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

**THE CVI COMPLEXITY FRAMEWORK: CRAFTING A PLAN FOR YOUR CHILD**

**April 20 & April 22, 2021**

**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: \_\_\_\_\_\_\_\_\_\_\_

**THE CVI COMPLEXITY FRAMEWORK: CRAFTING A PLAN FOR YOUR CHILD**

**April 20 & April 22, 2021**

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. The What’s the Complexity Framework is a functional vision assessment that takes the place of the CVI Range Assessment. \_\_\_\_\_\_\_True \_\_\_\_\_\_False
2. Before using the What’s the Complexity Framework for a student, it is important to:
   1. Read the student’s eye reports
   2. Do a CVI Range report or other CVI-specific functional vision assessment
   3. Do an Independent Living Evaluation
   4. Both A and B
3. A “Balanced Activity” is an activity in which the visual complexity of the task is a good fit for the visual complexity of the environment. \_\_\_\_\_\_True \_\_\_\_\_\_\_False
4. A “Balanced Schedule” is a schedule in which visual complexity is thoughtfully and intentionally managed and distributed throughout a student’s school day.

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

1. Visual breaks should be offered both proactively and also during times when the student is showing signs of visual fatigue. \_\_\_\_\_\_\_True \_\_\_\_\_\_\_False
2. In the What’s the Complexity Framework, what qualifies as a visual break?
   1. Only activities in which the lights are out and the room is completely silent
   2. Only activities that have no visual component
   3. Only activities that the student earns through good behavior
   4. The temporary cessation of adult-directed visual demands
3. It is important to manage visual complexity throughout a student’s school day in order to keep his or her “visual battery charged.” \_\_\_\_\_\_True \_\_\_\_\_\_False
4. Visual Complexity is one of the fundamental characteristics of CVI and is the root of many of the other CVI characteristics. \_\_\_\_\_\_\_True \_\_\_\_\_False

Continued…..

1. “Difficulty with Complexity of Array” refers to a child’s ability to:
   1. Use vision in the presence of competing sensory input, such as noise
   2. Handle a lot of visual information at once
   3. Recognize faces
   4. Interpret single objects or images
2. “Difficulty with Complexity of the Sensory Environment” refers to a child’s ability to:
   1. Use vision in the presence of competing sensory input, such as noise
   2. Handle a lot of visual information at once
   3. Recognize faces
   4. Interpret Single objects or Images
3. “Difficulty with Complexity of target” refers to a child’s ability to:
   1. Use vision in the presence of competing sensory input
   2. Handle a lot of visual information at once
   3. Recognize faces
   4. Interpret Single Objects or Images
4. “Difficulty with Complexity of Faces” refers to a child’s ability to:
   1. Use vision in the presence of competing sensory input
   2. Handle a lot of visual information at once
   3. Recognize faces
   4. Use vision to guide reaching
5. The Complexity level of the environment is rated using the Environment Rating Guide. The overall complexity level of an environment is determined by:
   1. Adding up all of the ratings for each component and averaging them.
   2. Taking the highest rated component and using that as your overall rating
   3. Taking the lowest rated component and using that as your overall rating
   4. None of the above
6. The Complexity level of the task is rated using the Environment Rating Guide. The overall complexity level of an environment is determined by:
   1. Adding up all of the ratings for each component and averaging them.
   2. Taking the highest rated component and using that as your overall rating
   3. Taking the lowest rated component and using that as your overall rating
   4. None of the above
7. The preparation stage includes:
   1. Reviewing eye reports
   2. Gathering educational information on the student
   3. Reviewing functional vision reports (i.e. CVI Range or other CVI-specific functional vision reports)
   4. All of the above

Continued…

1. The observation stage could mean observing the student for one activity, multiple activities, or an entire school day. \_\_\_\_\_\_True \_\_\_\_\_\_False
2. It is critically important to invite parents and family members to participate in the What’s the Complexity meeting during the sharing stage. \_\_\_\_\_\_\_True \_\_\_\_\_\_\_False
3. The values of the student and family members should guide the decisions made in the What’s the Complexity process. \_\_\_\_\_\_\_True \_\_\_\_\_\_False
4. The Task Bank is:
   1. A formal report that should be presented to the team and included in the student’s records.
   2. An informal worksheet that the educator can use to help generate tasks and complexity levels for the student’s Individual Complexity Profile.
5. The Individual Complexity Profile indicates which combinations of task complexity level and environment complexity level(s) create a “balanced activity.”

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

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