



## 2022 HELIX Conference

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### Literacy for Phase I and Early Phase II Students with Cortical Visual Impairment (CVI)

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Perkins-Roman CVI Range Endorsed

#### **I. Why Divide a Literacy Presentation into Two Sections? Phase I and Early Phase II and then Late Phase II and Phase III**

- Research conducted by Dr. Roman-Lantzy suggests:
  - CVI Range score of at least 4 (Roman-Lantzy, 2019)
  - Presences of visual fixation (Roman-Lantzy, 2019)
  - A repertoire of “known” or familiar targets, objects and images (Roman-Lantzy, 2019)
- Image research conducted by Matt Tietjen suggests:
  - The format of 2D images is important
  - 2D images are often not recognized until later in Phase II
- Consider the pre-literacy skills, sorting and matching
  - Understanding the concept of “Same” develops at about age 3.  
Understanding the concept of “Different” develops at about age 4
  - Note order of teaching matching:
    - 3D >>>>>>>> 3D
    - 3D >>>>>>>> 2D
    - 2D >>>>>>>> 2D

#### **II. Before Making Literacy Materials, Consider the Characteristics and Visual Behaviors of CVI**

- The 10 visual and behavioral characteristics as described by Dr. Roman-Lantzy, (2018)
  - 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
- The 16 visual behaviors (plus Compensatory Skills), as listed for the Perkins CVI Protocol (which is still in development)  
<https://www.perkins.org/understanding-cvi-visual-behaviors/>
  - Visual Attention, Visual Recognition, Impact of Clutter/Crowding/Spacing, Visual Field Abilities, Impact of Color, Form Accessibility, Visual Guidance of the Upper Limbs, Visual



Guidance of the Lower Limbs, Access to People, Impact of Light, Response Interval, Impact of Motion, Sensory Integration and Impact on Vision, Visual Curiosity, Appearance of Eyes and Movement of Eyes

### III. Consider Accessibility Needs of your Student in Phase I and Early Phase II

- Read Ellen Mazel's excellent article, "Accessible Literacy: Controlling Background and Clutter? Don't Stop There" at, <https://cviteacher.wordpress.com/2021/09/08/accessible-literacy-controlling-background-clutter-dont-stop-there/>
- Form Accessibility, Compensatory Skills (Auditory and Tactile), Impact of Light, Impact of Motion, Response Interval, Visual Field, Crowding/Clutter/Spacing/Object Arrangement, Access to People, Sensory. Integration Using Vision, Impact of Color, Visual Curiosity,

### IV. Materials Used to Create Teacher-Made Books

- Most common materials are:
  - Cardstock
    - 8.5" X 11", 65 lb. <https://amzn.to/3qQse1d>
    - 8.5" X 11", Lux Paper, 100 lb. <https://amzn.to/3o97L60>
  - Foam core
    - 8" X 10" <https://amzn.to/35XNI9H>
    - 11" X 14" <https://amzn.to/3p6RK1x>
  - TerraSlate Paper ([www.terraslate.com](http://www.terraslate.com))
    - <https://amzn.to/3qAHqPG>
  - Hook and Loop pages
    - From APH as a replacement part to the CVI Book Builder Kit, <https://www.aph.org/product/cvi-book-builder-kit-black-veltex-pages-set-of-8/> Catalog Number 61-421-002
    - Make your own with VELCRO Brand Black Woven Wide Loop fabric, <https://amzn.to/2LRdFv9>
- Additional considerations when making or modifying books

### Questions and Comments?

Thank you for the privilege of your time!