Our CVI Literacy Journey into Phase III
(Roman-Lantzy, 2018)

Judy Endicott, M.Ed.
“Be the change you wish to see in the world.”

M. Ghandi
1. Explain the Cortical Visual Impairment (CVI) overlay that guides our work with River.

2. Share how we have altered River’s materials, environments, and strategies by putting the CVI overlay in place.
Thank you to all who have taught me so much …

- River’s Mama
- Dr. Christine Roman-Lantzy
- Matt Tietjen
- Brenda Biernat
- Maryanne Roberto
- Ellen Mazel and the Perkins team
- All of the Pediatric Cortical Visual Impairment Society (PCVIS) families
“Do the best you can until you know better. Then when you know better, do better.”

-Maya Angelou

Our Journey in 3 Stages:

-Pre CVI Knowledge
-Beginning Knowledge of CVI
-Continuing to Learn About CVI
Beginning Knowledge of CVI

What Changed:


▪ River’s first CVI Range assessment by Dr. Christine Roman-Lantzy.

▪ Attending conferences to learn about CVI

▪ Searching “Cortical Visual Impairment” on the internet

We began to:

▪ Understand the impact of his CVI characteristics and how to use that information to help him.

▪ Remind ourselves to use salient features and comparative language.

▪ Connect all objects, experiences and words to him.

▪ Ask, “What do you see?” to help us understand his visual world.
What is CVI Overlay?

The CVI overlay is...

- Using information from the CVI Range (Roman-Lantzy) to guide all decisions
- Used throughout the entire day.
- Precise language.
- Salient visual features.
- Comparative thought.
- Mediated experiences.
- Customized learning.
- Intentional teaching with clear goals.
The CVI overlay means keeping in mind the following:

- What I see is not River’s visual reality.
- Looking does not mean interpreting.
- Lack of eye contact does not mean not listening.
- He needs to know the goal(s) of the task or experience.
- Everything must be perceivable and connect to River’s world.
- “Just because he can, doesn’t mean he should.” (Roman-Lantzy)
- “When you’ve met one child with CVI, you’ve met one child with CVI.” (Gordon Dutton)
River’s CVI Characteristics and the CVI Overlay

Color preference

▪ preferred colors of red and yellow are used as a visual support and to draw attention to:

from the work of Dr. Christine Roman-Lantzy, 2007
River’s CVI Characteristics and the CVI Overlay

Need for movement

■ to elicit visual attention

from the work of Dr. Christine Roman-Lantzy, 2007
River’s CVI Characteristics and the CVI Overlay

- To help extend visual battery
- Movement in the environment is a distraction

from the work of Dr. Christine Roman-Lantzy, 2007
River’s CVI Characteristics and the CVI Overlay

Visual latency

- delayed response looking at target is closely connected to difficulty of task, complexity of task, complexity of environment, and visual battery

- advocating use of “eyes off” label to mean a visual break while remaining seated

- modeling self-advocacy statements: “I need a break.”

- working to establish a CVI schedule for his school day

- observing visual responses to note visual fatigue and make adjustments

- trying to balance visual demands of task and environment (M.Tietjen)

- adjusting pacing and duration of lesson

from the work of Dr. Christine Roman-Lantzy, 2007
River’s CVI Characteristics

Visual field preferences

- lower visual field (knees and below) in novel environments
- right of midline is strongest visual field

from the work of Dr. Christine Roman-Lantzy and Matt Tietjen
Difficulties with visual complexity

- Complexity of patterns on the surface of objects

- Directly teach salient features of object ("two to three key visual features that are always or nearly always true of the object." (Roman-Lantzy, 2018)
- Consider the complexity of the surface of the object when images are used instructionally
- Complexity of symbols

from the work of Dr. Christine Roman-Lantzy and Matt Tietjen
River’s CVI Characteristics

- Complexity of visual array
  - difficulty disembedding target
  - reduce array when teaching new skills

from the work of Dr. Christine Roman-Lantzy and Matt Tietjen
River’s CVI Characteristics

- physically reduce array in connected text
River’s CVI Characteristics

- Teach strategy of visual search following the same path as the hands of the clock
- Organize work space and materials to reduce visual array
- Adjust array with sorting activities
River’s CVI Characteristics

- complexity of the sensory environment
  - sensory environment can draw attention from using vision
- complexity of human faces
  - difficulty discerning facial expressions of characters in story illustrations
River’s CVI Characteristics

Need for light
- difficulty with glare and the need for more light
- use iPad for reading instructional passages and new word skills

Difficulty with distance viewing
- to be visually accessible, all tasks must be done up close within his “learning distance”
- iPad is used to photograph images at a distance so they can be viewed up close
River’s CVI Characteristics

Difficulty with visual novelty

- notices novel objects in the environment

- salient features used to learn novel information and objects
- novel letters and words - goal is to get reader to generalize salient features from the familiar to the novel
River’s CVI Characteristics

- advantages of using word cards
- novel texts require pre-teaching vocabulary and concepts
- introduce River to novel newspaper and magazine images and words
River’s CVI Characteristics

- Introduce River to novel newspaper and magazine images and words

- Provide a predictable, consistent environment
Resources


Resources


■ Shaywitz, Sally (2003), *Overcoming Dyslexia; A New Science Based Program for Reading Problems at Any Level*. NY: Alfred A. Knopf


Resources

Websites:

- CVI Scotland, CVIscotland.org
- Innovative Resources for Instructional Success Center (IRIS), iris.peabody.vanderbuild.edu
- Paths to Literacy, pathstoliteracy.org
- Pediatric Cortical Visual Impairment Society, pcvis.vision
- Perkins School for the Blind, CVI Hub, perkins.org
- readworks.org
- Sage Journals, The Review of Educational Research (RER) journals.sagepub.com
- Strategy to See, strategytosee.com
- Texas School for the Blind and Visually Impaired, txtsbviescworks.net
- Text Project, textproject.org
- U.S. Department of Education What Works Clearinghouse
- West Virginia Department of Education - CVI Special Topics
Resources

Blogs and Social Media

- Christine Roman-Lantzy’s Blog: http://cviresources.com/services/blog/
- Ellen Mazel’s blog: CVI Teacher
- Gordon Dutton’s Blog: CVI Scotland
- Kaleidoscope Podcasts
- Nicola McDowell’s Blog: CVI Scotland
- Roman on CVI on YouTube
Resources

Materials
- reallygoodstuff.com
- Montessori moveable alphabet
- thisreadingmama.com
- themeasuredmom.com

Teleconferences
- CVI Teleconference Calls, Judith Millman, Lighthouse Guild, 2016-present.