

Vision—Seeing

The visual function screening includes tests for distance acuity, near acuity, and binocularity -- using both eyes together. A weakness score on any of the tests in this screening should lead to a referral for a full optometric exam by a licensed vision specialist.

Test's screening indicates she should be referred to a vision specialist. Please complete the Referral Form at the end of this report. The form will show those areas of the visual function screening that have been identified as weaknesses.

A weakness in any of the vision tests means that Test may have difficulty seeing objects or printed materials. These challenges can interfere with learning and could be linked with difficulties in paying attention and reading. Test might misread beginnings, middles, or endings of words; she may lose her place while reading or not remember what has been read. Vision problems can also lead to eyestrain, fatigue, and headaches. Because of Test's vision challenges, she may become easily frustrated and seem unsure about her abilities.

How can Test overcome these challenges? In addition to seeing a vision specialists for a full check-up, select strategies from the list below and include them on Test's Crib Sheet.

VS1** Screen Test for scotopic sensitivity using PowerPath's Scotopic Sensitivity Screening. Follow the directions on the screening. Enter the screening results into PowerPath's software and print a Scotopic Sensitivity Report. If recommended, follow the steps to select a colored overlay to help Test see printed pages more clearly. If a colored overlay is recommended, give Test her own strip of the overlay to use for all types of reading and math situations - school, work, or home. If possible, have Test's tutor/instructor review the book, *Reading by the Colors*, by Helen Irlen.

Overlays (Irlen)—Colored plastic strips for math

VS2** Keep reading assignments short. Break longer reading assignments into shortened segments. Take breaks often. Alternate between books, computers, and writing to vary the form of vision being employed.

Try to relate readings to real life.

VS3** Use a marker. Markers -- strips of paper or the edge of an index card -- will help Test keep her eyes focused and working together. Using a colored highlighter (blue, pink, green, or yellow) to highlight important words or ideas will also be helpful. Another type of marker is a finger. Test can also use her finger to follow the words while reading. This will help keep Test's eyes working together.

Use an index card or sticky notes to frame lines, words or math problems. Highlight passages on the computer by scanning material then use computer highlighting tool. Laminate copies of material so that students can highlight different passages with different color--erase after each use.

VS4** Try using a colored 5 x 8 index card to frame math problems. Cut a slot into the card to allow one number problem to be seen at a time. Make new cards with different-size slots as needed.

Same as VS5

VS5** Use a copy machine to enlarge reading or math pages. Also try using colored paper - yellow, blue, or pink - to reduce eyestrain.

Use a scanner to scan pre-existing materials/enlarge text on a copier.

VS6** Encourage whispering or reading with a partner. Using a multi-sensory approach (seeing, saying, touching, and hearing) will help Test supplement her vision and stay on task.

Use more reading partners/audio tapes. Have student read out loud away from the group.

VS7** Use a magnifying strip, magnifying bar, or magnifying page. Test may find it easier and less tiring to read when letters and words are larger. Magnifiers are easy to use, are inexpensive, and can save a lot of eyestrain.

Self explanatory—can be purchased anywhere.

VS8** Vary the light source to reduce glare and decrease sensitivity to light. Test may be sensitive to overhead lighting. Try different levels of brightness (dim light, indirect light, no overhead light, halogen lighting, natural light from a window, light that comes over the shoulder) to help increase her comfort level.

Cut the amount of florescent light coming into the classroom by removing ½ of the tubes found in each light. If possible, vary the type of lighting found in the classroom—try to make sure there is an area where the lights are dim.

VS9** Have Test wear a visor or cap. Either a visor or bill cap may help Test reduce glare from overhead lighting.

** Screen Test for scotopic sensitivity using the Scotopic Sensitivity / Irlen Syndrome Screening. Follow the directions on the screening. If recommended, select a colored overlay to help Test see the printed page more clearly. Use the colored overlay for reading and math. If possible, have Test's tutor/instructor review the book, Reading by the Colors, by Helen Irlen.

Visor/Baseball Cap