



Celebration of Change within the Classroom of a Student with CVI

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Introduction

- Who we are
- Celebration of change
 - Students
 - Staff



Poll question

Of your students with CVI, have any had a CVI Range assessment?

- Yes
- No
- Unsure



Overview

- Intro to students
- What we provide
- Teacher references
 - Change in understanding
 - Change in perspective
 - Change in practice
 - Change in One Plan goals
- Observations



Students

- Madeeha:
 - 5, Reception, Cerebral Palsy, Complex Communication Needs
 - Phase II (Scored 4-5)
- Tahliyah:
 - 9 years old, Year 4
 - Mitochondrial disease, Spastic quadriplegia
 - Phase I (2.75-3)



What supports we provided

- Report
- Strategies across learning areas for each of the characteristics
- "Treasure Boxes"
- Modelling
- Scripts



Strategies Example

	Literacy & Numeracy	Free Time	Communication
Colour	Use yellow on a black background	Place familiar yellow and bright pink objects on Madeeha's tray	Highlight targets with yellow or bright red / pink
Complexity	If a task has a high motor demand, use more familiar items	Avoid talking to Madeeha when asking her to use her vision	Reduce/eliminate external stimuli such as noise or high light levels
Visually Guided Reach	When Madeeha is doing something with her hands, make sure she looks at the object first	Place familiar objects that are yellow or bright red / pink on Madeeha's surrounding area	When Madeeha is doing something with her hands, make sure she looks at the object first

Treasure Boxes

- Objects need to be relevant to CVI Range results
- Familiar objects (drink bottle, favourite toys, hat)
- Whatever needs to become a familiar object through consistent viewing



Script Example

- Scenario 1: Supporting Tahliyah to look at and learn to identify a toothbrush.
- Position Tahliyah with minimal distractions where possible.
- Place toothbrush on a black background.
- “I am going to show you your toothbrush. A toothbrush has a long thin handle with short bristles at one end.”
- Place toothbrush in Tahliyah left or right visual field at eye level and wait until she looks at it. Avoid further speech until Tahliyah looks away.
- When Tahliyah looks away, “You looked at your toothbrush. A toothbrush has a long thin handle with short bristles at one end.”

Teacher references



Teacher responses

- Change in understanding of the impact of CVI
- Change in practice
- Change in One Plan goals



Change in understanding

- Looking vs interpreting
- Better understanding of characteristics
 - Movement
 - Preferred visual field
 - Need for light
 - Sensory environment



Change in perspective

- Interpretation of behaviour
- Goal setting





Change in practice

- Change of student positioning
- Change of lighting
- Treasure Boxes becoming a daily-use tool
- Targeted times for development of vision across the day
- Black box





Change in One Plan goals

- Adjusted SMARTAR goal to be achievable, with consideration of longer-term aim



Observations



What teachers have observed

- Increased engagement with learning program with appropriate accommodations
- Increased success in learning objectives with appropriate accommodations



What we have seen

- Madeeha:
 - Increased interpretation of familiar objects
 - Increased visual engagement
- Tahliyah:
 - Increased duration of viewing
 - Increased interest in targets
- Teachers:
 - Increased confidence in the use of strategies



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