“From the Informal to the Formal”

Content

1. “Eye can’t see”
2. Assessment
3. Mandate and Concept
4. Project
5. Outcome and Goals
1. Eye Can't See

visual impairment > blindness and low vision / partial sightedness

social security code (Germany):

- „normal“ vision: 1,0 (driver’s licence: at least 0,7)
- visual interference: 0,9 bis 0,4
- visual impairment (0,2%): 0,3 bis 0,02 (with correction)
- legal blindness (0,01%): 0,02 or <; < 5° visual field
1. Eye Can’t See
1. Eye Can't See
1. Eye Can’t See

Functional Vision

Important criteria to describe special needs of VI students:
How does a student see under a variety of situations in his or her individual environment?

Which techniques does the student use to increase his or her functional vision, e.g.
  • recognizing people
  • finding the way in a familiar setting
  • finding the way in an unfamiliar setting
  • responding to changes in various conditions
  • practicing nonverbal communication?
1. Eye Can’t See

Functional Vision

Restricted vision, missing visual information affects various developmental areas

> Needs in specific areas of development - important for learning
2. Assessment

- Functional Vision > checklists
- Orientation & Mobility > observations and checklists
- Daily Living Skills > observations and checklists
- Psychological > standardized tests, not specific for VI
  - Depending on the need observed by the individual educator
2. Assessment

*Expanded Core Curriculum for Visually Impaired (ECC)*

- Visual Efficiency / Functional Vision
- Orientation and Mobility
- Independent Living
- Social Skills
- Recreation and Leisure
- Compensatory Skills
- Assistive Technology
- Career Education
- Self Determination
3. Mandate and Concept
3. Mandate and Concept

Providing Special Educational Support and Consultation Services to Children, Youth and Young Adults with Visual Impairments in the Home Environment
### 3. Mandate and Concept

#### Support and Consultation in the Home Environment of Children, Youths, and Young Adults with Special Needs (Vision)

<table>
<thead>
<tr>
<th>Concept</th>
<th>Mission Statement</th>
<th>Legal Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>ressource center with mobile offers, outreach, no special school</td>
<td>inclusion</td>
<td>school law</td>
</tr>
<tr>
<td>concepts of consulting and support</td>
<td>subsidiary understanding of special education</td>
<td>regulations</td>
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<tr>
<td>securing of professionalism by networking with various institutions of further education</td>
<td>including all students with visual impairments, not depending on kind and area of home school</td>
<td>curriculum</td>
</tr>
</tbody>
</table>

**Coordination and Logistics Administration**
3. Mandate and Concept

Implementation

Support and Consulting

Seminars

Courses

Media Center, Administration
### 3. Mandate and Concept

**Support and Consultation in the Home Environment of Children, Youths, and Young Adults with Special Needs (Vision)**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Support and Consultation</th>
<th>Seminars</th>
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<tbody>
<tr>
<td>for children, youth, and</td>
<td>early intervention and</td>
<td>for personnel in the areas of education and therapy</td>
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<tr>
<td>young adults with visual</td>
<td>elementary support</td>
<td>for teachers</td>
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<tr>
<td>impairments</td>
<td>low vision</td>
<td>for professionals in vocational settings</td>
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<td>for their parents and other</td>
<td>blindness</td>
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<tr>
<td>relatives</td>
<td>mentally challenged</td>
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<tr>
<td>family-weekends</td>
<td>school – vocation</td>
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</tbody>
</table>

**Specific Offers**

- Media Center
- Administration
3. Mandate and Concept

Personnel

- Central and decentralized in all of Schleswig-Holstein
- Multidisciplinary competencies and qualifications in one place > service center
- Exchange, maintaining and developing of expertise
- Frequent meetings (Schleswig-Tuesday): team meetings, monthly conferences with all staff members
- Frequent publications: *Info Intern* twice a month
- Communication via e-mail
- Interdisziplinary cooperation with outside agencies

Landesförderzentrum Sehen, Schleswig
State Ressource Center for Visually Impaired, Schleswig
Ute Hoelscher

Assessment in Inclusive Settings
Limassol, Cypres
October 23rd & 24th, 2008
4. Project

2006

Representative Board Member
Christine Pluhar
4. Project

Reasons for participation:

- EVIT – practice
- Outside views, different perspectives
- Looking beyond one’s own nose
- Developing own practice in regards to assessments
4. Project

Site Visit 2007 - Key Question

How to develop and further multi-professional assessment procedures in cooperation with mainstream schools, students, and their families?
4. Project

Site Visit 2007
4. Project

Impressions After the Visit

- Visitors having a quick view of what is essential
- Positive feedback by various professionals confirmed work
- New thoughts transferring onto various projects
4. Project

Three Main Reflections

• To strengthen the involvement of students and parents in the assessment process

• To strengthen inclusion in the way of promoting the positive structure of the center

• To formalize informal procedures and processes with the purpose of strengthening ongoing assessment in mainstream settings
4. Project

Goal

Formalize informal procedures and processes with the purpose of strengthening ongoing assessment in mainstream settings; setting standards for the procedure usable for all teams at the center.

> Developing a tool based on subjects of the *Expanded Core Curriculum for Visually Impaired*
4. Project

Expanded Core Curriculum for Visually Impaired (ECC)

- Visual Efficiency / Functional Vision
- Orientation and Mobility
- Independent Living
- Social Skills
- Recreation and Leisure
- Compensatory Skills
- Assistive Technology
- Career Education
- Self Determination
4. Project

Goal

To Develop a Tool Based on Subjects of the
*Expanded Core Curriculum for Visually Impaired*

as a basis for assessment for learning in mainstream settings to:

> develop more transparency
> provide a mutual understanding about the areas assessed by the center
> provide a transparent tool to support cooperation with parents, teachers, and students (key-question)
> enhance quality
4. Project

First Steps

Choosing two areas of the *Expanded Core Curriculum* exemplary to develop an assessment tool usable for all teams at the center:

> Mobility and Orientation (O&M)
> Social Skills / Self Determination / Autonomy / Decision-Making Abilities
4. Project

Input from the Countries

- Do the other countries work with an *Expanded Core Curriculum* for students with special needs and what is the procedure?

- How are social skills / self-determination/ autonomy / decision-making abilities in students with special needs assessed in other countries?
4. Project

Mobility and Orientation

![Image of a child using a white cane for mobility assistance]
4. Project

Mobility and Orientation

- Encourage regular O&M evaluations of all students
- Enhance quality of student IEPs regarding O&M
- Facilitate and promote communication about O&M needs between educators and parents
- Introduce O&M standards
4. Project

Social Skills / Self-Determination

No assessment tools known in this area designed for students with visual impairments

Search for assessment tools designed by other organizations or institutions in other countries

> *Iowa Expanded Core Curriculum Resource Guide 2006*; defines „learning expectations“ for all parts of the *ECC*
4. Project

Example: Self-Determination

Standard: Students will acquire attitudes, knowledge, and interpersonal skills to help them understand and respect self and others

K–2: Learning Expectations: The student will identify and express feelings
Performance Indicators: The student will recognize the vocabulary associated with feelings

3–5: Learning Expectations: The student will identify and express feelings in an appropriate manner
Performance Indicators: The student will identify feelings associated with significant experiences

6-8: Learning Expectations: see above
Performance Indicators: The student will demonstrate appropriate methods of communicating feelings

9-12: Learning Expectations: The student will recognize and respect feelings and needs of self and others
Performance Indicators: The student will value self and others with regard to individual differences
5. Outcome and Goals

Next Steps

- Review the translation of the ECC to incorporate German or European conditions
- Develop tables for all areas of the ECC to get a usable assessment tool
- Cooperate with other schools, organisations, project teams, and countries working on the same subject to develop a mutual understanding and standards in this area to enhance quality and professional assessment for learning
Career Education (Opportunity to learn first-hand about work)

- Accept and respond to suggestions and corrections
- Adhere to policies, rules, and work schedules
- Carry out plans for work needed
- Communicate effectively on the job
- Exhibit work quality that meets employer standards
- Exhibit work rates to meet employer standards
- Gain independence in work setting
- Maintain responsibility for belongings and materials
- Organize tasks toward meeting goals
- Set realistic goals

Visual Efficiency Skills (Ability to utilize functional vision)

- Classroom adaptation (color, contrast, lighting, etc.)
- Eye-hand coordination instruction
- Knowledge of eye condition and its effect on visual functioning
- Optical aid instruction (near, intermediate, and distance)
- Participation in eye exam
- Visual perceptivity
# Expanded Core Curriculum (ECC) Action Plan

<table>
<thead>
<tr>
<th>Student</th>
<th>School Year</th>
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<tr>
<th>ECC Priority Area(s)</th>
<th>Assessment Date</th>
<th>Goal (g) or Intervention (I)</th>
<th>Person Responsible for Instruction</th>
<th>Person Responsible for Data Collection</th>
<th>Setting</th>
<th>Amount of Service</th>
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<tbody>
<tr>
<td>Compensatory Skills</td>
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<td>Independent Living</td>
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<td>Use of Assistive Technology</td>
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<td>Visual Efficiency</td>
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<td>Recreation &amp; Leisure</td>
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</table>
5. Outcome and Goals

Results of „From the Informal to the Formal“

- Supports and stresses needed professionalism in the area of assessing students with visual impairments as a basis for assessment for learning

- Points out the importance of specific professional viewpoints, aspects, and skills in such areas which help completing the picture in the process of assessment for learning

- Clarifies the importance to strengthen the identity of education for students with visual impairments
5. Outcome and Goals

Further Steps

- International congress for educators of the visually impaired in Hannover (July 2008): introduction of the results of this project
- Cooperation with other teams and project groups which work on similar questions
- Cooperate with universities to work on standards and quality programs in the area of education for students with visual impairments
- Develop further assessment procedures in all areas of the *Expanded Core Curriculum for Visually Impaired*
Thank You for Your Attention

www.lfs-schleswig.de
Discussion Points

- What is your understanding of standards?
- Do you think we do need specified assessments?
- What is the negative aspect of having specified assessments?
- Where could the cooperative aspect be when assessing in the specific way?
### Make-up of the student population - numbers of students who are:
- blind
- low vision
- deafblind
- with additional disabilities
- Braille/dual readers

#### OPVI Master List of Students® developed by Nancy M. Toelle

**CONFIDENTIAL STUDENT INFORMATION**

<table>
<thead>
<tr>
<th>Student Name &amp; DOE</th>
<th>Director Collab. Consult.</th>
<th>Grade Gen Ed</th>
<th>Occular Conditions</th>
<th>Distance &amp; Hear Aculies</th>
<th>VI Service (min/wk)</th>
<th>Other Disabilities</th>
<th>Rel. Serv.</th>
<th>DWA RD G Math</th>
<th>Literacy/Learning Media</th>
<th>Eye Report</th>
<th>Latest IEP/IFSP Re-eval</th>
<th>FVA LMA</th>
<th>O&amp;M Ev.-service (min/wk)</th>
<th>Clinical L.Vis. &amp; Devices</th>
<th>Reading Level WPM Listen. Level</th>
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