Cortical Visual Impairment: Considerations for Distance Learning

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Outline

- Introduction and contexts

- General considerations for distance learning
  - Working with families to facilitate meaningful sessions
  - Use of video conferencing
  - Use of screen sharing

- Phase I, II, III
  - Overview, goal and approaches
  - Role of the CVI provider
  - Role of the family
  - Considerations for video conferencing and screen sharing
Introductions and Identifying a Need

- What happens when you bring together a millennial, a gen x-er, and a baby boomer?

- Challenges for professionals and families

- Widely varied practices for remote instruction
  - Almost all direct instruction requires technology

How can video conferencing and remote instruction be appropriate for children who are in Phase I or early Phase II and do not have eye to object contact?
Lots of great ideas and resources out there…

*but CVI Intervention is NOT a “one size fits all” approach*

Some materials specifically designed for CVI…

Activities need to be grounded in intentionality & CVI Range
Existing Apps, Videos, Resources

Some materials not specifically designed for CVI...

Onni & Ilona: Happy Animals

Peekaboo
Forest/Wild/Farm/Fridge

Josh and Emma Book

Activities are not a substitute for instruction
We created guidelines!

Cortical Visual Impairment: Considerations for Distance Learning

Chris Russell, MS. Ed., TVI, CVI Range Endorsed
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Christine Roman-Lantzy, Ph.D.

During the COVID-19 pandemic, families and professionals have been significantly challenged to provide child-centered, meaningful instruction and opportunities to continue to implement CVI interventions throughout the day. Families are faced with myriad difficulties in maintaining their own livelihood while also facilitating the continuation of educational services via remote learning, in collaboration with their child(ren)’s educational team. Professionals are faced with the inherent incongruity between distance learning platforms and the need for direct, hands-on, child-centered interactions.

While districts, schools, and agencies across the country have varied approaches to how instruction is being implemented, almost all resources for implementing distance learning involve a tablet, and some degree of video conferencing (whether in consultation to the family, or direct service with the child). Of course, many families do not have access to this technology, or time to facilitate.

For children who are in Phase I or early Phase II and do not have eye to object contact, the use of video conferencing for direct service provision may not be appropriate in meeting the child’s access needs and visual goals.

There are many wonderful and creative resources being developed and shared across our communities, but as always, it is important to emphasize that CVI intervention is not a "one size fits all" approach, and the individual child’s functional vision assessment (CVI Range [Roman-Lantzy, 2007; Rev. 2018]) results should be the central guide for intervention. Intervention itself is guided by the unique goals of each Phase, and adapted to meet the child’s visual behaviors and goals in terms of the CVI Characteristics. This tool provides general considerations for distance learning in each Phase of CVI.

*Notes:*

It is important to use age-appropriate materials for all learners, regardless of the student’s visual functioning on The CVI Range.

Remember that the child’s best visual functioning may be at home, because of the characteristic of Visual Novelty. Home may be the most familiar environment, with the most familiar objects/materials and routines. However, home-based instruction is likely very novel for the child.

Many of these approaches may be applicable to orientation and mobility; However, these considerations are not all-inclusive, and will require additional input to apply to O&M and other disciplines.
### General Considerations Across CVI Phases:

| **Working with families to facilitate meaningful sessions:** | Teachers need to be especially mindful and considerate of the family’s previous experience with technology, schedules, personal stress levels, and available resources at home including internet speed, physical materials (e.g. the toys and adaptive materials that families often rely on professionals to provide). It is mandatory to consider and respect social, cultural and family norms in the use of all electronic technology.  

Remember that families have varied past experience with observing instructional and related service sessions, as well as widely varied specific knowledge of educational practices, prompt hierarchy, and CVI-specific interventions.  

Make a plan for turn-taking and communication between the teacher/provider, student, and parent(s). To reduce unnecessary multisensory complexity, it may be helpful for the teacher and parent to communicate via text (e.g., text messaging, chat box in the video conferencing platform, etc.) rather than speak during the session with the student.  

Work with the family to identify the best positioning, physical supports, and environmental adaptations to maximize visual access and reduce visual fatigue during sessions.  

Conduct, review, and update the CVI Range Interview. |
| **Use of video conferencing:** | For all Phases, it is important for the teacher/service provider to see what the student is looking at and how they are responding to visual information presented (e.g. widening of eyes, shift of gaze, indirect vs. direct visual fixation, facial expressions, etc.).  

Allow for latency and provide wait time for each student as needed.  

It is important for the teacher to be able to see the environment and conditions in which the child is learning (visual complexity, lightning, positioning, background and ambient noise). Additionally, students may position their head or body in an off-center position to best access the material, which could impact the provider’s ability to see the student’s face. It is important to strike a balance between the student’s visual access to materials and the teacher’s visual access to observe the student’s face. |
| **Use of screen sharing:** | The student can share their screen for the teacher to be able to observe what the child is looking at. |
Some general considerations

- Age-appropriate materials for all learners regardless of the student’s visual functioning on The CVI Range.

- Best visual functioning may be at home, because of the characteristic of Visual Novelty.

- However, home-based instruction is likely very novel for the child.
Working with families to facilitate meaningful sessions:

Be mindful of the family’s experiences and preferences:

- Technology
- Schedules, stress levels
- Available resources at home including internet speed
- Physical materials

- Background knowledge of educational practices

*It is mandatory to consider and respect social, cultural and family norms in the use of all electronic technology.*
Working with families to facilitate meaningful sessions:

- Make a plan for turn-taking and communication
  - Communicate via text rather than speak during the session with the student

- Positioning, physical supports, and environmental adaptations to maximize visual access and reduce visual fatigue during sessions

- Conduct, review, and update the CVI Range Interview
If families cannot assist in facilitating sessions…

- Work with families to develop/adapt existing routines
- Home CVI Schedules (Roman) for parent-selected routines

<table>
<thead>
<tr>
<th>Time and Activity Description</th>
<th>CVI Characteristics Impacting Access to the Activity</th>
<th>CVI Adaptations (Material, Environment, Presentation)</th>
</tr>
</thead>
</table>
| Bath Time                    | Multisensory Complexity Visual Fields, Color, Light, Latency | Red mylar tape on water handle
Wait time, shine flashlight on water handle
Favorite/familiar bath toys – present choice of two spaced 1’ apart, move each toy slightly to elicit visual shift/regard
Green shampoo dispenser
Yellow towel |
| Snack Time                   | ...                                                 | ...                                                 |
| Family TV Time               | ...                                                 | ...                                                 |
If families cannot assist in facilitating sessions...

- Use this time to get better information about what’s happening at home
- Create materials that will be useful to the family now, and/or to the team later
  - Fact sheets, communication/activity plans, task analyses, etc.
Video conferencing – more than a phone call!

- Important to see what the student is looking at and how they are responding to visual information presented.

- Important for the teacher to be able to see the environment and conditions in which the child is learning.
  - (visual complexity, lightning, positioning, background and ambient noise).
Video conferencing – examples

- Very successful if more than one device is used
- Tablet + light box
- Smart phone + tablet
- Tablet + tablet
- Computer + tablet
Use of video conferencing - reminders

- Allow for latency and provide wait time for each student as needed.

- Students may position their head or body in an off-center position to best access the material.
Reduce background complexity in video feed!
Where's Chris?
Use of screen sharing

- **Student** can share their screen for the teacher to observe what the child is looking at.
  - When the student and teacher are not using the same platform
  - For applications or materials requiring the student to activate movement or an effect

*In many applications, if the student is sharing their screen with the teacher, they can no longer see the teacher via webcam*
Use of screen sharing

- The teacher/provider can share their screen for the student to directly engage in the use of teacher-created materials.
  - E.g. to share a PowerPoint book made by the teacher.

In some situations, provider will no longer be able to see the student’s face.

Join the video conferencing call from two platforms (e.g., the tablet and a computer) simultaneously.
Video conferencing/Screen sharing & Faces

- In all Phases, the purpose of video conferencing is for you to see the child, not for the child to see you.
- Faces will always be a challenge.
- It is never appropriate to expect the child to learn from imitation.
<table>
<thead>
<tr>
<th>PHASE I:</th>
<th>Approaches and Techniques</th>
<th>Role of CVI Provider (educational service provider)</th>
<th>Role of Family</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal of Phase I</strong></td>
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<tr>
<td>Building visual behavior</td>
<td>High level of environmental control for vision interventions (reduced multisensory complexity and complexity of array)</td>
<td>Support the family to develop reasonable activities for vision intervention. Recognize that with other children or adults in the home, opportunities for environmental control may occur infrequently or in atypical learning settings (bedroom, hallway without windows, etc.)</td>
<td>Send the TVI photos of the home environment for support in environmental adaptations</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td>Support the family to adapt the home environment to meet the controlled environmental needs for vision intervention sessions. This may include: background complexity of array, lighting, sound/ambient noise levels. Support the family to identify routines that would be compatible with Phase I activities.</td>
<td>Make a list of favorite objects, toys</td>
</tr>
<tr>
<td></td>
<td>Identify specific times of day for vision intervention (vision-focused activities)</td>
<td></td>
<td>Make a list of common/frequent routines and which objects/materials are used</td>
</tr>
<tr>
<td></td>
<td>Maximize visual access, but don’t expect visual fixation; dorsal stream vision dominates visual attention</td>
<td></td>
<td>Create and share video recordings of home activities for input/coaching from the CVI Provider (create a “Video Diary”)</td>
</tr>
<tr>
<td></td>
<td>Expect visual latency, provide adequate wait time without additional prompting; be quiet!</td>
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<tr>
<td><strong>2-D Access and Use of Tablets</strong></td>
<td>Access to 2D materials is limited to some moving, single-color images on iPads or other back-lit devices</td>
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</tr>
<tr>
<td><strong>Considerations for video conferencing &amp; screen mirroring</strong></td>
<td>Tablets and iPads are only appropriate for “light box”-style activities and apps – looking at interesting movement and colors</td>
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<tr>
<td></td>
<td>Do not expect visually guided reach when interacting with visual info on tablets (it may be helpful to activate the movement/action for the child rather than expect the child to touch/look simultaneously)</td>
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</tr>
</tbody>
</table>
Phase I – Overview

- Goal: Building visual behavior

- Looking is a goal in itself. Children in Phase I cannot “look while doing.”

- Most or all of the CVI Characteristics impact visual functioning.
Phase I – Approaches

- High level of environmental control for vision interventions (reduced multisensory complexity and complexity of array)
- Identify specific times of day for vision intervention (vision-focused activities)
- Auditory and tactual will support attention
Phase I – Approaches

- Maximize visual access, but don’t expect visual fixation
- Dorsal stream vision dominates visual attention
- Targets should be labeled using consistent language
- Expect visual latency, provide adequate wait time without additional prompting; be quiet!
Phase I – Role of the CVI Provider

- Support the family to develop reasonable activities for vision intervention.

- Other children in the home, adults working:
  - Opportunities for environmental control may occur infrequently or in atypical learning settings (bedroom, hallway without windows, etc.)
Phase I – Role of the CVI Provider

- Support the family to adapt the home environment to meet the controlled environmental needs for vision intervention sessions
  - background complexity of array, lighting, sound/ambient noise levels

- Help identify routines that would be compatible with Phase I activities.
Phase I – Role of the Family

- Send the provider photos of the home environment to support adaptations
- Make a list of favorite/most familiar objects, toys
- Identify single-colored, light-translucent materials
Phase I – Role of the Family

- Make a list of common/frequent routines and which objects/materials are used

- Create and share video recordings of home activities for input/coaching from the CVI Provider (create a “Video Diary”)
Phase I - Video conferencing & screen mirroring

- Access to 2D materials is limited to some moving, single-color images on iPads or other back-lit devices

- Tablets and iPads for “light box”-style activities and apps – looking at interesting movement and colors

- Lightbox app may be substituted for an actual lightbox
Phase I - Video conferencing & screen mirroring

- Do not expect visually guided reach when interacting with visual info on tablets
  - Activate the movement/action for the child rather than expect the child to touch/look simultaneously
- Auditory access to direct video/remote teaching if possible
Phase I - Video conferencing & screen mirroring

- Important for the teacher/provider to see the student and observe visual response
- Minimize the extent to which the student is distracted given the additional technology
- Screen mirroring with applications such as Cause & Effect Light Box
Cause & Effect Sensory Light Box

Jonathan Hooper, MS. Ed., TVI
Phase I - Video conferencing & screen mirroring

- Screen mirroring with presentations/teacher-made materials
- The teacher should share their screen with the student/family so that the teacher can navigate the materials, while the student attends.
<table>
<thead>
<tr>
<th>PHASE II</th>
<th>Approaches and Techniques</th>
<th>Role of CVI Provider (educational service provider)</th>
<th>Role of Family</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal of Phase II</strong></td>
<td><strong>Integrate vision with function</strong></td>
<td><strong>Support the family to set up a Home CVI Schedule (e.g. via GoogleDrive); guide the development of adaptations for the Home CVI Schedule</strong></td>
<td><strong>Add activities and routines to the CVI Schedule, communicate with TVI and team members to add in unique adaptations</strong></td>
</tr>
<tr>
<td><strong>Notes:</strong></td>
<td>The child is able to use vision in the context of activities and routines if the <strong>appropriate adaptations are in place</strong>; dorsal stream visual function and beginning eye-to-object/ventral stream function are improving.</td>
<td>For Early Phase II: Focus extensively on supporting the development of the Home CVI Schedule</td>
<td>Take photos of important objects, landmarks, areas of the home and share with the TVI/educational team <em>Reduce background complexity by taking photos of objects against a black or plain background</em></td>
</tr>
<tr>
<td></td>
<td>Visual fixation precedes the action of reach or touch</td>
<td>For Late Phase II (and Phase III):</td>
<td>Identify preferred materials, activities, objects that can be integrated into instructional lessons</td>
</tr>
<tr>
<td></td>
<td>Identify specific materials and environmental landmarks to adapt in order to promote visual attention and fixation at targeted points in routines throughout the day</td>
<td>· Establish a salient features dictionary (online/GoogleDrive), make visual adaptations and list salient feature descriptors for the photos the family includes</td>
<td>Create and share video recordings of home activities for input/coaching from the CVI Provider (create a “Video Diary”)</td>
</tr>
<tr>
<td></td>
<td>Warm-up time and pre-teaching are required before more visually taxing activities and materials with which visual fixation is expected</td>
<td>· Create PowerPoints or other slide formats with targeted images for salient feature instructions, use animation or transition settings on PowerPoint to highlight features with color and to block off background complexity</td>
<td></td>
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<tr>
<td></td>
<td><strong>Key question:</strong> What needs to be adapted visually in order to elicit and sustain visual attention at targeted points in a routine?</td>
<td>· Use Explain Everything or other apps (see resource below) to record short salient feature scripts over targeted</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:** The child is able to use vision in the context of activities and routines if the appropriate adaptations are in place; dorsal stream visual function and beginning eye-to-object/ventral stream function are improving. Visual fatigue will occur when the environment or the task are complex or challenging.
Phase II – Overview

- Goal: Integrate vision with function
- Vision + Function does not always mean having ability to reach/touch independently
- The child is able to use vision in the context of activities and routines if the appropriate adaptations are in place
Phase II – Overview

- Dorsal stream visual function and beginning eye-to-object/ventral stream function are improving.
- Visual fatigue will occur when the environment or the task are complex or challenging.
Early Phase II

- Eye-to-object contact is increasing

- 2-D must be presented against a backlit surface, with reduced complexity of array, and/or with movement.
Late Phase II

- Eye-to-object contact will be established and greater access to detail is appropriate if paired with salient feature instruction and comparative thought.

- Backlighting will help to extend visual attention and reduce visual fatigue.

- Movement will continue to be an important factor.
Phase II – Approaches

- Visual fixation precedes the action of reach or touch
- Salient features and comparative thought are introduced and expanded
- Identify specific materials and environmental landmarks for adaptation and access
- CVI Schedule (Roman, 2007; Rev., 2018)
Phase II – Approaches

- Warm-up time and pre-teaching before more visually taxing activities

- **Key question:** What needs to be adapted visually in order to elicit and sustain visual attention at targeted points in a routine?
**Phase II – Role of the CVI Provider**

- Set up and develop the Home CVI Schedule

<table>
<thead>
<tr>
<th>Activity/Routine (list the most important objects/visual targets or the goal of using vision in the activity – for example: mealtime: goal is to look at the spoon, bowl, napkin/towel)</th>
<th>CVI Characteristics that impact Emma’s functional vision in this routine</th>
<th>Adaptations (materials, presentation, environmental) to support Emma’s use of vision at targeted points in the routine (Adaptations &amp; Methods)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shower</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting ready for school</td>
<td></td>
<td></td>
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<tr>
<td>Reading</td>
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</tbody>
</table>
Phase II – Role of the CVI Provider

For Late Phase II (and Phase III):
- Establish a shared salient features dictionary, make visual adaptations and list salient feature descriptors for the photos the family includes
- Create and adapt PowerPoints with targeted images for salient feature instruction
- Use Explain Everything or other apps to record salient feature scripts
Parent Example: “Explain Everything” app
Phase II – Role of the CVI Provider

- Locate YouTube videos to reinforce concepts associated with specific subject matter
- Model comparative language & provide examples for families
Phase II – Role of the Family

- Add activities and routines to the CVI Schedule, communicate with team

- Take photos of important objects, landmarks, areas of the home and share with the TVI/educational team
Phase II – Role of the Family

- Identify preferred materials, activities, objects that can be integrated into instructional lessons
- Create and share video recordings of home activities for input/coaching from the CVI Provider (create a “Video Diary”)
Phase II - Video conferencing & screen mirroring

- Identify specific visual goals in attending to video

- Consider reducing or eliminating auditory components especially when materials are initially being introduced.

- Use a slantboard or other slanted surface for 2-D materials including tablets/iPad
  - Consider field preferences and off-midline position
Phase II - Video conferencing & screen mirroring

- Adapt “digital books” specifically for the child
- Use occluders to block off unnecessary background information
- Use a pointer to direct the child’s attention to a specific target on the screen
- Use animation or annotate features in video conferencing platforms & applications while screen sharing
RAFA’S COLORFUL STARS
iPad/device to make photo albums of routines:

- take photos of the materials, landmarks
- highlight salient features with preferred color(s)
- preview the routines by going through the photos and discussing each photo/part of the routine
- take the iPad with you to the routine and refer to/match photos with real targets
- review the album at the end of the routine
Phase II - Video conferencing & screen mirroring

- Unexpected sources of movement in the learner’s environment or the presenter’s environment will be a source of distraction
  - A pause in instruction will help the student visually “reset”
Phase II - Video conferencing & screen mirroring

- Do not expect prolonged visual fixation to the screen if the material is novel or if there are competing sources of sensory information.
- The learner may choose to position their head/body in an off-center position to best access visual content.
<table>
<thead>
<tr>
<th><strong>PHASE III</strong></th>
<th><strong>Approaches and Techniques</strong></th>
<th><strong>Role of CVI Provider (educational service provider)</strong></th>
<th><strong>Role of Family</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal of Phase III</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refinement of the CVI Characteristics</td>
<td>Need adaptations to support learning and visual vocabulary</td>
<td>Support the family to add to the individualized salient feature dictionary for home</td>
<td>Support the provider to update salient feature dictionaries and CVI Schedules for home focus</td>
</tr>
<tr>
<td>Ventral stream &amp; dorsal stream vision are used throughout the day</td>
<td>Salient feature instruction, use of comparative language to support visual recognition, identification, and discrimination</td>
<td>Create additional 2D materials, adapt 2D curricular materials e.g. worksheets and curricula for other classes</td>
<td>Share information and photos with the provider to support adaptations to materials</td>
</tr>
<tr>
<td>The CVI characteristics continue to impact the learner though they present in a potentially more subtle way</td>
<td>Responses to instructional or incidental learning that are atypical should be considered an opportunity to use comparative language to indicate the similarities and differences between two or more concepts</td>
<td>Continue to support instruction in salient features and comparative thought through video conferencing as possible</td>
<td>Facilitate environmental and other considerations to maximize the child’s visual access to technology and curricula</td>
</tr>
<tr>
<td>Children in Phase III can demonstrate visual curiosity, this may be more evident in familiar settings</td>
<td></td>
<td>Help families create supports for visual fatigue which will occur as a result of use of tasks that require ventral stream recognition, identification, and interpretation of materials</td>
<td>Create and share video recordings of home activities for input/coaching from the CVI Provider (create a “Video Diary”)</td>
</tr>
<tr>
<td>Instruction and reinforcement of salient visual features and use of comparative language is critical</td>
<td></td>
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</tr>
<tr>
<td><strong>2-D Access and Use of iPads/Tablets</strong></td>
<td>Individuals in Phase III can access 2-D, and can view and explore visual information on screens/tablets with appropriate adaptations to reduce complexity of array and target</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considerations for video conferencing &amp; screen mirroring</td>
<td>Reduce background complexity in video feed (the background behind the presenter/teacher should be contrasting in relation to skin tone)</td>
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<td></td>
<td>Use color highlighting to organize and highlight critical portions of the instructional materials</td>
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<tr>
<td></td>
<td>Avoid use of black and white materials</td>
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</tbody>
</table>
Phase III – Overview

- Goal: Refinement of the CVI Characteristics

- Ventral stream & dorsal stream vision are used throughout the day
  - Resulting in greater visual fatigue
  - possible “CVI meltdowns”
Phase III – Overview

- The CVI characteristics continue to impact the learner though they present in a potentially more subtle yet powerful way.

- Children in Phase III can demonstrate visual curiosity, although this may be more evident in familiar settings.

- Instruction and reinforcement of salient visual features and use of comparative language is critical.
Phase III – Approaches

- Need adaptations to support learning and visual vocabulary
- Salient feature instruction
- Use of comparative language to support visual discrimination, recognition, and identification
Phase III – Approaches & Techniques

- Access to 2-D and more complex array - with adaptations

- Reduce background complexity in video feed

- Use color highlighting to organize and highlight critical portions of the instructional materials
Phase III – Approaches & Techniques

- Avoid use of black and white materials
- Do not require the student to demonstrate eye-to-eye contact with the image of the instructor as a sign of attention to the teacher/therapist
Phase III – Approaches & Techniques

- The learner may choose to position their head/body in an off-center position to best access visual content.

- Use a slantboard or other slanted surface for 2-D materials including tablets/iPad

- Materials should be adapted based on the degree of complexity and novelty appropriate to the individual student
Responses to instructional or incidental learning that are atypical should be considered an opportunity to use comparative language to indicate the similarities and differences between two or more concepts.
Phase III – Role of the CVI Provider

- Support the family to add to the individualized salient feature dictionary for home

- Create additional 2D materials, adapt 2D curricular materials e.g. worksheets and curricula for other classes
Phase III – Role of the CVI Provider

- Continue to support instruction in salient features and comparative thought through video conferencing as possible

- Help families create supports for visual fatigue
  - Tasks that require ventral stream recognition, identification, and interpretation of materials
Phase III – Role of the Family

- Support the provider to update salient feature dictionaries and CVI Schedules for home focus
- Share information and photos with the provider to support adaptations to materials
Phase III – Role of the Family

- Facilitate environmental and other considerations to maximize the child’s visual access to technology and curricula
- Create and share video recordings of home activities for input/coaching from the CVI Provider
  - create a “Video Diary”
Phase III - Video conferencing & screen mirroring

- Consider the student’s ability to visually scan a screen or tablet array
  - Can the student scan visually to find a specific target, left to right, top to bottom, diagonally, in a circular scanning pattern?
  - Can the student find a point of reference on the screen (e.g. a home button, an app logo, etc.)?
  - May require pointers, occluders, color highlighting, etc.
Phase III - Video conferencing & screen mirroring

- Use and expand the student’s salient feature dictionary to develop materials, and with any new materials/images, add them to the dictionary.

- The student may or may not be able to navigate visually between looking at the speaker (via webcam) and materials on the screen.
Phase III - Video conferencing & screen mirroring

- Note competing sources of environmental/multisensory complexity in the student’s home

- Unexpected sources of movement in the learner’s environment or the presenter’s environment will be a source of distraction.
  - A pause in instruction will help the student visually “reset”
Thank you to Mary Zatta and Robin Sitten at Perkins eLearning!

Questions?

“Cortical Visual Impairment: Considerations for Distance Learning” document is housed at Perkins eLearning

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Chris: Christopher.Russell@qc.cuny.edu
Christine: croman@cviresources.com
Phase I - Additional Resources


- Roman on CVI – Object Selection in Phase I (Roman, 2019): https://www.youtube.com/watch?v=Pd21oF37mu0


Phase II - Additional Resources


- CVI-Friendly Videos (Videos by Alissa Desousa, TVI; article by Diane Brauner/Perkins E-Learning, 2020) *: [https://www.perkinselearning.org/technology/blog/cvi-friendly-videos-resources-students-cvi](https://www.perkinselearning.org/technology/blog/cvi-friendly-videos-resources-students-cvi) *Note age-appropriateness of videos, and child-specific CVI goals of your child/student with regard to 2-D processing and sight word identification

- Explain Everything app: [https://explaineverything.com](https://explaineverything.com)

- Animate/draw and record audio over images/photos
Phase III - Additional Resources

- Salient Features Collaborative: https://cvicollaborative.wixsite.com/salientfeatures


- Roman Word Bubbling App: http://roman-word-bubbling.appspot.com/


- Roman on CVI - Digging Deeper: Comparative Thought (Roman, 2019): https://www.youtube.com/watch?time_continue=7&v=cKm9xUTeD1g&feature=emb_logo
General Resources


- CVI Resources: [http://cviresources.com/services/blog/](http://cviresources.com/services/blog/)


General Resources

- Roman on CVI (YouTube Channel): https://www.youtube.com/channel/UCx6owlBfWYC/Wd6SOc37wfwQ
- See CVI Speak AAC: http://seecvispeakaac.com/
- National family teleconference group for families of children/youth with CVI (hosted by Lighthouse Guild International). Register here or for more information contact Dr. Linda Gerra (GerraL@lighthouseguild.org)

New York Deaf-Blind Collaborative (Chris Russell) CVI Tools:
- CVI Fact Sheet: http://bit.ly/CVIFACTSHEET (*Note: Many additional resources are listed on this Fact Sheet)
- CVI Schedule Template & Description: http://bit.ly/CVISCHEDULE-template