

# Train the trainer TEACH CVI project

Dublin, Ireland  
9<sup>th</sup> to 10<sup>th</sup> of May 2017

## Chapter IV Beginnning readers

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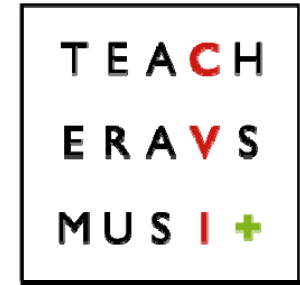
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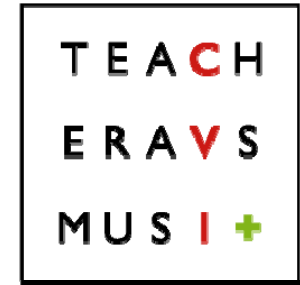


# 1. Important to Remember .....

- All children with or without MDVI and/or CVI are **unique**
- The key to unlocking their abilities to access **early literacy** and beyond is to fully understand their own **individual needs** and what **motivates** them to learn
- A **holistic, consistent** approach should be adopted to achieve maximum success!



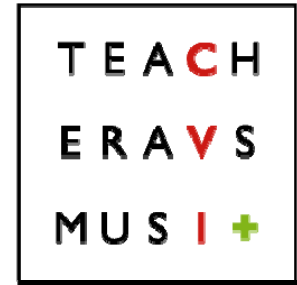
## 2. Characteristics of CVI - What can Help?



- **Colour Preference**
- **Delayed Responses** when looking and seeing
- **Declutter**
- **Best position** to view objects/pictures/words
- **Eliminate distractions**
- Use **plain dark** backgrounds
- Objects/pictures/letters/words **need to be close**
- **Avoid other activities** taking place in the same environment
- **Concentrating** can be **exhausting!**



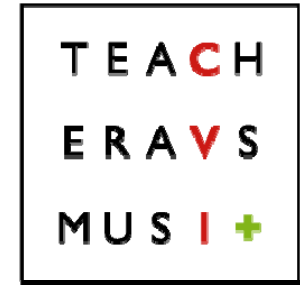
# 3. In the Classroom



- Good **Lighting**
- Good **Contrast**
- Good **Position at the front of classroom**
- Good **Body Position** - use a sloping board
- **Minimum Clutter** on work space area
- **Organised desk** and **classroom**
- **Clear and simple** instructions



## 4. Getting Started



Use **real objects** to establish connection to words



Make **3D BOOKS**

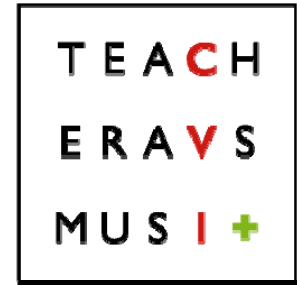
**Black background** (can be soft or hard materials)

Position **WORDS** with **OBJECTS** in books

(use Velcro - or similar - to remove, handle and then replace)



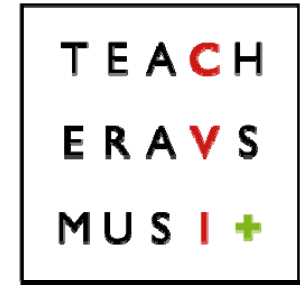
## 5. Think carefully about ....



What **motivates** the pupil to **promote success!**

- **music** - words from a song, instruments,
- **transport** - trains, buses
- **fashion** - shoes
- **sport** - football, rugby, tennis
- **holidays** - countries, places, cities
- **animals** - zoo, jungle
- **outdoor learning** - park, beach, woods





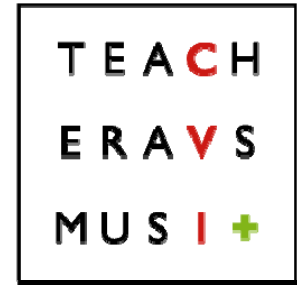
## 6. Next Steps

- try **2D PICTURES** in **BOOKS**
- try **squashing** an object then insert it into a book
- then create the shape around it **leaving only the shape** e.g. leaf, flower
- using a **raised outline** will help to identify the shape (try wiki-stiks or similar)
- **words** should be alongside **the 2D pictures**

**Keep it simple!**



# 7. Ideas!



- Magnetic Letters



- Duplo/Lego

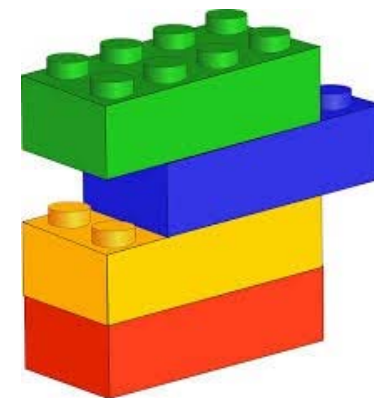
- Make letters with Playdough



- Pipecleaners



- Foam shaped letters



- Match gloves/socks (with the same letters)





## 8. Moving On

Identifying, Discriminating and Using

WORDS, LETTERS and TEXT

Ideas for Activities .....

**GROUP REAL 3D OBJECTS TO MATCH FIRST LETTERS**

ball      bag      book

cup      cap      can

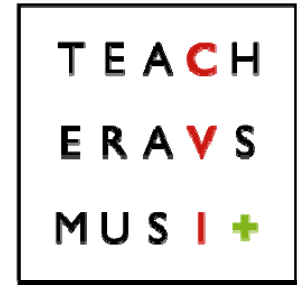
THEN introduce **PICTURES** of these objects

Position **WORDS** with **PICTURES** in book

**GRADUALLY** remove **PICTURES**



# 9. Think Carefully About



- Correct **FONT** Font Font Font Font

- **PRINT SIZE** size size size **size**

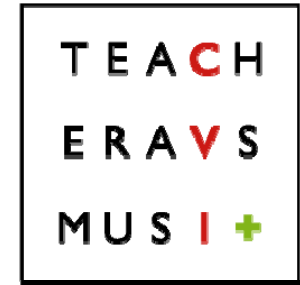
- **AMOUNT** of **INFORMATION** on page

- **AMOUNT** of **SPACE** between words and lines

space                      between                      words



# 10. Useful Strategies

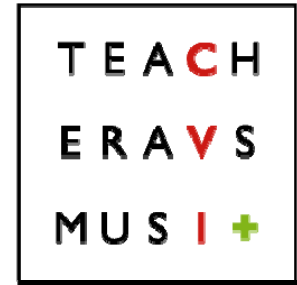


- Underline or Highlight **WORDS** with a marker pen
- Use a **RULER** or **COLOUR STRIP** to follow lines of text
- **FRAME** words to obscure other distracting words
- Remove **SURPLUS** Text
- Avoid **ITALICS**

Remember to reinforce and share successful approaches with everyone involved and make learning **FUN** and **EXCITING!**

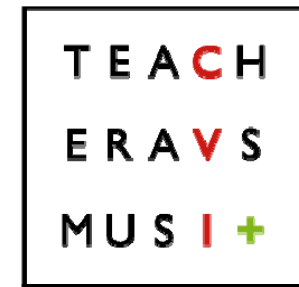


# 10. Top Tips



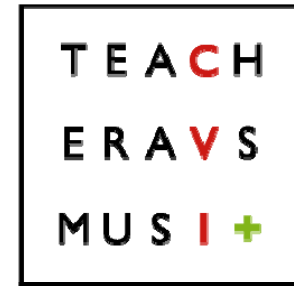
- **Observe and listen to the child to understand what motivates them**
- **Use the colour which the child responds to the best**
- **Use the preferred size and font for printed materials**
- **Use good contrast - *think about what you are wearing***
- **Use good lighting - *avoid glare***
- **Keep the work space well organised and free from clutter**
- **Present objects/letters at the optimum position**
- **Set appropriate challenges which are motivating and encouraging**





Final thoughts

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- Please note that provided information are not exhaustive
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