

# Resources

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## Purpose

- These final items have been included to support parents as they advocate for their children's success in the general education classroom.
- As with any information, consider that these are suggestions and guidelines, not essentials. Not all students function the same and need the same supports to be successful.

# Parent To-Do List

## **Before School Starts:**

- Locate map of school on school website/Request school map
- Request to tour the school campus
- Connect with classroom teacher to meet and review classroom set-up (Bring tools to class and locate an area to store them within the classroom)
- Plan a time with classroom teacher to set up student's desk prior to first day of school
- Confirm large print texts have been delivered
- Provide student information to classroom teacher

## **After Start of School – 2 weeks:**

- Meet with each service provider to review IEP goals
- Confirm that staff is aware of student needs (ex: lunch supervisors know that student can wear sunglasses / hat in lunch room)
- Provide extra sunscreen, hat, sunglasses, cane... to school nurse or classroom teacher for emergency events

## **After Start of School – 1 month:**

- Request observation of classroom set-up by TVI
- Request observation of PE, Music, other extracurricular class set-up by TVI and O&M

## **One Month Prior to State Testing:**

- Learn about the state testing schedule at your child's school.
- Collaborate with your child's TVI / Case Manager to ensure that all testing materials have been received and online testing settings have been confirmed.

## Things Parents Can Ask For

The following is a list of accommodations and/or modifications that may be included in the IEP for the student with albinism in the general education classroom. All children with albinism experience varying degrees of visual functioning, regardless of acuity. Some items on this list may not be applicable or may offer too much support for your child, hindering the development of independence across environments. **Please view this as a list of suggestions, not requirements for attaining success in educational programming.**

- Shades on windows / Classroom lighting adjustments
- Communication Journal for notations between parents/guardians and service providers/classroom teacher
- Parent/Guardian participation in field trips
- Training on technology and tools
- Technology Assessment from an outside organization such as a school for the blind
- Orientation and Mobility Assessment
- Extended time for tests
- Periodic observations of classes by yourself or service providers (ex: TVI observing computer lab, O&M observing sport practice or PE class)
- In-service with classmates
- Access to electronic books, electronic book services such as Bookshare and BARD; Large print books
- Slant board, dark pencils, dark lined paper
- Preferential assigned seating in class and during assemblies
- Breaks between assignments for eye fatigue
- Lighting adjustments
- Resource binder in class – duplicates of information displayed in the classroom
- Testing accommodations
- Hard copy of classroom notes
- Request that concrete manipulatives be used when concepts might be difficult to see on paper even when enlarged, i.e. bills and coins, clock, measurements/rulers.

## **List of Acronyms**

An acronym is a word that is formed from the first letters of multiple words. The use of acronyms is common in many fields, including special education. Acronyms change often and families should feel comfortable asking for explanation of terms they are not familiar with.

504 – Section 504 of the Rehabilitation Act of 1973

AAR – Academic Achievement Record

ADA – Americans with Disabilities Act of 1990

AEIS- Academic Excellence Indicator System

AEP – Alternative Education Program

AI – Auditory Impairment

ARD – Admission, Review, and Dismissal

AT – Assistive Technology

AU – Autism

BIP - Behavior Intervention Plan

CATE – Career and Technology Education

CFR – Code of Federal Regulations

CF – Child Find

COMS – Certified Orientation and Mobility Specialist

DARS – Texas Department of Assistive & Rehabilitative Services

DB – Deaf-Blind

DPH – Due Process Hearing

ECI – Early Childhood Intervention

ED – Emotional Disturbance

EIS – Early Intervening Services

ELL – English Language Learner

ESC – Education Service Center

ESY – Extended School Year Services

FAPE – Free Appropriate Public Education

FBA – Functional Behavioral Assessment

FERPA – Family Educational Rights & Privacy Act

FIE – Full and Individual Evaluation

FVA – Functional Vision Assessment

GED – General Educational Development Certificate

GC – General Curriculum

IDEA – Individuals with Disabilities Education Act of 2004

IDEA-B – IDEA program for children with disabilities 3-21

IDEA-C – IDEA program for children with disabilities 0-2

IEE – Independent Educational Evaluation

IEP – Individualized Education Program

IFSP – Individual Family Service Plan

IN – Intellectual Disability

LD – Learning Disability

LEA – Local Education Agency

LEP – Limited English Proficient

LMA – Learning Media Assessment

LRE – Least Restrictive Environment

MD – Multiple Disabilities

MOU – Memorandum of Understanding

OHI – Other Health Impairment

OI – Orthopedic Impairment

O&M – Orientation & Mobility

OSEP- Office of Special Education Programs, U.S. Department of Education

OSERS – Office of Special Education & Rehabilitative Services

PACER – Parent Advocacy Coalition for Educational Rights

PBM – Performance-Based Monitoring

PBIS - Positive Behavioral Interventions & Support

PEIMS – Public Education Information Management System

PPCD – Preschool Program for Children with Disabilities

PTI – Parent Training and Information Center

REED – Review of Existing Evaluation Data

RTI – Response-to-Intervention

RPTE – Reading Proficiency Tests in English

SBEC – State Board for Educator Certification

SBOE – State Board of Education

SDAA – State-Developed Alternative Assessment

SHARS – Student Health & Related Services

SI – Speech or Language Impairment

SSA – Shared Services Arrangement

TBI – Traumatic Brain Injury

TSBVI – Texas School for the Blind & Visually Impaired

TVI – Teacher of Students with Visual Impairments

USDE – United States Department of Education

VI – Visual impairment

# Top 10 Tips for Optical Device Use

By Cynthia Bachofer TSBVI Outreach

**This page gives a quick summary of some ideas for helping your child improve skills with optical devices (magnifiers, telescopes, glasses.) A couple of the items that follow apply to all devices. Most of the items refer to either a near (magnifier, glasses) or a distance (telescope) device. A book titled *Looking to Learn: Promoting Literacy for Students with Low Vision* (Frances Mary D'Andrea) gives good ideas for activities at home and at school to build skills.**

Optical devices are carefully designed tools that work best when matched to the specific needs and vision of your child. A low vision specialist, an eye doctor trained in low vision, should be consulted to recommend the best tools. This medical professional focuses on individual goals and functioning in everyday tasks.

The teacher of students with visual impairments (TVI) and/or the Orientation and Mobility specialist (O&M) who works with your child can give more information on topics such as techniques for focusing, outdoor use, or comfortable positions for device use. Your child may also have an IEP goal written on learning to use optical devices.

1. An optical device makes objects look larger so things are easier to see. This means that you can help your child focus the device. Your child may “re-set focus” slightly but you can help by checking that the view is not blurry. These devices are made of inexpensive materials (metal or plastic and a clear lens) but they need to be taken care of to last and work well.
2. Setting focus takes a little practice but quickly becomes second nature for the device user. Turn the middle section (the barrel) of the telescope to set focus. The “closed” or shortest position of the telescope is the best starting point. Turn the barrel slowly *while* looking through the scope. As the barrel becomes longer or is more “open,” the user is able to see things that are just beyond arm’s reach. Test this to see how it works.
3. Matching the tool your child uses to his or her level of vision is very important. The device your child receives is a specific power or strength, for example 3x for 3 times magnification. The ideal formula is having the widest field of view through the lens with *just enough* power for comfortable viewing. Too much power can be a problem and make using the tool frustrating.
4. An optical device is versatile but one tool is not able to do all tasks. The 4x or 6x telescope may work well in a classroom (15’ viewing distance.) In an outdoor setting, your child may need an 8x for reading signs across the street (40’ viewing distance).

5. Getting the telescope lens as close to the eye as possible is the big goal. Most scopes have a soft rubbery end that is the eye piece cup. It helps to block out glare and to direct eye gaze. Some users prefer to keep their glasses on while using the telescope and others prefer to take off their glasses so that they gain the widest field of view through the lens. This is a personal choice for each user.
6. Two styles of magnifiers are common—a stand type that stays flat on the page (e.g., a dome magnifier) and a handheld that is lifted off the page. A stand is built to always be in focus when it's flat on the page. This type is good for young students who are exploring the page. The best viewing position of a handheld magnifier has space between the page and the lens and the lens and the eye. This is the work distance. The magnifier is not working at its best if it is flat on the page or held against the user's eye.
7. Reading a page of print with a magnifier or reading glasses (sometimes called microscope lenses) takes practice, concentration, and stamina—like an athlete learning the skill of handling a ball. Fluent readers stay on a line of print and move to the next line smoothly. Some students use their finger or a line guide (a ruler-sized piece of paper) to mark the line. Once the eye and brain have practiced reading with a magnifier, the line guide is used less and less.
8. Learning to use a tool can be hard work. Sometimes, people stare when they see someone using a device and this can be awkward. Help your child develop skills with the device and feel good about using it by practicing at home or away from others. Start with high interest items such as finding a favorite cartoon character on the TV at a 10 foot distance with a telescope or reading the bright advertisements in a store's weekly ad with a magnifier.
9. Your child will build skill if adults help with practice and encourage regular use. Your child can use the telescope to read signs or traffic signals when you are doing errands. Your child can read information on food packages to you during kitchen time while cooking or washing dishes. Look for times each week that you expect and need your child to use devices to find information for you.
10. An optical device is as important as house keys or a cell phone. This tool gives access to what is valuable and important. Each tool should have a carrying case when being used away from home and a specific place to be kept at home so the user always knows where it is when needed. Your child can show others (e.g. siblings, neighbors) how it works, but this tool is like an extension of his or her eyes. Being able to grab it quickly and knowing that it is ready to use are first steps to success with devices.

# Observation Guidelines

## For use by the Teacher of Students with Visual Impairments

*The following are guidelines for observing students with visual impairments in classroom situations. The purpose of this observation is to monitor the student's functioning in the classroom, and determine the focus for VI services, including instruction.*

### Evaluating Classroom Functions

#### **Organization:**

- Materials
- Furniture
- Extra work space
- Walkways
- Desk layouts
- Maps
- Placement of educational *prompts* (e.g., alphabet, number line, colors, periodic chart of elements)
- Class rules
- Placement of chalkboards / smartboards
- Overhead screen

#### **Discipline:**

- Are rules clearly posted?
- Does the teacher have a system of discipline?
- Does the teacher follow the system with all students, particularly the VI student?
- Are students respectful of the system?

#### **Classroom (group) behaviors:**

- Are students on-task?
- Can most keep up?
- Are more than just a few *fooling around* when they shouldn't be?
- Do students get up to turn in papers, get materials, and go to the bathroom?
- Do they wait for cues from the teacher to move from one activity to another or do they do so independently?
- Are most attentive during the teacher's presentations?
- Is the activity in the room constructive?

### Evaluating an Activity

- Does the teacher present or introduce lessons or is there an established routine that is more auto-tutorial?
- Are tangible objects used to demonstrate concepts where applicable?
- Does everyone need to follow along in a book?

- Do students have to read aloud?
- Does the activity involve a concept, which is very visual in nature (e.g., adding with carrying)?
- Are visual materials used (e.g., maps, charts, diagrams)?
- Is the chalkboard or overhead screen used frequently?
- Do students use a dictionary?
- Is the pace fast, slow, or medium?
- What do students do when the activity is completed?
- How many handouts are used and what is their quality?
- Are materials enlarged or brailled for an activity if needed?

### **Observing Student Functioning**

- Is the student on task?
- Does student look in teacher's general direction?
- Is student able to get out materials on time?
- Is student using low vision devices, or other necessary devices?
- Is student attending?
- In what condition is the student's desk?
- Does the student know how to access the educational *prompts* posted around the room?
- Is the student organized?
- Can the student maintain the pace of the lesson presented?
- Does the student get up to get his own materials?
- Do other students help the student in any way?
- Could the student be acting more independently?
- Does the student raise a hand to participate and ask questions?
- Does the student interrupt appropriately?
- Does the student have any distracting mannerisms?
- Does the student use time wisely?
- What does the student do when work is finished?
- Does the student interact appropriately with peers in the room, on the playground, in the cafeteria?
- How does the student get around?
- How does the student go through the cafeteria line and to the table?
- What is the student's eating skills?
- Does the student's appearance blend with the group?
- Does the student have friends?
- What does the student do during free time and on the playground?
- Does the student speak before the class, such as in show and tell?

- If the student fails to complete his seatwork, is it due to lack of understanding, poor work habits, or inability to keep up with the pace?
- How does the general quality of the student's work compare to peers?
- Does the student talk too much to neighbors?
- Are the student's materials placed so as to be accessible to him?
- Are games, toys, and materials available for the student to use in interactive play during free time?
- Are lighting and desk location appropriate?
- Are any of the student's materials or equipment inconveniencing another student?
- Can the student fully operate any equipment given to him?
- Is a system in place for the student to correct malfunctioning equipment?
- Can the student manage equipment and materials through class changes?
- How does the student ask for and accept assistance from peers and others.
- How do peers relate to the student; how is he treated?
- Is the student displaying age-appropriate skills?

### **Observing Teacher Behaviors**

- Does the teacher move about the room or remain fairly stationary?
- Does the teacher's voice carry well?
- Are chalkboards, overhead screen, and charts used frequently? Does the teacher read aloud what is written down?
- Will a student teacher be taking the class?
- How does the teacher handle misbehavior and off-task behavior?
- Does the teacher check for understanding and how is this done with the VI student?
- If brailled materials are to be handed out, is the teacher organized enough to have the materials ready?
- Can the teacher communicate her concerns and observations of the VI student during a conference (beware the teacher who always reports that "everything's just fine")?

## **Tips FOR Parents FROM Parents**

Published in *Albinism Insight* (Autumn 2013), "Inquire to inspire: School Days"

- Contact teachers before the first day of school and share the webinar link called "How We See". Don't forget to include not only the classroom teachers, but also the PE teacher, the music teacher and the media center teacher.
- Reinforce with my student that they must be their own advocate.
- Meet with the group of teachers including the TVI and share the information on albinism, descriptions of visual aids, stereotypes, how our student sees and signs of struggling or eye fatigue.
- Visit each classroom to discuss lighting and seating and where information will be presented so our student knows where to focus her attention.
- Establish routines for storing and retrieving school supplies, sunglasses, devices and sunscreen so my student will likely reach for them.
- Explain IEP jargon to the teachers and create an open line of positive communication for questions and concerns.
- Teach our student to be open about albinism. Teach our student definitions for nystagmus, photophobia, retina and pigment and their relation to albinism.
- Role-play to ensure our student can give a real answer, a "flip" answer, and a vague answer as needed. This is especially helpful in social situations and if the class has a substitute who may not know your student.
- Explore the room noting the location of things like Kleenex, the pencil sharpener, assignment trays, hall passes and cubbies.
- Especially in upper grades – middle and high school – walk to all of the rooms in order to familiarize and memorize the route for classes.
- In college, speak with each professor on the first day of class and request notes in advance. Also register with the Disability Resource Center to receive testing accommodations.

- When I can I try to volunteer for school activities. It gives me the opportunity to build relationships with the teachers. During these times of an active classroom or assembly, the teacher may think of questions to ask you about how they can support your child during certain classroom/school activities.
- Work with your IEP team to include consultation time for your TVI to work with the classroom teachers, especially at the beginning of the year. This consultation time can be used to review classroom accommodations and support the classroom teachers with questions they may have about their student's needs.

## Website Resources

Following is a list of suggested resources for parents, educators, doctors and students. This list is not intended to be a complete list or an endorsement of any specific commercial provider but is offered as an informational starting point.

### General Information and Support

#### **The National Organization for Albinism and Hypopigmentation (NOAH)**

P.O. Box 959

East Hampstead, NH 03826-0959

800-473-2310

Website: [www.albinism.org](http://www.albinism.org)

Email: [info@albinism.org](mailto:info@albinism.org)

A support and advocacy group for people with albinism and for parents whose children have albinism

#### **The Texas School for the Blind and Visually Impaired**

1100 West 45th Street

Austin, TX 78756

Phone: 800-872-5273

Website: [www.tsbvi.edu](http://www.tsbvi.edu)

The special education school for students who have a visual impairment is a statewide resource to parents of these children as well as the professionals who serve them, and the website offers a wide range of information and resources on education issues, technology, curriculum and publications

#### **American Foundation for the Blind**

2 Penn Plaza, Suite 1102

New York, NY 10121

Phone: 212-502-7600

Website: [www.afb.org](http://www.afb.org)

Email: [afbinfo@afb.net](mailto:afbinfo@afb.net)

A national nonprofit that expands possibilities for people with vision loss such as broader access to technology; elevated quality of information and tools for the professionals who serve people with vision loss; and promoting independent and healthy living for people with vision loss by providing relevant and timely resources

#### **HPS Network Inc.**

One South Road

Oyster Bay, NY 11771-1905

Phone: 800-789-9HPS

Website: [www.hpsnetwork.org](http://www.hpsnetwork.org)

Email: [info@hpsnetwork.org](mailto:info@hpsnetwork.org)

Provides support and information for people and families dealing with Hermansky-Pudlak Syndrome and related disorders such as Chediak-Higashi Syndrome

**Lighthouse Guild**

15 West 65th Street

New York, NY 10023

Phone: 800-284-4422

Website: [www.lighthouseguild.org](http://www.lighthouseguild.org)

Email: [info@lighthouseguild.org](mailto:info@lighthouseguild.org)

Provides vision and rehabilitation services to the visually impaired, offers clinical services, education, research and advocacy for people with low vision and blindness

**National Federation of the Blind**

200 East Wells Street (at Jernigan Place)

Baltimore, MD 21230

Phone: 410-659-9314

Website: [www.nfb.org](http://www.nfb.org)

Works to improve blind people's lives through advocacy, education, research, technology and programs encouraging independence and self-confidence

**Government Resources, Early Intervention and Education Information****American Council of the Blind**

2200 Wilson Blvd.

Suite 650

Arlington, VA 22201-3354

Phone: 800-424-8666; 202-467-5081

Website: [www.acb.org](http://www.acb.org)

Email: [info@acb.org](mailto:info@acb.org)

Provides support and information for parents of children who are blind or visually impaired, holds an annual conference, and publishes a newsletter

**Division on Visual Impairment, Council for Exceptional Children (DVI/CEC)**

Website: <http://community.cec.sped.org/DVI/home/>

Advance the education of individuals with visual impairments and promotes related educational, scientific and charitable purposes, assists and supports The Council for Exceptional Children (CEC)

**U. S. Department of Education**

Website: <http://idea.ed.gov>

A "one-stop shop" for resources related to IDEA and its implementing regulations

## **Books and Publications**

### **American Foundation for the Blind**

2 Penn Plaza, Suite 1102

New York, NY 10121

Phone: 212-502-7600

Website: [www.afb.org](http://www.afb.org)

Email: [afbinfo@afb.net](mailto:afbinfo@afb.net)

Publishes a variety of books on visual impairments, including *A Parent's Guide to Special Education for Children with Visual Impairments*

### **American Printing House for the Blind, Inc.**

1839 Frankfort Avenue

P.O. Box 6085

Louisville, KY 40206-0085

Phone: 800-223-1839; 502-895-2405

Website: [www.aph.org](http://www.aph.org)

Email: [info@aph.org](mailto:info@aph.org)

Manufactures educational aids for blind and visually impaired persons, has an educational research program, sells books in braille, large print, disk and cassette and offers a database for locating textbooks and other materials in accessible media

### **Bookshare**

480 South California Avenue

Palo Alto, CA 94306

Phone: 650-352-0198

Website: [www.bookshare.org](http://www.bookshare.org)

An accessible online library making the world of print accessible to people with disabilities

### **Learning Ally**

20 Roszel Road

Princeton, NJ 08540

Phone: 800-221-4792

Website: [www.learningally.org](http://www.learningally.org)

Email: [bvidialogue@LearningAlly.org](mailto:bvidialogue@LearningAlly.org)

Produces accessible educational materials for students with visual impairments with titles available in every subject area and grade level from kindergarten through graduate studies

## **National Library Service for the Blind and Physically Handicapped: The Library of Congress**

Phone: 800-424-8567; 202-707-5100

Website: [www.loc.gov/nls](http://www.loc.gov/nls)

Email: [nls@loc.gov](mailto:nls@loc.gov)

A free library program of braille and audio material circulated to eligible borrowers - an excellent resource for audio books for school-age children

## **Adaptive Sports and Camps**

### **Adaptive Sports Association**

P.O. Box 1884

Durango, CO 81302

Phone: 970-259-0374

Winter Program Office: 970-385-2163

Website: [www.asadurango.com](http://www.asadurango.com)

Email: [info@asadurango.com](mailto:info@asadurango.com)

Supports and transforms the lives of students who have physical and cognitive challenges through sports and recreation activities

### **Adaptive Sports Foundation**

P.O. Box 266

100 Silverman Way

Windham, NY 12496

Phone: 518-734-5070

Website: [www.adaptivesportsfoundation.org](http://www.adaptivesportsfoundation.org)

Email: [info@adaptivesportsfoundation.org](mailto:info@adaptivesportsfoundation.org)

Offers both winter and summer sports clinics to a wide range of special needs children and adults

### **Camp Abilities PA@WCU**

West Chester University of Pennsylvania

Phone: 610-436-2516

Website: [www.campabilitiespa.org](http://www.campabilitiespa.org)

Email: [campabilitiespa@gmail.com](mailto:campabilitiespa@gmail.com)

A developmental sports camp for children ages 7-17 who are blind or have low vision - search the Web for other Camp Abilities locations

**Higher Ground Sun Valley (HG)**

P.O. Box 6791

Ketchum, ID 83340

Phone: 208-726-9298

Website: [www.highergroundsv.org](http://www.highergroundsv.org)

Email: [info@HigherGroundSV.org](mailto:info@HigherGroundSV.org)

A nonprofit organization focused on enriching the lives of people with recreational activities and sports that works with 80 of the top adaptive sports programs in the country to provide high-quality adaptive sports programs that are safe, fun and have measurable outcomes

**The National Beep Baseball Association**

Phone: 866-400-4551

Website: [www.nbba.org](http://www.nbba.org)

Email: [secretary@nbba.org](mailto:secretary@nbba.org)

Provides information about beep baseball including registered teams and equipment for beep baseball

**Space Camp for Interested Visually Impaired Students (SCIVIS)**

Dan Oates - SCIVIS

190 Armstrong Street

Romney, WV 26757-1407

Phone: 304-851-5680

Website: [www.tsbvi.edu/space](http://www.tsbvi.edu/space)

Email: [scivis@atlanticbb.net](mailto:scivis@atlanticbb.net)

A week-long camp conducted by Teachers of the Visually Impaired where children can experience what it's like to train as an astronaut and prepare for a mission at the U.S. Space and Rocket Center in Alabama

**United States Association of Blind Athletes**

1 Olympic Plaza

Colorado Springs, CO 80909

Phone: 719-866-3224

Website: [www.usaba.org](http://www.usaba.org)

A member of the United States Olympic Committee, USABA offers training in a variety of sports for blind and low vision athletes

# Student Involvement Document

## Ability Statement

My name is \_\_\_\_\_

Three things I can see well are:

- 1.
- 2.
- 3.

Three things I cannot see well are:

- 1.
- 2.
- 3.

Three things that I do well independently are:

- 1.
- 2.
- 3.

Three things I need assistance with are:

- 1.
- 2.
- 3.

Three things that I use to help me finish tasks where I use my eyes a lot:

- 1.
- 2.
- 3.

# Student Involvement Document

## Letter of Introduction

Dear teachers,

Hello, my name is \_\_\_\_\_. I will be in your classes this coming school year. I am writing this letter to introduce myself and to inform you that I am a student with a visual impairment. My etiology (diagnosis) is called \_\_\_\_\_. A brief description of this condition is:

\_\_\_\_\_

\_\_\_\_\_. I will need some accommodations in your class, and have developed this notebook to help explain my eye condition and my preferences for materials. These accommodations will help me be successful in your class.

Sincerely,

# **Student Involvement Document**

## **Contents for a Student Portfolio**

### **Letter of Introduction**

Who you are, what your diagnosis is (be brief), and what accommodations you will need in classes.

### **Etiology (Diagnosis)**

Include information on your diagnosis. It is OK to get this from the internet. Be brief.

### **Challenges**

This should be a listing of the kinds of things you find difficult to do with your vision. Be sure to include things that occur outside of the classroom, such as mobility, daily living skills, observation skills, recreation.

### **Preferences for Print**

Use a computer to make a page that includes examples of font style, print size, and line spacing that you prefer.

### **Examples of Good Print**

Put copies of handouts you have received in the past that are easier for you to read. Try including handouts depicting good quality copy, high contrast images, and are free of visual clutter rather than documents that have simply been enlarged.

### **Examples of Difficult Print**

Put copies of handouts you have received in the past that are difficult for you to read. On each, put a Post-It note that states what makes it hard to read. (example: print too faded or blotchy, format is difficult)

### **Technology I Find Useful**

List the technology you use for vision, plus a brief description of what you use it for.

### **Resources**

This section could include people your teachers could contact for more information, additional information on your diagnosis, and agencies you work with.