

# State Ressource Center for Visually Impaired, Schleswig – 25 Years



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

Assessment in  
Inclusive Settings  
Limassol, Cypres  
October 23<sup>rd</sup> & 24<sup>th</sup>, 2008

# “From the Informal to the Formal”

## Content

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



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# 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



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# 1. Eye Can't See



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# 1. Eye Can't See



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# 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?



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# 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



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## 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



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## 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



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### 3. Mandate and Concept

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



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### 3. Mandate and Concept

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

##### Concept

ressource center with  
mobile offers, outreach,  
no special school

concepts of consulting  
and support

securing of professionalism  
by networking with various  
institutions of further  
education

##### Mission Statement

inclusion

subsidiary understanding  
of special education

including all students with  
visual impairments, not  
depending on kind and area  
of home school

##### Legal Background

school law

regulations

curriculum

#### Coordination and Logistics Administration



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# 3. Mandate and Concept

Implementation

Support and Consulting

Seminars

Courses

Media Center, Administration



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### 3. Mandate and Concept

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

##### Courses

for children, youth, and  
young adults with  
visual impairments

for their parents and  
other relatives

family-weekends

##### Support and Consultation

early intervention and  
elementary support

low vision

blindness

mentally challenged

school – vocation

##### Seminars

for personnel in the areas  
of education and therapy

for teachers

for professionals in  
vocational settings

Specific Offers  
Media Center  
Administration



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# 3. Mandate and Concept

## Personnel

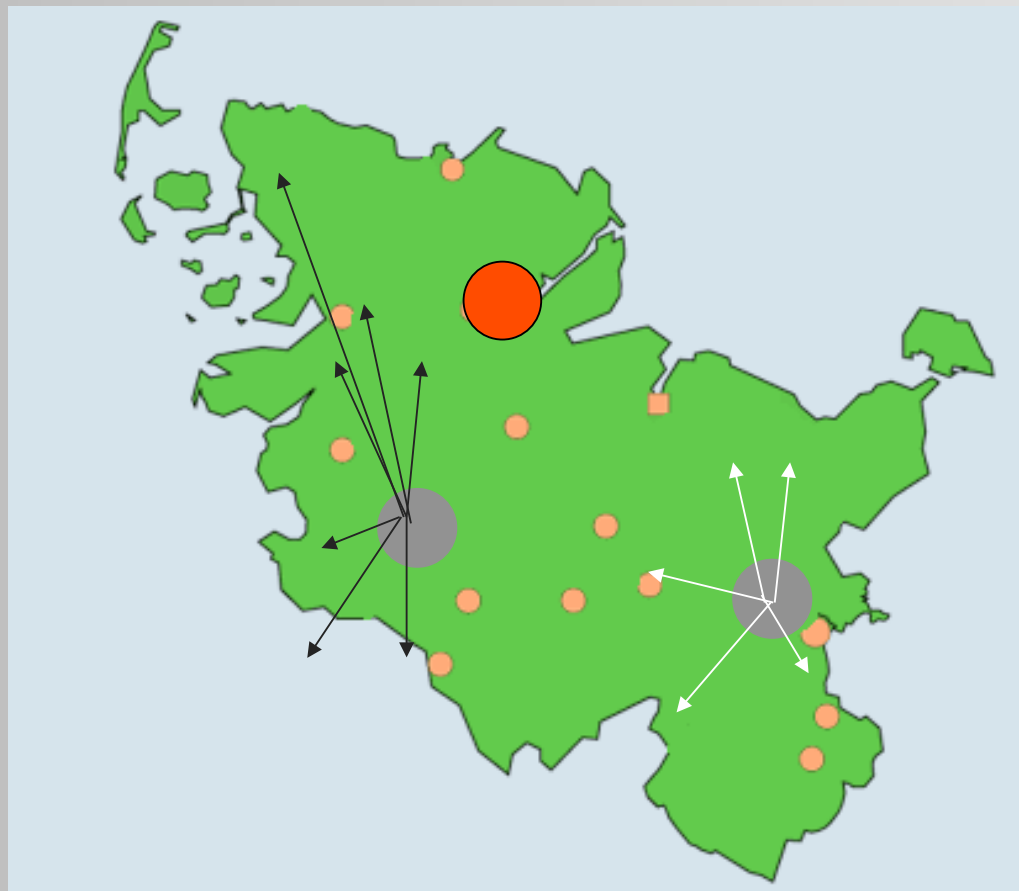
- Central and decentralized in all of Schleswig-Holstein
- Multidisciplinary competencies and qualifications in one place > service center
- Exchange, maintaining and developing of expertise
- Frequent meetings (Schleswig-Tuesday): team meetings, monthly conferences with all staff members
- Frequent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



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### 3. Mandate and Concept



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## 4. Project

2006



Representative  
Board Member  
Christine Pluhar



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## 4. Project



Reasons for participation:

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



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## 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?



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## 4. Project

### Site Visit 2007



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## 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*



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## 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



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## 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



| O&M Überprüfungsbogen<br>Altersgruppe 0 - 3 Jahre                                   |  |                 |               |                |           |                 |                          | Beratungslehrkraft: _____ |
|---|--|-----------------|---------------|----------------|-----------|-----------------|--------------------------|---------------------------|
|  |  | nicht anwendbar | nicht gekannt | mit viel Hilfe | mit Hilfe | mit wenig Hilfe | selbstständig und sicher | Name: _____               |
|   |  |                 |               |                |           |                 |                          | Datum: _____              |
|   |  |                 |               |                |           |                 |                          | Bemerkungen               |
| <b>1. Körperkontrolle</b>   |  |                 |               |                |           |                 |                          |                           |
| 1.1 hat Kopfkontrolle   |  |                 |               |                |           |                 |                          |                           |
| 1.2 sitzt   |  |                 |               |                |           |                 |                          |                           |
| 1.3 steht   |  |                 |               |                |           |                 |                          |                           |
| 1.4 hat fließende Bewegungsübergänge  |  |                 |               |                |           |                 |                          |                           |
| 1.5 hält das Gleichgewicht  |  |                 |               |                |           |                 |                          |                           |
| 1.6 hat Stützreaktionen   |  |                 |               |                |           |                 |                          |                           |
| 1.7 hüpf, springt   |  |                 |               |                |           |                 |                          |                           |
| 1.8 klettert  |  |                 |               |                |           |                 |                          |                           |
| 1.9 kann Bewegungen imitieren   |  |                 |               |                |           |                 |                          |                           |
| <b>2. Fortbewegung</b>  |  |                 |               |                |           |                 |                          |                           |
| 2.1 rollt   |  |                 |               |                |           |                 |                          |                           |
| 2.2 krabbelt  |  |                 |               |                |           |                 |                          |                           |
| 2.3 läuft   |  |                 |               |                |           |                 |                          |                           |
| 2.4 rennt   |  |                 |               |                |           |                 |                          |                           |
| 2.5 bewältigt Treppen   |  |                 |               |                |           |                 |                          |                           |
| 2.6 spielt Ball   |  |                 |               |                |           |                 |                          |                           |
| 2.7 fährt Dreirad   |  |                 |               |                |           |                 |                          |                           |
| 2.8 benutzt Hilfsmittel (Gehhilfe, Rolli, ...)                                      |  |                 |               |                |           |                 |                          |                           |



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# 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



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## 4. Project

### Social Skills / Self-Determination

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

Search for assessement 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*



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## 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



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# 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

# Expanded Core Curriculum (ECC) Action Plan

Student \_\_\_\_\_

School Year \_\_\_\_\_

| ECC Priority Area(s)        | Assessment Date | Goal (g) or Intervention (I) | Person Responsible for Instruction | Person Responsible for Data Collection | Setting | Amount of Service |
|-----------------------------|-----------------|------------------------------|------------------------------------|--|---------|-------------------|
| Compensatory Skills         |                 |                              |                                    |  |         |                   |
| Independent Living          |                 |                              |                                    |  |         |                   |
| Use of Assistive Technology |                 |                              |                                    |  |         |                   |
| Visual Efficiency           |                 |                              |                                    |  |         |                   |
| Recreation & Leisure        |                 |                              |                                    |  |         |                   |

## 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*



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Thank You  
for Your Attention



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# 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 \_\_\_

| QPVI Master List of Students developed by Nancy M. Toelle |                            |                |                   |  |                     |                     |            |                        |                         |            |                         |           |                            |                                |                                  |
|---|----------------------------|----------------|-------------------|--|---------------------|---------------------|------------|------------------------|-------------------------|------------|-------------------------|-----------|----------------------------|--------------------------------|----------------------------------|
| CONFIDENTIAL STUDENT INFORMATION                          |                            |                |                   |  |                     |                     |            |                        |                         |            |                         |           |                            |                                |                                  |
| Revised 12-07   |                            |                |                   |  |                     |                     |            |                        |                         |            |                         |           |                            |                                |                                  |
| Completed by:   |                            | Date:          |                   | TVI Full time or Part time: _____ hrs/wk |                     | Brailist: Y/N       |            | Para Professional: Y/N |                         |            |                         |           |                            |                                |                                  |
| Student Name & DOB  | Direct or Collab. Consult. | Grade % Gen Ed | Ocular Conditions | Distance & Hear Acuties                  | VI Service (min/wk) | Other Dis-abilities | Rel. Serv. | DWA RDG Math           | Literacy Learning Media | Eye Report | Latest IEP/IFSP Re-eval | FVA LMA   | O&M Ev. - service (min/wk) | Clinical L.Vis. Eval & Devices | Reading Level- WPM Listen. level |
| 1.  |                            |                |                   |  |                     |                     |            |                        | 1                       |            |                         |           |                            |                                |                                  |
|   |                            |                |                   |  |                     |                     |            |                        | 2                       |            |                         |           |                            |                                |                                  |
| 2.  |                            |                |                   |  |                     |                     |            |                        | 1                       |            |                         |           |                            |                                |                                  |
|   |                            |                |                   |  |                     |                     |            |                        | 2                       |            |                         |           |                            |                                |                                  |
| 3.  |                            |                |                   |  |                     |                     |            |                        | 1                       |            |                         |           |                            |                                |                                  |
|   |                            |                |                   |  |                     |                     |            |                        | 2                       |            |                         |           |                            |                                |                                  |
| 4   |                            |                |                   |  |                     |                     |            |                        | 1                       |            |                         |           |                            |                                |                                  |
|   |                            |                |                   |  |                     |                     |            |                        | 2                       |            |                         |           |                            |                                |                                  |
| 5   |                            |                |                   |  |                     |                     |            |                        | 1                       |            |                         |           |                            |                                |                                  |
|   |                            |                |                   |  |                     |                     |            |                        | 2                       |            |                         |           |                            |                                |                                  |
| 6.  |                            |                |                   |  |                     |                     |            |                        | 1                       |            |                         |           |                            |                                |                                  |
|   |                            |                |                   |  |                     |                     |            |                        | 2                       |            |                         |           |                            |                                |                                  |
| 7.  |                            |                |                   |  |                     |                     |            |                        | 1                       |            |                         |           |                            |                                |                                  |
|   |                            |                |                   |  |                     |                     |            |                        | 2                       |            |                         |           |                            |                                |                                  |
| 8.  |                            |                |                   |  |                     |                     |            |                        | 1                       |            |                         |           |                            |                                |                                  |
|   |                            |                |                   |  |                     |                     |            |                        | 2                       |            |                         |           |                            |                                |                                  |
| 9.  |                            |                |                   |  |                     |                     |            |                        | 1                       |            |                         |           |                            |                                |                                  |
|   |                            |                |                   |  |                     |                     |            |                        | 2                       |            |                         |           |                            |                                |                                  |
| 10.   |                            |                |                   |  |                     |                     |            |                        | 1                       |            |                         |           |                            |                                |                                  |
|   |                            |                |                   |  |                     |                     |            |                        | 2                       |            |                         |           |                            |                                |                                  |
| TOTALS:   | #D                         | #CC            |                   | Total #                                  | Total #             | Total #             | Total #    | Total #                |                         | # Pres/Ti  | # Pres/Ti               | # Pres/Ti | # Pres/Ti                  | # Pres/Ti                      |                                  |
| s   |                            |                |                   |  | Total #             | Total # mins/wk     |            |                        |                         |            | # Pres/Ti               | # Pres/Ti | # Pres/Ti                  |                                |                                  |