

Learn to

Use your

Vision for

READING

Workbook

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LUVReading Series

Table of Contents

Preface to the Second Edition.....	4
Acknowledgments.....	5
Introduction for the Therapist.....	9
References	21
Section I: Developing Your Best Vision	22
Your Low Vision Rehabilitation	23
Learning To Use Your Preferred Retinal Locus.....	25
Exercise A: Learning To Use Your PRL	29
Exercise B: Using Your PRL For Reading.....	34
Exercise C: Reading A Line With Your PRL	36
Exercise D: PRL For Reading Text.....	38
Exercise E: Using Your PRL While Reading Text With Magnification.....	40
Tips For Reading With Macular Degeneration.....	43
Section II: Visual Training Exercises	49
Instructions for the Reader	50
Visual Training Exercises.....	51
Section III: Comprehension Training Exercises.....	116
Instructions for the Reader	117
Comprehension Training Exercises.....	119
Section IV: Practice Readings	260
Instructions for the Reader	261
Practice Readings	262

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Valjean Wright & Gale R. Watson

Edited by Monica Ehret and Orli Weisser-Pike

The LUVReading Series is a unique group of research-based, field-tested assessment and training materials designed to improve the reading skills of people with low vision. Other LUVReading materials:

Pepper Visual Skills for Reading Test (third edition, 2010)

Morgan Low Vision Reading Comprehension Assessment (1996)

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PREFACE TO THE SECOND EDITION

In this second edition of the LUVReading Workbook, the font and sizing have changed slightly. The original LUVReading Workbook was not printed with regard to logarithmic size progression. The authors and publishers have created a new workbook that is as close to the original as can be managed using computer-generated sizes that correspond to logarithmic steps in visual acuity charts. Times New Roman was chosen because of its wide use. The instructor's manual and the workbook were consolidated into a single workbook rather than two separate ones, and answers were provided for all the exercises. Finally, the workbook was created in a digital format which includes within it multiple navigational features for ease of use.

This second edition of the LUVReading Workbook is an updated but faithful rendition of the original.

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"Serbian Summer Casserole or Juneich," a family recipe from Eva Streiff, age 82, a housewife and great cook.

The following workbook selections were contributed by individuals with macular degeneration who participated in the field-testing of the original workbook materials:

“Friendship,” author unknown, provided by Ethel Blackman, age 80, an ex-medical secretary and a volunteer counselor for individuals who have macular vision loss.

“A Basket of Oranges,” by Lillian Virden, age 96, ex-teacher, as told to and recorded by Valjean Wright.

“How Firm a Foundation,” by John Rippon, 1787, a favorite hymn selected by Florence Bradley, age 80, an ex-missionary and a worker for the Christian Literature Crusade.

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INTRODUCTION FOR THE THERAPIST



Learn to Use Your Vision for Reading (LUVReading) is a workbook designed to help adult, developed readers with recent or long-term macular loss to acquire skills that will help them to continue to read for utility and pleasure. It is not designed to teach basic literacy skills. The activities in this workbook are intended for independent, at-home use. The exercises are designed to allow readers to monitor their own success. No writing is required to complete them.

In the fifteen years since its original publication, **LUVReading** has been effective for a variety of applications in addition to its original intended use. For example, it has been used to help readers with constricted fields from glaucoma or optic atrophy as well as hemianopic visual field defects from cerebral vascular accidents or traumatic brain injuries to regain visual skills for effective reading. Furthermore, exercises in the second and third sections have been used to remediate writing difficulties stemming from vision loss.

This innovative digital version of the workbook contains within it multiple navigational features. Section titles and names of exercises are linked within the document to enable the user to navigate straight to the location of the desired section or exercise. Words that are linked are **bold-faced**, underlined or have a pale blue background.

The workbook is divided into four sections that represent the four major components of the reading rehabilitation process. Section I, "**Developing Your Best Vision**," explains low vision services, provides a training program in recognizing and using a preferred retinal locus for reading, and offers tips for reading with macular loss. The next three sections of the workbook contain reading activities: "**Visual Training Exercises**" to encourage precision and speed in word recognition; "**Comprehension Training Exercises**" to improve the understanding of continuous text print materials; and "**Practice Readings**" which provide stories and articles for further practice and will assist in developing reading endurance. Each of these three sections begins with *Instructions For The Reader*, which briefly explains how to use that part of the workbook. Each of the three exercise sections are arranged in order of increasing difficulty according to a unique combination of factors, such as print size, word length, line spacing, reading level, or task difficulty.

LUVReading can serve as a resource for the low vision therapist, providing at-home practice readings to supplement and reinforce clinical instruction. This introduction provides information about the purpose and structure of the workbook as well as guidelines for assessing skills, selecting the appropriate level of materials for each reader,

and developing training sequences. The section on comprehension also offers suggestions for reading rehabilitation instruction.

THE “DEVELOPING YOUR BEST VISION” SECTION

This section of the workbook is addressed to the low vision reader. It is divided into three parts: *Your Low Vision Rehabilitation*, *Learning To Use Your Preferred Retinal Locus*, and *Tips For Reading With Macular Degeneration*. The first part, *Your Low Vision Rehabilitation*, explains how to locate low vision services that are a prerequisite to the use of the workbook. The second part, *Learning To Use Your Preferred Retinal Locus*, explains how macular degeneration affects the reader's use of vision and offers exercises that guide him through steps to preferred retinal locus (PRL) development and using visual skills for reading. In the last part, *Tips For Reading With Macular Degeneration*, suggestions are given for maximizing the reading environment and establishing a reading program at home.

Learning the visual skills in this section is a prerequisite to success with the exercises presented in the remainder of the workbook. The low vision reader must understand the concepts and be able to demonstrate these basic skills before going further. These exercises can be used as a part of clinical instruction and can also be sent home with the reader for reinforcement with home practice.

THE “VISUAL TRAINING EXERCISES” SECTION

PURPOSE

Reading is a dual process that involves both the recognition of printed symbols (letters and words) and the comprehension of ideas. Relearning to read with optical and non-optical devices after sight loss will require the reader to develop a new and often complex set of visual-mechanical skills. This can be a difficult and absorbing task. When confronted with continuous text materials in the early stages of rehabilitation, people sometimes report that they “cannot read.” Very often they mean that they need to give so much attention to the mechanics of locating and seeing printed symbols and learning to use their devices that they are unable to concentrate enough to follow the train of thought in the materials. This

leads many people to quickly abandon the effort. Because success in initial encounters with print can be crucial in the rehabilitation process, we advise that readers begin with visual training before attempting continuous text.

The “**Visual Training Exercises**” in this workbook are designed to encourage the development of visual and mechanical skills for reading, such as symbol recognition and line scanning. They provide easy practice materials for the reader who is still mastering eye, page, and device coordination. By working with these activities, readers can concentrate on developing visual skills for reading using an interesting format without the additional task of having to comprehend complete sentences in continuous text.

STRUCTURE

All of the visual training exercises appear in the sans-serif print, Arial. The activities are divided into five sections according to descending print size: 3.2M to 0.8M. Within each print size, exercises are arranged in order of increasing difficulty according to a combination of other elements, such as word length, line spacing, and task difficulty. In each activity, the reader is given a task, such as finding a word or phrase, and is given instructions for how to know whether he has completed the task successfully. Directions for each exercise are printed on a separate page in 3.2M to make them easier to follow. The following chart, “**Visual Training Exercises**,” shows the structure and arrangement of these exercises.

Visual Training Exercises

Level/ part	Print size (in M)	# of letters per word	Print face	Letter case	Line spacing	Task	Page
<u>1-1</u>	3.2	1	B	U	L	find letter find next line	<u>53</u>
<u>1-2</u>	3.2	3	R	U	L	find words	<u>56</u>
<u>1-3</u>	3.2	4-5	R	L	S	find words	<u>59</u>
<u>1-4</u>	3.2	6-9	R	L	S	find words	<u>62</u>
<u>2-1</u>	2.0	1	B	U	L	find numbers	<u>65</u>
<u>2-2</u>	2.0	2	R	U	S	find letters	<u>68</u>
<u>2-3</u>	2.0	3	R	L	L	find words	<u>71</u>
<u>2-4</u>	2.0	4-5	R	L	S	find words	<u>74</u>
<u>2-5</u>	2.0	6-9	R	L	L	find phrases	<u>77</u>
<u>3-1</u>	1.6	1	B	U	L	find letters	<u>80</u>
<u>3-2</u>	1.6	2	R	L	L	find words	<u>83</u>
<u>3-3</u>	1.6	3	R	L	L/S	find phrases	<u>86</u>
<u>3-4</u>	1.6	4-5	R	L	L	find phrases	<u>89</u>
<u>3-5</u>	1.6	6-9	R	L	L	find words	<u>92</u>
<u>4-1</u>	1.0	1	B	U	L	find words	<u>95</u>
<u>4-2</u>	1.0	2	R	L	L	find numbers	<u>98</u>
<u>4-3</u>	1.0	3	R	L	L	find words	<u>101</u>
<u>4-4</u>	1.0	4-5	R	L	L	find phrases	<u>104</u>
<u>4-5</u>	1.0	6-9	R	L	S	find words	<u>107</u>
<u>5-1</u>	0.8	4-5	R	L	L	find phrases	<u>110</u>
<u>5-2</u>	0.8	6-9	R	L	L	find sayings	<u>113</u>

Line Spacing: L=large; S=small

Letter Case: U=upper case, L=lower case

Print Face: B=bold, R=regular

Print Size Equivalents: 3.2M = 29 pt.; 2.0M = 20 pt.; 1.6M = 15 pt.; 1.0M = 11 pt.; 0.8M = 8 pt.

ASSESSMENT, PLACEMENT, AND TRAINING SEQUENCES

The selection of an appropriate sequence of visual training materials should be determined by an objective assessment of an individual's visual skills and by his personal reading goals. To avoid frustration and provide the reader with an initial sense of success, begin with materials of the print size that is most comfortable for him and move gradually toward the print size of his goal materials, such as the newspaper. To determine the most appropriate print size at which to begin training and to gather objective information about a person's visual skills, administer the **Pepper Visual Skills for Reading Test** (Watson, Whittaker & Steciw, 2010) and follow the guidelines for placement. Recent research indicates that the placement of the PRL in relation to the position of the scotoma leads to errors that are characteristic of PRL placement (Watson, Schuchard, De l'Aune and Wyse, 2006); PRL position may further guide selection of the most appropriate materials in this section.

The exercises are arranged by print size to help locate the materials easily. Be aware, however, that the order of the materials in the program may not be the best training sequence for every reader. For example, for individuals with macular loss, a larger print size is not necessarily always easier to read. Due to field restrictions caused by central scotomas and reading devices, people with macular loss are often able to see individual letters and short words clearly in a given print size but may have difficulty deciphering longer words or scanning lines in that size. If this is the case, a more appropriate program for the reader might be to complete the letter and short word exercises in a larger print size and then move to smaller print for the exercises with longer words and phrases, for example 2.0M 1-2-3 skip to 1.0M 4-5. On the other hand, some readers recognize longer words more easily and would need a different sequence. Training sequences can be structured in many ways. For example, you may choose to give a reader all of the letter exercises in each print size, or all of the exercises in a given print size. The best sequence of training materials for each reader should be based on an analysis of errors on the **Pepper Visual Skills for Reading Test**, and other clinical information, such as the position of the PRL/s, visual fields, your assessment of each individual's capabilities, and his personal reading goals.

THE “COMPREHENSION TRAINING EXERCISES” SECTION

PURPOSE

Although most adult, developed readers with macular loss who state reading as a goal probably had good reading skills before sight loss, their current visual limitations will have disrupted their ability to understand printed materials to varying degrees. The “Comprehension Training Exercises” in this workbook encourage the development of compensatory reading comprehension skills using a teaching strategy called the “cloze technique.” This technique omits words from the text, and the reader is instructed to try to supply the missing word. The cloze technique strengthens reading comprehension by encouraging the use of contextual clues, providing motivation, and improving concentration (Taylor, 1953; Berrant, 1988; McBee, 1981; Schneyer, 1965; Riley, 1986). Research has shown cloze technique to be an effective method for remediating the kinds of reading comprehension difficulties experience by adult, developed readers with macular loss (Watson, Wright, & De l'Aune, 1992).

Practice with the comprehension activities in this workbook will help readers with macular loss to develop alternative strategies for dealing with gaps in visual information: they may make informed guesses based on previously read words and letter clues, they may read past the blank to gather enough contextual information to allow for an intelligent guess, and they may find that the absence of a given word does not hinder understanding. Even individuals with long-term vision loss who are proficient readers may continue to increase their reading ability through practice in these cloze exercises (Watson, Wright, & De l'Aune, 1992). Though they may have learned through experience that increasing concentration and using contextual clues will facilitate comprehension, these readers often believe that, because of their visual limitations, they must still be “missing something.” This can cause them to read too cautiously and slowly. Working in these self-scoring activities can confirm the use of contextual clues as a valid reading technique and help these readers to develop greater confidence, which may facilitate reading improvement.

STRUCTURE

The “**Comprehension Training Exercises**” appear in 2.0M print to accommodate the greatest number of readers. Directions for each exercise are given in the same size, in bold face. The serif font, Times New Roman, was chosen for its resemblance to most reading materials, especially newsprint which is a reported goal of many readers with low vision. Items are arranged in order of difficulty by reading level (according to word and sentence length) using McElroy's “New Fog Count Readability Scale” (Kincaid, Fishboume, Rogers, & Chissom, 1975). The exercises progress through five steps from first to tenth reading level, with two levels per step. Within each step, materials are arranged by length: sentences, paragraphs, and then short articles or stories. In each item of the sentence and paragraph sections, a word is omitted from a sentence or paragraph, and the reader is instructed to supply it. So that he will know if he is correct, the missing word is provided to the right of each item. In the story selections one key word in ten is omitted. The reader can check his comprehension of each selection by answering questions at the end and then checking the correct responses to the right of each question.

The content of the items in each exercise, including facts, proverbs, hymns, recipes, poems, famous quotations, and humor, are geared to the interests and maturity levels of older adult readers.

ASSESSMENT, PLACEMENT, AND TRAINING SEQUENCES

When assessing a reader's potential for resuming continuous text reading, it is important to know that reading rate is not a predictor of comprehension ability, and that individuals can improve their comprehension through training and practice (Watson, Wright, & De l'Aune, 1992). A person's initial comprehension ability after sight loss will depend on many factors, including residual vision, intelligence, reading skills, concentration, the ability to cope with gaps in visual information, emotional state, and personal motivation. Many individuals with slow speeds or poor visual skills can learn to comprehend continuous text through concentration and determination in order to meet their personal goals. Therefore, any given individual's potential for reading continuous text can be difficult to predict. An appropriate sequence of comprehension training materials should be determined by an objective assessment of each individual's current reading level and his reading goals. To avoid frustration and to provide readers with an initial sense of success, begin with exercises that are the most comfortable for him and gradually move towards more challenging materials

(Wright & Watson, 1991). The appropriate reading level at which to begin the training sequence can be determined by administering the **Morgan Low Vision Reading Comprehension Assessment** (Watson, Wright, Long & De l'Aune, 1996) and following its guidelines for placement. The ultimate goal of the program should be the individual's ability to achieve the reading level of his stated goal materials, such as the newspaper. However, since the success of training is difficult to predict, and many people can exceed their original goals, readers should be encouraged to proceed through the exercises until they can no longer continue on their own. When they have completed these exercises, they can continue practicing by using the stories and articles in the practice section of the workbook. Training sequences can be structured in many ways. For example, you might have a reader complete all of the sentence activities before moving to longer passages, or have him complete all of the activities at one reading level before moving to another. When structuring a training sequence in order of difficulty, it is important to understand that, generally, length is not a major factor in determining the difficulty of materials. A story at the fourth reading level in most cases will be easier to comprehend than a sentence or paragraph at the sixth reading level.

SUGGESTIONS FOR INSTRUCTION

Comprehending what is read is a complex process that involves the integration of visual information from the printed page with cognitive information stored in the reader's memory. For the low vision reader, combining these two kinds of information to achieve understanding is a compensatory task: when an individual has a deficiency in one area, he can compensate by developing greater skill in another (Smith, 1978). Individuals with low vision can develop the ability to compensate for gaps in visual information by learning to employ contextual clues and better concentration. You can help readers to develop their reading comprehension through clinical instruction. As readers progress from the accuracy to the comprehension phase of vision rehabilitation, the task shifts from seeing individual words and phrases to understanding ideas in full sentences. Many readers may feel they need to be able to see every word in order to understand a sentence. Spending too much time on individual words can cause unnecessary frustration and fatigue and make a reader lose his train of thought. Some readers will also have a tendency to make random and incorrect guesses of words based on isolated letter clues. Although conjecture as a reading technique should not be discouraged, readers need to learn to make more intelligent judgments about the appropriate word based on contextual clues. You can facilitate success

at this stage by having the person read some sentences silently. Begin by explaining that it is not always necessary to see every word in order to comprehend a sentence. Instruct the reader to skip over words that he has difficulty seeing, continue reading to the end of the sentence, and then make intelligent guesses about its meaning based on information gathered from the whole sentence. If a reader reaches the end of a sentence and still cannot understand it, show him how to relocate crucial words and concentrate on seeing them to unlock sentence meaning. In this way, readers can learn to move through sentences at a steady pace, gathering visual clues and concentrating on ideas rather than individual words. Gradually these readers will begin to make fuller use of their remaining reading strengths, background experience, language sense, and accumulated sight vocabulary to gain understanding of continuous text.

THE “PRACTICE READINGS” SECTION

PURPOSE

The final section of **LUVReading** consists of stories and articles for further practice. Continuing to practice reading on a regular basis after training is of prime importance in the rehabilitation process. Individuals with macular loss can continue to improve their comprehension and reading speed through regular practice in appropriate materials (Watson, Wright, & De l'Aune, 1992). However, interesting materials of the appropriate reading level, print size, and length can be difficult for individuals to find and obtain on their own. By selecting materials from this section for readers to use at home, you can facilitate regular reading practice while helping to ensure that individuals do not become frustrated and discouraged by materials that may be available to them, but are too difficult for their current ability.

STRUCTURE

The selections in the “**Practice Readings**” appear in the serif font, Times New Roman, which was chosen because of its resemblance to most reading materials, especially the newspaper which is a reported goal of many readers. The selections are arranged in order of increasing difficulty according to descending print sizes (3.2M to 0.8M) and ascending reading levels (1 through 10), as well as other factors such as line spacing and length of

material. The selections include a variety of stories geared to the reading interests of older adult readers, such as biography, human interest, and adventure stories. There are also informative articles, some specifically dealing with issues and problems that might concern a person experiencing sight loss. The chart, "Practice Readings" on page 20 shows the structure of this section of the workbook.

ASSESSMENT, PLACEMENT, AND TRAINING SEQUENCES

An appropriate sequence of practice readings should be based upon an objective assessment of an individual's reading level, print size capability, and his personal reading interests. Guidelines for assessing reading levels and print size capabilities have been described above in the instructions for assessing visual skills and comprehension. If the person has completed the visual and/or comprehension training sections of this manual, information about the smallest print size and the highest reading level he was able to attain can also be used to help determine an appropriate starting point for practice. Regardless of their current abilities, however, most readers will benefit from beginning with practice readings at lower levels. Reading materials that are easier can give the reader a sense of immediate success and increase his motivation to continue reading.

Reading interest, a strong incentive for practicing, should also be considered in the choice of materials. You can consult the short summary of the contents of the story or article, which appears at the beginning of each selection in order to make appropriate choices. You might also involve the reader in the selection of materials by reading several titles within the appropriate reading level and print size and having him choose materials of interest.

Practice Readings

Level/ Part	Title/Author	Print Size	Reading Level	Line Spacing	Length	Page
1-1	A Basket of Oranges/ <i>Lillian Virden</i>	3.2M	1-2	L	S	<u>264</u>
1-2	The Art of Happiness/ <i>Wilfred Peterson</i>	3.2M	3-4	L	S	<u>270</u>
2-1	Five Steps to a Good Night's Sleep	2.0M	1-2	S	M	<u>275</u>
2-2	Bill Waite's Will/ <i>Alan Moore</i>	2.0M	3-4	S	L	<u>279</u>
2-3	Monies/ <i>Mildred Frank</i>	2.0M	5-6	L	S	<u>296</u>
3-1	The Night We Won the Buick/ <i>John Griggs</i>	1.6M	3-4	L	M	<u>299</u>
3-2	A Winter's Discovery/ <i>Jim Halliday</i>	1.6M	5-6	L	M	<u>303</u>
3-3	Think You're Drinking Enough Water? <i>Leroy R. Perry, Jr.</i>	1.6M	7-8	S	S	<u>303</u>
3-4	Remarkable Animals/ <i>Irving Wallace, David Wallechinsky, and Amy Wallace</i>	1.6M	9-10	S	M	<u>311</u>
4-1	Ella's Legacy/ <i>Joan Mills</i>	1.0M	5-6	L	L	<u>315</u>
4-2	A Sword for the Lord and for Gideon/ <i>Barbara McGraw</i>	1.0M	5-6	S	L	<u>319</u>
4-3	Guidelines/ <i>Henrietta Levner</i>	1.0M	7-8	L	M	<u>323</u>
4-4	Your Role: Patient, Client, Consumer/ <i>Bill Carroll</i>	1.0M	9-10	L	S	<u>326</u>
5-1	Alfred Hitchcock: English Film Director/ <i>Henry I. Christ</i>	0.8M	7-8	L	L	<u>328</u>
5-2	Roberto Clemente: Baseball Star from Puerto Rico/ <i>Henry I. Christ</i>	0.8M	9-10	S	M	<u>331</u>

Length Of Readings: S=Short (300-500 words); M=Medium (600-1500 words); L=Long (1500-3000 words).

Line Spacing: L=large; S=small

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SECTION I:

DEVELOPING YOUR BEST VISION



Learn to Use Your Vision for Reading (LUVReading) is a workbook designed to help adult readers with recent or long-term macular degeneration to acquire skills that will allow them to continue reading for utility and pleasure.

Before you begin using this workbook, you will need a low vision rehabilitation examination, a low vision device or devices, and instruction in the best use of your vision. These services are provided by a team of professionals including a low vision eye care specialist (optometrist or ophthalmologist) and a certified low vision therapist (CLVT). If you have not yet received these special services, talk to your eye doctor and ask him or her to

refer you to your local low vision provider or services for the blind and visually impaired.

A listing of many non-profit providers of low vision rehabilitation services can be found on the website of the American Foundation for the Blind. For the most updated information, visit them on the web at www.afb.org.

Some parts of this workbook may be too difficult for you to read at this time. Therefore, it is important that you work with a low vision professional to learn how to use it. He may want to do some sections of the workbook with you or select certain exercises for you to use at home. He may suggest that a family member or friend give you assistance. With professional guidance, you can use LUVReading to maximize your reading potential.

LEARNING TO USE YOUR PREFERRED RETINAL LOCUS

If you have a vision problem that resulted from damage to the macula or back portion of your eye, you probably have some unclear or missing area in your field of view. If you have been prescribed a strong magnifier that is handheld or mounted into a stand or a pair of eyeglass frames, then you probably have a “scotoma” or blind spot in the center of your field of view that interferes with reading. You already know that the magnifier may not be enough to help you to read well again. If you look directly at a letter or word, as you once did, it disappears or looks unclear. Instead, you must use your “side” vision, and look away from a word to see it better. You have probably noticed this most when looking at someone's face or watching the television. If you look directly at it, it is not as clear as when you look to one

side of it. When you look to one side of something to see it better, you are using a new viewing area that is called a “preferred retinal locus” or PRL. Some people learn to use this PRL easily, but most people can use some help when developing their PRL for reading. This section of the workbook will help you to develop control of your PRL for reading.

When someone reads with “normal” vision, he looks directly at a word to see it and to get its meaning. When this happens, it is called a “fixation.” Then the person moves the eyes over to the next word. This sweeping eye movement is called a “saccade.” The saccade allows the eyes to move correctly to the next word, where another fixation is made. Another saccade brings the next word into view. When most readers read, they look at almost every word in the print, sometimes skipping short words such as “a” “and” or “the.” When the reader reaches the end of the line, he makes a return sweep eye movement that brings the beginning of the next line into view. By

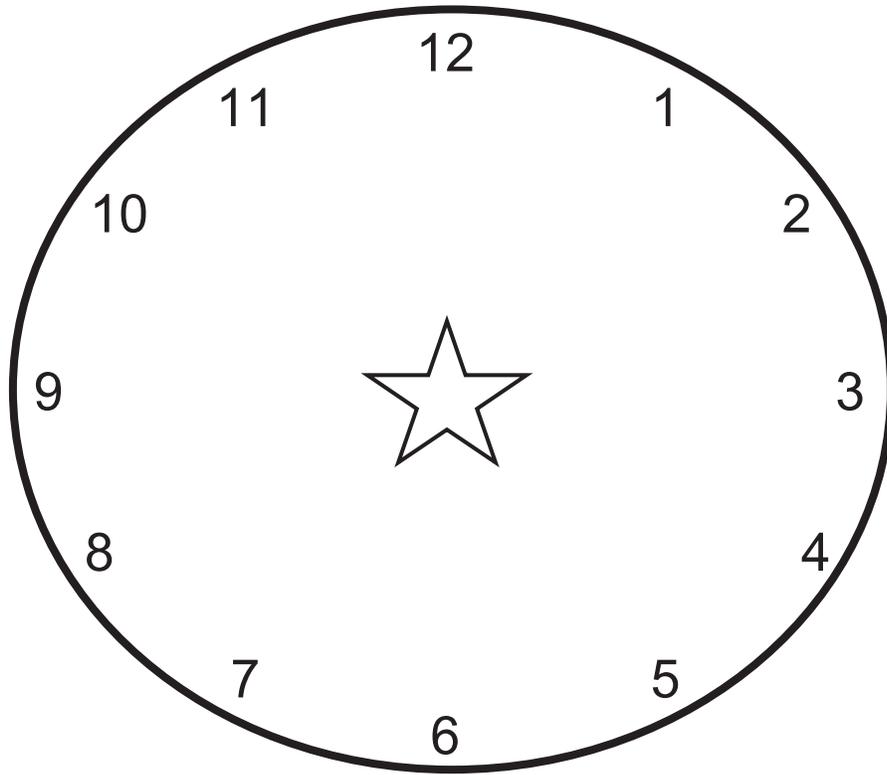
the end of a sentence, the reader has either put together the meaning that the author intended, or he may have made a “regressive” eye movement to check a word that he did not see correctly or did not understand the meaning of the first time he saw it. By the end of the paragraph, the reader has understood the cumulative thoughts of the author. These eye movements for the accomplished reader are fairly effortless, and the eyes of a normal reader do most of the work in the mechanical part of the reading process.

Experiencing macular degeneration and reading with magnification disrupts these well-learned reading habits. The low vision reader may not see all the words, may skip lines of print, and may find reading so frustrating that he wants to give up. To continue reading you must learn some new visual skills, and develop some new habits, both in seeing and in thinking. Learning these new skills and developing these new habits takes time, but the payoff is being able to read print again. If

you will follow all the exercises in this book, and read it carefully, even though slowly, you will learn to read again, and will find yourself having fun doing it! It may be helpful to you to have extra lighting as you read this manual and follow the exercises. A flex-arm lamp positioned so that the light is shining on the page and not in your face may help a lot. Be careful not to have the lamp close enough or positioned at an angle that causes glare.

EXERCISE A: LEARNING TO USE YOUR PRL —

On the next page you will see a clock face with a star in the center. Follow the instructions to understand your best way of looking to find your PRL. For this exercise, you should not use your magnifying device. Use prescription eyeglasses if you have them, and if they help you.



Look at the clock face with your better seeing eye. Cover your other eye with your hand. Hold the page completely still during the exercises.

View the clock so that your scotoma or unclear area is obscuring the star in the middle of the clock face. The star should be unclear or missing. You should see some of the numbers around the edge of the clock more clearly than the star in the middle.

Now move your eye so that the star is most clear. Which way did your eye move? Sometimes it is hard to figure this out at first. If you do not know, just repeat steps 2 and 3 until you are aware of which way your eye moved.

Does your eye move the same way when you look at someone's face or the television set? Think about how you move your better seeing eye to see the TV screen or someone's face.

Look at the clock face again and make the star disappear or look unclear by looking directly at it. Now move your eye toward the 12 o'clock position. Does the star look clearer or less clear than the first direction you moved your eye?

Repeat this exercise by looking toward three o' clock, toward six o' clock, and toward nine o' clock. Which way did you move your eye that made the star look clearest and best?

Some people find that they can see the star well from several different directions. If you have more than one direction of moving your eye to use your PRL, compare the best directions with each other and see if you can find one that is best of all.

Now cover your better seeing eye with your hand and practice all the steps with your other eye (if you have useable vision in that eye).

Practice these exercises using your PRL on other targets around your house like a vase of flowers, a clock on the wall or table, a bowl of fruit, the coffee pot, etc. In which direction do you need to move your eye in order to see best? Is one eye better than the other? What happens when you look with both eyes together? Do the two eyes have similar viewing positions or are they different? Some people find that one way of looking gives them better detail vision (better for looking at small things), while another way of viewing gives them a wider field of view (better when looking at big things which take up more room, or when walking). There is no right or wrong way to do this. The most important thing is finding what works best for YOU.