# CVI Profile Form

Child’s Name Date of Entry

Birthdate Recorder

This profile form has two parts.

The first part can be used to collect and organize data to create a CVI Profile in the *CVI Companion Guide*. Evidence can come from medical history and records, observation, interview, and both formal and informal assessments determined to be most relevant for

each child. Care must be taken to consider all the categories listed whenever possible. Categories that can be more readily detected in children 2 years and older are marked with an asterisk\* and written in italics. Not all areas will apply to a particular child. This part is useful to gain a detailed understanding of how CVI affects a child’s development and functional vision use.

The second part summarizes the data to present a CVI Profile for a child and lists areas to monitor and to target for intervention (either instruction or accommodation). This part is useful for summarizing how CVI affects the child and what can be done about it.

CVI Proﬁle Form, pg. 1

## Part 1: Data Collection

CVI Proﬁle Form, pg. 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Describe Evidence from Medical Records, Interview and**  **History Taking** | **Describe Evidence from Formal and Informal Assessment** | **Describe Evidence from Observation (specify environment)** |
| **Clarity of Vision** | | | |
| Visual acuity affected |  |  |  |
| Contrast sensitivity affected |  |  |  |
| Accommodation issues affect performance of  tasks at close distance |  |  |  |
| **Area of Vision** | | | |
| Visual field affected |  |  |  |
| Usual viewing distance |  |  |  |
| Usual area of visual attention |  |  |  |
| Field of view size |  |  |  |
| Visual neglect: Inattention to things in intact portion of visual field |  |  |  |
| Blindsight: Responds to objects that are not consciously seen (List the types of objects viewed, and if the preference changes with habituation to a particular direction of movement) |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Following People or Objects Visually Due to Eye Movement Limitations or Visual Field Restrictions** | | | |
| Smooth pursuit eye movements: Cannot follow moving objects in circular, horizontal, or vertical directions |  |  |  |
| Inattention to objects at periphery of intact visual field (specify portion of field not noticed) |  |  |  |
| Cannot follow objects as they move across midline of head (suggests hemianopia) |  |  |  |
| Cannot follow objects as they move across midline of body (suggests hemianopic inattention, i.e., visual neglect) |  |  |  |
| Lack of spontaneous saccades (fast eye movements from one visual target to another) to unseen surrounding target |  |  |  |
| **Locating People or Objects Visually/Visual Search Capabilities** | | | |
| Cannot locate and attend to object or person when enters intact field of view |  |  |  |
| Cannot move eyes from one object to another due to oculomotor issues (apraxia of gaze) |  |  |  |
| Only able to locate a few objects/people at a time in a dense group of objects. (i.e., simultanagnosia) |  |  |  |

CVI Proﬁle Form, pg. 3

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**Part 1: Data Collection** *(continued from previous page)*

CVI Proﬁle Form, pg. 4

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Describe Evidence from Medical Records, Interview and**  **History Taking** | **Describe Evidence from Formal and Informal Assessment** | **Describe Evidence from Observation (specify environment)** |
| **Locating People or Objects Visually/Visual Search Capabilities (cont.)** | | | |
| \**Cannot detect differences in textures of adjacent surfaces* |  |  |  |
| **Response to Faces** | | | |
| Cannot recognize faces or facial expressions (absent or partially affected) |  |  |  |
| Cannot recognize specific faces when out of typical context (absent or partially affected) |  |  |  |
| Cannot recognize specific facial features or objects on faces (absent or partially affected) |  |  |  |
| Cannot follow fast-moving facial expressions |  |  |  |
| Cannot look at a face and listen at the same time (i.e., looks away during conversation) |  |  |  |
| **Recognition of Objects or Symbols** | | | |
| *\*Cannot perceive specific pictures, shapes, symbols, or letters/words/ numbers for older children or to all pictures or letters* |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Responses to Movement** | | | |
| More consistent response to moving objects |  |  |  |
| More consistent response to stationary objects |  |  |  |
| Cannot follow fast movement in specific or all parts of visual field (specify). May be able to follow slower movements. |  |  |  |
| **Accuracy of Visual Motor Planning and Control** | | | |
| Cannot coordinate eye-hand movements to achieve movement goal (dorsal stream issue) |  |  |  |
| Improved eye-hand movements when part of body contacts surface where object to be reached for is placed |  |  |  |
| Walks (or moves) into objects when engaged in conversation |  |  |  |
| \**Cannot make eye-hand judgments about object size (e.g., hand does not conform accurately to size of object in planned visually guided reach & grasp) (dorsal stream issue)* |  |  |  |
| **Imitation and Copying** | | | |
| Cannot imitate specific movements such as gestures or movements with toys |  |  |  |
| *\*Cannot imitate drawing motions* |  |  |  |

CVI Proﬁle Form, pg. 5

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**Part 1: Data Collection** *(continued from previous page)*

CVI Proﬁle Form, pg. 6

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Describe Evidence from Medical Records, Interview and**  **History Taking** | **Describe Evidence from Formal and Informal Assessment** | **Describe Evidence from Observation (specify environment)** |
| **Imitation and Copying (cont.)** | | | |
| *\*Cannot trace symbols without immediate demonstration of movements* |  |  |  |
| *\*Cannot copy shapes, forms, freehand without immediate demonstration of movements (letters or words for older children)* |  |  |  |
| *\*Cannot trace or copy lines in specific orientations without immediate demonstration of movements (e.g., horizontal, vertical, slanted)* |  |  |  |
| **Color** | | | |
| Can distinguish primary colors (specify colors) but may need contrasting background color |  |  |  |
| Shows preference for specific color(s) (specify colors) |  |  |  |
| Cannot distinguish less saturated colors (specify colors) |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| *\*Cannot name colors although can perceive/ differentiate in other ways (e.g., sorting, matching): color anomia; specify color(s)* |  |  |  |
| **Depth Perception** | | | |
| Frightened by objects or people that are approaching - looming |  |  |  |
| *\*Stereopsis compromised* |  |  |  |
| *\*Cannot process motoric depth perception cues despite intact stereopsis* |  |  |  |
| **Illumination** | | | |
| Use of vision improves in bright light |  |  |  |
| Use of vision improves in dim light |  |  |  |
| Cannot adapt in timely fashion from bright to dim light or vice versa |  |  |  |
| Aversion to light (photophobia) |  |  |  |
| Drawn to maintain gaze for extended period at strong sources of light - light gazing |  |  |  |
| Responds to “pop out” effect of strong light cue coming from an object |  |  |  |

CVI Proﬁle Form, pg. 7

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**Part 1: Data Collection** *(continued from previous page)*

CVI Proﬁle Form, pg. 8

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Describe Evidence from Medical Records, Interview and**  **History Taking** | **Describe Evidence from Formal and Informal Assessment** | **Describe Evidence from Observation (specify environment)** |
| **Response to Sounds** | | | |
| Cannot identify the direction of sound source (sound localization) |  |  |  |
| Shows speech preference for slow-paced speech with prolonged vowels, consonants, and modulated pitch |  |  |  |
| **Response to Environment** | | | |
| Appears less stressed in quiet environment (e.g., quiets or stills) or becomes more stressed (e.g., fussy or fearful) in busy environment due to sensory overload |  |  |  |
| Functions more effectively in less crowded environment where objects or people are clearly defined and spaced apart |  |  |  |
| Relaxed in known environment (even crowded ones) but distressed in novel environments, especially crowded ones |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Difficulty navigating in environment or going from room to room, or remembering where items have been placed |  |  |  |
| **Effects of Visual Novelty** | | | |
| Pays little attention to novel items |  |  |  |
| Requires novel items and presentation modes due to stimulus habituation effects |  |  |  |
| **Response Time** | | | |
| Requires additional time to gather, process, and respond to sensory input, particularly fast input from competing sensory channels |  |  |  |
| Visual and/or auditory input may need to be slowed down to a rate that fits child's ability to process and respond to it |  |  |  |

CVI Proﬁle Form, pg. 9

## Part 2: CVI Profile Summary and Intervention Guide

Child’s Name Date of Entry

|  |  |  |  |
| --- | --- | --- | --- |
| **CVI Manifestations**  **How does CVI affect the child’s function?** | **CVI Profile Areas to Monitor and/or Target for Intervention**  **How do we design appropriate interventions within daily routines or activities?**  **Consider: Instruction (if possible) or Accommodation** | | |
|  | Monitor Target for: | Instruction | Accommodation |
|  | Monitor Target for: | Instruction | Accommodation |
|  | Monitor Target for: | Instruction | Accommodation |

Birthdate Recorder

CVI Proﬁle Form, pg. 10

|  |  |  |  |
| --- | --- | --- | --- |
|  | Monitor Target for: | Instruction | Accommodation |
|  | Monitor Target for: | Instruction | Accommodation |
|  | Monitor Target for: | Instruction | Accommodation |
|  | Monitor Target for: | Instruction | Accommodation |
|  | Monitor Target for: | Instruction | Accommodation |

CVI Proﬁle Form, pg. 11

# Functional Vision Development Progress Logs

These progress logs can be used on their own, but are best used in conjunction with the Functional Vision Development Charts found in the *Developmental Guidelines* where clarification for the behaviors to be demonstrated by each indicator are located.

## Part 1: Data Entry and Notes for Achievement of Indicators in Three Processes

* Visual Attending Behaviors
* Visual Examining Behaviors
* Visually Guided Motor Behaviors

NOTE: Dates of Achievement for Indicators may not be sequential for children who have CVI.

Functional Vision Development Progress Logs, pg. 1

## Process: Visual Attending Behaviors

Functional Vision Development Progress Logs, pg. 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator**  For Clarifications of behaviors to consider for each Indicator, see the Functional Vision  Development Charts in the  *Developmental Guidelines* | **Notes Concerning Children who have CVI** | **Record Any Significant Observations of Child’s Behaviors and their Dates (optional)** | **Date Indicator Achieved**  INC =  Inconsistent or  C = Consistent |
| **Cluster 1** | | | |
| 1. Regards person momentarily | Visual responses can be affected by movement, distracting background, distracting sights, sounds, or touch. | Observation Date | Date INC C |
| 2. Inspects surroundings | Visual responses can be affected by movement; distracting background; and overwhelming, simultaneous visual input, sounds, or touch. | Observation Date | Date INC C |

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**Process: Visual Attending Behaviors** *(continued from previous page)*

Functional Vision Development Progress Logs, pg. 3

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator**  For Clarifications of behaviors to consider for each Indicator, see the Functional Vision  Development Charts in the  *Developmental Guidelines* | **Notes Concerning Children who have CVI** | **Record Any Significant Observations of Child’s Behaviors and their Dates (optional)** | **Date Indicator Achieved**  INC =  Inconsistent or  C = Consistent |
| **Cluster 1 (cont.)** | | | |
| 3. Eyes follow moving person | Some children with CVI cannot follow fast-moving targets. Determine if slowing down motion promotes following. | Observation Date | Date INC C |
| 4. Regards object very briefly | The object must be within the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions  (e.g., reduced visual clutter, effective illumination).  Visual responses can be affected by movement; distracting background; and overwhelming, simultaneous visual input, sounds, or touch. | Observation Date | Date INC C |

|  |  |  |  |
| --- | --- | --- | --- |
| 5. Watches lip movements | Movements may need to be slowed down and lips highlighted with lipstick to make them “pop out.” | Observation Date | Date INC C |
| 6. Eyes follow object horizontally | The object must be within the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions (e.g., reduced visual clutter, effective illumination).  Visual responses can be affected by speed of movement;  direction of movement; distracting background; and overwhelming, simultaneous visual input, sounds, or touch. | Observation Date | Date INC C |

Functional Vision Development Progress Logs, pg. 4

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**Process: Visual Attending Behaviors** *(continued from previous page)*

Functional Vision Development Progress Logs, pg. 5

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator**  For Clarifications of behaviors to consider for each Indicator, see the Functional Vision  Development Charts in the  *Developmental Guidelines* | **Notes Concerning Children who have CVI** | **Record Any Significant Observations of Child’s Behaviors and their Dates (optional)** | **Date Indicator Achieved**  INC =  Inconsistent or  C = Consistent |
| **Cluster 1 (cont.)** | | | |
| 7. Eyes follow object vertically | The object must be within the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions  (e.g., reduced visual clutter, effective illumination).  Visual responses can be affected by speed of movement; direction of movement; distracting background; and  overwhelming, simultaneous visual input, sounds, or touch. | Observation Date | Date INC C |

|  |  |  |  |
| --- | --- | --- | --- |
| 8. Eyes follow object in circular path | The object must be within the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions  (e.g., reduced visual clutter, effective illumination).  Visual responses can be affected by speed of movement; direction of movement; distracting background; and  overwhelming, simultaneous visual input, sounds, or touch. | Observation Date | Date INC C |
| 9. Reacts to objects in the periphery | The object must be within the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions  (e.g., reduced visual clutter, effective illumination).  Visual responses can be affected by speed of movement; direction of movement; distracting background; and  overwhelming, simultaneous visual input, sounds, or touch. | Observation Date | Date INC C |

Functional Vision Development Progress Logs, pg. 6

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**Process: Visual Attending Behaviors** *(continued from previous page)*

Functional Vision Development Progress Logs, pg. 7

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator**  For Clarifications of behaviors to consider for each Indicator, see the Functional Vision  Development Charts in the  *Developmental Guidelines* | **Notes Concerning Children who have CVI** | **Record Any Significant Observations of Child’s Behaviors and their Dates (optional)** | **Date Indicator Achieved**  INC =  Inconsistent or  C = Consistent |
| **Cluster 1 (cont.)** | | | |
| 10. Glances from one object to another | The object must be within the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions  (e.g., reduced visual clutter, effective illumination).  Visual responses can be affected by distracting background and overwhelming, simultaneous visual input, sounds, or touch. | Observation Date | Date INC C |

|  |  |  |  |
| --- | --- | --- | --- |
| 11. Head follows object | The object must be within the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions  (e.g., reduced visual clutter, effective illumination).  Visual responses can be affected by speed of movement; direction of movement; distracting background; and  overwhelming, simultaneous visual input, sounds, or touch. | Observation Date | Date INC C |
| 12. Regards small object briefly | The object must be within the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions  (e.g., reduced visual clutter, effective illumination).  Visual responses can be affected by speed of movement; direction of movement; distracting background; and  overwhelming, simultaneous visual input, sounds, or touch. | Observation Date | Date INC C |

Functional Vision Development Progress Logs, pg. 8

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**Process: Visual Attending Behaviors** *(continued from previous page)*

Functional Vision Development Progress Logs, pg. 9

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator**  For Clarifications of behaviors to consider for each Indicator, see the Functional Vision  Development Charts in the  *Developmental Guidelines* | **Notes Concerning Children who have CVI** | **Record Any Significant Observations of Child’s Behaviors and their Dates (optional)** | **Date Indicator Achieved**  INC =  Inconsistent or  C = Consistent |
| **Cluster 1 (cont.)** | | | |
| 13. Eyes follow ball | The ball must be within the child’s visual  capabilities (acuity, field, contrast, color) in optimal environmental conditions (e.g., reduced visual clutter, effective illumination).  Visual responses can be affected by speed of movement, direction of movement, distracting background; and  overwhelming, simultaneous visual input, sounds, or touch. | Observation Date | Date INC C |

|  |  |  |  |
| --- | --- | --- | --- |
| 14. Inspects own hands | The hand must be within the child’s visual capabilities (acuity, field,  contrast, color) in optimal environmental conditions (e.g., reduced visual clutter, effective illumination).  Visual responses can be affected by speed of movement, direction of movement, distracting background; and  overwhelming, simultaneous visual input, sounds, or touch. | Observation Date | Date INC C |
| **Cluster 2** | | | |
| 15. Attends to scribbling | Some children with CVI may have difficulty imitating demonstrated scribbling motions. Others may  be aided by immediate demonstration prior to scribbling. | Observation Date | Date INC C |

Functional Vision Development Progress Logs, pg. 10

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**Process: Visual Attending Behaviors** *(continued from previous page)*

Functional Vision Development Progress Logs, pg. 11

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator**  For Clarifications of behaviors to consider for each Indicator, see the Functional Vision  Development Charts in the  *Developmental Guidelines* | **Notes Concerning Children who have CVI** | **Record Any Significant Observations of Child’s Behaviors and their Dates (optional)** | **Date Indicator Achieved**  INC =  Inconsistent or  C = Consistent |
| **Cluster 2 (cont.)** | | | |
| 16. Reacts to toys at distance | The toys must be within the child’s visual  capabilities (acuity, field, contrast, color) in optimal environmental conditions (e.g., reduced visual clutter, effective illumination).  Visual responses can be affected by speed of movement; direction of movement; distracting background; and  overwhelming, simultaneous visual input, sounds, or touch. | Observation Date | Date INC C |

## Process: Visual Examining Behaviors

Functional Vision Development Progress Logs, pg. 12

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator**  For Clarifications of behaviors to consider for each Indicator, see the Functional Vision Development Charts in the *Developmental Guidelines* | **Notes about Children who have CVI** | **Record Any Significant Observations of Child’s Behaviors and their Dates (optional)** | **Date Indicator Achieved**  INC =  Inconsistent or  C = Consistent |
| **Cluster 1** | | | |
| 1. Searches with eyes for sound | Some children with CVI may have auditory processing difficulties and may not be able to locate the direction of a sound source. | Observation Date | Date INC C |
| 2. Visually recognizes caregiver | Some children with CVI may not recognize people by their facial features unless they are enhanced (e.g., red lipstick) or stand out as an identifying trait (e.g., beard, eyeglasses). | Observation Date | Date INC C |

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**Process: Visual Examining Behaviors** *(continued from previous page)*

Functional Vision Development Progress Logs, pg. 13

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator**  For Clarifications of behaviors to consider for each Indicator, see the Functional Vision Development Charts in the *Developmental Guidelines* | **Notes about Children who have CVI** | **Record Any Significant Observations of Child’s Behaviors and their Dates (optional)** | **Date Indicator Achieved**  INC =  Inconsistent or  C = Consistent |
| **Cluster 1 (cont.)** | | | |
| 3. Reacts to disappearance of face | The face must be within the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions (e.g., reduced visual clutter, effective illumination). The face should be initially located and disappear within the child’s available field of vision.  Visual responses can be affected by speed of movement; direction of movement; distracting background; and  overwhelming, simultaneous visual input, sounds, or touch. | Observation Date | Date INC C |

|  |  |  |  |
| --- | --- | --- | --- |
| 4. Displays visual preference | The patterns presented must be within the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions (e.g., reduced visual clutter, effective illumination).  Visual responses can be affected by speed of movement; direction of movement; distracting background; and  overwhelming, simultaneous visual input, sounds, or touch. | Observation Date | Date INC C |
| 5. Turns head to sound | Some children with CVI may have auditory processing difficulties and may not be able to locate the direction of a sound source. | Observation Date | Date INC C |
| **Cluster 2** | | | |
| 6. Looks for fallen objects | Some children with CVI may not be able to follow the path of a fast-moving object. Try a slower moving one such as a bright, large feather. | Observation Date | Date INC C |

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Functional Vision Development Progress Logs, pg. 14

**Process: Visual Examining Behaviors** *(continued from previous page)*

Functional Vision Development Progress Logs, pg. 15

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator**  For Clarifications of behaviors to consider for each Indicator, see the Functional Vision Development Charts in the *Developmental Guidelines* | **Notes about Children who have CVI** | **Record Any Significant Observations of Child’s Behaviors and their Dates (optional)** | **Date Indicator Achieved**  INC =  Inconsistent or  C = Consistent |
| **Cluster 3** | | | |
| 7. Looks at pictures | The pictures must be within the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions (e.g., reduced visual clutter, effective illumination) and with reduced space between pictures.  Visual responses can be affected by speed of movement; direction of movement; distracting background; and overwhelming, simultaneous visual input, sounds, or touch.  In addition, some children with CVI may not be able to identify specific pictures. | Observation Date | Date INC C |

|  |  |  |  |
| --- | --- | --- | --- |
| 8. Looks for contents in container | The objects can be widely spaced apart when moved out of the container for the infant to initially see. The objects must be within the child’s visual capabilities (acuity, field, contrast, color). | Observation Date | Date INC C |
| **Cluster 6** (no items in Clusters 4 and 5) | | | |
| 9. Identifies family members at  a distance | Some children with CVI may not be able to recognize faces and will use the sound of person’s voice to identify or known, highly visible features (e.g., clothing, beard, color of eyeglasses). | Observation Date | Date INC C |

Functional Vision Development Progress Logs, pg. 16

## Process: Visual Guided Motor Behaviors

Functional Vision Development Progress Logs, pg. 17

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator**  For Clarifications of behaviors to consider for each Indicator, see the Functional Vision Development Charts in the *Developmental Guidelines* | **Notes about Children who have CVI** | **Record Any Significant Observations of Child’s Behaviors and their Dates (optional)** | **Date Indicator Achieved**  INC =  Inconsistent or  C = Consistent |
| **Cluster 1** | | | |
| 1. Bats at dangling toy | The toy must be within the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions (e.g., reduced visual clutter, effective illumination).  Visual abilities can be affected by distracting background and overwhelming, simultaneous visual input, sounds, or touch. | Observation Date | Date INC C |
| 2. Reaches for dangling toy | The toy need not be grasped for this item. For children with CVI, the reach toward the  toy can be observed for over- reach and under-reach, with observers mindful that the reach should become more direct as the child matures. | Observation Date | Date INC C |

|  |  |  |  |
| --- | --- | --- | --- |
| **Cluster 2** | | | |
| 3. Reaches for caregiver’s face | Some children with CVI may have difficulty recognizing faces. Others may have difficulty seeing facial features that are not well- defined if the features do not stand out. Women may use lipstick, for example, to highlight the mouth. | Observation Date | Date INC C |
| 4. Manipulates object with visual interest in object details | The object must be within the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions (e.g., reduced visual clutter, effective illumination). The object should be placed within the  child’s available field of vision.  Visual abilities can be affected by distracting background and overwhelming, simultaneous visual input, sounds, or touch. | Observation Date | Date INC C |

Functional Vision Development Progress Logs, pg. 18

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**Process: Visual Guided Motor Behaviors** *(continued from previous page)*

Functional Vision Development Progress Logs, pg. 19

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| --- | --- | --- | --- |
| **Indicator**  For Clarifications of behaviors to consider for each Indicator, see the Functional Vision Development Charts in the *Developmental Guidelines* | **Notes about Children who have CVI** | **Record Any Significant Observations of Child’s Behaviors and their Dates (optional)** | **Date Indicator Achieved**  INC =  Inconsistent or  C = Consistent |
| **Cluster 3** | | | |
| 5. Imitates movements | The object must be within the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions (e.g., reduced visual clutter, effective illumination). The object should be placed within the  child’s available field of vision.  Demonstration movements should be within child’s range of motion perception – not too fast or too slow. | Observation Date | Date INC C |

|  |  |  |  |
| --- | --- | --- | --- |
| **Cluster 5** (no items in Clusters 4) | | | |
| 6. Scribbles spontaneously | May be easier for child with CVI to scribble with finger on a tablet or in an interesting medium such as sand if holding a crayon or other implement is difficult. | Observation Date | Date INC C |
| **Cluster 6** | | | |
| 7. Points to two large pictures in book | The pictures must be within the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions  (e.g., reduced visual clutter, effective illumination) and with sufficient space between pictures.  Visual responses can be affected by distracting background and overwhelming, simultaneous visual input, sounds, or touch.  In addition, some children with CVI may not be able to identify specific pictures. | Observation Date | Date INC C |

Functional Vision Development Progress Logs, pg. 20

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**Process: Visual Guided Motor Behaviors** *(continued from previous page)*

Functional Vision Development Progress Logs, pg. 21

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator**  For Clarifications of behaviors to consider for each Indicator, see the Functional Vision Development Charts in the *Developmental Guidelines* | **Notes about Children who have CVI** | **Record Any Significant Observations of Child’s Behaviors and their Dates (optional)** | **Date Indicator Achieved**  INC =  Inconsistent or  C = Consistent |
| **Cluster 6 (cont.)** | | | |
| 8. Imitates crayon stroke | The demonstration lines made on paper must be within  the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions (e.g., reduced visual clutter, effective illumination). The lines should be demonstrated within the child’s available field of vision.  Demonstration movements should be within child’s range of motion perception – not too fast or too slow.  Some children with CVI have difficulty imitating lines drawn in specific directions. | Observation Date | Date INC C |

|  |  |  |  |
| --- | --- | --- | --- |
| 9. Matches objects with pictures of those objects | The objects and pictures must be within the child’s visual capabilities (acuity, field, contrast, color) in optimal environmental conditions (e.g., reduced visual clutter, effective illumination). The objects and pictures should be placed within the child’s available field of vision.  Pictures for corresponding objects should be spaced well-apart. | Observation Date | Date INC C |

Functional Vision Development Progress Logs, pg. 22

## Part 2: Summary of Functional Vision Development Progress Logs

Functional Vision Development Progress Logs, pg. 23

**Visual Attending Behaviors** (Note Number of Indicators Achieved in Each Cluster)

|  |  |  |
| --- | --- | --- |
| **Age in Months** | **Clusters** Only 2 Clusters | |
| **Enter data every 3 to 6 months** | **1**  14 Indicators Total | **2**  2 Indicators Total |
| **Month** |  |  |
| **Month** |  |  |
| **Month** |  |  |
| **Month** |  |  |
| **Month** |  |  |
| **Month** |  |  |
| **Month** |  |  |
| **Month** |  |  |
| **Month** |  |  |

**Visual Examining Behaviors** (Note Number of Indicators Achieved in Each Cluster)

Functional Vision Development Progress Logs, pg. 24

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Age in Months** | **Clusters** | | | | | |
| **Enter data every 3 to 6 months** | **1**  5 Indicators Total | **2**  1 Indicator Total | **3**  2 Indicators Total | **4**  No Indicators | **5**  No Indicators | **6**  1 Indicator Total |
| **Month** |  |  |  |  |  |  |
| **Month** |  |  |  |  |  |  |
| **Month** |  |  |  |  |  |  |
| **Month** |  |  |  |  |  |  |
| **Month** |  |  |  |  |  |  |
| **Month** |  |  |  |  |  |  |
| **Month** |  |  |  |  |  |  |
| **Month** |  |  |  |  |  |  |
| **Month** |  |  |  |  |  |  |

*continued on the next page*

## Part 2: Summary of Functional Vision Development Progress Logs

Functional Vision Development Progress Logs, pg. 25

### (continued from previous page)

**Visual Guided Motor Behaviors** (Note Number of Indicators Achieved in Each Cluster)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Age in Months** | **Clusters** | | | | | |
| **Enter data every 3 to 6 months** | **1**  2 Indicators Total | **2**  2 Indicators Total | **3**  1 Indicator Total | **4**  No Indicators | **5**  1 Indicator Total | **6**  3 Indicators Total |
| **Month** |  |  |  |  |  |  |
| **Month** |  |  |  |  |  |  |
| **Month** |  |  |  |  |  |  |
| **Month** |  |  |  |  |  |  |
| **Month** |  |  |  |  |  |  |
| **Month** |  |  |  |  |  |  |
| **Month** |  |  |  |  |  |  |
| **Month** |  |  |  |  |  |  |
| **Month** |  |  |  |  |  |  |

# Directions for Completing the Intervention Planning & Monitoring Form

**Purpose:** Use this form to connect selected child outcomes to CVI manifestations, routines, accommodations, instruction, and developmental domains.

### (form on the following page)

Directions for Completing the Intervention Planning & Monitoring Form

**Table 6: Directions for Completing the Intervention Planning & Monitoring Form**

Directions for Completing the Intervention Planning & Monitoring Form

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Selected Outcomes & Domains** | **CVI**  **Manifestations** | **Routine & Activity** | **Accommodations** | **Instruction** |
| List each outcome.  Checkmark all domains that affect  performance of activities for each outcome listed:  Social  emotional  Cognition  Communication  Fine motor  Gross motor | List manifestations of CVI that can affect  performance of each outcome selected. | For each outcome:   * List 1 or more routines where the   outcome can be addressed.   * List 1 or more activities within each routine where the outcome/short- term goal can be addressed. | List changes that can be made to the   * environment, * expected responses, * assessment, or * instructional procedures to promote improved outcomes. | List specific instructional methods for each activity. |
| List each short- term goal to reach each outcome. |  |  |  |
| **Observation Notes/Dates**  Enter Observation notes regularly to record important points about child, performance, interactions with caregivers/interventionists, and intervention methods. Include date of each observation. | | | | |

# Intervention Planning & Monitoring Form

**Purpose:** Use this form to connect selected child outcomes to CVI manifestations, routines, accommodations, instruction, and developmental domains.

Intervention Planning & Monitoring Form, pg. 1

**Intervention Planning & Monitoring Form** (use one sheet for each selected outcome)

Intervention Planning & Monitoring Form, pg. 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Selected Outcome &**  **Domains** | **CVI**  **Manifestations** | **Routine & Activity** | **Accommodations** | **Instruction** |
| **Outcome:**  **Domains:**  Social  emotional  Communication  Cognition  Fine motor  Gross Motor |  | **Routine:** |  |  |
| **Short-term goal:** |  | **Activity:** |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Short-term goal:** |  | **Activity:** |  |  |
| **Observation Dates & Notes** | | | | |

Intervention Planning & Monitoring Form, pg. 3