Student: John   Date: Spring 2016

CVI CHARACTERISTIC	TEACHING STRATEGIES & ACCOMMODATIONS
Color Preference: Prefers red, yellow, and objects or lights of one color.	Keep target objects to 1-2 colors, preferably red or yellow. Colored lights may be more helpful than white lights for drawing visual attention.
Movement: Attracted to moving objects vs stationary. His visual attention is greater when HE is moving (walker, powerchair) vs not moving.	Shake or move objects that you want John to look at. Give frequent opportunities to self-propel (walker or powerchair) towards visual targets.
Latency: It may take John up to 2-8 seconds to visually fixate on a target, depending on the conditions for viewing.	Give extra time to look at targets. Provide lit items and/or move/shake target until John looks, but minimize verbal prompts if they seem distracting.
Visual Fields: Possible lower field restriction (noticed more latency in lower field). Right field is dominant but John will attend to objects on L or R better when presented in the middle.	Try to present targets at chest height or above, on left or right side (right side if you want him to touch also). Avoid presenting targets at midline.
Complexity	
Object complexity: John looks at objects with few colors and patterns, and familiar objects are best.	Select objects with 3 colors max, preferably with preferred colors. New objects should share characteristics of familiar objects and give <u>many</u> opportunities to look at new objects to build familiarity.
Faces John enjoys looking towards faces, especially familiar partners. He looks towards faces when they are close and smiles but does not make eye contact.	Go close (2 feet) to John if you want him to refer to your face, give him time to look and study your face before speaking.
Complexity of visual array: John looks at appropriate objects presented one at a time on a plain background.	Present objects 1-2 at a time (depending on how familiar) on a plain background (black, or lightbox).
Complexity of sensory environment: John is VERY distracted by background noise and activity.	If you are looking for maximal visual attention, keep background noise and activity to a minimum. Even quiet background noise can be distracting, especially if the task is difficult or not motivating. Monitor John's attention and redirect or give him time to listen first before expecting visual attention. In noisy environments that cannot be controlled, limit expectations for visual attention.
Light: John attends to lights. He is not distracted by environmental lights for long, but using light to highlight visual targets can help him visually fixate.	Use LED flashlight to highlight visual targets (frontlighting), or place 2-D or transparent 3-D objects on lightbox for backlighting. Give opportunities for play on the lightbox with 3-D materials (like a sensory mat) to encourage looking.
Distance: John notices moving objects at 2-3 feet, when he is moving (driving, walking) he notices larger objects and people at about 6 feet. He notices people moving at greater distances.	Keep smaller or unfamiliar targets close, 2-3 feet. When driving, keep landmarks and visual targets 4-6 feet away.
Visual Reflexes: John has typical visual reflexes.	NA
Novelty: John does best looking at familiar objects. He needs many opportunities to view and interact with objects for them to become familiar and known.	Try to use familiar objects when possible. For novel objects, give many opportunities for viewing so that Adam can become familiar with them.
Visually Guided Reach: John likes to reach for things. He often glances towards an object, then turns head/eyes away before reaching for it. He will explore with his hands as much as possible.	Encourage John to look towards objects before he reaches or explores with his hands. Use highlighting strategies above (color, light, movement) to draw visual attention briefly before he reaches for the item.