Collaborative Literacy Instruction: The Role of VI Professionals

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Title Slide (Slide 1)
Collaborative Literacy Instruction: The Role of VI Professionals
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Today's Topics (Slide 2)
- The impact of visual impairment on word recognition and comprehension
- Collaboration strategies for literacy instruction
- Assistive technology and media option

English is Easy! (Slide 3)
(Image of a student) Video title: It's Because THAT'S WHY

The Simple View of Reading (Slide 4)
(Image of a graphic that reads- Word Recognition x Language Comprehension = Reading Comprehension)

Impact of Visual Impairment- Access to Print (Slide 5)
(Image of a young student using large print materials)

Acuity and Field Restriction (Slide 6)
- Reduced near acuity= misperception of letters, numbers, and symbols (ex. a,e,o look similar)
- Reduced distance acuity= lack of access to environmental print and incidental learning
- Fields= reduced perceptual span, shorter saccades (typical perceptual span is 15-20 letters at a time)

The 15 Letter Word (Slide 7)
Slide shows the word "consequentially" with all the letters after "cons" hidden. Or is it now "conservationist" or "consequently"?

Word Recognition (Slide 8)
Things to consider:

- Type of print or materials

    - Font style
    - Italics
    - Color and contrast
    - Clutter
    - Size
- Visual fields
- Environmental Factors

Slide 9
(Slide shows examples of print styles that may be difficult to read)

Slide 10
(Slide shows examples of 2 different cluttered worksheets)

Visual Fatigue (Slide 11)
Related to:

- Frequent re-reading of text; reading takes longer
- Eye strain
- Head and body positioning needed for visual access
    - Nystagmus- head turn to use null point
    - Stargardt's- central scotoma; eccentric viewing
    - Glaucoma- more effort need to track and see the whole word

Slides 12-14
Show examples of types of field restriction including peripheral, and central scotomas

Word Recognition: Braille and Tactile Media (Slide 15)
- Tactile misperceptions of letters and contractions; reversals
- Limited perceptual span
- Longer processing time for braille and tactile media (fingers to brain)
- Braille curriculums may not reflect access needs for classroom instruction

Impact of Visual Impairment on Comprehension (Slide 16)
(Slide shows image of an experience book)

Vocabulary, Concepts, and Comprehension (Slide 17)
- Concept development and vocabulary is tightly tied to reading success and comprehension.
- The ability to make connections to background knowledge and prior experience helps the text to "make sense".
- When the text has meaning and is interesting the motivation to read increases.

Concept Development (Slide 18)
Happens in multiple ways for typically sighted individuals

- Incidental Learning
- Trial and Error

- Imitation
- Direct Instruction

Concept Development (Slide 19)

What concepts do students need to know in order to learn to read?

Slide 20

(Slide shows images of a cup of hot coffee and glasses of cold coffee) Video title- One of These Things

Team Collaboration and the Role of VI Professionals (Slide 21)

(Image of two teachers talking together in a classroom)

Who's on the Team? (Slide 22)

- Classroom teacher- the "what" (curriculum) expert
- VI professionals- the "how" experts
    - TVI- access, concepts, AT, sensory efficiency
    - COMS- concepts, AT, sensory efficiency
- Other professionals
    - OT
    - PT
    - SLP

Key Collaboration Strategies (Slide 23)

1. Maintain open communication
2. Stay solution focused

Collaboration Strategy #1 (Slide 24)

- Open Communication
    - Explain impact of VI on literacy skills
    - Regular check-ins with ELAR teacher about upcoming units, themes, and new vocabulary
    - Request access to curriculum materials and online platforms
    - Become familiar with grade level TEKS

Kinder TEKS Examples (Slide 25)

Demonstrate print awareness by-

- Holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep
- Identify all upper and lower case alphabet letters

1st Grade TEKS Example (Slide 26)

Comprehension skills-

- Make connections to personal experiences, ideas in other texts, and society with adult assistance
- Evaluate details to determine what is most important with adult assistance

Collaboration Strategy #2 (Slide 27)

Solution Focused:

- How will the student access instruction?
  - Which media for the task (avoid auditory only)
  - AT tools and optical devices
  - Braille and tactile materials
- Determine instruction needed for access skills
- Determine instruction needed for concept and vocabulary development

Slide 28

(Image of 2 children's books)

Access Skills (Slide 29)

- Provide/teach multiple ways to access text
  - Regular print with devices
  - Large print
  - Digital text
  - Braille
- Avoid teaching skills in isolation; use classroom materials
- Push-in during ELAR block

Concept Development (Slide 30)

- Provide intentional, direct instruction
- Encourage visual and tactual exploration
- Include opportunities for hands-on learning
- Support families in finding ways to provide experiences along with opportunities for organic exploration of the environment

Media Options and Tool Use (Slide 31)

(Image of a student using a desktop CCTV)

Media Considerations (Slide 32)

- Consider the task
- Students may benefit from print or braille paired with auditory to support comprehension
  - Read-alouds (follow along)
  - Immersive readers
- Incorporate tactile materials for both print and braille readers

Slide 33 and 34

(Images of the immersive reader tool in Microsoft Word)

CCTVs and Other Optical Devices (Slide 35)

(Slide contains an image of a lighted handheld magnifier)

- Consider options for various tasks
  - CCTV for reading or maybe only short assignments?
  - Magnifiers for spot viewing, such as a map

Use of Tools (Slide 36)

- Verify that the student is proficient with the tool
    - May need a lot of practice- proficiency is important
    - Use of tools and learning to read at the same time is a huge cognitive load
- Remember that for some eye conditions, such as field restrictions, bigger isn't always better

Thank You! (Slide 37)

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