SAMPLE GOALS AND OBJECTIVES FOR LEARNERS WHO ARE BLIND/VISUALLY IMPAIRED

Low Vision Strategies and Devices / Materials

The goals and objectives listed on this document are the result of the work of a CDE Work Committee comprised of: Tanni Anthony, Suzan Barlow, Nancy Cozart, Valeria Foreman, Ann Marie Jansen, Shelley Moats, Marci Reid, Sarah Sonnier, Teresa Szymanowski, and Jan Wood.

The listed items are meant to offer guidance to Individual Education Program teams. This is not an exhaustive listing of goals and objectives; rather it includes suggested content and a format for meaningful IEP low-vision related goals and objectives for students who are blind/visually impaired. Content in objectives may not reflect the exact grade level when a certain low vision skill or low vision device may be taught. Wherever possible, the goals and objectives were tied to Colorado Department of Education (CDE) content standards and access skills. Goals specific to the use of a low vision device should be under the jurisdiction of a teacher certified in the area of visual impairment.

Note: All students with low vision should have a low vision evaluation to determine the benefit of a low vision device(s). Once prescribed, the student should have training on the use and care of the device(s).

Best practice low vision goals and objectives are for the purpose of instruction on the use of low vision devices and adaptations in order to access classroom curriculum. These goals and objectives should be used in conjunction with the student’s specific literacy goals.

Preschool

Standard 1: The student will read and understand a variety of material.

Goal: The student will develop reading skills as supported by the following objectives:

Objective:

1. While exploring with a magnifier, the student will gather information about the environment including printed materials.

Baseline: Insert individual student level on this skill
Criteria: Refer to criteria format sheet.
Kindergarten – 4th Grade

Standard 1: The student will read and understand a variety of material.

Goal: The student will develop reading skills as supported by the following objectives:

Objective:

1. The student will skim and scan grade-level materials using the appropriate low vision device (name the device used, if known). *

2. The student will use appropriate low vision devices (or name a specific device that has been prescribed to the student) for sustained reading.

* Successful skills for using magnifiers that may be listed as IEP goals and objectives include (Cowan & Shepler, p. 183, 2000)

Goal: The student will demonstrate skills for magnifier maintenance.

Objective: The student will:

a. hold the magnifier properly.

b. communicate the purpose of the device.

c. clean the magnifier appropriately.

d. assume responsibility for the magnifier.

e. store the magnifier in a convenient location for quick retrieval.

f. initiate use of the magnifier

Goal: The student will demonstrate skills for the use of magnification usage.

Objective: The student will:

a. position self for optimal viewing.

b. Stabilize the reading material / object.

c. Stabilize the hand using the magnifier.

d. Adjust the head-to-lens distance.

e. Coordinate the hand, head, and eye movements specific to the type of magnifier.
f. use the magnifier to read on a flat surface.
g. read a variety of print formats.
h. track at a speed which allows for reading commensurate with reading level.
i. develop stamina for the duration of an age-or grade-appropriate assignment.
j. select the appropriate magnifier for the task.
k. use the magnifier for nonprint activities.

Baseline: Insert individual student level on this skill.

Criteria: Refer to criteria format sheet.

Grades 5 – 8

Standard 1: The student will read and understand a variety of material.

Goal: The student will develop reading skills as supported by the following objectives:

2. The student will use a CCTV in order to access grade level curriculum at the average grade level reading rate.

3. The student will use a monocular in order to access written information presented in the distance (e.g. chalk board, white board, overhead). *

* Successful skills for using monocular telescopes that may be listed as IEP goals and objectives include (Cowan & Sheplar, p. 156, 2000)

Goal: The student will demonstrate skills for monocular telescope maintenance.

Objective: The student will:

a. hold the monocular properly.
b. communicate the purpose of the monocular.
c. clean the monocular appropriately.
d. assume responsibility for the monocular.
e. store the monocular in a convenient location for quick retrieval.
f. initiate use of the monocular.
Goal: The student will demonstrate skills for the use of monocular telescopes.

Objective: The student will:

1. position self for optimal viewing.
2. scan the environment and locate stationary objects without the monocular telescope.
3. locate stationary objects with the monocular telescope.
4. focus on a stationary object.
5. identify objects with device.
6. identify pictures with the device (e.g., line drawings, photos).
7. scan on a horizontal plane, using landmarks to find stationary objects.
8. adjust the focus for objects at varying distances.
9. copy familiar symbols.
10. scan with the device to locate sings/symbols/objects in a variety of planes.
11. track movement at a consistent focal distance.
12. develop a systematic scanning technique to locate a moving object by incorporating landmarks when available.
13. incorporate focusing and track and object moving through a variety of focal planes.

Baseline: Insert individual student level on this skill.

Criteria: Refer to criteria format sheet

Grades 9 – 12

Standard 1: The student will read and understand a variety of material.

Goal: The student will develop reading skills as supported by the following objectives:

1. Demonstrate independent access of various school and community printed materials through his/her low vision strategies/devices.

Baseline: Insert individual student level on this skill.
Criteria: Refer to criteria format sheet

Transition Age

Standard 1: The student will read and understand a variety of material.

Goal: The student will develop reading skills as supported by the following objectives:

1. Demonstrate independent access to various leisure reading materials in order to accommodate for vision by _____ (choose from the list below)
   a. e-text
   b. audio tapes/CD
   c. scanning material
   d. using low vision devices (or name a specific device(s))

Preschool

Standard 2: The student will write and speak for a variety of purposes and audiences.

Goal: The student will develop writing skills as supported by the following objectives:

Objective:

1. The student will color shapes while using the CCTV.

Baseline: Insert individual student level on this skill.
Criteria: Refer to criteria format sheet

Kindergarten to Grade Four

Standard 2: The student will write and speak for a variety of purposes and audiences.

Goal: The student will develop writing skills as supported by the following objectives:
**Objective:**

1. The student will demonstrate appropriate size, spacing, and/or letter formation using _____ (select one from the choices below):
   
   a. bold line/tactual paper  
   b. the CCTV  
   c. writing stand/slant board  
   d. bold line markers  
   e. a writing guide  
   f. a keyboard

**Baseline:** Insert individual student level on this skill.  
**Criteria:** Refer to criteria format sheet

**Grades 5-8**

**Standard 2:** The student will write and speak for a variety of purposes and audiences.

**Goal:** The student will develop writing skills as supported by the following objectives:

**Objectives:**

1. The student will demonstrate ability to access regular print resource materials in a variety of settings with appropriate accommodation strategies by _____ (choose from the list below.)
   
   a. utilizing email  
   b. bringing and using low and/or high tech low vision devices  
   c. using note taking devices  
   d. requesting use of reader services  
   e. advocating for low vision needs in research location

2. Demonstrate ability to use adaptive low vision strategies to successfully present written/visual materials for classroom presentation by using ______ (choose from the list below.)
   
   a. note/cue cards
b. using computer/adaptive technology
c. visual materials
d. tape/video recording

**Baseline:** Insert individual student level on this skill.

**Criteria:** Refer to criteria format sheet

**Grades 9 - 12**

**Standard 2:** The student will write and speak for a variety of purposes and audiences.

**Goal:** The student will develop writing skills as supported by the following objectives:

**Objective:**

1. Demonstrate independent completion of school and community forms through his/her low vision strategies/devices

**Baseline:** Insert individual student level on this skill.

**Criteria:** Refer to criteria format sheet

**Transition Age**

**Standard 2:** The student will write and speak for a variety of purposes and audiences.

**Goal:** The student will develop writing skills as supported by the following objectives:

**Objective:**

1. Demonstrate independent ability to contact local, state, regional, and national agencies and resources to obtain and maintain adaptive equipment/aids.

**Baseline:** Insert individual student level on this skill.

**Criteria:** Refer to criteria format sheet
References

Criteria Formats

Select an appropriate evaluation criteria for each objective listed on the IEP request sheet. Blanks in the criteria formats are to be filled in at the IEP meeting. Criteria formats are listed below.

A. At least _____ of _____ trials for _____ session(s).
B. With no more than _____ errors for _____ sessions.
C. At least _____ of _____ trials across _____ settings.
D. At least _____ times in a ____ minute session.
E. At least _____ of _____ minutes
F. For _____ sessions.
G. At least _____% accuracy.
H. In _____ age-appropriate settings.
I. At least _____% accuracy.
J. At least _____% of the time.
K. With _____% consistency
L. For _____ weeks
M. As measured by: