and comfortable body position for the student to be able to use their vision effectively
- What type/kind of object they are best able to see

## INCLUSION OUTREACH

- Positioning of objects to enhance visual and physical abilities (comfort of reach when looking at an object)
- If the object requires a second (or more) motivator to help the student become visually aware
- Size of object they are able to see efficiently and consistently (for pics)
- And is it easier for the student to see simple or limited number of objects/pictures than cluttered ones
- Are photos easier for the student to see than simple drawings
- Where to position materials to reach the student's optimum visual abilities.

