IEP Functional Vision Objectives/Skills & Strategies

These are listed in a somewhat developmental order. However it should be noted that when working with students with severe multiple disabilities, they often demonstrate splinter skills. In fact they may not progress through all developmental phases.

Goal Area: Vision
Goal Statement: The student will improve his/her use of vision within functional activities.

Skills/Objectives	Strategies
• The student will react to light • The student will track to midline only • The student will open and blink eyes to startling sounds • The student will gaze at objects 8-12 inches away	• ensure that the student is well positioned before working on vision • use flashlight pointed onto objects that you want the student to focus on • avoid pictures and work with objects • take objects and move them to midline to help the student strengthen this skill • look for preferences from the student • sequence box may be used with routine, familiar object cues • moving objects across visual field can assist in obtaining gaze
• The student's eyes and head will turn towards a light source • The student will visually attend to an object 12 inches away	• talk about what the student's eyes and hands are doing • encourage the student to make eye contact with objects placed at 12 inches • position student so that light source is not distracting him/her from the activity • choice making occurs with the student's accepting or rejecting the object that relates to an activity
• The student will attend to one object at a time 7 inches away • The student will track objects both horizontally and vertically	• present only one object at a time in the student's field of vision • use objects with contrast (e.g., may prefer black and white) • continue with one object choices (acceptance or rejection) • use dark borders • move object across the student's visual field to gain visual attention
• The student will focus on more than one object at a time • The student will recognize familiar faces and people • The student will focus on objects at various distances (near & distant) • The student will look at what his/her hands are doing	• incorporate faces and bright colours (especially red, orange, black & white) into activities with contrast • create spacing between objects • draw attention to objects from different distances • focus on eye contact for greetings for familiar people • provide choice making with 2 objects • use consistent hand sides (e.g., right for

	yes/left for no) for quick confirmation/negation of choices • provide contrast between object & background (e.g., black vest or paper) • use laser light/flashlight beam attached to a cap or headband in darkened room to reinforce gaze for choices
• The student will respond to a variety of colours • The student will begin to reach (if physically able) towards objects to inspect them	• place objects so that the student is encouraged to search with vision and reach with hands if possible • draw student's attention to people, activities and objects are various distances • talk about different colours • continue with 2 object choice making • be careful not to use too many colours at one time; this can be confusing for student
• The student looks at self in mirror • The student will begin to use hands and eyes together • The student will track small moving objects up to 10 feet away	• draw attention to smaller objects moving up to 10 feet away • use mirror during self care or mealtime • introduce more objects for choice making
• The student will demonstrate object permanence by looking for an object that has been removed from field of vision • The student will imitate turn taking activities through observation	• seek & find partially hidden objects • engage peers in turn taking activities to reinforce learning through imitation • 2 objects may be used with student in choice making routines
• The student recognizes familiar objects at 20 feet or more • The student uses hands and eyes together in more complex functional activities • The student demonstrates recent visual memory • The student will attend to familiar pictures	• student could release objects into a can or fill a container in functional activities • hide objects or toys in various places so that the student will explore past hiding places • draw attention to pictures in books which are not too complex • 2 objects may be used with student in choice making routines
• The student will track and seek (if possible) small (up to 1/8th inch) objects at 10 feet • The student will look at and point to pictures and colours in simple books • The student will scribble (eye-hand) if hand skills are usable	• if hand skills are present, engage in activities that use eyes and hands to get objects or materials out and put them away • ask questions that the student can respond to by pointing to or looking at pictures
• The student recognizes self and familiar people in photograph • The student matches objects with pictures or photographs • The student recognizes details in favourite pictures • The student can identify some opposites (e.g., big, little, upside down)	• pair simple contrasting photographs with familiar objects for choice making • eliminate visual noise by cutting out the photo and place on contrasting background • talk about differences or opposites as these opportunities come up naturally within functional routines • place pictures on a mirror and have student practice sustained gaze and scanning • create games & booklets of object picture matching

	• ask student questions that focus on visual details within familiar pictures
• The student will match/identify 2-3 primary colours • The student will sequence parts of a picture (e.g., picture of person) • The student will match objects to pictures (that are not identical to the picture) • The student will match 2 variable forms (colour and shape)	• begin to move from photographs to picture symbols for choice making • turn pages in books • talk about & engage specific body parts when dressing or toileting • look for opportunities for the student to match objects, shapes, pictures in routine activities of daily living • some picture activity boards may be developed for familiar activities • colour code themes