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: Logan
Mother: Barbara López Ávila
Grandmother: Martha Mayorga
Interprofessional Collaborative Team:
Tiké de Marco, AT.
Debbie Perry, SLP, AT.
María de León, SLP, AT.
Jennifer Scharry, TVI
Mónica Munevar, student

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 Insitute´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

Child's Name: Logan **Informant:** Barbara (mom) and team (ATS, TVI, SLP) **Date:** 6/13/2022

Communicative Function	Sample Context	What child says/does	How communication partners respond
Request attention	Adult gives attention to another person	Look toward his grandma. Grab mom's hand. Reaching towards Vicki and wave a little. Large smiles.	Smiles, gets attention
Request affection	Adult approaches child when hurt	Pulls arm out to give a hug (observed in classroom)	Gets a hug
Request assistance	Child needs help with task	Mom asks, "Do you want me to do it?" points to mom Pulls mom's hand to activate the iPad. Mom asks, "Do you need help?" and signs "help." Looks and waits for partner to react	Mom pushes the buttons on the iPad
Request information	Child sees something or someone new	Mom pulls out "work" iPad, Logan stands up and walks towards his mom. Pointing to where his mom is or where he wants to go. "Go" and "Home" on device Calls for SLP by name	
Request permission	Child wants to go outside	Points for mom or to go to a place. Looks at mom for confirmation, "that's ok." Points to a door or signs home	
Request peer interaction	Child sees another child using a favorite toy	Mom says requests people of family to points to pictures or objects of brothers.	
Request adult interaction	Tickle child and then pause	Turns towards his grandma and smiles. Request Maria using device. Reaches out to hug. Turning towards new people who are animated.	
Request food or object	Wants object out of reach	Do you want more maria cookie, signs "more." Pulls mom's hand with the iPhone in it.	Has glasses for close vision. Pulls mom's hand closer to him. Leans in to see things. Leans in to six inches to look at the iPad Brings iPhone closer
Refusal	Offer him something he doesn't like	SLP asks do you want to tell me what you are watching" Logan shakes his head for "no."	

Protest	Needs to participate in task & doesn't want to	Signs "all finished"	
Cessation	Wants to be finished with meal or task	Pushes book away, closes book	
Greetings	a familiar person arrives or is leaving	Mom asks, "Who is that?" Use AAC to respond with "Maria."	
Affirmation	Ask him if he wants a favorite food.	Thumbs up, Mom says "do you want to see Maria?"	signs "thumbs up"
Comment: object	Sees an interesting person or object	Logan smiles and then turns away.	Person waves
Comment: action	Sees an interesting action	Tiké pulls out iPad similar to his "work" iPad and he looks across 6 feet	
Comment: mistake	Child accidentally spills or drops something		
Express humor	Adult laughs at something funny	Tiké says "Boo"	Logan looks and smiles
Express confusion	Child is given an unfamiliar task		
Express fear	Child hears something frightening		
Express frustration	Child is having difficulty with a task.		
Express anger	Child has to stop doing favorite activity.		
Express happiness	Child is doing a favorite activity		
Express sadness	Child experiences something sad.		
Non-interactive comments	Utterances to direct own actions; echoed or routinized/habitual utterances to self		

(Based on Quill; 1995; form compiled by Mary Hunt-Berg; Ph. D.; CCC-SLP)

Forms and Functions Adapted by Mary Hunt-Berg from the work of Amy Weatherby (1995) and Kathleen Quill (1995) The Bridge School.

AAC/CVI Summer Institute. (2022). The Bridge School.

Mom reports:
Has ten words he vocalizes: "mom" "Maria" "papa"
Has signs he uses regularly: "help" "yes" "more" "touches head" for therapy, "all done"
Finds five words on his AAC "not" "go" "sad" "get" "up" according to testing
Wants him to do more commenting.

Conclusions:
Logan communicates using a variety of unaided communication forms such as gestures and signs. He uses his communication device as well, but requires more help to do it, so during this week options were tried that are in accordance to his visual skills to try to promote more independence in the use of his SGD.

CVI RANGE SCORE

FIGURE 5.1 CVI Range: Cover Sheet and Across-CVI Characteristics Assessment Method (Rating I) Form

The CVI Range – cover sheet

Student/child's name: L.A. Age/Birthdate: _____

Evaluator(s): _____ Evaluation date: _____

This assessment protocol is intended for multiple evaluations over a period of time:

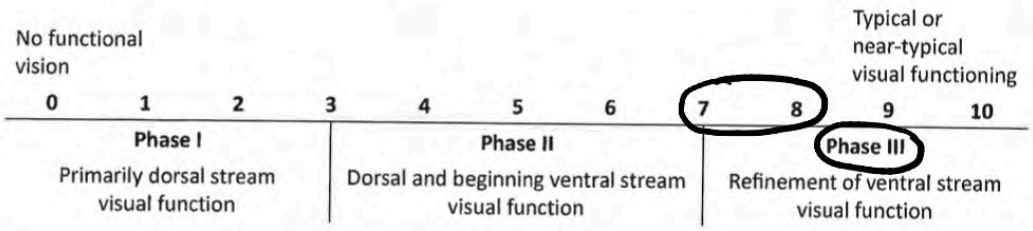
a. Initial assessment (red)

b. Second assessment (blue)

c. Third assessment (green)

Further assessments will require a new form.

Totals	Evaluation #1 (red)	Evaluation #2 (blue)	Evaluation #3 (green)
1. Score for Rating I (across characteristics) - ceiling	7++		
2. Score for Rating II use all scores	7.25		



The CVI Range: Across-CVI Characteristics Assessment Method

Rating I

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, rate each statement with one of the following descriptors:

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

+ Describes current functioning of student/child

+/– Partially describes the student/child; emerging

– Does not apply to student/child

FIGURE 5.1

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

O	I	D	R	+	+/–	–	
			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
			R				Objects viewed have movement and/or shiny or reflective properties
			R				Visually attends in near space only
			R				No blink in response to touch or visual threat
			R				No regard of the human face

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

O	I	D	R	+	+/–	–	
			R				Visually fixates when the environment is controlled
			R				Less attracted to lights; can be redirected
			R				Latency slightly decreases after periods of consistent viewing
			R				May look at novel objects if they share characteristics of familiar objects
			R				Blinks in response to touch and/or visual threat, but the responses may be latent and/or inconsistent
			R				Has a "favorite" color
				+			Shows strong visual field preferences more towards left less use of right & low/out can when directed
			R				May notice moving objects at 2 to 3 feet
			R				Look and touch completed as separate events

(continued on next page)

FIGURE 5.1 *(continued)*

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

O	I	D	R	+	+/−	−	
			R				Objects viewed may have two to three colors no difference observed
			R				Light is no longer a distractor no need observed
			R				Latency present only when the student is tired, stressed, or overstimulated Rarely observed
			R				Movement continues to be an important factor for visual attention Color cues were enough for eggs, movement not required for distance or complex areas
			R				Student tolerates low levels of background noise Did okay with noise low is not required
			R				Blink response to touch is consistently present at all energy levels for threat AND touch
			R				Blink response to visual threat is intermittently present Consistently
			R				Visual attention now extends beyond near space, up to 4 to 6 feet can see far in complex areas → looking out window at home
			R				May regard familiar faces when voices do not compete Looking at pictures of mom and dad with no voice added & matched with ARC

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" I: not very interested in toys A: not paying attention to salient features on colors of pompoms and animals ? could've been better possibly if we gave him more time w/ toys or teaching more salient features
					+/−		Competing auditory stimuli tolerated during periods of viewing; the student may now maintain visual attention on objects that produce music On first day, Tiké played loud music and he did not get distracted, but also at times, would get distracted with sound (bathroom door opening, many speakers)
			R				Blink response to visual threat consistently present Tested at beginning & end of session on two days - Quick reaction time
				+			Latency rarely present Make typical reaction to new place - warms up rather quickly, took longer on first day of assessment → identifying salient features on animals. Motivation can be a factor.
				+			Visual attention extends to 10 feet with targets that produce movement I: pays attention to snacks/cart (app outside of window takes longer for him to identify that mom is mom when walking into house A: following eyes when thrown at distance on floor outside * finger movement is best for learning ARC icons *
			R				Movement not required for attention at near distance finding eggs that are still in the environment
✓		✓	R				Smiles at/regards familiar and new faces Large smiles at mom & gina smarla (real life > pictures) - smiles to team (social)
			R				May enjoy regarding self in mirror took "selfie" with Tike mom reported loving looking in mirror
			R				Most high-contrast colors and/or familiar patterns regarded and interpreted no clear difference with simple vs. complex, notices all objects from eggs to faces
				+			Simple books, picture cards, or symbols regarded and interpreted looking at the book, identifying crackers, identifying 2D images

scoring guide starts at pg. 15

RATING II

FIGURE 5.3 CVI Range: Within-CVI Characteristics Assessment Method (Rating II) Form

to what extent is this characteristic impacting the child

The CVI Range: Within-CVI Characteristics Assessment Method

Determine the level of CVI present 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

1. Color preference (do colors help attention) Comments: no favorite color; color cue helps for finding; Mom thinks might not see green, but found water bottle; red for iPad, but each sibling has assoc. color	0	.25	.5	(.75)	1
2. Need for movement Comments: mvmt or finger for learning new icons; typically distracted by walking folks	0	.25	.5	(.75)	1
3. Visual latency (Reaction Time) Comments: light in eyes	0	.25	.5	(.75)	1
4. Visual field preferences Comments: standard presentation; finding iPad; looking at mom's phone; poor low & right field; taller = balanced	0	.25	(.5) →	.75	1
5. Difficulties with visual complexity Comments: Finding eggs [water bottle] iPad; searching for pom poms on complex bkgnd	0	.25	.5	(.75)	1
6. Need for light Comments: Rarely noticed, but prefers iPad w/ Books	0	.25	.5	(.75)	1
7. Difficulty with distance viewing Comments: Quickly finding iPad & water bottle in new room; Finding colored eggs in bkyd (novel area)	0	.25	.5	(.75)	1
8. Atypical visual reflexes Comments: blinking at flashes & poking near eyes; consistently → at beginning & end	0	.25	.5	.75	(1)
✱ **9. Difficulty with visual novelty** Comments: looking around room, identifying salient features	0	.25	(.5)	.75	1
10. Absence of visually guided reach Comments: very rarely, does more so w/ AAC due to possible motor memory of same workstation	0	.25	.5	(.75)	1

Object: didn't observe
array: .75 - pom poms, animal search, crayon
sensory environment: .5 → auditory distractors
human face: .75 - 10 ft; looks in the mirror; identify pictures of mom, dad, & abuela

common for phase 1 | phase 2 | phase 3

↑ almost never

7.25

CVI CHARACTERISTICS OBSERVATION NOTES

CVI Characteristics – Observation Notes

COLOR PREFERENCE: - favorite/highly preferred colors - multiple colors on a visual target - need for bright/saturated colors to anchor visual attention	color - play iPad is red, always used red with him, original talker was red. Logan may be color blind to color green. Parent reports to stay away from green. can identify writing is in red; all 26 letters on black black and white - cannot find name in black text; assessing in red.
NEED FOR MOVEMENT: - movement at near - movement at far - movement for complex or novel	**Right side waving hand. Moving closer to center and waving hand will turn and look towards him.**
VISUAL LATENCY: - specific length of time - latency with novel or complex targets or environments - when tired, stressed, overstimulated	Person waving and takes some time to turn towards. Environmental latency when out of routine. Familiar objects, there is little latency. Novel objects may have higher latency.
VISUAL FIELD PREFERENCES: - left - right - center - upper - lower	difficulty with lower field. Can Access right and left field. Prefers Left side.
VISUAL COMPLEXITY: - array - target - sensory environment - faces	Lots of buttons on his AAC and he can remember and accurately find "Maria" through motor planning. May benefit from color anchor to reduce visual fatigue.84 keys on his ipad, put spaces between the numbers Outside environment complexity doesn't seem to hinder his vision. Environmental complexity mild is ok. Music while he was playing. Light shining on his work area, but area is dark
NEED FOR LIGHT - attraction to light, light gazing, "non-purposeful gaze" - light to illuminate targets - backlighting e.g. on a screen/tablet	Uses iPad for reading and writing. Benefits from dark room to see lower field items Puts the iPad on the window.
DISTANCE VIEWING: - near: up to 18" - 2 to 3 feet - 4-6, 6-8, 10, 10-20'	Familiar setting, he can see things at a distance, but novel things Can see someone walking to the door at 30 feet away. Moves head closer to see screen. Can see from 5-6 feet with non moving objects. 10-20 feet benefits from object moving.
ATYPICAL VISUAL REFLEXIVES - blink to touch - blink to threat	strabismus and tilts head to look down Reflexes are good.
VISUAL NOVELTY: - only able to view familiar objects - novel objects that share [specific] characteristics with familiar - need for warm-up time - difficulty with novel environments	Looks around to see a new person that is standing behind him. Visual curiosity. Needs some time to get familiar with a new environment. Needs warm up time for novel objects.
VISUALLY GUIDED REACH: - Look-look away-reach - Look-reach-look away - Touch first, then look - Specific examples	Looking at guide rail and reaching. Pressing to activate the iPad and then looking away.

Chris Russell, New York Deaf-Blind Collaborative 2018 (based on The CVI Range [Roman, 2018])

CVI/AAC SCHEDULE

Name: Logan		Date: 6/16/22		
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:	Logan will independently direct where he wants or needs to go by using or identifying visual markers to expand functional vision use when out in the community.	Partner assisted scanning of physical location real images. Pair with AAC device later to use for literacy activities (e.g., I want to go…)	Pictures of locations related to where Logan regularly goes. Visual route of regularly traveled to location. Location word cards. Use color cues or visual markers to help Logan identify the route. Black background Colors that relate to aac (cue colors)	Uses a white cane when walking.
Activity 2:	Logan will share information about familiar people in order to engage with that person via email.	AAC device paired with computer. Choose target Vocabulary. Expand vocabualry by adding one word to Logan's productions. 1. Use modeling without expectations. 2. Use modeling with the prompting hierarchy. 3. Use modeling in explicit instruction. 4. Use recasting 5. Use descriptive teaching Use Mixture of sentence combination. 1. Subject + verb ex. Mom + walk 2. Verb + subject ex Message + Maria 3. Subject + verb + object ex. I +love + Maria Use Questions, descriptive words etc.	Pictures of items related to people and/or photo of the actual person (increase looking at photos- not on iPad). Use cards/or visual word of targeted words Name cards. Black background Colors that relate to aac (cue colors) Streamlined positioning of devices. Finger Movement to bring attention to "modeling" Visual Breaks every 15-20 mins	Wiggly pointer finger to initiate visual attention to Logan's AAC device. Appropriate seating positioning and placement of iPad and AAC devices.

Activity 3:	Spontaneously expressing feelings in order to tell people when upset, sad, happy, tired, etc.	IPad with Pictello AAC device Choose target vocabualry related to feelings Choose target Vocabulary. Expand vocabualry by adding one word to Logan's productions. 6. Use modeling without expectations. 7. Use modeling with the prompting hierarchy. 8. Use modeling in explicit instruction. 9. Use recasting 10. Use descriptive teaching Use Mixture of sentence combination. 1. Subject + verb ex. Mom + walk 2. Verb + subject	Videos of Logan participating in activities. Only Logan and one other person. When presenting videos keep them separate from other video options. Reduce coplexity by showing only 4-5 video options. Finger movement to attract attention to modeling. Can transition to another type of pointer. Visuual Break after 15-20 mins Write down created sentences on large white/black board.	

VLLCP FRAMEWORK ACTIVITY
-Vision, Language, Learning, Communication, Participation-

Child's Name: Logan	**Date:** 6/16/22
Phase: I II III Phase III	The CVI Range Assessment Score: 7++
Team Members: Debbie, Maria, Monica, Jennifer, Tiké	
Activity: Create a social story	

- Activity: Identifying feelings he has in videos of himself and family members doing activities.
- Phrases or language used to motivate or prompt child's participation: Presenting pictures (watching tv, eating breakfast, or video clips (eating dinner, walking to plane with Abuela, reaction to fart noise). Show picture, expectant pause, "How do you feel?" or "Tell me about the picture." Build off of what he responds. Recasting back and modeling the "feeling" he has when seeing thses activities.

Characteristics of the Child, Vision, Language & Communication		
Language and Communication	**Vision**	**AAC-CVI Intervention**
Comunicación function to address for this activity: • Function: Communication – Expressing actions Expressing feelings Creating a social story of "Trip to California." • Current form: Uses gestures and signs, hugs, smiles and other facial expressions. • Form to be used: AAC device, student selecting 2 icons	CVI characteristics to be considered for this activity: • Color: Does not show a preferred color. • Movement: Wiggle your finger in order to gain attention when pointing to cells of the AAC device. • Latency: Give time to look at picture. Allow 5-10 seconds. Latency increases with busy environment and novelty of picture/video. • Visual Field: Stack or streamline pictures on preferred or central visual field • Complexity of object: Use real pictures and videos. Use words instead of drawn pictures. • Complexity of array: One picture at a time. Separate pictures and words	**Communication Partner Strategies:** - Clothing: black - Quiet time - Consistent language salient features - Visual breaks **Environment** Be careful of: - Background - Noise **Materials:** - Ocludder - Photographs: - Materials related to activity: Videos of him doing activities

	• Complexity of environment: Use black screens to block out doors. • Complexity of faces: Looks at most faces, recognizes faces. Recognition of familiar faces increases novel or busy environment. • Light: Lights on • Distance: Near distance, he needs glasses and should request them. He can identify movement at 5-6 feet without movement and up to 10 feet with movement. • Visually guided reach: Touching and looking can be challenging. • Novelty: Familiar people in videos, but unfamiliar settings. Can use videos of him.	

Shows video him at the restaurant. Eating something. M. asks what he is doing. Who he is going to show the video to. Ellicits response on AAC for what he is doing and how he is feeling. Models words for "hungary" "eat" "happy" and the sentence "Abuela helps eat." He is using a lot of signs to respond to M. ask questions about the video. Plays a video of L. in the hotel. "Want to play again." Play video of SLP. Wants to play again. M. models the sentence "Maria helps read." M. ellicits, "What is she helping you do?" He attempts to hit "read", but accidentally hits "eat"

M. Shows a video of him on getting on the airplane. Abuela walks with him to the aiplane. Models on AAC, "Abuela walks."

D. Shows video of Maria. D. models how to say "want more Maria". Ellicits what was Maria doing. Chooses "tired". D. says what was Maria doing? Eating or Driving. L. chooses "car". D. says "you want eat?" L. responds with "more Maria." D. tries to highlight the words on the AAC device. D. says do you want "more" or "different". L. chooses "more Maria." D. will wiggle finger to gain visual attention. This works to ellicit him to look at the word for "car."

Team de-brief & reflect
What worked? One Person working with Logan and warm up time. Using the AAC to familiarize with what he already can do.**"You have to tell Maria what you are doing in this video"**. Who are you going to show? " (Maria, papa) Use "do" to play video again. "play" to play video again. Showing videos and pictures. AAC prompting heirarchy, L looks at D, reaches, D gives an expectant look, put hands up and points to the AAC. Using videos instead of still pictures. To get visual attention use Using the iPad to talk with him without expecting response. What did not work? Positioning and setup. Reduction in visualy guided reach when pressing play on his iPad. Looks at therapists to the side. Should Position AAC in his preferred field and iPad on other side. AAC is actually in his central field. Put the iPad above the AAC device so that it is all in one spot. Central vision. Having access to all of his videos on Google Drive. Give limited choices of videos only. He needs breaks after 15-20 mins!!!! What questions came up? How to write out words. Ex: "help." Use a white board (on his work iPad). Was the positioning of the AAC and iPad appropriate? When using low tech picture cards, nouns could be picture icons and core vocabulary should be words. Use a black/white board to write and zoom his created sentences on his AAC Device. Look at the Communication Forms & Functions Worksheet, what functions are areas of need? Uses sign for affirmation.

My trip to California

By Barbara Lopez Avila

Abuela help eat

Feel happy

RESOURCES AND ACCOMMODATIONS

CVI and other Vision Accommodations:
Movement of finger to gain visual attention when asking him to attend to the communication partner's modeling with the AAC device.

Prompt using visually guided reach to point at cells of the AAC device, along with using his motor memory, in order to focus on the target.

Use low-tech version, putting icons on a separate card system.
Providing picture supports (physical, video, digital)
Creating physical social stories with pictures of real items and real people.

Teach symbol and color cue to relate it to his AAC device.

Support literacy with videos: https://www.vooks.com/ and other electronic media i.e. https://www.getepic.com/
Use videos to write stories

Teach self-advocacy skills i.e., conventional way to request his glasses.

Visual timer or other visual countdowns.

Visual breaks after 15-20 mins. His vision is “on” all day.

Unlock all the letters and create spaces between letters. Increase margins in order to do this.

Modification to environment:
Streamline the system of iPad and AAC device in order to keep in one visual field.

Modifications for social play:
Age appropriate humor: fart noises, hide and seek, throwing and catching, jokes on AAC device (having one initiate, turn taking with both communication partners using the device)

Modifications for SLPs, therapists:
Pathway for learned signs can be accessed through Nuvoice – print out: Write down directions for the pathways to words

QR Code for how to use device + communicate: Have videos of how to help him with his communication device on his iPad in order to share with communication partners. Create a QR code at this website: https://www.qrstuff.com/ Learn how to create a QR code from a video you have uploaded onto the drive here: https://www.youtube.com/watch?v=JrxP3BoN2Sc

Aided language stimulation (Talking with Logan using his device without expectation of response): https://www.communicationaactualized.com/uploads/9/9/8/5/9985658/aided_language_stimulation.pdf

AAC prompting hierarchy, L looks at D, reaches, D gives an expectant look, put hands up and points to the AAC. Using videos instead of still pictures: https://www.rachelmadel.com/blog/prompt
resources:

Resources for simple AAC implementation strategies:
https://wakelet.com/wake/tAClLlahJMIrgAkKmYxV