Psychoeducational assessment of children with visual impairments

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The Swedish school system and the mission of the National Agency

- VI students attend school in general education (unless MDVI)
- All schools are required to have access to school psychologists
- Resource centres located in Stockholm/Örebro supports preschools and schools in Sweden
- Required to work according to Science and proven experience
The study – background, purpose and research questions

Background
• Resource Centre Vision
• Unique knowledge, experience, and material gathered over years
• Not much studied or documented.
• Required to work according to Science and proven experience, a challenge in this field.

Purpose
• To compose a knowledge input on psychoeducational assessment of children with visual impairments
• Make it accessible to school psychologists in Sweden
• Begin a process of documenting proven experience.

Research questions
• What tests are used at a specialist centre in Sweden when assessing children with VI? How are they used?
• What does international research suggest?
• Are the above in agreement?
The study – method and results

Method
• Retrospective register study
• Literature search

Results
• Wechsler tests
• Adjustments
• Specific VI tests
• Adaptive behaviour scales
• International research
Conclusions

• Tests used are the same as in general psychoeducational assessments
• Most common adjustment is removing visual subtests
• More research and proven experience needed
• Improved documentation to make data more accessible
• Experience highly important
• A global perspective
Case example

- 6-year old with retinal disease
- Severe visual impairment
- Visual acuity around 0.07
- Very sensitive to light
- Lacks color perception
- Reduced contrast sensitivity
- Accurate night vision, visual field and ocular motility
Thank you for listening, and for a great conference, hope to see some of you in Stockholm in 2017 for the Tactile Reading conference!