**Activity 2**

**Adapted Vison, Language, Learning, Communication Framework**

For this activity, you will identify the student’s communicative area of need.

**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.

**General Student Information**

|  |
| --- |
| Child’s Name: Date: |
| Phase: I II III The CVI Range Assessment Score: |
| Team Members: |
| **Activity** |
| Pick 1 age-appropriate communicative area of need that could be supported with increased vision strategies and accomodations.* Activity:
* Phrases or language 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
* 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? |