**Goals for Today**

- Understand why traditional literacy methods may not work with a child with CVI
- Explore ways to create materials that support the unique characteristics of CVI
- Evaluate existing materials and explore ways to modify them based on the CVI characteristics.
- Understand how to partner with your child’s TVI to ensure progress across environments
### Level III Environmental Considerations

#### Resolution of CVI Characteristics

<table>
<thead>
<tr>
<th>CVI Characteristics</th>
<th>Range 7-8</th>
<th>Range 9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color</td>
<td>More colors, familiar patterns regarded</td>
<td>No color or pattern preference</td>
</tr>
<tr>
<td>Visual Novelty</td>
<td>Selection of objects less restricted, requires 1-2 sessions of &quot;warm up&quot; time</td>
<td>Selection of objects not restricted</td>
</tr>
<tr>
<td>Complexity</td>
<td>Competing auditory stimuli tolerated during periods of viewing-- student may now maintain visual attention to music toys</td>
<td>Only the most complex visual environments affect visual response</td>
</tr>
<tr>
<td></td>
<td>Views simple books/symbols</td>
<td>Views books or other 2-dimensional materials</td>
</tr>
<tr>
<td></td>
<td>Smiles at/ regards familiar and new faces</td>
<td>Typical visual-social responses</td>
</tr>
</tbody>
</table>

### Movement

- **CVI Characteristics**
  - Range 7-8: Movement not required for attention at near
  - Range 9-10: Typical responses to moving targets

### Visual Fields

- **CVI Characteristics**
  - Range 7-8: May alternate use of right and left fields
  - Range 9-10: Visual fields unrestricted

### Visual Motor

- **CVI Characteristics**
  - Range 7-8: Look and touch occur in rapid sequence but not always together
  - Range 9-10: Look and touch consistently together

### Distance

- **CVI Characteristics**
  - Range 7-8: Visual attention extends to 10 feet with targets that move
  - Range 9-10: Visual attention extends beyond 20 feet
  - Demonstrates memory of visual events
<table>
<thead>
<tr>
<th>CVI Characteristic</th>
<th>Effect on Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color</td>
<td>Which color will get the best results?</td>
</tr>
<tr>
<td>Novelty</td>
<td>How do the materials relate to items already committed to visual memory?</td>
</tr>
<tr>
<td>Complexity</td>
<td>How complex is too complex?</td>
</tr>
<tr>
<td>Movement</td>
<td>What kinds of reflective/shiny material will be useful? How much?</td>
</tr>
<tr>
<td>Visual Fields</td>
<td>Where do we present the material?</td>
</tr>
<tr>
<td>Visual Motor</td>
<td>How many cues/prompts does the child need to respond? (how much time?)</td>
</tr>
<tr>
<td>Distance Viewing</td>
<td>How close to the child do the materials need to be?</td>
</tr>
</tbody>
</table>

**CVI Range: Phase III Extension Chart**

- From Christine Roman’s book
- Gives more detailed information in the areas of visual field preferences, visual complexity, difficulty with distance viewing and visual motor skills.
- Helpful in determining where to go next. Gives great information for planning systematic interventions.
- If your TVI doesn’t offer to complete it, just ask!
Traditional Literacy Methods

- Whole Language
- Phonics
- Picture Context
- appreciation for the written word;
- awareness of printed language and the written system;
- knowledge of the alphabet;
- phonological awareness;
- knowledge of sounds and letters;
- spelling;
- fluent, reflective reading.

The best literacy approaches:

- base instruction on accurate diagnostic information;
- develop print concepts;
- develop knowledge of letter names and shapes;
- convey the understanding that spoken words are composed of sounds (phonemic awareness) and that letters correspond to these sounds;
- provide systematic and explicit instruction in sound/symbol relationships (phonics);
- connect that instruction to practice in highly decodable text that contains the sounds and symbols taught;
- and make use of rich and varied literature and read to children regularly.

The Committee on the Prevention of Reading Difficulties
(Snow et al., 1998)

Beginning readers need explicit instruction and practice that lead to an appreciation that spoken words are made up of smaller units of sounds, familiarity with spelling-sound correspondences and common spelling conventions and their use in identifying printed words, "sight" recognition of frequently used words, and independent reading, including reading aloud. Fluency should be promoted through practice with a wide variety of well written and engaging texts at the child's own comfortable reading level.
Gus runs in the mud.

Gus gets in the tub.

Gus runs in the mud.

Gus gets in the tub.
Novelty
“Which cute dress, do you suppose, will go with all my big red bows?”
Movement
Literacy Instruction Tools
Mat Man saves the day!
Questions?

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