



## Vision Severity Characteristics Worksheet

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

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

Grade: \_\_\_\_\_

CATEGORY	RATING	MILD NEEDS 0-2	MILD TO MODERATE NEEDS 3 - 4	MODERATE NEEDS 5 – 6	MODERATE TO SEVERE NEEDS 7 –8	SEVERE NEEDS 9 – 10	PROFOUND NEEDS 11 - 12	SEVERITY SCORE		
								Date	Date	Date
FUNCTIONAL VISION STATUS		Visual skills adequate for core curriculum	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 de- Pending on ac- tivity or setting	Totally blind or no visual input			
LEVEL OF VISION (MEDICAL)	Distance Acuity	20/20 – 20/50	20/40 – 20/100	20/70 – 20/200	20/150 – 20/400	20/300 – 20/800	20/400 – L.P.			
	Field Loss	0 – 10 degrees	5 - 20 degrees	15 – 30 degrees	24 – 40 degrees	35 – 60 degrees	>50 degrees			
NEAR VISION ACUITY (FUNCTIONAL) See Appendix A & B		20/20 – 20/50	20/40 – 20/100	20/70 – 20/200	20/150 – 20/400	20/300 – 20/800	20/400 L.P. NIL			
READING MEDIUM		Reading regular print texts	Regular test primary type (primary grades)	Regular print with some print modification	Print demands vary with subject/ Print modifi- cations needed	Print modifi- cation, braille, audiotope or combination	Learning to use a new reading method, i.e., braille audiotope			
TANGIBLE AIDS/ LOW VISION DEVICES TECHNOLOGY		No devices	Mastery of aid/ No instruction	Competency/ May review or refine skills using existing aid	Refine or into. new skills using existing low vision devices, tangible aids or technology	Maintain use if hi-tech equip. or tech use if new tangible aid or low vision device	Intro of hi-tech equip./skills, i.e., optical scanner or note-taking device			
MATERIALS PREPARATION		No devices	Minimal amount	Occasional need to adapt material to learner's needs	Frequent need to adapt materials to learner's needs	Intensive modification of materials needed	Daily preparation and modifications needed			
COMMUNICATION WITH PERTINENT INDIVIDUALS		Primary student responsibility	Minimal communication with pertinent individuals (2-4 times/year	Monthly communication with pertinent individuals	Weekly communication with pertinent individuals	Intense com- Munication with pertinent individuals	Daily communication with pertinent individuals			
COMPENSATORY SKILLS		Not necessary at this time	Minimal modification or intervention	Occasional modification or intervention	Frequent intervention or introduction of skills	Intense modification and instruction	Daily modification and instruction			

## Expanded Core Curriculum (ECC) Quick Reference

### Domain Areas with Sub-Skills

#### Compensatory Skills

- Concept development
- Study and organizational skills
- Speaking and listening
- Adaptations for gaining access to areas of the core curriculum (e.g.: use of tactile graphics, adding contrast, or use of manipulatives and models)
- Braille and Nemeth reading and writing
- Use of large print and low vision devices
- Communication modes for students with additional disabilities (e.g.: tactile symbols, a calendar system, sign language, and recorded materials)

#### Assistive Technology

- Keyboarding skills
- Braille access devices
- Visual access software and devices
- Auditory access software and devices
- Choosing appropriate options
- Device maintenance and troubleshooting

#### Sensory Efficiency Skills

- Use of non-optical low vision devices
- Use of optical low vision devices
- Use of a combination of senses
- Use of environmental cues and modifications
- Recognizing when not to use vision

#### Orientation and Mobility

- Body image
- Environmental concepts
- Spatial concepts
- Pre-cane mobility skills
- Independent mobility skills

#### Independent Living Skills

- Personal Hygiene
- Eating habits
- Manners

- Dressing
- Grooming
- Maintaining a home (e.g.: cleaning, dishes, personal expenses)
- Human Sexuality

#### Social Interaction Skills

- Interpersonal communication
- Requesting information from persons in the general public
- Self-advocacy
- Maintaining eye contact
- Taking turns in conversations

#### Recreation & Leisure Skills

- Competitive sports (e.g.: bowling, goalball, wrestling, marathon running)
- Noncompetitive sports (e.g.: swimming, skiing, jogging)
- Hobbies (e.g.: arts and crafts, board games, leisure reading)
- Choosing recreational activities

#### Career Education

- Time management
- Organizational skills
- Knowledge of various occupations
- Work habits and discipline
- Effective communication skills
- Specific vocational skills

#### Self-Determination

- Self and environment
- Decision making
- Problem-solving
- Goal setting
- Personal advocacy and communication skills
- Self-control
- How to interact with the environment to achieve desired outcomes

## In Ms. Makar's Class -

When I	I use
read my book	my slant board and magnilink
write in my workbook or on my worksheet	my slant board and magnilink
Look at the board	the magnilink - flip the lens and open the lens door
charge my equipment	the adapter box and plug in my magnilink and computer.

Large Print – at least 24 point font  
(verdana preferred)

## In Ms. Jackson's Class –

When I	I use
read my books	my iPad and the Read2Go app
Look at the board	my iPad and the join.me app
read my worksheets	large print or my magnifier or take a picture with my iPad and make it bigger
Write on my worksheets	large print or my iPad and snaptape pro app
charge my equipment	the iPad

Large Print – at least 24 point font  
(verdana preferred)

Day - M T W Th F

Date \_\_\_\_\_

In Ms. Makar's Class-

Did I	yes	no
Use my slantboard ?		
Use my magnilink?		
Use my magnifier?		
Charge both pieces of my equipment?		

In Ms. Jackson's Class-

Did I	yes	no
Use my iPad?		
Use my magnifier ?		
Use large print papers ?		
Charge my equipment ?		