

PROMPTS FOR VISION IMPAIRMENT CRITERION 2 INFORMATION

Criterion 2 information is to be completed by the student's teacher in collaboration with the school team, including a teacher with training and experience in vision impairment. Where more than one teacher provides the student's program, this should be a teacher with an overview of the specific significant education adjustments currently in place in all subject areas.

Criterion 2 Documented evidence of significant educational impact (activity limitations or participation restrictions) resulting from the vision impairment in one or more of the following focus areas:

- curriculum
- disability specific curriculum
- learning environment.

For the purposes of verification, **significant education adjustments:**

- are **personalised**
- may benefit all/other students, but are **essential** for the identified student to access and participate in the intended curriculum
- need to be **specific and targeted** to the identified impairment and the individual student
- include the **range and breadth, frequency and intensity** of adjustments that are required.

Please Note:

- These prompts are intended as a **guide** to assist schools with recording the **evidence** required for verification.
- It is **not essential** to answer every prompt or to present information in the exact order of the prompts.
- It is only necessary to record information once in the most appropriate section.
- Record evidence only in the relevant sections. Information **does not** need to be recorded in each of the six sections.
- The school team should consult with parents, the student (if possible) and the vision impairment specialist teacher in describing activity limitations and participation restrictions related to the student's vision impairment.
- Recommendations provided by specialist staff and private therapists are relevant to the verification process only when implemented as part of the student's current school program.
- The relevant information provided by school teams should be a **summary** demonstrating the **educational impact** of the student's disability at school and the associated **significant education adjustments** that are **currently occurring** for the student.

Comment on the activity limitations due to the vision impairment as evidenced by information on the student's current difficulties in areas such as: ability to access visual information in a range of environments, concept development (such as object concepts, concepts of self and space), spatial development, body awareness, visual functioning, sensory skills (tactile, auditory, kinaesthetic, proprioceptive and vestibular), social and emotional development, communication development and gross and fine motor development.

Comment on the participation restrictions as evidenced by the difficulties in participating in curriculum areas at school (including playground, assemblies, attending performances, excursions and camps).

CURRICULUM	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
<p>Achieved Curriculum</p> <p>Knowledge, Functioning and Understanding of the World</p> <p>Teaching Strategies</p> <p>Resources</p> <p>Assessment/Reporting</p>	<p>Describe the student’s functioning related to the vision impairment:</p> <p>Consider:</p> <ul style="list-style-type: none"> • how has the student’s access to the required curriculum been impacted by the vision impairment? • how has the student’s participation in the required curriculum been impacted by the vision impairment? • what difficulties is the student experiencing at school due to the vision impairment? • current achievement levels • achievement levels related to age, cognitive ability and peers including developmental levels according to relevant developmental assessments such as Lilli Nielson’s Functional Scheme/Oregon Skills Inventory/ Developmental Journal for Vision Impaired Children • relative strengths and weaknesses across the curriculum and developmental levels • alterations or additions to the curriculum including learning/literacy media – braille and tactile format, large print (required print size and working distance) and audio • how has the vision loss impacted on reading including speed, fluency, vocabulary knowledge and comprehension? • understanding of the world, concepts (including object concepts, concepts of self and space) and prior knowledge of concepts being learned • how does the student explore a new concept or object (preferred learning style and use of senses)? • any confounding factors, e.g. extra head and eye movements, visual field loss which impact on the student’s ability to learn. <p>Describe the associated significant education adjustments:</p> <p>Adjustments made to the required curriculum, pedagogy, assessment and reporting to enable the student to achieve their required curriculum.</p>

COMMUNICATION	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
<p>Communicating (both giving and receiving the message) for a range of purposes across a range of contexts</p> <p>Receptive</p> <p>Expressive</p> <p>Pragmatics (language use)</p> <p>Speech</p>	<p>Describe the student’s functioning related to the vision impairment:</p> <p>Describe the student’s current communication skills/levels/behaviours (verbal and non-verbal). Consider:</p> <ul style="list-style-type: none"> • ability to convey and interpret information and feelings (including interpreting facial expressions, body language and gestures) • processing information following instructions and understanding concepts involved • auditory and tactile cues necessary to facilitate communication including physical proximity • time required for student to understand communication (such as time required for processing information; another child’s show and tell; a picture being shown to the class; communication at assemblies) • strategies the student uses to facilitate effective communication e.g. time required for student to respond to communication • language development including vocabulary and understanding of language used • ability to initiate, maintain and close conversations • use of language for orientation and mobility purposes such as descriptive and comparative language and labelling. • participation in class discussions • use and importance of other communication including body signing, auditory scanning and modification of pictorial symbols • how do the student’s communication skills/levels/behaviours compare with their same age peers? <p>Describe the associated significant education adjustments:</p> <p>Adjustments made for the student to understand and process speech and/or language and express information (i.e. needs, ideas, feelings) using the language system of the community. This Focus Area also includes adjustments to the student’s mode of communication e.g. symbols, signed support systems.</p>

SOCIAL PARTICIPATION/ EMOTIONAL WELLBEING	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
<p>Social/ Interaction Skills</p> <p>Self-Management Strategies</p>	<p>Describe the student's functioning related to the vision impairment:</p> <p>Describe the student's current social skills and emotional wellbeing. Consider:</p> <ul style="list-style-type: none"> • awareness, interpretation and use of appropriate facial expressions, body language, gestures and mannerisms • access to and inclusion in friendship groups inside the classroom, in the playground and other unstructured situations • finding and following peers in the playground • play skills and what the student initiates in play • friendship skills such as initiating contact, reciprocity in conversations and ability to share and take turns • awareness of others' needs, thoughts and feelings • lack of social information due to loss of vision e.g. knowledge of popular culture and own appearance • understanding consequences of actions • self-advocacy and self-determination • satisfaction with social involvement • participation in and developing knowledge of recreational activities and leisure skills • ability to make decisions, request assistance and/or solve problems • stress or anxiety such as in crowded and/or new environments, with new experiences or changes, variety of noises and movement through different spaces • how do the student's social skills and emotional wellbeing compare with their same age peers? <p>Describe the associated significant education adjustments:</p> <p>The strategies and supports necessary to assist the student to engage successfully in social situations and to self-regulate emotion.</p>

LEARNING ENVIRONMENT/ ACCESS	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
<p>Classroom and Non-Classroom Environment</p> <p>Organisational skills</p> <p>Mobility and Access</p>	<p>Describe the student's functioning related to the vision impairment:</p> <p>Describe the student's ability to access the learning environment. Consider:</p> <ul style="list-style-type: none"> • visual functioning and visual efficiency skills • visual access requirements e.g. lighting, position and seating, effect of glare, contrast sensitivity, size of print • effect of fluctuating visual access on the above • issues concerning glasses and contact lens wear e.g. when are they worn, or not worn, for what purpose (near, distance, transition lenses for glare control), any issues with wearing them, cleaning and managing them when not being worn • how does the student use their senses (visual, tactile, auditory, olfactory, kinaesthesia and proprioception) to gather information about the environment? For example: use of NearBy Considerations (NBC1-NBC5), in Active Learning programs/environments. • ability to move through space from one learning environment to another • influence of physical setting e.g. size of room ease of access to places in environment both indoors and outdoors • how does the student manage changes in the environment? • fine and gross motor development e.g. eye hand coordination for both gross and fine motor, posture and core strength • assistive technology requirements both low tech and high tech e.g. low vision aids, slope board, cane use, speech output software, enlarging software, CCTV, laptop • does the student require changes in the physical environment to support sensory issues/tactile sensitivities? • auditory environment with variables such as effects of distance of speaker/noisemaker, noisy/quiet • difficulties with joint attention • how does the student access and manage their belongings to organise themselves and function independently? • difficulties in the playground, physical education lessons, sport, mat time, assemblies, specialist lessons, transition within the school or other environments e.g. as camps and excursions and with situations when glasses/contact lenses cannot be worn • how does the student's ability to access the learning environment compare with their same age peers? Are there any contextual/environmental factors which impact on the student's ability to learn? <p>Describe the associated significant education adjustments:</p> <p>Adjustments made for the student to access the required curriculum and promote personal independence, This focus area includes organisational skills, self-direction, mobility/positioning, use of assistive technology and/or specialist equipment and environmental adaptations.</p>

HEALTH AND PERSONAL CARE, SAFETY	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
Health Management Risk Management Personal Care Skills	<p>Describe the student's functioning related to the vision impairment:</p> <p>Describe the student's current health and safety needs (including degree and frequency) which impact on their learning. Consider:</p> <ul style="list-style-type: none"> • situations or behaviours that put the student's or other's health and safety at risk • personal care related to eye condition/disease and/or self-care skills • independence in Activities of Daily Living including opportunities to explore these environments before using them functionally • any impact of fatigue on the student's learning including postural fatigue • risks related to the vision loss or visual condition • risks related to technology/low vision aids use such as glasses and contact lens wear • access to information related to health, safety or emergencies • medical or health status • individualised eating, drinking and dietary requirements • how do the student's current health and safety needs compare with their same age peers? <p>Describe the associated significant education adjustments:</p> <p>Adjustments made to ensure the student's safety or the safety of others in the school community when supporting this student and adjustments made to promote health and personal care.</p>