**In order to receive ceus you must complete both sections**

**Cortical Visual Impairment Applications to Learning and Social Development**

**February 11, 2017**

**CEU Evaluation Form**

 **Underline/highlight/circle** the answer that you wish to indicate.

1. Content of the materials presented was: Not Useful Neutral Useful
2. Duration of the presentations was: Too Long About right Too Short

 3. Research evidence and outcomes data were used to support the presentations: Disagree Neutral Agree

 4. I think the impact of this work on my clients who use assistive technology will be: Adverse Neutral Beneficial

1. I was provided with feedback on my ability

 to master the learning objectives: Disagree Neutral Agree

1. The information I learned will support my

ability to collect data and measure outcomes

as part of my evidence-based practices: Disagree Neutral Agree

1. I think the following could be improved: \_\_\_\_\_\_
2. I think the following was particularly good / useful: \_\_\_\_\_\_\_\_\_\_\_\_
3. In my assessment, my continuing education needs that relate to achieving the most effective communication for my clients who use assistive technology include the following: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. **Underline** items if you are 1) a member of ASHA; 2) a teacher; 3) an OT; 4) a PT; 5) a member of RESNA; 6) an ATP; 7) an ATS; 8) other: \_\_\_\_\_\_\_\_\_\_\_

Cortical Visual Impairment Applications to Learning and Social Development

February 11, 2017

Learning Assessment Form

 Please answer the following questions:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Completion of this quiz is a requirement to receive CEUs for attending this seminar. Underline/highlight/circle the correct answer to each question. You must pass with 80% correct to be eligible for CEUs.

1. CVI is
	1. the most common cause of visual impairment in children in the U.S.
	2. is a growing cause of visual impairment in third world countries.
	3. is common in children who have autism
	4. is decreasing due to improvements in medical technology
2. CVI can occur
	1. with strabismus
	2. with retinopathy of prematurity
	3. with optic nerve disorders
	4. all of the above
3. CVI is caused by
	1. injury, damage, or structural problems in the brain
	2. fetal exposure to caffeine
	3. prematurity
	4. maternal headache syndrome
4. CVI is best identified by the presence of
	1. an eye exam that does not fully explain the child’s decreased visual attention
	2. a neurological history or exam that is reveals significant brain problems
	3. phenotypic behaviors that are associated with CVI
	4. all of the above
5. The diagnosis of CVI is confirmed by
	1. an MRI
	2. a specific set of visual and behavioral characteristics
	3. a CT scan
	4. it cannot be confirmed
6. Children who have CVI
	1. always have additional disabilities
	2. always have seizures
	3. generally have additional disabilities
	4. cannot have normal cognitive functioning
7. When a child with CVI has co-existing ocular conditions, the ocular condition
	1. is never as prominent as the CVI
	2. may impact the progression of improvement of the CVI
	3. should not be treated until the CVI resolves
	4. exempts a child from services from a teacher of the visually impaired
8. Vision can be processed
	1. only in the eye
	2. only in the occipital cortex
	3. only in the lateral geniculate nucleus
	4. all over the brain
9. A reliable method to obtain diagnostic information regarding the presence of the CVI characteristic is
	1. record review
	2. physician interview
	3. parent interview
	4. sibling interview
10. The CVI Range is
	1. a functional vision assessment used to determine the extent of effect of CVI
	2. a resort in the Colorado Valley
	3. a test of learning potential in infants who have CVI
	4. a functional vision assessment used with students who have CVI but do not have ocular issues
11. The CVI Range
	1. uses two methods to obtain a “range” score
	2. is appropriate with infants through students who are 21
	3. can be used with individuals who do or do not have cognitive disabilities
	4. all of the above
12. The CVI Resolution Chart
	1. is completed prior to the CVI Range
	2. is completed after the CVI Range
	3. is a type of word-search completed by the student.
	4. is never used with students who have ocular issues
13. The results of the CVI Range
	1. should generally not be revealed to parents
	2. can be used to guide curriculum development
	3. can be used to help the school psychologist determine student IQ
	4. should be used to plan adaptations to current curriculum/routines
14. Interventions for students with CVI are designed
	1. to match the score obtained on the CVI Range
	2. to be slightly above the assessed score obtained on the CVI Range
	3. to be slightly below the assessed score obtained on the CVI Range
	4. to vary according to the highly variable vision in students who have CVI
15. Scores on the CVI Range are derived from
	1. information obtained from interview, observation & direct assessment
	2. information obtained from teacher, para-professional, and physician reports
	3. information obtained from observation of the student in living and learning environments
	4. information obtained from direct assessment of the student in low and natural lighting settings
16. Re-assessment using the CVI Range
	1. is based on changes in the child but occurs no less than two times a year
	2. is based on changes in the child but occurs no more than one time per month
	3. is based on changes in the child
	4. is based on the child but occurs no more than once per year
17. CVI-specific characteristics include
	1. color preference, visual latency, and atypical doll’s-eye reflexes
	2. difficulties with distance viewing, difficulties with receptive language, and difficulties with visual novelty
	3. visual field preferences, color preference, and light gazing
	4. color preference, cerebral palsy, and fine motor delays
18. The CVI characteristic of visual novelty refers to
	1. a decreased ability to visually regard visual targets that are not familiar
	2. a heightened degree of visual attention toward visual targets that are not familiar
	3. the ability to read a novel
	4. visual attention that is directed toward the north even when familiar visual targets are presented in other directions
19. The CVI characteristic of attraction to movement refers to
	1. attraction to targets that move or are shiny
	2. attraction to targets that move or have movement properties in order to establish or maintain visual attention on a target
	3. the inability to visually follow a moving or shiny target
	4. the need to establish visual attention by first being shown a shiny pompom
20. Students who have CVI
	1. are rarely appropriate for orientation & mobility services
	2. generally have their orientation and mobility needs addressed by a physical therapist
	3. are appropriate for orientation and mobility services if they are ambulatory
	4. may require orientation and mobility services when they are in Phase I and II CVI

Please note any suggestions for improving this activity in terms of learning value.