Additional Assessment Tools

Vision Mentorship Program | Outreach Access Services

A vision evaluation includes a Functional Vision Assessment (FVA), Learning Media Assessment (LMA), and Expanded Core Curriculum assessment (ECC). However, since a Teacher of Students with Visual Impairments (TSVI) assesses a wide variety of learners you may need to use additional assessment tools, skills inventories, and/or checklists to convey to the IEP team a learner's sensory needs. *Don't panic!* This resource page will hopefully get you started with some additional tools to use when assessing. You can also reach out to the WSSB's Outreach Access Services team for more support.

Tools for:

- Learners with Cortical Visual Impairment (CVI)
- Early Learners
- Braille Assessment Tools
- Assistive Technology Tools
- Deafblind Learners and/or Learners with Complex Support Needs

Learners with Cortical Visual Impairment (CVI)

1. CVI Range: Christine Roman-Lantzy's CVI Range is available in the "Cortical Visual Impairment: An Approach to Assessment and Intervention" 2nd edition book through The American Printing House for the Blind (APH). The CVI Range tool evaluates a learner's functional vision in relation to 10 visual and behavioral characteristics (color preference, visual latency, need for movement, difficulty with novelty, visual field preferences, complexity (array, objects, faces, sensory environment), difficulty with distance viewing, need for light, atypical visual reflexes, and difficulty with visually guided reach).
2. 2D Image Assessment: This tool was created by Matt Tietjen and is included in the Roman-Lantzy "Cortical Visual Impairment: Advanced Principles" book. This assessment tool helps evaluate the most accessible 2D images for a student with CVI. The image files for this assessment can be downloaded from the APH website on the page for this Roman-Lantzy book in the "Manuals and Downloads" sections.
3. "What's the Complexity?" Framework: This tool was also created by Matt Tietjen and is included in the Roman-Lantzy "Cortical Visual Impairment: Advanced Principles" book. This assessment tool helps looks at the complexity of the learning materials as well as the complexity of the learning environment for learners with CVI.
4. Visual Skills Inventory: Dr. Gordon Dutton's Visual Skills Inventory is available online to download for free and provides a framework for parent interview questions. Some of the characteristics reviewed in this inventory are similar to the CVI Range while others look at different visual characteristics (visual attention, visual field function, attention to light, distance attention, visually based interactions with people, perception of movement, difficulties with visual complexity that might cause behaviors in complex environments, difficulties handling additional sensory information, difficulties with visually guided movement of reaching and stepping, and difficulties with visual recognition). There are two inventories available online, one for younger learners (4-8 years old) and one for older learners (9-12 years old).
5. Sensory Balance: An Approach to Learning Media Planning for Students with CVI: This tool was created by Christine Roman-Lantzy and Matt Tietjen to support completing a LMA on a learner with CVI. The idea behind this tool was that a traditional LMA did not give enough information about the unique sensory needs of learners with CVI.

Early Learners:

Oregon Project: The Oregon Project for Preschool Children who are Blind or Visually Impaired (The OR Project) is a comprehensive assessment and curriculum designed for use with children birth to six who are blind or visually impaired. It can be used by parents, teachers, vision specialists, or counselors in the home or in the classroom setting (description from the website). The skills inventory lists with this tool are helpful to use when assessing a learner's current skill level and when looking at what learning targets to work towards next. The curriculum with the assessment gives ideas on how to work on each skill.

Braille Assessment Tools:

1. Pre-braille Assessment: A PDF of this TSBVI designed pre-braille assessment can be found in this Paths to Literacy article linked above.
2. TSBVI Early Tactile Learning Profile: This tool helps develop a “tactile profile” for a learner who is between the ages of birth to five and/or a “non-traditional” tactile learner. The tool has a profile checklist to fill out about your learner as well as evaluation and instructional resources to support the use of the checklist.
3. The Queenland Braille Progression and Assessment Tool: A PDF of this assessment can be found in this Paths to Literacy article about the tool. The assessment is from Australia and allows a TSVI to record a learner’s braille skill development from an early tactile learner to proficient braille user.
4. Oregon Project: The Compensatory section of this skills inventory does cover “braille readiness skills”.

Assistive Technology Tools:

1. Access Technology for Blind and Low Vision Accessibility: This 2nd edition book by Yue-Ting Siu and Ike Presley gives updated information about AT tools that are available and how to evaluation the AT needs of learners. The WSSB AT team particularly likes the "Environmental Assessment for Access Technology" that is in Appendix 9.2 in this book to get a "big picture" view of what is working and what are the needs of your learner. All the assessment forms from this book are available on the APH website page for this book in the "Manuals and Downloads" section.
2. Wisconsin AT Initiative (WATI): This group created a guide for multidisciplinary teams to look at AT needs for all learners. There is a section (Chapter 12) that specifically looks at AT needs for learners who are blind or visually impaired. The link above will take you to a Paths to Literacy article about this section of the guide and has a link to take you to downloadable resources on the WATI website.

Deafblind Learners and/or Learners with Complex Support Needs:

1. Sensory Learning Kit Guidebook and Assessment Forms: The Sensory Learning Kit is not available through APH anymore, but many TSVIs have these kits still in their offices. The original assessment forms manual can be downloaded through the link above to a Paths to Literacy article about using the sensory learning kit during an LMA. The assessment forms help collect information about how a learner does with a variety of different sensory inputs. There are also observation forms to gather information about the arousal state of a learner throughout the day and to gather information about the learner's response to different sensory activities.
2. Sensing and Learning: This is a new resource from APH that builds on the information that can be found in the Sensory Learning Kit regarding assessing and support the sensory needs of learners with complex support needs. This update is based on current research to support learners at the sensorimotor stage. The book can help TSVIs complete sensory efficiency and learning media assessments. The assessment forms found in this book can be downloaded in the "Manuals and Downloads" sections on the APH website page for this book.
3. Assessment of Biobehavioral States: Supporting Availability for Learning for Students with Multiple Disabilities Including Deafblindness & Profound Intellectual & Multiple Disabilities: A PDF of this tool created by Chris Russell can be found in the Paths to Literacy article linked above. (Side note: the article also gives more information about the availability for learning in our learners with complex support needs) This observation tool allows team members to collect information about a learner's response to activities while also looking at factors such as environmental lighting, sound level, position, temperature, communication partner, and social situation. Look in the "Additional Resources" section in the article for the link to this tool.
4. Home Talk: A Family Assessment of Children who are Deafblind: You can download an English and Spanish version of the Home Talk assessment tool from this link. This tool was designed for families and care providers to give information about a learner's skills, interests and personality to help start the process of planning for school programming. Some of the forms in this tool could also be used to help during transitional evaluations when a learner will be going to a new building and/or program.
5. Functional Scheme Assessment: This tool was created by Lili Nelson and is available to purchase through LilliWorks. The assessment can be used to assess skills in learners at a developmental level under 48 month in nineteen skill areas (some areas included are gross/fine movement, visual/auditory perception, smell and taste, object/spatial perception, social/emotional perception, toileting skills, verbal/non-verbal language).

6. An Authentic Assessment: This type of assessment focuses on gathering assessment data about a learner within typical environments during their everyday routines. The National Center on Deafblindness (NCDB) lists the key components to include in this type of assessment.
7. Communication Matrix: This assessment can be a good tool to collaborate with an SLP, parent, and/or classroom teacher. The tool helps team members shows the communication strengths of a learner and the next steps to work towards.
8. Likes/Dislikes Form: The Washington Dual Sensory Services (WSDS) team has a form that can be downloaded and filled out by a team to keep an inventory of things a learner with complex support needs likes and dislikes. This tool can be helpful for the team moving forward as the group plans for a learner's daily routines, school learning opportunities, etc.
9. Texas Deafblind Project: The assessment page on the Texas Deafblind Project website has a lot of great links to resources related to assessing this type of learner. The "Summary of Deafblind Evaluation Tools" link gives a nice overview of a large range of tools.

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