

The CVI Range , 2005
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Student/Child's Name: Hannah Age: 6 years

Evaluator(s): McBride & Quesenberry Evaluation Date: 2009

This assessment protocol is intended for multiple evaluations over a period of time. Suggested scoring (no less than 3 times per school year.):

- (a) Initial Assessment (red)
 - (b) Second Assessment (blue)
 - (c) Third Assessment (green)
- *Further assessments will require a new form.

Totals	Evaluation #1 (red)	Evaluation #2 (blue)	Evaluation #3 (green)
Range Rating 1:	4		
Total for Rating 1:	3		
Combine both ratings to get overall CVI Range:			

0	1	2	3	4	5	6	7	8	9	10
No Functional Vision										Typical or Near-Typical Visual Functioning

It is important to note that Hannah's *actual* CVI Range score may be higher than the behaviors represented in this video sample. This Range score *only* pertains to the behaviors observed in the video and information provided by Hannah's mom. When there was a conflict between video of Hannah versus interview information, the information provided in the video assessment was taken as the more consistent behavior. This was an arbitrary decision. In a real-life situation, I would have attempted to discover additional information regarding:

- modified confrontation field testing (especially inferior & superior fields)
- distance viewing
- visual motor with support @ the elbows or shoulders
- more direct assessment of the reflexes

In fact, these techniques may have been completed but may not have made the "final cut" of the video we all viewed. Regardless, in this video clip, Hannah's degree of CVI appears to be described as early Phase II.

➤ **The CVI Range: Across –CVI Characteristics Assessment Method**

Rating I

Rate the following statements as related to the student/child’s visual behaviors by marking the appropriate column to indicate the methods used to support the scores:

- O** = information obtained through observation of the child/student.
- I** = information obtained through interview regarding the child/student.
- D** = information obtained through direct contact with the child/student.

In the remaining columns, indicate the assessed degree of the CVI characteristics:

- **R** The statement represents a resolved visual behavior.
- **+** Describes current functioning of student/child.
- **+/-** Partially describes student/child.
- **-** Does not apply to student/child.

CVI Range 1-2: Student functions with minimal visual response.

O	I	D	R	+	+/-	-	
		x	R				May localize but no appropriate fixations on objects or faces.
		x	R				Consistently attentive to lights or perhaps ceiling fans.
		x	R				Prolonged periods of latency in all visual activities.
	x	x	R				Responds only in strictly controlled environments.
	x	x	R				Objects viewed are generally single color. various single colors
	x	x		+			Objects viewed have movement and/or reflective properties.
	x		R				Visually attends in near space only.
		x	R				No blink in response to touch and/or visual threat.
	x	x	R				No regard of the human face.

CVI Range 3-4: Student has more consistent visual responses.

O	I	D	R	+	+/-	-	
		x		+			Visually fixates when environment is controlled.
	x	x			+/-		Less attracted to lights, can be redirected.
		x		+			Latency slightly decreases after periods of consistent viewing.
		x		+			May look at novel objects if they share characteristics of familiar objects.
					+/-		Blinks in response to touch and/or visual threat but responses may be latent and/or inconsistent.
	x	x		+			Has “favorite” color. red & yellow
				+			Shows strong visual field preferences.
	x			+			May notice movement objects at 2-3 feet. (mom @ 4')
							Look and touch completed as separate events.

CVI Range 5-6: Student uses vision for functional tasks.

O	I	D	R	+	+/-	-	
						-	Objects viewed may have two to three colors.
						-	Light is no longer a distractor
						-	Latency present only when the student is tired, stressed, or over stimulated.
				+			Movement continues to be an important factor for visual attention.
					+/-		Student tolerates low levels of familiar background noise.
		X				-	Blink response to touch is consistently present.
		X				-	Blink response to visual threat is intermittently present.
	X				+/-		Visual attention now extends beyond near space, up to 4-6 feet. (regards movements of mom @4', by report)
	X	X		+			May regard familiar faces when voice does not compete.

CVI Range 7-8: Student demonstrates visual curiosity.

O	I	D	R	+	+/-	-	
						-	Selection of toys/objects less restricted, requires 1-2 sessions of "warm up" time.
						-	Competing auditory stimuli tolerated during periods of viewing – student may now maintain visual attention on music objects.
						-	Blink response to visual threat consistently present.
						-	Latency rarely present.
						-	Visual attention extends to 10 feet with targets that produce movement.
						-	Movement not required for attention at near.
					+/-		Smiles at/regards familiar and new faces.
							May enjoy regarding self in mirror.
						-	Most high contrast colors and/or familiar patterns regarded.
						-	Simple books, picture cards, or symbols regarded.

CVI Range 9-10: Student functions visually.

O	I	D	R	+	+/-	-	
							Selection of toys/objects not restricted.
							Only the most complex environments affect visual response.
							Latency resolved.
							No color or pattern preferences.
							Visual attention extends beyond 20 feet.
							Views books or other 2 dimensional materials, simple images.
							Use vision to imitate actions.
							Demonstrates memory of visual events.
							Displays typical visual-social responses.
							Visual fields unrestricted.
							Look and reach completed as a single action.
							Attends to 2 dimensional images against complex background.

The CVI Range: Within – CVI Characteristics Assessment Method

Rating II

Determine the level of CVI present or resolve in the 10 categories below and add to obtain total score. Rate the following CVI categories as related to the student/child's visual behaviors by circling the appropriate number (the CVI Resolution Chart may be useful as a scoring guide):

- 0 Not Resolved, usually or always a factor affecting visual functioning.
- .25 Resolving
- .5 Resolving, sometimes a factor affecting visual functioning.
- .75 Resolving
- 1 Resolved, not a factor affecting visual functioning.

	Not Resolved		Resolving		Resolved
1. Color Preference Comments:	0	.25	.5	.75	1
2. Need for Movement Comments:	0	.25	.5	.75	1
3. Visual Latency Comments:	0	.25	.5	.75	1
4. Visual Fields Preferences Comments: strong left peripheral preference, additional field testing not included in video sample	0	.25	.5	.75	1
5. Difficulties with Visual Complexity Comments:	0	.25	.5	.75	1
6. Light Glazing and Non-Purposeful Gaze Comments:	0	.25	.5	.75	1
7. Difficulty with Distance Viewing Comments: mom reports that Hannah watches movements of familiar people up to 4'	0	.25	.5	.75	1
8. Atypical Visual Reflexive Comments: <i>not observed</i>	0	.25	.5	.75	1
9. Difficulty with Visual Novelty Comments:	0	.25	.5	.75	1
10. Absence of Visually Guided Reach Comments: not scored; Hannah not reaching independently	0	.25	.5	.75	1