DOCUMENT RESUME

ED 224 252 EC 150 638

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TITLE Model for a Workshop on Assessment of Blind and Visually Impaired Students.
INSTITUTION American Foundation for the Blind, New York, N.Y.
SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE 82
NOTE 65p.; For related document, see EC 150 639. Tables are marginally legible.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Counseling Techniques; Evaluation Methods; Inservice Education; Instructional Materials; Knowledge Level; Regional Programs; *School Psychologists; Simulation; *Student Evaluation; Test Interpretation; *Visual Impairments; *Workshops

ABSTRACT

The document reports on a series of 18 regional workshops for school psychologists on assessment of visually handicapped students. Workshop topics are summarized, and materials indexed in an appendix are cross referenced for each topic: background information (social attitudes regarding vision loss, developmental implications); assessment (use of standardized measures, use of assessment results); counseling; vocational guidance; and use of outside resources. Workshop materials, such as the participant's kit, which includes case material for small group work and reprints of articles and chapters on visual impairment, are described. The literature exhibit and videotapes used in the workshops are similarly described. The report includes a paper by J. Morse, "Simulation of Visual Conditions," and a summary of D. Alford's dissertation on "Knowledge Needed and Possessed by School Psychologists in the Psychoeducational Assessment of Visually Impaired Children as Perceived by School Psychologists and Teachers of Visually Impaired Children." Among appendixes is a sample agenda for one of the workshops. (CL)

MODEL FOR A WORKSHOP

ON ASSESSMENT OF

BLIND AND VISUALLY IMPAIRED STUDENTS

This publication was developed as part of a program of Regional Workshops for School Psychologists on Assessment of Visually Handicapped Students pursuant to a grant from the U.S. Department of Education, Bureau of Education for the Handicapped. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

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AMERICAN FOUNDATION FOR THE BLIND/NEW YORK 1982

CONTENTS

INTRODUCTION

This publication is based on a series of 18 regional workshops for school psychologists on assessment of visually handicapped students. The workshops were held over a period of three years under a grant from the Bureau of Education for the Handicapped. The Model is intended as a resource for persons with the prerequisite expertise and experience in work with blind and visually handicapped children, who may wish to use it as an aid in organizing their own presentations.

The Workshop Model describes the workshops as they were held under this particular program. The audience consisted of school psychologists with varying degrees of experience with blind and visually handicapped students, ranging from none to many years of work in schools for the blind. The length of each workshop was two and a half days (see Appendix I for sample agendas). Both the type of audience and the length of time at your disposal may be different. What the Model attempts to do is to describe the contents and the rationale for their selection in such a way that portions may be omitted or emphasis shifted in relation to your requirements. In addition, each segment of the contents is followed by a list of the materials pertinent to it,

so that adaptations of content can be more easily related to selection of materials.

While the text, with the exception of one chapter, and the compilation of the Workshop Model is the work of the project coordinator, the creation of the Model is actually the outcome of the cooperation of many individuals. The workshops on which it is based were developed by the two workshop leaders, Dr. Joan B. Chase and Dr. John L. Morse, while the concept of the workshop program itself was originated by the project director, Dr. Susan Jay Spungin. The workshop contents and materials have been developed and refined over the duration of the project on the basis of suggestions from the workshop participants and in a continuing process of cooperation between the workshop leaders and the project coordinator. The criticisms and suggestions of the workshop participants were extremely valuable to us and I take this opportunity to thank them for their contributions.

The kit of workshop materials which accompanies the Workshop Model consists of some of the reprints from the participants' kits provided at our workshops. All of these may be reproduced for distribution to the participants of any workshop presented with the aid of the Workshop Model. No further

authorization is needed for the use of this material provided it is distributed without charge or on the basis of the cost of reproduction. While most of the reprints are from publications of the American Foundation for the Blind, a few are from other sources. We wish to thank editors of the DVH Newsletter, the Education of the Visually Handicapped and the School Psychology Digest as well as the authors, David H. Warren, Ph.D., M. Beth Langley, Natalie C. Barraga, Ph.D. and Mary K. Bauman for their kind permission to include them in the Workshop Model kit.

WORKSHOP CONTENTS

The purpose of our workshops was to enable school psychologists to perform their functions effectively with blind or visually handicapped students. The focus was on assessment, but other functions were covered also. These included primarily translating the results of assessment into educational terms, particularly the I.E.P., as well as counseling, cooperation with other professionals within the school system, work with families of the visually handicapped students and use of outside resources at both community and national levels.

The materials used at the workshops in the kits provided to the participants and in the literature display are listed in Appendix II and Appendix III respectively. The items on the two lists are all numbered and in the description of workshop contents, items relevant to the topics under discussion are specified by list and number. The issue of materials is discussed more fully in the chapter on Workshop Materials.

Background

It was felt that before assessment per se could be discussed, an understanding of various aspects of vision loss had to be provided. There are several distinct areas to this topic.

The first of these is an overview of attitudes to the loss of vision on the part of society at large, parents, teachers,

peers, the visually handicapped themselves and last but not least the psychologist who is being introduced to work with visually impaired clients. The film "What Do You Do When You See a Blind Person?" is useful in that it deals with the issues in a humorous fashion that tends to reduce tension and open up discussion. The importance of this topic is two fold, both in relation to the attitudes, conscious or otherwise, of the participants themselves and in providing an understanding of the socially generated aspects of visual handicap. List A: 1, 4, 7, 8, List B: 2, 20.

Another area is that of the various kinds of vision loss, degree of loss, etiologies, including those which involve additional impairments, the nature of the remaining vision, if any, age of onset, prognosis and educational implications. The film "Not Without Sight" defines several major types of severe visual impairment and attempts to illustrate the very different kinds of residual vision which result from them. A simulation experience in which the participants wear occluders and goggles simulating various kinds of vision loss can add to their understanding of the perceptual aspects of visual impairment, although it in no way simulates the full impact of vision loss with its permanence and emotional and social aspects. The simulation experience should be carefully structured and is

discussed in the chapter on Simulation of Visual Conditions by John L. Morse. List A: 2,9,10,11,12,20,34. List B: 8,12,17,18,20,28,33,35.

The third major area is the effect of visual impairment on development. The bulk of research material available is on the effects of total congenital blindness. While this along with normal child development provides a basis for discussion, effects of different kinds and levels of vision loss and age at onset need to be included as well as multiple handicaps. The areas of development include cognitive development, social maturity, language development, self-concept and body image. Factors affecting development in addition to sensory impairment include parental reaction, possible social isolation and experiential deprivation. List A, 1,4,8,13,14,15,16,38,63. List B: 2,3,4,7, 11,17,20,23,34.

Finally, an overview of educational services for the visually handicapped provide both a context for the role of the school psychologist and information on the variety of services, teaching techniques and materials and devices which have been developed to facilitate the education of visually handicapped students. The film "No Two Alike" deals with mainstreaming visually handicapped and blind students into the regular school system. In addition we have developed a videotape presentation by Dr. Susan Jay Spungin on education of the visually handicapped which

provides a more in-depth treatment of some aspects of the subject. List A: 3,4,9,16,17,18,20,21,22,23,24,25, List B; 6,9,13,15,17,31,35,36.

Assessment

Assessment was the central issue of the workshop. To deal with it comprehensively requires both some general discussion and focussing on some very specific material such as individual tests and case histories. Topics requiring a general overview include: the advantages and disadvantages of using standard tests and tests specifically developed for the visually handicapped, the question of modification of testing procedures when standard tests are used and of the problem of the meaning of test scores when obtained under such modified conditions or for tests developed in reference to a visually handicapped population only. Another area for general discussion is rapport with the visually handicapped student, his/her needs to be oriented to the locale and the testing situation and finally the relation of the degree and nature of the client's remaining vision, if any, to selection of instruments and conditions, such as lighting and timing, under which they are to be administered. List A: 13,16,27,28,29,30,31,32, 33,34,35,36,37,38,54,57,58,59. List B: 5,10,14,19,22,26,36.

Review of various assessment instruments and techniques is one of the key concerns of the participants and should be as complete and specific as possible. These include

standard tests such as the Wechsler, the Leiter, the ITPA and the Bender and tests developed for use with the blind and visually handicapped such as the Perkins-Binet, the Blind Learning Aptitude Test, the Tactile Test of Basic Concepts (analog to the Boehm), the Haptic Intelligence Scale for Adult Blind and the Maxfield-Buchholz Social Maturity Scale. The strengths and weaknesses of each test when used with the visually handicapped need to be discussed as well as adaptations which can be made for such use and their consequences in terms of the meaningfulness of test results. List A: 24,31,32,36,39,40,46,47,48,49, 50,54,55, List B: 4,14,19,22,23.

There is a tendency among many participants to look for a test battery which would resolve their problems in assessing visually handicapped and blind children. While it should be made clear that this is an "impossible dream". both because of the state of the art and because of the nature of the population, which is heterogeneous in so many respects, a maximum of practical applicability should be aimed at in presenting this material. We have tried to achieve this by showing a number of tests developed for use with the visually handicapped and videotapes of portions of actual testing sessions with a number of children with various kinds of visual impairments, some with multiple handicaps. Case reports on the children shown on video-

tape were provided to the participants. The participants were also given sample forms for some of the instruments under discussion. List A: 41 through45,51,52,53.

It should be noted that all handouts whether lists of assessment instruments, test forms, discussion summaries or case reports become more meaningful and have more impact when they are actively used during the workshop. Unless they are discussed during the presentation their usefulness is lost to a considerable extent.

Two recurring criticisms of this portion of the workshop have been the length of the videotape segments in relation to the concepts illustrated and the fact that the participants would have liked to have some hands-on experience with the tests under discussion. The tapes were shortened considerably from their original length and further condensation would probably give a distorted picture of the testing situation. The problem is rather in the very passive role of the workshop participants during this part of the program. Actual testing experience might be provided in workshops held as in-service training in schools where visually handicapped children are available. As a partial substitute, we have added a small-group activity in which the participants are given data including an eye report, on four different children. Four groups of participants develop evaluations and recommendations for these sample cases. They then report to a joint session

where their conclusions are discussed by all the participants and the workshop leader. The four case studies and a list of questions to be included with each, is in the Workshop Model kit as a single unit (A 26). This material is intended to be typical of information that would be provided upon referral. The eye reports are replicas from actual cases and are not examples of an ideal eye report. In subsequent workshops Dr. Morse introduced two variations on this approach. He used four actual cases from his own practice and presented them at the beginning of the first session on assessment although the actual small group activity was held after the last session on assessment. This timing encouraged the participants to relate the intervening presentations to concrete problems of assessment, while the use of actual cases enabled him to relate the participants' recommendations to actual findings and outcomes. List A: 26.

Utilization of Assessment Results

Education: There are two aspects to this as far as formulation of educational implications are concerned. One is the role of the school psychologist in the formulation of the IEP. This varies from state to state and is not related to visual impairment per se. It is a question to which some time might be devoted, probably in the form of a general discussion with the participants rather than a presentation by the workshop leader. The

other aspect is translation of the psychologist's findings into educational terms. This involves both cooperation with teachers, particularly the teacher of visually handicapped and some awareness of teaching techniques, materials and other resources available in the field of education of the visually handicapped. Material presented in the introductory session on special education is relevant here. This aspect of the psychologist's task should be addressed by the workshop leader. Also, at some of our third year workshops, we had the opportunity to add a presentation by an educator of the visually handicapped to the program. The contents of the presentation varied but in each case they contributed an additional dimension to this topic.

List A: 4,9,15,16,17,18,21,23,24,38. List B: 6,7,13, 15,17,32,35,36,37.

Counseling

Those aspects of counseling which need to be discussed relate back to the aspects of visual impairment and its effects already mentioned in the description of background information on visual handicap and blindness. Particularly the reactions to the child's visual impairment by family and significant others as well as the child himself/herself and the possible isolation and/or experiential deprivation resulting from visual impairment. List A: 7,13,14,38,61,62,63. List B: 2, 25,30,31,34,36.

Vocational Guidance

While this is not usually part of the school psychologist's role, the question of the student's future beyond the confines of the school should be discussed. While formal vocational guidance may be done by a counselor, an assessment of the student's functioning is incomplete if it does not include his ability to function in life as a whole rather than merely to achieve an acceptable scholastic performance. List A: 23,24,29,54,64. List B: 1,21,24,29.

Use of Outside Resources

In relation to education, counseling and vocational guidance the participants should be made aware of both national and community resources which can be called upon for the benefit of the visually handicapped students and their families such as the American Printing House for the Blind, the National Association of Parents of the Visually Impaired, local agencies for the blind and schools for the blind and non-specialized community organizations. While actual provision of services may be arranged by other professionals some knowledge of options and resources is necessary for both informed cooperation with colleagues and counseling of clients. List A: 1,2,4,9,18. List B: 9,17,20,27.

WORKSHOP MATERIALS

Listings of all the materials used in the original workshops project are included as Appendices II,III and IV. These lists are intended as an example and a source of information and ideas. You will probably choose to add, subtract or substitute.

The sources of our materials are listed at the end of this chapter. In addition a copy of the Catalog of Publications of the American Foundation for the Blind is included in the Workshop Model kit. Besides a complete listing of AFB publications it contains information on the Miguel Memorial Library located at the Foundation. The Library may be a useful resource in planning your workshop.

Many of the reprints used in the participants' kits are included in the Workshop Model kit. All of these may be reproduced for use at workshops developed with the aid of this publication if they are provided to the participants either free of charge or at the cost of reproduction.

Participants' kits

The literature and handouts contained in the participants' kits are listed in Appendix II (List A). They were assembled from various sources and fell into several categories.

Some were very specific to our own workshop and workshop leaders. The sample reports (A41 through45), which went with the videotapes used in our program and not available for use outside our workshops, fell into this category. There would be no point in providing these and they are listed merely as an example of the kind of material you may want to develop for your own workshop.

The handouts prepared by Dr. Chase and Dr. Morse (A55 through 62) were used to assist in the discussion of certain topics. They are included as a single unit in the Workshop Model kit. You are welcome to reproduce or adapt any of these items which would fit into your own presentation.

The case material (A26) used for the small group activity in which the participants developed assessment strategies and recommendations for a specific child is also included in the Workshop Model kit. Here again, you are welcome to reproduce this material. An alternative suggested by some participants would be to use your own materials on actual cases. This would enable you to compare the suggestions of the participants to the actual assessment. In addition, you could then have a second phase to the small group activity in which the participants would develop educational recommendations on the

basis of the actual assessment results.

The forms used with the Maxfield-Buchholz Scale of Social Maturity and the Perkins-Binet were included in the participants' kits (A51 through 53). These are available from the publishers, if desired. The same applies to the eye report form (A10). The American Printing House for the Blind provided items A18 through 21 , which are free, and The Visually Impaired Child by Carol Halliday (A14) which was $1.25 at the time of writing. The Handbook for Teachers of the Visually Handicapped was out of print at the time of our project. We reproduced pp. 13-19, 26-44 and 80-95 for use at our workshops (A9). The Handbook is now available again as of the summer of 1981 from the American Printing House for the Blind. Among other excellent material it contains a chapter on the eye report which we used in the discussion of vision loss and residual vision.

Two of the pamphlets included in the kits (A1 and 2) are available from the Public Affairs Committee, Inc. These deal with blindness and limited vision in general. Two more specific pamphlets on cataracts and glaucoma are also available from the same source. Single free copies of all of these are also available from the American Foundation for the Blind (see Catalog). However, bulk supplies and rates are provided only by the Public Affairs Committee.

Pamphlets from the American Foundation for the Blind (A3,5,6 and 17) are available free in single copies. So is the Braille alphabet card (22). The catalog contains the prices for bulk orders.

We included only two AFB books in the kits (A23 and 34). This decision was based on cost and ideally two more should have been included: Measures of Psychological, Vocational and Educational Functioning in the Blind and Visually Handicapped by Scholl and Schnur and the Practice Report: Informal Assessment of Developmental Skills for Visually Handicapped Students by Swallow, Mangold and Mangold. We compromised by including a photocopy of the introduction to the former (A30) in the kits and putting both volumes in the display of literature (B19 and B22).

All the reprints and photocopies from publications of the American Foundation for the Blind used in the workshop kits are included in the Workshop Model kit (A7, 8,11,15,27 through 30, 32,37,38,46,47,48,54,63,64). These may be reproduced for the purpose of any workshop developed with the aid of the Model without any additional permission. One item (A35) "Developmental Assessment of Handicapped Infants and Young Children: with Special Attention to the Visually Impaired" by Joan B. Chase is also included in the AFB Practice Report: Assessment of Visually Handicapped Children and Youth (A34) so you will need it only

if you are not using the book. It was not in the original participant's kits and is included in the Model kit for your convenience. The same applies to "Psychosocial Evaluation" by Saul Freedman (A24) which is an excerpt from Precollege Programs for Blind and Visually Handicapped Students (A23). Both of these may be reproduced for use in your workshops. The unpublished paper "Evaluation of Severely Visually Impaired Children" by Joan B. Chase (A33) was prepared for the American Foundation for the Blind 50th Anniversary International Symposium on Science and Blindness, but only the summary statement by Dr. Chase appeared in the resulting publication, Science and Blindness. This paper as well as the listing of resources and bibliography (A4) and the sampling of tests (A40) prepared by Dr. Chase for the regional workshop program, also may be reproduced for the purpose of your workshops.

The two chapters from Individualized Program Planning for the Visually Impaired and Multi-Handicapped (A12 and 13) could not be included in the Workshop Model. The publishers, Potential Publishing Company of Blackwood, NJ have gone into bankruptcy and it was not possible to obtain permission to reprint this material.

Three other papers from the original participants' kits have been included in the Workshop Model kit: "Cognitive Development, Assessment and the IEP" by D. H. Warren, DVH Newsletter (A16), "Psychological Tests Used

with Blind and Visually Handicapped Persons" by Mary K. Bauman and C.A. Kropf, School Psychology Digest (A31) and "Psychoeducational Assessment of the Multiply Handicapped Blind Child: Issues and Methods" by M.Beth Langley, Education of the Visually Handicapped (A36). These may be reproduced for use in workshops based on the Workshop Model provided they are distributed free or at cost of reproduction. The same applies to "Subtests of Evaluative Instruments Applicable for use with Visually Handicapped Children" by B. M. Bullard and N. Barrage which originally appeared in Education of the Visually Handicapped (A39). We thank the authors and publishers of these materials for authorizing their use in the Workshop Model.

Two items, A49 and A50, have not been included. However, single copies may be obtained from Dr. Joan B. Chase.

Exhibit of Literature

In selecting the literature for the participants' kits, we used as criteria (1) relevance to the psychologist's role, especially assessment, (2) manageable length, (3) cost. In the display of literature we included publications which were not suitable for the participants' kits but were considered of interest to some or all the participants. Some of these, as already mentioned, we would have liked to include in the kits but were unable to finance.

There were also major publications (e.g. B3, B11, B34) of interest to those participants who might be interested in following up the workshop with in-depth study of visual impairment. Some gave a broader overview of blindness in general (e.g. B2, B8). Others were additional material on special topics: career education (B1, B29). Sex education (e.g. B25, B31), Low Vision (B18, B33). motor development (B4, B23), education (e.g. B13, B32, B35-37). Finally some were included as information on available resources (B9, B16, B27).

Essentially, the display of literature was intended to provide an amplification on the material in the participants' kits. Where the kits provided a basic minimum of materials in concise form, the display presented additional literature which the participants could examine and later procure on their own if they wished.

Tests

The tests displayed at the workshops are listed in Appendix IV. They were from a collection accumulated at the Foundation, with the exception of the Perkins-Binet which Mr. Charles Woodcock was kind enough to loan to the project starting with the second year. The workshop leaders also had some materials of their own which they brought to the workshops. We will not discuss this portion of the materials further on the assumption

that anyone conducting this kind of workshop will have their own collection of instruments which they will present and discuss at the workshop.

Educational Materials

The Catalog of Educational and Other Aids from the American Printing House for the Blind was included in the participants' kits (A21). This illustrated publication provides a good review of educational materials for blind and visually handicapped students. Consequently we only included the tape of compressed speech and some thermoform sheets in the display to give the participants an auditory and tactual experience of this kind of material.

If the opportunity exists you may wish to include a presentation of some of the more technologically sophisticated aids such as the optacon and talking calculators. For example, at our Pittsburgh workshop we were fortunate to have Dr. Mary Moore demonstrate and discuss the optacon.

A new booklet describing these technologically advanced sensory aids is now available from the American Foundation for the Blind. See Aids for the Eighties p. 19 of the Catalog. Single copies are free, additional copies are 65¢ to 75¢ depending on amounts ordered.

Films

The three films used at the workshops, "What Do You Do When You See a Blind Person"?, "Not Without Sight"

and "No Two Alike" can all be rented from the American Foundation for the Blind. All are 16mm color film. For further information on these and other AFB films contact the Film Librarian, Public Education Division, American Foundation for the Blind, 15 West 16 Street, New York, NY 10011.

For those wishing to explore the use of films available from other sources there is a Guide to Films about Blindness containing some 175 items, listed in the Catalog of Publications enclosed in the Workshop Model kit.

Videotapes

The videotapes of blind and visually impaired children tested by the workshop leaders cannot be provided to users of the Workshop Model. The videotape of Dr. Spungin's presentation on education of the visually handicapped can be borrowed without charge from her office at the Foundation. However, it was made specifically for use in the project workshops. Its appropriateness for other workshops will have to be determined by each prospective user. It is in black and white on 3/4" video cassette tape.

A videotape of one of the workshops given by Dr. Morse was made by Dr. Brenda Bailey, Georgia State Department of Education. An edited version of this material, running approximately 2 hours, will be available. It is on black and white 1/2" reel to reel videotape. It can be obtained on loan from Mr. Randall F. Dobbs.

SOURCES OF MATERIALS

American Foundation for the Blind
15 West 16 Street
New York, NY 10011

American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206

Association for Education of the Visually Handicapped
206 North Washington Street
Alexandria, VA 22314

Constance C. Carter
Water Street
Blue Hill, Maine 04614

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John Day Company, Inc.
& Harper and Row Publishers
10 East 53 Street
New York, NY 10022

Randall F. Dobbs
Director
Metro East GLRS Center
Robert Shaw Center
385 Glendale Road
Scottdale, GA 30079

Dr. Emerson Foulke
Director
Perceptual Alternatives to Visual Perception Laboratory
University of Louisville
Louisville, KY 40208

Grune and Stratton
111 Fifth Avenue
New York, NY 10003

Howe Press
Perkins School for the Blind
Watertown, MA 02172

International Research Institute
P.O. Box 3318
Austin, TX 78764

The Lighthouse/Low Vision Clinic
The New York Association for the Blind
111 East 59 Street
New York, NY 10022

National Association of State Directors of Special Education
1201 16th Street, NW Suite 610E
Washington, DC 20036

National Society for the Prevention of Blindness
79 Madison Avenue
New York, NY 10016

Project PAVE, Dr W. B. Stephens
Box 688
University of Texas at Dallas, Gr.4.1
Richardson, TX 75080

Public Affairs Committee, Inc.
381 Park Avenue S
New York, NY 10016

School Of Optometry
Clinic C
University of Alabama/The Medical Center
1716 8th Avenue
Birmingham, AL 35294

Stoelting Company
1350 South Kostner Avenue
Chicago, IL 60623

Charles C. Thomas
301-327 East Lawrence Avenue
Springfield, IL 62717

University of Illinois Press
54 East Gregory Drive
Champaign, IL 61620

University Park Press
233 East Redwood Street
Baltimore, MD 21202

Western Psychological Services
12031 Wilshire Blvd
Los Angeles, CA 90025

Publishers of Journals

American Foundation for the Blind
15 West 16 Street
New York, NY 10011

Journal of Visual Impairment and Blindness
New Outlook for the Blind
Research Bulletin
(Note: Only the Journal is still being published)

Association for Education of the Visually Handicapped
206 North Washington Street
Alexandria, VA 22314

International Journal for the Education of the Blind
Education of the Visually Handicapped
(Note: Name changed in 1969 from the former to the latter)

Council for Exceptional Children
Division for the Visually Handicapped
1920 Association Drive
Reston, VA 22091

DVH Newletter

National Association of School Psychologists
1511 K Street, NW, Suite 927
Washington, DC 20005

School Psychology Digest

SIMULATION OF VISUAL CONDITIONS

John L. Morse, ED.D.

I Introduction

Simulation experiences encourage a sense of sensitivity to and awareness of the function effects of a visual impairment. Accordingly, this paper attempts to describe the equipment, materials and process employed over the past two years in Workshops for School Psychologists to increase their understanding of various visual impairments as they affect the functional life of clients they will be requested to assess. The simulation experience should immediately follow a presentation of the film, "Not Without Sight".

The advantages of the experience are considerable. The participants will develop an awareness of the bodily and behavioral accommodations that are necessary and employed by visually handicapped students within their home and academic environments. Compensatory techniques are offered that will serve to minimize the adverse effects of differing visual handicaps. However, it is recognized that the simulation experience, as is true for all attempts to simulate other conditions, has limitations. It is impossible to simulate all visually handicapping conditions, particularly a central field loss. In addition, it is not possible to insure a uniform experience for all participants owing to the unique visual conditions among the participants; namely, the participants will consist of those who are myopic, far-sighted or have astigmatism. Furthermore, the simula-

lation experience stresses monocular vision owing to the limited number of simulation lenses and devices. Of greater significance, it is recognized that it is impossible to simulate the totality of eye conditions or the uncertainty of prognosis that many visually handicapped clients must face.

II Method Employed:

The Vision Simulation Kit* consists of seven sets of goggles, six Occluders, One Cataract Lens, two lenses simulating 20/400 farpoint vision, two lenses simulating 20/200 distance vision, two lenses simulating 20/60 vision, four color-coded funnels representing central vision of 2 degrees, 4 degrees, 8 degrees and 11 degrees, four lenses replicating 20/200 nearpoint vision, four clear glass lenses, and a traveling case. In addition, various materials and equipment should accompany the Simulation Kit. A round soft sponge or nerve ball must be included for gross motor activities. It will be necessary to have a blackboard available. The Instructor should also make available various reproduced papers, (Purple ditto, mimeographed sheets, photo-copies). Multiple copies of the coding or digit symbol subtest of the WISC-R or WAIs should be available. Prior to the simulation experience, it will be necessary for the Instructor to assemble the various lenses and goggles with their accompanying equipment and materials.

The process will require all participants to rotate

* produced by Constance C. Carter.

among various stations, each representing a differing visual condition. The following stations and their purpose are described as follows:

Station I: Visual-Motor

The Station will require participants, under simulation of a restricted central field, to catch and throw a sponge to another participant who is not under simulation. It is suggested that the green funnel simulating an 8 degree central field and an occluder be attached to a set of goggles. The participant under simulation should stand approximately 12 feet from the person not under simulation. The person not under simulation should be instructed to vary his tosses with regard to speed and height arc.

Station 2: Mobility:

Two goggles should be prepared for this Station. The black funnel simulating an 11 degree central vision and an occluder should be attached to a set of goggles. The other set of goggles should consist of a set of lenses replicating 20/200 nearpoint vision (green tint). Those under simulation should be instructed to navigate the hallways, travel within dimly lit and lighted areas, and find and make use of the bubbler and bathroom. Each participant should be accompanied by a person not under simulation to insure that they do not take any unnecessary risks or encounter hazards.

Station 3: Desk and Blackboard Work:

The two 20/400 farpoint vision lenses should be attached to a set of goggles. The Instructor should write various addition and subtraction arithmetic problems on the blackboard and provide paper and pencil at the participant's desk. The participant should be instructed to perform the necessary calculations at his desk and proceed to and from the blackboard as necessary to solve the problem. The participant will notice that his nearpoint vision is unaffected, yet he is unable to see the blackboard unless he comes within close proximity to it.

Station 4: Eye-Hand Coordination:

The red funnel simulating a 4 degree central vision and an occluder should be attached to a set of goggles. Various copies of the Coding or Digit Symbol subtest of the Wechsler tests should be available for completion. Each participant should be instructed to attempt to spend approximately one minute completing the task.

Station 5: Nearpoint Classroom Work:

The Cataract lens and an occluder should be attached to a set of goggles. Various reproduced papers should be available for examination. Each participant should be requested to attempt to read the various reproduced copies. They should be instructed to vary the distance and amount of illumination as each variable will affect whether or not the material can be read. It will be

important for the Instructor to insure that smudged purple ditto sheets, as well as clear and difficult to read reproduction copies are available. Black print on white as well as yellow paper should be available for contrast purposes.

The simulation process will require all participants to have opportunity to rotate among the various Stations. It is anticipated that approximately 45 minutes will be required for each participant to travel among all stations. It will be important for the Instructor to insure that all participants have attempted all simulation experiences prior to rejoining the group for discussion purposes. If time permits, it would be advantageous to make available various activities of daily living to be performed under simulation. For example, participants could be asked to butter a piece of bread and pour liquid into a glass when over-all vision is severely reduced or obscured.

Subsequent to ascertaining that all participants have rotated among all stations, the Instructor should reconvene the group and request their reactions to each task attempted while under simulation. With regard to Station 1, participants should be requested for their reactions to attempting to catch a thrown object where only a small amount of central vision is available. Encourage them to discuss their feelings of frustration in judging the approach of a thrown object. It will be important to insure that they distinguish

between the effect of monocular vision and reduced visual field. They should be encouraged to talk of their bodily sensations, balance, and postural changes.

With regard to the participants' reaction to the requirement that they navigate the hallways with over-all vision significantly reduced or with peripheral vision obscured (Station 2), they should be encouraged to express their over-all reactions, frustrations, and attempts to accommodate for the vision loss. They should be asked if varying amounts of illumination were helpful, if they attempted to trail with their hand along a wall, if bodily or postural difficulties were encountered, as well as to their feelings of competence and confidence, or absence thereof.

The participants should be questioned with regard to their reactions and feelings while attempting to perform deskwork for problems presented on the blackboard (Station 3). They should be reassured that their feelings and reactions are quite typical of those who are severely Myopic or near-sighted. They should be asked to imagine the need of those with such a visual impairment to continually get out of their seat and approach information presented at a distance. They should be informed that many clients with such a visual impairment will not be necessarily assisted in a class-room environment by being seated in the front row; the distance may still be too formidable.

The participants should be questioned regarding their reactions to performing a speed eye-hand coordination task with only a small amount of central vision possible (Station 4). They should be questioned whether they had difficulty rapidly shifting their visual focal points from one part of the page to another. They should be asked if they found it necessary to utilize accommodation techniques; e.g. keeping their finger on the line of print as well as being required to move their whole head in contrast with merely shifting one's visual gaze. They should be questioned whether they felt fatigued and experienced bodily tension.

The participants should be questioned as to how efficently they could scan and comprehend printed information that had been reproduced while under simulation for an over-all vision loss, Cataracts (Station 5). They should be encouraged to discuss which form of reproduction seemed easier to read, whether or not the size of print made a difference, how close they needed to be to the printed material, and whether or not varying degrees of lighting or illumination made a difference. The instructor should comment that directional lighting, black print on yellow paper and the elimination of extraneous and confusing visual stimuli are accommodating techniques that will assist visually impaired clients where over-all vision is reduced.

Over-all, it is critical for the Instructor to insure

that the participants understand and discuss the effective accommodation techniques to be employed for each visual impairment that is simulated.

III. Implications:

Whereas it is important that the simulation experience encourage among the participants a sense of sensitivity to and awareness of the functional effects of varying visual impairments, it is considered essential that the participants be assisted in translating the experience to their prospective assessment involvement with visually handicapped clients. The success of the experience will be assured, provided the participants understand and make use of the accommodating techniques employed in the exercise as well as modify their assessment procedures to reduce the varying effects of each visual impairment. Hopefully, the portion of training devoted to the use of modifications necessary for assessing the visually handicapped will reflect the experience received from the simulation exercise.

POSTSCRIPT

During the first year of our project Dr. David W. Alford was completing his doctoral dissertation "Knowledge Needed and Possessed by School Psychologists in the Psychoeducational Assessment of Visually Impaired Children as Perceived by School Psychologists and Teachers of Visually Impaired Children", University of Pittsburgh, 1980. The subject matter is so relevant to users of the Workshop Model that a summary of some of the data from his study is being included in this publication with Dr. Alford's kind permission.

The Research Questions

In Dr. Alford's own words "The intent of this study was to assess the perceptions of regular school psychologists, experienced school psychologists, and teachers of visually impaired children as to the knowledge needed by school psychologists in the psycheducational assessment of visually impaired children and the extent to which school psychologists possess the knowledge.

The purpose of the study was to answer the following research questions:

1. What knowledge is needed by school psychologists in the psychoeducational assessment of visually impaired children as perceived by the survey respondents?
2. What differences exist among the survey

groups as to their perceptions of knowledge needed by school psychologists in the psychoeducational assessment of visually impaired children?

3. What relationships exist between the background characteristics of the survey respondents and their perceptions of knowledge needed by school psychologists in the psychoeducational assessment of visually impaired children?
4. To what extent are school psychologists perceived, by the survey respondents, to possess knowledge of the psychoeducational assessment of visually impaired children?
5. What differences exist among the survey groups as to their perceptions of knowledge possessed by school psychologists in the psychoeducational assessment of visually impaired children?
6. What relationships exist between the background characteristics of the survey respondents and their perceptions of knowledge possessed by school psychologists in the psychoeducational assessment of visually impaired children?

7. What relationships exist between knowledge perceived as needed by school psychologists, and knowledge perceived as possessed by school psychologists in the psychoeducational assessment of visually impaired children?"

What will be reported here concerns essentially research questions 1 and 2. However, it should be mentioned that the knowledge of the psychoeducational assessment of visually impaired children possessed by school psychologists (research question 4) was perceived as very low by all three groups of respondents surveyed by Dr. Alford. In only one area, "Knowledge of definitions and regulations pertaining to visual impairment" did as many as one third (34.5%) of the respondents consider that knowledge to be complete or adequate.

Method

The research instrument was a two-section questionnaire. The first section was designed to collect background information on the participants; the second section to elicit their perceptions as to knowledge needed and possessed by school psychologists. The latter consisted of 98 statements related to assessment of visually impaired children. The respondents were asked to indicate on a five point Likert scale

their estimates of the degree to which the knowledge represented by the statements was needed and possessed by school psychologists. (Figure I)

The questionnaire was sent to a total sample of 700 psychologists and teachers. Usable questionnaires were received from 170 regular school psychologists, 29 school psychologists experienced in work with visually impaired children and 81 teachers of the visually impaired, a total of 280 questionnaires.

Results

A questionnaire item was classed as knowledge needed if 70% or more of respondents gave it a Likert scale value of (4) "the knowledge is probably necessary" or (5) "the knowledge is essential". Table I shows the results for the total sample. The data is grouped into subscales reflecting specific areas of knowledge regarding visually impaired children.

The 47 items in Table I indicate knowledge perceived as needed by the total sample in which the regular school psychologists were the predominant group. This group had little or no familiarity with visually impaired children. It is therefore important to look at the additional items rated as needed knowledge by the two groups experienced in work with visually impaired students shown in Tables II and III.

Figure I
Questionnaire

SECTION II

This section requests your rating of the following statements. On the scale to your left, circle the number which best indicates the degree to which you think the knowledge is needed by school psychologists in general. On the scale to your right, circle the number which best indicates the degree to which you think school psychologists whom you know possess the knowledge.

rating keys

5 The knowledge is essential		Psychologists possess complete knowledge 5
4 The knowledge is probably necessary		Psychologists possess adequate knowledge 4
3 The knowledge may be helpful		Psychologists possess some knowledge 3
2 The knowledge is probably unnecessary		Psychologists possess little knowledge 2
1 The knowledge is unnecessary		Psychologists possess no knowledge 1

	KNOWLEDGE OF:	
5 4 3 2 1	Various visual and educational aids used by visually impaired children	1 2 3 4 5
5 4 3 2 1	Characteristics of resource room programs for visually impaired children	1 2 3 4 5
5 4 3 2 1	Modifying standardized tests used with visually impaired children	1 2 3 4 5
5 4 3 2 1	How visual impairments may affect children's abilities to orient to and travel within the environment	1 2 3 4 5
5 4 3 2 1	Services provided by the American Foundation for the Blind	1 2 3 4 5
5 4 3 2 1	Tests developed for use with visually impaired children	1 2 3 4 5
5 4 3 2 1	Effects of time limits on test performance of visually impaired children	1 2 3 4 5
5 4 3 2 1	Orienting visually impaired children to the testing area/room	1 2 3 4 5
5 4 3 2 1	Interpreting the eye specialists' report	1 2 3 4 5
5 4 3 2 1	Cognitive development of visually impaired children	1 2 3 4 5
5 4 3 2 1	Illumination requirements of various visual impairments	1 2 3 4 5
5 4 3 2 1	Braille codes	1 2 3 4 5
5 4 3 2 1	Administering intelligence tests to visually impaired children	1 2 3 4 5
5 4 3 2 1	Stereotypic mannerisms (blindisms) among visually impaired children	1 2 3 4 5
5 4 3 2 1	Social development of visually impaired children	1 2 3 4 5
5 4 3 2 1	Educational implications of amblyopia ex anopsia	1 2 3 4 5
5 4 3 2 1	Performance characteristics of visually impaired children on the Illinois Test of Psycholinguistic Abilities	1 2 3 4 5
5 4 3 2 1	Perceptual/motor development of visually impaired children	1 2 3 4 5
5 4 3 2 1	Academic achievement of visually impaired children	1 2 3 4 5
5 4 3 2 1	Educational implications of albinism	1 2 3 4 5
5 4 3 2 1	Terminology relating to visual impairments	1 2 3 4 5
5 4 3 2 1	Curricula needs specific to visually impaired children	1 2 3 4 5

(please continue)

The 25 items rated as needed knowledge by experienced psychologists but not by the total group are perhaps of particular importance. They might be considered as areas of greatest ignorance among regular school psychologists in that they are unaware of their significance while the psychologists experienced in work with visually impaired children consider them needed knowledge.

In his dissertation (Knowledge Needed, pp. 182-207) Dr. Alford discusses the differences between the three groups in perceptions of knowledge needed and the reasons for the omissions of some items or whole subscales such as "Knowledge of Services Provided Visually Impaired Persons". He suggests the latter may be due to the respondents' perception of the respective roles of the school psychologist, the teacher of visually handicapped and other professionals, and of the assumption of consultation and co-operation among them, which may not always exist in actual practice. In one instance he points out an item included by teachers (42 "administering a braille edition of a standardized test") as neither realistic nor necessary. It is obvious, therefore, that the listing of items in Tables I, II and III is not to be taken as necessarily definitive.

Table I

Knowledge Perceived as Needed for School Psychologists by the Total Survey Sample

Knowledge of the Educational Implications of Visual Impairments

11 Illumination requirements of various visual impairments

Knowledge of Definitions and Regulations Pertaining to Visual Impairments

23 Federal regulations pertaining to the educational placement of visually impaired children
52 State regulations pertaining to the educational placement of visually impaired children
59 State definitions and classifications relating to the identification of visually impaired children

Knowledge of Adapting Tests for Use with Visually Impaired Children

3 Modifying standardized tests used with visually impaired children
7 Effects of time limits on test performance of visually impaired children
25 Performance characteristics of visually impaired children on the verbal portion of the WISC
31 The appropriate modification of the Stanford-Binet Intelligence Scales for use with visually impaired children
36 Problems involved in the interpretation of norm-referenced tests used with visually impaired children
58 The use of enlarged tests with visually impaired children
68 The effects of administering tests orally to visually impaired children
94 Limitations resulting from the omission of Performance Subtests of the WISC in the assessment of visually impaired children

Knowledge of Orientation and Mobility Techniques

4 How visual impairments may affect children's abilities to orient to and travel within the environment
6 Orienting visually impaired children to the testing area/room

Knowledge of Characteristics of Visually Impaired Children

10 Cognitive development of visually impaired children
15 Social development of visually impaired children
18 Perceptual/motor development of visually impaired children
19 Academic achievement of visually impaired children
35 Possible effects of visually impaired children on the family
39 How visual impairments may affect the physical activities of children

Table I (Cont'd)

55	Experiential deprivation on the functioning of visually impaired children
66	Developmental delays of visually impaired children
79	Differences between autistic children and visually impaired children
80	The effects of additional handicaps on the functioning of visually impaired children
89	The development of children with differing amounts of vision
92	The relationship between age of onset of visual impairments and the development of children

Knowledge of Educational Programming for Visually Impaired Children.

2	Characteristics of resource room programs for visually impaired children
22	Curricula needs specific to visually impaired children
47	Pre-school programming for visually impaired children
77	Variables affecting successful mainstreaming of visually impaired children

Knowledge of Assessment Procedures for Visually Impaired Children

6	Tests developed for use with visually impaired children
13	Administering intelligence tests to visually impaired children
27	Criteria involved in the selection of assessment instruments used with visually impaired children
30	Administering personality tests to visually impaired children
38	Observational assessment of visually impaired children
43	The multi-disciplinary team's assessment of visually impaired children
48	Explaining testing materials to visually impaired children
50	Establishing rapport with visually impaired children
53	Interpreting assessment results in the educational planning for visually impaired children
60	Administering tests of motor development to visually impaired children
62	How to locate tests developed for use with visually impaired children
71	Formal assessment of visually impaired children
75	The appropriate assessment environment or testing room
78	Vocational or career assessment of visually impaired children
83	Appropriate pre-assessment background information of visually impaired children

Knowledge of Eye Anatomy and Visual Terminology.

9	Interpreting the eye specialists' report
73	The meaning of visual acuity measurements (i.e. 20/200)

Table II

Knowledge Perceived as Needed
by Experienced School Psychologists
Which Was Not Perceived as Needed by the Total Survey Sample

Knowledge of the Educational Implications of Visual Impairments	
16	Educational implications of amblyopia ex anopsia
20	Educational implications of albinism
24	Educational implications of glaucoma
56	Educational implications of cataracts
67	Educational implications of visual field defects
81	Educational implications of retrolental fibroplasia
96	Educational implications of nystagmus
Knowledge of Definitions and Regulations Pertaining to Visual Impairments	
69	Limitations in the definitions of "legal blindness" and "partial sightedness"
Knowledge of Orientation and Mobility Techniques	
49	Orientation and mobility skills for visually impaired children
51	Acting as a human guide with visually impaired children
Knowledge of Characteristics of Visually Impaired Children	
14	Stereotypic mannerisms (blindisms) among visually impaired children
54	Attitudes of sighted persons toward visually impaired persons
58	Verbalism (use of words without sensory experience i.e. colors) among visually impaired children
Knowledge of Educational Programming for Visually Impaired Children	
29	Vocational and career training of visually impaired children
45	Characteristics of residential school programs for visually impaired children
46	Sensory awareness training of visually impaired children
91	Independent living skills training of visually impaired children
98	Human sexuality instruction for visually impaired children
Knowledge of Aids Used by Visually Impaired Children	
1	Various visual and educational aids used by visually impaired children
64	Low vision aids used by visually impaired children
Knowledge of Adapting Tests for Use with Visually Impaired Children	
69	The effects of type size on the reading of visually impaired children

Table II (Cont'd)

Knowledge of Eye Anatomy and Visual Terminology	
21	Terminology relating to visual impairment
34	Physiology of the visual system
65	How corrective lenses affect vision
86	Visual functioning assessment of visually impaired children

Table III

Knowledge Perceived as Needed by Teachers
Which Was Not Perceived as Needed
by the Total Survey Sample

Knowledge of Definitions and Regulations Pertaining to Visual Impairments	
69	Limitations in the definitions of "legal blindness" and "partial sightedness"
Knowledge of Adapting Tests Used with Visually Impaired Children	
17	Performance characteristics of visually impaired children on the Illinois Test of Psycholinguistic Abilities
42	Administering a braille edition of a standardized test to visually impaired children
82	The effects of type size on the reading of visually impaired children
Knowledge of Characteristics of Visually Impaired Children	
88	Verbalism (use of words without sensory experience i.e. colors) among visually impaired children
Knowledge of Educational Programming for Visually Impaired Children	
29	Vocational and career training of visually impaired adolescents
41	Characteristics of itinerant teacher programs for visually impaired children
63	Responsibilities of teachers of visually impaired children

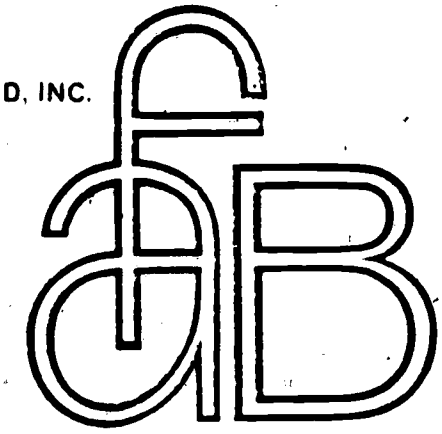
It does provide, however, a very useful and suggestive check list of contents in designing a training program for school psychologists.

This brief report of some of Dr. Alford's data has been added to the Workshop Model because it may be helpful to the users of this publication. Hopefully it will also prompt the readers to refer to the dissertation itself as it is of major importance to anyone seriously involved in pre-service or in-service training of school psychologists in assessment of visually impaired students.

The dissertation itself should be available in the near future from the Migel Memorial Library at the American Foundation for the Blind.

APPENDIX I

AMERICAN FOUNDATION FOR THE BLIND, INC.



REGIONAL WORKSHOPS FOR SCHOOL PSYCHOLOGISTS

ON THE ASSESSMENT OF VISUALLY HANDICAPPED STUDENTS

Cecil B. Green Building
Room 2.534
University of Texas at Dallas
Richardson, TX

February 2-4, 1981

Joan B. Chase, Ed.D. Workshop Leader
Associate Professor
Department of Psychiatry
CMDNJ - Rutgers Medical School
Piscataway, New Jersey

AGENDA

Monday, February 2, 1981

Registration 8:30 - 9:00 a.m.

Welcome: Will Beth Stephens, Ph.D. 9:00 - 9:30 a.m.

Introduction: Zofja S. Jastrzembska
Project Coordinator

Session I Overview

A. The School Psychologist 9:30 - 10:30 a.m.

. . . and the school community
. . . and the handicapped child
. . . and the visually handicapped child

B. Functional practices of the school psychologist and . . .

. . . the diagnostic role
. . . the prescriptive role
. . . the consultative role
. . . the scientific role

C. The age of 94-142 and advocacy

Break Books and Readings 10:30 - 11:00 a.m.

Session II Visual Disorders 11:00 - 1:00 p.m.

A. Eye conditions and diagnoses

B. Visual acuity and efficiency

Simulation Experience
Lenses and Aids

C. Neurology and multihandicaps

Films: "Not Without Sight"
"What Do You Do When You See a Blind Person?"

Lunch 1:00 - 2:00 p.m.

Session III Educational Impact of Visual Disorders 2:00 - 3:30 p.m.

A. Visually Impaired Children in the Schools

Historical Overview
Options
Film: "No Two Alike"

B. Support for Learning

Videotape: Susan Jay Spungin, Ed.D.
Service Provisions and Agencies

Break Kit review 3:30 - 4:00 p.m.

Session IV Developmental Overview 4:00 - 5:30 p.m.

A. Developmental issues . . .
. . . and total blindness
. . . and partial vision

B. Specialized Needs

Tuesday, February 3, 1981

Session V The Diagnostic Process — 9:00 - 10:30 a.m.

A. Basic Evaluation Issues

B. Test Batteries . . .

. . . Familiar assessment tools
. . . Specially designed tools
. . . Individualized selection and profiles

Break Assessment Materials — 10:30 - 11:00 a.m.

Session VI Case Presentations — 11:00 - 1:00 p.m.

A. Use of familiar instruments

Videotapes: "David"
"Carrie"
"Darlene"

Discussion

Lunch — 1:00 - 2:00 p.m.

Session VII Specialized Testing — 2:00 - 3:30 p.m.

A. The multihandicapped

Videotapes: "John"
"Richard"

B. Affective Concerns

Personality tests
Perception and Personality

Break Assessment Materials — 3:30 - 4:00 p.m.

Session VIII Findings and Recommendations — 4:00 - 5:30 p.m.

A. Constructing a battery around problems

Small group exercise
Discussion

Session VIII continued

B. Meeting with the Team

IEP Implications
Implementing Findings

C. Meaningful recommendations for the visually handicapped

Wednesday, February 4, 1981

Session IX Counseling and Advocating 9:00 - 10:30 a.m.

A. Family issues

B. Pre-school issues

C. School-related counseling

D. Affective needs

E. Pre-vocational and Vocational counseling

F. Life-planning issues

Break Relaxation! 10:30 - 11:00 a.m.

Session X The Multihandicapped 11:00 - 12:00 noon

A Mental retardation and visual disorders

B. Deaf-Blindness

C. Neurological Disorders- Cerebral Palsy, Learning Disabilities

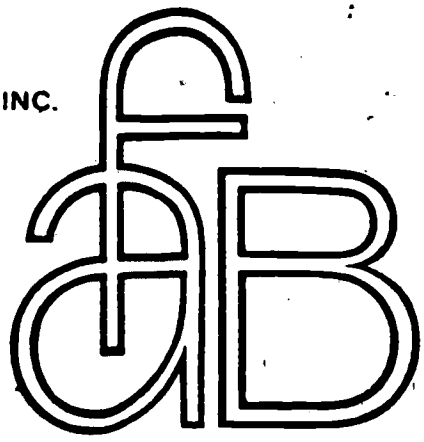
D. Emotional Disturbance and the Visually Impaired

Session XI Review 12:00 - 1:00 p.m.

Discussion

Session XII Planning Session and Working Lunch 1:00 - 3:00 p.m.

AMERICAN FOUNDATION FOR THE BLIND, INC.



REGIONAL WORKSHOPS FOR SCHOOL PSYCHOLOGISTS ON THE ASSESSMENT OF VISUALLY HANDICAPPED STUDENTS

Lexington Room
Holiday Inn
Manchester, New Hampshire

April 7 - 9, 1981

John L. Morse, Ed.D.
Workshop Leader

AGENDA

April 7, 1981 Tuesday

Registration	8:30 - 9:00 a.m.
Welcome and Introduction Zofja S. Jastrzembska Project Coordinator	9:00 - 9:15 a.m.
Session I. Overview	9:15 -10.30 a.m.

A. Workshop Purpose and Scope
B. Societal Reactions, an Historical Overview
Film: "What Do You Do When You See a Blind Person"?

15 WEST 16TH STREET NEW YORK, NY 10011/TEL (212) 620-2000/CABLE ADDRESS FOUNDATION NEW YORK

FIELD OFFICES
1660 L Street, N.W. Washington, D.C. 20036
100 Peachtree Street, Atlanta, Georgia 30303
760 Market Street, San Francisco, California 94102
1860 Lincoln Street, Denver, Colorado 80203
500 North Michigan Avenue, Chicago, Illinois 6061

C. Effect of Handicap upon Significant Others (parents, sibs)

Break Books and Readings 10:30-11:00 a.m.

Session II Visual Handicapping Conditions 11:00- 1:00 p.m.

A. Reception vs. Perception
B. Age of Onset, Visual Memory
C. Etiology and its Effects
Film: "Not Without Sight"
D. Simulation Experience

Lunch 1:00 -2:00 p.m.

Session III Developmental Variations 2:00 -3:30 p.m.

A. Normal Growth and Development
B. Development of Body Image/Self-concept

Break Teaching Aids and Publications 3:30 -4:00 p.m.

Session IV The Schools and PL 94-142 4:00 -5:30 p.m.

A. Film: "No Two Alike"
B. Videotape: Susan Jay Spungin, Ed.D. Special Education and the Visually Handicapped

April 8, 1981 Wednesday

Session V Basic Evaluation 8:30- 11:00 a.m.

A. Small Group Exercises
B. Disadvantages of Standard Instruments with the Visually Handicapped/Advantages of Visually Handicapped Assessment Procedures with the non-visually Handicapped
C. Non-cognitive interfering factors
D. Breaking Standardization
E. The Problem of Reception/Perception/Expression: Case Studies: "John" and "Greg"
F. Observation Considerations

Break	Assessment Instruments	11:00-11:30 a.m.
Session VI	Using Standard Instruments	11:30- 1:00 p.m.

A. Adaptations and Modifications
B. Videotape Demonstration - David, Carrie, Darlene

Lunch	1:00 -2.00 p.m.
Session VII Assessing the Multihandicapped	2:00- 3:30 p.m.

A. Videotape Demonstration - John, Richard
B. Sample Case Report

Break	Assessment Instruments	3:30 - 4:00 p.m.
Session VII Assessing the Multihandicapped (continued)		4:00- 5:30 p.m.

C. Demonstration of Instrument Developed for the Visually Handicapped
D. Sample Case Report

April 9, 1981 Thursday

Session VIII Assessment Review	8:30 -9:30 a.m.

A. Small Group Exercises

Session IX Consultations with Parents/ Service Providers	9:30-10:30 a.m.

A. Parents: Dissatisfied, not Difficult
B. Valid and Invalid Expectations

Session X The Need for a Total Assessment	10:30-12:00 noon
Lunch	12:00- 1:00 p.m.
Session XI Planning Meeting	1:00- 2:30 p.m.
Adjournment	2:30 p.m.

APPENDIX II

LIST A: PARTICIPANTS' KITS

1) Living with Blindness Irving R. Dickman, 1972 A Public Affairs Pamphlet

2) What Can We Do About Limited Vision Irving R. Dickman 1973 A Public Affairs Pamphlet

3) How Does a Blind Person Get Around? 1973, American Foundation for the Blind

✓ 4) Resources for the Visually Handicapped Prepared for School Psychologists Joan B. Chase, (includes bibliography)

✓ 5) AFB Catalog of Publications 1980-81 American Foundation for the Blind

6) This is AFB American Foundation for the Blind pamphlet

✓ 7) "An Analysis of Attitudes - Dynamics and Effects" Beatrice A. Wright, New Outlook for the Blind, March 1974 pp. 108-118

✓ 8) "Social and Psychological Aspects of Blindness: A Sampling of the Literature" Zofja S. Jastrzembska Research Bulletin 25 American Foundation for the Blind January 1973 pp. 169- 173

9) Handbook for Teachers of the Visually Handicapped G.D. Napier, D.L. Kappan, D.W. Tuttle, W.L. Schrotberger and A.L. Dennison, 1981 American Printing House for the Blind

10) Eye Report for Children with Visual Problems form provided by National Society for the Prevention of Blindness

✓ 11) "Development of Efficiency in Visual Functioning: Rationale for a Comprehensive Program", Natalie Barraga and Marcia E. Collins Journal of Visual Impairment and Blindness Volume 73, #4 April 1979

12) "The Child with Low Vision" Eleanor E. Fay, from Individualized Program Planning for the Visually Impaired and Multi-Handicapped Jeffrey Grotsky et al, 1977 Potential Publishing Company pp. 1-22

✓ included in Workshop Model kit

LIST A

13) "Psychological Implications of Visual and Related Impairments" Joan B. Chase, from Individualized Program Planning for the Visually Impaired and Multi-Handicapped Jeffrey Grotsky et al, 1977 Potential Publishing Company pp. 91-104

14) The Visually Impaired Child: Growth, Learning Development, Infancy to School Age Carol Halliday 1971, American Printing House for the Blind

15) Concept Development for Visually Handicapped Children William T. Lydon and M. Loretta McGraw 1973, American Foundation for the Blind. Reprints of pp. 1-14, 62-8

16) "Cognitive Development, Assessment and the I.E.P". David H. Warren, DVH Newsletter Summer 1978

17) When You Have a Visually Handicapped Child in Your Classroom : Suggestions for Teachers. Anne Lesley Corn and Iris Martinez, 1977 American Foundation for the Blind pamphlet

18) Sources of Materials for the Partially Sighted Instructional Materials Reference Center for Visually Handicapped Children American Printing House for the Blind

19) Mental Tests and Measurements American Printing House for the Blind

20) Distribution of Quota Registrations by School Grades and Reading Media American Printing House For the Blind

21) Catalog of Educational and Other Aids American Printing House for the Blind

22) Braille Alphabet and Numbers American Foundation for the Blind

23) Precollege Programs for Blind and Visually Handicapped Students Susan Jay Spungin Editor, 1975 American Foundation for the Blind

24) "Psychosocial Evaluation" Saul Freedman Reprinted from Precollege Programs for Blind and Visually Handicapped Students Susan Jay Spungin, (Editor) 1975 American Foundation for the Blind pp. 10-14

25) Public Law 94-142, 94th Congress, S6, November 29, 1975

26) Sample Case Reports for Small Group Activities: Carol, Ted, Bob and Alice by Joan B. Chase

27) "Introduction to Assessment and the Blind" Michael E. Monbeck and Mary Ellen Mulholland New Outlook for the Blind October 1975, pp.337-9

28) "Answering the Questions of the Psychologist Assessing the Visually Handicapped Child" John L. Morse New Outlook for the Blind October 1975, pp. 350-3

29) "Guided Vocational Choice" Mary K. Bauman New Outlook for the Blind October 1975, pp. 354-360

30) "Measures of Psychological, Vocational and Educational Functioning in the Blind and Visually Handicapped: Introductory Remarks" Geraldine Scholl and Ronald Schnur New Outlook for the Blind October 1975, pp. 365-370

31) " Psychological Tests Used with Blind and Visually Handicapped Persons" Mary K. Bauman and C.A. Kropf School Psychology Digest 1979 (1)

32) "Fifty Assessment Instruments Commonly Used with Blind and Partially Seeing Individuals" Rose-Marie Swallow Journal of Visual Impairment and Blindness February 1981

33) "Evaluation of Severely Visually Impaired Children" Joan B. Chase, 1971 unpublished paper

34) Assessment for Visually Handicapped Children and Youth Rose-Marie Swallow (with S.J. Spungin and J.B. Chase) AFB Practice Report, 1977

35) "Developmental Assessment of Handicapped Infants and Young Children: with Special Attention to the Visually Impaired" Joan B. Chase New Outlook for the Blind October 1975 pp. 341-349

36) "Psychoeducational Assessment of the Multiply Handicapped Blind Child: Issues and Methods" M. Beth Langley Education of the Visually Handicapped Winter 1978-9, pp. 97-115

37) "Assessment and Programming for Blind Children with Severely Handicapped Conditions" Rebecca DuBose et al Journal of Visual Impairment and Blindness February 1977 pp.49-53

38) "Temperament and the Rubella Child" Stella Chess and Pauline Fernandez - Reprinted from The Effects of Blindness and Other Impairments on Early Development Z.S. Jastrzembska, Editor, 1976 American Foundation for the Blind pp. 186-199

39) "Subtests of Evaluative Instruments Applicable for Use with Visually Handicapped Children" B.M. Bullard and Natalie Barraga, 1971, Instructional Materials Center, Springfield, IL Originally published in Education of the Visually Handicapped

40) A Sampling of Measures for Assessment of the Visually Handicapped Child Prepared by Joan B. Chase

Case Reports on Children Presented on Videotape

41) Psychological Evaluation "Carrie"

42) Psychological Evaluation "Darlene"

43) Psychological Evaluation "John"

44) Data Sheet "Richard"

45) Eye Report "David"

46) "The Development and Evaluation of a Tactile Analog to the Boehm Test of Basic Concepts, Form A" Hilda Caton Journal of Visual Impairment and Blindness November 1977, pp. 382-6

47) "The Blind Learning Aptitude Test" T. Ernest Newland Journal of Visual Impairment and Blindness April 1979 pp. 134-9

48) "Differences Between Blind and Sighted Children on WISC Verbal Subtests" B.W.G.M. Smits and M.J.C. Mommers New Outlook for the Blind June 1976 pp. 240-6

49) Four-year Psychological Examination - Manual for the Graham-Ernhart Block Sort Test

50) "A Verbal Adaptation of the Draw-A-Person Technique for Use with Blind Subjects" J.B. Chase and I.N. Rapaport International Journal for the Education of the Blind December 1968 pp. 113-5

51) Maxfield-Buchholz Scale of Social Maturity for Use with Preschool Blind Children Record Blank American Foundation for the Blind

52) Perkins-Binet Tests of Intelligence for the Blind - Form N: For Subjects with Non-usable Vision Perkins School for the Blind-Howe Press

53) Perkins-Binet Tests of Intelligence for the Blind - Form U: For subjects with Usable Vision Perkins School for the Blind-Howe Press

✓ 54) "Assessing the Visually Impaired Child: A School Psychology View" J.L. Genshaft, N.L. Dare, P.L. O'Malley Journal of Visual Impairment and Blindness November 1980 pp. 344-50

Handouts prepared by Joan B. Chase

✓ 55) Interpretation of WISC and WAIS Subtests

✓ 56) Continuum of Neurological Impairments - from Denhoff and Robinault 1960

✓ 57) Issues Around Assessment of Handicapped Children

Handouts prepared by John L. Morse

✓ 58) Observations of Behavior

✓ 59) Disadvantages of Standard Instruments with the Visually Handicapped - Advantages of Visually Handicapped Oriented Assessment Procedures for Non-visually Handicapped Children

✓ 60) Summary of the Thirteen Principles from Krumboltz and Krumboltz

✓ 61) Parent Expectations of Service Providers

62) Service Provider Expectations of Parents

63) "Counseling Families of Severely Visually Handicapped Children" Helen E. Froyd New Outlook for the Blind June 1973 pp. 251-7

64) "The Implications of Career Education for Visually Handicapped Students" George E. Klinkhamer New Outlook for the Blind, May 1973 pp. 207-9, 215

APPENDIX III

LIST B: LITERATURE ON DISPLAY

1) ADAPTED CAREER EDUCATIONAL UNITS, Grades K-6, for use with Blind and Visually Handicapped Students, 1975 American Foundation for the Blind

2) THE BLIND IN SCHOOL AND SOCIETY - a psychological study. Thomas D. Cutsforth, 1951 American Foundation for the Blind

3) BLINDNESS AND EARY CHILDHOOD DEVELOPMENT David H. Warren, 1977, American Foundation for the Blind

4) BODY IMAGE OF BLIND CHILDREN Bryant J. Cratty and Theressa A. Sams, 1968 American Foundation for the Blind

5) COMMUNICATIVE AND COGNITIVE ABILITIES - Early Behavioral Assessment, Edited by Fred D. Minifie and Lyle L. Lloyd, 1978 University Park Press, Baltimore, MD

6) COMPETENCY BASED CURRICULUM FOR TEACHERS OF THE VISUALLY HANDICAPPED: A National Study Susan Jay Spungin, 1977 American Foundation for the Blind

7) CONCEPT DEVELOPMENT FOR VISUALLY HANDICAPPED CHILDREN William T. Lydon, M. Loretta McGraw, 1973 American Foundation for the Blind

8) THE DEMOGRAPHY OF BLINDNESS THROUGHOUT THE WORLD Hyman Goldstein, 1980 American Foundation for the Blind

9) DIRECTORY OF AGENCIES SERVING THE VISUALLY HANDICAPPED IN THE U.S. 21st Edition, 1981 American Foundation for the Blind

10) EDUCATION OF THE VISUALLY HANDICAPPED Volume VII #3, October 1975 Association for Education of the Visually Handicapped

11) THE EFFECTS OF BLINDNESS AND OTHER IMPAIRMENTS ON EARLY DEVELOPMENT Zofja S. Jastrzembska, Editor, 1976 American Foundation for the Blind

12) ESTIMATED STATISTICS ON BLINDNESS AND VISION PROBLMES 1966 National Society for the Prevention of Blindness

13) FUTURE ROLE OF RESIDENTIAL SCHOOLS FOR THE BLIND Susan Jay Spungin, Editor, 1979 American Foundation for the Blind

14) GUIDELINES AND MANUAL OF TESTS FOR EDUCATORS INTERESTED IN THE ASSESSMENT OF HANDICAPPED CHILDREN Gary Dean Yarnall and Glenn R. Carlton, 1979 International Research Institute

15) GUIDELINES FOR PUBLIC SCHOOL PROGRAMS SERVING VISUALLY HANDICAPPED CHILDREN Susan Jay Spungin, Editor, 1978 American Foundation for the Blind

16) GUIDE TO FILMS ABOUT BLINDNESS Joel Saltzman, Editor, 1978 American Foundation for the Blind

17) HANDBOOK FOR TEACHERS OF THE VISUALLY HANDICAPPED Napier, Kappan, Tuttle, Schrotberger and Dennison, 1974 American Printing House for the Blind

18) INCREASED VISUAL BEHAVIOR IN LOW VISION CHILDREN Natalie Barraga, 1964 Research Series #13 American Foundation for the Blind

19) INFORMAL ASSESSMENT OF DEVELOPMENTAL SKILLS FOR VISUALLY HANDICAPPED STUDENTS - Edited by Rose-Marie Swallow, Sally Mangold, Philip Mangold 1978 American Foundation for the Blind

20) LIVING WITH IMPAIRED VISION: An Introduction 1979 American Foundation for the Blind

21) MANUAL FOR A WORK-EXPERIENCE PROGRAM - Oak Hill School, 1970, conducted by the Connecticut Institute for the Blind *

22) MEASURES OF PSYCHOLOGICAL, VOCATIONAL AND EDUCATIONAL FUNCTIONING IN THE BLIND AND VISUALLY HANDICAPPED Geraldine Scholl and Ronald Schnur 1976 American Foundation for the Blind

23) MOVEMENT AND SPATIAL AWARENESS IN BLIND CHILDREN AND YOUTH Bryant S. Cratty, 1971 Charles C. Thomas, Springfield, IL

* This program no longer exists. Remaining copies of the Manual may be obtained from the Workshop Program Coordinator at the American Foundation for the Blind

24) NEW OUTLOOK FOR THE BLIND, May 1973 (Career Education) American Foundation for the Blind

25) NEW OUTLOOK FOR THE BLIND, May 1974 (Sex Education) American Foundation for the Blind

26) NEW OUTLOOK FOR THE BLIND, October 1975 (Assessment) American Foundation for the Blind

27) PRODUCTS FOR PEOPLE WITH VISION PROBLEMS 26th Edition 1980-81, American Foundation for the Blind

28) RECOMMENDED AIDS FOR THE PARTIALLY SIGHTED Louise L. Sloan, 1971 National Society for the Prevention of Blindness

29) SENSORY AIDS FOR EMPLOYMENT OF BLIND AND VISUALLY IMPAIRED PERSONS: A Resource Guide, 1978 American Foundation for the Blind

30) SEX EDUCATION AND FAMILY LIFE FOR VISUALLY HANDICAPPED CHILDREN AND YOUTH: A Resource Guide, 1975 American Foundation for the Blind

31) SEX EDUCATION FOR THE VISUALLY HANDICAPPED IN SCHOOLS AND AGENCIES - Selected papers, 1975 American Foundation for the Blind

32) TEACHING AIDS FOR BLIND AND VISUALLY LIMITED CHILDREN Barbara Dorward and Natalie Barraga 1968 American Foundation for the Blind

33) A TEACHER'S GUIDE TO LOW VISION AIDS - Low Vision Clinic, School of Optometry/The Medical Center, The University of Alabama in Birmingham.

34) VISUAL IMPAIRMENT IN CHILDREN AND ADOLESCENTS James E. Jan, Roger D. Freeman, Eileen F. Scott 1977 Grune and Stratton

35) VISUAL IMPAIRMENT IN THE SCHOOLS Randall K. Harley and G. Allen Lawrence, 1977 Charles C. Thomas, Springfield, IL

36) THE VISUALLY HANDICAPPED CHILD IN SCHOOL Berthold Lowenfeld, Editor, 1973 John Day Company

37) WRITING INDIVIDUALIZED ASSESSMENT REPORTS IN SPECIAL EDUCATION: A Resource Manual, 1978 National Association of State Directors of Special Education

APPENDIX IV

OTHER WORKSHOP MATERIALS

Tests

Anxiety Scale for the Blind American Foundation for the Blind
Blind Learning Aptitude Test University of Illinois Press
Braverman-Chevigny Auditory Projective Test American Foundation for the Blind
Haptic Intelligence Scale for Adult Blind Stoetling
Manual for the Stanford Multi Modality Imagery Test American Foundation for the Blind
Maxfield-Buchholz Social Maturity Scale for Blind Preschool Children American Foundation for the Blind
Perkins-Binet Test of Intelligence for the Blind Howe Press
Piagetian Battery of Reasoning Assessments: Adapted for the Visually Handicapped - Short Form A Project PAVE University of Texas at Dallas
Roughness Discrimination Test American Printing House for the Blind
Stanford-Ohwaki-Kohs Block Design Test for the Blind Western Psychological Services
Tactile Analog to the Boehm Test of Basic Concepts American Printing House for the Blind
Tactile Block Design Test J.B. Chase

Vision Tests

Flash-card Vision Test for Children Lighthouse/Low Vision Clinic, New York Association for the Blind
Near Vision Test Card Lighthouse/Low Vision Clinic New York Association for the Blind

Educational Materials

Sample Tape of Compressed Speech prepared by Dr. Emerson Foulke, University of Louisville

Thermoform Materials

Map of the Mediterranean
Map of the United States
Anatomical Drawing

OTHER WORKSHOP MATERIALS

(continued)

Simulation Kit

A kit of goggles with interchangeable lenses for simulation of blindness and various vision impairments - Constance Carter

Films

NOT WITHOUT SIGHT A presentation of severe visual impairment - American Foundation for the Blind

WHAT DO YOU DO WHEN YOU SEE A BLIND PERSON Demonstrates the right and wrong ways of dealing with blind persons - American Foundation for the Blind

NO TWO ALIKE On mainstreaming visually handicapped and blind students into the regular school system - American Foundation for the Blind

Videotapes

EDUCATION OF THE VISUALLY HANDICAPPED A presentation by Susan Jay Spungin made for use in the workshop program - American Foundation for the Blind

"CARRIE", "DARLENE", "JOHN", "DAVID" and "RICHARD" Tapes of testing sessions with various visually handicapped children. Use restricted to workshops conducted by Dr. Morse or Dr. Chase.