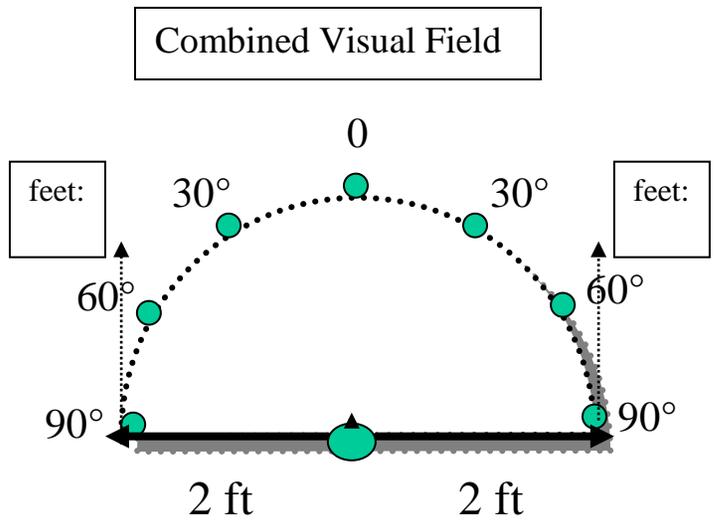


Early Warning or Peripheral Constriction Visual Field Assessment (using linear measurement)

Name: \_\_\_\_\_ Date : \_\_\_\_\_ Examiner: \_\_\_\_\_ Location /Lighting: \_\_\_\_\_



Feet*	Degrees from Midline
0	~90
1/2	~80
3/4	~70
1	~65
1 1/2	~55
2	~45
2 1/2	~40
3	~35
3 1/2	~30
4	~25
4 1/2 -5	~20
6-7	~15
8-10	~10
11-15	~5

Student's Left

1. \_\_\_\_\_ feet
2. \_\_\_\_\_ feet
3. \_\_\_\_\_ feet

Student's Right

1. \_\_\_\_\_ feet
2. \_\_\_\_\_ feet
3. \_\_\_\_\_ feet

\*These linear measurements roughly correspond to degrees of remaining visual field if the person passing the student is walking a straight line approximately 2 feet parallel to the student's line of sight on either his right or left side and should not be used at any other distance.

## Early Warning or Peripheral Constriction Visual Field Assessment (using linear measurement)

This assessment measures how much of a student's functionally blind area is affecting early detection of objects or people.

- Stand directly opposite student, facing him/her at a distance of about 10 feet. Instruct student to stand still and fixate on your nose. Observe to ensure student does not move his/her head or eyes. Explain to student that he/she is going to tell you when he/she first notes a target (another person) passing on his/her left and right side.
- Mark a spot on the ground two feet to the left and right of student's midline (body center) (**point A**).
- The target will position him/herself about a foot behind **point A**. (so target is out of student's seeing area).
- The target randomly selects a side to start on (so that student does not anticipate which side target is on) and begins walking forward in a straight line (parallel with student's line of sight) until student is able to detect the target's presence. Mark this spot (**point B**). You may wish to mark a spot two feet from your midline to assist the target in maintaining a path that is parallel with student's line of sight.
- Record the number of feet from **point A to point B**. Refer to chart to estimate the student's remaining visual field.
- Draw a line from that spot to the representation of student and shade in the student's estimated visual field loss. The unshaded portion represents student's remaining visual field.
- Repeat this procedure on student's other side.
- To determine if student may have a ring scotoma, continue walking after the student first detects you. If he/she no longer detects you the student may have a ring scotoma.

