

## Activity 1

### Adapted Vision, Language, Learning, Communication Framework

For this Activity, ask family to recommend an activity their child enjoys. Have them choose an activity that's motivating but one they want their child to do more effectively using their current communication modes.

#### Instructions:

**Step 1:** Complete *General Student Information*

**Step 2:** Complete *Language and Communication* using information gathered from the Communication Forms and Functions. Identify those functions associated with activity recommended by family.

**Step 4:** Complete *Vision* using information gathered from The CVI Range Assessment.

**Step 5:** Complete *AAC-CVI Interventions*. This will identify the strategies and visual interventions you will layer onto the student's AAC.

**Step 6:** Complete *Communication Tools*. Identify tool(s) that will best support communication for this activity.

**Step 7:** Complete *Strategies and Accommodations to Support Communication using AAC Tools*. This will combine strategies and accommodations and the student's AAC tools.


### General Student Information


Child's Name	BB	Date:	
Phase: I	<b>II</b>	III	The CVI Range Assessment Score: 4.5-5
Team Members:			
<b>Activity</b>			
Pick 1 age-appropriate motivating activity that the child already does but could benefit from increased support for vision and communication (refer to parents suggestions).			
• Activity: <b>making choices with objects and intervention needed to support comprehension</b>			
• Phrases or language used to motivate or prompt child's participation given 2 object: Errorless: <b>What do you want</b> Assessing comprehension: <b>Find the _____.</b>			

## Characteristics of the Child, Vision, Language & Communication

Language and Communication	Vision	Consider all of the following;
<p>Use the Communication Forms &amp; Functions worksheet to identify communication function to address for this activity: (example: gain attention, request more, make comments, ask questions)</p> <ul style="list-style-type: none"> <li>• Function: <b>making choices</b></li> <li>• Current form: <b>Given choice of 2 objects will: look toward one and reach for the other, will reach for both, Will choose familiar and preferred object. Not accurately reaching for item named.</b></li> <li>• Form to be used: <b>Look and reach simultaneously</b></li> </ul>	<p>Use The CVI Range Assessment to identify characteristics to be considered for this activity: (For example, including a black background may be beneficial but the activity may not address distance viewing.)</p> <ul style="list-style-type: none"> <li>• Color: <b>use red tape to highlight object</b></li> <li>• Movement:</li> <li>• Latency: <b>provide 15 second wait time before any prompts</b></li> <li>• Visual Field: <b>present one above the other in left field</b></li> <li>• Complexity of object: <b>use 1-3 color object</b></li> <li>• Complexity of array: <b>present objects on black board</b></li> </ul>	<ul style="list-style-type: none"> <li>• Communication Partner Strategies: <ul style="list-style-type: none"> <li>- Clothing: <b>wear black</b></li> <li>- Quiet time: <b>while presenting objects and during wait time</b></li> <li>- Consistent language salient features</li> <li>- Other consistent language:</li> <li>- Sensory balance: (primary mode)</li> <li>- Visual breaks</li> <li>- Other:</li> </ul> </li> <li>• Environment: <ul style="list-style-type: none"> <li>- Background</li> <li>- Noise</li> <li>- Tactile info</li> <li>- Other:</li> </ul> </li> <li>• Materials: <ul style="list-style-type: none"> <li>- Slant board</li> <li>- Flash light</li> <li>- Ocludder- Occluder: tool to occlude/isolate visual target</li> <li>- Highlighter</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Complexity of environment: present with no more than 1-2 competing sensory stimulus (1-2 peers)</b></li> <li>• <b>Complexity of faces:</b></li> <li>• <b>Light: Use a flashlight to highlight item as 1<sup>st</sup> prompt after expectant delay</b></li> <li>• <b>Distance: present at 1-2 feet</b></li> <li>• <b>Visually guided reach: encourage look and reach. If she reaches before looking, move the objects back and wait for her to look first.</b></li> <li>• <b>Novelty:</b></li> </ul>	<ul style="list-style-type: none"> <li>- Objects single color/2 colors/more colors</li> <li>- Photographs:</li> <li>- Materials related to activity:</li> <li>- Other</li> </ul> <ul style="list-style-type: none"> <li>• <b>Physical (access considerations):</b>  <b>Make sure her hands are not already touching anything when presenting choices (her coat, her seat belt)</b></li> </ul>
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<p align="center"><b>Communication Tools</b></p> <p>Plan how child will express these functions? For example, activate a switch to play a message</p>	<p align="center"><b>Strategies and Accommodations to Support Communication using AAC Tools</b> (add pictures)</p>
<p>No Tech (body-based)</p>	 <p align="center">Before intervention</p>

	 <p>After intervention</p>
<p><b>Low-tech(non-electronic):</b></p>	
<p><b>High-tech (electronic):</b></p>	
<p><b>Supports for language comprehension</b></p>	<p>When teaching comprehension of object, layer red, movement, or light onto target but do not add interventions to foil.</p>

<p style="text-align: center;"><b>Team de-brief &amp; reflect</b></p>
<p>What worked?            What did not work?            What questions came up?            Look at the Communication Forms &amp; Functions Worksheet, what functions are areas of need?</p>

Roman-Lantzy, C. (2019). Cortical Visual Impairment: Advanced Principles. New York: APH Press  
 Forms and Functions Adapted by Mary Hunt-Berg from the work of Amy Weatherby (1995) and Kathleen Quill (1995) The Bridge School.  
 AAC/CVI Summer Institute. (2022). The Bridge School.