

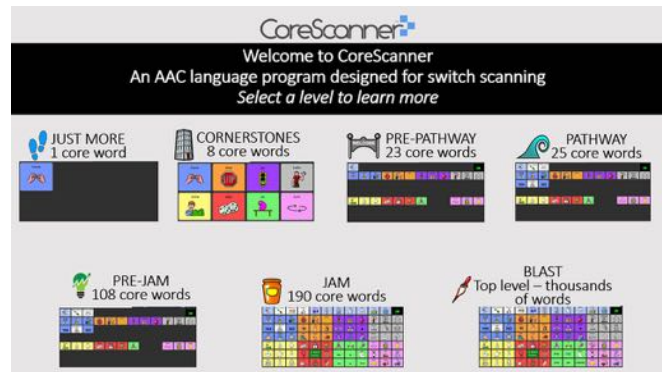
Building Vision for Communication

An Example for PHASE I Applications

1. Use the results of the CVI Range to guide intervention (Roman-Lantzy, CVI Approach to Assessment and Intervention, 2018)
 - Ask team members if anybody has the endorsement to do a CVI Range Assessment
 - If not, consider a virtual assessment from Dr. Lantzy, info found at www.cvicconnect.co
2. Phase I = Building Stable Visual Responses (Blackstone & Lantzy, CVI Applications, 2018)
 - Remember that this is a TEAM process
 - Watch videos designed for SLP role with CVI interventions and collaboration
 - USSAAC webinar by Christine Roman Lantzy: <https://www.isaac-online.org/english/news/webinars/archived-webinars/cortical-visual-impairment/>
 - PerkinsLearning webinar by Jenna Friedman: http://www.perkinselearning.org/videos/webinar/cvi-slp?utm_medium=email&utm_campaign=eLearning%20Webinar18%20-%20CVI-SLP%20TY&utm_content=eLearning%20Webinar18%20-%20CVI-SLP%20TY+CID_8693f4b19c745a4d83e3ed0522de48a8&utm_source=Perkins%20Message&utm_term=Watch%20Webinar
 - Control **all** sensory input (wear black, use simple backgrounds, reduce noise)
 - Use a few familiar 3D objects, in preferred visual field and with preferred color (as indicated from the characteristics assessed in the CVI Range)
 - If no color preference has been identified, use items that are yellow or red
 - Use movement to get attention, may include shiny or reflective surfaces
 - Consider activities on the iPad that draw visual attention by activating the dorsal “where” stream of vision. Remember that individuals scoring Phase I have not learned to visually target and fixate on objects. If the individual is beginning to visually fixate on objects, then the CVI Progress Chart should be consulted, and goals should be adjusted accordingly.
 - Design your own PPT activities with personally meaningful images and sounds
 - Use a tablet for the backlight to engage vision (NO object/symbol cards)
 - Use activities from CVi Connect app (\$10/month subscription)
3. Communication Intervention Options for Phase I
 - Encourage reliable YES NO body language responses and note all other forms of expression through body language: Consider making a book to teach communication partners about non-symbolic expression
 - Use partner-assisted auditory scanning (with branching)
 - Remember that everyone has a right to a developmentally appropriate robust communication system that includes core words, categories and the alphabet
 - Consider using an auditory-only PODD system if the CVI Range score indicates Phase I. Note: At the time of this post, there is no other auditory scanning option that is developmentally designed with partner interaction and pragmatic-based functionality. To obtain an auditory PODD, attendance at an Alternate Access PODD Training is required, to maintain fidelity with the system (<http://www.lindaburkhart.com/podd.htm>). Partners may need to hold a cue card with a list of items to control the way we cue participation in conversation and use words that the individual with CVI will be able to access. PODD books for individuals with visual behaviors that are assessed to be at Phase II may use auditory plus vision and employ a single symbol for branching with an auditory list for partners to navigate.



- Depending on the language level of the child, you may also want to consider Core Scanner by Prentke-Romich Company, https://www.prentke-romich.com/prc_advantage/corescanner-language. This scanning system is not designed for auditory scanning, and is much better suited to Phase II visual engagement, where the individual can fixate on a visual item, even if they are primarily focusing on just the color and not the image represented on the 8 cornerstone core words. Using as an auditory-only scanning system is possible, but a little complex and may be overwhelming for individuals and their partners, especially at first.



- Consider carefully how to use a “simple” voice output device to provide a voice output message the individual can activate. Be careful not to limit access to language based on physical or visual challenges. There are times, however, where activation of a single message is highly socially engaging and appropriate, particularly if it is selected by the individual based on navigation of a robust system. Caroline Musselwhite talks about “making a REAL choice, then giving it a voice” (aacintervention.com Tip from 2012).



•Think carefully about positioning of the activation area of your voice output system. A switch behind the head may be more natural because the individual can use body language without the distraction of attempting to overcome challenges with visually guided reach. When the individual is functioning at Phase I on the CVI Range, he/she is not reaching for items because vision is not yet functional and fixation on objects (including a switch or single message voice output device) is

not present. Pictured here is an ASL Electronic head array, which can be used with wired switches, USB joystick or Bluetooth iPad interface.

- Consider use of Recipes to activate an area on the iPad screen directly rather than scanning (aacintervention.com Tip of the Month #2, 2016).
- This GoTalk NOW page could be activated by a single switch with 8 separate Recipes, each with an active area for a different type of message. The partner would talk through what type of message, and then what message specifically from a robust auditory system. The partner could then act as a co-conspirator, recording the message for the individual, selecting the correct Recipe, and then cueing the individual to share that message in a real context with another person.
- The same strategy could be employed by plugging a switch into a TechTalk 8 (AMDi), SuperTalker (Ablenet - pictured here) or another similar device with 8 separate messages and 8 separate switch ports.

