Supporting Children with CVI: Intervention Planning & Monitoring

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Introduction & Objectives

• Participants will be able to fill out Intervention Planning and Monitoring form

• Participants will describe CVI interventions that can be incorporated into a child’s daily routines.

• Given visual behaviors or a case study, participants will be able to describe how CVI manifestations can impact a child’s overall development.
How to Use the CVI Companion Guide

1. *Developmental Guidelines for Infants with Visual Impairment*

2. Resources for Learning
   - Manifestations of CVI in Children (Webinar 1)
   - CVI Companion Guide Narrative Chapters (Webinar 2 and Today!)
   - Tips for Practice (Today!)

3. Forms for Ongoing Data Collection Analysis
   - CVI Profile Form and Interview Questions (Webinar 1 and 2)
   - Functional Vision Development Progress Logs (Today!)
   - Intervention Planning & Monitoring Form (Today!)
Review of Key Ideas/Concepts

• 16 Manifestations/CVI Profile Categories
• Whole Child Assessment and Approach
  • Understanding and embedding CVI manifestations into the FVE/LMA
  • Understanding and embedding sensory information into FVE/LMA and all learning opportunities
• What's next? Using the child's CVI Profile and Sensory Information to develop:
  • Recommendations
  • Interventions
  • Progress Monitoring
Strategies for Intervention

• Research on this for kids with CVI is limited
• General strategies can’t hurt!
• Begin with the child
• Think of intervention in two ways
  ➢ Optimizing environment and caregiver / interventionist practice
  ➢ Target specific skills
Some Interventions from Domain Chapters

• O-W-L
• 4S's—say less, stress, go slow, show
• Auditory Sandwich
• Dialogic Reading
• Repeated experiences (relearn)
• Modeling: Tactile guide/hand-under-hand
• Secure positioning
• Motivating objects
• Positive Behavior Support
Interwoven Approaches to Intervention

• Recommendations
• Tips for Practice
• Embedding within daily routines
  • Gather information about daily activities
  • Determine learning opportunities
  • Embed functional vision interventions within activities
  • Monitor and evaluate progress
    • Intervention planning and monitoring form
    • Functional vision development progress logs
Recommendations
From the report...

• “...The use of sound supports Zane’s learning, but he can’t always localize it visually. He recognizes familiar voices and loves upbeat music and toys that make noise. These things help facilitate his attention and motivation to stay engaged ... His favorite songs are Baby Shark, If You’re Happy and You Know It, The Gummy Bear song, and the ABC’s if it’s sung faster than usual. He is irritated by slow music ... and the B-I-N-G-O song ... He is very clear about what sounds he likes and those he doesn’t like ...”
Zane Sensory Recommendation

• Zane prefers upbeat music and gets upset with slow or unfamiliar music. When presenting Zane with a new activity or experience, it may help to sing or play a favorite song (Baby Shark, ABC's sung really fast, NOT B-I-N-G-O) in order to keep him calm and regulated so that he can attend to the new experience. As the experience becomes familiar, try fading out singing the familiar song.
Zane CVI Profile

• Manifestation areas that most impact Zane's use of vision:

  • Contrast sensitivity
  • Visual-motor planning/grasp
  • Reduced area of vision
  • Search and attention
  • Response to environment
  • Response to sound
  • Response time
Zane Vision Recommendation

• Zane appears to have issues with contrast sensitivity, visual-motor planning/grasp, reduced area of vision, and is motivated by objects that make sounds. He is beginning to reach for familiar objects.

• <enter Tips for Practice: Exploration...>

• "Offer objects that are easy for child to perceive and act on. For example, offer a brightly colored rattle that is easy to grasp and shake."

• To encourage reaching and "area of vision," begin by presenting objects within arm’s reach and gradually increase the distance over time, as Zane is ready. To encourage scanning and use of vision, present the object within his area of vision, and only use sound to draw his attention if he does not visually attend to the object at first.
Tips for Practice
Tips for Practice (Appendix A)

• Tips to Support Early Learning
• Tips to Support Early Relationships (Handout)
• Tips to Promote Thinking
• Tips to Support Exploration Through Touching, Reaching, and Grasping
• Tips to Promote Exploration Through Movement
Remember Sally?

• Difficulty with faces
• Difficulty with social interaction
• Difficulty warming up to family gatherings
Sally: Using Tips for Practice

• How can I create an environment that supports early positive relationships?
  • Let the child know when an unexpected object or person approaches so that he or she is not taken by surprise and startled.

• How can I support early positive relationships?
  • Help the child explore faces of family members and point out characterizing features...

• What kinds of everyday activities should I try?
  • Allow the child to control sensory input
Embedding into Daily Routines
Embedding Intervention within Daily Routines

• Family-centered
• Responsive to family culture and lifestyle
• More likely to be implemented by caregivers
• Builds caregiver confidence and competence in caring for their children with disabilities
• Predictable, meaningful, and familiar to the child
• Naturally occurring reinforcers support child participation
Daily Routines—Family Priorities

• Tell me what happened...
• When?
• What have you tried?
• What's the hardest part?
• What would make it easier for YOU?
Steps for Embedding Intervention Into Daily Activities

1. Gather information about daily activities
2. Determine Learning Opportunities
3. Embed functional vision interventions within activities
4. Monitor and evaluate progress
   a) Intervention Planning & Monitoring Form
   b) Functional Vision Development Progress Logs
Brainstorming Process

• What can be done to make a difficult activity easier for both the child and caregiver(s)?

• How can sufficient support and motivation be added to the routine to promote the child's participation?
## Intervention Planning and Monitoring Form

<table>
<thead>
<tr>
<th>Family priority</th>
<th>IEP goal</th>
<th>Activity/Routine objective</th>
<th>Domains (checklist)</th>
<th>Short-term goals</th>
<th>CVI Manifestations</th>
<th>Routine/Activities</th>
<th>Accommodations</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>List CVI manifestations that can affect performance of the selected outcome</td>
<td>List routines or activities within a routine where the outcome can be addressed</td>
<td>List changes that can be made to: environment, expected responses, assessment, or instructions procedures</td>
<td>List instructional methods to use during activity</td>
</tr>
</tbody>
</table>
Intervention Planning and Monitoring Form - Accessible 1 of 2

• Outcomes & Domains
  
  Family priority
  IEP goal
  Activity/Routine objective

  Domains (checklist)
  Short-term goals

• CVI Manifestations
  
  List CVI manifestations that can affect performance of the selected outcome

• Routine/Activities
  
  List routines or activities within a routine where the outcome can be addressed
Intervention Planning and Monitoring Form
Accessible 2 of 2

• Accommodations
  List changes that can be made to: environment, expected responses, assessment, or instructions procedures

• Instruction
  List instructional methods to use during activity

• Intervention Notes & Date
Example Information for Form

• **Outcome:** Participate in bath time
• **CVI Manifestations:** Prefers right visual field, visual attention to more than one object, only follows slow moving object, sees high contrast/light up toys, emerging reaching, songs/familiar voice calm
• **Activities in Routine:** sitting, play time, wash hair/body, sing songs
• **Accommodations:** plastic bin for sitting, material for support, visible easy to grasp toys, position adult on right side, object cues
• **Instruction:** present object cue before putting in tub, slowly move toy at eye level and wait for reach, tactile cue/modeling for reaching and washing hair, sing songs, 4 S's
What it might look like
What it might look like in Preschool+
Monitoring

• What works for you/the team?
  • Observe
  • Interview
  • Video
  • Task analysis, checklist, etc.
  • General data collection
And now...
Questions?

• Thank you!!