

Nina96Module: **Visual Conditions and Functional Vision:
Early Intervention Issues**

**Session 1: Working With Families and
Eye Care Professionals**

**Study Questions and Answers for Recommended Reading B:
Erin et al.**

1. Describe why the diagnosis of a visual impairment is important.
Without the right diagnosis, it is not possible for the transdisciplinary team and family members to best promote use of the child's vision. The medical diagnosis allows team members to understand how the child uses his or her vision and if prescriptive optical and nonoptical devices are appropriate.
2. Identify three roles of the TVI for a clinical low vision assessment.
 - **Recommend a clinical low vision assessment**
 - **Implement recommendations for both near and distance vision**
 - **Synthesize information from the assessment reports**
3. List five ways families of young children can help the ophthalmologist.
 - **Providing access to previous eye examination reports**
 - **Providing access to previous evaluations of the child's functional vision**
 - **Providing old photographs for visual comparison of eye appearance**
 - **Providing information about eyeglasses or optical devices the child uses**
 - **Informing the ophthalmologist about medications the child is taking**
4. Identify three adaptations that may be used when examining some children who are visually impaired with multiple disabilities.
 - **If the child has autism or hearing impairment and is unable to verbalize, the eye care specialist can rely on objective measurements made during the examination.**
 - **If the child has cerebral palsy and other developmental delays that prevent him or her to answer subjectively, teachers familiar with the child's communication can be present during the examination.**
 - **If the child has a retinal or optic anomaly, it might be necessary for the eye care specialist to conduct the examination under anesthesia.**

5. Identify who is commonly referred for low vision evaluations or clinical low vision assessments.
Young children who have a visual impairment with some amount of functional vision are commonly referred for low vision evaluations.

6. List two goals of the clinical low vision assessment.
 - **Evaluate the child's functional vision abilities and document functional vision limitations.**
 - **Make recommendations of appropriate visual development activities, learning media, low vision devices, environmental settings, and referral for additional evaluation and/or treatment.**

7. Identify five types of information the optometrist should have prior to the evaluation.
 - **Developmental history**
 - **Degree of child independence**
 - **Motor abilities**
 - **Use of vision to explore the environment**
 - **Parental and teacher impressions**

Erin, J.N., Fazzi, D.L., Gordon, R.L., Isenberg, S.J., & Paysse, E.A. (2002). Vision focus: Understanding the medical and functional implications of vision loss. In R.L. Pogrud & D.L. Fazzi (Eds.), *Early focus: Working with young children who are blind or visually impaired and their families* (2nd ed., pp. 52-106). New York: AFB Press. (Read pp. 68-79.)