



Texas School for the Blind and Visually Impaired Outreach Programs

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CVI Study Group : Salient Features and Comparative Language

September 19, 2017

2:30pm-3:30pm

This broadcast may not be recorded.

Facilitated by

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Developed for Texas School for the Blind & Visually
Impaired Outreach Programs

Outreach Programs Events Update:

- For upcoming webinars: <http://www.tsbvi.edu/2015-10-17-20-13-33/webinar-listings>
- For upcoming workshops and conferences: <http://www.tsbvi.edu/2015-10-17-20-13-33/outreach-workshops-conferences>
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Housekeeping

- Download handouts and sign-in roster
- Send sign-in roster to sobeckb@tsbvi.edu or fax to 512-206-9320
- Make sure you registered and complete evaluation within 60 days including code for ACVREP/SBEC credit
- View captions in a separate window at <https://tcc.1capapp.com/event/tsbvi/embed>
- The code will be given during the presentation

Adobe Connect Webinar Tour

- For tips about screen navigation go to http://www.connectusers.com/tutorials/2008/11/meeting_accessibility/
- Location of pods
- Power Point content included in your handout
- Poll participation – enter response in chat if you cannot access the poll

Link to enter room: <http://tsbvi.adobeconnect.com/cvi/>

CVI Study Group 1: 09/19/2017

Today's Agenda

- Welcome.
- Christine Roman March 10th and 11th 2017 at Perkins School for the Blind-Overview
- Salient Features and Comparative Language
- Student example
- Planning for next 2 study groups!

Assessing and Supporting the Student in Phase III CVI - C. Roman, 3/10-3/11/17

- Phase III CVI-general info.
- Specific literacy strategies:
 - Salient Features
 - Comparative Language
- Social Skills

Today we will cover

- Salient Features
- Comparative Language
- Example of teaching a student using these strategies

****Additional topics can be addressed in future study groups.****

Salient Features and Comparative Language



Figure 1: Picture of an assortment of differently colored and sized plastic animals.



Figure 2: Picture of an assortment of black and white striped plastic animals of various sizes.

Visual Targets

Known Objects	Known Images
Salient Features of known objects	Salient Features of known images
Salient Features of novel versions of known objects	Salient features of novel versions of known images

Figure 3: Table showing the progression of building a visual library with visual targets: first objects and images are known and recognized visually, then the salient features are noticed and filed in the brain, then novel versions can be identified noting similarities and differences to known objects and images.

Salient Features

- Learned in children **without CVI** incidentally or through joint attention/visually directed communication
- Defining elements/characteristics of the target
- True or nearly always true of the target
- Includes 2 to 3 descriptors (but not more)
- For CVI purposes, target visual features only
- Helps Individuals with CVI
 - Solve the problem of Novelty
 - Build/increase use of the Ventral Stream (search for specific visual details)
- May start with color
- Focus on visual characteristics, for example, zipper; “It has teeth like a smile on its side.” Not action; “It pulls up and down”.
- Even if item is known (like a fork), point out salient features: provides a framework for other forks in other contexts, like a fork in the road, or a forked tongue.

Comparative Language

- Yorkie vs. a cat
- Apple vs. strawberry
- Etc.

Salient Features, Comparative Language and Literacy

- Choose high interest words (high interest to the student)
- Initially choose words with very different shapes and lengths
- Outline words close to the edges of the letters in a preferred color
- Salient features of a word should be determined by and belong to the student
- Discuss word shapes. Assist with familiar image comparisons if needed.
- Don’t forget about context clues and phonemic awareness

Literacy Strategies for Students Who Visually Function in Phase III

Case Study: Thomas

- Have the student choose a few (or up to 10) favorite, high frequency words.
- Start by outlining the entire word in red (or the student's preferred color).

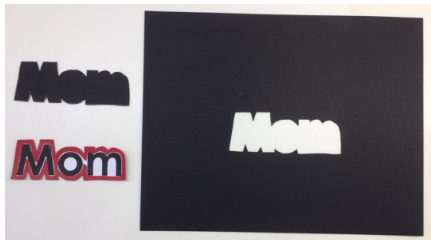


Figure 4: Picture of the word "Mom" in bold, outlined in red, then traced on black paper and cut out. Both the shape and the paper from which it is cut are shown.

"Wehn you raed, you dno't raed evrey leettr in ecah wrod. You look at the wrod as a wlohe."

--The example above found in the book, "*Speed Reading for Dummies*" by, Sutz and Weverka

Keep in mind;

- The first and the last letter (shape) are most important
- Lower case letters have more distinctive shapes
- Discuss context clues (especially when there are pictures)
- Development of phonemic awareness will still be crucial

Start with 2, distinctively different words (shape, length, letters that extend below or above the line, etc).

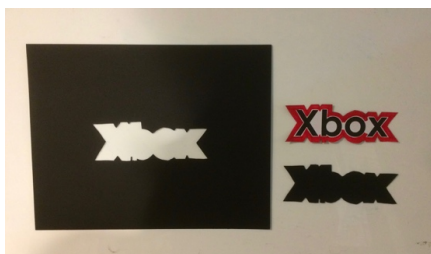


Figure 5: Picture of the word "Xbox" in bold, outlined in red, then traced on black paper and cut out. Both the shape and the paper from which it is cut are shown.



Figure 6: Picture of the word "Batman" in bold, outlined in red, then traced on black paper and cut out. Both the shape and the paper from which it is cut are shown.

Literacy Strategies for Students Who Visually Function in Phase III (cont.)

- Video example of Shape Reading
- Collaborate with all team members, parents and caretakers
- Video example of Shape Reading
- If several different people are working on literacy, everyone needs to be familiar with and add to the Script or Visual Dictionary.
- Two Video examples of Shape Reading
- Make up a simple story with the target SHAPE (word) and have the student visually locate it, touch it or highlight it.
- Video example of Shape Reading
- Additional thoughts and suggestions regarding CVI and Literacy to consider.

Next Study Groups-October 23rd & December 11th, 2017

What should we do for the next two study groups?

- (Poll 1) More from us about “Assessing and Supporting the Student in Phase III CVI” - C. Roman, 3/10-3/11/17? (YES/NO)
- (Poll 2) Volunteer to video your student? If yes, please write your name/email address and either October or December in the poll. (Fill in the Blank)
- (Poll 3) Other topic relevant to CVI? Write your name/email by your topic so we can contact you with questions. (Fill in the blank)

Thank you for joining us!

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Figure 7: TSBVI logo



This project is supported by the U.S. Department of Education, Special Education Program (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.

Figure 8: IDEAs that Work logo and OSEP disclaimer.