Setting the Scene: The CVI Assessment
Studies have shown that “vision can be habilitated or rehabilitated with permanent increased function during the critical window of visual plasticity.” This progress depends primarily on environmental supports. These supports are determined by the CVI assessment.

Vision and the Brain, Lueck and Dutton

“Some children with CVI may benefit from instruction to improve their visual skills.”
The Who (not the band)

- This can be hard – the more the merrier? Concern for the sensory environment
  - Parent(s)
  - Educator(s) – including ancillary staff
  - Paraeducator(s)
- These people may all be necessary for an interview
You are there to evaluate, it is professional ask for what you need. What do you need?

- Quiet
- Dark
- Patience
- No television, no radio
- Toys away
- Separate Room
The Where

- The home
- The classroom
- A conference Room
- A familiar environment?
- Unfamiliar?

- What is realistic?
The What

- Favorite/preferred toys
- Solid colored items and lights
- Toys with movement (like a slinky or mardi gras beads)
- Items with reflection – mylar, Christmas ornaments, mirrors
- Items with movement – wind-up toys, pinwheels
- Black felt, black sheet, black apron
- Light box, light source
- Patterned material in increasing complexity
- Complexity Sequence Cards
- Images of faces

You may not make it past this!
The What…Part Dieux

- Worksheets
- Highlighters
- Photographs
- Sequence Cards
- Communication Symbols
The interviews...

- Use this info to set up your direct testing.
  - What are favorites? Colors? Toys?
  - Light gazing?
  - Auditory attention?
  - Visual field preferences?
- Use this information to save yourself time.
  - What you don’t learn, sometimes tells you the most.
- Make your purpose clear...
The How

Begin with the least possible complexity and add one element of complexity at a time.
Hidden Pictures

Find the hidden pictures. Color the scene.

- book
- shovel
- bottle
- pen
- measuring cup
- hammer
- planet
- spoon

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The dreaded forms!!!
The CVI Range is a tool used to assess visual impairments and their impact on functioning. It is based on the concept of the Central Visual Impairment (CVI) and the idea that visual impairments can affect learning and behavior. The CVI Range is divided into three sections:

- CVI Range A: Visual Impairments
- CVI Range B: Visual-Cognitive Impairments
- CVI Range C: Visual-Attention/Executive Functioning

### CVI Range A: Visual Impairments

<table>
<thead>
<tr>
<th>Scale A: Visual Impairments</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Normal vision</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Moderate visual impairment</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Severe visual impairment</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Profound visual impairment</td>
</tr>
</tbody>
</table>

### CVI Range B: Visual-Cognitive Impairments

<table>
<thead>
<tr>
<th>Scale B: Visual-Cognitive Impairments</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Normal cognitive function</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Moderate visual-cognitive impairment</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Severe visual-cognitive impairment</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Profound visual-cognitive impairment</td>
</tr>
</tbody>
</table>

### CVI Range C: Visual-Attention/Executive Functioning

<table>
<thead>
<tr>
<th>Scale C: Visual-Attention/Executive Functioning</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Normal attention and executive function</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Moderate visual-attention/ executive impairment</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Severe visual-attention/ executive impairment</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Profound visual-attention/ executive impairment</td>
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</table>

### CVI Range Total

The total CVI score is determined by adding the scores from each of the three sections. A higher total score indicates a greater impact of visual impairments on learning and behavior. The CVI Range is used by educators, therapists, and families to understand and support students with visual impairments.

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**Example Scenario:**

- **Student:** A student with CVI Range scores of 2 in Scale A, 3 in Scale B, and 3 in Scale C.
- **Implications:** This student may have difficulty with visual-cognitive impairments and executive functioning. Strategies may include visual spatial training, visual organization, and visual perceptual skills.
Scoring Guide

- Don’t even try to score without it.
- Do not assume right to left depreciation of skills.
- Let’s do some together.
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Online Perkins Directory
http://www.perkinselearning.org/cvi/directory