THE BRIDGE SCHOOL

Summer Institute: CVI/AAC

This 2022 The Bridge School launched its first annual Summer Institute. The topic of this weeklong institute was CVI and AAC, so as part of our partnership with Dr. Christine Roman-Lantzy, internationally known expert on Cortical Visual Impairment (CVI), we put together a strong comprehensive program for professionals and families.

We believe in the importance of an Interprofessional Collaborative Practice Approach, which is of special importance when working with children who have CVI and use Augmentative and Alternative Communication (AAC), so for this institute we had 40 professionals ranging from Teachers of the Visually Impaired, Speech and Language Pathologist, Special Education Teachers, Psychologists, Occupational Therapists and Assistive Technologists who conformed interprofessional teams that worked with 10 students who have CVI and use AAC.

This interprofessional practice and collaborative work could be seen in the variety of areas of specialty of our speakers, while highlighting the high caliber, professionalism, dedication and expertise of each one of them. This year, we were honored to have the participation of the following speakers:

Aileen Arai has been a Special Educator for 27 years. She has been designing and supporting staff in implementing strategies that support students, parents, districts, and all members of a student's educational team in the development of curriculum within the Common Core State Standards for students with significant physical impairments who use AAC systems. Since 2012 she has been addressing intervention strategies and assessments as they relate to Cortical Visual Impairment protocols and tools developed by Dr. Christine Roman-Lantzy. She received The Perkins-Roman CVI Range Endorsement from The Perkins School for the Blind, an authorization that supports her evaluating a student's CVI for purposes of ongoing intervention.

Christine Roman-Lantzy is The former Director of Pediatric View in Pittsburgh Pennsylvania. She was the first CVI Project Leader for The American Printing House for the Blind. Christine provides workshops and consultations through CVI Resources and has had the honor to be invited to all parts of The United States and many countries outside The U.S. She is the author of *Cortical Visual Impairment: An Approach to Assessment and Intervention (2007, 2018)* which won The Bledsoe Award in 2008, and *Cortical Visual Impairment: Advanced Principles (2019).* She taught at The University of Pittsburgh and Marshall University Graduate College for a total of 17 years.

Christine Wright-Ott is an internationally known Occupational Therapist who specializes in research and development of assistive technology for children with complex communication needs and severe physical disabilities. She has been a consultant at The Bridge School for over 15 years where she integrated self-initiated mobility into the educational curriculum.

Christine was the principal investigator and designer of the KidWalk, Gobot and MiniBot Projects, while working at the former Rehabilitation Engineering Center at Stanford. She has worked at California Children's Service, Children's Hospital at Stanford and West Valley College High Tech Center. She is a frequent lecturer at international and national conferences and local universities. She has authored the chapter "Mobility" in previous and now the 7th Edition of the book, Occupational Therapy for Children.

Elisa Kingsbury is a Speech and language pathologist with over 25 years of experience providing school-based AAC services. Collaborated with and learned from children, families, and professionals at The Bridge School and in Berkeley, Alameda and Mt Diablo Unified School Districts. In her 19 years at Bridge School, she worked in the Elementary, Transition and Research programs and helped to develop the Preschool program adapting the Language-Focused Curriculum from the Language Acquisition Preschool at the University of Kansas.

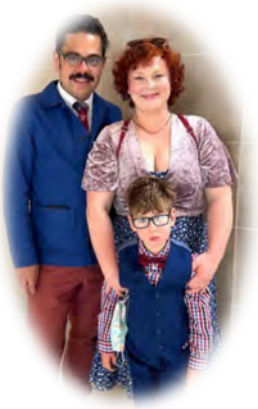
Providing children with access to play, movement and language has been a joy for her. Working with a team to improve a child's communication outcomes and enhance their quality of life has been the most meaningful work she could imagine.

Gabriela Berlanga, is a Speech and Language Pathologist and is the founder and consultor for CATIC in Mexico city, current Associate Executive Director at the Bridge School and Vice-President for Conferences at ISAAC (The International Society for Augmentative and Alternative Communication).

Founder and member of the North American Alliance for Communication Access.

Consultant for the Special Education Technology Department @prende of the Ministry of Education in Mexico.

She has collaborated with Dr. Christine Roman-Lantzy since 2011 as part of CATIC's International Collaboration Program run by Dr. Sarah Blackstone.



The Enos family has a genuine love for the Bay Area. Anna and Joey proudly have deep family roots in the Bay Area that go back generations. After commuting for two years, the family recently moved from Oakland to San Mateo to be closer to the Bridge School. Anna majored in fine arts at UC Santa Cruz, and the year Sammy was born, Joey received his Masters of Fine Arts from UC Berkeley. With a background in art and music, Sammy's parents have always incorporated these modalities into all aspects of Sammy's life. His diagnosis of cerebral palsy and CVI made communication and education challenging. Yet, through his intense and early love for music and books, it was clear Sammy had an undeniable need to communicate and learn. At age 3, Sammy received an early intervention evaluation from AAC Specialist Judith Lunger-Bergh and reached out to the Bridge School. With the curriculum focus, specialization in AAC and CVI, the family knew that The Bridge School was the school Sammy needed to reach his full potential. Sammy has been at The Bridge School for three years. He is thriving in this fun, creative, and engaging environment.

Lynn Elko is first and foremost a Mom. Her daughter, Emma, 20, began to benefit from CVI adaptations and interventions at age 15. After learning how profoundly CVI impacts everything in a child's world and witnessing Emma's life change after implanting intentional, strategic CVI interventions, Lynn became a fierce advocate for children with CVI and supporting their needs.

In previous iterations of her life, she was a VP of Production for an educational professional development company, working with organizations such as NASSP, NAESP and the Joseph P. Kennedy Jr. Foundation**,** and a social entrepreneur for which she received her Chamber's Businessperson of the Year award. She, along with 2 other CVI Moms, was honored with the Hall of Fame award in 2019 from the Pediatric Cortical Visual Impairment Society for spearheading the development of the PCVIS.vision website.

When Emma's life and medical needs are not shifting their family's axis, Emma and Lynn's collaborative efforts to make learning, life and communication accessible to her through a CVI adapted, custom AAC system can be found at See CVI, Speak AAC (@seeCVIspeakAAC).

Matt Tietjen is a certified teacher of students with visual impairments and an education consultant for the Bureau of Education and Services for the Blind (BESB).

He is a CVI specialist who has completed the 2 year CVI Leadership Institute as well as the Perkins-Roman CVI Endorsement.

He is a nationally and internationally recognized speaker.

Rebecca Matthews is a Speech Language Pathologist at The Bridge School. Received her M.S. In Speech Language and Hearing Sciences from San Francisco State University where she was a member of the Project Building Bridges grant specializing in AAC.
Did her school internship at The Bridge School and continued as a Clinical Fellow and eventually fully licensed SLP.
She works in the elementary classroom where she is a member of an interdisciplinary team and co teach alongside the special educator.

Sarah Blackstone is a world recognized SLP and AAC specialist.
Past president and fellow of ISAAC (The International Society for Augmentative and Alternative Communication).
Member of the Board of Directors of The Bridge School.
Director, CVI/AAC Project at The Bridge School.
Author: *Social Networks: A Communication Inventory for Individuals with CCN and their Community Partners, Patient Provider Communication: Roles for SLPs and other Health-care professionals*. "Retired": Augmentative Communication Inc., AAC-RERC, Berkeley Unified School District, Kennedy Institute/Johns Hopkins Medical School, Pittsburgh Rehabilitation Center.

Tara McCarty is a licensed speech language pathologist who worked in school-based settings for 7 years before returning to Penn State University to pursue doctoral studies. Tara's current research focuses on augmentative and alternative communication (AAC) design and intervention solutions for children with communication needs and cortical visual impairment (CVI).

Dr. Vicki Casella has been involved in the education of children and adults with special needs for over 55years. Her professional experience includes classroom and clinical teaching, public and private school administration, and university teaching and administration. She has taught at the University of Alabama, the University of Nevada, Reno, and San Francisco State University. While a professor in the Special Education Department at San Francisco State University, Dr. Casella initiated the first adaptive technology academic courses in the United States. Her areas of expertise were focused in teacher preparation in deaf/hard of hearing, learning and multiple disabilities and she was the Director of the Deaf and Hearing-Impaired Program. For the past 18 years she has served as the Executive Director of The Bridge School, a special school dedicated to ensuring that children with severe physical impairments and complex communication needs develop the education and communication the skills they need to become active participants in their communities and that the effective strategies employed at The Bridge School are disseminated throughout the national and international community.

TAKE AWAY PACKAGE

Name of student: Alvaro Arias Manzano
Parents: Luisa Manzano and José Antonio Arias
Interprofessional Collaborative Team:

- Lisa Milliron
- Daniela Diaz
- Vanessa Roderick
- Mariana Sanchez
- Aoife McCaffrey

Dates:
June 12th – 17th 2022

Content

Disclaimer:
This document was created by the student's assigned interprofessional team at The Bridge School Summer Institute CVI/AAC. The team had access to the supervision of our Institute's presenters when requested, however as our staff was not part of the entire process, The Bridge School does not endorse the content of the information presented in this document.

Communication Forms and Functions: Interview & Observational Worksheet

***O - observed; I - interview (parents)**

Communicative Function	Sample Context	What child says/does	How communication partners respond
Request attention	Adult gives attention to another person Calling to someone in another room	I: He laughs and moves around in his chair. I: Uses switch to call mom or brother using his iPad– requires caregiver to anticipate	Caregiver must set up device to call for them (app and switch). Caregiver responds by giving Álvaro attention.
Request affection	Parent picks up child from chair	O: Álvaro turns his face toward his parent with focus on face. He also smiles and giggles.	O: Parents return affection by talking to Álvaro and cuddling him.
Request assistance	Álvaro needs help with positioning, self-care, comfort	O: Álvaro was making body movements as though uncomfortable. I: Álvaro moves his body a particular way	O: Communication partner (SLP) asked if he needed something. SLP then used his iPad (GoTalk) to do partner assisted scanning. When she read the options he wanted, he sat up straighter, indicating 'yes'. He communicated that he wanted his mouth cleaned.
Request information	Child sees something or someone new	Not observed or reported.	He doesn´t have a way to ask questions in his iPad, so suggested including that page.
Request permission	Child wants to go outside	Not observed or reported.	

Request peer interaction	Child sees another child using a favorite toy	I: Alvaro moves his body in a particular way to request peer attention/interaction.	
Request adult interaction	Tickle child and then pause	I: He laughs and moves around in his chair. I: Uses switch to call mom or brother using his iPad– requires caregiver to anticipate	Caregiver must set up device to call for them (app and switch). Caregiver responds by giving Álvaro attention
Request food or object	Wants object out of reach	O/I: Álvaro moves his body in different ways.	O/I: Álvaro's mother recognizes or anticipates his needs based on how he moves or vocalizes.
Refusal	Offer him something he doesn't like	O: Álvaro moves his body in different ways.	
Protest	Needs to participate in task & doesn't want to	O: Álvaro's mother moved him back to his stroller. He protested by vocalizing (low tone, prolonged).	I: Caregivers try to explain what is going on. Álvaro tends to calm when he knows what to anticipate.
Cessation	Wants to be finished with meal or task	O/I: Alvaro puts his finger in his mouth. He sometimes turns his body or head away.	
Greetings	a familiar person arrives or is leaving	O: Alvaro smiles and moves his body towards the person. I: When Álvaro hears his younger brother or cousins in the house,	

		he moves his body and smiles.	
Affirmation	Ask him if he wants a favorite food.	O/I: Smiles to affirm when offered choices using partner assisted scanning. He also changes his body posture (e.g., sitting up straighter). I: When asked, “Do you want __?”, Álvaro smiles and/or increases his head/body movement to affirm. He also uses his switch to affirm ‘yes’, if the app has been opened and set up for him..	
Comment: object	Sees an interesting person or object	Not observed or reported.	
Comment: action	Sees an interesting action	Not observed or reported.	
Comment: mistake	Child accidentally spills or drops something	Not observed or reported.	
Express humor	Adult laughs at something funny	I: He responds by laughing.	
Express confusion	Child is given an unfamiliar task	Not observed or reported.	
Express fear	Child hears something frightening	I: fearful or surprised face	

Express frustration	Child is having difficulty with a task.	I: Álvaro makes grunting sounds.	
Express anger	Child has to stop doing favorite activity.	I: Álvaro makes a scowling expression. He gnashes his teeth (he also grinds his teeth when he is tired).	
Express happiness	Child is doing a favorite activity	I: He smiles.	
Express sadness	Child experiences something sad.	I: He makes a sad expression and cries.	
Non-interactive comments	Utterances to direct own actions; echoed or routinized/habitual utterances to self	O: Álvaro shows interest in things (e.g., big rainbow at Bridge School) by turning his face and body toward them. He also smiles, and sometimes giggles.	

Comments and Conclusions:

Alvaro communicates primarily through the use of gestures, vocalizations and body movements. It would be beneficial to promote the use of his aided means of communication like his iPad app, through either Partner Assisted Auditory Scanning or Automatic Auditory Scanning through his switch so he can communicate a wider variety of Communication Functions. It would be important to work with his SLP to make sure the necessary vocabulary is included in his system.

FIGURE 5.9 ***CVI Range: Cover Sheet and Across – CVI Characteristics Assessment Method (Rating I) Form***

Student/child's name: Alvaro Manzano Age/Birthdate:6;6, 23 Nov 2015
Evaluator(s): Lisa Milliron, Daniela Diaz, Vanessa Roderick, Mariana Sanchez, Aoife McCaffrey
Evaluation Date: June 15, 2022
This assessment protocol is intended for multiple evaluations over a period of time. Further assessments will require a new form.

Totals:	Evaluation #1 (15 Jun 2022)	Evaluation #2 (blue)	Evaluation #3 (green)
1. Score for Rating I	3+		
2. Score for Rating II	2.25		

Plot Rating I and rating II on the number line below to demonstrate the range

No functional vision 15 June 2022 **Typical or near-typical visual functioning**

0 1 2 3 4 5 6 7 8 9 10

15 Jun 2022 15 Jun 2022

Phase I
Primarily dorsal stream visual function

Phase II
Dorsal and beginning ventral stream visual function

Phase III
Refinement of ventral stream visual function

The CVI Range: Across-CVI Characteristics Assessment Method

Rating 1

Rate the following statements as related to the student/child's visual behaviors by marking the appropriate column to indicate the methods used to support the scores:

O = information obtained through observation of the student/child
I = information obtained through interview regarding the student/child
D = information obtained through direct contact with the student/child

In the remaining columns, indicate the assessed degree of the CVI characteristic:

R Represents a visual behavior that is resolving or approaching typical behavior

\+ Describes current functioning of student/child

+/- Partially describes student/child; emerging

\- Does not apply to student/child

CVI Range 1-2: Student functions with minimal visual response

O	I	D	R	+	+/-	-	
	x		R				May localize, but no appropriate fixations on objects or faces
			R				Consistently attentive to lights or perhaps ceiling fans
			R				Prolonged periods of latency in visual tasks
			R				Responds only in strictly controlled environments
			R				Objects viewed are a single color
	x			+			Objects viewed have movement and/or shiny or reflective properties
	x	x		+			Visually attends in near space only
			R				No blink in response to touch or visual threat
	x		R				No regard of the human face

CVI Range 3-4: Student functions with more consistent visual response

O	I	D	R	+	+/-	-	
	x	x		+			Visually fixates when the environment is controlled (reduced light in room with minimal auditory distractions)
					+/-		Less attracted to lights; can be redirected
		x		+			Latency slightly decreases after periods of consistent viewing
				+			May look at novel objects if they share characteristics of familiar objects

		x			+/-		Blinks in response to touch and/or visual threat, but the responses may be latent and/or inconsistent
	x	x			+/-		Has a “favorite” color (red was preferred, but mom shared colors are more flexible now and observed to look at purple, yellow, and green)
	x	x		+			Shows strong visual field preferences (right visual field at eye level)
					+/-		May notice moving objects at 2 to 3 feet (large yellow ball)
		x		+			Look and touch completed as separate events

CVI Range 5-6: Student uses vision for functional tasks

O	I	D	R	+	+/-	-	
						-	Objects viewed may have two to three colors
						-	Light is no longer a distractor (at times it is a distractor and other light is needed for support of vision)
						-	Latency present only when the student is tired, stressed, or overstimulated
						-	Movement continues to be an important factor for visual attention
						-	Student tolerates low levels of background noise
				+			Blink response to touch is consistently present
						-	Blink response to visual threat is intermittently present
						-	Visual attention now extends beyond near space, up to 4 to 6 feet
	x				+/-		May regard familiar faces when voice does not compete (Mom shared he does regard her face during a nighttime routine where she cradles him.)

CVI Range 7-8: Student demonstrates visual curiosity

O	I	D	R	+	+/-	-	
						-	Selection of toys or objects is less restricted; requires one to two sessions of “warm up” (Mom shared he likes new toys, but it may take him multiple times exploring the toy before he is comfortable with it)

						-	Competing auditory stimuli tolerated during periods of viewing; the student may now maintain visual attention on objects that produce music
						-	Blink response to visual threat consistently present
						-	Latency rarely present
						-	Visual attention extends to 10 feet with targets that produce movement
						-	Movement not required for attention at near distance
						-	Smiles at/regards familiar and new faces
		x			+/-		May enjoy regarding self in mirror (mom shared it may be the first time he regarded himself in a mirror)
						-	Most high-contrast colors and/or familiar patterns regarded
		x			+/-		Simple books, picture cards, or symbols regarded (on backlit iPad objects may be regarded)

CVI Range 9-10: Student spontaneously uses vision for most functional activities at a level approaching near typical

O	I	D	R	+	+/-	-	
						-	Selection of toys or objects not restricted to the familiar; visually curious in new settings
						-	Only the most complex environments affect visual response
						-	Latency never present
						-	No color or pattern preferences
						-	Visual attention and interpretation of the environment extends beyond 20 feet
						-	Views and interprets information from non-backlit two-dimensional materials and simple images
						-	Use of vision to imitate actions
						-	Demonstrates memory of visual events
						-	Displays typical visual-social responses
						-	Visual fields unrestricted
						-	Look and reach completed as a single task
						-	Views and interprets information from non-backlit two-dimensional images presented on complex, visually dense backgrounds

The CVI Range: Within-CVI Characteristics Assessment Method

Rating II

Determine the level of CVI present or resolved in the 10 categories below and add to obtain total score. Rate the following CVI categories as related to the student/child's visual behaviors by circling the appropriate number (the CVI Progress Chart may be useful as a scoring guide)

0 Full effect of the characteristic is present

.25 Behavior on this characteristic has begun to change or improve

.5 The characteristic is affecting visual functioning approximately half the time

.75 Occasional effect of the characteristic; response is nearly like that of individuals the same age

1 Resolving, approaching typical, or response is the same as others of the same age

		Not Resolved		Resolving		Resolved
1. Color Preference/ Preferencia de Color		0	.25→	.5	.75	1

Comments	Comentarios (Spanish)
Moving beyond red and yellow (solid and vibrant colors)	Puede ver los colores rojo y a veces, amarillo (colores sólidos y vibrantes).

Supports: Use vibrant, solid colors. Introduce new colors on familiar objects. Example: Álvaro has a favorite yellow ball, so he may be introduced to balls in other colors.
Color salience: red > yellow > blue/green > purple/pink/orange

2. Need for movement		0	.25→	.5	.75	1

Comments	Comentarios (Spanish)
Slight movement (e.g. slight shaking) or similar features (e.g., reflective surface, slight wiggling of flashlight) helps Álvaro localize objects presented to him	Los movimientos ligeros (e.j. agitar) y los objetos con características similares (e.j. superficies brillosas), al mismo tiempo que movemos la lámpara ayuda Álvaro a localizar los objetos que se le presentan.
Environmental movement is distracting (people walking around)	Los movimientos en el ambiente resultan un distractor.

Support: Move (shake) objects slightly or use a "shaking" flashlight to highlight items for Álvaro to locate the item. Once Álvaro regards the object, decrease movement. You may give him name of object and salient features, then quietly wait for him to find object.

3. Visual latency		0	.25	.5	.75	1

Comments	Comentarios (Spanish)
Needs a warm-up period Give Alvaro 'wait time' where you stop speaking and allow him time to do requested action (10-30 seconds)	Necesita tiempo antes de dar una respuesta.

4. Visual field preferences		0	.25	.5	.75	1

Comments	Comentarios (Spanish)
Right visual field preference at eye level emerging left visual field Lower visual field is difficult	Usa preferentemente el campo visual derecho. Comienza a experimentar con el campo izquierdo.

Support: Introduce objects on his right side to "warm up". Then present them on his left and continue to practice with viewing on his left side. Return to his right side if he has trouble locating the item on his left. If he is tired, or if the task is complex (e.g., with audio), let him use his right side.

5. Difficulties with visual complexity		0	.25	.5	.75	1

Complexity of object (.25)	Use single, solid color objects	
Visual array (.25)	Present 1 item at a time	
Sensory complexity (0 or .25)	Difficulty with competing auditory	
Faces (.25)	Brief fixation on parent face	

Comments	Comentarios (Spanish)
Benefits from less cluttered environment with reduced auditory distractions	se beneficia de un entorno menos desordenado con distracciones auditivas reducidas

Support: Use solid, preferably black backgrounds, or lightbox. Try to reduce competing light and sounds.

6. Need for light		0	.25	.5	.75	1

Comments	Comentarios (Spanish)
Highlighting with flashlight or backlighting from iPad or light box is beneficial	Le ayuda destacar con una lámpara los objetos que deseamos que reconozca.

7. Difficulty with distance viewing		0→	.25	.5	.75	1

Comments	Comentarios
Looks at objects presented within 18”-24” Objects should be presented at this distance	Mira objetos a una distancia de 45 cm - 60 cm.
Notices (looks toward) movement of people up to 4’-6’	Se da cuenta que algo se movió a 120 cm - 160 cm.

Support: Once Álvaro is familiar with an item and can localize it quickly, present it from a slightly farther distance (3-5 cm).

8. Atypical visual reflexes		0	.25	.5	.75	1

Comments	Comentarios
Blink to touch of the bridge of the nose consistently present	Parpadeo al tacto del puente de la nariz es constantemente presente.
No blink response to visual threat	sin respuesta de parpadeo a la amenaza visual

Support: This is a reflex that may improve as his functional vision improves.

9. Difficulty with visual novelty		0	.25	.5	.75	1

Comments	Comentarios
Brief fixations with objects that are visually similar to familiar objects	fijaciones breves con objetos que son visualmente similares a objetos familiares

Support: Use objects that are similar to known objects. Example: he has a yellow ball; introduce balls of other colors. If he has a yellow spoon, you could introduce him to a green spoon or a yellow fork. Talk to him about the salient features and how the objects differ, but also give him time to use his vision while you wait quietly.

10. Absence of visually guided reach		0	.25	.5	.75	1

Comments	Comentarios
No visually guided reach was observed during assessments	No se observo balance guiado visualmente durante la evaluación

Support: Improved postural support to allow Álvaro greater arm movement.

CVI/AAC Schedule

Name: Alvaro		Date: 6/17/22		
Activity	**Student Goal Communication Forms and Functions**	**AAC Tools, Strategies and Accommodations**	**CVI Accommodation (from The CVI Range Assessment)**	**Other (mobility, tactile, auditory, AT)**
Activity 1: Morning Routine: Read a book Wake-up Change diaper Breakfast (tube)	1. Make choices 2. Practice switch	-Partner Assisted Auditory Scanning or Electronic Automatic Auditory Scanning with 1 switch. -Switch -Book creator (iPad App)	-Place visuals within 45-69 cm, on right side -Show diaper, or other routine items, on black background when getting ready to change Give Álvaro time to view items without auditory input	-Positioning -Hand under hand (to help with hitting switch) - Limit environmental distractors -Allow wait time for processing
Activity 2: Meal (by mouth with teacher)	1.Make choices 2.Request (ask for more) 3.Refusal	-Partner Assisted Auditory Scanning or Electronic Automatic Auditory Scanning with 1 switch. less auditory input / longer wait time (low auditory load-high auditory load)	-Shiny/reflective tape around drinking glass -Black, non-reflective tray -Preferred color plates and utensils (red, yellow), single solid color -Positioning	-Positioning - Hand under hand (to help with hitting switch) -Limit environmental distractors -Allow wait time for processing
Activity 3: Hello Song	1.Request continuation 2.Commenting (e.g.: I like it) 3.Request attention 4.Refusal	-TapSpeak - GoTalk -Partner Assisted Auditory Scanning or Electronic Automatic Auditory Scanning with 1 switch.		- Positioning - Hand under hand (to help with hitting switch) - Limit environmental distractors - Allow wait time for processing
Activity 4: Story Time	1. Make choices 2. Request continuation (practice switch)	- TapSpeak -Partner Assisted Auditory Scanning or Electronic Automatic Auditory Scanning with 1 switch.	Use books that are CVI Friendly with black background and simple, bold colors	- Positioning - Hand under hand (to help with hitting switch) - Books may also have other multisensory qualities such as sound or texture
Activity 5: Cars Activity	1.Making choices 2.Play with another person	-Partner Assisted Auditory Scanning or Electronic Automatic Auditory Scanning with 1 switch. - Play, Go, Stop, My turn, '1-2-3 go!', sound effects (vroom, screech)	- Positioning - Use larger cars/trucks/motorcycles with bright colors -Be mindful of items not being placed in lower visual field	-Positioning - Hand under hand (to help with hitting switch) - Limit environmental distractors -Allow wait time for processing

Activity 6: Bathtime	1.Make choices (choose which toy to use)	-Partner Assisted Auditory Scanning - Look for nonvebal communication to affirm (e.g. smile for yes)	- Lighted toys in bath - Large solid colored objects	-Allow wait time for processing

VLLCP Activity

Adapted Vision, Language, Learning, Communication, Participation Framework

General Student Information

Child's Name: Álvaro	Date: 6/16/22
Phase: I II (3+) III	The CVI Range Assessment Score: 2.5-3+
Team Members: Lisa Milliron, Daniela Diaz, Vanessa Roderick, Mariana Sanchez, Aoife McCaffrey	
Activity: Surprise Box	

Pick 1 age-appropriate communicative area of need that could be supported with increased vision strategies and accommodations.
● **Activity**: Surprise Box
● Phrases or language used to motivate or prompt child's participation:
  ● Symbolic noises (ex: "vroom-vroom")
  ● Salient features (ex: color, size, texture, function, other features)
  ● Building Anticipation (ex: "¿listo?", "uno, dos, tréeees")
  ● Surprise elements (¿Qué será?)
  ○ Intonation/ Tone of voice	

Characteristics of the Child, Vision, Language & Communication

Language and Communication	Vision	AAC-CVI Intervention
Communication function to address for this activity: ● **Function**: request information ● **Current form**: none ● **Form to be used**: partner-assisted scanning	**Characteristics to be considered for this activity:** ● **Color:** Single Color, bold, brilliant colors ● **Movement:** Is helpful for Alvaro ● **Latency:** Give him wait time ● **Visual Field:** present in right visual field at eye level ● **Complexity of object:** Simple ● **Complexity of array:** 1 item at a time ● **Complexity of environment:** present against black background ● **Light:** Reduce light, highlight object with flashlight ● **Distance:** Present within 18 inches ● **Novelty:** Use repetition of objects, familiar objects and toys	**Communication Partner Strategies:** - Dark Clothing - Quiet time (count to 30 in your head) - Consistent language: get attention, salient features - Other consistent language: - Sensory balance: (primary mode) - Visual breaks - Other: **Environment:** - Background - solid, dark background, no competing light sources - Noise - minimize background noise - Tactile info - Other:

		● **Materials:** - Slant board - Flash light or backlight - Ocludder - Highlighter - Objects single color/2 colors - Photographs: Not applicable - Materials related to activity: ○ box ○ items of interests (consider light, texture, sound) - 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) : Alvaro smiles for yes	Acknowledge his smile as a "yes" response, say "no" when he shakes his head
Low-tech (non-electronic): Partner Assisted Scanning	Say/Read options as though from Álvaro's point of view (ex: "What color is it?", "Is it big or little?") Do NOT add comments or instructions (ex: "Do you want to ask …?")
High-tech (electronic): switch to select "yes" ("sí ajá")	Ask yes/no questions to elicit "yes" response, ex: "are you ready?", "do you want to see it again?" **Long-term goal**: Álvaro will answer yes/no questions for a partner to guess items **Long-term goal**: Álvaro will scan to question he wants to ask
Supports for language comprehension	● Gain attention ● yes/no questions ● Repetition of key vocabulary ● Wait time (10-30 seconds) to allow for processing

Team de-brief & reflect
What worked? Good eye to object contact Environmental Factors: dark room, dark background, solid color object, object that made noise. Reduced talking, increase wait time Sound effects (ex: vroom vroom) Building anticipation (e.g. are you ready? 1,2,3) **What did not work?** Positioning (seating) Not allocating sufficient wait time for response (30 seconds minimum) Limit number of objects shown in one setting (fatigued at 5 objects) **What questions came up?** Next steps **Look at the Communication Forms & Functions Worksheet, what functions are areas of need?** ● request information ● request permission ● request peer interaction / play ● request continuation or repetition ● comments ● cessation ● areas of need ● express confusion ● express anger

Child Action/Intervention Plan

- Increase attention to left visual field
- Increase awareness of cause-effect relationship with switch
- Create partner-assisted scanning scripts
- Feature analysis for AAC system
- Decrease latency for familiar single-color items
- Increase variety of colors that A* can visually attend to (red > yellow > blue/green > orange > purple > pink > brown) - single color objects
- Increase visual focus on still items (single vibrant colors) - decrease need for movement/reflectivity
- Orthopedics to support open hand postures
- Footwear or footrest to support feet (90° angle)

Other resources:

- AAC by the Bay conference: https://www.bridgeschool.org/outreach/aac-by-the-bay/
- The Bridge School CVI Webinar Series https://cvi.bridgeschool.org/webinars/
- Closing the Gap conference: https://www.closingthegap.com/conference/ (conference scholarships for parents: https://www.closingthegap.com/conference-scholarship-application/)
- Removing background from pictures: remove.bg
- Adapted books
    - Tar Heel Reader: https://tarheelreader.org/ (books available in Spanish)

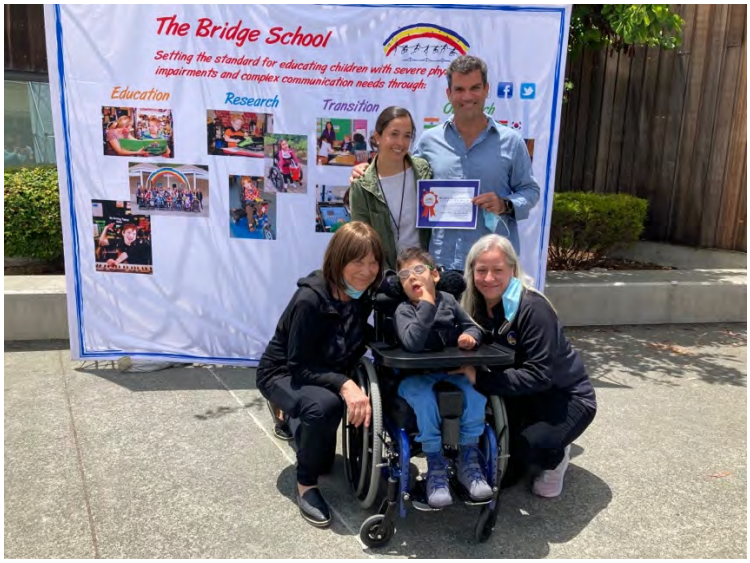
POSITIONING AND ACCESS

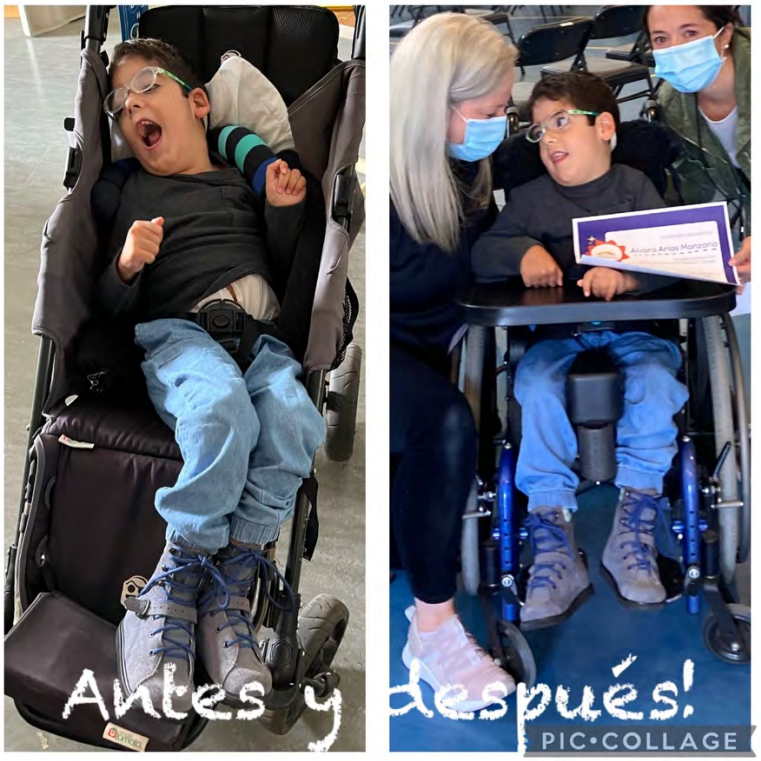
We expressed our concern regarding Alvaro's positioning in his stroller and we were fortunate to have the support of The Bridge School's Ocupational Therapist consultant Christine Wright-Ott and Assistive Technologist, Joy Mc.Collum Franco, who devoted extra time to put together a wheel chair the school donated to Alvaro.

Before

Working on it:

After:


The Bridge School
Setting the standard for educating children with severe phy
impairments and complex communication needs through:
Education
Research
Transition


Antes y después!
PIC•COLLAGE