

Philadelphia County Infant Toddler Early Intervention
Vision Teacher Practice Guidelines*

Based on the priorities and concerns of the family and the severity of the child’s visual condition and/or visual functioning, a Vision Teacher may be recommended for the team as a PSP or consultant. The Vision Teacher, as either the PSP or consultant, will help the team determine whether an Orientation and Mobility Specialist consultation is needed.

Vision Teacher as Primary Service Provider (PSP) when:
Child is blind.
Child has a deteriorating eye condition.
A child’s visual functioning impacts on their progress in the social, cognitive, motor, adaptive skills and mobility domains.
The child’s visual functioning impacts on their ability to interact with their environment. Examples include: child not reaching toward faces/objects, child not exploring his or her environment.
Child is deaf and blind. (A Teacher of the Deaf and Hard of Hearing may be assigned as the PSP and the Vision Teacher as a consultant, depending on the team’s assessment or priority area).
Vision Teacher consults when:
No formal visual diagnosis has been made but child does not appear to respond to visual stimuli.
Child is bumping into things, tripping over items, over or under reaching for items.
A child appears to see some things and not others.
A child holds their head in an awkward position in order to see people or items. (Not in relationship to any physical disability).
A child is sensitive to light.
The child’s visual functioning has somewhat of an impact on their ability to interact with their environment. Examples include: child has difficulty transitioning from indoors to outside, holds objects close to face, no interest in picture books.
Excessive eye movement or eye turning inward or outward.
The child’s visual functioning may impact on their future mode of literacy.
A child has the following diagnosis: Glaucoma; Cataracts; Cortical Visual Impairment; Cytomegalovirus; Retinopathy of Prematurity; severe prematurity; CHARGE Syndrome, Golden-Har Syndrome, Treacher Collins Syndrome, Ushers Syndrome, Waardenburg Syndrome.

*These guidelines do not supersede the child’s determination by the multidisciplinary team (based on assessment and observation) and the individualized needs of the child. The intent of these guidelines is to provide information and guidance to the IFSP team members. In addition, these guidelines are not a comprehensive list of vision concerns. If there is a concern about a child’s vision, contact the Service Coordinator to advise him or her of the concern and arrange for follow-up.