# 2022 HELIX Conference
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## Literacy for Late Phase II and Phase III Students with Cortical Visual Impairment (CVI)

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Perkins-Roman CVI Range Endorsed

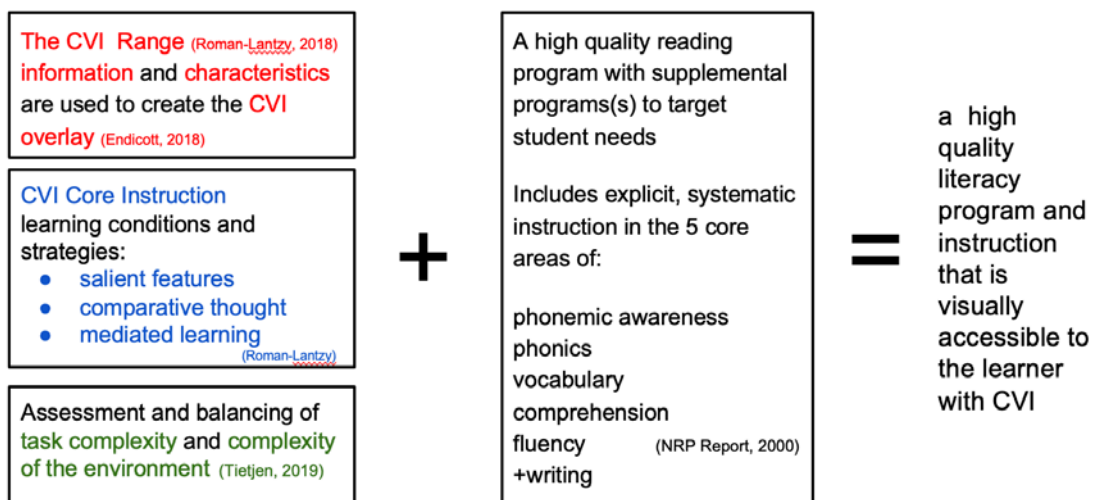**I.  Which literacy programs can be used with students with Cortical Visual Impairment?**

**II.  5 Core Areas (Pillars) of an Effective Reading Program**
- o  Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency, (and Writing as well)
- o  How the 9 visual and behavioral characteristics of The CVI Range are considered with regard to the 5 Core areas

More in-depth training on Literacy for Students with CVI can be obtained at Perkins eLearning, Online Classes, ***Literacy and CVI: High Phase II and Phase III,*** taught by Judy Endicott

The following chart was developed by Judy Endicott

## Cortical Visual Impairment Literacy



**The CVI Range** (Roman-Lantzy, 2018) information and characteristics are used to create the **CVI overlay** (Endicott, 2018)

**CVI Core Instruction** learning conditions and strategies:
- salient features
- comparative thought
- mediated learning
(Roman-Lantzy)

Assessment and balancing of task complexity and complexity of the environment (Tietjen, 2019)

**+**

A high quality reading program with supplemental programs(s) to target student needs

Includes explicit, systematic instruction in the 5 core areas of:

phonemic awareness
phonics
vocabulary
comprehension
fluency          (NRP Report, 2000)
+writing

**=**

a high quality literacy program and instruction that is visually accessible to the learner with CVI

**Literacy for Students with CVI in late Phase II and Phase III**

**III. The CVI Range** (C. Roman-Lantzy, 2018)
- o *Cortical Visual Impairment: An Approach to Assessment and Intervention*, second edition, Christine Roman-Lantzy, 2018
- o The 10 visual and behavioral characteristics (as described by Dr. Roman, 2018)
  - o Color Preference, Need for Movement, Visual Latency, Visual Field Preferences, Difficulty with Complexity (object, array, sensory environment and faces), Need for Light, Difficulty with Distance Viewing, Atypical Visual Reflexes, Difficulty with Novelty, Absence of Visually Guided Reach
- o When do you know it is time to begin pre-literacy activities?
  - o CVI Range score of at least 4 (Roman-Lantzy, 2019)
  - o Presences of visual fixation (Roman-Lantzy, 2019)
  - o A repertoire of "known" or familiar targets, objects and images (Roman-Lantzy, 2019)
- o Pre-literacy skill: sorting and matching
  - o 3D >>>>>>>>> 3D
  - o 3D >>>>>>>>> 2D
  - o 2D >>>>>>>>> 2D

**IV. CVI Overlay** (J. Endicott, 2018)
- o What is a CVI Overlay?
  - o https://www.perkinselearning.org/sites/elearning.perkinsdev1.org/files/JEndicot%20CVI%20TVI%20Part%201.pdf
- o Examples of using a CVI Overlay for 9 of the 10 visual and behavioral characteristics of The CVI Range
  - ▪ Color Preference, Need for Movement, Visual Latency, Visual Field Preferences, Difficulty with Complexity (object, array, sensory environment and faces), Need for Light, Difficulty with Distance Viewing, Difficulty with Novelty, Absence of Visually Guided Reach
- o An example of what not to do.

**V. CVI Core Instructional Strategies** (C. Roman-Lantzy, 2018)
- o Salient Features (C. Roman-Lantzy, 2018)
  - o What are Salient Features? https://pcvis.vision/blog/
  - o Salient Features Dictionary (hard copy, electronic copy)
- o Comparative Thought (C. Roman-Lantzy, 2018)
  - o What is Comparative Thought?
  - o How is Comparative Thought used in conjunction with Salient Features?
- o Mediated Learning (C. Roman-Lantzy, 2018)

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o What is Mediated Learning?

**VI. Task Complexity and Complexity of the Environment** (M. Tietjen, 2019)
- o What is Task Complexity?
- o What is Environmental Complexity?
- o Consider the use of photos and illustrations as a subset of Task Complexity
- o 2D Image Assessment (beginning on page 142 in, *Cortical Visual Impairment: Advanced Principles*, C. Roman-Lantzy, 2019)
  - o Color photographs
  - o Realistic color illustrations
  - o Abstract color illustrations
  - o Realistic black and white illustrations
  - o Abstract black and white illustrations

**Questions and Comments?**

**Thank you for the privilege of your time!**

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