

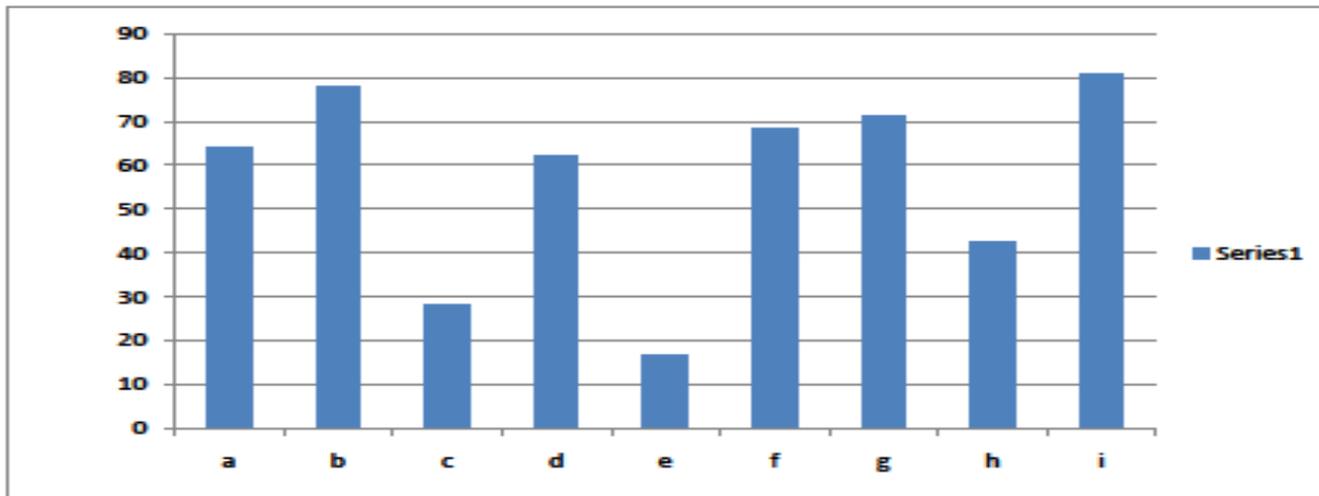
Early childhood Program

3-6 years

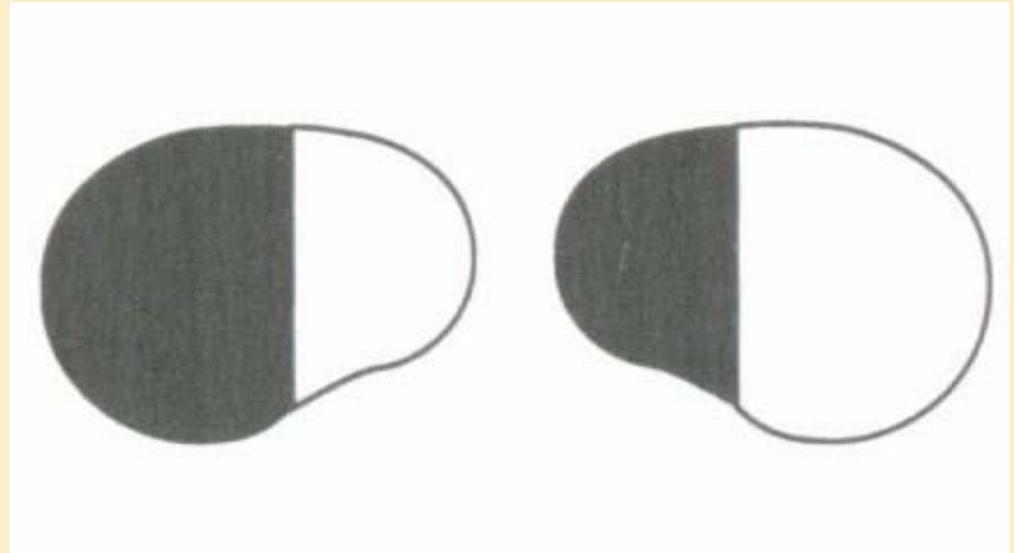
(cont'd)

child	CA (Yrs)	vision	compensatory	social	cognitive	communication
a	6	green	green	green	green	Emerging Communicative Intent
b	4	green	green	green	green	Intentional Behavior
c	6	red	white	light blue	light blue	3-4 yr language
d	5	blue	blue	blue	blue	Concrete/Abstract Symbolic
e	4	yellow	white	light blue	light blue	4-5 year language
f	5	green	green	green	green	Intentional Behavior
g	3	green	green	green	green	Intentional Behavior
h	3	green	blue	n/a	n/a	Abstract Symbolic
i	3	nlp	green	green	green	Intentional Behavior
0-1 yr		1-2 yr	2-3yr	3-4 yr	4-5 yr	5-6 yr

Severity Rating



- 2 -1/2 yr at time of injury
 - Diagnosis; CVI
- Bilateral left homonymous hemianopsia



Functional Vision Evaluation

2 months post injury

- Difficulty moving safely in space
- Difficulty with Depth perception

- Recommendation: Orientation and Mobility
 - Teach to use cane for safe navigation
 - Teach to scan environment

- Difficulty with visual motor tasks; form perception and visual memory
- Investigate the use of print and/or pictures
- Learning Media Assessment: 1) Movement, 2) Tactile, 3) Auditory, 4) Visual

Most Recent Functional Vision Evaluation

- Dr.'s Report: bilateral hemianopia appears to be improving. Child is able to find most things in environment visually
- O&M services are no longer necessary to ensure safe travel and have been discontinued
- Enlarged print of 20 point is recommended
- Need for visual processing time

- Need for breaks during visually demanding tasks
- Preferential seating
- Needs to continue work on visual scanning to left upper quadrant
- Visual and auditory memory appear limited by distractibility
- Learning Media Assessment : 1) Vision; 2) Tactile; 3) Auditory

- Strategies for Organizing Self
 - Use of picture cues to help retain information, direction
 - May need to verbally prepare for change

**Active Learning; Creating opportunities
for the child to learn from his own active
exploration and examination**

Sensory Efficiency

Teaching the child to use any residual vision, hearing and other senses.

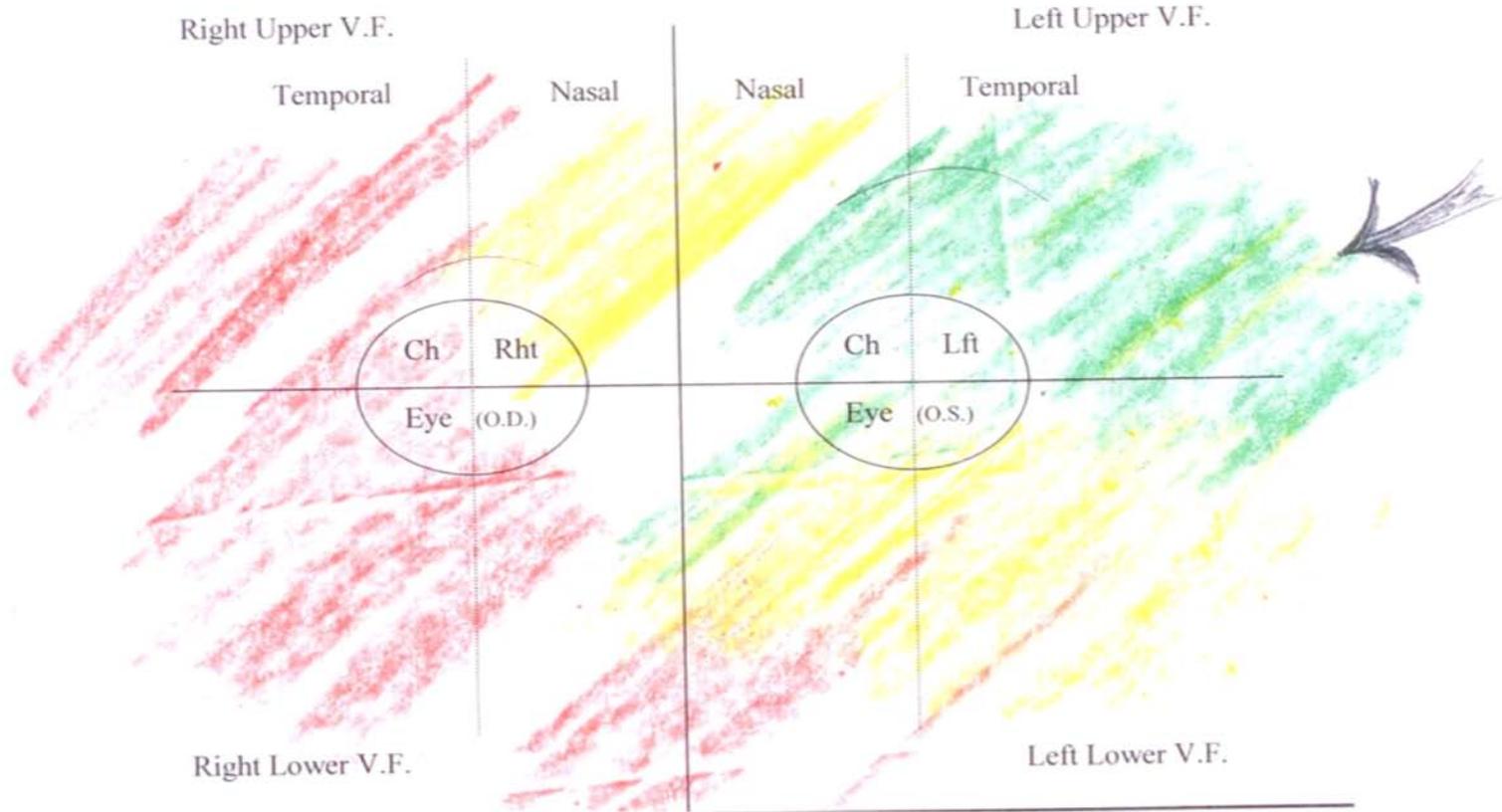
Creating an environment that helps the child integrate all the remaining senses to counter the impact of the loss of vision

DRAFT

VISUAL MAP FOR

Date: 1/21/10

Perception:
Light: ~~X~~
Object: ~~S~~ w/movement



Other things you should know about how I see best:

Preferences:

-Viewing Distance – Near Arms Reach
– Far

-Colors movement

-Array Size 1

-Size of Object 2-4"

Response To Look For: Drivents toward / reaches toward

Optimal Setting; meal time

Optimal Position; seatback

□ Green: most consistent

□ Yellow: inconsistent

□ Red: not observed

←↕→:

☆ :

Predictability

Awareness

- Reacts to People and may begin to orient towards them
 - Example: Quiets fusses stiffens when engaged by another person May begin to turn or lean toward them when engaged by them

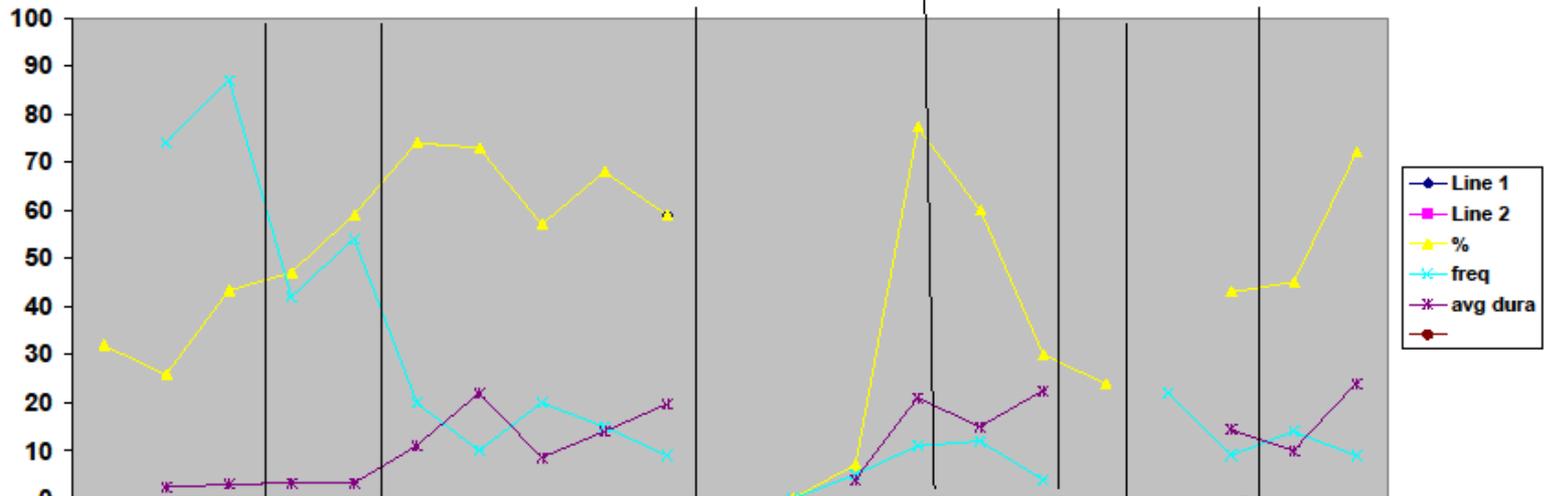
Anticipation

- Orients toward people and may begin to attend to their communicative behavior
 - Example Quiets and orient to, touching or tactually exploring the person when engaged. Shows general anticipation such as smiling, reaching toward, when engaged by another person

Recognition

- Attends to another's communication and responds to their specific behaviors and intents
 - Shows specific response associated with a specific cue from other person such as leans forward when presented with a bib, or bounces when assisted to touch the therapy ball

Contingency Awareness



	7-Jan	8-Jan	10-Jan	*11-Jan	14-Jan	soc17-Jan	17-Jan p	18-Jan	18-Jan p	22-Jan		w/d24 Jan	w/d25 Jan	soc25-Jan	31-Jan	lt/aud 2-5	music 2-7	2-7pm	2-11pso c/light	2-11b	19-Feb	
Line 1										59												
Line 2																						
%	32	25.8	43.3	47	59	74	73	57	68	59		0	7	77.3	60	30	24		43	45	72	
freq		74	87	42	54	20	10	20	15	9		0	5	11	12	4		22	9	14	9	
avg dura		2.4	3	3.3	3.2	11	22	8.6	14	19.7			4	21	15	22.5			14.4	10	24	

session