**Vision Support Week 1 Lesson Plan**

**Visual Tracking**

**Objective:**  To improve and/or maintain current eye motility by practicing directional eye movements and greater develop the muscles of the eye. This activity is very basic but is essential to the health of the student’s vision as it helps to improve eye control and its overall utilization.

**Tracking Exercise**

* Be sure to acquire something that interests the student and will be sure draw and hold his/her visual attention. (e.g. student’s favorite toy, student’s favorite show on a phone or iPad, something that plays music, etc.)
* Draw the student’s attention to the object of choice and then begin moving it within the visual field. (The student’s head should remain still when tracking using only the eyes, but if the student has difficulty isolating his/her head movement, allow the head movement and ensure that focus is maintained on the object throughout the tracking cycle.)
* First, determine if the student can track horizontally (left to right & right to left) across midline. This can be practiced as often as necessary to obtain smooth tracking.
* Next, practice tracking in the following sequence: vertically, diagonally, and in a circular pattern. Again, these can be practiced as often as needed to obtain a smooth tracking path.
* Monitor the success rate of each tracking direction and note if there are any areas that seem deficient or if the efficiency is relatively the same across the board
* Be sure not to practice this skill for an excessive period as it will quickly fatigue the eyes. Take short breaks when needed.

**Visual Scanning & Discrimination**

**Objective:** To improve and/or maintain current visual functionality and the ability to locate information within the visual field. This skill is essential for students to be aware of their surrounding environment and to ensure that they are receiving all of the available and necessary information to interact with the environment and other people.

**Scanning & Discrimination Activity**

* Gather several familiar objects or pictures that the student will be able to identify if they are requested.
* Introduce 2 or 3 of the items into the student’s visual field and draw the student’s attention to each item to ensure that they have been visually scanned. (Depending on the visual needs of the student, the items may need to be presented specific ways to increase their overall visibility. This may require the objects to be placed on a black or white background to increase their visual contrast. They can also be placed on a light box in a dimly lit room if the items are transparent.)
* Once the student has viewed all the presented items, request one of the items for the student to locate. (selection can be made by touching, pointing, visually focusing, or any other predetermined form of identification)
* Continue this until all familiar objects are used. Feel free to increase the number of items presented at once if you feel that the student is successful with 2 or 3 options.
* Monitor the frequency to which the student positively responds to your request and the accuracy of the student’s selections.

**Online Resources**

These sites contain resources for visual tracking and discrimination activities. The activities on these sites will vary in difficulty and should only be used if the student’s skills are developed enough to appropriately engage with them.

<http://eyecanlearn.com/tracking/>

<http://eyecanlearn.com/perception/discrimination/>

<https://www.edhelper.com/visual_skills.htm> (This site has a plethora of activities. Look for Visual Discrimination categories. There are two sets of activities.)