<FN>Figure 5.4 <FT>CVI Range Assessment Review

<FoT>CVI RANGE ASSESSMENT REVIEW

This worksheet can be used as a quick review for evaluators who wish to double-check the completeness of the CVI Range.

<FoH1>*Interview, Observation, and Direct Assessment Check-Off*

The following chart can be used to check off whether the presence of a medical cause for CVI has been determined as well as whether all the information has been obtained from the interview, observation, and direct assessment portions of the assessment. (Not all characteristics are represented, only those determined by interview or observation.) For the CVI behavioral characteristics, the chart can be used as follows:

Yes: information from interview, observation, and direct assessment suggests the possibility of the presence of this characteristic

No: information from interview, observation, and direct assessment does not suggest the presence of this characteristic

Pending: information from interview, observation, and direct assessment is incomplete

Recheck: information gathered from interview, observation, and direct assessment is conflicting; more information needed

	Yes	No	Pending	Recheck
Medical cause				
Interview				
Observation				
Direct Assessment				
Color preference				
Need for movement				
Visual latency				
Visual field preferences				
Difficulties with visual complexity				
• Surface of the target				
• Visual array				
• Sensory complexity				
• Faces				
Need for light				
Difficulty with distance				
Atypical visual reflexes				
Difficulty with visual novelty				
Absence of visually guided reach				

<FoH1>Direct Assessment Guide

The following Direct Assessment guideline questions can be reviewed by the evaluator as a quick self-check of key information that must be gathered prior to the completion of the CVI Range. These questions represent behaviors frequently demonstrated by students in Phases I to III. Answers to the guiding questions may also provide useful information for report preparation.

<FoH2>Phase I: Building Visual Behavior

Did I check . . . ?

Are viewed objects primarily one color?
Are the objects similar to one another in degree of complexity?
Is the child/student able to look toward a parent's or evaluator's face?
Can the child/student simultaneously look and process other sensory information?
Is a black or nonpatterned background required for visual attention to take place?
Is there persistent latency?
Is movement or shiny or reflective material required for visual attention to take place?
Is light a significant motivator, and does it also interfering with visual attention?
Do materials always have to be presented within 18 inches?

<FoH2>Phase II: Integrating Vision with Function

Did I check . . . ?

Is the preferred color still important?
Can the student look at two- or three-color items?
Is movement or shiny or reflective material less critical?
Is latency decreasing?
Is the need for light decreasing or resolved?
Is look and reach occasionally completed as a single action?
Is the child/student able to look toward or into faces?
Is the child/student able to look while voices or music are present?
Is the child/student able to locate an object in the presence of several additional objects?
Does the child/student have a repertoire of objects that resemble one another?
Does distance viewing now extend as far as 10 feet?

<FoH2>Phase III: Approaching Typical Responses of CVI Characteristics

Did I check . . . ?

Can objects be presented against increasingly complex backgrounds?
Are novel objects preferred over familiar objects?
Is light-gazing almost never or never present?
Is visually guided reach seen more frequently, or is it related to motor rather than visual issues?
Can the child/student now use vision even in the presence of voices or music?
Do highly complex environments (such as malls, assemblies, or parties) continue to affect visual performance?
Is distance viewing and interpretation of environmental features now extended up to or beyond 20 feet?
Are simple two-dimensional images discriminated, recognized, or identified?
Are small objects placed on patterned backgrounds located?

Are small, single-color images found in two-dimensional backgrounds?

Is the child/student able to locate salient features in two-dimensional materials or in the environment?

Is the child/student able to differentiate faces?