

**Elk Grove Unified School District
Initial Functional Vision Assessment**

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Kaleb Xiong
D.O.B. 03-13-20
Age: 3 years, 2 months

TVI/Examiner: Chris Peterson
Dates of Assessment: 03/01/23, 04/17/23

To be eligible for special education, (under the disability of blind or visually impaired) a pupil must have a visual impairment that, even with correction, adversely affects a pupil's learning of curriculum. For educational purposes, the term visually impaired includes: 1) functionally blind students who, because of the severity of their visual impairment, rely basically on senses other than vision as their major channels for learning; and 2) low vision students who use vision as a major channel for learning. A visual impairment does not include visual perceptual or visual motor dysfunction resulting solely from a learning disability.

C.F.R. 404.1581

Background

Kaleb is a very cute three-year-old boy who was born with Persistent Hyperplastic Primary Vitreous, a congenital condition that occurs when blood vessels within the developing eye fail to regress as they normally would resulting in irreversible blindness in both eyes. According to an ophthalmology report from Dr. Irma of Kaiser Permanente dated January 19, 2023, Kaleb has no light perception in either eye. He also exhibits mild and stable band keratopathy (corneal degeneration). Kaleb is eligible for services from a teacher for the Visually Impaired based upon his diagnosis of blindness.

Assessment Information:

Kaleb's functional vision was assessed on March 1st and April 17th by a teacher of the visually impaired (TVI) as part of his initial placement with EGUSD. The assessment was conducted at Kaleb's home as well as at the Donner Preschool Assessment Center and involved observations of his visual abilities as well as an interview with his parents and the Sacramento County Office of Education (SCOE) TVI. The Oregon Project for Preschool Children Who are Blind or Visually Impaired (OREGON) was also used during the assessment.

Observations:

Part of the assessment took place in the home during a teaching session Mrs. Cherry, the SCOE TVI was doing. During this part of the assessment, Kaleb enjoyed singing songs that involved hand movements with the teacher. He also enjoyed being twirled in a metal saucer shaped chair that could be turned and rocked. Mrs. Cherry paired movement with songs and tactile input as she placed braille blocks in the chair and tapped them against the side of it as she did. Kaleb has a very good memory and remembered songs that she had done with him many weeks before.

Kaleb has had braille exposure and can turn pages in books. He will turn 2 to 3 pages when looking at braille books with an adult. During the observation, the SCOE teacher was having him play with blocks that each had a braille letter on them, which he would feel.

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Kaleb has a regular sized Perkins Brailler at home. He can't load the paper into the brailler, but knows how to use the return bar once the paper is inserted. He scribbles with the brailler, pushing various keys with adequate force to make braille impressions.

Parent Input:

According to Kaleb's parents, he eats with his hands and mainly eats finger foods. He likes harder or crunchy foods as opposed to soft foods. He needs help when using a spoon.

Kaleb is not tactually defensive, but does prefer hard, firm textures. According to parents, he likes things he can manipulate or get response from such as toys with buttons, music, wheels, or things that make sounds such as a piano, rattles, spinner, etc. He can identify all of his toys by touch. He understands one to one correspondence up to 10 and can count to 20.

On Kaleb's first day coming to the Assessment Center Preschool, he was very attached to his parents and held onto his dad saying "home?", "home?" After a little while though he did start exploring the preschool environment independently.

OREGON Project Assessment:

The Oregon Project for Preschool Children Who are Blind or Visually Impaired Skills Inventory, Sixth Edition was used to assess Kaleb's current skill set. This inventory is not a standardized test. A visual impairment may affect a child's development in all domains. This is taken into account in the inventory as the skills are broken down into eight developmental domains, as well as by age. For the purpose of this evaluation, the only domain Kaleb was assessed in for the purpose of determining his skill set for pre-braille reading and writing was the "Compensatory Skills" domain. Kaleb was previously receiving Early Intervention services through SCOE. I believe the results of this assessment to be valid based upon the fact that Kaleb was cooperative with the assessment and my observations of his behaviors was confirmed by his parents. Some responses to the skills inventory were given by parent report rather than direct testing.

Kaleb displays age-appropriate skills in the Compensatory Skills domain, with strengths centered in his ability to name familiar toys and objects; manipulation of new toys to discover their properties; ability to name household objects by their sounds; interest in braille and tactile books as well as books with textures or moveable parts; ability to name 3 familiar shapes and ability to identify activities by sound and smell.

The areas that Kaleb needs improvement in are pre-braille reading and writing skills. He has not had the educational experience to gain these skills. Since he has yet to attend a preschool program, he also lacks the "school" skills of staying seated at a table or on a carpet with peers. Sighted children can glance around the room and see what their peers are doing. Kaleb is unable to do that, so it will be important for him to understand the routine of a school day and what that means in terms of the physical behaviors expected of him.

Proposed Goals

These goals are proposed in the context of Kaleb experiencing braille labels, calendars, and books throughout his preschool day, as well as having structured pre-braille reading & writing lessons.

- *Locate front/back, top/bottom of braille pages.
- *"Tickle the dots" while pretending to read braille stories, tracking from left to right.
- *Identify a different raised tactile shape on a braille page.
- *"Scribble" on a braille writer to make braille dots.

Conclusion & Recommendations

Kaleb is a very cute three-year-old boy who is totally blind due to Persistent Hyperplastic Primary Vitreous. Despite his diagnosis, Kaleb is a high-functioning child, with many age appropriate skills, but also with deficits associated with his blindness. In order to develop typical language and play skills, this examiner recommends a preschool class composed at least partially of typically-developing peers. It was a pleasure meeting Kaleb and his parents and I look forward to working with him in preschool.

Recommendations for the classroom teacher include:

- *Access to materials shown to the class in a group seating or a separate set of materials to look at.
- *Increased processing time since blind children "see" things part by part.
- *A tactually marked square on the carpet for him.
- *Braille labels placed around the room to encourage Kaleb's curiosity and support pre-reading skills.

Respectfully submitted,

Chris Peterson,
Teacher of the Visually Impaired
Elk Grove Unified School District