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: Neevan
Parents: Archana Shah

Interprofessional Collaborative Team:

Rebecca Mathews, SLP
Jennifer Wright, SLP
Ruby-Louise Braxton, AT, SLP
Lindsey Kent, SLP
Kristie Choe, 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 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

Child's Name: Nevaan **Informant:** Mother -Archana **Date:** 6/13/22 - 6/17/22

Communicative Function	Sample Context	What child says/does	How communication partners respond
Request attention	Adult gives attention to another person E.g. familiar family member	- He will vocalize and say /a/ if they don't respond he will repeat -Will reach out to ask to be lifted up	Will respond by lifting him up and responded to his reaction
Request affection	Adult approaches child when hurt	- Likes kisses only from mommy - Puts hands out to asked to be lifted and get a hug only with familiar people he likes 	Engaging with him, speaking to him, help him when he doesn't feel well and pick him up
Request assistance	Child needs help with task	- Does not do this if something is stuck with a toy - But assistance from people will cry and reach out	By picking him up and holding him Responded to the stimuli presented
Request information	Child sees something or someone new	- Would avoid someone new all together Visually: - Will maybe look if you came very close and came to an eye level - Depends what field and what color with new objects - Single color big toy he would respond - Will look and look away - Will not react Does not request information of new objects he sees, touches or hears.	

Request permission	Child wants to go outside	- Does not do this - Only responds when offered choice	
Request peer interaction	Child sees another child using a favorite toy	- Interacts with his brother, but can not request for the interaction - Responds when his brother comes to him - Will call out /a//a/ - Does not respond or seek interaction with other kids - Respond to video call looks on phone 	- Tummy time together - Brother responds and mimics some of his sounds - Moves his arms and looks at him waitings and responds to him
Request adult interaction	Tickle child and then pause	Loves adult interaction 	
Request food or object	Wants object out of reach	- If it is lower visual field he will look for it - Will not request for anything will just respond to what is offered - Will make and look at choices of two if preferred  If pom poms or beads he will grab and reach for it	
Refusal	Offer him something he doesn't like	- Will knock things off his tray - Whimper or cry /ahh hu ahh/	Provide language describe what he's doing (e.g. you don't like that/don't want that) Remove the item and offer something else

Protest	Needs to participate in task & doesn't want to	- Hand over face - Turn his face and push it away  (no/all done)	Provide language describe what he's doing (e.g. you don't like that/don't want that) Remove the item and offer something else
Cessation	Wants to be finished with meal or task	- Will vocalize /a/ - Push off tray - Will whimper or cry - Will drop it if he's done	Provide language describe what he's doing (e.g. you don't like that/don't want that) Remove the item and offer something else
Greetings	a familiar person arrives or is leaving	-Greeting: smile, vocalize when identify familiar person	Greet and interact
Affirmation	Ask him if he wants a favorite food.	-Mom is really stuck here, not sure how he responds -When offering two choices, he does not affirm that is the one he wants	
Comment: object	Sees an interesting person or object	NOT PRESENT	
Comment: action	Sees an interesting action	NOT PRESENT	
Comment: mistake	Child accidentally spills or drops something	NOT PRESENT	
Express humor	Adult laughs at something funny	-Joking with brother: vocalizes to call brother, then turns away  Funny sounds	Laughs, continues interaction

Express confusion	Child is given an unfamiliar task		
Express fear	Child hears something frightening	- Wrinkle brow - Stick out lower lower lip 	Reassure him verbally he will be ok, give him a hug, patting him, rubbing his arm
Express frustration	Child is having difficulty with a task.	- Cry - Vocalizes	Eliminate the cause of the frustration
Express anger	Child has to stop doing favorite activity.	- Cry - Vocalizes	Eliminate the cause of the anger
Express happiness	Child is doing a favorite activity	- Laugh - Smile 	
Express sadness	Child experiences something sad.		
Non-interactive comments	Utterances to direct own actions; echoed or routinized/habitual utterances to self		

Additional notes:

- Likes when air is blown around his ear
- Loves sounds
- Scheduled for an ABR to check his hearing
- Syndrome affects eyes and ears, got genetic testing done (pending results)
- Diagnoses: Epilepsy, infantile spasms, CVI
    - Diagnosed at 1 years old with CVI
- Looks at the phone in a dark room
- When with his brother, he will respond and they use his brother to respond to him
- Does not like swings, can not tolerate that, could cause a seizure, will have a seizure when he gets stressed
    - Needs repetitions of the same activity
- Does not regress after a seizure with activities
- Red mug means bath time – he knows the association
    - Mom will give choices for clothes but doesn't respond to it
- When offered choice between one preferred and one non preferred he will look at gaze and then will ignore
- Requesting to eat or hungry
    - Will put his thumb in his mouth
- if he wants water he will reach out and grab onto the bottle to almost confirm that is what he wants
- Knows when going towards the door he will
    - When opening the door he will look towards it
    - Gives auditory cues of bye bye

Parent's goals:

- To use communication and vision together
- He can't communicate well with his choices etc
- Build a visual library
- How to present tools
- Wants him to use his range of motion (wants to see if we can use some of his left vision)

Conclusions

Neevan communicates through the use of unaided body based modes of communication such as sounds and vocalizations, body movements and gestures. Using his vision to recognize more objects he can use to represent toys, activities, etc. that can be used in choice boards will be very beneficial. Also learning the meaning of words so in the future he can also use auditory scanning will be very helpful.

CVI RANGE SCORE

THE CVI RANGE

Student/child's name: Nevaan Age/Birthdate: 10/22/2018

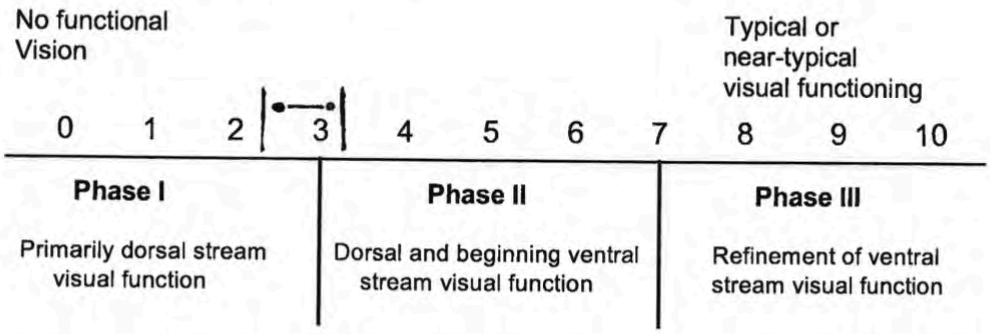
Evaluator(s): Rebecca Matthews Evaluation Date: 6/14 - 6/15 2022

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	3		
2. Total for Rating 2	2.5		



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 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
						–	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
			R				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
					+/-		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
							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

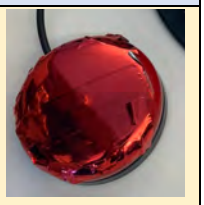
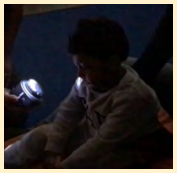
1. Color Preference Comments:	0	(.25)	.5	.75	1
2. Need for movement Comments:	0	(.25) →	.5	.75	1
3. Visual latency Comments:	0	(.25)	.5	.75	1
4. Visual field preferences Comments:	0	(.25) →	.5	.75	1
5. Difficulties with visual complexity- object	(0)	.25	.5	.75	1
array	(0)	.25	.5	.75	1
sensory	0	(.25)	.5	.75	1
faces	0	(.25)	.5	.75	1
Comments:	(0)	.25	.5	.75	1
6. Need for light Comments:	0	(.25)	.5	.75	1
7. Difficulty with distance viewing Comments:	0	(.25)	.5	.75	1
8. Atypical visual reflexes Comments:	0	.25	(.5) →	.75	1
9. Difficulty with visual novelty Comments:	0	(.25)	.5	.75	1
10. Absence of visually guided reach Comments:	0	(.25)	.5	.75	1

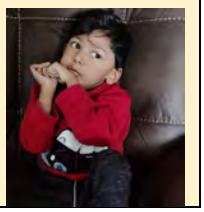
CVI CHARACTERISTICS OBSERVATION NOTES

COLOR PREFERENCE:	- Red, orange, yellow, dark blue - Some objects with two colors (e.g. red + green, red + silver pom pom) - Bright colors to anchor visual attention, with emergence of more colors
NEED FOR MOVEMENT:	- Movement beneficial to visually attend to more complex or novel objects, especially when combined with light - May not be needed for highly preferred and familiar objects (e.g. red mug for bath time)
VISUAL LATENCY:	- Decreases with familiar and repeated exposures - Longer in less preferred/weaker visual fields
VISUAL FIELD PREFERENCES:	- Preferred upper right visual field near midline - Emerging upper left visual field
VISUAL COMPLEXITY:	- Benefits from less visually complex objects and environments (e.g. with choice of 2, present one at a time while hiding other out of view; black backgrounds) - Attends to highly familiar faces and occasionally with new faces given repetition
NEED FOR LIGHT	- Attraction to light, light gazing - Light needs to come from behind toward objects presented - Color filtered backlighting (red is preferred) on iPad and overlay for light box (not cool white = aversive – see link)

DISTANCE VIEWING:	- Present objects near - May notice familiar objects and people from farther distances within routines (e.g. family members, front door) given movement (e.g. 2-3 feet, 4-6 feet)
ATYPICAL VISUAL REFLEXIVES	- Blink to touch present (used during seizures) - Blink to threat intermittently present
VISUAL NOVELTY:	- Needs time to explore new objects - Difficulty with novel environments/objects - Benefits from objects with preferred colors, lights, movement
VISUALLY GUIDED REACH:	- Visually guided reach absent - May rely on auditory cues to help with location of objects; vision secondary given accommodations

CVI/AAC SCHEDULE

Name: Nevaan	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: Morning Greeting	Greeting	-Step by Step (SBS) with greeting "Good morning"	Red Mylar on face of SBS or switch. Switch/SBS should be placed at an angle on his R side (preferred visual field)	
Activity 2: Teacher time 45 minutes (reading, iPad, sensory)	-Making Choices - Utilize teacher scheduled activities - Allow Nevaan to make choices between 2 activities at a time to choose order of completion of activities	- Wait time 10-15 sec - SBS with recording: "that one" - Follow script in initial activity plan	- Black background - Decrease clutter in his environment - One item at a time (2 items at once is too much). Perform Partner Assisted Visual/Auditory scanning. - Provide light on items you want him to look like - Present items in his right center visual field	
Activity 3: Bath time before nap	-Affirm -Make a choice "It's bath time" -Initiate the activity	Objects: - Red mug - Blue bucket to say "all done" (provide language when he pours it out)	- Present items on a black background when introducing them to him - Give time to explore the object (visually, touching it, listening to the sounds they make, etc.) - Label the object	 
Activity 4: Stroll when he wakes up	-Initiate the activity -Commenting	- Front door - Provide language when going to walk (e.g. let's go), during walk for frequent experiences Nevaan may have (e.g. "you like wind")	-Use string/fairy lights around the door frame and/or door knob ("We're going for a walk. Let's find the door.") 	

Activity 5: Time with brother (actions and music)	-Requesting attention, peer interaction -Asking for more -Continuing an activity	-Step By Step (SBS) with repeated line for the song or Rhyme time - Have brother program before the activity and model what he will say on the SBS -Wait time (provide wait time for him to respond to the prompts and to continue the social routine)	- Red mylar on face of SBS - Light on SBS to bring attention	Stander  Laying prone (tummy) in bed  Seated in recliner 

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

General Student Information

Child's Name: Nevaan	Date: 6/16/2022
Phase: Late Phase I, Approaching Phase II	The CVI Range Assessment Score: 2.5-3
Team Members: Lindsey, Kristie, Jennifer, Rebecca, Ruby	

Activity: Choice making for play

- Activity: Choice making for play
- Phrases or language used to motivate or prompt child's participation:

What partner can say	What you can do
Hey Nevaan we are going to play	wait to see if he will respond
Here are some choices	pause
Your tambourine	Pause shake to make the sound
Yellow Dog	Pause shine light on it allow him time to look at it
Those are your choices you can say "That one" or "I want it" to let me know what you want	Model and show him the Step by Step and where it is located. You can shine a light to make sure he knows it is there
Do you want your Tambourine?	Shake twice. Pause. Wait for a response
Do you want the yellow dog?	Shine light on object and wait for a response

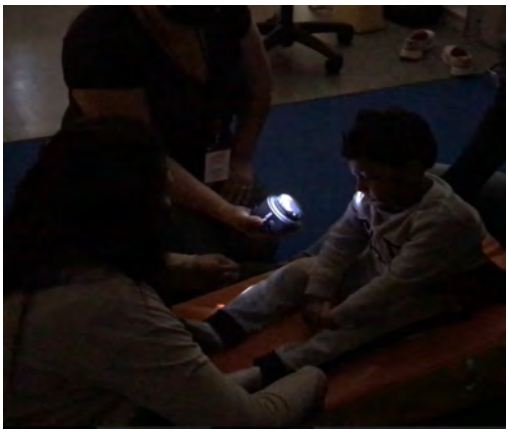
If he picked his tambourine... (something preferred)

What partner can say	What you can do
You picked your tambourine, you said "I want it"	Pause. wait for response only about 5 seconds
Let's play with your tambourine	Allow him time to play and explore his toy.
(If he looks like he is done) You are saying no i'm all done	

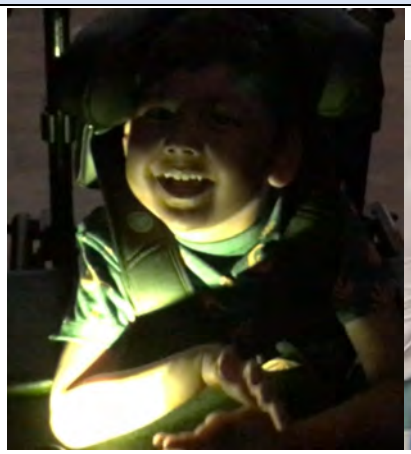
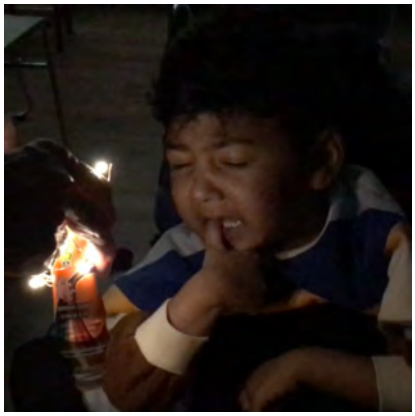
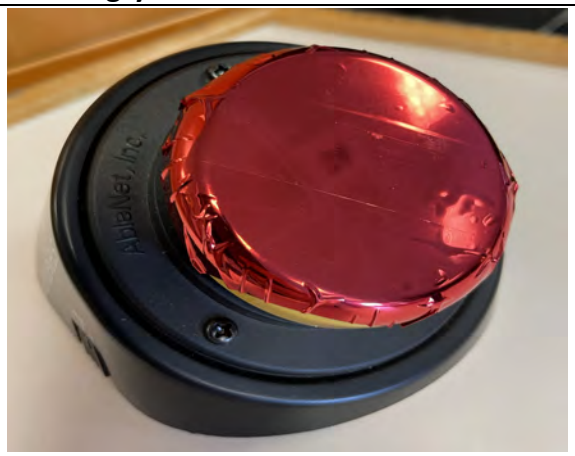
If he picked something he didn't really want (let him play with it and wait for a response)

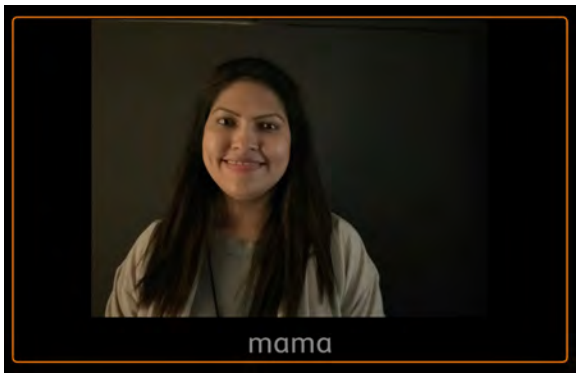
What partner can say	What you can do
You picked the yellow dog	wait and see if it is what he really wanted, look for him saying no (hand and arm over his eyes)
You are saying "no I don't want that" "something else"	Pause and wait for a response
Let's look at your other choices	Begin back at the top offering choices

Roman-Lantzy, C. (2019). Cortical Visual Impairment: Advanced Principles. New York: APH Press
Forms and Emotions 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.

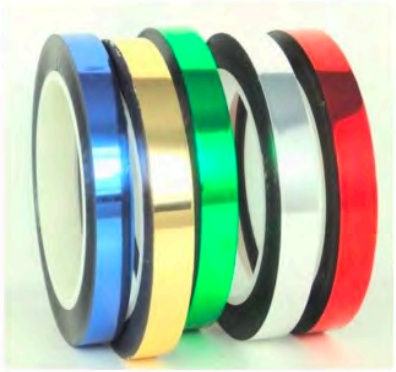
Characteristics of the Child, Vision, Language & Communication		
Language and Communication	**Vision**	**AAC-CVI Intervention**
Communication function to address for this activity: ● Function: Affirmation ● Current form: Reaching, Smiling, Vocalizing ● Form to be used: Body movements, activate switch (step by step) "That one", "I want that", etc. using brother's recorded voice	**CVI characteristics to be considered for this activity:** **Color:** mylar tape in preferred colors (e.g. red) **Movement:** may benefit from light from above and in combination with movement of light (reflective properties) **Latency:** Allow 15-20 seconds for response. Allow longer time to explore new items unless he says "no" with body language (hand/arm across face). With familiar or preferred items, latency will decrease. **Visual Field:** Present objects within right to midline visual field **Complexity of object:** Objects that are familiar or share salient features with familiar objects. Objects with 1-2 colors. **Complexity of array:** Present single item with black background. **Complexity of environment:** Reduce background noise, light, and environmental distractions. **Complexity of faces:** Nevaan will look at familiar faces, and is emerging in looking at more unfamiliar faces. Starting to look at single photos/page of familiar faces with a black background	**Communication Partner Strategies:** - Clothing: dark/black clothing - Quiet time - Other consistent language: see script above - Sensory balance: (Primary mode: Auditory, Secondary: Visual, Tertiary: Tactual) - Visual breaks: Consider Nevaan's interest and motivation in activity; follow his lead for breaks, as demonstrated by nonverbal communication (e.g. covering eyes) **Environment:** - Background: dark, minimal visual clutter/distractions - Noise: quiet - Tactile info **Materials:** - Flash light - Preferred and non-preferred toys/objects of 1-2 colors - AAC system (e.g. Step-by-step) **Physical (access considerations):** remove switch/VOD from field during play to minimize accidental miss hits. consider velcro-ing to fabric to minimize movement when attempting to target/activate switch/VOD 

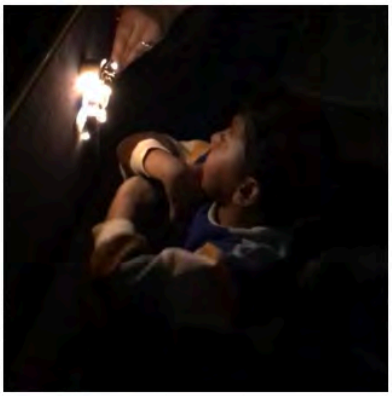
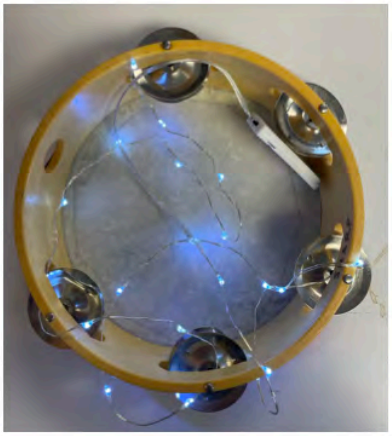
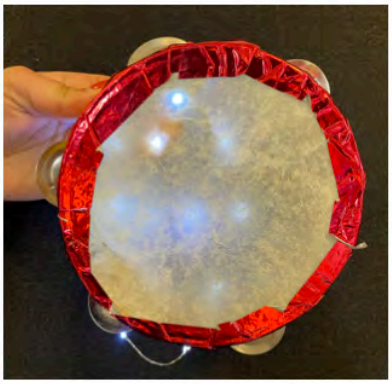
	on an iPad (10”) screen adapted with red backlight/color filter. **Light:** may benefit from light from above/behind him and in combination with movement of light (to illuminate reflective properties of objects) **Distance:** Present items approximately 10- 18 inches away **Visually guided reach:** Absent, but sometimes present with light support and familiar objects. Typically will look, look away, reach. **Novelty:** Allow longer time to explore new items unless he says “no” with body language (hand/arm across face)	(Using light to illuminate reflective properties on step by step with mylar tape on top of switch top)   presentation on preferred visual field (Right) with light to support visual attention

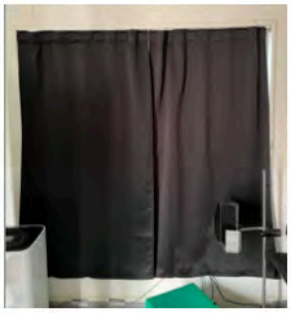
Communication Tools How the child will express these functions?	Strategies and Accommodations to Support Communication using AAC Tools
No Tech (body-based): cover eyes using left arm to indicate no. vocalizing/laughing to affirm/indicate excitement, gaze at item of interest, hands over head (I'm stressed).	  **yes I like it** **no/stop/all done/I don't like it**  **I'm hungry**
Mid- tech	 **LITTLE Step-by-Step** with reflective tape on cap. Cap should be different for different activities. Switch recorded with brother's voice to confirm his choice " That one", "I want it", "That's it".

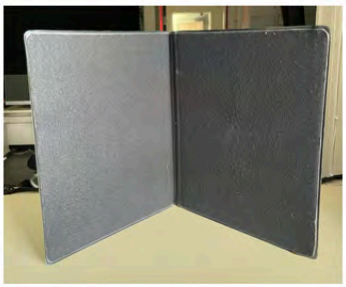
High-tech (electronic):	 Begin introducing 2D images of familiar family members and team. Photographs should be presented on a black background with voice recordings of the person saying who they are (e.g. mom says "mommy," brother saying "Reyansh," dad saying "baba." Allow Nevaan time to orient and gaze to iPad and attempt to activate for button. If he attempts and button does not activate, activate it for him and honor all attempts. Presented on the TD Snap app today but downloaded the free GoTalk Lite app on family iPad and reviewed how to create buttons/pages with mom. A single image should be presented at a time.
Supports for language comprehension	Descriptive language around choices; modeling language after visual component of task is complete (i.e. after making choices)

NOTES AND RECCOMENDATIONS

Item:	Purpose:	Example:
Step-by-Step	We recommend that you use more than one Step-by-Step for ease of programming and discrimination between devices. Continue to use reflective tape	 
Reflective Tape	Use to bring attention to items, such as Step-by-Step, outline an item or environmental cues.	

Fairy Lights (available in different colors)	Use to bring visual attention to an object.	  
CVI Book Builder Kit	When possible, use real objects- see his	
Lightbox Overlays	Overlays for the lightbox to filter the light	

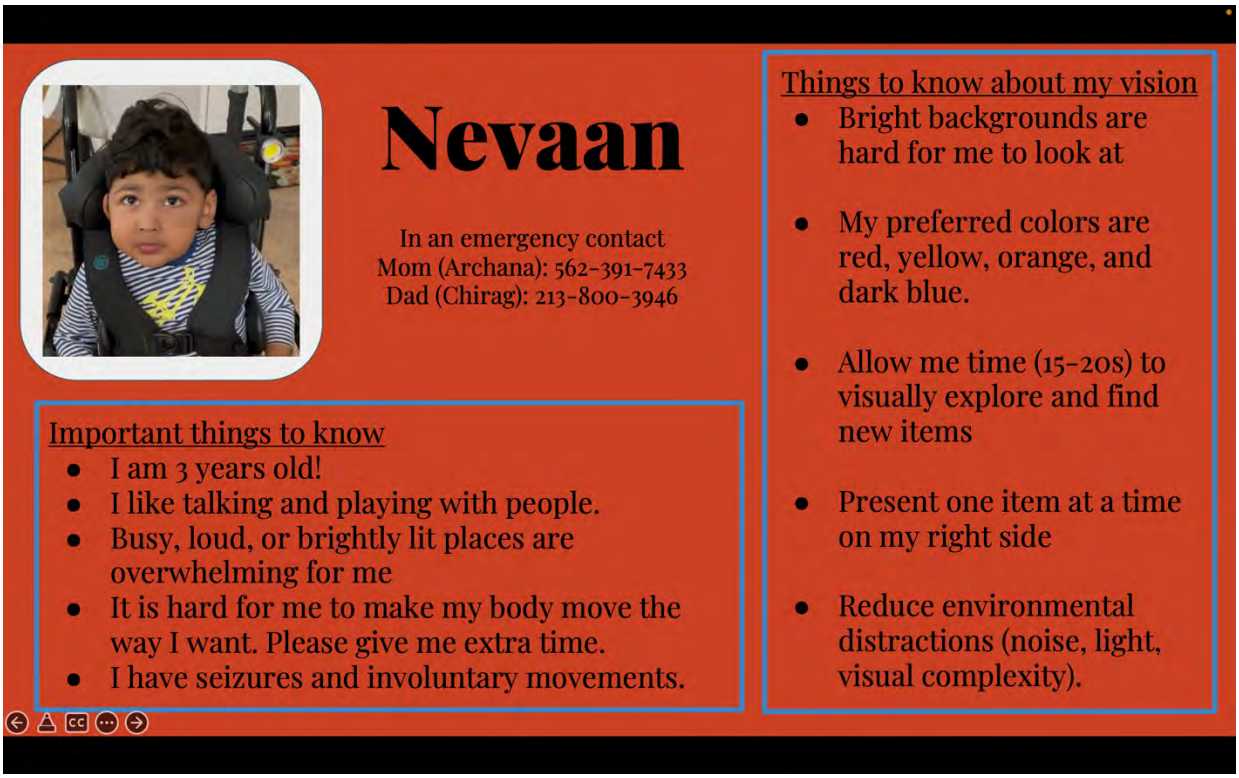
Black Contact Paper	Black tray for wheelchair or black contact paper on current tray	
Black Felt	Cover windows, make dividers to reduce visual clutter and or light.	
Tri Fold options Staples foam board Felt Tri Fold board Cardboard with black fabric on it	Affordable could add fabric if needed More expensive felted black board that can be carried Could make at home by yourself	 

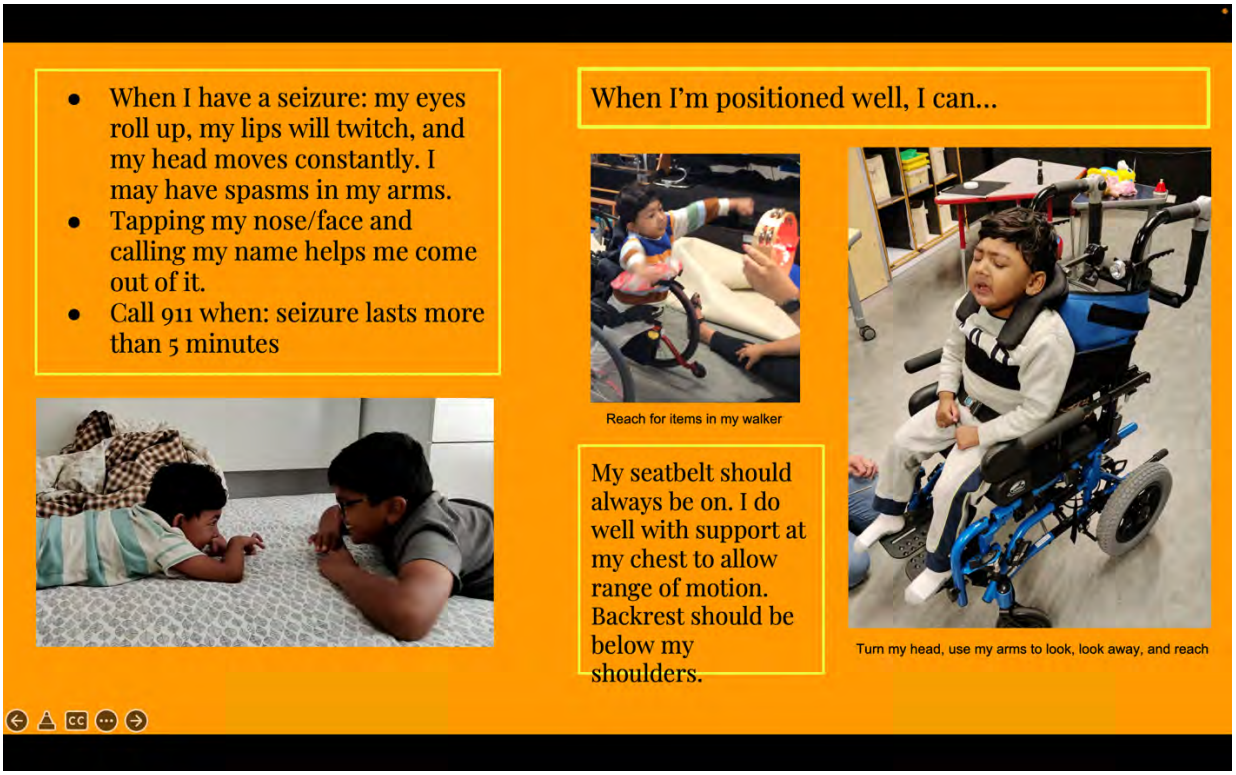
		 

AAC Apps to consider in the future- these would need to be highly customized to meet his language and vision needs.	
Proloquo2Go	
Snap +Core First	

Go Talk Now - You have the free version of this app. Continue to use it as a way for Nevaan to call for family members.	

COMMUNICATION PASSPORT





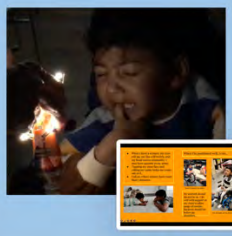
How I communicate with my body:

- I use my voice when I want attention, I am excited, or I am frustrated.
- I will reach my arms out straight when I want out of my wheelchair
- I put two fists on my head when I am feeling frustrated.
- I will cry when I am sad, frustrated, or uncomfortable.

I laugh and smile when I like or want something

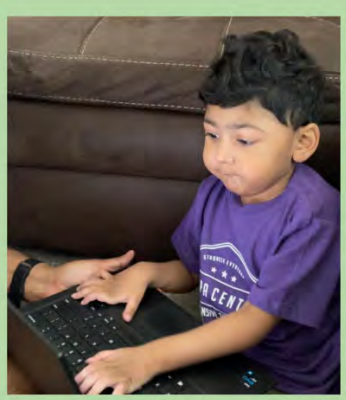
I cover my eyes or face to say "no" , "all done", or "I don't want it"

I put my finger in my mouth when I am hungry



Things I enjoy:

- Musical instruments & music
- Going for walks in the stroller
- My family!
- Going for a ride in the car
- Bath time and water play!



I like to sing songs, like the wheels on the bus. I can participate using my body, and choosing lines of a song on my Step-by-Step.