



CVI Consulting Interview

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Child's Name: _____

Parent/Teacher Name: _____

Date of Interview: _____

Has the child's vision improved?

Characteristics:

Color:

What is the child's favorite toy?

What do you think the child looks at?

Will the child look at items that are multicolored?

Does the child look at any patterns?

Can I see the crib or the most familiar place where the child spends the most time.

Can you show me the child's favorite toy.

Does the child recognize shapes? Objects?

Can the child name colors?

Can the child match colors?

Movement:

Does the child move their head from side to side.

Does the child enjoy car rides?

Does the child look at ceiling fans, moving curtains, balloons, windsocks?

Is the child's vision drawn to people moving around the room?

Does the child see better when moving?

Does the child see moving objects or can they be seen when they are stationary?
(think dogs, cats, cars, moving toys)

Does the child see better if they are moving themselves?

Does the child see things held above the head?

Does the child tilt his/her head to look?

Does your child eat food from only one side of the tray?

Visual Complexity:

How does the child see at home?

Does he/she see better in one room over another?

Can the child move well around the house? Familiar environments? Unfamiliar environments?

Does the child need to ask directions at home? In familiar environments?

Does the child lose objects?

Does the child see objects on a patterned rug?

Does the child see better on the beach?

Does the child see things better if they are held up close?

Does the child see better in a dim room?

Does the child see solid objects better than patterned or multicolored objects?

Does the child see better if the background is solid in color and pattern?

Does the child seem to look through you?

Does the child look at the face especially the eyes?

Does the child look at you when he/she talks?

Does the child recognize you before you speak?

Does the child recognize other family members? Friends?

Does the child recognize you from photographs?

Does he/she recognize himself/herself in photographs?

Can you child find an object in a complex picture?

Auditory Complexity:

Does the child see better in a quieter environment?

Does the child fuss if things are too loud?

Does the child seem less able to concentrate in a busy, noisy room? Does the child begin to look at lights?

Positional Complexity:

Does the child look if you are holding him/her in your lap, on you knee?

In what positions do you hold the child?

In which type of seating does the child see best?

Does the child look relaxed in different positions?

Light Gazing or Non-Purposeful Gaze:

Does the child seem to look past things?

Does the child look without really seeing?

Does the child stare out windows and glass doors?

Does the child look at overhead lighting?

Does the child engage in self body play?

If you present items on a lightbox, does the child look more quickly, sustain gaze longer or perform tasks better?

Distance:

How far away are objects that the child will regard?

Does the child seem to follow you visually around the room with a delayed glance?

At what distance can the child recognize you without hearing the voice.

-in a group of parents?

-at 3 feet?

-at 6 feet?

-at 12 feet?

Does the child see familiar things in the environment and move towards them or wander then play with what they find?

Does the child see a novel thing in the environment and move to get it.

Visual Reflexes:

Does the child react to a threat to his eyes?

Does the child react to a touch between his/her eyes?

How quickly does the child blink?

Novelty:

What favorite toys does the child seem to see?

Does the child ignore new toys?

If a new toy comes into the environment, does the child take a while to get used to it?

Does the child look at familiar faces?

Does the child startle to sudden movements or “surprise” visual events?

Visual Motor:

Does the child reach for objects?

Does your child have trouble reaching for and grasping objects?

Does he/she look while he/she reaches?

Does the child maintain gaze until he grasps the object?

Does the child look, look away then reach?

Does the child play without looking?

Does the child stop at changes of ground surfaces, at rug edges, at shadows, depth changes?

Does the child hit their body on doorways or walls? (Rule out motor issues.)

Latency:

Does it take a while for the child to turn to look at toys?

Does it take a while for the child to focus on the eyes when you are holding him/her?

Does the child seem unable to see a toy then it or somehow later move towards it or reach to it?

Visual Fields:

Where do you hold toys that they seem to see them best?

Does the child seem to see things better on the right or left?

Does the child seem to ignore things in the lower field?

Medical:

Will you share a copy of the child's ophthalmology report?

Will you share a copy of the child's neurology report including the MRI results?

What concerns did you bring to the doctor?

Tell me what the doctor has explained.

Did the visit to the doctors help them understand the child's vision?

For more resources, visit www.Perkins.org.

Our on-demand webcasts are presented by experts in the field of visual impairment and deafblindness. View our directory at:
www.Perkins.org/webcasts.