**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**

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| 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: |

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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: * 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** |  |

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| **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? |