Collaboration:
University of Massachusetts Boston
Perkins School for the Blind

Developing the CVI Certification
History of CVI Specific Class

2013:
- One separate elective CVI class: Developed after UMASS Boston understood the difficulty of embedding CVI information in ocular classes.

2016:
- One separate CVI class becomes mandatory due to positive student feedback and the growing need.

Continues today
Perkins COLAB: November 2018

Share, learn and understand this deep problem of CVI.

- Identification of Consensus Areas
- Identification of Barriers
- Developing an Influence Map
- Creating a Future Agenda for CVI
Perkins COLAB November 2018

25 International Core Team Members

- Researchers
- Vision educators
- Parents of children with CVI
- Medical professionals: ophthalmologists and optometrists
- University professionals: Including UMASS
- Lawyers
- American Printing House Representatives
Perkins COLAB: November 2018

Triggering Question:
- What makes CVI such a difficult problem?
One Identified Problem

Vision professionals in most TVI/O&M university programs did not have enough course content to understand:

- How to identify the red flags for CVI
- Did not understand the manifestations of CVI
- How to assess students with CVI
- How to support the educational needs of students with CVI
- How to collaborate effectively around CVI.
419 TVIs responded about:

- Their general knowledge about CVI
- Their personal educational backgrounds about CVI
- Their skills with identification of learners with CVI
- Their skills with assessment of learners with CVI
- Their ability to apply assessment information to their students with CVI.
TVI Survey Results

Respondents overwhelmingly reported:

- They felt they had had little to no training about CVI in their TVI training programs.
- They felt there was a deficit in formal training about CVI at the university level.

-Published: Seminars in Pediatric Neurology May 2019
-Concerns also echoed in Perkins COLAB: November 2019
TVI Survey Results

Only a small majority of respondents agreed that they:

- understood how CVI impacts literacy (22%)
- could effectively provide consultation to the educational team around CVI (23%)
UMASS and Perkins began to brainstorm and develop a richer CVI curriculum in the form of a CVI Certification.

Rolled out in September 2019 as “Special Topics”

In the process of undergoing review for becoming a certificate program.
Five Courses: Inclusive Theories

1. Vision and the Brain
2. CVI Overview
3. Assessment
4. Promising Practices
5. Consultation and Collaboration Strategies for CVI
#1 Vision and the Brain

- Brain Anatomy and Development
- Early Visual Processing and the Ventral Stream
- The Dorsal Stream
- The Integration Across Systems and Principles of Neuroplasticity
- Principles of Study Design and Evaluating Assessment Tools
#2 CVI Overview

- CVI Profiles: Who has CVI?
- Causes of CVI
- Comparing CVI Theories
- Principles of Neuroplasticity and What Improvement Looks Like
- Working with Families and Teams
- Overview of Assessment Tools: case studies
CVI Overview

- Overview of Promising Practices: case studies
- Program Planning After Assessment
- Environmental Changes to Match Assessment
- Understanding Symbols: Literacy and Numeracy Skills
- O&M and CVI
- Active Learning for Learners with CVI
#3 Assessment of Learners with CVI

- Diagnosing CVI: Vision function and Functional Vision
- Current CVI Specific Assessments and Interview Tools
- Using Standard Vision Assessment Tools with Cautions
- What’s the Complexity: Image Assessment
- Report Writing
#4 Promising Practices

- Best Practice for Report Writing: Co-existing ocular conditions
- Best Practice for Report Writing: Recommendations based on assessed visual difficulties
- IEP Components
- ECC Components
Promising Practices

- Literacy for learners with CVI
- Goals and Objectives
- Service Delivery
#5 Consultation and Collaboration Strategies for CVI

Collaboration Partners

- Parents and caregivers
- School based team members
- Medical Providers
- Other vision professionals
- Serving Agencies
Consultation and Collaboration Strategies for CVI

- Overview of Collaboration
- Communications and Sharing
- Communication and Problem Solving: Conflict and Resistance
- Coaching and Mentoring
- Becoming and functioning as a team
Consultation and Collaboration Strategies for CVI

- Inservice training overviews about CVI
- Inservice training about how CVI impacts specific students
- Parents as partners in assessment, interventions and program planning
- Teachers and therapist as partners in assessment, interventions and program planning
- Collaborative IEPS for the whole child.
- Caseload Management
Courses will adapt and change

It is understood that we have CVI knowledge without much research to support many current ideas.

- Need more effective medical diagnostic tools.
- Need more assessment tools to look at all kinds of learners with CVI.
- Need more promising practices and ways to look at each one’s efficacy.
- Need more collaboration opportunities and structures to aid in diagnosis and service to learners with CVI.
2019 CVI Symposium

Panels
- Medical and Research
- Assessment, Intervention and Higher Educational Needs
- Advocacy: Parent, Legal and Government
Higher Education Panel’s Two Part Focus

- What changes are needed for personnel preparation programs for vision professionals to increase competent service to children with CVI.

- Because accurate assessment would be the basis for service to children with CVI, what assessment protocols and interventions are currently available, how do we engage in essential collaboration for assessment and what holes are there in the assessment protocols for our students with CVI.
2019 Symposium: Workgroups

Work Groups
- Medical and Research
- Assessment
- Higher Education
- Advocacy
A Survey of Parents of Children with CVI
Profiling Children with CVI Using Multiple Methods and Assessment and Aid in Differential Diagnosis
CVI and Clinical Assessment: The European Perspective
CVI: A Need to Reassess Current Definitions of Visual Impairment and Blindness
The Assessment of Visual Function and Functional Vision
Questionnaire Assessing What TVIs know about CVI
Alternations in the Structural and Functional Connectivity of Visuomotor Network of Children with PVL
Autism in Children with CVI: Fact or Artifact?
Why a Certificate? Change Influencing Change

- More knowledgeable educational visual professionals will bring deeper knowledge into their service to learners.

- More knowledgeable educational visual professionals will create appropriate materials and technology.

- Influencing these areas will increase referrals and provide appropriate educational vision services.

- Increasing the number of competent educational vision professionals will increase the local access to assessment collaboration and “best practice” mentorships.
Well educated vision professionals will:

- Collaborate with parents to assess and develop appropriate strategies.
- Give educational teams the appropriate assessment results and interventions strategies.
- Drive more scientific study.
- Bring professionals out of silos to collaborate with medical and educational professionals: vision professionals and discipline teams, TVIs and O&M specialists, and between TVIs and parents.
- Create more tools for assessment and intervention for students with CVI.
A Beginning..

- Course content will expose you to the ideas around CVI today.
- Stress the need to develop a “life long learning attitude” for CVI.
- Stress that each child with CVI is an individual with a unique brain and therefore a unique manifestation of CVI.
- Provide you will resources awareness.
A Beginning

- Provide you with ways to remain current in the field of CVI
- Allow you to develop critical thinking around assessment tools, research, and promising practices
- Give you a more complete credential in CVI.
CVI Knowledge and Expertise

Dangers:
- Serving students without any current knowledge in CVI.
- Serving learners and thinking you know all there is to know about CVI.
- Theorists who do not respect other’s work or look for shared ideas.
- Theorists that recommend “All learners with CVI need ...”
Credit and Cost

- Each of the five classes will be three graduate credits.
- Each of the five classes will cost $1400.
- Classes will be completely online with some field experiences incorporated as part of the assignments.
Contact

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Hope you join us!