



# Supporting the Assessment Process

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# Introduction & Objectives

- Participants will describe how the CVI Companion Guide helps inform the assessment process.
- Participants will describe how to use the CVI Profile Form for ongoing assessment of a child's specific CVI manifestations.
- Participants will be familiar with how NMSBVI has used the CVI Profile and Parent Interview Questions to write FVEs and LMAs

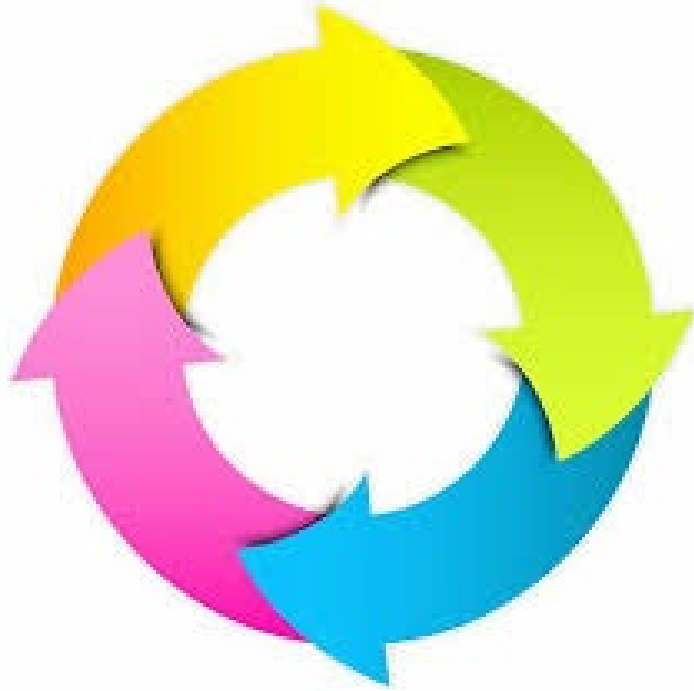


# How to Use the CVI Companion Guide

1. *Developmental Guidelines for Infants with Visual Impairment*
2. Resources for Learning
  - Manifestations of CVI in Children (Webinar 1 and today!)\*
  - CVI Companion Guide Narrative Chapters (Today!)\*
  - Tips for Practice
3. Forms for Ongoing Data Collection Analysis
  - CVI Profile Form and Interview Questions (Webinar 1 and today!)\*
  - Functional Vision Development Progress Logs
  - Intervention Planning & Monitoring Form



# The Assessment Process



- Where does assessing CVI fit in?
- How do we assess CVI?
- How does the Companion Guide support this process?

# Manifestations/CVI Profile Categories

- Clarity of Vision
- Area of Vision
- Following People or Objects Visually Due to Eye Movement Limitations or Visual Field Restrictions
- Locating People or Objects Visually/Visual Search Capabilities
- Response to Faces
- Recognition of Objects or Symbols
- Response to Movement
- Accuracy of Visual Motor Planning & Control
- Imitation & Copying
- Color
- Depth Perception
- Illumination
- Response to Sounds
- Response to Environment
- Effects of Visual Novelty
- Response Time



# Questions to Determine How a Child Uses Sensory Information (Appendix B)

- Sight
  - Sound
  - Touch
  - Multiple Modalities
- What types of (sensory input) help the child?
  - What types of (sensory input) irritate the child?
  - What combination of sight, sound, or touch help or irritate the child?





# Sight – Questions for Sally's parents

- What types of visual stimuli attract Sally's visual attention?
- What makes a difference in Sally's visual responsiveness?
- What types of lighting situations help Sally attend and participate?



# Sound – Questions for Zane's parents

- Does the use of sound distract and confuse Zane -or does it support his learning?
- What types of sounds help Zane become calm and attentive?
- What makes a difference in Zane's auditory responsiveness?



# Touch – Sally

- What types of touch irritate Sally?
- What types of touch help Sally become calm and attentive?
- Is there a part of the body that is particularly oversensitive to touch?



# Multiple Modalities – Carlos

- How does Carlos use his vision, touch, and hearing?
  - Which seems to be his strongest sense for obtaining information?
- What combinations of sight, sound, and touch help Carlos to interact and participate?
- What combinations of sight, sound, and touch irritate Carlos?



# The CVI Profile Form (Appendix B)



# The CVI Profile Form

<b>Category</b>	<b>Evidence from Medical Records, Interview, and History Taking</b>	<b>Evidence from Formal and Informal Assessment</b>	<b>Evidence from Observations (specify environment)</b>



# The CVI Profile Form (Description)

- Table with Four Headings
  - Category
  - Evidence from Medical Records, Interview, and History Taking
  - Evidence from Formal and Informal Assessment
  - Evidence from Observation (specify environment)
- Table has no Data



# Response to Faces Example

Category	Evidence from Medical Records, Interview, and History Taking	Evidence from Formal and Informal Assessment	Evidence from Observations (specify environment)
Response to faces	<p>25 wk preemie Gr III and IV IVH ROP “resolved” L hemiplegia</p> <p>Sally will usually only look at Mom's face when she speaks or sings. She was frightened when Mom walked into LR w a towel on her head. Trouble warming up at family gatherings/hates when someone touches her head.</p>	<p>Sally doesn't engage with people &gt; 5' away</p> <p>Sally is able to identify classmates from their pictures on the bulletin board</p>	<p>Playground: Sally became frightened when a familiar nurse (with a ball cap on) approached her.</p> <p>Recent field trip to Dave &amp; Busters: Sally was unable to participate. She was clingy and irritable and only wanted to be held.</p>





# Response to Faces Example (Description 1)

- Table with Four Headings
  - Category
  - Evidence from Medical Records, Interview, and History Taking
  - Evidence from Formal and Informal Assessment
  - Evidence from Observations (specify environment)
- Row 1, Category: Response to faces



# Response to Faces Example (Description 2)

- Row 1, Evidence from Medical Records, Interview, and History Taking:
  - 25 wk preemie
  - Gr III and IV IVH
  - ROP “resolved”
  - L hemiplegia
  - Sally will usually only look at Mom's face when she speaks or sings.
  - She was frightened when Mom walked into LR w a towel on her head. Trouble warming up at family gatherings/hates when someone touches her head.



# Response to Faces Example (Description 3)

- Row 1, Evidence from Formal and Informal Assessment:
  - Sally doesn't engage with people > 5' away
  - Sally is able to identify classmates from their pictures on the bulletin board



# Response to Faces Example (Description 4)

- Row 1, Evidence from Observations (specify environment):
  - Playground: Sally became frightened when a familiar nurse (with a ball cap on) approached her.
  - Recent field trip to Dave & Busters:
    - Sally was unable to participate. She was clingy and irritable and only wanted to be held.



# What's next?

- After you've gathered your evidence, your assessments, and your observations
  - First you need to understand why the information you've obtained is important
  - Then you need to figure out how to document it
  - Finally, decide whether this requires direct intervention (instruction and/or accommodations) or if perhaps it just needs to be monitored [This will be covered in Webinar 3]



# Response to Faces Example—Why is this Important

Category	Evidence from Medical Records, Interview, and History Taking	Evidence from Formal and Informal Assessment	Evidence from Observations (specify environment)
Response to faces	<p>25 wk preemie Gr III and IV IVH ROP “resolved” L hemiplegia</p> <p>Sally will usually only look at Mom's face when she speaks or sings. She was frightened when Mom walked into LR w a towel on her head. Trouble warming up at family gatherings/hates when someone touches her head.</p>	<p>Sally doesn't engage with people &gt; 5' away</p> <p>Sally is able to identify classmates from their pictures on the bulletin board</p>	<p>Playground: Sally became frightened when a familiar nurse (with a ball cap on) approached her.</p> <p>Recent field trip to Dave &amp; Busters: Sally was unable to participate. She was clingy and irritable and only wanted to be held.</p>



# Response to Faces Example — Why is this Important (Description 1)

- Table with Four Headings
  - Category
  - Evidence from Medical Records, Interview, and History Taking
  - Evidence from Formal and Informal Assessment
  - Evidence from Observations (specify environment)
- Row 1, Category: Response to faces



# Response to Faces Example — Why is this Important (Description 2)

- Row 1, Evidence from Medical Records, Interview, and History Taking:
  - 25 wk preemie
  - Gr III and IV IVH
  - ROP “resolved”
  - L hemiplegia
  - Sally will usually only look at Mom's face when she speaks or sings.
  - She was frightened when Mom walked into LR w a towel on her head. Trouble warming up at family gatherings/hates when someone touches her head.





# Response to Faces Example — Why is this Important (Description 3)

- Row 1, Evidence from Formal and Informal Assessment:
  - Sally doesn't engage with people > 5' away
  - Sally is able to identify classmates from their pictures on the bulletin board



# Response to Faces Example — Why is this Important (Description 4)

- Row 1, Evidence from Observations (specify environment):
  - Playground: Sally became frightened when a familiar nurse (with a ball cap on) approached her.
  - Recent field trip to Dave & Busters:
    - Sally was unable to participate. She was clingy and irritable and only wanted to be held.



# How to Document: Incorporating into the Report



# Response to Faces Paragraph

- "Several observations over time suggest that Sally may be having difficulty recognizing faces. Her mother shared that Sally recently became extremely frightened when Mom walked into the living room with a towel on her head. She also suspects that the reason Sally has trouble warming up to family gatherings is because it takes a while for her to realize who's who. In the classroom, it has been observed that Sally consistently does not engage with or attend to people beyond five feet away. She does recognize and name all her classmates from their pictures on the bulletin board. On the playground recently, Sally became frightened when a familiar nurse approached her. The nurse was wearing a baseball cap. At a recent field trip to Dave and Buster's, Sally was unable to participate. She was quite clingy and irritable."



# Embedding in FVE Report Template

## **FOLLOWING/LOCATING PEOPLE OR OBJECTS**

- Tracking:
  - How does child follow something that is moving side to side, such as a spoon when being fed?
  - How does child use vision to follow people as they move about room? What distance?
- Scanning: How does child find objects that are located on a surface with a busy background?
  - How does child find objects that are spaced apart on plain surface?
- Locating people or objects: Does child hold his head specific way to see better?
  - How does your child find you when you are in a group of people?
  - How does child find a favorite toy that is in a toy box or next to many things?



“What types of sound irritate Zane?”

“What types help him become calm and attentive?”

***Sound:***

“...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 ...”

# EI LMA Paragraph

- The Learning Media Assessment (LMA) is an assessment used to determine how a child uses sensory information for learning. For young children, the LMA focuses on how the child uses their sensory channels for exploration and to support their learning. Over time, sensory channels may become more preferred and efficient for learning. A learning media determination will be made when the child is ready for a conventional literacy program in school. Prior to this, it is important to assess and make recommendations to support the development of all available learning channels.



# Carlos - Parent Report

- Mom explains that C's "neuro-capacity drives his desire to interact with anything or anyone". She notes that his use of vision is also dependent on "the right toy and the right environment, otherwise he will shut down". A visual target (person or toy) has to be nearby, and the background has to be "clean or negligible". The target has to "do something for him", like "make a noise or hug him or both!". "Bright colored pom-poms against a black background do not interest him at all".





# Pulling It All Together

- A Story about Jack ...



# Questions?

- Join us once more for webinar 3!
  - February 28: Intervention planning and monitoring

