## Strategy Name: Educational Assessment for CVI

## Our Intent:

### What is to be accomplished?

Describe the intent that is to be accomplished by this strategy

Our intent is to develop universally accepted educational assessment guidelines related to CVI including:  1) the identification of appropriate educational tools; 2) guiding principles for assessment administration, and 3) use of assessment findings to inform practice.

Creating a universally accepted set of educational assessment guidelines for children with CVI will:

* Serve as guidance to the field regarding appropriate assessment of children with CVI.
* Become a reference tool regarding the assessment of children with CVI that will be accepted by the blindness field
* Underscore the importance of proper assessment of children with CVI and supports the urgent need for vision professionals to have appropriate training in this regard.
* Identify the specific knowledge and skills needed by vision professionals in order to appropriately meet the needs of children with CVI
* Underscore the importance of using assessment findings not only for measurement of current status but also for appropriate program development for children with CVI

### Why? What does this influence?

Describe why accomplishment of this strategy is important to achieving the organizational mission/vision or what major influence this strategy is expected to have on the organization.

Traditionally, TVIs were trained to work with children with ocular visual impairments. They were given tools to provide assessment, accommodations, and modifications to help children with ocular visual impairments access their world. There was no expectation of improved visual function. Today, the majority of children with visual impairments have CVI, a brain-based visual impairment. The assessment and intervention of children with CVI is quite different from what TVIs received in preservice training. A child with CVI has the potential to improve his/her functional use of vision with the proper assessment and supports. This potential must be addressed and can only be addressed by vision professionals with the proper training. Today there is a lack of collaboration in the blindness field regarding educational assessment guidelines related to CVI.

CVI Educational Assessment Guidelines will serve to clarify the responsibilities of vision professionals related to assessment and instruction for children with CVI. Currently, there is a lack of coherence in the field which has left vision professionals in a position of having to choose (or not choose) which CVI “camp” to subscribe to. This lack of coherence detracts from the important work of providing urgently needed services to children with CVI.

A universally accepted set of guidelines

* Will provide the clarification and direction needed by vision professionals.
* Will underscore the necessity of providing appropriate educational services for children with CVI.
* Will provide direction for Higher Ed programs (pre-service) that are struggling to include content that will prepare TVIs to serve children with CVI.
* Will encourage medical providers (Ophthalmologists, Neurologists, Optometrists, etc.), who are also lacking knowledge and training, to collaborate with vision educators on assessment and diagnosis in order to best meet the needs of children with CVI.
* Will assure parents that the blindness field has heard their concerns and responded. .

## Implied Tasks:

### What tasks are assumed to be completed as part of this effort?

Knowing that the implementation teams will define “how” this intent will be met, are there any specific tasks that they must accomplish?

In order to achieve this strategic intent the tasks that must be accomplished are as follows:

* Development of CVI Educational Assessment Guidelines to include:
  + Identification of appropriate assessment tools for children with CVI related to assessment of their visual function
  + Delineation of training for vision educators who will administer the assessment(s) to serve as guidelines for pre-service and in-service programs
  + Determination of how assessment is to inform instruction to ensure that the assessment information is incorporated into the educational program for the child with CVI.
* Advocacy for adoption
  + Disseminate the guidelines to the blindness agencies and solicit their feedback
  + Incorporate feedback from blindness agencies (as appropriate) to gain acceptance
* Dissemination of guidelines
  + Guidelines are promoted by the blindness organizations (AER, APH, AFB) within the blindness field
  + Guidelines are disseminated by state departments of education to school districts

## Defining the boundaries:

### How much freedom do we have?

How far can the implementation team go to determine how best to meet the strategic intent? What authority do they have to make decisions using their best judgment?

The work of teams will be guided by the approved implementation plan (milestones projected over a one-year timeframe) and operate within the allocated resources.

Adapted from Bungay, S. (2011), The Art of Action: How leaders close the gap between plans, actions and results. London:Nicholas Brealey