<table>
<thead>
<tr>
<th>CVI Range Score and Phase</th>
<th>Student Considerations</th>
<th>Teacher Considerations Instructional Materials &amp; Strategies</th>
<th>Environmental Considerations</th>
<th>AAC &amp; AT</th>
</tr>
</thead>
</table>
| Phase III                | • Notices people 4-6 feet away  
• Looks at 2-d images on a light box  
• Notices large, unknown objects in the environment  | • Identify and talk about salient features of an image/object  
• Reduce the complexity of new visual supports  
• Use consistent language across staff when talking about unknown, new vocabulary paired with pictures  
• Use familiar referents to describe new referents  | • Limit visually complex backgrounds  
• Monitor competing environmental noise, activity  | • Utilize AAC with visual displays but teach salient features of images  
• Monitor for complexity  
• Consider custom made overlays that utilize highlighting  
• Use backlighting for complex tasks  
• Utilize black background paired with images for manual boards |