

Instructions for completing the Optical Device (monocular and magnifier) Training Record

Keeping a record of student progress on use of optical devices is essential information in guiding vision-related IEP goals. This record keeps us, the student, our administrator, the IEP team, the family, and the low vision specialist informed on progress. Development of visual independence when using optical devices means relying on our eyes to access visual information for a great range of tasks and across settings. This record supports device use within and beyond the classroom. Identify how and when this record will be helpful for you and your student.

The table below describes monocular and magnifier skills that TVIs and COMS typically teach to students. The student is using the same skill for gathering travel information, reading packaging and labels in stores, and seeing material and activities in school. The definitions below correspond to the skills listed on the training record for use of both a monocular and a magnifier.

Monocular	Magnifier
Spotting: Visually targeting an object to see through the lens then lining up the device lens with your eye to see detail. This may be spotting a pedestrian signal for safe crossing or spotting a score and time remaining on a scoreboard	Spotting: Visually targeting an object to see through the lens then lining up the device lens with your eye to see detail. This may be spotting a restaurant symbol on a map or a logo on product packaging
Focusing: Setting and fine tuning focus for identifying details on a distant target such reading letters on a street sign or reading words on a Powerpoint slide	Focusing: Bringing an image into clearest view by adjusting the distance of the lens (eye to lens, lens to target) and maintaining this “sweet spot” of focus for sustained viewing
Scanning: Making repeated fixations with your eye so that you see one item after another such as scanning store signs in a business area to find your destination or scanning musicians on a stage to find the violinist	Scanning: Making repeated fixations with your eye so that you see one item after another such as scanning across time points on a bus schedule to find your departure time or scanning nutritional information listed on a food package
Tracing: Visually following a line in space to locate an object such as vertical tracing up a sign pole to find the street sign or horizontal tracing to follow the silver border or a whiteboard to	Tracing: Visually following a line on a page to locate target info such as vertical tracing of a line down a timetable grid or

find the homework assignment at the top right	horizontal tracing of a line on a document to fill in a blank
Tracking: Visually following a moving object such as an approaching bus to find the route number or a basketball player in the gym	Tracking: Visually following a moving object such as a pen tip when signing a signature line or following a moving target on a game screen

You will decide what parts of the form are most important for meeting your goals with documenting improvement of skills and ensuring budget support for providing optical devices as an essential part of assistive technology.

Details of the device are important to note as power, size of lens, or field of view vary according to student need. As students gain experience and activities change, the doctor may update the prescribed device in a re-evaluation. Power is usually written on the handle of a magnifier. This may be in x strength or diopters (D). Power on a telescope is often written on the end or the middle of the barrel. A telescope has a second number giving the width in millimeters of the exit lens and a third number giving field of view in degrees. For example, 4x12, 12.5° is a scope of 4x power with a 12mm lens and field of 12.5°. In comparison, a 6x16, 9.3° is slightly stronger scope of 6x power (a 16mm lens) and the higher power reduces the field of view to 9.3°. Devices may also be illuminated or have a filter coating to reduce glare.

This form is meant as a snapshot of performance at specific points during a lesson, not a continuous running record of device use. A lesson may focus on one discrete skill or several skills. Being able to read words or identify a target through a device lens typically involves several of the listed skills such as spotting, focusing and scanning. You can choose to measure a single skill such as level of efficiency (time it takes) to set focus or you can measure efficiency with multiple skills such as finding the sign and reading the business phone number. Some tasks are very quick and may take only a few seconds to complete while others require more time. Our goal is for students to recognize the value of collecting data, to set their own goal of improved skill, and to take pride in their use of devices to complete a task independently. Consider adding photos or videos of your student gaining and demonstrating skill with devices. These are a valuable part of every student's record documenting progress.

This form is intended to be flexible for you and useful for a range of purposes. Collecting data can provide incentive for further practice and inspire more challenging goals. Let's get started with Magnifier Training Record, Monocular Training Record, and Record of Calculated Scores for Device Training (see separate pages).