

Screening Skills: Student with Special Needs

Purpose: To assist screening of students with special needs.	
Equipment: Vision charts appropriate to student's developmental level.	
Who is Screened: Students with special needs should be screened at the same interval as typical students. Students being evaluated for special education and those with an IEP must be reevaluated every three years.	
Skill Steps	Notes
Screening Set Up	
Ensure adequate lighting	
Follow same set-up for typical students	
Procedure	
If using LEA symbols familiarize student with symbols ahead of time. Accept the name the student suggests.	Use of an instrument-based screening device may be beneficial.
If a student cannot name the optotypes and your eye chart includes response panels and individual flash cards, ask the student to play a matching game by pointing to the symbol on the response panel that matches the symbol on your chart.	
Refrain from giving young students responsibility for their own occlusion. Students are likely to peek, especially if one eye has amblyopia or blurred vision.	
Refrain from displaying one optotype at a time	
For students who are untestable, refer to an eye care professional for a complete eye examination.	
Pass Criteria for	
Same as for typical students.	
Referral Criteria	
Recommended that Students Receive an Evaluation by an Eye Care Professional <ul style="list-style-type: none"> • Same as for typical students • Student is untestable • Student has associated health issues that may impact vision (e.g. cerebral palsy, Down syndrome, autism, history of prematurity or low birth weight, developmental/cognitive delays). 	

Note: Utah rule requires students being evaluated for eligibility for special education, and every three years for their reevaluation, must have vision issues ruled out. These students may be referred to an eye care professional for a thorough eye examination.