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

**Cortical Vision Impairment: A Deeper Look. Impact on AAC and Social Skills**

**May 11, 2019**

**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 Vision Impairment: A Deeper Look. Impact on AAC and Social Skills

May 11, 2019

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 is caused by
	1. injury, damage, or structural problems in the brain
	2. fetal exposure to caffeine
	3. prematurity
	4. maternal headache syndrome
3. Vision can be processed
	1. only in the eye
	2. only in the occipital cortex
	3. only in the lateral geniculate nucleus
	4. in many parts of the brain
4. 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
5. 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

Continued….

1. AAC Refers to an area of practice that addresses:
	1. communication that is only sign language
	2. language and communication needs of those who are unable to use their natural speech to communicate effectively
	3. language and communication needs for those that are completely nonverbal
	4. impairments that affect those with only severe physical disabilities
2. Assessment and intervention protocols for children with CVI need to focus on developing functional vision as well as:
	1. speech
	2. language
	3. communication skills
	4. all of the above
3. Branching is a way to access vocabulary more efficiently by:
	1. organizing it into categories such as places, people, things, etc…
	2. creating complex sentences
	3. differentiating between grammar, syntax and subjects
	4. associating specific colors with different categories
4. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(VLLC) Framework provides a systematic and integrated approach to organizing interprofessional interventions with children who have a diagnosis of CVI.
	1. vision Language Learning Communication
	2. visually Learning Linguistics and Communication
	3. visual Learning of Limited Communication
	4. none of the above
5. Which of the following is NOT a principle of the VLLC Framework?
	1. vision, language, learning, and communication goals should be integrated and addressed holistically and collaboratively
	2. improvement in functional vision and other developmental domains should be expected
	3. access to limited and focused vocabularies is essential to a child’s long-term linguistic, cognitive, educational, social, emotional, and communicative development
	4. children with CVI need access to assistive technologies and a variety of AAC tools and strategies across their life span
6. In all phases on CVI, communication partners should:
	1. present objects in the preferred visual field only
	2. limit the number of communication partners to one person in all situations
	3. always label objects, actions, and characteristics of object as child uses it
	4. respect latency and integrate the use of wait time for child’s response

Continued…

1. Traditionally, AAC displays are organized by associating background colors with \_\_\_\_\_\_, \_\_\_\_\_\_\_, or parts of speech to make is easier for users to locate symbols.

a. certain sounds, picture symbols

b. types of words, concepts

c. concepts, certain sounds

d. types of words, picture symbols

1. Which of the following is NOT a myth that continues to negatively impact intervention programs for children with CVI?
	1. approaches used with children with ocular visual impairments work with children with CVI
	2. vision of children with CVI is variable, it changes day to day
	3. children in any phase of CVI require a simple, black plain background to see objects, photographs, or other materials
	4. CVI is an impairment caused by brain damage, not ocular
2. True or False: Failure to evaluate a child’s visual-cognitive processing or to provide a child who is unable to speak access to language restricts critical learning opportunities and negatively affects the child’s participation, quality of life, and future opportunities.

\_\_\_\_\_\_\_\_\_\_True \_\_\_\_\_\_\_\_\_\_False

1. True or False: The visual and behavioral cues associated with ocular visual impairment or blindness are the same in those associated with CVI.

\_\_\_\_\_\_\_\_\_\_True \_\_\_\_\_\_\_\_\_\_False

1. Which of the following is a major factor that affects people with CVI’s social skills?
	1. difficulty with facial discrimination
	2. their extreme color preferences
	3. difficulty with discerning familiar and unfamiliar voices
	4. inability to recognize someone’s salient features through tactual input
2. Match the CVI characteristics to the challenge that affects Social Learning and Imitation.

|  |  |
| --- | --- |
| Visual Latency | The individual is unable to perceive activities that occur at distances at which their peers are able to view similar activities |
| Complexity of array | The individual does not notice the action in a timely way |
| Difficulty with distance viewing | The individual is unable to distinguish the elements of the action or activity due to the visual “clutter” or people, materials, and equipment in the background |
| Visual novelty | The individual with CVI does not alert to or investigate new objects, materials, environments, or people |

 Continued…

1. Helping a child with CVI understand his or her visual impairment can:
	1. help the child recognize his or her abilities, as well as challenges, in naturally occurring opportunities
	2. increase the child’s potential for self-esteem and positive self-image
	3. incorporate realistic self-perception as a healthy goal
	4. all of the above
2. What is the name given to the brain mechanism that is responsible for the brain’s perception of a shared experience, such as imitation?

a. observational synaptic pathway

b. pre-frontal neuron system

c. mirror neuron system

d. social observation cortex

1. How can caretakers support increased social competence for children with CVI?
	1. provide verbal descriptions of remote information
	2. give the child time to work it out due to visual latency and potential complexity
	3. both a and b
	4. neither a and b

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