Fitchburg State University

EDUCATOR Programs

Comprehensive Syllabus

Winter 2022

# The CVI Range Approach

**4 Graduate** Credit hours (50 Continuing Education Hours)

January 17 – March 27, 2022

Number of Sessions: 10 Number of Contact Hours: 50

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## Course Description:

This course will provide an overview of the principles and practices of working with students who have cortical visual impairment (CVI). The course is based on the use of The CVI Range, a functional vision assessment used to determine the degree of affect of the visual and behavioral characteristics associated with CVI. Course participants will be provided information on the use of The CVI Range and will have the opportunity to score a video based CVI Range assessment. The course will also include information pertaining to the causes of CVI and program planning/interventions for individuals with CVI.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student’s admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

## Texts:

Roman Lantzy, C. A. (2018) *Cortical Visual Impairment: An Approach to Assessment and Intervention*. New York: American Foundation for the Blind.

***JVIB readings will be provided***

Jan, J. "Windows into the Visual Brain: New Discoveries About the Visual System, Its Functions, and Implications for Practitioners”, JVIB, July-August 2013

Newcomb, S. 2010. *The reliability and validity of The CVI Range*. JVIB, October 2010

### Optional:

A Letter to the Editor: Cortical visual impairment is not the same as cerebral visual impairment, James E. Jan, 2011.

Fitchburg State University Teacher Preparation Programs. (2012).  *Conceptual framework.*  Fitchburg, MA: Author. [Online] Available: <https://www.fitchburgstate.edu/academics/academic-schools/school-education/education-department/education-unit-educator-licensure-office/conceptual-framework>

Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks/current.html>

## Fitchburg State University Teacher Education Conceptual Framework

An 8-pointed star is titled "Educator as Reflective Leader". 4 of the points are labeled: Knowledgeable, Ethical, Skillful, Caring.

### Learning Outcomes / Objectives:

### Participants will learn:

* The medical causes of CVI.
* The Phases of CVI
* The diagnostic criteria associated with CVI.
* The visual and behavioral characteristics associated with CVI.
* The principles of The CVI Range.
* How to conduct, score, and interpret The CVI Range.
* The implications of the results of The CVI Range in relation to program planning, environmental adaptations, and IEP goals and objectives.

This course will address the dispositions of the Conceptual Framework in the following way(s):

1. **Knowledge**: As a result of the learning experiences in the course, you will become more cognizant of:

* The diagnostic criteria associated with CVI
* The visual and behavioral characteristics associated with CVI
* The medical causes of CVI
* The principles of The CVI Range
* Phase I, Phase II and Phase III CVI
* The implications of the results of The CVI Range in relation to program planning, environmental adaptations, and IEP goals and objectives
* CVI and literacy

1. **Skill**: As a result of the learning experiences in the course, you will become better able to:

* Describe the medical conditions associated with CVI
* Describe the 10 visual and behavioral characteristics associated with CVI
* Conduct and score The CVI Range
* The ability to interpret the results of The CVI Range
* Design adaptations and supports based on The CVI Range score
* Provide instruction and/or consultation in literacy for students with CVI

1. **Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* Identify individuals who demonstrate the characteristics associated with CVI
* Provide functional vision assessment by conducting The CVI Range
* Provide appropriate program planning, direct instruction, and consultation to students with CVI
* Provide information about the educational implications of CVI to parents and providers

1. **Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* Provide appropriate information about the medical causes of CVI
* Provide information about the functional vision of an individual with CVI
* Provide targeted environmental adaptations, consultation, and instruction based on the score derived from The CVI Range

### Instructional Strategies

|  |  |
| --- | --- |
| x ­ Lecture | Data Collection and Analysis |
| x Discussion/Questioning | Pre-Practicum |
| ­ Laboratory | Role Playing/Simulation |
| x Problem Finding/Solving | x Independent Learning |
| \_ Discovery | \_ Field Trips |
| x Interviewing | Computer Applications |
| \_ Collaborative Learning Groups | x Viewing or Listening to Followed  by Discussing |
| x Reflective Responses | Other |
| Creating Visual Illustrations of  Concepts |  |

### Technology Initiatives:

Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

#### Candidates will utilize technology as:

* Access to the course
* a communication method (email)
* a research method

## Course Requirements:

The required assignments for this course are as follows:

### Post-Tests session quizzes:

There will be a post-test in all ten sessions. Participants are required to complete all of the post-tests. The quizzes will be multiple choice and true/false questions. Completion of the tests satisfies the requirement. However, failure to complete the tests will result in a loss of points toward the final grade.

The rubric point scale will be used to assess your work based on a 40 point scale.

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| **Rubric for Weekly Post-Tests** | **40 points** | **0 points** |
| **Completion of Post-Test/quiz**  **Max pts: 40** | Post-tests are completed within the specified timeframe | Post-test is not completed in the specified timeframe |

### Discussion Forums:

There will be a discussion forum assignment in each of the ten sessions. Each participant is required to contribute to each forum using information and knowledge gathered from the class lecture, assigned reading, website visits, etc. Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact, through discussion to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics that are considered to be part of excellent discussion contributions are outlined below.

* A minimum of two posts is required. You should submit your initial post early in the session, and your subsequent responses to the posts of other participants at timely intervals within the duration of the session. Keep in mind that the goal is to have a dynamic discussion that lasts throughout the entire session.
* Your posts and responses should be thorough and thoughtful. Just posting an “I agree” or “Good ideas” will not be considered adequate. Support your statements with examples, experiences, or references. You are, however, encouraged to be brief – keep each post and response to one or two short paragraphs. Keep in mind that your fellow participants will be reading and responding to you, too.
* Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.
* Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other participants have posted to your initial responses.
* When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
* Your contributions to the discussions should be complete and free of grammatical or structural errors.

The rubric point scale will be used to assess your work based on a 20 point scale.

Eight discussion forums are required at 20 points possible for each Rubric =

* 5 pt. possible for appropriate incorporation of and reference to the readings
* 10 pts. possible for the appropriate number of responses (two responses per discussion – one to the question and one to another participant’s post)
* 5 pts. possible for quality response (well-written, appropriate response to the question/topic).

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| **Discussion Forum Rubric** | **20 points** | **10 point** | **0 points** |
| Incorporation of and reference to the readings in discussion responses  Max pts: 5 | Max pts: 5 | Responses include reference to the readings assigned for the week. | Responses do not include any reference to the readings for the week. |
| Quality, well-written response  Max pts: 10 | Responses clearly address the discussion topic including student’s own thoughts as well as the responses posted by others. | Responses address the discussion topic but do not respond to responses posted by others. | Responses do not address the discussion topic. |
| **Appropriate number of responses**  **Max pts: 5** | A minimum of two responses are posted. | Only one response is posted | No responses are posted. |

All assignments must be posted by the posted due date. Exceptions are considered on a case-by-case basis by contacting the Teaching Assistant.

### Webquests:

There will be ten webquest assignments. Each webquest will ask participants to search the web for information related to the course content. Participants are asked to search for a website that is relevant to the assignment and provide a thorough answer to the question posed by the instructor, in 1-2 paragraphs. Each participant will be expected to complete the webquest assignment as described in the weekly session.

The rubric point scale will be used to assess your work based on a 10 point scale.

Eight webquests are assigned at 10 point possible = 100 points.

Rubric =

* 4 pts. possible for choice of website
* 6 pts. possible for quality response (well-written, appropriate response to the question/topic).

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| **Rubric for Webquests** | **6 points** | **3 points** | **2 point** | **0 points** |
| **Choice of website**  **Max pts: 4** | Max pts: 2 | Website chosen is highly relevant to the assignment. | Website chosen is moderately relevant to the assignment | Website is not chosen or not relevant to the assignment |
| **Quality response**  **Max pts: 6** | Response to the assignment is thorough providing a complete answer to the webquest. Response also includes information regarding how this information will be used by the participant in the future. | Response to the assignment is thorough providing a complete answer to the webquest. | Response to the assignment is provides a partial answer to the webquest. | No response is submitted |

All assignments must be posted by the posted due date. Exceptions are considered on a case-by-case basis by contacting the Teaching Assistant.

### Assignments:

There will be an assignment in each of the ten sessions. Each participant is required to provide a well-written response to the assignments. Participants should reference information from the readings, and lecture notes in their posts. Each participant will be expected to complete the activity as described in the weekly session.

The rubric point scale will be used to assess your work based on a 30-point scale. Eight activities are assigned with 30pts. possible for each = 240 points.

* 15 points possible for appropriate incorporation and reference to the readings
* 15 points possible for a quality response (well-written, appropriate response to the question/topic).

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| **Rubric for Case Study Assignments** | **15 points** | **6 points** | **0 points** |
| **Incorporation and reference to the readings in case study response questions**  **Max pts: 15** | Response includes reference to 2 or more readings assigned for the week. | Response includes reference to 1 reading assigned for the week. | Response does not include any reference to the readings for the week. |
| **Quality, well-written response**  **Max pts: 15** | Response to the assignment is thorough, providing a complete answer to the case study questions | Response to the assignment provides a partial answer to the case study questions. | No response submitted |

All assignments must be posted by the posted due date. Exceptions are considered on a case-by-case basis by contacting the Teaching Assistant.

## Evaluation or Grading Policy:

**Methods of Evaluation**

Participants are evaluated by the following methods:

Assignments = 300 points

WebQuests = 100 points

Tests = 400 points

Discussion Forums = 200 points

Total Points Earned: 1000

### Fitchburg State University Graduate Grading System:

|  |  |  |
| --- | --- | --- |
| **GPA** | Percent Earned | Letter Grade |
| **4.0** | 95-100 | A |
| **3.7** | 92-94 | A- |
| **3.5** | 89-91 | A-/B+ |
| **3.3** | 86-88 | B+ |
| **3.0** | 83-85 | B |
| **2.7** | 80-82 | B- |
| **2.5** | 77-79 | B-/C+ |
| **2.3** | 74-76 | C+ |
| **2.0** | 71-73 | C |
| **0.0** | 0-70 | F |
| **W** | Withdrawn |  |
| **IN** | Incomplete |  |
| **IP** | In-Progress |  |

## Rubrics

Rubrics are provided in the Course Requirements Section.

## Course Content/Topical Outline

**Session One: Overview of CVI**

This session will provide an introduction into cortical visual impairment (CVI). Information will be provided regarding an historical perspective, differences between ocular and cortical forms of visual impairment, and definitions of brain based forms of visual impairment. This session will also be used to describe visual plasticity as a foundational principle in improvements in functional vision in individuals with CVI.

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Describe the critical differences between ocular and cortical forms of visual impairment
* Describe the differences between cortical and cerebral visual impairment
* Describe the role of neuro-visual plasticity in improvements in functional vision for individuals with CVI
* Describe the diagnostic criteria used to identify CVI

**Readings:**

Roman Lantzy, C. A. (2018) Cortical Visual Impairment: An Approach to Assessment and Intervention. New York: American Foundation for the Blind.-Introduction & Chapter 1

Jan, J. "Windows into the Visual Brain: New Discoveries About the Visual System, Its Functions, and Implications for Practitioners”, JVIB, July-August 2013

Lehman, Sharon S. “A Primer on Cortical Visual Impairment,” Review of Ophthalmology. Website. September 5, 2013.

A Letter to the Editor: Cortical visual impairment is not the same as cerebral visual impairment

**Assignment:** 30 points

Describe the essential similarities and differences between cortical and cerebral visual impairment. Is there a reason to distinguish these diagnostic terms? Does it impact educational or early intervention practice?

**Webquest (Online research):** 10 points

Search the web for information about the effect of neural plasticity and human development.

**Discussion Forum:** 20 points

Parents and educators have expressed concern about inconsistency in identifying or diagnosing CVI. What do you consider the obstacles in diagnosing CVI? How could you support families who are seeking answers regarding their child’s undiagnosed CVI?

**Session Two: Medical Causes of CVI**

This session will provide information regarding the medical conditions associated with the causes of CVI. The medical causes will be linked to the diagnostic criteria for CVI. This session will use illustrations to differentiate ocular/anterior visual pathway disorders from posterior visual pathway disorders (CVI). The function of both dorsal and ventral stream visual pathways will be introduced. Each medical condition will be defined and described. Photo samples of brain image findings will assist participants better understand the structural and functional affects of each medical condition.

**Session Goals:**

Upon completion of this session, the participants will be able to:

* Describe the importance of knowing the medical causes of CVI as an important key to diagnosis of CVI
* Describe the function of both the anterior and posterior visual systems
* Describe the function and behaviors associated with dorsal and ventral stream visual processing
* Name and describe the basic affect of the major medical causes associated with CVI

**Discussion Board:**

Why is it important to know the medical cause of CVI? Describe at least 3 reasons and if possible, provide professional experiences where you used this information to help explain or clarify a child or student’s CVI.

**Readings:**

Roman Lantzy, C. A. (2018) Cortical Visual Impairment: An Approach to Assessment and Intervention. New York: American Foundation for the Blind.-Chapter 2

Levy, Laurie. How School Systems Create \*That\* Parent for Children in Special Education. Huffington Post

**Assignment:** 30 points

List the medical causes of CVI in 10 or more students who are receiving services from you and/or your colleagues. [or] Investigate one of the major causes of CVI and provide a summary with references.

**Webquest (Online research):** 10 points

Search the internet for information regarding the medical causes of CVI. Make a determination regarding the most common conditions associated with CVI. Participants will likely need to check educational and medical sites.

**Session Three: The Visual & Behavioral Characteristics Associated with CVI**

This session will provide information regarding the 10 visual and behavioral characteristics associated with CVI. Each characteristic will be defined and examples of the characteristics will be provides through photos and/or video samples. These 10 visual and behavioral characteristics are the foundation for instruction and competence in conducting The CVI Range and for program planning.

**Session Goals:**

Upon completion of this session, the participant will be able to:

* List the characteristics associated with CVI
* Describe the key factors and behaviors associated with each characteristic
* Describe the educational implications of the characteristics associated with CVI
* Identify potential consequences of an educator using an ocular-based intervention with a student who has CVI.

**Discussion Board:** 20 points

In your opinion, which of the CVI characteristics are most easily explained to educational or intervention teams and which are the most challenging? Please use examples from your own experience you plan to implement with a team or family. Would you explain all 10 at once?

**Readings:**

Roman Lantzy, C. A. (2018) Cortical Visual Impairment: An Approach to Assessment and Intervention. New York: American Foundation for the Blind.-Chapter 3

**Assignment:** 30 points

Write a 300-400 word description of the differences between the visual behaviors associated with ocular forms and cortical forms of visual impairment [or] Create a slide presentation that you can use in your practice or with family to explain the 10 visual and behavioral characteristics associated with CVI.

**Webquest (Online research):** 10 points

Search for articles about CVI that predate 2007. These articles provided an important foundation for our thinking about CVI.

**Session Four: Introduction to Functional Vision Assessment for Individuals with CVI, and the CVI Range**

This session will be used to provide information regarding a method to assess the functional vision of young children, students, and adolescents who have CVI. Data regarding the reliability and reliability of The CVI Range will provide a foundation for the efficacy of using this tool. A framework for considering the degree of affect of CVI into three phases along a 0-10 continuum will be provided. The introduction to The CVI Range will also provide information about the methods used to gather CVI Range data.

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Describe the rationale for a CVI-specific functional vision assessment
* Report information regarding the reliability and/or validity of The CVI Range
* Describe the behaviors associated with Phase I, Phase II, and Phase III CVI
* Describe the importance of the interview, observation, and direct assessment components of The CVI Range
* Describe and demonstrate methods to conduct the interview portion of The CVI Range

**Discussion Board:** 20 points

What are the potential consequences of a professional conducting a traditional (ocular based disorder) functional vision assessment with an individual who has CVI? How could it affect the individual’s educational or other programming? Describe the rationale for a CVI-specific functional vision assessment.

**Readings:**

Roman Lantzy, C. A. (2018) Cortical Visual Impairment: An Approach to Assessment and Intervention. New York: American Foundation for the Blind.-Chapters 4 and 5

Newcomb, S. 2010. *The reliability and validity of The CVI Range*. JVIB, October 2010

Levy, Laurie. “How School Systems Create \*That\* Parent for Children in Special Education,” *Huffington Post: Huffpost Education*.

**Assignment:** 30 points

Using the interview questions provided in Chapter 4 of *Cortical Visual Impairment: An Approach to Assessment & Intervention,* complete a CVI Range interview in a face to face setting or by telephone.

**Webquest (Online research):** 10 points

Search the web for any sites that provide methods to assess the functional vision of individuals who have CVI

**Session Five: Introduction to Procedures for Conducting the CVI Range**

This session will be used to provide participants with a video experience conducting The CVI Range. Instruction will be provided regarding methods for completing and scoring The CVI Range. Data gathered from parent interview, child observation, and direct assessment will be described. A sample CVI interview and a video sample that contains key CVI behaviors will be presented. Participants will be provided an opportunity score The CVI Range assessment and to discuss the results.

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Describe and demonstrate methods to complete the observation portion of The CVI Range
* Describe and demonstrate methods to complete the direct assessment portion of The CVI Range
* Demonstrate the ability to score Rating I and Rating II of The CVI Range

**Discussion Board:** 20 points

Which aspects of The CVI Range are most challenging for professionals to complete? What methods or suggestions can you offer to support professionals who are just beginning to use The CVI Range?

**Readings:**

Roman Lantzy, Christine. *Cortical Visual Impairment: An Approach to Assessment & Intervention,* AFB Press, New York, NY 2007-Chapter 5

**Assignment:** 30 points

Describe at least 3 “behaviors” that may be misinterpreted by educational team members or family that are explained by the presence of the CVI characteristics.

**Webquest (Online research):** 10 points

Search the web including YouTube for video samples of children who have CVI. Attempt to consider whether the individual is demonstrating visual behaviors consistent with Phase I, Phase II, or Phase III CVI.

**Session Six: CVI Range Practice Session**

This session will provide participants with practice observing interview, observation & direct assessment using The CVI Range. Video of a child with CVI will be presented and participants required to score Rating I and Rating II of The CVI Range.

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Score Rating I & Rating II of The CVI Range
* Describe the use of the interview, observation, and direct assessment components to score The CVI Range
* Describe and use the principles/rules for deriving a CVI Range set of scores

**Discussion Board:** 20 points

Discuss the tips or techniques you have used to assist in collecting interview, observation or direct assessment information to complete and/or score The CVI Range.

**Readings:**

Roman Lantzy, C. A. (2018) Cortical Visual Impairment: An Approach to Assessment and Intervention. New York: American Foundation for the Blind.-Chapters 4 and 5

**Assignment:** 30 points

Completion of the video exercise used in the lecture portion of the weekly session.

**Webquest (Online research):** 10 points

Search the web for any sites that provide examples of conducting The CVI Range.

**Session Seven: Debriefing the CVI Range Video**

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Improve accuracy of scoring The CVI Range
* Integrate interview, observation & direct assessment data into results of The CVI Range
* Increase confidence in conducting The CVI Range

**Discussion Board:** 20 points

Describe a list of “top 10” items necessary to complete a CVI Range assessment. Are there items that you would avoid using?

**Readings:**

Advances in the evaluation and management of cortical/cerebral visual impairment in children

[Melinda Y Chang](https://pubmed.ncbi.nlm.nih.gov/?term=Chang+MY&cauthor_id=32199940)[1](https://pubmed.ncbi.nlm.nih.gov/32199940/#affiliation-1), [Mark S Borchert](https://pubmed.ncbi.nlm.nih.gov/?term=Borchert+MS&cauthor_id=32199940)[2](https://pubmed.ncbi.nlm.nih.gov/32199940/#affiliation-2)

**Assignment:** 30 points

Submission of a completed CVI Range test form

**Webquest (Online research):** 10 points

Search the web for any sites that describe use of The CVI Range in guiding IEP development

**Session Eight:** **The CVI Range and Program Planning**

This session will provide participants with the application of the results of The CVI Range to program planning and implementation. Scores derived from Ratings I & II of The CVI Range are integrated into the IEP and across routines of the individual’s living and learning settings. This session will introduce methods to create a CVI “schedule,” an approach used to plan and manage CVI interventions and adaptations across daily routines.

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Describe methods to integrate The CVI Range results into the IEP
* Describe how to use the results of The CVI Range in program planning
* Create a CVI “schedule”

**Discussion Board:** 20 points

Offer input regarding the pros and cons of described approaches to students with CVI..

**Readings:**

Roman Lantzy, C. A. (2018) Cortical Visual Impairment: An Approach to Assessment and Intervention. New York: American Foundation for the Blind.-Chapter 6

**Webquest (Online research):**10 points

Search the web for sites that incorporate information derived from The CVI Range into program planning.

**Assignment:** 30 points

Create a CVI schedule for a student.  The student can be one with whom you have direct contact or can be fictitious.  Be sure to include the individual’s age & The CVI Range score.  Include at least six components of the individual’s daily routine.

**Session Nine: CVI Interventions**

This session will provide the participants with the principles and practices of interventions for individuals who have CVI. Intervention suggestions will be divided into Phases I-III and designed to match a specific CVI Range score. Photo images and video samples will be used to demonstrate design of adaptations and instructional supports.

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Describe the goals of intervention adaptations and strategies for individuals whose CVI Range scores place their level of functional vision in Phase I, Phase II, and Phase III CVI
* Design adaptations and instructional methods for individuals whose CVI Range scores place their level of functional vision is Phase I, Phase II, or Phase III CVI.
* Describe interventions based on the visual and behavioral characteristics associated with CVI.

**Discussion Board:** 20 points

Have you ever created a CVI Schedule for use at home or in a school setting? What are the barriers or challenges that might interfere with the use of a CVI Schedule? Can you offer any solutions to the potential obstacles? Can a CVI Schedule be used successfully based on frequency of support from the teacher of the visually impaired or CVI provider?

**Readings:**

Roman Lantzy, C. A. (2018) Cortical Visual Impairment: An Approach to Assessment and Intervention. New York: American Foundation for the Blind.-Chapter 6

**Webquest (Online research):** 20 points

Search the web for sites that provide CVI interventions ideas or suggestions. Note whether or not the suggestions on the site are based on The CVI Range. This resource list will be used in Assignment 7.

**Assignment:** 30 points

Describe CVI supports that can be integrated into an instructional subject (math, reading, language arts, etc), or with a therapy session (PT, OT, Speech, O&M)

**Session Ten: Special Emphasis on Phase III and Literacy**

This session will provide information regarding the specialized needs of individuals who are in Phase III CVI. Emphasis will be placed on supporting instruction that facilitates literacy learning while incorporating Phase III adaptations and instruction. This session will also provide information regarding identification of salient features in complex arrays in both 2-dimensional materials and 3-dimensional settings. Information will be provided regarding the challenges in social learning for individuals with CVI. Suggestions for social learning and interaction will be provided.

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Describe the CVI characteristics as they are demonstrated in Phase III
* Describe the principles of salient visual features
* Describe methods to incorporate salient features, & comparative thought into literacy support
* Describe the specialized supports used to facilitate literacy in individuals who are in Phase III CVI
* Describe challenges and supports of social learning & interaction for individuals with CVI.

**Discussion Board:** 20 points

When would an educator or parent begin teaching the principles of salient visual features to a child with CVI? Describe circumstances in which incidental or planned instruction about salient visual features might occur. How might increased understanding of salient visual features support social learning or interaction?

**Readings:**

Roman Lantzy, C. A. (2018) Cortical Visual Impairment: An Approach to Assessment and Intervention. New York: American Foundation for the Blind.-Chapters 4 & 6

**Assignment:** 30 points

Identify 10 objects and use 2-3 salient feature descriptors for each. Also, write one sentence that compares each one of the 10 objects to another similar but not identical object. Be sure to incorporate the salient features you selected as part of your comparative sentence.

**Webquest (Online research):** 10 points

Search the web for literacy sites for individuals with visual impairment. Note those that include methods or information about literacy for children with CVI. What specialized supports are recommended? How are salient features and comparative thought addressed?

## ONLINE STUDENT SERVICES

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at [**http://www.fitchburgstate.edu**](http://www.fitchburgstate.edu) and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

### Fitchburg State University Distance Learning & Extended Campus Library Services

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); interlibrary loan; reference assistance via: phone, email, IM, Blackboard’s Collaboration and Elluminate tools, Skype, and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or [**dllibrary@fitchburgstate.edu**](mailto:dllibrary@fitchburgstate.edu). There is also a special section for Distance Learning and Extended Campus Services at [**http://fitchburgstate.libguides.com/dlservices**](http://fitchburgstate.libguides.com/dlservices) outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library’s subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library’s homepage at [**http://www.fitchburgstate.edu/academics/library**](http://www.fitchburgstate.edu/academics/library) and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university’s Technology Help Desk at 978-665-4500 or [**helpdesk@fitchburgstate.edu**](mailto:helpdesk@fitchburgstate.edu). The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or [**dllibrary@fitchburgstate.edu**](mailto:dllibrary@fitchburgstate.edu).

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at [**http://fitchburgstate.libguides.com/dlservices**](http://fitchburgstate.libguides.com/dlservices) or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form [**http://www.fitchburgstate.edu/offices/technology/onecard/**](http://www.fitchburgstate.edu/offices/technology/onecard/) or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

### University and Education Unit Policies

#### Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

#### Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

#### Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., ‘You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.’]

#### Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook, or other technological enterprise not germane to the class in progress. Thank-you in advance for your consideration of colleagues and students.

#### Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be filed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located at: <http://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Handbook_Web_1213.pdf>

#### Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University expects that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

#### Copyright Policy

You are reminded that in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.