The following are examples taken from VI student IEPs that have been redacted. They are meant to provide samples of what others have created to report on VI assessments and on progress in the expanded core. By no means should these be construed to be requirements for the creation of an IEP. They are meant to provide TVIs ideas for those items that could describe current functioning.

Present Levels of Academic and functional Performance (PLAAFP): Samples for VI

(Bob Sample: Kindergartener)

Vision and Hearing:

Hearing acuity reported to be within normal limits by audiologist 8/2/12

The most recent eye report, dated August 5, 2011, gives a visual acuity of 20/400 at both near and distance without correction. Correction and/or treatment are not applicable. According to this report his eye condition is stable. Bob has a visual diagnosis of aniridia plus (incomplete formation of the iris, retina and optic nerve resulting in an acuity of 20/200 or greater), a coloboma (a small hole) of the retina OD (right), anomalous optic nerve OS (left), microphthalmia (smaller than usual eyes) esotropia (inward turning of the eyes), exotropia (outward turning of the eyes), pendular nystagmus (involuntary side-to-side movement) and high myopia (nearsightedness). Corrective lenses were prescribed on a trial basis to possibly aid in the student’s myopia. Additionally, it was reported that Bob had been consistently monitored for cataracts and glaucoma.

Functional Vision and Learning Media:

A Learning Media Assessment and Functional Vision Evaluation were completed on August 18, 2012. The full report is attached to this IEP. Bob uses his vision, as well as auditory and tactile modalities, but Bob relies on his vision as his primary mode for retrieving information even though his vision is significantly impaired. Regular classroom lighting is appropriate to provide him access while using black text on white background. It is essential that Bob have direct exposure and active involvement in instruction and materials through a multisensory approach. Bob compensates well for his visual impairment, however, this can often make it appear to others that he is retrieving information in this entirety when, in fact, he is missing details that he is unaware he is missing.

The recommendation based upon these evaluations is for continued use of a multisensory approach to learning, but braille instruction is required for Bob due to his limited near visual span and need for 48 inch and higher font. Based upon the Quality Programs for Visual Impairments (QPVI) and Atlantic Provinces
Special Education Authority (APSEA) guidelines, Bob will need one to three hours of braille instruction per day.

**Clinical Low Vision:**

Bob’s age is five years two months. He is a kindergartener. Due to his young age, a clinical low vision evaluation is not yet required and so information from the Functional Vision Evaluation was used to make decisions regarding low vision aids for Bob.

**Orientation and Mobility:**

An Orientation and Mobility evaluation was performed on August 20, 2012. The complete report is attached to this IEP. Bob travels very well in his school environment. He exhibits no difficulty navigating the hallways. He is able to secure his food independently in the lunchroom if told before lunch what his choices will be. When observed on the playground, Bob exhibits no hesitation when on the playscape or running with his friends. He participates in general education PE where the PE teacher makes appropriate accommodation for him. He does not receive Adapted Physical Education. At this time, formal O&M services are not recommended, but as he grows older and his general world access expands, he may require these direct services. - Orientation & Mobility Specialist

**VI Expanded Core Functioning**

**Assistive Technology and Accessibility:**

Per a FV/LMA performed 8/18/12, Bob is using Zoomtext in the computer lab. He prefers 7.5 magnification and sits approximately 4 inches from the monitor. He has made gains in using the CCTV independently to view materials given in class using 48 inch font. He uses a white board reading stand and slant board for writing. He independently goes to the teacher’s desktop to view what is being presented on the Smartboard. Additionally, he is making gains in his visual efficiency skills using the CCTV and Zoomtext. It will be important for Bob to learn to generalize these skills as materials and content of information changes. (AT and Assistive Aids required: Zoomtext, CCTV, and reading stand and slant board.)

**Reading & Braille**

The Jerry Johns Basic Reading Inventory was updated as a part of the on-going LMA. Date administered: 8/10/12

Graded word lists and reading passages were administered to the student in Times New Roman 24 font. The student was asked to read orally. The student
used reading stand to bring materials more near point. For the entire assessment, the student had nose on paper to access information.

Grade Word Lists:
BB (Pre-Primer): 15/20 Instructional/Frustration;
B (Primer): 15/20 Instructional/Frustration

Reading Passages:
BBB (Pre-Primer): 5/5 Independent; 17.04wpm
BB: (Primer): 5/5 Independent; 12.6 wpm
B: (Primer): 3/10 Independent/Instructional; 12.7 wpm

Bob at this time does not have important pre-requisites that a kindergarten child requires to be ready to begin formal reading instruction in braille. These are familiarity with braille books and the concept of reading, experience with braille materials such as tactual discrimination worksheets or similar braille materials that require a student to explore a braille page, follow lines of braille shapes, and identify whether braille shapes are the same or different, opportunities to experiment (scribble) with a braillewriter and or slate/stylus, and activities to build finger strength, reach, stamina, and fine motor skills.

Bob demonstrates the following strengths: recognizing and understanding spatial relationships, size relationships, basic shapes; textures, numeric relationships, weight relationships, movement; time concepts.

Bob is currently on Lesson 6 of Building on Patterns, The Primary Braille Literacy Program. Bob has made slow but necessary progress in pre-braille skills: using two hands in an organized manner, curving and aligning fingers on a braille line, wrist flexibility (especially for the left hand), light touch, and tracking skills. He has become consistent and has mastered the objectives associated with these skills. He has improved in generalizing these skills to discrimination sheets and in tracking in braille books. He is consistent discriminating shapes on tracking sheets, and is improving on his discrimination skills in the Building on Patterns braille instruction program.

Writing

When initially beginning braille instruction, the student had the necessary emergent writing skills. He had no pre-braille writing skills and was weak in the necessary pre-braille motor skills.

Bob has mastered the braille alphabet shapes on the swing cell visually and can recognize alphabet braille shapes when given the dots of the letter. Bob has transferred the number dots on a swing cell to the keys on a braille writer. He needs to continue to progress in the ability to write with the necessary finger
isolation and strength. The TVI has had Bob become an author and illustrator of Braille books he can take home to use in practicing his braille skills, as well as his literacy skills and vision efficiency skills.

Math
Bob is on grade level for math based on both formative and summative assessments. There are no areas of concern presently. He will require beginning instruction in nemeth code this year.

Functional Skills
Bob is functioning appropriately at age level at this time in areas of daily living per the EVALS Independent Living checklist. He is able to button and zip his own clothing and to don and doff coats and caps. He uses spoons and forks commensurate for his age.

Communication
Bob should continue to work on looking at the person who is speaking when being spoken to. There are no concerns with speech/language development at this time.

Motor Skills
Bob needs to continue to improve upon his finger strength and dexterity, including using his fingers in isolation as needed for writing on the braille writer. The TVI has conferred with the OT about strategies. A list of strategies will be given to the parents to reinforce this at home. This should improve with development and continued practice on the braillewriter. Scissor skills have improved.

Social/Behavioral
Bob is successful in all areas of behavior and in school management and socialization.

Self-Advocacy
Much of the structure of the classroom does not require Bob to advocate for himself. It is concern, however, that Bob does not advocate for himself on occasions because he does not realize that it would benefit him visually if he did so. It is important for those working with Bob to allow him the opportunity to
advocate for himself.

**Physical Education & Recreation**
The GE PE teacher has conferred with the TVI, and will continue to do so, in regards to any necessary accommodations/modifications to activities based upon Bob's documented visual impairment. Bob participates appropriately in general education PE. Accommodations are provided for ball handling and running to targets. On the playground, Bob climbs and swings on provided equipment and plays appropriately with children of his age.

**Career Education/Transition**
Bob is kindergarten age and does not yet require a transition plan.

**Impact of Disability**
Due to the complexity and significance of Bob's visual impairment, access to the school curriculum, functioning within the school curriculum, and the ability to progress through the school curriculum will be impeded. Bob will require instruction in compensatory skills and supportive aids and strategies, including a multi-sensory approach to learning to allow him to be successful with his documented visual disability. His Functional Vision Assessment and Learning Media Assessment point to the need for instruction in Braille in order for him to become an efficient reader.

(SallySample: 4th Grader)

**VI Assessments**

**Vision and Hearing:**
Passed mass hearing screening 10/2012.

The most recent eye report, dated September 2, 2012, gives a visual acuity of best corrected distance vision: 20/200- OD (right eye) and 20/70 OS (left eye). Near vision: 20/20 @ 10 inches. Diagnoses:
- Myopia is near sightedness and is a refractive error that is correctable with lenses.
- Astigmatism is improper curvature of the cornea and is correctable with lenses.
- Retinopathy of Prematurity: Ocular structures may be underdeveloped at birth. Normal vessel of the retina growth stops in premature babies and abnormal blood vessels begin to grow.
- Nystagmus is an involuntary rhythmical oscillation of both eyes in a pendular movement. Sally's nystagmus is very slight.
Corneal Degeneration: Sally had eye surgery 7/2010 to remove calcium deposits. According to ophthalmologist, the calcium deposits will more than likely re-grow reducing acuity and will need removal in the future.

Functional Vision and Learning Media:
Functional Vision Assessment, dated 9/11/12 (FVA), Learning Media Assessment, dated 9/11/12 (LMA), and Low Vision Evaluation, 3/9/12 (LVE), is a framework for assessing students, planning individual goals and providing instruction. (See reports attached to this IEP.)

In the beginning of 12-13 school year, Sally has worn her contacts approximately 2 days a week. To date, not enough data has been taken to determine specific visual information. Sally reports "everything is bigger and clearer to see". Sally is very sensitive to inserting her contacts and this is a process for her to acclimate to wearing contact lenses. Her optometrist agreed during the LVE, that it will take time for Sally to wear contact lenses on a consistent basis. Sally removes the contacts in the evening.

Near Vision Assessment: During one-on-one assessments, Sally's viewing/reading distance is approximately 10-12 inches with 12 point materials. Sally tends to move closer to her materials while reading. During testing, Sally's words per minute, comprehension or fluency did not increase due to closer viewing distance or when using the dome magnifier. Her viewing distance when using the dome magnifier is approximately 5 inches. Sally states that when her eyes tire or for print smaller than regular print, she likes to use the dome magnifier. Sally reads 12 point print at approximately 10-12 inches. Due to the curvature of her glasses, print is minified, which explains Sally's closer than normal viewing distance. It has been observed that Sally tends to lean in closer (7"-9") to her materials when she is unsure of directions or content to complete a worksheet or assignment. She requires clear copies for worksheets and tests and will let her teacher know if a copy is too light for her to see clearly. Sally's near viewing distance is the same for large print as it is for regular print due to the focal distance in her prescription glasses. Sally uses post-it notes to mark specific information in books for quick reference. She has compensated for the significant difference between acuity ranges between her left and right eyes and does not exhibit under or over-reaching. She is able to locate common classroom objects that are grouped together. Her nystagmus (movement of the eye) is very slight.

Distance Vision Assessment: During one-on-one assessments, Sally quickly identified the 20/60 (1 1/4" high numbers) Snellen Eye Chart line @ approximately 18 feet. Sally sits within 9-10 feet from the point of instruction, demonstrations, and the Promethean Board. Sally demonstrated reading quickly whiteboard/promethean board information written in black, blue, and purple
markers/print. She exhibited difficulty visually accessing information written with yellow, orange and red markers/print on the whiteboard/promethean board.

Sally’s primary learning medium is visual print.

Clinical Low Vision:
Ocular Diagnosis: Retinopathy of Prematurity, Nystagmus, Corneal degeneration, myopia, and astigmatism
Best Corrected Distance vision: 20/200- OD (right eye)
20/70 OS (left eye)
Near vision: 20/20 (left eye: @ 10 inches). Field of Vision: not tested.
Head tilt: may improve acuity (left or right) Binocularity is not present due to nystagmus. Contrast sensitivity: best in normal to bright light conditions.
Classroom seating: near instruction and per student discretion.
Recommendations: Even though Sally can read 12 point print, the dome magnifier will allow her to read more efficiently. Due to her glasses prescription being high myopic, everything she sees and reads tends to be minified, causing Sally to stand or sit closer to her reading material. Sally may benefit from contact lenses to increase magnification. Optical intervention recommended: use of personal glasses, Eschenbach #1421, and 2x dome magnifier. Non-optical recommendation: extended time, enlarged tests and texts to16 point or greater.

Orientation and Mobility:
An Orientation and Mobility evaluation was performed on September 19, 2011. Sally travels very well in his school environment and exhibits no difficulty navigating within and around the school. She is able to secure his food independently in the lunchroom. O&M services are not recommended at this time.

VI Expanded Core Functioning
The Expanded Core Curriculum (ECC) is the body of knowledge and skills that are needed by students with visual impairments due to their unique disability-specific needs. Students with visual impairments need the expanded core curriculum in addition to the core academic curriculum of general education. An Expanded Core Curriculum assessment (Iowa ECC Resource Guide Checklist) was conducted on 9-11-12 in conjunction with the Learning Media Assessment and the Functional Vision Evaluation done on 9-12-12.
**Assistive Technology and Accessibility:**

Sally has appropriate techniques when using her dome magnifier. She locates information, scans materials and tracks print from left to right and top to bottom without missing information. When using her dome magnifier, Sally's viewing distance is approximately 5 inches for optimal viewing. The dome magnifier allows her to read more efficiently without visual fatigue. She stores her magnifiers appropriately in her desk keeping it scratch free. She determines when she needs to use the magnifier due to visual fatigue or materials that are smaller than 12 point print (i.e. maps, dictionary, graph, etc.). Sally currently has two dome magnifiers that are of varying size. She prefers to use the smaller magnifier due to it being light weight. She wears her glasses or contacts at all times for near and distant viewing.

Sally's normal viewing distance for most programs on the PC is approximately 12-13 inches. She can log in and close out web sites quickly with the regular white arrow. Sally is independent with activating the windows magnification tool at school and at home when needed. She can click and drag items during games. Sally does not require magnification to locate icons on the desk top. She views web sites with low contrast information.

(AT and Assistive Aids required: 2X dome magnifiers - mini and regular, large print at 16 point font or larger, and windows magnification.)

**Reading**

Reading: 855 Exceeds Standards
Literary Comprehension 89%
Reading for Information 86%
Reading Skills and Vocabulary Acquisition 100%

Sally has a clear understanding of what she reads. She is able to apply a variety of word skills to read new words and to understand what is written. She can draw conclusions and make predictions, and she shows a thorough understanding of what she has read.
Writing
- Handwriting Skills: Sally’s writing is slightly larger in size than her peers due to the minifying effect of her prescription lenses. Her handwriting is legible and she is using increasingly smaller print size when completing worksheets and writing assignments. Sally has improved when reviewing her work for accuracy when copying spelling words into her agenda and is working on reviewing her work for accuracy.

- English/Language Arts 822 Meets Standards
  Grammar and Sentence Construction 60%
  Research and Writing Process 90%
Sally understands the various purposes of writing. She writes increasingly varied sentences and can recognize complete and incomplete sentences. She applies the rules of English grammar, including recognizing correct sentences. She is capable of using different resources to gather information and correctly using the parts of a book. She adequately organizes and revises information.

Math
Mathematics 788 Does Not Meet Standards
Number and Operations 50%
Measurement 60%
Geometry 50%
Algebra 67%
Sally exhibits a limited understanding of mathematical ideas and procedures. She can solve basic problems that involve addition, and sometimes subtraction and multiplication. She demonstrates limited knowledge of geometric shapes and metric units. There is minimal evidence of understanding time, use minimal problem-solving skills and has computation errors. She can create/interpret simple tables and bar graphs. In Sally’s academic math class she makes mistakes in computation, has not mastered grade level math facts, and does not understand multiple steps when regrouping. Math materials are enlarged and there is no compelling evidence that her vision impairment is the underlying cause for her difficulties in math.

Functional Skills
Organizational Skills: Sally keeps her desk area organized and can locate items needed to complete a task. She needs assistance on cleaning out papers no longer required in her folders and notebooks. She consistently writes down assignments/test information in her agenda. Sally is independent in personal
In Art class, Sally is currently working on a 3-dimensional heart shaped art piece. Ms. K reports Sally always exhibits attending behaviors in Technology. Sally demonstrates skill in utilizing the windows magnification tool for screen enlargement on the PC, but rarely needs to do so. Ms. L reports Sally is an advocate for herself when she cannot see the board during instruction. Sally is participating in Chorus auditions and is very excited about the possibility of being selected as a group member.

**Communication**
Bob should continue to work on looking at the person who is speaking when being spoken to. There are no concerns with speech/language development at this time.

**Motor Skills**
Bob needs to continue to improve upon his finger strength and dexterity, including using his fingers in isolation as needed for writing on the braille writer. The TVI has conferred with the OT about strategies. A list of strategies will be given to the parents to reinforce this at home. This should improve with development and continued practice on the braille writer. Scissor skills have improved.

**Social/Behavioral**
Sally has difficulty with reading non-verbal cues and interpreting body language due to the curvature of her lenses people appear further away. She does not always observe appropriate distances and may tend to get into others' personal space. She demonstrates age appropriate conversational skills.

**Self-Advocacy**
Sally has an understanding of her visual impairment and positions herself for optimal viewing to access the board, word walls, and demonstrations. Sally lets teachers know when there is too much glare on the whiteboard and she needs to reposition to another location. She however does not ask teachers questions when she is unsure of how to complete a worksheet or assignment.

**Physical Education & Recreation**
Sally continues to complete activities and learn new skills during PE without problems in navigation and using regular equipment with normal rules.

**Career Education/Transition**
Sally is 10 years old and does not yet require a transition plan, however, Sally was invited to attend and attended this annual IEP meeting in preparation for
taking part in future IEPs meetings where transition will be discussed.

Impact of Disability
Sally’s disability is characterized by her vision impairment of Retinopathy of Prematurity, Nystagmus, Corneal degeneration, Myopia and Astigmatism. Sally’s visual impairment will have a significant, negative impact on her ability to visually access materials at the same pace as her peers due to visual fatigue following long periods of reading. Everything that she sees and reads is minified due to the curvature of her prescription lenses, reducing her reading distance. During periods of visual fatigue, Sally requires the use of large print, enlargement software, or her dome magnifier to read materials efficiently. Sally requires accommodations, modifications and specialized instruction within the Expanded Core Curriculum to address her vision needs.