# **Figure 11: CVI Sensory Balance: Learning Media Profile (SAMPLE - Tanya)**

Student Name, Age, School Year: \_Tanya, 9-year-old\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hearing Status (within normal limits): Yes \_x\_ No\_\_\_

Participating Educational Team Members: TVI, Classroom Teacher, OT, PT, SLP, O & M

## **Visual Learning Media**

Place a check next to each form of visual learning media below to indicate whether the child can always look at and interpret the media (A = always), can look at and interpret the media under some conditions (S = sometimes), or is currently unable to look at and interpret the visual learning media (N = never).

|  |  |  |  |
| --- | --- | --- | --- |
| **Approximate Phase I** | | | |
| Single-color, light-up objects | A \_x\_ | S\_\_\_ | N\_\_\_ |
| Mylar® objects | A \_x\_ | S\_\_\_ | N\_\_\_ |
| Objects of a specific single color | A \_x\_ | S\_\_\_ | N\_\_\_ |
| Single-color, non-shiny objects | A \_x\_ | S\_\_\_ | N\_\_\_ |
| One object at a time | A \_x\_ | S\_\_\_ | N\_\_\_ |
|  | | | |
| **Approximate Phase II** | | | |
| Objects with 2-3 colors | A \_x\_ | S\_\_\_ | N\_\_\_ |
| An array of 2-3 objects | A\_\_\_ | S \_x\_ | N\_\_\_ |
| An array of 4-5 objects | A\_\_\_ | S\_\_\_ | N \_x\_ |
| Realistic color images of personal objects | A\_\_\_ | S \_x\_ | N\_\_\_ |
| Realistic color images of common objects | A\_\_\_ | S \_x\_ | N\_\_\_ |
| One image at a time | A \_x\_ | S\_\_\_ | N\_\_\_ |
| 2D visual scene/array of 2-4 elements | A\_\_\_ | S\_\_\_ | N \_x\_ |
| 2D visual scene/array of 5-7 elements | A\_\_\_ | S\_\_\_ | N \_x\_ |
| 2D visual scene/array of 8-10 elements | A\_\_\_ | S\_\_\_ | N \_x\_ |
| Black and white line drawings | A\_\_\_ | S\_\_\_ | N \_x\_ |
| An array of 6 or more objects | A\_\_\_ | S\_\_\_ | N \_x\_ |
| Numbers | A\_\_\_ | S\_\_\_ | N \_x\_ |
| Letters | A\_\_\_ | S\_\_\_ | N \_x\_ |
| Words | A\_\_\_ | S\_\_\_ | N \_x\_ |
| One word at a time | A\_\_\_ | S\_\_\_ | N \_x\_ |
| **Approximate Phase III** | | | |
| Objects with any colors or patterns | A\_\_\_ | S \_x\_ | N\_\_\_ |
| Picture symbols | A\_\_\_ | S\_\_\_ | N \_x\_ |
| Abstract color illustrations | A\_\_\_ | S\_\_\_ | N \_x\_ |
| 2D visual scene/array with 10-20 elements | A\_\_\_ | S\_\_\_ | N \_x\_ |
| Connected text with adaptations | A\_\_\_ | S\_\_\_ | N \_x\_ |
| Connected text without adaptations | A\_\_\_ | S\_\_\_ | N \_x\_ |
| Worksheet adapted to reduce array | A\_\_\_ | S\_\_\_ | N \_x\_ |
| Non-adapted worksheet | A\_\_\_ | S\_\_\_ | N \_x\_ |

### **Importance of backlighting in accessing visual learning media:**

Tanya can view 2D images when they are backlit on an iPad screen with the lights in the room turned off or dimmed. Without backlighting, viewing most 2D images is outside of her current visual abilities.

### **Plan for developing visual learning:**

Use real, functional objects as much as possible that Tanya can touch, smell, and interact with in a meaningful way. Take photographs of these items with a plain background and pair them with the real objects during the activities (using the iPad). Incorporate salient features instruction into fun routines and games.

### **Ways auditory and tactual can support visual learning:**

When learning images, Tanya benefits from being able to touch, smell, and interact with a 3D version of the real thing to get tactual confirmation of what she is looking at in the photograph. Tanya is also very motivated by sounds (e.g., touch the picture of the item and it will make a sound). Using auditory rewards may enhance her engagement with 2D images.

## **Compensatory Learning Media**

### **Situations when auditory or tactual must lead in learning activity:**

Auditory takes the lead in reading stories, receiving one-step directions, taking in information about her daily schedule.

### **Ways vision can support auditory and tactual learning:**

Pair color photographs on iPad and real objects to go with stories to help Tanya comprehend what she is hearing; pair color photographs with functional objects that Tanya is learning to use (e.g., the stirring spoon and bowl in a cooking activity). Start a visual schedule with objects and photographs representing each activity throughout her day.

### **Plan for developing auditory and tactual learning:**

Tanya receives speech-language services to strengthen receptive as well as expressive language; uses images and objects to support her understanding of auditory stories; hand-under-hand technique used to model tactual strategies for Tanya in functional activities throughout her day.

## **Multi-Sensory Input**

|  |  |  |  |
| --- | --- | --- | --- |
| Is the child able to use vision simultaneously in combination with the following types of sensory inputs? | | | |
| No auditory input | A \_x\_ | S\_\_\_ | N\_\_\_ |
| Low volume, very infrequent auditory input | A\_\_\_ | S \_x\_ | N\_\_\_ |
| Moderate amount of competing auditory input, somewhat regular intervals | A\_\_\_ | S \_x\_ | N\_\_\_ |
| High level of steady, competing auditory input | A\_\_\_ | S \_x\_ | N\_\_\_ |
| Intense, constant level of competing sensory input | A\_\_\_ | S\_\_\_ | N \_x\_ |
| Steady environmental inputs (e.g., lawn mower outside, air conditioner, etc.) | A\_\_\_ | S \_x\_ | N\_\_\_ |
| Intermittent environmental inputs (e.g., school bell, pencil sharpeners, etc.) | A\_\_\_ | S \_x\_ | N\_\_\_ |
| Sounds that occur in a familiar environment | A\_\_\_ | S \_x\_ | N\_\_\_ |
| Sounds that occur in a novel environment | A\_\_\_ | S \_x\_ | N\_\_\_ |

## **Technology**

|  |  |  |
| --- | --- | --- |
| Technology necessary to access learning media | | |
| **Item** | **Status**  C = currently in place, R = recommended | **Comments** |
| Tablet or other backlit device | C \_x\_ R \_\_\_ | Primary tool for accessing 2D images. |
| Lightbox | C \_x\_ R \_\_\_ |  |
| Adapted keyboard | C \_\_\_ R \_\_\_ |  |
| Computer | C \_\_\_ R \_\_\_ |  |
| Switch(es) | C \_\_\_ R \_\_\_ |  |
| Slant board | C \_x\_ R \_\_\_ | To bring materials out of lower field. |
| CCTV/Video magnification | C \_\_\_ R \_\_\_ |  |
| Screen-sharing | C \_\_\_ R \_\_\_ |  |
| Audio book apps | C \_\_\_ R \_\_\_ |  |
| Headphones | C \_\_\_ R \_\_\_ |  |
| Speech-to-text | C \_\_\_ R \_\_\_ |  |
| Other: Adaptive MP3 player | C \_x\_ R \_\_\_ | For recreation and leisure. |
| Other: Scene speak app | C \_x\_ R \_\_\_ | For adding auditory rewards to images. |
| Other: Pictello app | C \_x\_ R \_\_\_ | For creating adapted stories with interactive images. |
| Other: You Doodle app | C \_x\_ R \_\_\_ | For interacting with images and receiving auditory reward. |

## **Learning Media Goals**

**Primary stakeholder long-term learning media goal(s):** **With input from:**

|  |  |
| --- | --- |
| To use pictures or words to read schedules, recipes, grocery lists, and other materials that will help Tanya to be more independent. | Parent \_x\_\_  Student\_\_\_  Caregiver \_\_\_  Family Member \_\_\_ |

### **Additional team comments:**

While objects are currently Tanya’s most reliable visual learning media, she is emerging in her ability to interpret images, specifically realistic color images of familiar items. By pairing photographs with their 3D tangible counterparts within meaningful activities and incorporating instruction in salient features, our goal is to build a bridge from 3D to 2D for Tanya and help her become increasingly comfortable with images.