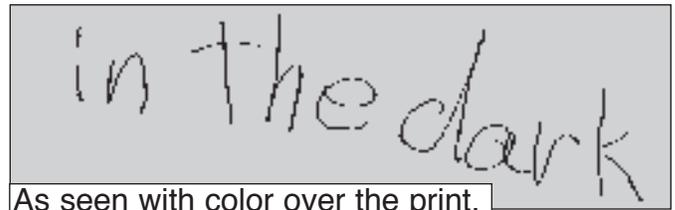
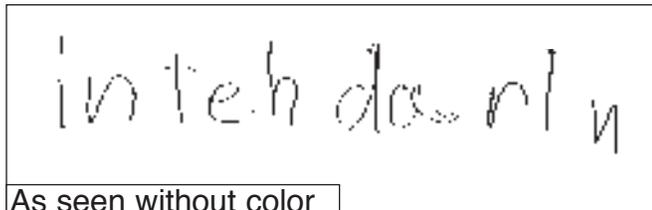


# *See it Right!*<sup>®</sup> OVERVIEW OF ASSESSMENT

Change what your students see using Colored Overlays!



**PURPOSE** - This test was developed by Dorothy Henson-Parker for use by educators to help them identify a specific visual-perceptual problem that appears to be caused by a **sensitivity to light**. This set of behavioral symptoms has been described by several authors in the literature about reading difficulties. However, *Helen Irlen*, founder of the *Irlen Institute*, developed the most well-known procedure for testing and treating individuals with this type of reading problem. She named this condition Scotopic Sensitivity Syndrome and her definition includes the following

"Scotopic Sensitivity/Irlen Syndrome is a perceptual dysfunction associated with the brain's ability to accurately process visual information. Looking through color may correct this difficulty by altering the timing by which the visual information is received and processed. Individuals with this dysfunction report problems of print and/or background distortions, especially when reading black print on white paper and under bright lighting or under fluorescent lighting. "

**Recent research by Michael C. Parker, Registered Professional Engineer, and retired Chief of the Bureau of Nuclear Facility Safety in Springfield, Illinois, presents another theory**, outlined in his paper entitled *Photon Induced Visual Abnormalities (PIVA) and Visual Dyslexia*. He posits a new theory of what is actually happening to cause the visual distortions seen on the page and why color transparencies work to either diminish or completely eliminate the distortions.

"This paper presents a unique fundamental causal theory for some forms of visual dyslexia. *The work described here posits that the light energies associated with certain colors present in visible light induce dyslexic-type visual distortions*. That is, the cause does not lie within the brain but, rather, within the eyes of light-sensitive individuals. The work further posits that the energies associated with those colors, can be effectively suppressed before they reach the eyes."

## *See it Right!*<sup>®</sup> - A FOUR STEP PROCESS      Classwork-Based and Non-Clinical

- STEP 1 - REVIEW WORK** Document your observations and clarify what you have seen in the student's work.
- STEP 2 - INTERVIEW** the student to *verify* your observations and to learn new information.
- STEP 3 - COLOR TESTING** You try to get rid of any distortions the student may be seeing. The goal is to find a color which helps him see better.
- STEP 4 - FOLLOW-UP** Communicate results and provide for the success of your intervention.

# *See it Right!*<sup>®</sup> OVERVIEW OF ASSESSMENT (continued)

**INTENDED FOR USE WITH STUDENT'S OWN WORK** - The evaluation and follow-up procedures relate directly to the student's work. **His books and written work are used, as well as observations of his behavior.** The techniques described help to identify what the student sees as he reads. **The student needs to help you and be your partner in the assessment.**

**CLARITY OF VISUAL PERCEPTION** - After identifying the visual-perceptual distortions the student is seeing, the task is to try to get rid of them using a colored plastic transparency. You may be able to get rid of the movement and other changes or sometimes only reduce them.

**When visual distortions are eliminated, the student can learn what you are trying to teach him.** If a color is helpful, one or more of the following happens: letters become clearer, movement ceases, letters are correctly oriented, spacing is regular, and/or eyes no longer hurt.

**VISUAL ACUITY TESTING** - We need to be sure students are screened for possible visual acuity problems, including near and far point, tracking and convergence. *The student sometimes has both light sensitivity and other vision problems.* **YOU CAN'T READ, OR READ FLUENTLY, IF YOU CAN'T SEE THE LETTERS, WORDS AND SPACES CORRECTLY AND CONSISTENTLY.**

**CAUTION:** This test is not intended to be used as a substitute for care by vision professionals.

**INTENDED FOR EARLY IDENTIFICATION** - This battery was originally developed for use with elementary students. **CURRENTLY, however, it is used through the college level.** The evaluator adapts the language for the more mature student, *but the basic testing is the same.* It can be translated to use with bilingual students.

**BUILDS ON INFORMATION YOU ALREADY KNOW** - *See it Right!*<sup>®</sup> can be used by teachers easily, taking advantage of what they already know about their students. Teachers can usually identify students pretty quickly who might have this problem, simply by reviewing the symptoms.

## **ADVANTAGES OF HAVING THE TEACHER DO THIS TESTING:**

- The assessment can be done in parts.
- The teacher can give students a color to use and adjust the color as progress is seen.
- Results and progress can be observed daily.

## **RESPONSE TO INTERVENTION**

**WITH THE MANY REQUIREMENTS OF NO CHILD LEFT BEHIND (NCLB), THE USE OF COLOR IS AN EFFECTIVE INTERVENTION FOR STUDENTS NEEDING ADDITIONAL ASSISTANCE.** **Response to Intervention (RtI) is a model from IDEA '04.** RtI refers to a school-wide general education intervention for use with students at risk. Research papers, including evidence of achievement increases, are available.