

FVLMA Considerations for Students with NVI/CVI

1. Color Preference- students may only visually respond to certain colors of attention and/or interest. Yellow, Red, White, and Black have been found to help with color attention.
2. Attention to Movement- be sure to have toys and objects that provide movement stimuli or while completing assessment tasks, add movement to your trial.
3. Visual Latency- be sure to provide extended time when completing tracking and scanning activities to allow for latency. Be sure to note the latency when sharing your findings.
4. Visual Field Preferences- individuals with CVI may prefer viewing in specific field areas or peripherally. Try presenting objects in their preferred field if known and expanding from there.
5. Visual Distractions/Clutter- present simple colored objects on a black background to reduce complexity of viewing area. Also, location of assessment away from windows or areas with frequent foot traffic may also benefit assessment results. They may also be challenged in direct eye contact and facial discrimination.
6. Attention to Light- a light box may help students maintain visual attention and focus.
7. Difficulty with Distance Viewing- distance eye charts/picture charts may be challenging for students to participate with. Distance tracking and scanning may be helped with light and movement. They may also display a close working distance to near activities.
8. Difficulty with hand/eye reaching coordination- students may have a hard time reaching for items. Presentation on a black background may help with visual attention.
9. Students may be avoidant to new objects and show a preference for personal items. Using items the student already enjoys such as toys from home, may help the assessor gain student participation.