**Activity 1**

**Adapted Vison, 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 accomodations and the student’s AAC tools.

**General Student Information**

|  |
| --- |
| Child’s Name: Date: |
| Phase: I II III The CVI Range Assessment Score: |
| Team Members: |
| **Activity** |
| 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: * Phrases or language, or other cues used to motivate or prompt child’s participation: |

|  |  |  |
| --- | --- | --- |
| **Characteristics of the Child, Vision, Language & Communication** | | |
| **Language and Communication** | **Vision** | **AAC-CVI Intervention** |
| **Use the Communication Forms & Functions worksheet to identify communication function to address for this activity:**  (example: gain attention, request more, make comments, ask questions)   * Function: * Current form: * form to be used: | **Use The CVI Range Assessment to identify characteristics to be considered for this activity:**  (For example, including a black backgound may be beneficial but the activity may not address distance viewing.)   * **Color:** * **Movement:** * **Latency:** * **Visual Field:** * **Complexity of object:** * **Complexity of array:** * **Complexity of environment:** * **Complexity of faces:** * **Light:** * **Distance:** * **Visually guided reach:** * **Novelty:** | * **Communication Partner Strategies:** * Clothing * Quiet time * Consistent language salient features * Other consistent language: * Sensory balance: (primary mode) * Visual breaks * Other: * **Environment:** * Background * Noise * Tactile info * Other: * **Materials:** * Slant board * Flash light * Ocludder- Occluder: tool to occlude/isolate visual target * Highlighter * Objects single color/2 colors/more colors * Photographs: * Materials related to activity: * Other * **Physical (access considerations):** |

|  |  |
| --- | --- |
| **Communication Tools**  Plan how child will express these functions?  For example, activate a switch to play a message | **Strategies and Accommodations to Support Communication using AAC Tools**  **(add pictures)** |
| **No Tech (body-based)** |  |
| **Low-tech(non-electronic):** |  |
| **High-tech (electronic):** |  |
| **Supports for language comprehension** |  |

|  |
| --- |
| **Team de-brief & reflect** |
| What worked?  What did not work?  What questions came up?  Look at the Communication Forms & Functions Worksheet, what functions are areas of need? |