

Effective Assessment to Instruction Continuum

Eligibility for Children and Youth with Visual Impairments

I. Medical Diagnosis of a Visual Impairment

II. FVA (including other norm-referenced educational assessments)

II. Learning Media Assessment, including a reading inventory such as the Jerry Johns

III. IEP Team Determines Eligibility based on Educational Needs and impact of identified visual impairment

Program Planning

ECC Content Areas

- a. Complete ECC Needs Assessment to determine priority instruction areas
- b. Complete ECC assessments in the identified priority areas (no more than 2-3 areas per year) based on student needs.
- c. Document assessment tool and results on the ECC Assessment Protocol

IEP Development

- a. Share results of assessment protocol information with IEP Team
- b. Refer to Service Delivery Guidelines for IEP development
- c. Complete Action Plan at the IEP Team meeting
- d. Write meaningful, measurable IEP goals based on assessment data

Instructional Needs

Identify skill set needed to meet IEP goals

1. Develop Learning Plan of Content Framework for needed skill (s)
 2. Use sub-skill set found in resources and document on ECC Lesson Plan (s)
 3. Complete a task analysis of broad IEP goals to determine needed skill set
- *Attend to rigor and relevance to reach skill competency as demonstrated in various environments as independently as possible.

Curriculum & Instruction (refer to Resource Guide, III)

1. Identify available curriculum or develop needed curriculum based on the identified ECC content area and skill set
2. Implement research or evidence based instructional strategies for instruction in the identified ECC priority areas. Attend to rigor and relevance for demonstration of competency

Evaluation

- a. Complete Performance Monitoring to assess IEP goal areas
- b. Complete on-going probes for instruction

**Refer to Effective Assessment to Instruction Continuum Checklist*