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Activity 2
Adapted Vison, Language, Learning, Communication Framework
For this activity, you will identify the student's communicative area of need.

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Instructions:
Step 1: Complete **General Student Information**
Step 2: Complete **Language and Communication** using information gathered from the Communication Forms and Functions.
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.

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General Student Information

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Child's Name: BB	Date:
Phase: I <mark>II</mark> III	The CVI Range Assessment Score: 4.5-5.0
Team Members:	
Activity	

     Pick 1 age-appropriate communicative area of need that could be supported with increased vision strategies and accomodations.
- Activity:
- Initiate: Call a person and greet

- Phrases or language, or other cues used to motivate or prompt child's participation:
  Expectant Delay
  Having person she can call in close proximity
  Verbal Cueing: Penny pick someone
  Physical Cueing: highlight a person on her SGD using your finger, light shining on targets
  Physical Cueing: use an occlude to isolate a target

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Forms and Functions Adapted by Mary Hunt-Berg from the work of Amy Weatherby (1995) and Kathleen Quill (1995) The Bridge School.
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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: Initiate Call a person Greeting • Current form: Uses her voice • Form to be used: SGD – beginning to look at 2-d images	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: Highlight • Movement: • Latency: provide wait time • Visual Field: try stacking 2 photos on SGD rather than presenting side by side or Present 2 locations: 1 image is target, 1 image is foil • Complexity of object:	• Communication Partner Strategies: - Clothing - <mark>Quiet time</mark> - Consistent language salient features - Other consistent <mark>language:Simple</mark> language, 2-3-word prompts "find the.." - Sensory balance: (primary mode) - Visual breaks - Other: • Environment: - Background - Noise - <mark>Tactile info: reduce tactile materials when asking her to eye-gaze</mark> - Other: • Materials:

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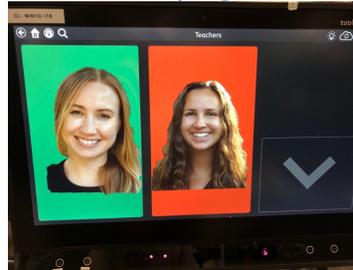|	
• **Complexity of array:** present a maximum of 2 locations • **Complexity of environment:** allow low level noise to teach and practice skill • **Complexity of faces:** Reduce complexity of photos of faces. Take out backgrounds, highlight salient features, use photos of familiar people. • **Light:** use SGD with backlighting • **Distance:** SGD must be 22 inches from face • **Visually guided reach:** • **Novelty:**	- Slant board - Flash light - Ocludder - Highlighter - ==Objects== single color/2 colors/more colors - ==Photographs: 3x3 inches simplified== - Materials related to activity: - Other: Backlighting/SDG • ==Physical== (access considerations): In Hands Free walker or Wheelchair

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):	

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High-tech (electronic):	Looking for a teacher in her walker:
	SGD with eye gaze
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?

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