

10 CHARACTERISTICS OF CEREBRAL/CORTICAL VISUAL IMPAIRMENT (CVI)

with mini explanations

01. Visual Latency

Frequently delayed and/or slow response to presentation of object; can vary according to time of day, state of alertness, degree of stress, neurological stability, etc. In this case, visual responses of "fixation" and "localization" may be slow or delayed

Strong reaction/preferential response to a particular color (or to vibrant or highly saturated colors in general); red or yellow is common/typical in this case

02. Color Preference

03. Need for Movement

Attraction to objects that have properties of movement; shiny/reflective surfaces that have the illusion of movement; stimulates the "aware" system/gets visual system activated

Most interfering of all characteristics: Target/objects (anchoring vision is difficult for objects too complex), visual array, and sensory environment (will defer to auditory over vision), patterns on surfaces, complexity of human faces

04. Difficulties with Visual Complexity

Present in almost all children with CVI (Jan & Groenvelde, 1993); May ignore (think: blind spot) things presented in certain areas of their visual field and/or turn head to view objects presented from preferred point of view. Please Note: For mixed field preferences, the child may use one eye for visual field preference, and the other for verification.

05. Visual Field Preferences

This was formally called "latency/non-purposeful gazing." This is prominent in the early stages of CVI. The child may exhibit unusual attraction to or a need for light, and may spend long periods of time gazing at natural or artificial light.

06. Need for Light

07. Atypical Visual Reflex Responses

May have atypical responses to reflexes designed to protect the eyes from harm: the **visual blink reflex** and the **visual threat response** (blinking to protect the eyes from perceived harm). In children with CVI, one or both of these reflexes may be absent, intermittent, or delayed.

May have a strong preference/response to familiar objects/targets that they have viewed before, while appearing to ignore novel targets/objects

08. Difficulty with Visual Novelty

09. Difficulty with Distance Viewing

As objects get farther away, complexity increases; this causes the child to behave as if they are highly nearsighted. Consequently, they may position their faces within inches of the visual object/target (whether the object/target is a familiar one or not).

May be unable to look and reach at the same time, so look and touch may happen as separate events (Jan & Groenvelde, 1993); some children with CVI may look at a target, turn away, and then reach in the direction of that target. Think: Visual Motor

10. Absence of Visually Guided Reach