# **Figure 12: CVI Sensory Balance: Activity Planning Form (SAMPLE - Tanya)**

Student: \_\_\_Tanya\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_10/15\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **Activity** | **Lead Modality** | **Supporting modalities** | **Technology required** | **Environment** |
|  | Indicate lead modality for this activity and how it will be used | Indicate supporting modalities for this activity and how they will be used |  | Describe the expected sensory characteristics of the environment |
| **Literacy:** Dunkin’ experience story | **Auditory**: Tanya listens to the story, “Dunkin’ with Mom,” as it is read aloud by her instructor. | **Visual:** Tanya has the opportunity to look at the objects that go with each part of the story (Dunkin’ coffee cup, napkin, and Munchkins box) as well as photographs of them on the iPad. Play the game “hide the lid” to teach Tanya about one of the salient features of coffee cups.**Tactual:** Tanya has the opportunity to touch and interact with each of the objects.**Olfactory:** Tanya has the opportunity to smell the objects as she interacts with them (use a cup that once had coffee in it, a Munchkins box that used to hold Munchkins so that the smell lingers). | **iPad:** It is important that the photographs of the items in the experience story are presented on an iPad with the brightness turned all the way up. | It is important that the environment is quiet and free of visual clutter. The ceiling lights should be turned off or dimmed so that the backlighting of the iPad has the most powerful effect possible. |
| **Occupational Therapy**: Making pudding | **Visual**: For each step in this familiar routine, Tanya is shown a photograph of the recipe item on the iPad. She then reaches for the correct item from her pudding recipe box (containing all 3 ingredients). | **Auditory**: Once Tanya has retrieved the correct item from the pudding recipe box, staff read about the corresponding page in her recipe book, e.g., “Next, Tanya opens the pudding mix.”**Tactual**: Tanya has the opportunity to touch and interact with each item, reinforcing her visual understanding of that item and its 2D image.**Olfactory:** Tanya has the opportunity to smell each item as she interacts with it. | **iPad:** It is important that the photographs of the items in the pudding recipe are presented on an iPad with the brightness turned all the way up. | It is important that the environment is quiet and free of visual clutter. The ceiling lights should be turned off or dimmed so that the backlighting of the iPad has the most powerful effect possible. Use a flashlight to spotlight the recipe box and the bowl when it is time for Tanya to visually engage with them. |