

## ANNOTATED DESCRIPTOR FOR SEVERELY VISUALLY IMPAIRED

### LEVEL 3

#### ***Funding Guideline Criteria***

The student's vision is impaired to the degree that the primary learning mode is not visual. This necessitates extensive adaptations to the learning environment are necessary, specifically to print medium. Individualized programming is required. This may include direct instruction in Braille and Orientation and Mobility. (Guidelines for Special Needs Funding)

#### ***Descriptors:***

##### Student Profile

- Formal Diagnosis/Eye Condition (summarize diagnostic information from ophthalmologist report).
- Acuity (indicate measure of acuity reported (e.g. 20/200, light perception only, no measurable acuity could be obtained).
- Indicate whether the student is primarily a tactile learner or is a dual learner (both tactile and visual).
- Report whether the student's vision is stable or is deteriorating.

##### Resource Profile

- Specify the student's primary mode for reading and writing (e.g. braille).
- Specify adaptations required to accommodate for the student's visual impairment and access to the curricular expectations (e.g. Braille textbooks and material, Braille'n Speak, classroom braille, audio-tape, brailier, specific computer software etc.).
- Indicate whether the student receives consistent direct instruction in braille, orientation, mobility and specialized technology.
- Identify whether the student is being monitored by a Consultant for the Visually Impaired.
- Break-down of costs.