CVI Study Group 1

October 26th, 2015

3pm-4pm

This broadcast may not be recorded.

Facilitated by

Sara Kitchen, Lynne McAlister, TSBVI staff

kitchens@tsbvi.edu, mcalisterl@tsbvi.edu,

Developed for

Texas School for the Blind & Visually Impaired

Outreach Programs

Outreach Programs Events Update:

- For upcoming webinars: http://www.tsbvi.edu/webinar-listings
- For upcoming workshops and conferences: http://www.tsbvi.edu/training-events?id=4036:14-workshops-otr&catid=227:2014-event-registration

Study Group 2 Overview - Scoring the CVI Range Rating 1

- Lynne & Sara's learning curve with the CVI Range
- Scoring Items in Rating 1
- Interpreting Overall Score of Rating 1

Lynne & Sara's learning curve

- Resolution Chart vs. Rating 1 & 2
- Use Rating 1 after first two steps (Interview, Observation) to help plan the assessment. After assessment Rating 1 can be completed.
- Parent Interview is a conversation.
- Collaborate, if possible!

Scoring Items in Rating 1 (p. 60-61)

- "A score of + is assigned if the statement accurately describes the current functioning of the student. In other words, if the statement describes a behavior that is actually occurring in the present time, a score of + is assigned."
- "A score of +/- is assigned if the statement partially describes a behavior demonstrated by the student. It may also be assigned if the behavior occurs occasionally, but is neither strongly present nor strongly absent."
- "A score of - is given if the statement does not currently apply to the student. In other words, if the statement represents a level of functioning not yet obtained by the student, a score of minus is given."
- "…R...is assigned if the statement represents a behavior that was previously present but is now resolved for the student—that is, if the behavior has improved and no longer interferes with visual functioning. The score of R is different from the score of - in that, although an R rating also applies to behavior that is not present at the current time, the R describes behavior that the student no longer demonstrates because the student's visual functioning is more advanced than that described in the statement.
- Scoring the Rating 1

Use the scoring guide because…

- +/- is only indicative the characteristic not completely describing that student, so maybe not necessarily being in that range, NOT that +/- is less resolved than plus….though it can be.
- Visual attention: +/- in range 1-2 describes more resolved than +
- For reference see p. 97, second row, "Consistently attentive to lights or perhaps ceiling fans"
- Visual attention: +/- in range 3-4 describes less resolved than +
- For reference see p. 99, third row, "Less attracted to lights; can be redirected"

Scoring Items in Rating 1

If you do not know this child well, err on side of caution.

Marking something as "R" only means resolved within that small section of the range.

- See p. 97, second row, "Consistently attentive to lights or perhaps ceiling fans" (Range 1-2) R statement: "Able to look at targets in the presence of primary sources of light"
- See p. 99, third row, "Less attracted to lights; can be redirected" (Range 3-4) + statement: "May stare at lights, but is able to shift attention from lights when appropriate visual targets are presented in controlled environments"

What is the overall score of Rating 1?

Lower or the higher number? (p 61-62)

- "A ceiling effect occurs when the pluses that indicate the student's current level of functioning end, and a cluster of minuses occur for four or more consecutive items. The minuses indicate that the student has not yet reached the level of functioning in that range…."
- "The student's score on this section of the assessment is determined by the number of the CVI Range in which the last plus (+) item occurs prior to the shirt to scores of plus/minus (+/-) and minus (-). "
- "Since each group of statements is identified by a range of two scores, the lower number of the range is assigned if the plus statements end in the middle of the cluster; the higher number is used if the plus-scored statements are marked to the end of the cluster. "
- Example of "Ceiling Effect":
  - See Kathi's CVI Range on page 63 (fig. 5.2)
  - Explanation on page 62, first paragraph

Interpreting Rating 1 scores (page 62)

"This method of interpretation is not intended to determine a precise score; rather, it is more useful in identifying the general range of functioning for a student. It is also important to remember that a student's level of visual functioning may be between two ranges rather than within one number range."

The Range is the score between Rating 1 and Rating 2

"You are correct to get slightly different scores on Rating I and Rating II. Rating II generally scores a bit more conservatively than Rating I (Newcomb, JVIB, 2010) so the scores are often slightly different. However, the spread of scores in I & II should not exceed 1.5 points on The Range. If they do, it is a sign to consider re-assessing or looking more carefully at your interpretation of the test items." (Christine Roman in an email 3/29/13)

Next Study Group - December 14th: Materials/videos due by November 13th

Stephanie will share her student.

Polls:

- Do you have a student you would like to share with the group for the Feb. 29th or April 25th study group? Please enter your name and email address and date of study group.
- Please list CVI related topics that you would like to explore together, your name, email, and date of the study group.

Sara will contact you via email and work with you for the month you volunteered. The group thanks you!

Thank you for joining us!

Texas School for the Blind & Visually Impaired
Outreach Programs

Figure 1 TSBVI logo.

This project is supported by the U.S. Department of Education, Special Education Program (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.

Figure 2 IDEAs that Work logo and OSEP disclaimer.