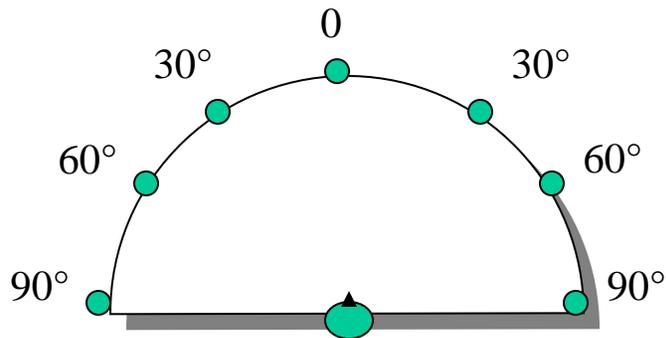


Early Warning or Peripheral Constriction Visual Field Assessment (with student static)

Name: _____ Date : _____ Examiner: _____ Location /Lighting: _____

Combined Visual Field



Student's Left

- 1. _____ from midline
- 2. _____ from midline
- 3. _____ from midline

Student's Right

- 1. _____ from midline
- 2. _____ from midline
- 3. _____ from midline

Early Warning or Peripheral Constriction Visual Field Assessment (with student static)

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

- Have another person stand opposite student, facing him/her at a distance of about 10 feet.
- Ask student to stand on footprints located on template.
- Ask student to stand still and with both eyes open to fixate straight ahead on another person without moving head or eyes.
- Instruct student to tell you when he/she first notes you passing on either his right or left side. Begin slightly behind student (out of his/her field of view) and walk forward along edge of test in a straight line parallel to student's line of sight until the student is able to first detect your presence. Repeat this procedure on the other side.
- Determine how many degrees of visual field the student has remaining by drawing an imaginary line from the student's midline to the point where he/she first detected you and note the corresponding degrees on the template.
- Illustrate this on the recording. Shade in the student's visual field loss. The unshaded area represents the student's remaining visual field.
- Repeat this procedure on the student's other side.
- Combine the two measures to graphically represent an estimate of the student's total remaining visual field.
- To determine if student has 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.