VFCS Level Identification Chart

Does the child use visual function in most visionrelated activities?

YES

NO

Does the child use visual

function in at least part of

vision-related activities, if

strongly supported by adaptations?

Does the child need adaptations to use visual function in most visionrelated activities?

(NO)

YES

YES

NO

Does the child need selfinitiated compensatory strategies to use visual function successfully in most visionrelated activities?

(NO)

(YES

Level III
Uses visual function but needs some
adaptations (environmental
modifications, adaptive equipment
and technological devices)

Level IV
Uses visual function in very
adapted environments but
performs just part of vision-related
activities and usually uses other sensory
modalities (hearing, touch, etc)

Does not use visual function even in very adapted environments, has severe limitations in daily vision-related activities even if supported by significant adaptation, uses almost exclusively other sensory modalities

Level V

Level I
Uses visual function easily and successfully, at most may be challenged when using vision in new and unfamiliar environments and/or activities

Level II
Uses visual function successfully
but needs self-initiated
compensatory strategies, such as
head movements, eye-blinking, use of
finger pointing, adjustment of the
distance of the visual target, etc.