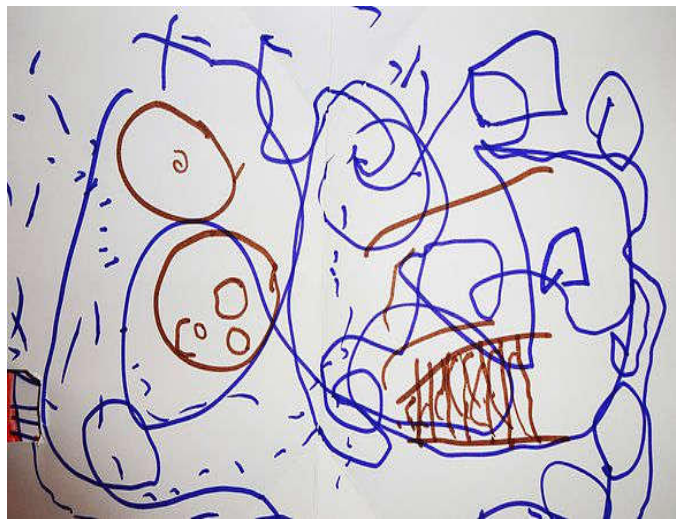


# TEACH CVI MATERIALS FOR TRAINING OF TEACHERS CHAPTER III



- Material produced by the TEACH CVI project members
- This publication was supported by the Erasmus+ Programme of the European Commission
- Please note that information provided into this folder for teachers training is not exhaustive
- This publication reflects the views of the authors. Therefore, the Commission cannot be held responsible for any use of the information contained herein.

## Chapter III: The child's literacy profile

### LITERACY PROFILE FOR CHILDREN WITH CEREBRAL VISUAL IMPAIRMENT

Part 11. Access to literacy.....	292
Part 12. Literacy profile for children with CVI.....	294
<u>A.</u> Stage of literacy development.....	294
<u>B.</u> Checklist – Strategies that support the child's access to literacy.....	296
<u>C.</u> Stage of literacy development.....	298

## Part 11. Access to literacy

Literacy is something that most often exists in and supports social relationships, when people communicate with each other in different ways. Children meet literacy and learn its social value very early life, e.g. when listening to bedtime stories, drawing pictures for granny or recognizing environmental print.

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”<sup>1</sup>.

The Convention on the Rights of the Child states:

*“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.”<sup>2</sup>*

Children with CVI, with and without additional disabilities, have specific and diverse needs when it comes to literacy exposure and experiences. Many lack opportunities to engage naturally in incidental learning. Professionals from different fields share the responsibility to support children with CVI to gain access to literacy and give them an opportunity to reach their best potential.

The literacy profile is a way of gathering information that supports a child’s access to literacy based on their visual functioning and educational needs.

The profile contains information about:

- The child’s stage of literacy development
- Strategies that support the child’s access to literacy

The TeachCVI project supports the concept of literacy as a continuum starting at birth.

---

<sup>1</sup> Freire, P., & Macedo, D. (1987). *Literacy: Reading the word and world*. South Hadley, MA: Bergin & Garvey.

<sup>2</sup> United Nations Convention on the Rights of the Child (1990). Article 13: Freedom of expression. Retrieved from <http://www.ohchr.org/EN/ProfessionalInterest/Pages/>

<b>Stages of Literacy Development<sup>3</sup></b>	<b>Examples</b>	<b>Age<sup>4</sup></b>
<b>Building a Foundation for Literacy Development</b>	E.g. chew on books, enjoy rhymes, attend to pictures, understand that an object can be a symbol for an activity, etc.	0 – 2
<b>Early Emergent Literacy</b>	Pretend reading, listen to stories, recite and fill in phrases in a story, scribble, draw, etc.	2 – 4
<b>Emergent Literacy</b>	Understand that text and pictures convey meaning, begin to recognise familiar environmental print and their name, may write some letters, etc.	4 – 5
<b>Developing Literacy</b>	Awareness that words are made of different sounds, decode words, write simple sentences, etc.	6 – 7
<b>Early Independent Literacy</b>	Shift from “learn to read” to “read to learn”, read independently for a longer time, write own ideas and observations, etc.	8 – 9
<b>Independent Literacy</b>	Read confidently and independently in multiple modes of text, written work is organised, coherent and easily understood, etc.	10 – 11
<b>Expanding Literacy</b>	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+

<sup>3</sup> Adapted from <http://literacy.nationaldb.org/index.php/literacy-development-continuum/>

<sup>4</sup> Age ranges indicate when one would expect children without disabilities to be engaged in the activities and behaviours listed and are provided for general reference only.

# PART 12. LITERACY PROFILE FOR CHILDREN WITH CVI

Name:

Date:

School/Kindergarden:

Filled in by:

## A. Stage of literacy development.<sup>5</sup>

Stage of Literacy Development	Check stage	Observations Examples of activities
Building a Foundation for Literacy Development	<input type="checkbox"/>	
Early Emergent Literacy	<input type="checkbox"/>	
Emergent Literacy	<input type="checkbox"/>	

<sup>5</sup> Adapted from <http://literacy.nationaldb.org/index.php/literacy-development-continuum/>

Stage of Literacy	Check stage	Observations Examples of activities
Developing Literacy	<input type="checkbox"/>	
Early Independent Literacy	<input type="checkbox"/>	
Independent Literacy	<input type="checkbox"/>	
Expanding Literacy	<input type="checkbox"/>	

## B. Foundation for literacy: Expressing and receiving information

<i>I express myself through ...</i>		<i>Ways others can communicate with me ...</i>	
<b>Natural body language and facial expression</b> (e.g. breathing, smiling, crying, yawning)	<input type="checkbox"/>	<b>Natural body language and facial expression</b> (e.g. relaxed posture, smiling, excited breathing)	<input type="checkbox"/>
<b>Vocalisation/sounds</b> (e.g. sighing, laughing, screaming)	<input type="checkbox"/>	<b>Vocalisation/sounds</b> (e.g. making sounds of activities like "yum-yum" for food)	<input type="checkbox"/>
<b>Gestures</b> (e.g. pointing, waving goodbye, shaking head for refusal)	<input type="checkbox"/>	<b>Gestures</b> (e.g. pointing, waving goodbye, shaking head for refusal)	<input type="checkbox"/>
<b>Real objects</b> (e.g. looking or pointing at, picking up a cup to express thirst)	<input type="checkbox"/>	<b>Real objects</b> (e.g. giving the child his spoon to eat with, make object books from self-experienced activities)	<input type="checkbox"/>
<b>Tangible symbols</b> (e.g. looking at, picking up an object that represents an activity)	<input type="checkbox"/>	<b>Tangible symbols</b> (e.g. presenting the child an object that represents an activity)	<input type="checkbox"/>
<b>Pictures</b> (e.g. looking or pointing at, picking up a picture to indicate a need, choice, comment)	<input type="checkbox"/>	<b>Pictures</b> (e.g. presenting the child a picture to indicate an activity, pictures that illustrate a word)	<input type="checkbox"/>
<b>Manual or tactile signs</b> (e.g. signing "swing" to express a wish to go out and swing, sign for tired)	<input type="checkbox"/>	<b>Manual or tactile signs</b> (e.g. signing "swing" to indicate activity, sign "sleep" to indicate lunch nap)	<input type="checkbox"/>
<b>Spoken language</b> (e.g. using spoken words to make comments, express needs; includes electronic speech devices)	<input type="checkbox"/>	<b>Spoken language</b> (e.g. using spoken words to engage the child)	<input type="checkbox"/>
<b>Written language</b> (e.g. handwriting or typewriting in print, Braille, etc)	<input type="checkbox"/>	<b>Written language</b> (e.g. handwriting or typewriting in print, Braille, etc.)	<input type="checkbox"/>



## Observations, examples, notes

	Expressive communication	Receptive Communication
Natural body language and facial expression		
Vocalisation/sounds		
Gestures		
Real objects		
Tangible symbols		
Pictures		
Manual or tactile signs		
Spoken language		
Written language		

## C. My literacy profile

<b>My name is:</b>  	Optional: a photo of me     
<b>Things I like to talk about:</b>  	
<b>Activities I like to do:</b>  	
<b>My favourite toys:</b>  	
<b>My favourite colour(s):</b>  	
<b>My best sense(s) for learning:</b> <input type="checkbox"/> Vision <input type="checkbox"/> Hearing <input type="checkbox"/> Touch <input type="checkbox"/> Movement <input type="checkbox"/> Smell/taste	
<b>My personal aids and equipment:</b> <input type="checkbox"/> Glasses <input type="checkbox"/> for near vision tasks <input type="checkbox"/> for distance vision tasks <input type="checkbox"/> Hearing aid(s) <input type="checkbox"/> left <input type="checkbox"/> right <input type="checkbox"/> Orthotic devices: <input type="checkbox"/> Other:	

**My best body position to access visual tasks** (e.g. sitting, standing, lying on stomach/back/side, moving around etc.):

**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:

<b>How to present a task for me</b>
<input type="checkbox"/> I <b>can</b> look and listen to instructions at the same time <input type="checkbox"/> I <b>cannot</b> look and listen to instructions at the same time
Optimal distance to present a task for me:
My best visual field to view a target: Side: <input type="checkbox"/> on my left <input type="checkbox"/> straight ahead <input type="checkbox"/> on my right Height: <input type="checkbox"/> above eye level <input type="checkbox"/> at eye level <input type="checkbox"/> below eye level
I can see best when the target is <input type="checkbox"/> Moving <input type="checkbox"/> Still
Maximal number of targets presented at a time: <input type="checkbox"/> One <input type="checkbox"/> Two <input type="checkbox"/> Three or more <input type="checkbox"/> Well spaced
Maximal number of colours at a time: <input type="checkbox"/> One <input type="checkbox"/> Two <input type="checkbox"/> Three or more
Best background to present visual target (eg. colour, material, decluttered):
<input type="checkbox"/> The use of real objects alongside a picture or text supports my understanding <input type="checkbox"/> Present object <b>before</b> I attend to a picture or text <input type="checkbox"/> Present object at the <b>same time</b> as picture or text <input type="checkbox"/> Present object <b>after</b> I attend to a picture or text

<b>My object and pictures specification:</b>			
	<b>Optimal size</b>	<b>Coloured</b>	<b>Black&amp;white</b>
Objects			
Photographs			
Simple pictures			
Complex pictures			
Drawings			
Others:			

<b>My print specification:</b>	
Font:	
Font size:	
<input type="checkbox"/> Bold text <input type="checkbox"/> Plain text	
Spacing:	
<input type="checkbox"/> Between lines	<input type="checkbox"/> Between letters
<input type="checkbox"/> Between words	<input type="checkbox"/> Between numbers
<input type="checkbox"/> Braille	
<input type="checkbox"/> Other:	

**My working space**

Position in the classroom:

Equipment and adaptations:

- Spotlight
- CCTV/video magnifier
- Adapted keyboard
- Speech synthesis
- Simple, clutter free working environment (Tri-fold board, screen, reading stand)
- Tidy desk
- Sloped board or table                      Angle:
- Plain table or tray top                      Colour:
- Colour coding of materials and/or personal things
- Bright coloured pens, exercise books and rulers
- Other:

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

<b>Focus and motivation:</b>
Length of time I can focus on visual tasks:
How I show that I am motivated:
My best motivator or reward:
How I show that I am bored:
How I show that I am getting tired:
Things I like to do during breaks or after visual activities:
Notes: