# **Figure 19: Where Does Sensory Balance Fit?**

## **Suggested Flow of Service Delivery Activities for a Child with CVI**

(not inclusive of all possible assessments and activities)

## **Gather**

Review of child’s eye reports, medical records, interviews with parents and providers, etc.

## **Assess**

### **FVA**

CVI-specific FVA (i.e., CVI Range) anchored in the impact of the child’s CVI on functional vision (ongoing).

### **LMA**

Determine combination of learning modalities currently most effective for the child (ongoing), CVI-centered.

## **Implement**

Tools teams may choose to guide implementation of the information gleaned from assessment

* **Sensory Balance**

To guide the team in making balanced, individualized, and CVI-conscious learning media decisions using the results from the FVA, LMA and other assessments.

(Use of Sensory Balance Approach should be considered each time a Learning Media Assessment is conducted.)

* **What’s the Complexity**

A systematic framework for designing accessible tasks and environments through a child’s entire school day (using information gleaned from the FVA and LMA).

* **CVI Schedule**

To apply the information from assessments to create natural, embedded visual opportunities throughout a child’s day.