Low Vision Conference:
Increasing Low Vision Skills for Students at the Practical Academic Level
Getting the Most Out of Your Observations
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Presented by
Chrissy Cowan, Mentor Coordinator
TSBVI Outreach Programs
cowanc@tsbvi.edu

Developed for
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Outreach Programs


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As a TVI who changed campuses, I rarely ate lunch in the elementary school cafeterias, unless it was “enchilada day”. On one of these days I happened to spot my 3rd grade blind student with her peers enjoying this delicious lunch, except she was eating it with her hands. Picture that—enchiladas, beans, rice—she was a mess! Another time, stepping into the science classroom of a 6th grade student with low vision to deliver a message, I saw that the class was working with scatter plots. My student and her teacher were struggling with this visually complex task, and fortunately I could give them some tips. I frankly had no idea what 6th graders did in science! What bothered me about both of these situations is that they were happenstance. I realized that I periodically needed to see my students functioning in their natural environments so that I could work on the skills required to help them integrate academically and socially in my 1:1 instructional sessions. Once I worked on individual skills, I also needed to do spot checks to see if these skills were indeed transferring to these environments. What follows are guidelines for observing both in classroom settings, as well as areas outside the classroom.

**Observing in Classrooms**

Observations of students in general education settings should occur in an ongoing and consistent manner. These observations not only allow you to identify challenges as they arise but also foster and maintain your relationships with the teachers of those classes.

Be sure that the general education teacher understands that your observations are geared toward improving the skills and access of the VI student; that your role is not to critique his or her skill or presentation.

An observation does not need to encompass the entire class period. Quite frequently, a good feeling for how things are going can be acquired within the first 15-20 minutes. Rather than evaluating the effectiveness of your observation by the length of your time in the room, conclude the visit once you feel what you have observed is a good representation of a typical class.

Try to schedule your time so that you have at least a few moments to touch base with the teacher. This allows them to verbalize any difficulties or triumphs that have occurred. However, remember that they are on a tight schedule and may not have a lot of time to engage in lengthy problem-solving discussions. If the teacher doesn’t have time, follow up with an email that asks for time to meet.

A good deal of your VI instruction should be driven by what you observe in the general education classes. The vast majority of learning by the VI student will occur in the general
education setting. The task of the TVI is to ensure that the student has full access to these learning situations. Observations will guide you as to what skills are needed to facilitate this access.

It may be most beneficial to provide some instruction in the general education class (push in) to ensure that skills taught in pullout situations are generalized. The general education environment is very different from the pullout environment and the student may have difficulty recognizing how to apply newly learned skills.

**Observing in Areas Outside of Classrooms**

Observations of students in areas outside of classrooms should occur regularly in order to determine challenges the student encounters, transference of VI-related skills taught, and need for new skill instruction.

If this observation occurs in a class such as art, music, or P.E., try to schedule your time so that you have at least a few moments to touch base with the teacher. This allows them to verbalize any difficulties or triumphs that have occurred. However, remember that they are on a tight schedule and may not have a lot of time to talk. If the teacher doesn’t have time, follow up with an email that asks for time to meet.

A good deal of your VI skill instruction should be driven by what you observe. The task of the TVI and/or COMS is to ensure that the student has full access to these learning situations. Observations will guide you as to what skills are needed to facilitate this access.

During an observation, avoid interacting with the student unless the situation is potentially dangerous or harmful.

**Observation Process**

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<th>Steps to Follow</th>
<th>Rationale</th>
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<tr>
<td>Let teacher know in advance why you need to observe your student periodically</td>
<td>So she understands that you are there to (a) collaborate on adaptations for vision, (b) see if your student is transferring skills you are working on, and (c) determining further skills you need to address with the student</td>
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<td>Email the teacher in advance to suggest a time frame for your observation</td>
<td>Avoid surprises!</td>
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<td>Avoid interacting with or sitting near your student or while observing</td>
<td>You want to see how he manages on his own. This is not a “lesson” opportunity, but rather provides information for future intervention</td>
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<td>Avoid interrupting the teacher</td>
<td>This would interrupt the flow of the lesson</td>
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<td>Write down your observation notes</td>
<td>So that you can apply this information to recommend intervention in regards to access to materials, student skills you can work on, and adaptations to the physical environment</td>
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<td>Steps to Follow</td>
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<tr>
<td>Avoid comments or judgments that look like you are critiquing the way the teacher teaches or the way the lesson is taught</td>
<td>This tends to put people on their guard, and may hinder future observations</td>
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<td>Construct your observation around: The physical environment The learning materials being used The student’s performance skills</td>
<td>This provides you with a clear focus</td>
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<td>Either meet with the teacher after the lesson, if convenient, or leave a note/send an email requesting a time to meet—then meet up.</td>
<td>This enables you to share your observations and to collaborate on student needs regarding the environment, learning materials, or student skills you can work on and she can reinforce in the classroom</td>
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<td>At the beginning of the school year, talk with administrators and parents about why you need to observe off campus. Look up district protocol for taking students off campus, including availability of transportation.</td>
<td>This educates them on the link between student skill level and natural environments. Points out the fact that these are not “field trips”.</td>
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<td>Notify student, parents, and administrators in advance of an off-campus trip (do this in writing, such as email).</td>
<td>Avoid scheduling conflicts; make people aware of your plans.</td>
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<td>Share information from your observation with parents and other staff as appropriate.</td>
<td>Others might be able to reinforce your goals for the student, as well as provide more opportunities for practicing a targeted skill.</td>
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Notes:
Classroom Observation

Student: __________________ Date & Time of Observation: __________________
General Education Teacher: ___________ Subject being Taught: ________________

Observation Notes

Physical Setting

Lighting:

Student’s location in the room:

Which learning materials is the teacher using? Circle all that apply: interactive board, overhead projector, chalkboard, handouts, books, manipulatives, other:

Write a Narrative of What you are Seeing

(Use a system for marking your concerns, e.g., circle, underline, star, question mark, highlight, etc.)

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Follow-Up
Complete this after the observation.

Ideas Adapting the Environment and Student Positioning
**Skills TVI Could Address with Student (circle all that apply)**

Circle all that apply and note possible intervention and/or lesson topics:

- Access to learning materials
- Access to places in the room
- Organization
- Assistive technology
- Self-advocacy
- Social interactions
- Independence
- Other

**Adaptations TVI Could Address with the Classroom Teacher**

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**Materials TVI could issue to teacher or student**

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Classroom Observation
Example 1

Student:  Jacob  Date & Time of Observation: 2/14/05; 1:00-2:00
General Education Teacher:  Ms. Hamby  Subject being Taught: 5th grade math

Observation Notes

Physical Setting
Lighting:  Lights dimmed slightly
Student's location in the room:  J. seated at the front, far left side of the overhead screen
Learning materials the teacher is using.  Mark all that apply:  interactive board, overhead projector, chalkboard, white board, handouts, books, manipulatives, other:

Write a Narrative of What you are Seeing
(Use a system for marking your concerns, e.g., circle, underline, star, question mark, highlight, etc.)

T. instructs students to get out their homework.  Places a transparency with answers to the homework on the projector.  She reads answers out quickly.

J. is checking his work and appears to be keeping up.  He calls out when he gets behind.  T. asks class if they had any trouble and reviewed problem areas.  J. asked about one of his answers.  His paper looks well organized, but he did not do all of the assignment.

T. asks class to open books to page ____.  J. responds immediately.  T. writes page number on overhead and glances at J. (there is much speaking out and movement—J. ignores all of this).  J. is using a regular print book, regular paper and pencil.  J. is not using a place holder.  J. gets about 3-5 inches from book.  Seems to be transferring from book to writing answers on paper easily.  He finishes before most of class.

T. discusses answers to assignment by placing examples on white board (largish print, red marker) directly in front of J.  She is talking, but does not say specifically what she puts on the board.  T. asks J. to describe how he would complete a particular problem.  J. gets out his monocular, reads the problem pretty quickly, then explains how he would work it.

Follow-Up
Complete this after the observation.

Ideas Adapting the Environment and Student Positioning
J.'s position in class seems too far to one side.  Check to see if he can visually access everything from there, including the learning materials posted on bulletin boards
Skills TVI Could Address with Student

Circle all that apply and note possible intervention and/or lesson topics:

- **Access to learning materials**—*I should teach J. how to use a Post-It note to hold his place in a book when copying from book to paper.*
- Access to places in the room
- Organization
- **Assistive technology**—*Check to see if a magnifier help in the math book.*
- Self-advocacy—*J. could ask T. if she could use a darker marker on the whiteboard.*
- Social interactions
- Independence
- **Other:** *Homework completion— Ask T. if J. typically finishes all of his work. If not, talk to J. about possible reasons (could be visual fatigue at end of the day—may need to call parent for evening homework scenario)*

Adaptations TVI Could Address with the Classroom Teacher

- **Use of dark marker on whiteboard and overhead transparencies would be easier for J. to see.**
- **Ask T. if she could verbalize as she writes on the board, and- remind J. to use his monocular**

Materials TVI could issue to teacher or student

- **Magnifier if J. finds it helpful with this textbook.**
- **Post-It notes to help with marking place in book**.
Classroom Observation
Example 2

Student: Tiffany  Date & Time of Observation: 3/15/15, 9:00-10:00
Teacher: Ms. Stark  Setting: Day Care

Observation Notes

Physical Setting
Home-making and dress up (pretend play) area in one corner, reading area with books displayed in one corner, large table for snack/drawing/writing activities in middle, large light table in middle, shelf with puzzles, toys, baskets of crayons, etc. Lighting is sufficient. Play plastic food items in pretend kitchen. There is a large (huge!) communal play area with classrooms clustered around this. There are climbing toys here, dolls, blocks, etc. Areas tend to be delineated with rugs. There is a small playground just outside classroom door, with slide, swings, riding toys. There is a large playground across an inner campus street (which does have traffic). This playground is delineated with railroad ties to mark play area. The larger playground equipment/playscapes are here.

Which learning materials is the teacher using? Circle all that apply: interactive board, overhead projector, chalkboard, handouts, books, manipulatives, other:
Plastic food in kitchen area; print books, drawing/writing materials, puzzles, toys, etc., (materials typically found in a day care setting)

Write a Narrative of What you are Seeing
(Use a system for marking your concerns, e.g., circle, underline, star, question mark, highlight, etc.)

T is reading a dual media (print/braille) book to Tiffany, with Tiff in her lap. The book is Clifford, with large, colorful pictures. Tiff gets very close to pages, and runs her hand along every page (not particularly interested in braille). T proceeds rather quickly. Tiff goes over to group table where children are coloring. She bends down very close to see this. When coloring materials are offered, she runs off. Following this activity, class goes outside to big playground. Tiff anxious about crossing street, wants to hold T’s hand. She has difficulty navigating the railroad ties (compared to her peers, she seems less coordinated). Appears to visually locate the slide, and can climb the steps to this. Avoids the swing area, which does not have any kind of border to serve as a cue.

Follow-Up
Complete this after the observation.

Ideas Adapting the Environment and Student Positioning
Explore task lighting in some areas of the room to see if this improves vision performance (particularly writing/drawing area, and book nook)
Skills TVI Could Address with Student

Circle all that apply and note possible intervention and/or lesson topics:

- **Access to learning materials**: Explore drawing activities with Tiffany in order to provide strategies for these to Ms. Stark. Is this vision? Developmental stage? Try a slant board to improve her posture. Prepare a lesson for Tiffany in which actual food objects are compared to the plastic ones in the kitchen area so that she knows what the plastic ones represent.

- **Access to places in the room**: Talk with COMS about my observation of Tiffany on the playground. Can there be sound or tactile cues set up to mark distinct playground equipment areas?

- **Organization**

- **Assistive technology**: Try a stand magnifier (dome) to see if Tiffany can see more detail in picture books. May also benefit from this for print later on. Experiment with a 2x telescope on the playground to spot areas. Refer Tiffany to the low vision clinic for an evaluation.

- **Self-advocacy**: Encourage Tiffany to let her teacher know when she can’t see something.

- **Social interactions**

- **Independence**

- **Other**: Tiffany is really struggling visually. Redo learning media assessment to see if she is functioning more as a functionally blind student, then introduce tactile methods and pre-braille activities.

Adaptations TVI Could Address with the Classroom Teacher

- **Keep a dome magnifier handy and allow Tiffany to use this with books.**
- **When in a reading circle, allow Tiffany closer inspection of pictures. Change pace a bit to give her time to “look”.**
- **Change out some of the play items in the pretend kitchen with real items where possible.**
- **Encourage Tiffany to use a slant board to place drawing paper and books. This will improve her vision and posture.**
- **Consider task lighting, placed so that Tiffany’s head does not block the light.**
- **Place wind chimes on swing set so she knows more precisely when she is near these. The idea of getting hit by a swing is scary for her.**

Materials TVI could issue to teacher or student

- **Slant board**
- **Stand magnifier (dome)**
- **OTT light**
Observation Outside of the Classroom

It is important to observe your student in a variety of environments including places they go in the school and in the community. (cafeteria, gym, band/choir room, sports event, mall, grocery store, bank, bowling alley, restaurants, home, etc.) Also, make sure to observe how your student functions in a variety of lighting situations such as at dusk, night, early morning, cloudy, bright sunshine, etc.

With student and family input, make a list of different environments and lighting conditions your student experiences outside the classroom and discuss with the student and family any problematic areas.

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<th>Environment</th>
<th>Lighting Condition</th>
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Use this list to determine priority environments/lighting conditions to observe.

1. 

2. 

3. 

Arrange time in your schedule and arrange with the student/family to meet for the observation. You may have to discuss this with your supervisor to get pre-approval, but the IEP should spell out the amount of time for instruction outside the school setting and outside the typical school day.

**Date/time and place to meet:**

Preferred: 

Second Choice: 

**Identified areas to target during the observation:**

1. 

2. 

3. 
Observation Outside of the Classroom

Student: __________________ Date & Time of Observation: __________________
Environment: ______________

Observation Notes

Physical Setting
Lighting:
Student accomodations/tools: (sun glasses, hat, magnifier, monocular, cane, iPhone, note taker, etc.)
________________________________________________________
________________________________________________________

Write a Narrative of What you are Seeing
(Use a system for marking your concerns, e.g., circle, underline, star, question mark, highlight, etc.)

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**Follow-Up**

Complete this after the observation.
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<th>Ideas Adapting the Environment and Student Strategies</th>
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### Skills TVI/COMS Could Address with Student/Family (circle all that apply)
Skills circle all that apply and note possible intervention and/or lesson topics:
- Access to written information both near and distant
- Access to places within the environment
- Organization
- Assistive technology
- Self-advocacy
- Social interactions
- Independence
- Other

### Adaptations TVI/COMS Could Address

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### Materials TVI/COMS could issue or recommend to student

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Observation Outside of the Classroom

Example

It is important to observe your student in a variety of environments including places they go in the school and in the community. (cafeteria, gym, band/choir room, sports event, mall, grocery store, bank, bowling alley, restaurants, home, etc.) Also, make sure to observe how your student functions in a variety of lighting situations such as at dusk, night, early morning, cloudy, bright sunshine, etc.

With student and family input, make a list of different environments and lighting conditions your student experiences outside the classroom and discuss with the student and family any problematic areas.

1. Grocery store - bright light, confusing layout
2. Restaurants - dim light, reading overhead and handheld menus
3. School cafeteria - bright light, confusing layout, lots of movement, selecting food, finding seat

Use this list to determine priority environments/lighting conditions to observe.

1. school cafeteria during lunch time
2. grocery store when store is not too busy
3. ______________________________________

Arrange time in your schedule and arrange with the student/family to meet for the observation. You may have to discuss this with your supervisor to get pre-approval, but the IEP should spell out the amount of time for instruction outside the school setting and outside the typical school day.

Date/time and place to meet:
Preferred: trip to grocery store; meet student outside English class at 3:00 p.m. and walk to bus stop; travel to grocery store together on bus
Second Choice: ____________________

Identified areas to target during the observation:

1. walking to the bus and behavior on bus (social skills with strangers)
2. walking from bus to grocery store
3. finding specified items in grocery store (banana; vitamins)
Example Observation Notes: Outside of the Classroom

Student: Veronica  Date & Time of Observation: 3/1/16  8:00-9:30 a.m.

Environment: grocery store

Observation Notes

Physical Setting

Lighting: very bright; lights reflecting off of floor

Student accomodations/tools: (sun glasses, hat, magnifier, monocular, cane, iPhone, note taker, etc.)

cane

Write a Narrative of What you are Seeing

(Use a system for marking your concerns, e.g., circle, underline, star, question mark, highlight, etc.)

Veronica uses her sight along with the cane to travel. She avoided 2 obstacles on her route: a car parked in the crosswalk, and a grocery cart blocking the sidewalk leading into the store. She entered the store and used echolocation to figure out where she was. Once in the store, she correctly headed to the produce department (just right of the entrance). Took a long time looking for the bananas, using vision and tactual skills as she went to items that were yellow. Became increasingly confused and worried-looking. O&M intervened and suggested she ask a person (who was working in the produce department) for assistance. Veronica approached the person (did not stand too close) and politely asked. The woman, who was apparently trained in correct guide technique, led Veronica to the bananas and walked away.

Next task was to find the pharmacy section. Veronica did not have a telescope nor a magnifier with her, so she made no attempt to use visual cues to read signs in the store. Required a verbal prompt to find vitamin section. She could find vitamin bottles, but not read information on the bottle. Used tactual strategy to place the bottle back in its place on the shelf.

Navigated to the self-checkout stands and located a checkout machine. Leaned in close to read the display, but required hand-under-hand guidance to locate appropriate fields on the machine, as well as location of scanner. Walked back to the bus independently, avoiding obstacles. Chatted appropriately with another person next to her.

Follow-Up

Complete this after the observation.

What is working?

1. Combines sight, cane and problem solving skills to navigate very quickly and efficiently.
2. She is very polite and friendly with strangers.
3. She requests assistance and stands at an appropriate distance from people.
4. She problem solves along the way, trying to do things independently first.
Ideas Adapting the Environment and Student Strategies

Since there is no control over bright lights in grocery store, consider trying glare reduction sunglasses (with not much tint to them).

Skills TVI/COMS Could Address with Student/Family (circle all that apply)

Skills circle all that apply and note possible intervention and/or lesson topics:

- Access to written information both near and distant
- Access to places within the environment
- Organization
- Assistive technology: Training on how to use a telescope in the grocery store to read aisle signs and to scan produce to find desired item. Training on using a hand-held magnifier to read cans, bottles, food labels, etc. in a grocery store.
- Self-advocacy: When and how to solicit assistance
- Social interactions: Whereas Veronica is very friendly, she will need some training on “stranger danger”, or ways to stay safe in public settings/on the bus.
- Independence
- Other

Adaptations TVI/COMS Could Address

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Materials TVI/COMS could issue or recommend to student

Magnifier
Telescope
Trial with sunglasses with glare reduction qualities
Vision Ergonomics
Designing Educational Environments to Optimize Vision

Chrissy Cowan, TVI
Texas School for the Blind and Visually Impaired

As you work with students with low vision, there are general adjustments that can be made to classroom environments that will enhance visual functioning. The following should be considered for each individual student, based on information from a functional vision evaluation.

Consider the Etiology
Familiarize yourself with the characteristics of the most predominant visual conditions resulting in low vision and their effects, such as retinitis pigmentosa, ocular albinism, retinopathy of prematurity, optic nerve hypoplasia, cortical visual impairment, cataracts, coloboma, nystagmus, central scotoma, glaucoma (this list is not complete). A current (October 2015) web resource for this is [http://www.svrc.vic.edu.au/AV.shtml “Visual Impairment”](http://www.svrc.vic.edu.au/AV.shtml). For each etiology, look for such things as:

Effects of Light
Examples: cataracts cause light to be scattered over the retina meaning that bright light and glare will usually cause problems for the student, whereas the student with retinitis pigmentosa (RP) will require high illumination. Glare for some would be disastrous. Overhead lighting might be too low/high, depending on the etiology. Illuminated screens (any type of lighted display) would be difficult for some, necessary for others.

Field Deficits
Examples: students with Stargardt’s Disease can have a central acuity loss, making staying on a line of print difficult without specific training. Students with retinitis pigmentosa tend to lose the peripheral field, thus making large print and/or enlarged maps/charts/graphs/photos difficult to scan.

Eye Motor
Examples: students with nystagmus tend to have problems shifting gaze from one target to another (typical of copying assignments).

Consider Posture
A work surface and/or computer work station that is poorly arranged in regards to lighting would reduce visual efficiency. Whereas marketed reading stands straighten the student’s posture and elevate the reading material, students typically need to write on the same (slanted) surface. Look on occupational therapy websites, such as [http://www.therapro.com/](http://www.therapro.com/), for a writing stand that does not have the ridge at the bottom which makes writing uncomfortable. Or, use a 3 inch 3-ring binder turned sideways to slant work at an angle.
Consider Organization

It takes the student with low vision longer to find things. Students need to access their materials quickly, so storing for quick retrieval is necessary. Consider a small, stick-on battery operated closet light that you press for inside desks and other darker spaces. Backpacks will need folders and other organizational containers to keep papers organized, and smaller objects in desks should have dedicated containers. The TVI will need to check and reinforce that an established system is used consistently.

Consider Lighting

For Work Surfaces

With some eye conditions, a lamp might be necessary to put light precisely where it is needed. If an outlet is nearby, the APH lamp is wonderful. Another option is a battery powered OTT light that can be moved from room to room. When positioning the light, make sure the student’s head or hand does not occlude the light, or that the light is shining on the student’s face.

Students with albinism or cataracts might have difficulty with too much ambient light and/or glare, which can cause headaches and have a “wash-out” effect on certain materials. Tinted lenses might be beneficial for some, or a light blue filter placed over the reading surface could change the contrast (watch for glare off of shiny surfaces). Avoid seating that is directly under harsh overhead lighting or near a large window.

Overhead Projector Screens and Interactive White Boards

When the target surface is lighted or bright, students with lighting issues may have difficulties. The classroom lighting can be adjusted to accommodate, or in extreme cases, the student may need to have a desk (print) copy if significant copy work is required. There are apps available that connect the student’s tablet with the teacher’s computer or the interactive white board that would provide a clearer copy for the student.

Consider Writing Tools and Materials

Provide adapted paper and writing tools, and adjust lighting and positioning of materials (see writing slant board above) if needed. Examples of writing tools include drafting pencils (or #1 soft lead, available in art/craft stores) and fine point felt tip pens, such as a Flare® pen. Students may perform better with bold line paper, or commercially available wide ruled notebook paper with darker lines (compare these at the grocery store—some are darker than others). Gradually move toward fewer adaptations as the student becomes more proficient.

Consider Optical Devices

Assuming the student has been seen by a low vision specialist, start by making sure the prescribed optical devices are on hand and the student has learned how to use them correctly. Devices that tend to be handed to students by well-intentioned people should be avoided (e.g., full page magnifier, bar magnifier). Electronic near devices are best used for “spot” viewing, and will slow the student down when reading longer passages. If a video magnifier (CCTV) is in the room, find out if it is being used consistently. If it is not (perhaps due to portability, placement, too much enlargement) consider retraining the student on a handheld or stand magnifier. There are now products available from APH and Education Service Center, Region 4 that are designed for teaching optical device use. Refer to Looking to Learn: Promoting Literacy for Students with Low Vision, D’Andrea and Farrenkopf, Eds., AFB Press.

Resources to Support Student Observations

**Adapting Environments**

Class Layout

http://www.teachingvisuallyimpaired.com/classroom-design-tips.html

Vision Ergonomics

http://www.tsbvi.edu/instructional-resources/62-family-engagement/3656-vision-ergonomics

Lighting

http://www.teachingvisuallyimpaired.com/adjust-lighting.html

School Safety

http://www.teachingvisuallyimpaired.com/school-safety.html

School Playgrounds

http://www.teachingvisuallyimpaired.com/school-safety.html

Labeling Systems

http://www.teachingvisuallyimpaired.com/labeling-system.html

Design for Sight: A Programming and Design Guide for Low Vision

http://iidatxokexcellenceindesignawards.org/images/entryImages/entry470.pdf

**Adapting Classroom Instruction**

Lectures

http://www.teachingvisuallyimpaired.com/lectures--instruction.html

Movies & Assemblies

http://www.teachingvisuallyimpaired.com/movies--assemblies.html

Differentiated Instruction

http://blindandvisuallyimpairedstudents.weebly.com/differentiated-instruction.html

**Providing Specialized Instructional Materials**

APH Products for the Core Curriculum

http://shop.aph.org/webapp/wcs/stores/servlet/Category_412A3B_10001_11051_20724-1_20701

APH Products for the Expanded Core Curriculum

http://shop.aph.org/webapp/wcs/stores/servlet/Category_412A4B_10001_11051_20764-1_20701

Perkins-Teaching Accessible Science

http://www.perkins.org/resources/curricular/accessible-science/
Math
http://www.tsbvi.edu/math

Literacy
http://www.pathstoliteracy.org/strategies and http://www.pathstoliteracy.org/resources
Notes:
Texas School for the Blind & Visually Impaired
Outreach Programs

Figure 1 TSBVI logo.

Figure 2 IDEAs that Work logo and OSEP disclaimer.

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