



Petition for An Additional Vision Milestone

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Abstract

Climbing up a sheer, vertical rock wall epitomizes managing one's field of view. Climbers search the wall's jagged surface, holding steady as their eyes make the smooth pursuit movements of searching.

Each climber interrupts these smooth pursuits with sudden jerks of vision, saccades, to zoom in on, to fixate and hold gaze on an anticipated grasping point.

In this way each focuses maximum acuity, foveal vision, in anticipation of making contact; while estimating vision, parafoveal vision, continues to monitor balance and be an alerting mechanism to redirect foveal vision to the next safe hold.

A means of assessing said interplay between foveal and parafoveal vision is introduced.

The proposed milestone is **linking complementary visual events**, 3-5 years (Samples of complementary visual events: hand rotation upwards so that the palm is ready to catch potato chips as they fall from a tilting dispenser, racers aligned at the "set " blocks leaning forward in anticipation of the fastest response to "go")

Reading requires precision in the interplay between foveal and parafoveal acuities; parafoveal vision having a precise role.

Students with disability based learning plans benefit from a collaborative team which may include classroom teachers; reading teachers; education specialists - vision, speech and language, psychologists; occupational and physical therapists, family. The visual challenges of the linchpin of academic skills, reading, also invites education teams to consider vision issues for students who do not demonstrate a vision disability

Advocacy for an additional vision milestone derives from vision issues raised in team deliberations on how to assist student's accommodation to reading, to its changes in the field of view experienced in the rapid transition between "learning to see" by play and experimentation and "seeing to read" within the compressed dimensions of a line of print.