See it Right!®

DOROTHY HENSON-PARKER

See it Right!® is a new authentic assessment designed to identify and remediate visual–perceptual problems caused by scotopic sensitivity. This assessment is a cost-effective, dynamic program developed specifically for teachers and specialists who work with elementary students. If your students see moving, reversed, or distorted letters and/or words, you can help them see correctly and clearly, using their own books and materials and a piece of colored plastic.

The purpose of See it Right!® is to help younger children who have difficulty telling us what they see, but nonetheless may have visual–perceptual problems that are interfering with their ability to learn to read. Through the use of various colored plastic transparencies, the screener's goal is to help the student see the printed page clearly and accurately. This system uses 20 colors.

Other symptoms of light sensitivity/scotopic sensitivity include letters, words, and other symbols that change places or may disappear altogether. Numbers and math can be affected as well. You can change this and what your students see. One example of reversed numbers taken from a student with giftedness and learning disabilities can be seen in Figure 1.

You may see symptoms in all print-based areas and also in behavior that may appear restless and distractible. Complaints of headaches and eye pain are common. These children are especially sensitive to fluorescent light, and symptoms are most common on white paper with black print. Because the symptoms appear to be common, the classroom teacher and others who work with the student on a regular basis need to have the skills to assess and provide color.

The manual, in four sections, outlines the See it Right!® diagnostic process:

STEP 1—REVIEW WORK. Identify symptoms through a review of both the student's reading and written work. The teacher uses observational skills to find out what the younger student may be unable to tell you. Novel techniques are used to analyze student writing and correct reversals.

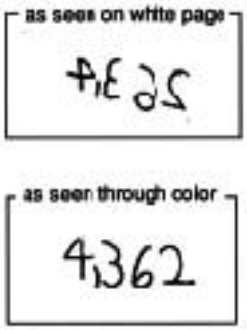

Figure 1. *Example of reversed numbers copied by student.*

STEP 2—INTERVIEW THE CHILD. Ask questions to find out what the child is seeing. Students have reported many things. For example, the letters "look ugly, messy, slobbery, crinkly, like they've been erased" and so on. One student with giftedness reported that the page looked "bruised" and put black and blue marks on the page with crayon.

STEP 3—COLOR TESTING. Use what you have learned thus far, and the student's own words, to set the purpose for the color testing. Then present the colored transparencies one at a time over a page in the student's book. This is intended to correct any distortions seen by the student. The manual describes procedures in detail to use with younger children to help you get the most accurate assessment, and then to validate your results. If color helps the child, you give the student color to use in class and at home. If color does not help, your letter home will include any other recommendations or interventions you plan to make to help the child.

STEP 4—FOLLOW-UP. Train the child in how to use color and where to get replacements. Communicate results to parents and other staff members to ensure the success of your intervention. This section of

the manual includes many practical classroom modifications.

The time required to administer See it Right!® depends on how serious the problem is and the maturity and verbal skills of the child (20 minutes to 1 hour plus). However, the assessment can be done in parts, on different days.

The cost is minimal because, once you know the process, the only cost is for transparencies for the child. You can easily teach yourself to use the See it Right!® assessment from reading the manual, with no other inservice.

The use of the student's own reader and written work in the process of diagnosis and remediation allows the student to use his or her familiarity with the materials to help you identify and resolve the problem. The student becomes your partner in the assessment.

When the letters and words are seen accurately and consistently, the child can benefit from reading instruction. Students report that when using the right color of plastic transparency, the letters become clearer, the movement ceases or lessens, the letters become correctly oriented, the spacing becomes regular, their eyes no longer hurt, and they can see the print accurately.

A separate section of copying samples shows examples of what students have shown us. You are taught how to get the child to show you how the print is seen and what changes with color. An example in which the student sees the letters "hooked together," without space between them and with words missing, is provided in Figure 2.

This assessment was developed through longitudinal research in the Pomona Unified School District, Pomona, California, by Dorothy Henson-Parker. New research is in progress, in both individual and group screening. See it Right!® has an advisory board of educators from the elementary to the university level.

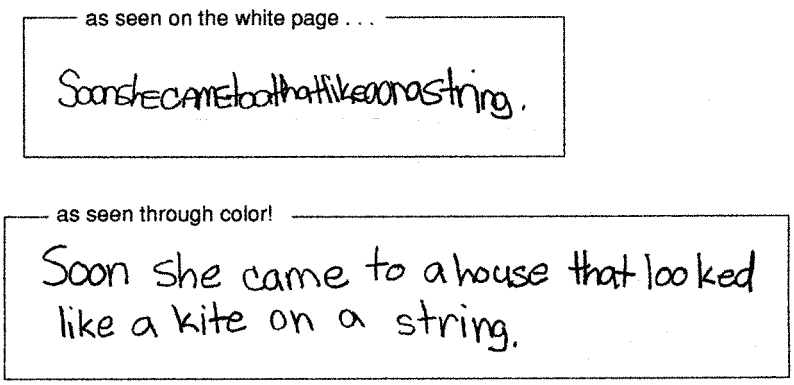

Figure 2. *An example of letters copied by student that look "hooked together" with some words missing.*

In summary, the See it Right!® assessment is designed to teach the use of color to help students with visual–perceptual problems due to light sensitivity. The assessment kit comes with 20 colors. However, this system can be used with any colored plastic you may have available. The manual is 231 pages of step-by-step instruction supported with specific examples and graphics. A detailed table of contents makes information easy to find. In addition, the appendices provide the reproducible forms needed. Easy-to-complete parent letters are provided in both Spanish and English. Also included is a 12-page summary of the Pomona Unified School District study.

Persons interested in submitting materials for New Products should contact Monica A. Lambert, Dept. of Special Education, Retan Center, Mansfield University, Mansfield, PA 16933. The Author Guidelines provide a description of content and format for this department.

About the Author

Dorothy Henson-Parker is a licensed education psychologist. She worked as a school psychologist for the Pomona Unified School District for 24 years. She also has special education credentials and has taught both general and special education for Los Angeles and Riverside County Schools. She conducted bilingual Spanish assessment for the gifted program and administered a project that currently includes 700 students, grades K–12, who use colored overlays for reading. Henson-Parker does consulting for school districts as well as speaking at various educational conferences across the country. She recently presented her work at the International School Psychologists' Association in Melbourne, Australia. Address: Dorothy Henson-Parker, PO Box 1117, Rancho Cucamonga, CA 91729.

Author's Note

For more information regarding this assessment, please call See it Right!® at 909/481-2950; e-mail: seeitright@worldnet.att.net; Web site: www.seeitright.com