

Specialized Considerations/Overarching Principles for Learning:

Considerations for the physical space include reduction of background array, attention to clothing, options for subdued lighting especially when student is working on a visually challenging task.

Respectful use of adult voices (i.e. when multiple people are in the room, be intentional to have one speaker at a time, with a greater number of people, a lower volume of voice by everyone.

During all instructional routines, spoken language emphasis should focus on salient features and language of the main target with reduced verbal descriptions of extraneous details.

Per Vision-Language-Learning framework, instruction/direction flow: Partner sets up the activity with verbal input, then the partner waits without speaking. Student responds.

Post response, the partner clarifies, reinforces, rewards.

Unspoken cues:
Happy: bouncing, laughing, smiling, quick breathes

Frustration/Refusal: Covering ears, jaw pulling, push people away with hands and feet, grabbing underarm, thrusting tongue, sitting down, laying down, passive resistance (floppy arms when trying to lift/move) Fear: hands over head/ear (turtling), silent, rigid body
Not feeling well: tap/scratch parts of body if in pain (not always at the point of pain), work avoidance/can't participate or urged to.

Visual Fatigue: consider how challenging or the degree of comfort of the activity/type of activity and time of day. Expectation of fatigue after 10 continuous minutes of near vision activities, or as the day progresses which will present as refusal.

Time of Day	Activity	Characteristic of CVI	Adaptations and Accommodations	Method
Arrival				
Bathroom				
Language Arts/Reading		Color, Complexity of Array, Object and Sensory Environment, Light, Novelty, Visual Fields	Use of standardized red bubble outline, black background and use of backlighting, AAC/Talker	Pick words from the list of 24 and beyond. Any words that are introduced in an array of 2 or more should be visually discrepant. The word is spoken, "This is the word _____. It is a long/short/medium word. _____ word is spelled, - - - - - . It begins with the letter _____ which makes the sound _____." Then describe the salient features of that word. Spell, Begin and End Sounds and salient features of beginning and end letter. This word has (the description of salient features of the word shape, ie it has three tall letters, a tall curved shape). Then remove the word from the word shape and then begin again with the above protocol. Next, pair the word with the word shape and insert the word into the word shape. This is the word " _____ ", this is the shape of the word " _____ ". This word fits into this word shape. Finally, present two word shapes and a word or two words and a word shape and find a corresponding match. The 24 words and beyond should be incorporated across domains, communication and learning opportunities.
Math Concepts		Light, Visual Fields, Complexity of Array,	Lightbox, Single Color (Identical) Objects for Groupings, Decreased complexity of table top workspace, Color highlighting of numerals, Translucent containers used in conjunction with objects	Novelty - objects used for math concepts may require pre-teaching using salient features and comparative thought. Color highlighted number symbols are introduced as a follow-up to the number concept identification.
Music Appreciation		Complexity of the sensory environment, Light, Complexity of array, Color, Visual Fields	During periods of listening, reduce room lighting. Adults will refrain from creating environmental noise and distractions. If associated images are used, accommodate with the use of the lightbox, reduced complexity, color highlighting of salient features, comparative thought. Present images on a raised surface off midline.	Describe the image using salient features and compare to a known target or routine.
Social Studies				
Sciences				
Specials				
Art		Color, Light, Complexity of Array and Object, Novelty, Latency, Fields of Vision	Backlight slightly slanted surface, materials presented off midline, provide materials sequentially rather than simultaneously/collectively in order to control the visual array. Use of vibrant color or fluorescent materials including paper, markers, paints. Art activities that include a scene should be constructed on a plain background (i.e., the color should be used on the target not the background).	Pair an art activity with a concept associated with fine arts, for example: mosaic (mosaic in Byzantine Art), painting (famous well-known painters of various eras), drawing (famous, well-known drawings of various eras), sculpture, etc.
Drama/Socialization		Complexity of face, sensory environment, array; novelty, latency, movement (distraction), distance viewing	Use of talker with familiar phrases, images and words, providing wait time - across the board, not just visual; Mediation of the social postures and gestures, minimal number of verbal prompts, try to say in one and wait - at least 30 seconds between verbal prompts as a model for peers. As a substitute for visual imitation use hand under hand demonstration/model of movements. Opportunity to video preview and review of essential movements.	Adults provides anticipatory information, In activity, adult can mediate/facilitate interaction then waits at least 30 seconds before further intervening, using her talker, adult inquires as to student's state.
Gym				
Assemblies				
Vocational				
ADLs		Visual Motor, Complexity of sensory environment, array, visual fields, latency, movement, color, distance viewing, complexity of face	Use color highlighting, reduce complexity of background/surface, Black background/occluder only if facing an open setting to reduce complexity of array	Offer opportunities for student to examine her own face in the mirror to her tolerance, provide seating at counter/sink to help support use of vision. Select grooming materials that are no more than 2 colors on their surface. Incorporate movement to elicit attention if necessary.
OT				
PT				
SLP				
Orientation		Complexity of the Array and Sensory Environment, Latency, Fields, Distance Viewing, Color, Movement	Selection of salient landmarks that have vibrant color, movement, light and low complexity. Selection of landmarks should be limited to stable forms (not visual cues) which can also be generalized. Adaptations could include reflective or fluorescent materials.	Adapted maps. Image of individual landmark with a low degree of background complexity (no more than three additional elements total). To predict a route by sequencing the images of the landmarks in order and then reverse route. Author a larger representation of a route and assist student in placing a symbol or object in the appropriate relative location on the map.
Mobility		Visual Fields, Complexity of the Array and Sensory Environment, Latency, Distance Viewing, Color, Novelty, Movement	Use of a long cane. Color, movement or reflective cues paired with the landmark. Size of the adaptations should be reduced over time commensurate with orientation prediction activities.	
Vision		Complexity of the Array, Surface of Target and Sensory Environment, Light, Latency, Fields, Color, Movement	Salient features, comparative thought, slant board, occluder, light box or backlit surface, including Pad, backlight table, lightbox, window card (with square in middle) bubble words	Salient Features: Selection of two no more than three visually identifying features, use of color highlighting. Realistic photographic color images which applies to high school curriculum, including literacy. Salient features used should be consistent with those in or added to the salient features dictionary. Comparative Thought: Objects or images that represent generalized forms of a class of targets. During these tasks incorrect answers should be paired with comparative language in order to highlight the correct aspects and clarify those that are different.
Departure				