

CVI Companion Guide: Collaboration & Curiosity

TVI Coffee Hour 2022

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Overview of the CVI Companion Guide

CVI Companion Guide is an outgrowth of the Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention

Purpose of the CVI Companion Guide

- Document, monitor, and address potential effects of CVI
- Within the domain framework established in the Developmental Guidelines
- Provides guidance regarding the types of interventions to consider

CVI Companion Guide

Not an assessment tool

- no age expectations or developmental levels are given because children with CVI are so varied in the expression of the condition

- Provides guidance regarding the types of interventions to consider

Monitor progress

- Provide intervention suggestions

- based on achievement of curricular items which can be recorded and included in reports

Evidence-Base: Merges Research & Practice

- Relevant research

- Professional and family wisdom and experiences/promising practices

- Drawn from

- visual impairment
- developmental psychology
- early childhood special education
- hearing loss

Key Concepts of the CVI Companion Guide

- Development - Consequences of VI & CVI can affect all developmental and functional outcomes

- Routines - Effective and meaningful learning experiences occur within daily routines

- Optimize - Learning opportunities in the environment, with play materials, or with technology need to be optimized

Implementation - NMSBVI Birth-3

- Draft Copy of CVI Companion Guide

- CVI Study Groups

- Revise Functional Vision Evaluation reports

- Research parent perspectives on CVI

CVI Profile and Manifestations

Manifestations of CVI: CVI Profile

- 16 overall functional categories considered in the a CVI Profile

- Further subdivided into 58 possible consequences of CVI

- Clarity of Vision
- Imitation & Copying
- Area of Vision
- Color
- Following People or Objects Visually Due to Eye Movement Limitations or Visual Field Restrictions

- Depth Perception
- Locating People or Objects Visually/Visual Search Capabilities
- Illumination
- Response to Faces
- Response to Sounds
- Recognition of Objects or Symbols
- Response to Environment
- Response to Movement
- Effects of Visual Novelty
- Accuracy of Visual Motor Planning & Control
- Response Time

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“I like it when a flower or a little tuft of grass grows through a crack in the concrete. It's so heroic.” – George Carlin

Response to Environment

Type of environment affects performance

- Appears less stressed in quiet environment (e.g., quiets or stills in calm and quiet environment) or
 - Becomes more stressed (e.g., fussy or fearful) in busy environment due to sensory overload
- Crowding in environment impairs function
- Functions more effectively in less crowded environment with objects or people clearly defined and spaced apart

Response to Environment Slide 2

Familiarity with environment improves function

- Relaxed in known environments, even crowded ones
- Distressed in novel environments, especially crowded ones

Difficulties Functioning in Environment

- Navigating in environment
- Going from room to room
- Remembering where items have been placed

Response to Environment – In Practice

- Familiar vs Unfamiliar Environments
- Differing home environments
- Field Trips
- Different kinds of “busy”
- Stress response
- Multiple modalities

Developmental Domains and Interventions

Social-Emotional & Communication

Social-Emotional Development

- Ability to create and maintain social relationships
- Ability to regulate range of emotions

Strategies to Support Social-Emotional Development

- Self Regulation
 - Recognize and interpret
 - Structured, nurturing environments
 - Predictable routines
 - Self regulation skills
- Relationship-based Interventions
 - Interpret and respond
 - Identify likes and dislikes
 - Encourage visual attention
 - Provide anticipatory cues
 - Play turn-taking games

Self-Regulation / Relationship Based

- Follow the child's lead, i.e. enter the child's world and join in their emotional flow;
- Challenge her to be creative and spontaneous; and
- Expand the action and interaction to include all or most of her senses and motor skills as well as different emotions

Stanleygreenspan.com

[Video of sibling interaction]

Importance of truly being present...

[Video of parent, teacher, and child interaction]

Putting it all together ...

Routines-based intervention examples

- Daily Routines at home
- Meaningful, Motivating

Putting it all together ...

Routines-based intervention examples

- Community
- Circle Time at Play Group
- Neighborhood Park

Preschool and beyond

Tips for Getting Started

Open-Ended Interview Questions to Gather CVI Profile Information

From the CVI Companion Guide

- Tell me about your child's vision.
- What do you think your child sees?
- What are your child's favorite things to look at?
- What are your child's favorite things to do?
- How does your child search for things?
- What are your major concerns about your child's vision

Benefits of Parent Interview Questions

- Engage and empower parents
- Build rapport and trust
- Facilitate a shift from fear to curiosity
- Important information for FVE reports

[Video of Parent Interview]

Sensory Channels

Appendix B: Materials to Support Assessment and Intervention

Questions to Determine How a Child Uses Sensory Information

Sight

- How does the child respond to the caregiver's face?
- What types of visual stimuli attract the child's visual attention?
- How does the child respond to stationary compared to moving targets?
- What makes a difference in the child's visual responsiveness?

Sight, Sound, Touch, Multiple Modalities

Sound

- What types of sounds help the child become calm or attentive?
- Does the child respond immediately to sounds or speech or is there a delay in the child's response

"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 ...”

A Story About Jack

Lessons Learned from our Collaboration

- Caregivers need multiple different opportunities to learn about CVI
- some may like brain science
- some may like routines and application
- some may like forms
- Collaboration with other service providers is critical
- CVI is a piece of everyone's puzzle
- Although CVI can be complex, and there is much for us to learn, intervention strategies can be simple
- Stay curious and positive - focus on what you can do!

THANK YOU!

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