

Train the trainer TEACH CVI project

Dublin, Ireland
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Chapter IV Curriculum access

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<http://www.teachcvi.net>

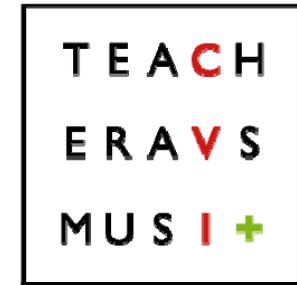
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Overview of the Chapter IV – Part 16



- This section brings together a collection of materials and resources which are aimed at the class teacher/teaching assistant working in a mainstream setting
- Some of the strategies may also be suitable for children in special school settings
- Many of the strategies in this section may be similar to the approaches used with other children with VI
- They may seem obvious to us, but the resources are aimed at class teachers to whom it may not be



Overview of the Chapter IV – Part 16



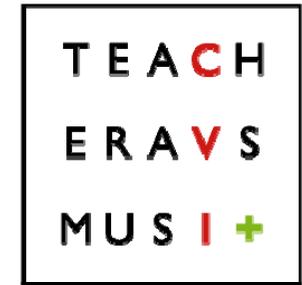
This section covers:

Strategies to support and enable access in the mainstream classroom, including:

- Strategies for adapting the classroom and the position of the child with CVI
- Distance related tasks
- Learning to access – close work tasks
- Learning to access – Graphics



Overview of the Chapter IV – Part 16



Secondly it includes:

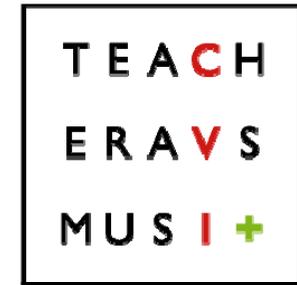
- A useful self reflection aimed at the class teacher to help them consider if their classroom is vision friendly for children with CVI

And finally

- A self reflection for the young person: What can you see/recognise?



Strategies for adapting the classroom and the position of the child with CVI



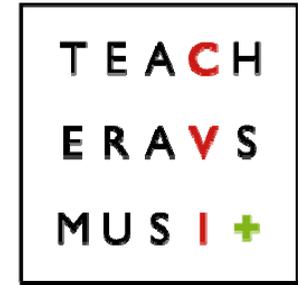
This resource offers a useful list of strategies to consider when adapting the classroom.

Top 6 strategies:

1. Environment should be clear of clutter
2. Good light source
3. Good contrast
4. Sloped board for supporting paper/books
5. Organised area for activity
6. Child's position to observe visual stimuli/class activity



Practical demonstration



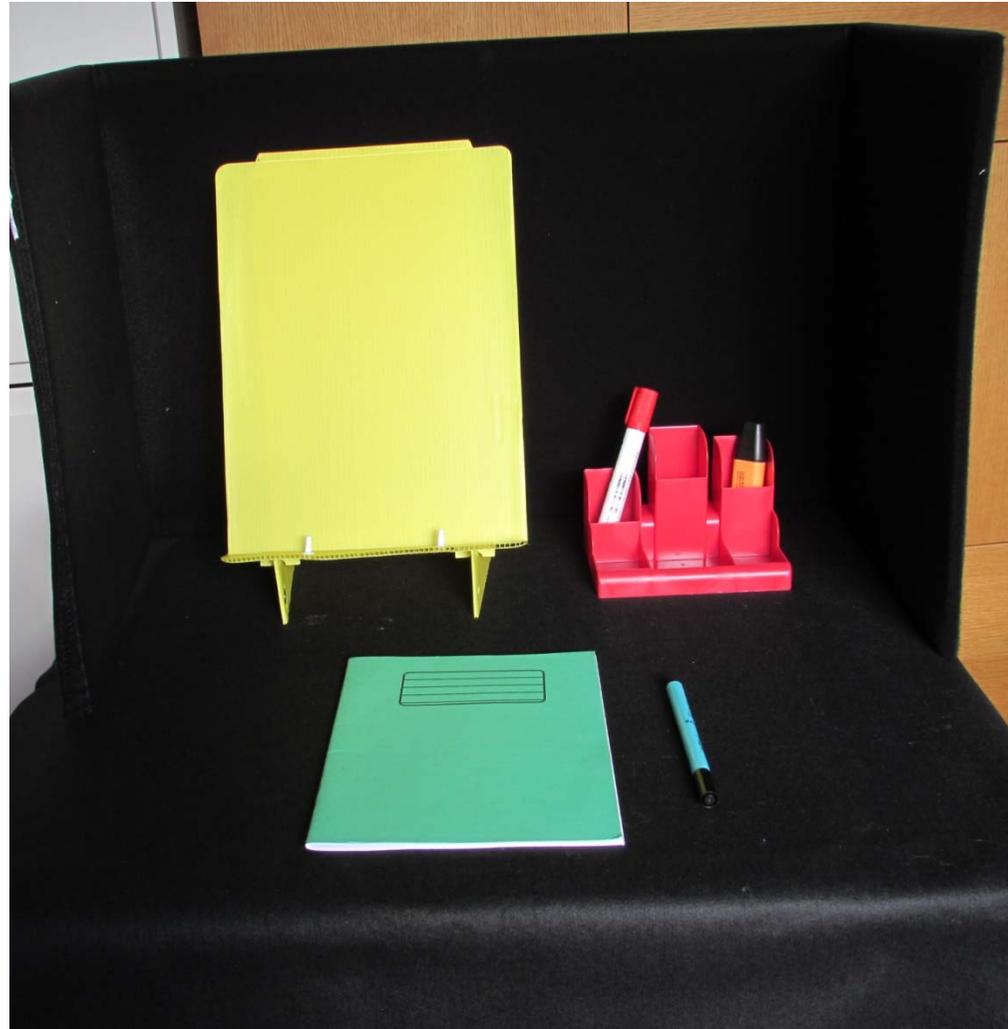
- Set up of quiet working area and organised work station

Model:

- Ability world tri –fold boards
- A3 IKEA reading stand
- Black card to cover table top
- High contrast stationary. books and containers

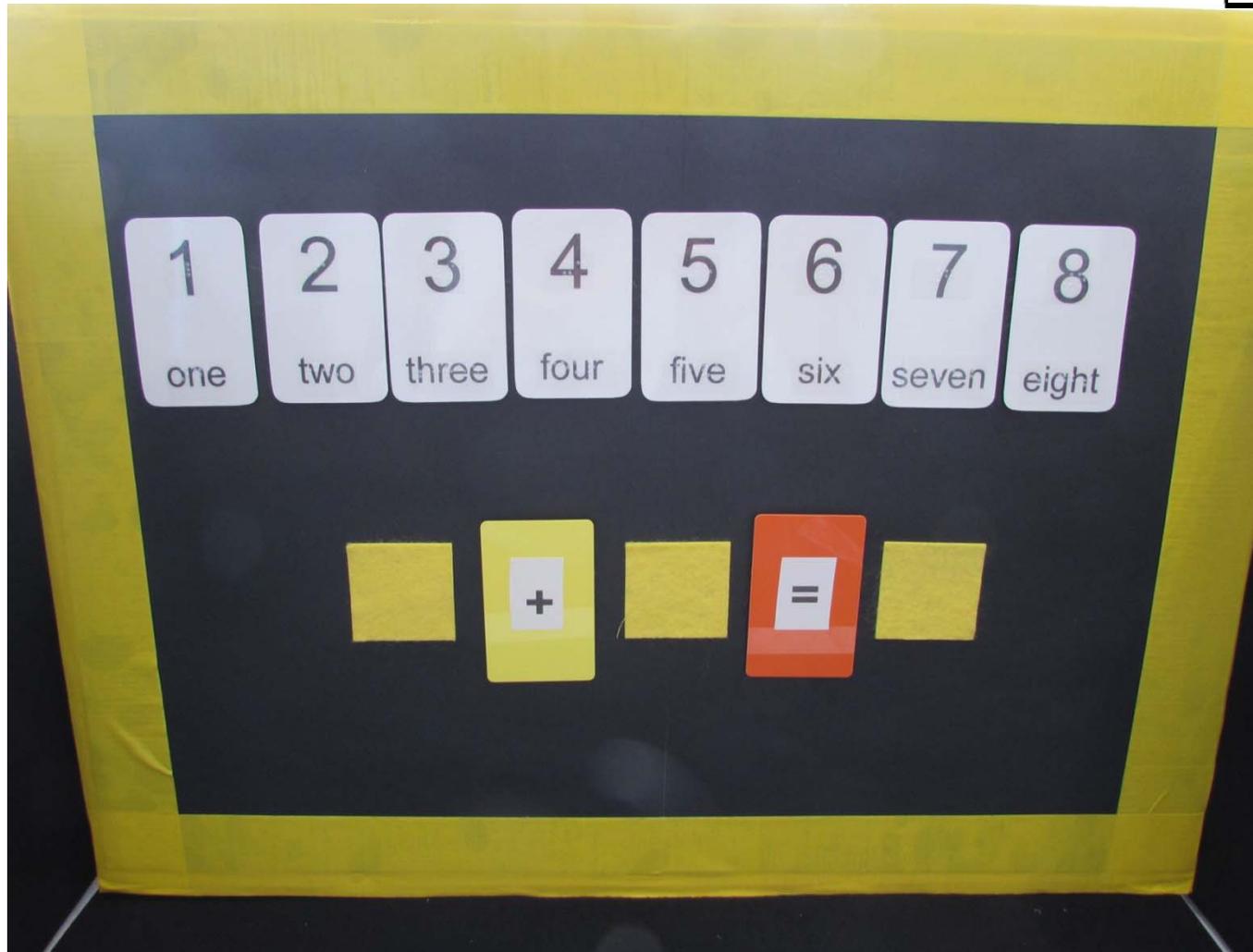
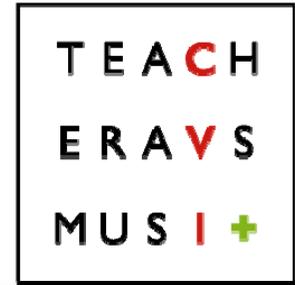


High Contrast Stationery¹



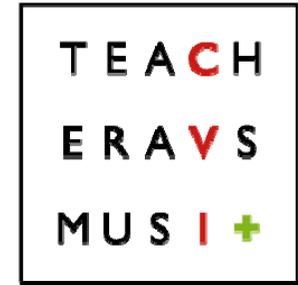
1. Idea shared by Postive Eye Ltd

Black Board to create Base for High Contract activities²



2. Idea shared by Postive Eye Ltd

Distance related tasks

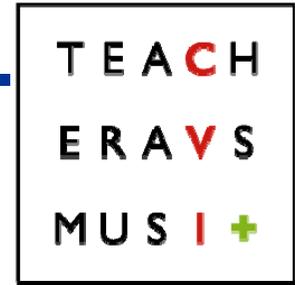


Top 5 strategies:

1. Give clear verbal prompts and cue the child in to the specific target using landmarks close by to help location
2. Give child strategies to scan a scene for specific visual target
3. Take the child closer to the object to view in more detail, encourage description/further exploration of what they see
4. Consider the child's position to access whiteboard, smart board, demonstration, adjust for different activities. (Specific strategies for access to the whiteboard/smartboard are also included here)
5. Consider the lighting in the classroom, evenly lit and glare free environments are more conducive



Learning to access – close work tasks. (Handwriting or touch typing)



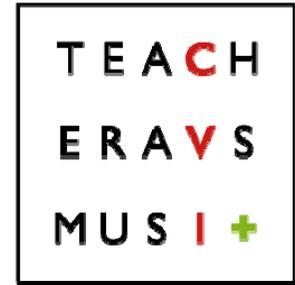
Top 5 strategies:

1. Work with the child to assess the best combination of pen/paper to use
2. Paper – matt, wide black/bright coloured lined, squared paper
3. Assess need for use of coloured paper- which colour provides best background for writing
4. Explore use of high contrast pens, pencils 2B – 4B.
5. Check child can read back and edit writing – move towards digital access if not



Learning to access – close work tasks

Writing position and posture



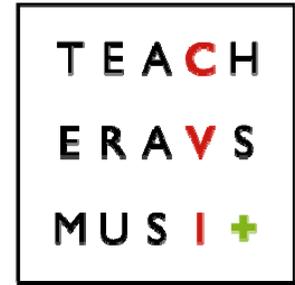
Top 5 strategies:

Consider if the child requires:

1. A cushion on the chair
2. A different chair – higher/lower to enable them to access more easily
3. A sloped board
4. A reading stand
5. Paper orientated in landscape format

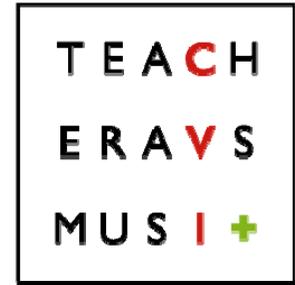


Black clip Boards to Create base for High contrast activities³



3. Idea shared by Postive Eye Ltd

High Contrast activities on Plain Black Background⁴



4. Idea shared by Postive Eye Ltd

Practical Demonstration



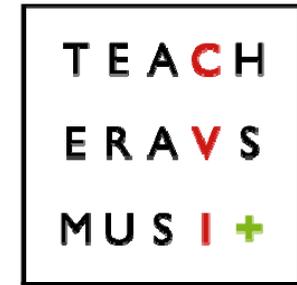
Model:

- Window cards (line occluders)
- Print specification
- Pens/pencils 2B/papers – lined and graph
- Black margins on paper
- Sloped board
- A3 IKEA reading stand
- Black board/Gripping Stuff



Mainstream strategies.

Close work tasks - graphics

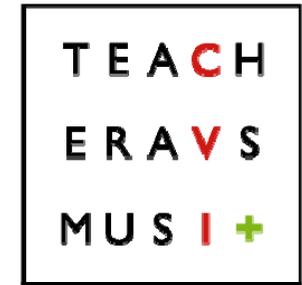


Top 5 strategies

1. Present one clear simple picture per page on a high contrasting background
2. Increase clarity further by adding black outlines to simple pictures
3. Remove unnecessary detail from pictures
4. Provide access to pictures and graphics on the iPad/computer to provide access via a high contrasting, well lit background
5. Provide/encourage exploration of the real object to reinforce understanding of 2D image/include verbal description



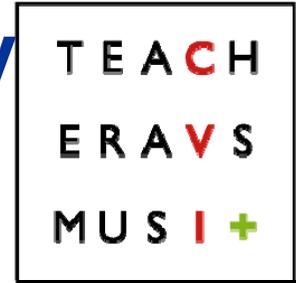
Top tips for all close work tasks



1. Reinforce learning, allow time to explore any pictures and objects **and time to revisit** if necessary
2. Don't expect the child to write and speak, or write and listen at the same time; ask them to do one of these tasks at a time
3. If child is fatigued, allow rest breaks, and break the task into smaller steps



Self reflection – creating vision friendly classrooms for children with CVI

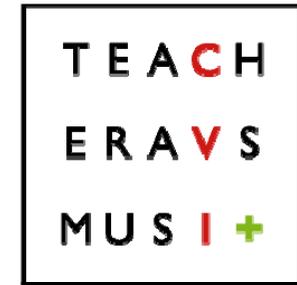


A useful self reflection to consider the elements of a vision friendly classroom. For example, it asks the class teacher the following type of questions:

1. Do we stand away from the window when talking to the child so that no silhouette occurs?
2. Do we give the child an individual preview/follow up of what is shown to the rest of the class?
3. Do we provide a simple, clutter free individual environment for the child to work in (e.g. at their work station do we consider black screen behind us, or a black reading board)?



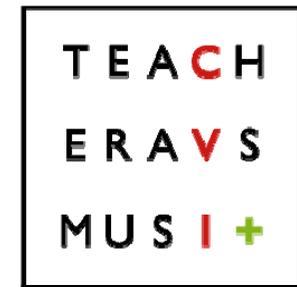
What can you see? Self reflection for the young person



Adapted from a resource on Paths to Literacy:

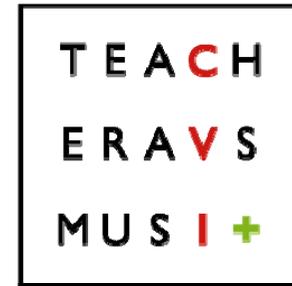
- Promotes the 'Child's Voice'
- Creates a discussion about what strategies might support them
- Involves them in planning their support
- Includes questions about accessing distance and close work tasks, organisation, getting around, mobility and orientation, excursions, social and emotional well being





Final thoughts

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- Please note that provided information are not exhaustive
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