

Phase I

Building Visual Behavior

In this Phase, children typically show inconsistent attention to visual targets. In order to provide an opportunity for an individual in Phase I to use vision, the environment and the objects presented must be void of complexity (sound and appearance), be familiar, have movement or the illusion of movement (for example, shiny/light reflecting material, or surface) and be of a single, preferred color.



- **Range 1-2 : minimal visual responses (prefers light)**
- **Range 3-3+ : more consistent visual responses**

Phase II

Integrating Vision with Function

In this Phase, the child has more consistent looking behaviors. Children should be encouraged to use their vision to make something happen or to get moving. This could include reaching for and grasping a lighted toothbrush to get ready to brush their teeth. Another example would be visually locating and pressing a switch, to activate a vibrating pillow or a fan.



- **Range 3+-4 : consistent visual responses**
- **Range 5-6 : vision is used during functional tasks**
- **Range 7-7+ : looks at objects with curiosity**

Phase III

Refinement of CVI Characteristics

In this Phase, children continue to need support in identifying 2D images. This is accomplished by teaching salient features and using comparative language with the child. Children also need support in social opportunities and managing visual fatigue. More services are required in this Phase to support visual functioning.



- **Range 7+-8 : begins to visually inspect objects**
- **Range 9-10 : uses vision in more normal & functional way**