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: Marshall Elmer
Mother: Laura Elmer

Interprofessional Collaborative Team:

Catherin Lam, SLP.
Lawana Titryn, TVI., OT.
Lisa Erwin-Davidson
Suzie Djidjoli, SLP., AT.
Megan Handley, student
Lynda Diaz, 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: Marshall Elmer **Informant:** mother **Date:** June 13th 2022

Communicative Function	Sample Context	What child says/does	How communication partners respond
Request attention	Adult gives attention to another person	Reach for mom Taps mom Pulls on watch Mom reports he pulls her chin "look" "Mom" "Dad"	Mom holds his hand Verbal reassurance
Request affection	Adult approaches child when hurt	Reach for mom "need a hug"	Mom holds his hand Verbal reassurance Gives hug
Request assistance	Child needs help with task	Touched bar of device mount "help" "need help"	"I know, it's not right! I need to secure the pin first" Reassure, provide the assistance
Request information	Child sees something or someone new	"who" "when" (e.g. if told "later")	Answer questions
Request permission	Child wants to go outside	"need a break" "need to use the bathroom" "please"	Let him or explain why he can't
Request peer interaction	Child sees another child using a favorite toy	Scoots on bottom towards person Moves towards in gait trainer Reach towards person Laugh Use name on device "more"	Interact
Request adult interaction	Tickle child and then pause	Scoots on bottom towards person Moves towards in gait trainer Reach towards person Laugh Use name on device "more" Vocalize angrily	Interact
Request food or object	Wants object out of reach	"want X" "play X" "need X" "like X"	Give the item Ask if he wants the item

Request action		"need fewer choices" "need quiet" "ride bike"	Let him do the action or explain why he can't
Refusal	Offer him something he doesn't like	Drop/push/ignore item "no"	Offer something else or reinforce the need for the item
Protest	Needs to participate in task & doesn't want to	"all done" "stop" Puts head down Stamps feet Puts finger to mouth Cry/vocalize	"I hear you telling me you don't want that"
Cessation	Wants to be finished with meal or task	"all done" Puts head down "I must be going now"	Verbal acknowledgement "Looks like it's time for a break"
Greetings	a familiar person arrives or is leaving	"What's up" "Hi! Helloooo!" "How are you?" "Goodbye" "I'm must be going now" Answers: "I'm fine," "I'm not so good"	Respond to greeting
Affirmation	Ask him if he wants a favorite food.	"Yes" Nod	Verbal acknowledgement
Comment: object	Sees an interesting person or object	"like" "like X" "truck truck truck" "that that that"	"Yes, I know you like X" "Yes, there are trucks!"
Comment: action	Sees an interesting action	"like" "like X" Big smile	"Yes, I know you like X"
Comment: mistake	Child accidentally spills or drops something	"uh oh" "that's messed up" "oh no" "yuck"	Affirm what he's commented Reassure "It's ok"
Express humor	Adult laughs at something funny	Uses Jokes page "Hahaha" Laughs	Laugh!
Express confusion	Child is given an unfamiliar task	Will express frustration (see below) Might request "help"	Verbal reassurance Provide assistance
Express fear	Child hears something frightening	Body language - tenses Reaches for/touches mom	Verbal and physical reassurance
Express frustration	Child is having difficulty with a task.	Puts head down Stamp feet Puts finger to mouth Cry/vocalize angrily	"Looks like it's time for a break"

		Head down in “listening mode”	
Express anger	Child has to stop doing favorite activity.	Gets quiet Looks away	Model “mad” on device to provide the word
Express happiness	Child is doing a favorite activity	Smile Jumps/bounces in his walker “feel excited” “feel happy”	“I can see you are happy!”
Express sadness	Child experiences something sad.	“feel sad” “feel bad”	Verbal and physical reassurance
Non-interactive comments	Utterances to direct own actions; echoed or routinized/habitual utterances to self	Not currently demonstrating	—

(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.

CVI RANGE SCORE

THE CVI RANGE

Student/child's name: Marshall Elmer Age/Birthdate: 12/19/2007 - 14 years old

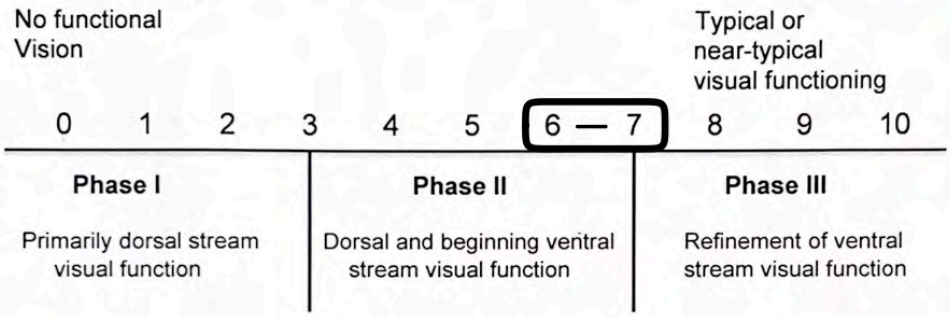
Evaluator(s): CVI/AAC Summer Institute - Team Marshall (Suzie, Megan, Lynda, Catherine, Lawana, Lisa) Evaluation Date: 6/14-6/16/2022

This assessment protocol is intended for multiple evaluations over a period of time. Suggested scoring (no less than three times per school year):

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. Range for Rating 1	7		
2. Total for Rating 2	6.25		



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

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

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 "favorite" color
			R				Shows strong visual field preferences
			R				May notice moving objects at 2 to 3 feet
			R				Look and touch completed as separate events

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

O	I	D	R	+	+/-	-	
			R				Objects viewed may have two to three colors
			R				Light is no longer a distractor
			R				Latency present only when the student is tired, stressed, or overstimulated
			R				Movement continues to be an important factor for visual attention
			R				Student tolerates low levels of background noise
			R				Blink response to touch is consistently present
			R				Blink response to visual threat is intermittently present
			R				Visual attention now extends beyond near space, up to 4 to 6 feet
			R				May regard familiar faces when voices do not compete

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"
				+			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
			R				Movement not required for attention at near distance
					+/-		Smiles at/regards familiar and new faces
	✓					-	May enjoy regarding self in mirror
				+			Most high-contrast colors and/or familiar patterns regarded and interpreted
				+			Simple books, picture cards, or symbols regarded and interpreted

The CVI Range: Within-CVI Characteristics Assessment Method

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

1. Color Preference	0	.25	**.5**	.75	1
Comments: Has preferred colors, vibrant colors guide his visual attention, able to process items with multiple colors					
2. Need for movement	0	.25	**.5**	.75	1
Comments: Movement is not usually necessary to attract his attention at near. Able to view moving objects at distance of 10-20 feet. Movement is mildly-moderately distracting (able to redirect).					
3. Visual latency	0	.25	**.5**	.75	1
Comments: Fatigue significantly increases latency, latency decreased with increased viewing time, sensory complexity increased latency, latency increased with unfamiliar stimuli					
4. Visual field preferences	0	.25	**.5**	.75	1
Comments: Preference for left of midline, lower field loss					
5. Difficulties with visual complexity- object	0	.25	**.5**	.75	1
array	0	.25	.5	**.75**	1
sensory	0	**.25**	.5	.75	1
faces	0	.25	**.5**	.75	1
Comments:	0	.25	**.5**	.75	1
6. Need for light	0	.25	.5	**.75**	1
Comments: Infrequent light gazing, backlighting supports visual interpretation					
7. Difficulty with distance viewing	0	.25	.5	**.75**	1
Comments: Able to see stable objects at 7-10 feet and large moving object (dog) at 20 feet, per interview					
8. Atypical visual reflexes	0	.25	.5	**.75**	1
Comments: Consistent blink to touch, intermittent blink to visual threat.					
9. Difficulty with visual novelty	0	.25	.5	**.75**	1
Comments: Displays visual curiosity, able to correct initial error in identifying sponge as duck, able to visually discriminate between animals (salient features)					
10. Absence of visually guided reach	0	.25	.5	**.75**	1
Comments: Fairly consistent ability to look and reach simultaneously					

CVI/AAC SCHEDULE

Name: Marshall Elmer		Date: June 2022	
Student Goal Communication Forms and Functions	**AAC Tools, Strategies, & Accommodations**	**CVI Accommodation (from The CVI Range Assessment)**	**Other Considerations**
1. Greet 2. Contribute to schedule order 3. Express physical and emotional condition/needs 4. Discuss body parts while using them	Speech-generating device (SGD) with eye gaze  Partner assisted auditory visual scanning (PAAVS) - present horizontally or as discrete cards, use body gestures (smile or reach) for confirming the choice *Consider a mid-tech device, such as a GoTalk 9+ Lite Touch with pre-recorded levels for each common activity for use where eye gaze usage is not possible.** *Consider a single-button switch for "I need a break."** ** Further evaluation will be needed to determine device appropriateness.*	<u>Color:</u> • black background for all • red outline Roman bubble words for typewritten words, dark background <u>Movement:</u> • may be useful to support visual attention to SGD for modeling • position Marshall facing away from areas with moving people or objects <u>Latency:</u> provide extended wait time to allow for visual attention if needed <u>Visual Fields:</u> • position SGD left of midline, 20-22 inches away from Marshall • present visual targets slightly left of midline without obscuring sightline to SGD <u>Complexity of Environment:</u> • block extraneous visual and auditory input • only low level background noise when possible  <u>Complexity of Faces:</u> support person to be seated to the side rather than across from him if possible <u>Distance:</u> • SGD positioned 20-22 inches from face on table mount • distance under 10 feet not a concern <u>Light:</u> • SGD with backlighting • position Marshall facing away from a significant light source if possible, e.g., outside window	Use a magnetic or felt strip presented in a horizontal position to affix 3-4 choices of red highlighted bubble words associated with task, or clear photo of Marshall doing a required exercise for ease of selection during PAAVS  Marshall uses one eye at a time when using eye gaze, trained partner(s) should confirm eye gaze calibration after transition to new positioning *(consider training therapy and care providers on eye gaze calibration)* *Consider exploring use of a floor mount while on back/side-lying position*

DAILY LITERACY-LANGUAGE INSTRUCTIONAL ROUTINES
By Lisa Erwin-Davidson

Name: Marshall Elmer	Date: June 2022		
Student Goal Communication Forms and Functions	**AAC Tools, Strategies, & Accommodations**	**CVI Accommodation (from The CVI Range Assessment), and other Visual Accommodations**	**Other (mobility, Tactile, Auditory, AT)**
1. Express vocabulary for obtaining and gaining information (question words, commenting) during a mutually engaged interaction around a self-selected or presented choice of books (2-3) across genres. 2. Express vocabulary that supports & encourages social interaction during a shared book or story (co-created social story;	1. Communication partner (CP) carefully watches M's body behavior and eye gaze as an interaction is initiated around the book illustrations and content. Words do not necessarily have to be read word by word, but the main point /topic of the page can be shared. 2. CP. uses responsive aided language input that first attends to Marshall's (nonsymbolic) body behavior, visual gaze, and reach during book exploration and provides a symbolic alternative (e.g., M. sustains gaze to one or more images, CP could point and teach the word: "LOOK" on the SGD, and say, " you could say, "I (am) LOOK (ing) at …." at images. If M. smiles, consider modeling, "I saw you smile when you looked at (a picture), you tell me, "I LIKE THAT" or "LIKE IT"; if M. reaches and turns the page, then model, "when you reach and turn the page, you could also say, "TURN" or "I TURN" or "I TURN IT". Associating an intentional body-based movement to an associated and meaningful word (represented with a graphic symbol or in bubble print) allows educators to model a one-two word combination using a slowed point to a highly useful and frequently occurring word. 3. Co-create social stories using clear photographs and a limited number of printed words per page (4-6 in complete sentences focused on embedding core words) for the following reasons: (a) it builds & teaches a routine around an event that may be stressful, new, or highly motivating; (b) it builds contextual understanding; (c) it provides a communication anchor that supports	Use red highlighted "bubble" words And/or use high contrast Unity symbols (see LessonPix or PRC high contrast Unity VI symbols) with space between words and black background - think strategically about what words to include (hide/not hide) on the main page, and set up page linking to access other Unity symbols/words on next page. Take a sequence of clear photos (no background or limited background complexity) for creating a sequenced (5-6 pg.) social story. (See Carol Gray) TarHeel Reader or Tarheel shared reader or Book Creator Try enlarged printed and laminated red alphabet cards on a ring that are organized and ready to teach for for 5 min at different times throughout the day. Describe letter shapes in upper and lower case using language in the guide and adapted for CVI descriptive language needs around salient features. Use this resource and guide (Mom has Readtopia and can use evidence-based instructional guide) https://myreadtopia.com/thematic-units/ancient-earth-all-emergent/resources/ Think creatively about how to present letters given visual accommodations and presentation for best access.	Think about Unity 1-hit versus Sequenced PRC Things to Consider: "Things to consider" Attention span: some users find it difficult initially to attend to the device and sequence 2-3 icons together to say a word. You can start with 1-hit at the beginning of the session, then you can move M. up to the sequenced file after the session to allow a short time of independent page exploration to control eye fatigue. Set back to controlled set of Unity 1-hit words on main display if visually needed Speed: some users may find sequencing icons slow at first. As they learn the motor patterns for each word, this will become faster. SLPs can take photos of any page sequencing and create a doc of photos that show CPs how pages can be linked for more robust communication Consider different materials to present alphabet letters in different forms (red magnets, cards, WikiSticks, keyboard, on ConnectChips as a game, Jamboard, etc)

	interactions around what to expect at new events, gives time to talk about feelings & practice using the language of emotions; and (d) it gives opportunities for explicit description and teaching of the tools, materials, and sounds that may be helpful to increase Marshall's understanding of his world. 4. Whatever books are co-created, can be pulled up on a computer with switch access to turn pages on his own, OR pages can be created and linked for independent eye gaze navigation on his SGD. He can be set up for independent reading time every day. This should become a daily routine. Words should be spoken and highlighted as read. 5. Begin building a library of co-created books, stocked with social stories in collaboration with Marshall's family. Make sure books & stories are age-respectful and visually interesting that will scaffold concepts linking words and images to build world knowledge. Stories can be created on powerpoint with appropriate color saturation or using applications such as, Tarheel Reader, BookCreator App, or Pictello App. 6. Introduce topics related to his academic curriculum (see thematic units on Readtopia https://myreadtopia.com/thematic-units/ so he has something to talk about on his talker with age and grade level peers. Introduce new vocabulary and build academic content "word lists" on his talker and using bubble words so he can independently explore, look, and listen. Create a WordWall using 37 rimes (bubble letters) and key content (bubble) words from unit chapters. 7. Whatever books are co-created, can be pulled up on a computer with switch access to turn pages on his own, OR pages can be created and		

	linked for independent eye gaze navigation on his SGD. He can be set up for independent reading time every day. This should become a daily routine. Words should be spoken and highlighted as read. 8. Mom and classroom teacher can use the Readtopia Reading Level Placement Tool to identify the starting point for reading material that is age-respectful but reflective of M's literacy learning level so he can begin a comprehensive literacy curriculum that includes daily literacy instruction **that accommodates his visual needs on the following components:** (a). Alphabet knowledge and phonological awareness; (b) shared reading; (c) shared writing (using SGD, visual-tactile letters, letter stamps, other); (d) independent writing with access to full alphabet on SGD or no-tech system accommodated for vision; (d) self-directed reading (with set up on TarHeel Reader or other switch activated independent page turning and control mechanism)		

REFLECTIONS AND IDEAS

What We've Learned About Marshall

1. He can take selfies!
2. He likes secret handshakes - they get him smiling, laughing, and asking for more
3. He likes to explore books and look at pictures
4. He likes to play his own piano tunes
5. He likes to engage in tactile exploration of trucks and cars with his fingers, face, and head
6. He likes to stand and bounce

IDEA/REFLECTION	RATIONALE
Group discussion around reducing visual complexity of Accent 1400 array. -Consider beginning with significantly fewer message cells at a time - such as 4-5 red highlighted bubble (high frequency, highly useful concept) words at a defined font size -Incorporate page navigation to allow enough words to be sequenced and messages constructed into "speak message" window.	Decreased number of message cells per page would allow for increased border between cells - decreased chance of visual mis-hits. If Marshall can learn to reliably navigate independently, the decrease in number of cells per page will not negatively impact his efficiency of navigating and access to a robust vocabulary.
Try wiggling a finger over the cell during "modeling" or aided language input (teaching words to use to develop language); could add a little shiny light or sparkly end of finger or pointer.	Bring visual attention to cell being modeled.
May want to continue to explore direct selection using hand with a keyguard and reduced number of message cells per page.	The keyguard may not be successful due to the additional visual clutter, but could be worth looking into for when eye gaze causes visual fatigue.
Consider the importance of having no- and low-tech AAC available. For example: -A mid-tech device such as a *GoTalk 9+ Lite Touch** with levels pre-recorded with key vocabulary for common activities -Large picture, clear photo, or bubble word cards for use with Partner Assisted Auditory Visual Scanning for choice-making on the go *If direct selection is possible, may want to explore if a communication app on an *iPad* (such as *GoTalk Now*) will be better to serve as an alternative communication option if his eye-gaze device is not available. (Note: a tablet device can provide backlighting, which can help to accommodate his vision needs)	Use in situations where use of eye gaze system is not possible. Back-up systems need to be available if high-tech devices are not functioning.
Further examination on device mounting and positioning (especially on his wheelchair) will be needed.	Currently, Marshall is only able to access his device when it's mounted on a table mount.
*Details on ideas for Literacy/Social Stories can be found in the document entitled "M.E. - Daily Literacy-Language Instructional Routines by L.E-D."	Please Zoom call for further information.

RESOURCES

- The Bridge School Webinar Series
  https://cvi.bridgeschool.org/webinars/

- CVI/AAC Summer Institute login
  https://cvi.bridgeschool.org/cvi-aac-summer-institute/login/

- Readtopia
  https://myreadtopia.com/thematic-units/ancient-earth-all-emergent/resources/
  https://myreadtopia.com/thematic-units/