

Train the trainer TEACH CVI project

Dublin, Ireland
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Chapter IV Pre-reading

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<http://www.teachcvi.net>

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Chapter IV

Resources and teaching materials to support the child's access to literacy

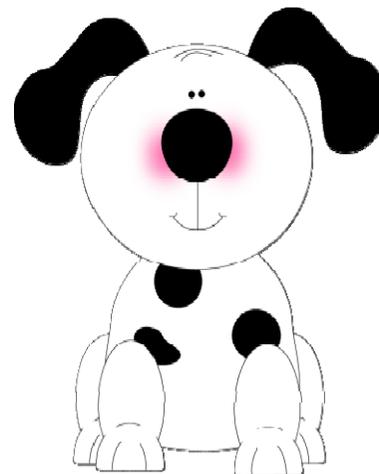


Part 13: Introduction

Part 14: Pre-reading

Part 15: Beginning readers

Part 16: Curriculum general

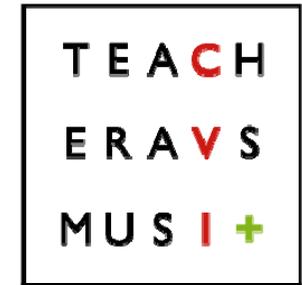


Part 14: Pre-reading

- Building a foundation for literacy development
- Communication and participation
- Real objects – simple pictures
- Experience-based
- Children up to ca 3 years developmental age, MDVI



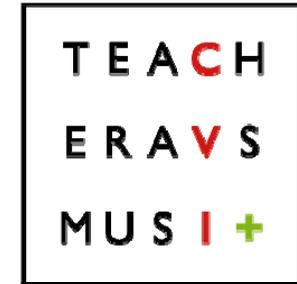
Building a foundation for literacy development



- A. Develop a trusting relationship with the child
- B. Embed opportunities for communication throughout the day
- C. Design learning experiences that are meaningful to the child



Reading together with children with CVI

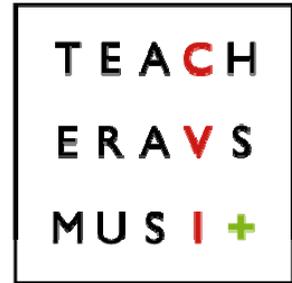


- Present books
- Explore books
- Talk about joint experiences
- Read aloud and expressively
- Point out words
- Make reading time fun
- Provide different types of books
- Books in routines



Strategies for children with CVI

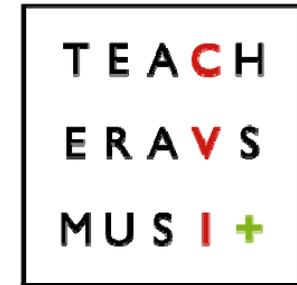
– Characteristics for objects



- Keep the objects simple
- Use bright and simple colours
- Use a high contrast background
- Make sure that there are not too many distractors around
- Make sure that the visual stimulus / object is presented in the optimal visual area
- Try different distances when presenting objects
- Try presentation of objects both in light and dark conditions



Simple books for children with CVI



Strategy: Reduced complexity

- A single shape
- Shiny paper
- Plain, black background
- Slight variations in colour, placement and number



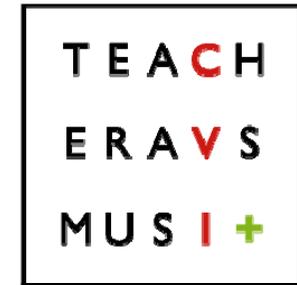
Creating tactile books or books with objects



- Create books from the child's own experiences using concrete materials that the child has touched during the activity.
- Real objects are much easier to relate to than pictures.



Matching objects and pictures



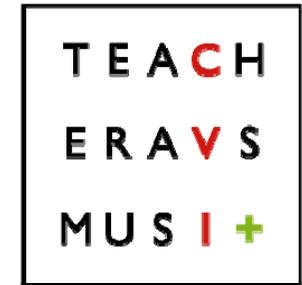
- Understanding that pictures, symbols, letters are representations of the real world



Picture 13. (Photographs: Positive Eye Ltd)



Pre-reading skills



Print motivation

A child's interest in and enjoyment of books and reading

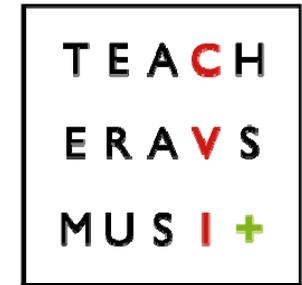
Print awareness

Print on a page represents words that are spoken

Vocabulary

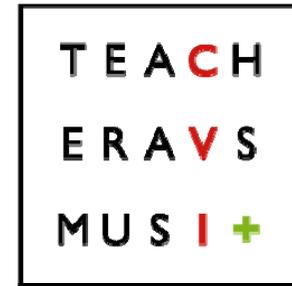
The child needs to know the names of things, objects, feelings, concepts and ideas.





Final thoughts

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- Please note that provided information are not exhaustive
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