



Sample Student Information

Name: Kersten

Hearing

- Profound bilateral sensorineural hearing loss
- Has bilateral cochlear implants

Vision

- Cortical visual impairment
- Agenesis of the corpus callosum (absence of nerve fibers that connect the two hemispheres of the brain)
- History of corneal transplants
- Nystagmus
- Myopia
 - Right eye: 20/1500
 - Left eye: 20/400
- Astigmatism

Wears prescription glasses.

Uses 2x3 inch photographs and drawn pictures with high contrast and color-coded backgrounds; a desktop computer with a large print keyboard (with assistance); a slant board; a sequence box; picture lists; simple/functional pictures and print; two-week and daily calendars; and a storage book containing all needed pictures.

Requires extended time for visual processing. May miss information presented on her right side. Able to detect pictures at 12 inches, but may want to hold them closer to view details.

Does not require braille or tactile symbols.

Notes from a functional vision assessment:

Most often viewed people and objects by looking centrally at them. Did not appear to miss information when she was actively interested in attending. Often placed both hands open, in front of her face, covering her eyes. Her eyes remained open as she looked through her fingers and moved her head up and down. The function of this behavior seemed to be to take a break and/or process information. At times, she independently refocused her attention to the task at hand after a short break. At other times, adults offered a gentle touch to help redirect her after allowing her time to process. Breaks ranged from a few

seconds up to approximately one minute.

Other

- Uses conceptually accurate signed English (CASE) and fingerspelling to communicate
- Developmental delay
- Poor motor coordination

Recommendations

Consistent use of bilateral cochlear implant speech processors.

Constant and predictable routines and structure (does not function well when unable to anticipate events).

Provide opportunities to participate in hands-on activities with real objects and experiences.

Calendar systems (daily and two-week) labeled with photographs and simple/functional print to anticipate her routines and schedule changes, and have conversations.

Use real pictures, no smaller than 2x3 inches and simple print no smaller than 24-point font.

Allow and encourage her to view pictures and objects as closely as she prefers.

Provide frequent breaks and extended time for processing.

One on one for group activities and instruction.

Signed information, pictures, and objects should be presented centrally or left for visual access.

Sign language should be presented no further than 2 to 3 feet away for conversations. Use sign language phrases of four to six words unless she is having difficulty. During those times, reduce visual demands by signing phrases of one to two words.

Provide sign language at a slow pace with repetition (may need as much as 2 to 5 seconds per sign to process information).

Staff should greet her by signing their name before beginning an interaction to avoid confusion.

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