What's the Complexity Framework

Designing an Accessible School Day for the Child with CVI

Matt Tietjen

CTVI, M.Ed.

Meet Aiden

- Late Phase II (Roman-Lantzy)
- First Grade
- Team has had a lot of training in CVI and visual complexity
- I notice interventions are not being generalized throughout the day.
- Aiden's teachers report "inappropriate" and "off-task" behavior.

Aiden: Activity 1

Addition Challenge

4 + 2 = _____   7 + 2 = _____

6 + 3 = _____   3 + 3 = _____

3 + 1 = _____   1 + 1 = _____

1 + 6 = _____   2 + 6 = _____

4 + 3 = _____   5 + 3 = _____

6 + 1 = _____   2 + 1 = _____

4 + 4 = _____   2 + 3 = _____

1 + 8 = _____   2 + 2 = _____

Location: General Education Classroom

$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$
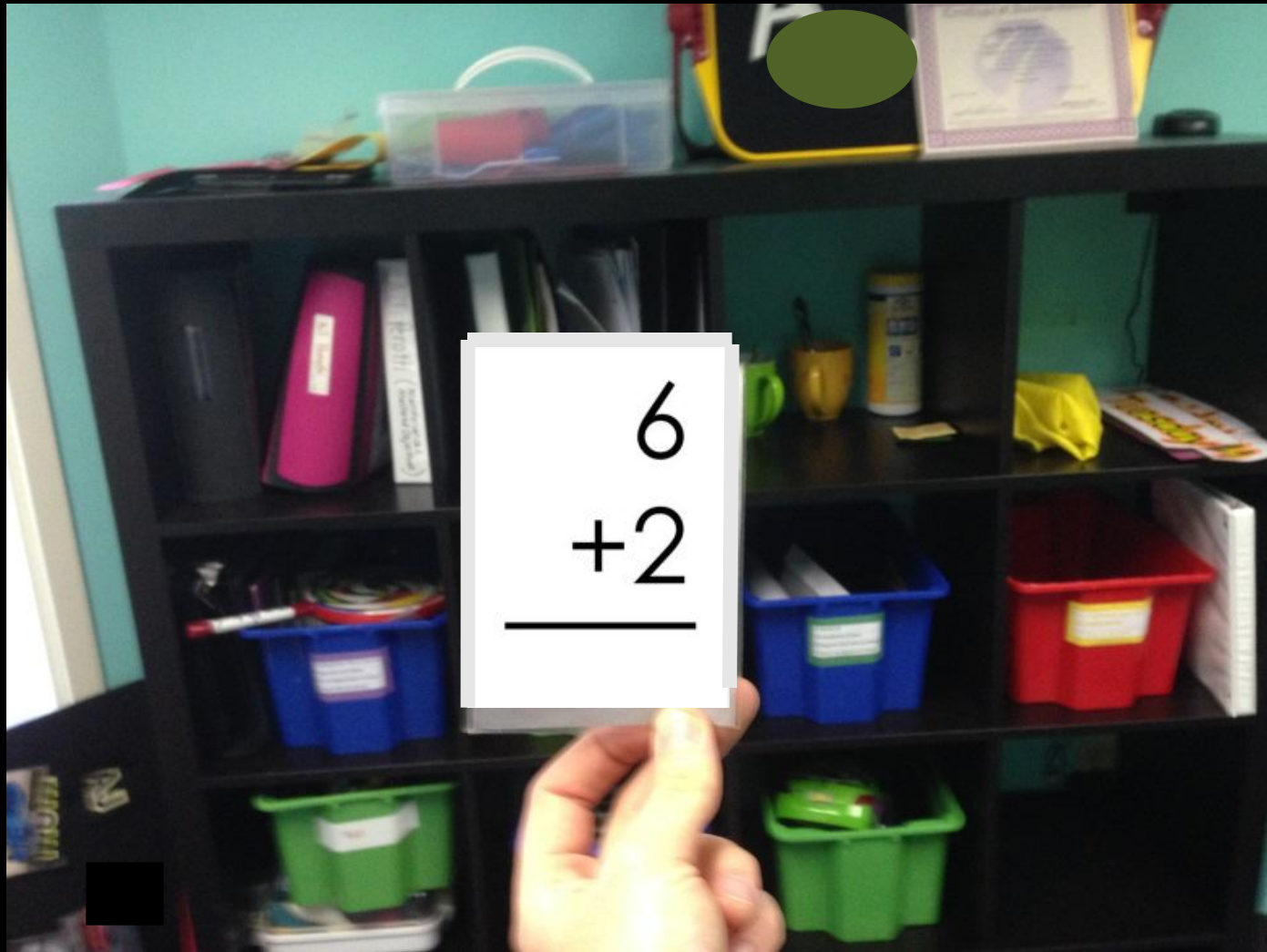
The First Snow

Jack woke up Saturday morning. He looked out of the window. The ground was white. The trees were white. "Oh boy," said Jack, "snow."

"What did you say?" asked Tom, opening his eyes.

"It snowed last night. Get up and see," said Jack.

Both boys ran to the window.

"Look at that!" said Tom. "Come on. Let's get dressed."

Jack and Tom ran into the kitchen.

"Mom!" they said. "It snowed last night."

"Yes,' said Mom. "Dad went out to get you sleds. First will east breakfast. Then we can have some fun. The firs snow is the best!"

We will…

- Consider the daily visual experience for a person with typical vision.
- Consider the daily experience for a child with CVI (Simulation)
- Impact on Behavior (Nee for Framework)
- Use What's the Complexity Framework to Design an accessible school day for Aiden.

My Daily Activities

Task

(C)	CH	F	Brushing teeth
(C)	CH	F	Getting dressed
(C)	CH	F	Preparing breakfast
(C)	CH	F	Eating breakfast
(C)	CH	F	Traveling to work

Directions:
1. Above, list 5 activities that were part of your day today (or part of your average day).
2. For each activity, circle whether the visual requirements were comfortable, challenging, or frustrational for you this morning (see key below).
3. Transfer each activity into the appropriate box on your "Individual Complexity Profile" below.

C = Comfortable – the task is well-within your visual ability

CH = Challenging – the task is at the upper end of your visual ability (you can manage it but it's difficult)

F = Frustrational – the task is mostly or completely beyond your visual ability

My Daily Activities

My Individual Complexity Profile

	Tasks
Frustrational (red)	
Challenging (yellow)	
Comfortable (green)	Brushing teeth; getting dressed; preparing breakfast; eating breakfast, traveling to work

Directions: write each of the five tasks **listed above in the appropriate box.**

Why?

A world within our visual abilities

"Society chooses to present information in a way that the majority of people can see clearly - insuring that it falls within these "normal" limitations, but those with reduced vision are not able to always see within these limits and the information is not accessible…"

- Gordon Dutton

A world within our visual abilities

Imperialism

Imperialism is a policy in which one country seeks to extend its authority by conquering other countries or by establishing economic and political dominance over other countries. The first chart below discusses the four forms of imperialist authority. The second chart shows the two management methods that can be used to control an area.

Forms of Imperialism

CALIFORNIA STANDARDS
10.4.1, REP 4

Form	Definition	Example
Colony	A country or a territory governed internally by a foreign power	Somaliland in East Africa was a French colony.
Protectorate	A country or a territory with its own internal government but under the control of an outside power	Britain established a protectorate over the Niger River delta.
Sphere of Influence	An area in which an outside power claims exclusive investment or trading privileges	Liberia was under the sphere of influence of the United States.
Economic Imperialism	An independent but less-developed country controlled by private business interests rather than other governments	The Dole Fruit company controlled pineapple trade in Hawaii.

Imperial Management Methods

| Indirect Control	Direct Control
• Local government officials used	• Foreign officials brought in to rule
• Limited self-rule	• No self-rule
• Goal: to develop future leaders	• Goal: assimilation
• Government institutions are based on European styles but may have local rules.	• Government institutions are based only on European styles.
Examples:	Examples:
• British colonies such as Nigeria, India, Burma	• French colonies such as Somaliland, Vietnam
• U.S. colonies on Pacific Islands	• German colonies such as German East Africa
	• Portuguese colonies such as Angola

> **DATA FILE**

In 1905, the British Empire
• was the largest and most powerful in the world's history.
• covered about 11 million square miles.
• had about 400 million inhabitants.

Today, the United Kingdom has 13 small dependent territories and is the head of a voluntary association of 54 independent states.

African Colonization and Independence
• In 1884, Western leaders met to divide Africa into colonial holdings.
• By 1914, nearly all of Africa had been distributed among European powers.
• European imperial powers set national borders in Africa without regard for local ethnic or political divisions. This continues to be a problem for African nations today.

Independent African Countries

4	50
1945	2003
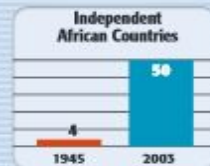
Connect *to* Today

1. Forming and Supporting Opinions Which form of managing imperial interests do you think would be most effective and why?

See Skillbuilder Handbook, page R20.

2. Recognizing Effects Use the Internet or library resources to research the problems many African nations are facing today as a result of imperialism. Report your findings to the class.

Simulation:

Poll: What would it be like to spend our day in a visual world that was **not** designed within our visual abilities?

My Daily Activities

My Individual Complexity Profile

	Tasks
Frustrational (red)	Mazes; Counting Dots; 5 rhyming words
Challenging (yellow)	Textbook passage without spacing; Where's Waldo
Comfortable (green)	Brushing teeth; getting dressed; preparing breakfast; eating breakfast, traveling to work

Directions: write each of the five tasks listed above in the appropriate box.

Did you give up?

To: 👤   employer of webinar viewer   +

Cc:

Subject: Off task behavior

Calibri   ▼   12 ▼   **B**   *I*   U̲   ⋮≡   ≣   ≣←   →≣   ᵃᵇⁱ   A   A̸   ≡   ≡   ≡   ⊞   ⌄

Dear Employer of Perkin's eLearning webinar viewer:

     I am writing to express my concern regarding (your name here). While viewing my webinar today (your name here) was noncompliant, refusing to complete several tasks I had given him/her. I know that this off-task behavior was not due to (your name here)'s vision because in order to get to the webinar (your name here) had to click on several tiny icons, which means he/she must see just fine. I am certain that (your name here)'s actions today were just behavioral, not visual.

Feel free to reach out if you have any questions. Have a great day.

Matt

Impact on Behavior

The Need for a Framework

Need for a Framework

Too Often...

- Teams have an inadequate understanding of visual complexity, how it affects their student's vision, and how to generalize interventions throughout the school day. We often see Islands of Intervention.

- Tasks are above visual abilities.

- Environments are too complex for the given task.

- Too much cumulative visual complexity throughout their schedules (i.e. lunch, recess, math, reading consecutively).

- Students are described as "fatiguing mid-day," "shuts down in afternoon," "most available in morning," etc.

Need for a Framework

The Big Three

"This constant movement, overload of visual information and noise all conspired to cause my brain to shut down even further. It was simply too much for me to process."

- Nicola McDowell (CVI Scotland)

Need for a Framework

We then see...

- "inappropriate behavior" (Pawletko, 145)

- "the child may be overwhelmed by the people, sights and sounds in a crowded environment and the resulting stress may lead to withdrawal, an angry outburst, or anxiety." (Pawletko, 147)

- "May be labeled as "noncompliant" or "oppositional" when they avoid or refuse to do a task, when in fact they have become visually fatigued...and need better scheduling of activities and regular rest periods to optimize functioning rather than a behavioral reinforcement plan."   (Pawletko, 148)

Need for a Framework

"My bedroom had become a safe place. A place where I wasn't terrorized by my visual issues, because I was in complete control of the environment. I had made sure that it was as uncluttered as possible and knew where everything was. It also never changed… without really understanding why, I had simply created an environment for myself where I was able to relax and recharge my visual brain and overall energy levels without fighting against the constant clutter, noise and unpredictability of the outside world."

- Nicola McDowell (Blog 14, CVI Scotland)

Need for a Framework

Nicola McDowell had designed an environment that was within her visual abilities.

How much power and agency do most of our students have to do the same?

Who is going to do that for our students with CVI?

"I don't go overboard with interventions because it's not like someone is going to redesign the world for them when they graduate."

- classroom teacher

Why re-design?

Why should we design an visually accessible school day?

- It's the law. IDEA requires an "appropriate" education.
- If our students cannot access the curriculum, they will not learn it.
- Can we expect a child to have "appropriate" behavior when we have failed in providing appropriate environments and learning materials?

Why re-design?

"No one is going to re-design the world for them…"

- When we teach a child to swim…we don't say, "let's abandon flotation devices and the shallow end because they may not always be available in the real world."

- We use them because it is what the child needs now. These accommodations provide him with a point of entry to the water so he can learn how to swim.

- With vision, the accommodations we put in place what our students need now. If we are going to expect our students to learn how to use their vision in increasingly un-supported situations, we must give them a point of entry into the visual world.

And…

We already do this for ourselves…

My Workspace

My Student's Workspace

Introducing What's the Complexity…

The What's the Complexity Framework

Each student deserves:

- Tasks that are within her visual ability

- An good fit between the complexity level of each task and environment (Balanced Activities)

- An appropriate distribution of complexity throughout the school day (Balanced Schedule)

- Visual breaks scheduled proactively throughout school day

Balanced Activity

- In a balanced activity, the level of visual complexity in the task is a good fit for the level of visual complexity in the environment.

Task

Environment
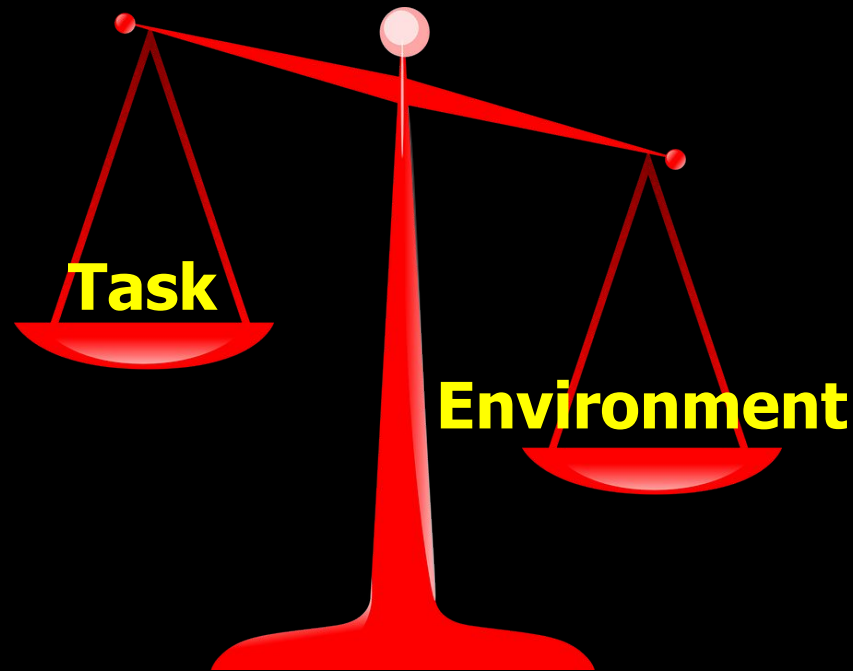
Balanced Schedule

In a balanced schedule, visual complexity is distributed in a mindful, intentional way that works best for the student.

The goal is to reduce cumulative visual fatigue and keep the visual battery charged.

What is a Visual Break?

- A visual break is the cessation of adult-driven visual demands.

- It is individualized for each student.

- It recharges the student.

- It is a RIGHT, not a REWARD.

When to take a Visual Break?

- Proactively throughout the day. Schedule in 5-10 minute visual breaks at regular intervals. **Don't wait for visual battery to drain.**

- In areas of the schedule with high cumulative complexity.

- Offer visual breaks during any activity in which the environment is highly complex or the task is at a challenging level. (Short breaks every 5-10 minutes may increase student's endurance.)

What's the Complexity Is:

1. **Individual Complexity Profile**

   (and 2 companion guides)

2. **Environment and Task Rating Guides**

3. **Full Schedule <u>or</u> Single Activity Recording Form**

INDIVIDUAL COMPLEXITY PROFILE

Figure 1

Student Name: School Year:

Complexity of TASK	Example Tasks For This Student	Appropriate ENVIRONMENT
Frustrational (red)		*Do not attempt frustrational level tasks in any environment. Or, modify task/ add supports to bring task to student's comfortable or challenging level*
Challenging (yellow)		extreme high moderate minimal
Comfortable (green)		extreme high moderate minimal
Low Visual Demands (gray)	The following constitute preferred visual / sensory breaks for your student:	

In the "example tasks" column write examples of tasks that currently represent each level of visual complexity for your student. In each "appropriate environment" cell, circle the complexity level(s) of the environment in which your student should complete those tasks.

Task Bank (companion A)

Object

C	CH	F	Look at single color light up object
C	CH	F	Look at highly familiar single color object
C	CH	F	Look at single colored generally familiar objects
C	CH	F	Look at single colored novel objects
C	CH	F	Look at highly familiar multi-colored/patterned objects
C	CH	F	Look at generally familiar multi-colored / patterned objects
C	CH	F	Look at novel multi-colored / patterned objects
C	CH	F	Interpret highly familiar single color object
C	CH	F	Interpret generally familiar single colored object
C	CH	F	Interpret novel single-colored objects
C	CH	F	Interpret highly familiar multi-colored / patterned object
C	CH	F	Interpret generally familiar multi-colored / patterned object
C	CH	F	Interpret novel multi-colored / patterned object
C	CH	F	Look at 2D images and displays on backlit surface
C	CH	F	Look at 2D images or displays
C	CH	F	Interpret color photographs of highly familiar objects
C	CH	F	Interpret color photographs of general exemplars of familiar objects
C	CH	F	Interpret color photographs of novel or unusual exemplars of familiar objects.
C	CH	F	Interpret realistic cartoon illustrations of highly familiar objects
C	CH	F	Interpret realistic cartoon illustrations of generally familiar objects
C	CH	F	Interpret realistic cartoon illustrations of animals
C	CH	F	Interpret abstract cartoon illustrations of highly familiar objects
C	CH	F	Interpret abstract cartoon illustrations of generally familiar objects

CVI Characteristics from *The CVI Range Assessment*, Christine Roman-Lantzy

Describing the Task

Frustrational: somewhat or completely beyond student's current visual abilities. Frustrational tasks, if done at all, require a great deal of scaffolding and support from an adult. Doing the task without support would be "frustrational" to your student's visual abilities.

Challenging: at the upper end of student's visual ability. Analogous to "instructional level." Educators should expect students to perform these tasks but within the proper contexts and settings.

Comfortable: well within the student's visual abilities. Those that are "Mastered" or "Independent." Comfortable tasks still require the student to think about or act upon what is seen, though they do not "stretch" the person's visual abilities.

Low visual demands: visual break; tasks without any external, adult-directed visual demands. Student's chance to "recharge."

TASK RATING GUIDE

Figure 5

	Complexity of Object	Complexity of Array	Complexity of Sensory Inputs	Distance of Materials	Visual-Motor Demands	Visual Latency	Visual Novelty
Frustrational	Targets are outside student's ability to look at and interpret.	Array of materials outside student's ability to look at, interpret and interact with.	Sensory demands of materials are outside student's ability to look at, interpret, and maintain visual attention.	Distance of materials is outside student's ability to look at, interpret, and maintain visual attention.	Visual-motor demands are outside student's ability.	Pacing of task is outside student's ability to engage visually	Novelty of materials is outside student's ability to look at and interpret.
Challenging	Targets are at upper end of student's ability to look at and interpret.	Array of materials at upper end of student's ability to look at, interpret and interact with.	Sensory demands of materials are at the upper end of student's ability to look at, interpret, and maintain visual attention.	Distance of materials is at upper end of student's ability to look at, interpret, and maintain visual attention.	Visual-motor demands are at upper end of student's ability.	Pacing of task is at upper end of student's ability to engage visually	Novelty of materials is at upper end of student's ability to look at and interpret.
Comfortable	Targets are well-within student's ability to look at and interpret.	Array of materials well-within student's ability to look at, interpret and interact with.	Sensory demands of materials are well-within student's ability to look at, interpret, and maintain visual attention.	Distance of materials or target is well-within student's ability to look at, interpret, and maintain visual attention.	Visual-motor demands are well within student's abilities.	Pacing of task is well within student's ability to engage visually	Novelty of materials is well-within student's ability to look at and interpret.
Low Visual Demands *What's the Complexity?*	Low visual demands	Low visual demands	low visual demands	Low visual demands	Low visual demands	low visual demands	low visual demands

Circle the level for each of the 7 components that make up the task. The highest circle determines the overall complexity level of the task.

Characteristics from Roman-Lantzy, 2007

CVI Characteristics from *The CVI Range Assessment,* Christine Roman-Lantzy

Describing the Environment

Extreme: complexity greater than typical general education classroom.

High: complexity similar to or slightly less than that of a typical general education classroom.

Moderate: complexity far less than in typical general education classroom.

Minimal: All or most complexity eliminated.

ENVIRONMENT RATING GUIDE

Figure 4

What's the Complexity?	Complexity of Array	Complexity of Sensory Input	Visual Movement	Impact of Lighting	Visual Novelty	Examples
Extreme	extreme amount of competing background information in student's visual field	intense, constant level of competing sensory input	intense level of movement in visual field	lighting in this environment prevents student from attending to task.	setting and/or characteristics of setting may be highly unfamiliar	*Array, sensory, and/or movement greater than in typical, un-adapted general education classroom (i.e. School cafeteria; gymnasium; crowded hallway)*
High	high amount of competing background information in student's visual field	high level of steady, competing sensory input	frequent background movement in visual field	lighting in this environment is consistently distracting for student.	setting and/or characteristics of setting may be unfamiliar	*Array, Sensory and/or Movement similar to or slightly less than that of a typical, un-adapted general education classroom*
Moderate	low to moderate amount of competing background information in student's visual field	low to moderate amount of competing sensory input at somewhat regular intervals	occasional background movement in visual field	lighting in this environment is occasionally distracting for student.	setting and/or characteristics of setting are basically familiar	*Array, sensory and/or movement far less than in typical, un-adapted general education classroom (i.e. generally quiet resource room with some competing visual information in child's field)*
Minimal	no, or very little, competing background information in student's visual field	quiet; no, or very infrequent, competing sensory input	no background movement in visual field	lighting in this environment does not seem to be distracting for student.	setting and/or characteristics of setting are very familiar	*Array, sensory and/or movement eliminated or nearly eliminated (i.e. Quiet one-to-one setting with visual complexity reduced using black trifold boards or plain wall)*

Circle the complexity level for each of the 5 components that make up the environment. The highest circle determines the overall complexity level of the environment.

Characteristics from Roman-Lantzy, 2007

CVI Characteristics from *The CVI Range Assessment*, Christine Roman-Lantzy

Rating the Environment

The rating of a particular environment can depend on:

- Child's perspective
    - Is the <u>visual clutter</u> in the child's visual field?
    - Is any noise in the environment perceivable to the child or does the child have a profound <u>hearing impairment</u>?
- Time of day
    - The resource room may be highly complex due to sensory input when there are several children present, but minimally complex later when most other children are out of the room for other activities.

Let's help Aiden…

INDIVIDUAL COMPLEXITY PROFILE

Student Name: **School Year: 2017-2018**

Complexity of TASK	Example Tasks For This Student	Appropriate ENVIRONMENT
Frustrational	Abstract black and white images like those on worksheets; viewing presentations from beyond 3-4 feet; attending to 2D displays beyond preferred near viewing distance (about 16 inches); reading connected text without modifications; busy illustrations in books without modifications; fine visual-motor skills such as zipping lunchbox; worksheets with more than one problem visible at once.	*Do not attempt frustrational level tasks in any environment. Or, modify task/ add supports to bring task to student's comfortable or challenging level*
Challenging	Realistic black and white images; abstract colored images such as those in books; reading single lines of un-mastered text with reading guide or pointing; learning to tell time on analog clock; identifying pictures of familiar people; visually attending to live presentations within 3-4 feet; new sight words; typing on his adapted bluetooth keyboard; photographs of visual scenes; decoding cvc words with color underlining as an anchor; interpreting novel images in books; navigating novel surfaces with his cane.	extreme high (moderate) (minimal)
Comfortable	Color photographs; reading mastered sight words; reading mastered highly familiar books; retrieving items from lunchbox; visually attending to live presentations within preferred near viewing distance (about 16 inches); counting manipulatives in math, counting large colored dots on dry-erase board in a linear array; single printed math problems using color as an anchor; 2D math "manipulatives" on dry erase board using color as an anchor; interpreting realistic photographs of highly familiar things with a blank background; using a spoon to eat yogurt, pudding, etc; navigating around the school building using his cane as a tactual support	extreme (high moderate minimal)
Low Visual Demands	**The following constitute preferred visual / sensory breaks for your student:** listening to favorite music on headphones, sitting in quiet room before other students arrive	

In the "example tasks" column write examples of tasks that currently represent each level of visual complexity for your student. In each "appropriate environment" cell, circle the complexity level(s) of the environment in which your student should complete those tasks.
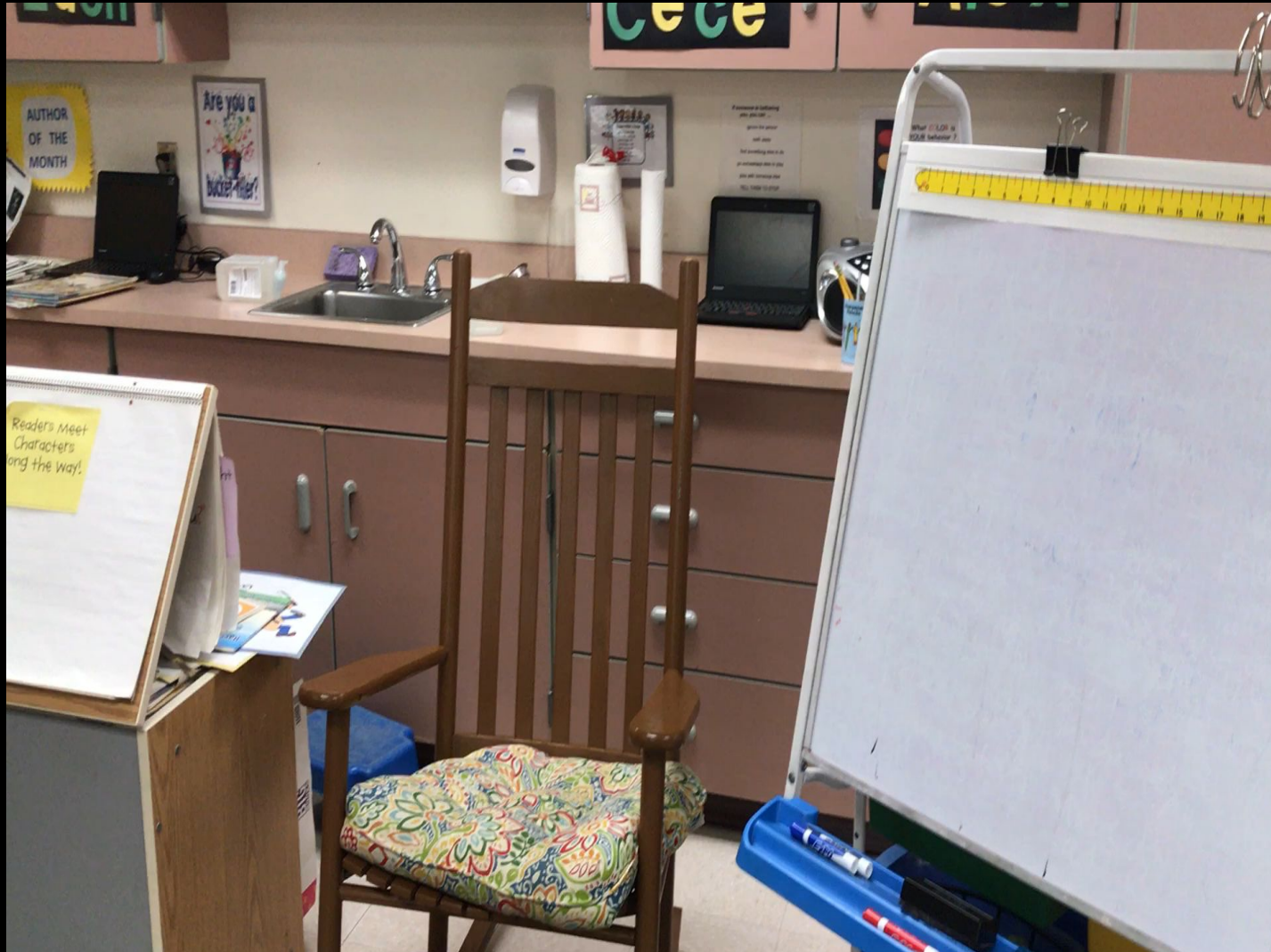
Math worksheet

TASK RATING GUIDE

Figure 5

	Complexity of Object	Complexity of Array	Complexity of Sensory Inputs	Distance of Materials	Visual-Motor Demands	Visual Latency	Visual Novelty
Frustrational	Targets are outside student's ability to look at and interpret.	Array of materials outside student's ability to look at, interpret and interact with.	Sensory demands of materials are outside student's ability to look at, interpret, and maintain visual attention.	Distance of materials is outside student's ability to look at, interpret, and maintain visual attention.	Visual-motor demands are outside student's ability.	Pacing of task is outside student's ability to engage visually	Novelty of materials is outside student's ability to look at and interpret.
Challenging	Targets are at upper end of student's ability to look at and interpret.	Array of materials at upper end of student's ability to look at, interpret and interact with.	Sensory demands of materials are at the upper end of student's ability to look at, interpret, and maintain visual attention.	Distance of materials is at upper end of student's ability to look at, interpret, and maintain visual attention.	Visual-motor demands are at upper end of student's ability.	Pacing of task is at upper end of student's ability to engage visually	Novelty of materials is at upper end of student's ability to look at and interpret.
Comfortable	Targets are well-within student's ability to look at and interpret.	Array of materials well-within student's ability to look at, interpret and interact with.	Sensory demands of materials are well-within student's ability to look at, interpret, and maintain visual attention.	Distance of materials or target is well-within student's ability to look at, interpret, and maintain visual attention	Visual-motor demands are well within student's abilities.	Pacing of task is well within student's ability to engage visually	Novelty of materials is well-within student's ability to look at and interpret.
Low Visual Demands *What's the Complexity?* -	Low visual demands	Low visual demands	low visual demands	Low visual demands	Low visual demands	low visual demands	low visual demands

Circle the level for each of the 7 components that make up the task. The highest circle determines the overall complexity level of the task.

Characteristics from Roman-Lantzy, 2007

What's the Complexity?

ENVIRONMENT RATING GUIDE

Gen ed. Classroom

Figure 4

What's the Complexity?	Complexity of Array	Complexity of Sensory Input	Visual Movement	Impact of Lighting	Visual Novelty	Examples
Extreme	extreme amount of competing background information in student's visual field	intense, constant level of competing sensory input	intense level of movement in visual field	lighting in this environment prevents student from attending to task.	setting and/ or characteristics of setting may be highly unfamiliar	Array, sensory, and/or movement **greater than in typical, un-adapted general education classroom** (i.e. School cafeteria; gymnasium; crowded hallway)
High	high amount of competing background information in student's visual field	high level of steady, competing sensory input	frequent background movement in visual field	lighting in this environment is consistently distracting for student.	setting and/ or characteristics of setting may be unfamiliar	Array, Sensory and/or Movement **similar to or slightly less than that of a typical, un-adapted general education classroom**
Moderate	low to moderate amount of competing background information in student's visual field	low to moderate amount of competing sensory input at somewhat regular intervals	occasional background movement in visual field	lighting in this environment is occasionally distracting for student.	setting and/ or characteristics of setting are basically familiar	Array, sensory and/or movement **far less than in typical, un-adapted general education classroom** (i.e. generally quiet resource room with some competing visual information in child's field)
Minimal	no, or very little, competing background information in student's visual field	quiet; no, or very infrequent, competing sensory input	no background movement in visual field	lighting in this environment does not seem to be distracting for student.	setting and/or characteristics of setting are very familiar	Array, sensory and/or movement **eliminated or nearly eliminated** (i.e. Quiet one-to-one setting with visual complexity reduced using black trifold boards or plain wall)

Circle the complexity level for each of the 5 components that make up the environment. The highest circle determines the overall complexity level of the environment.
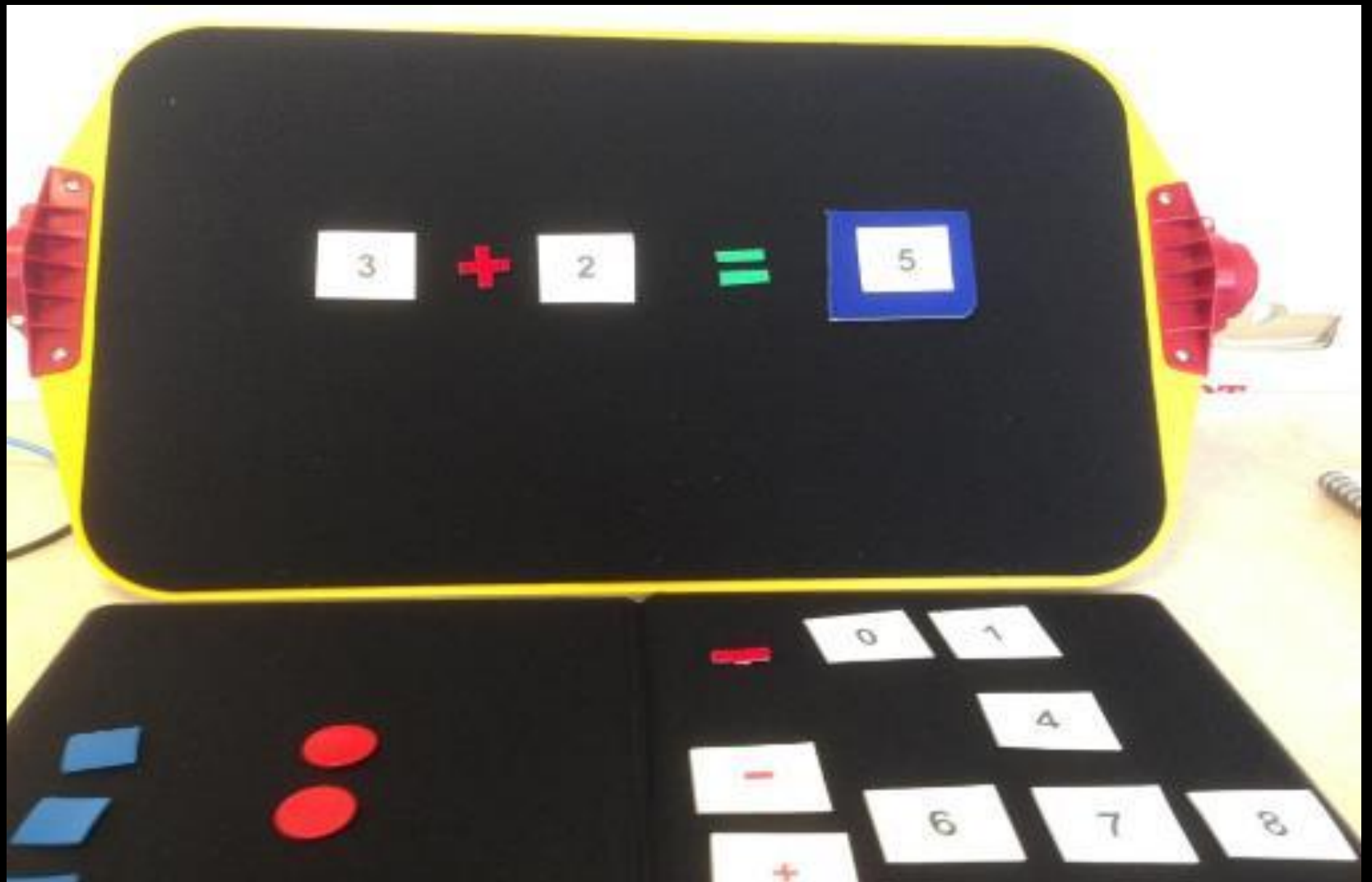
Characteristics from Roman-Lantzy, 2007

SCHEDULE WORKSHEET

Student: **Aiden**   Date:

Activity	Complexity (circle)		Recommendations (circle all that apply)	Comments (elaborate on recommendations or explain why none are needed)
	ENVIRONMENT	TASK		
Math in General Education Classroom	Extreme **High** ⭕ Moderate Minimal	Frustrational **Challenging** ⭕ Comfortable Low Visual Demands	**Balance Activity** ⭕ Address Environment **Address Task** ⭕ Duration / Breaks Balance Schedule Visual opportunity	Environment is highly complex and task is challenging. To balance activity, modify the task so that it is at Aiden's comfortable level. Use a combination of manipulatives and Velcro numbers on slant board using color and spacing to reduce complexity.
	Extreme High Moderate Minimal	Frustrational Challenging Comfortable Low Visual Demands	Balance Activity Address Environment Address Task Duration / Breaks Balance Schedule Visual opportunity	
	Extreme High Moderate Minimal	Frustrational Challenging Comfortable Low Visual Demands	Balance Activity Address Environment Address Task Duration / Breaks Balance Schedule Visual opportunity	
	Extreme High Moderate Minimal	Frustrational Challenging Comfortable Low Visual Demands	Balance Activity Address Environment Address Task Duration / Breaks Balance Schedule Visual opportunity	

Comfortable

$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$

SCHEDULE WORKSHEET

Student: **Aiden**　　　　　　　　　　　　　　　Date:

Activity	Complexity (circle)		Recommendations (circle all that apply)	Comments (elaborate on recommendations or explain why none are needed)
	ENVIRONMENT	TASK		
Math in General Education Classroom	Extreme / ~~High~~ / Moderate / Minimal	Frustrational / ~~Challenging~~ / Comfortable / Low Visual Demands	~~Balance Activity~~ / Address Environment / ~~Address Task~~ / Duration / Breaks / Balance Schedule / Visual opportunity	Environment is highly complex and task is challenging. To balance activity, modify the task so that it is at Aiden's comfortable level. Use a combination of manipulatives and Velcro numbers on slant board using color and spacing to reduce complexity.
Math flashcards in Individual Work space	Extreme / ~~High~~ / Moderate / Minimal	Frustrational / ~~Challenging~~ / Comfortable / Low Visual Demands	~~Balance Activity~~ / ~~Address Environment~~ / Address Task / Duration / Breaks / Balance Schedule / Visual opportunity	Environment is highly complex due to complexity of array in the background. Task is challenging. To balance activity, reposition student's desk so that he is facing a plain wall.
	Extreme / High / Moderate / Minimal	Frustrational / Challenging / Comfortable / Low Visual Demands	Balance Activity / Address Environment / Address Task / Duration / Breaks / Balance Schedule / Visual opportunity	
	Extreme / High / Moderate / Minimal	Frustrational / Challenging / Comfortable / Low Visual Demands	Balance Activity / Address Environment / Address Task / Duration / Breaks / Balance Schedule / Visual opportunity	

Minimally Complex

SCHEDULE WORKSHEET

Student: **Aiden**   Date:

Activity	Complexity (circle)		Recommendations (circle all that apply)	Comments (elaborate on recommendations or explain why none are needed)
	ENVIRONMENT	TASK		
Math in General Education Classroom	Extreme, ~~High~~, Moderate, Minimal	Frustrational, ~~Challenging~~, Comfortable, Low Visual Demands	~~Balance Activity~~, Address Environment, ~~Address Task~~, Duration / Breaks, Balance Schedule, Visual opportunity	Environment is highly complex and task is challenging. To balance activity, modify the task so that it is at Aiden's comfortable level. Use a combination of manipulatives and Velcro numbers on slant board using color and spacing to reduce complexity.
Math flashcards in resource room	Extreme, ~~High~~, Moderate, Minimal	Frustrational, ~~Challenging~~, Comfortable, Low Visual Demands	~~Balance Activity~~, ~~Address Environment~~, Address Task, Duration / Breaks, ~~Balance Schedule~~, Visual opportunity	Environment is highly complex due to complexity of array. Task is challenging. To balance activity, reposition student's desk so that he is facing a plain wall. Offer short visual breaks throughout. 10 minute visual break following activity.
Literacy reading passage in quiet reading room	Extreme, High, Moderate, ~~Minimal~~	~~Frustrational~~, Challenging, Comfortable, Low Visual Demands	~~Balance Activity~~, Address Environment, ~~Address Task~~, Duration / Breaks, Balance Schedule, Visual opportunity	Environment is minimally complex. Task is frustrational because there is too much text with too little spacing. Increase spacing between words and lines, and highlight every other word to reduce complexity. Offer short visual breaks throughout.
	Extreme, High, Moderate, Minimal	Frustrational, Challenging, Comfortable, Low Visual Demands	Balance Activity, Address Environment, Address Task, Duration / Breaks, Balance Schedule, Visual opportunity	

Ginger went to the next door. A

woman let her in.

Ginger looked all around and sniffed

the air. She smelled broccoli. Ginger

was hungry, but she didn't like

broccoli! This was not the place for

Ginger.

Challenging

Sharing your Findings

Following a What's the Complexity observation:

- Complete forms
- Write a summary of findings and recommendations
- Meet with team to share results.
- Use pictures and videos if possible!

Need for a Framework

The What's the Complexity Framework:

▪Helps teams generalize their understanding of visual complexity to all parts of the student's school day.

▪Ensures inclusion in the general education classroom is **intentional** and **meaningful**.

▪Gives the TVI a concrete framework for making recommendations.

▪ Provides a "common language" for discussing visual complexity

▪Gives teams a tool they can use in between visits from the TVI

▪**Brings the team to the table** for a more in-depth discussion of visual complexity. IT GETS THE TEAMS' ATTENTION.

"Gives the ship a rudder"
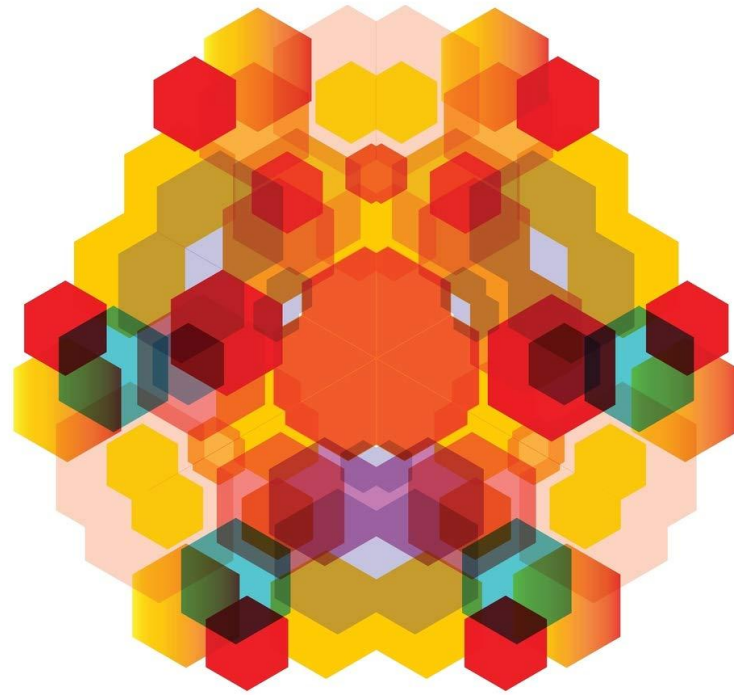
Find What's the Complexity Framework in
Cortical Visual Impairment: Advanced Principles APH Press