Train the trainer
TEACH CVI project

Dublin, Ireland
9th to 10th of May 2017

Chapter III
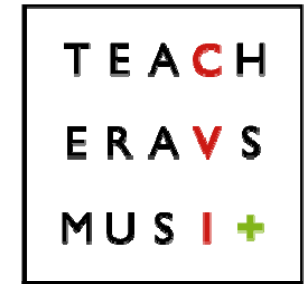
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Agency for Special Needs Education and Schools, Sweden

http://www.teachcvi.net

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Chapter III – Literacy profile for children with Cerebral Visual Impairment

Contents

Part 11. Literacy profile for children with CVI

Literacy

Literacy is not only about the ability to read and write. It is an act of liberation and empowerment, of taking a role as an active citizen in society. Literacy is "reading the word and the world".
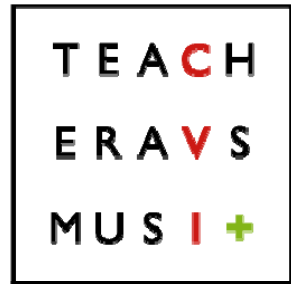
(Freire & Macedo, 1987).

# The Convention on the Rights of the Child

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"The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice."
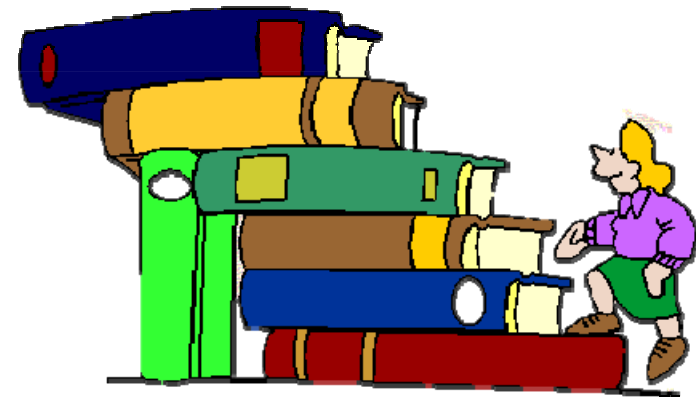
(United Nations Convention on the Rights of the Child, Article 13).

Stages of Literacy Development[1]
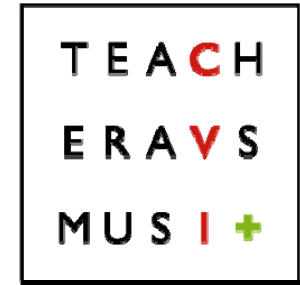
o Building a Foundation for Literacy Development

o Early Emergent Literacy

o Emergent Literacy

o Developing Literacy

o Early Independent

o Independent Literacy

o Expanding Literacy

Stages of Literacy Development	Examples	Age
Building a Foundation for Literacy Development	E.g. chew on books, enjoy rhymes, attend to pictures, understand that an object can be a symbol for an activity, etc.	$0-2$
Early Emergent Literacy	Pretend reading, listen to stories, recite and fill in phrases in a story, scribble, draw, etc.	$2-4$

|		
Emergent Literacy	Understand that text and pictures convey meaning, begin to recognize familiar environmental print and their name, may write some letters, etc.	$4-5$
Developing Literacy	Awareness that words are made of different sounds, decode words, write simple sentences, etc.	$6-7$
Early Independent Literacy	Shift from "learn to read" to "read to learn", read independently for a longer time, write own ideas and observations, etc.	$8-9$

Independent Literacy	Read confidently and independently in multiple modes of text, written work is organized, coherent and easily understood, etc.	10 – 11
Expanding Literacy	Reading for acquisition of knowledge, analyse and think critically about ideas presented in text, write for a variety of reasons and in diverse modes, etc.	11+

Part 11. Literacy profile for children with CVI
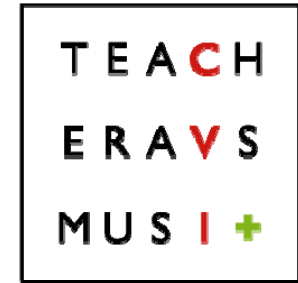
NAME: BOB .... DATE: 10TH MAY, 2017..15TH OCT, 2017

SCHOOL: ST. JOSEPH'S .... FILLED IN BY: CATHERINE ....

A. Stage of literacy development

Stage of Literacy Development	Check stage	Observations Examples of activities
Building a Foundation for Literacy Development	√	*Bob likes to sit in teacher's lap and look into books with simple pictures. Enjoys rhymes and songs. Brings along a glass to tell he is thirsty.*
Early Emergent Literacy	√	*Bob picks up books on his own and pretends reading, following the lines with his finger.*

B. Foundation for literacy: Expressing and receiving information

I express myself through…			Ways others can communicate with me…
Natural body language and facial expression	☒	☒	Natural body language and facial expression
Vocalization/sounds	☒	☒	Vocalization/sounds
Gestures	☒	☒	Gestures
Real objects	☒	☒	Real objects
Tangible symbols	☐	☐	Tangible symbols
Pictures	☐	☒	Pictures
Manual or tactile signs	☐	☒	Manual or tactile signs
Spoken language	☐	☒	Spoken language
Written language	☐	☐	Written language

C. My literacy profile
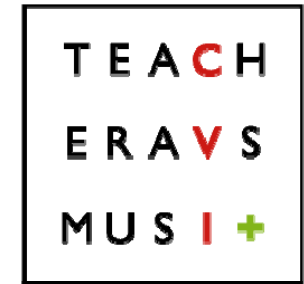
My name is: *Bob*

Things I like to talk about: *my dog Rufus, car brands, sounds of vehicles*

Activities I like to do: *swing, play with car garage, read picture books, listen to music*

My favourite toys: *Rory car with sound, picture book "Roadworks"*

My favourite colour(s): *Red*

My best sense(s) for learning:

☐ Vision

☒ Hearing

☐ Touch

☒ Movement

☐ Smell/taste

My personal aids:

☒ Glasses   ☒ for near vision tasks   ☐ for distance vision tasks

☐ Hearing aid(s)   ☐ left   ☐ right

☐ Other:

My equipment for literacy learning:

(e.g. sloping board, computer, speech synthesis, writing aids,

switches, orthotic devices etc.)

Sloping board, individual pen holder

My preferred light conditions:

☒ Spotlight for near vision tasks
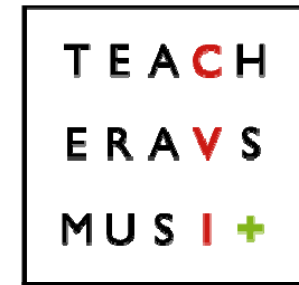
☒ Daylight/bright light

☐ Dimmed light

☐ Other:

Conditions that support my visual attention:

☒ Quiet environment

☒ Plain background

☒ Favourite colour(s)

☒ Good contrasts

☒ Well-known materials/tasks

☐ Elements of movement/shiny objects

☐ Time to respond

☒ One sense at a time

☐ Other:

How to present a task for me:

My best body position to access visual tasks:

Sitting in my work chair

Optimal distance to present a task for me:

30 cm

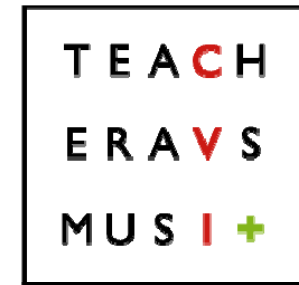My best visual field to view a target:

Side: ☐ on my left   ☐straight ahead   ☒ on my right

Height: ☐ above eye level ☒ at eye level   ☐ below eye level

I can see best when the target is

☒ Moving   ☐ Still

Maximal number of targets presented at a time:

☐ One   ☒ Two   ☐ Three or more   ☐ Well spaced

Maximal number of colours at a time:

☐ One   ☒ Two   ☐ Three or more

Best background to present visual target: *black*

My object and picture specification:

	Optimal size	Coloured	Black and White
Objects	15-20 cm	✖	
Photographs	20 cm	✖	
Simple pictures	20 cm	✖	
Complex pictures			
Drawings			
Other:			

✖ The use of real objects alongside a picture/text supports my understanding

☐ Present object before I attend to a picture or text

☐ Present object at the same time as picture or text

✖ Present object after I attend to a picture or text
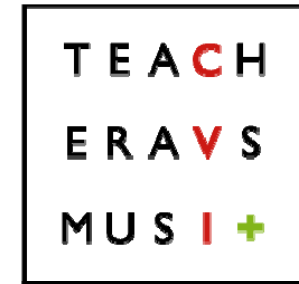
Text – My print specification:

Font: *Arial*

Font size: *80*

☒ Bold or ☐ plain text

Spacing:

☒ Between lines

☒ Between words

☐ Between letters/numbers

☐ Braille

☐ Other:

My working space:

Position in the classroom: *left corner, next to window*

Equipment and adaptations:

☒ Spotlight

☒ Tidy desk

☒ Simple, clutter free working environment (Trifold, screen, reading stand)

☒ Sloped board or table   Angle: 70
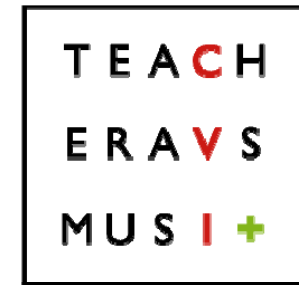
☒ Plain table or tray top   Colour: Black

☒ Colour coding of materials and/or personal things

☒ Bright coloured pens, exercise books and rulers

☐ Adapted keyboard

☐ Other:

This is how my working space should look like (photo):

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http://3.bp.blogspot.com/-B4gWseEqK2M/Ugwxl6pqdqI/AAAAAAAABHw/8SFe2ZSwixc/s1600/IMG_1629.JPG

http://www.pathstoliteracy.org/sites/pathsto
literacy.perkinsdev1.org/files/uploaded-
images/LMA1.JPG

Examples!

Focus and motivation:

Length of time I can focus on visual tasks: *5 min*

How I show that I am motivated: *I sit still, my eyes focus at the task*

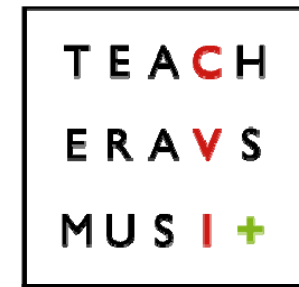My best motivator or reward: *Playing with cars*

How I show that I am getting tired: *I giggle, move around on my chair*

How I show that I am bored: *I play around with things on my table, look around*

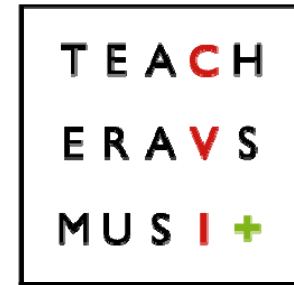Things I like to do during breaks or after visual activities:

Go and get some water to drink, play a game with balls, listen to music

Final thoughts

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o Please note that provided information are not exhaustive

o This publication was supported by the Erasmus+ Programme of the European Commission

o This publication reflects the views of the authors, partners of the TeachCVI projects. Therefore, the Commission cannot be held responsible for any use of the information contained herein

o Find more information about the TeachCVI project on the website: http://www.teachcvi.net