



STUDENTS WITH VISUAL IMPAIRMENTS

A LEARNING RESOURCE *for* TEACHERS

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Introduction

If you are a classroom teacher who for the first time is about to have a student who is blind or has low vision, this guide can be helpful. Your new student is likely to be as excited and anxious as you are, and that energy can be used to create remarkable learning relationships in the classroom. Teachers who have had the opportunity to work with students with visual impairments say that they were enriched in surprising and positive ways and that their own teaching was enhanced by their experiences.

Your initial response to this new challenge may include feelings of anxiety, concern, and uncertainty. However, information and assistance are both available to you - you won't be meeting this challenge on your own! Almost always, a student who is visually impaired will come to you with a support system in place; and if not, this guide can direct you to specialists who can help form an educational team to work with you and your student.

Your "vision resource teacher" (sometimes called the itinerant teacher of the visually impaired) can assist you in doing a number of easy, practical, everyday things to help you meet your particular student's learning needs. Remember, though, it is your teaching knowledge and experience, your guidance and encouragement, that the student with a vision loss needs most from you.

This guide has been developed to provide you with basic information to ensure the student's successful integration into your classroom. Its sections represent the areas of importance identified by experienced classroom teachers and vision resource teachers. Preparing for students with a visual impairment requires:

- getting ready to talk with the student and parents in the first interview
- learning where to get help when you need it
- becoming aware of what changes may be necessary in your planning
- sharing responsibility for directing the student's educational program in cooperation with other professionals on the team
- getting to know your student and his or her needs and goals

Cooperative planning and positive communication in the first few days build the groundwork for the strong relationships needed for effective teaching and learning. Each member of the educational team brings special experience and expertise. By working together, you can create an intellectual, physical, social and emotional environment in which your student with vision loss can develop his/her potential. These team members can be called upon to provide assistance in planning or instruction as the need arises throughout the year.

Establishing this "care-full" network with your student at the start will lead naturally to thoughtful lesson planning, effective teaching, and fostering the student's development of skills, knowledge, communication, responsibility, self-reliance, self-esteem, and lifelong learning.

Often-asked questions as well as basic information, and teaching strategies are included in this guide to broaden your awareness of the feelings and the educational needs of your student with a visual impairment.



The Nature and Degree of Visual Impairment

You will be better able to help your student's learning process if you understand the nature and degree of the vision loss and what the educational implications may be for your work together in the classroom.

Visual impairment refers to a significant loss of vision in both eyes which cannot be corrected with glasses. The degree of loss may vary significantly, which means that each student with low vision or blindness needs individual adjustments to learn most effectively.

There are two main categories of visual impairment: Low Vision and Blind. Most British Columbia students with visual impairments have low vision, which means they are print users but require special equipment and materials. They should be encouraged to use their residual vision in their educational programs as much as possible. Students who are described as "legally blind" usually have some usable vision. The term "legally blind" is used to indicate entitlement to important government and private agency services.

Visual impairments are also classified as congenital (vision loss which is present at birth) or adventitious (vision loss later in life as a result of illness or accident). The age of onset and level of development before sight loss occurs are critical factors in the student's ability to acquire skills and concepts.

It is important for you to be aware that although two children with visual impairment may be assessed as having the same visual acuity, they may each learn and function in very different ways. Vision may actually fluctuate or may be temporarily influenced by such factors as fatigue, light glare, or inappropriate lighting. An understanding of the type of visual impairment is certainly important, but generalizations about the student's visual functioning cannot be made solely on the basis of the diagnosed eye condition.



Assessment of Vision

To help in your planning the vision resource teacher may obtain three types of assessment.
Visual Acuity

- When testing for acuity the ophthalmologist or optometrist determines the finest detail the student's eyes can see.

Visual Fields

- These tests determine the student's degree of central and peripheral vision. The ophthalmologist or optometrist will determine when these tests are necessary.

Functional Vision

- This is an indication of how the student is using his/her vision. Tests are usually administered by the vision resource teacher and are:
 - conducted in real life situations;
 - dependent upon information from parents, school personnel, specialists, and the student;
 - good indicators of useful vision;
 - helpful in determining appropriate adaptations to materials and environment;
 - helpful in determining practical value of specialized skills, technology and magnification aids; and,
 - a basis for developing a program of visual-efficiency training.

From the assessments the vision resource teacher creates a profile of the student's visual skills which affect learning and performance in school, at home and in the community. This profile conveys a picture of "how" the student sees, and will assist you and your school based team in developing an individual education plan (IEP) and in adapting your teaching strategies. Sample charts to guide discussion of the functional vision of your particular student are on pages 12 and 13.

Students with vision loss also can have more than one complicating impairment which affects learning (e.g., hearing and vision loss, cerebral palsy and vision loss). The vision resource teacher will coordinate the assessments and assist you in planning and developing appropriate teaching strategies. It is important to keep in mind that development is an even slower process where there are multiple complications which interfere with the student's learning.



Educational Implications of Vision Loss

Having a loss of vision often requires students to do things in different ways and sometimes learning opportunities are fewer. Development of concepts and skills may take more time. Those areas which are particularly affected in the life of a student with loss of vision are:

- Concept development;
- Interpersonal communication skills;
- Life skills;
- Orientation and mobility skills; and,
- Academic development.

Development of concepts is the basis for all learning. Spatial relationships, time, body awareness, and self-awareness are just a few examples of fundamental concepts people need to make sense of their world and which may need to be specifically taught.

Although your main focus will be on intellectual development, a variety of opportunities for personal development can have a profound impact on a student who is visually impaired. Promoting development of a positive self-image, appropriate dress, well-developed self-care skills, good interpersonal communication, knowledge of family life and appropriate behaviours, increased independence, and productive community living can all be tremendously beneficial in the healthy growth of students with visual impairments.

As with all students, relationships are very important for students with vision loss and your classroom can be a wonderful place for all levels of development and responsible maturity to flourish. On the following pages you will find a list of some of the needs of students with vision loss along with a list of what may be expected of the student. Sample questions to assist in your planning and tip sheets for teaching have been provided.



Needs of Students With Visual Impairments

- To be made welcome and to belong where successful social relationships can occur: where they can talk and listen, find others with common interests, take part in extra curricular activities and in the good-natured humour, banter, and informal exchanges of school.
- To be challenged to take risks and grow.
- To become aware of personal strengths, talents, learning styles, and interests.
- To have opportunities for experiential and incidental learning such as first hand experience in labs, music, drama, field trips, group and paired projects, team projects, and sports.
- To be included in discussions and asked questions: to be full participants in the classroom.
- To have opportunities to develop goals, dreams and aspirations.
- To feel safe and comfortable throughout the school. To have appropriate orientation to the school, to be able to move independently and be assisted when needed.
- To have optimum lighting situations, which will reduce visual fatigue when reading and writing and facilitate safe travel within the school.
- To work with people who understand the educational implications of vision loss.
- To have appropriate learning resources and technology made available.

Students With Visual Impairments - Expectations

- To assume the same rights and responsibilities as other students.
- To observe the same rules of behaviour and discipline as other students.
- To communicate effectively with others, using good interpersonal skills. Develop listening, speaking, reading and writing skills for all occasions.
- To become independent, resourceful, and adaptable.
- To take reasonable risks.
- To show positive self-image by good posture, smiling, and caring for self (hygiene, appearance, clothing).
- To use and develop any residual vision.
- To learn the specialized skills and uses of technology that will allow for success at school and in adult life.
- To plan early for a meaningful career: Explore the range and possibility of occupations, make focused, and realistic educational plans and decisions to achieve those goals, and engage in work experience.
- To develop self-advocacy skills.



Ask the Parents or Guardians - Sample Questions

As with all good working relations, the first time you meet is often the most important. Lasting impressions are made so it is useful to prepare for this meeting and arrange the most comfortable space and time possible for all concerned. A warm welcome and invitation to work together will quickly establish a rapport between you and the parent. A few sample questions have been provided to help you with your planning.

- Would you tell me about your child's vision loss and what you think it might mean in my classroom?
- Could we talk about how independent your child is at home/at school/in the community? Are there any particular difficulties I need to be aware of? How much assistance do you feel I need to provide?
- What reports and other information about your child do you feel are important for me to have? (E.g., visual acuity, assessments of visual fields, functional vision, recommendations.)
- Is your child using any special equipment? Does she or he know how to use and maintain it? What if it's not working?
- Does your child require any specialized equipment we need to obtain?
- What are some strategies you have found useful that would help me and your child communicate and work together effectively?
- There likely will be questions about your child's vision loss from other students. Have you suggestions for me about what might be said and how it should be presented when we introduce ourselves in class? - Are there any other people working with your child now whom I should know about?
- What educational and social goals do you have for your child?
- Are there any other questions you would like to ask me? (Such as my classroom expectations, assignments, materials, activities, assessments of progress, projects, portfolios, or tests.)



Notes From First Meeting With Parents or Guardians

NAME OF STUDENT:

DATE:

HOME TELEPHONE NUMBER:

BUSINESS TELEPHONE NUMBER:

Important People: (family, friends, others on educational team):

Description of Vision Loss:

Student's Interests, Hobbies, Strengths:

Questions and Concerns:

Initial Short-term Goals:

Long-term Goals:

Other Information/Suggestions:



Ask the Vision Resource Teacher - Sample Questions

- What can the student actually see? (size, contrast, fine detail, colour)
- Does the student use Braille? What is my responsibility?
- Should I expect this student with vision loss to do all that other students do?
- How independent is the student? How much help should I give?
- Is an assistant needed? Can you suggest ways of working together?
- How does the student feel about the vision loss?
- Is there special equipment, materials, texts, paper I need to get/know about?
- What are some daily strategies I can use as I teach?
- What about discipline or behaviour issues? Expectations? Cautions?
- Can you tell me about the student's abilities, skills, and interests?
- What about special activities, field trips, labs, assignments?
- How should I introduce the student to the class?
- Are there situations in class which might present difficulty for the student?
- What assistance can you give me? How often are you able to come to class?
- Do I need to use alternative assessment strategies?
- How can I effectively include the student in group work?
- Are there references or resources you could suggest that might help us?
- Are there other questions I should be asking or other information I need?
- Where can I get in touch with you?



Notes From First Meeting With the Vision Resource Teacher

NAME OF STUDENT:

DATE:

VISION RESOURCE TEACHER:
NUMBER:

BUSINESS TELEPHONE

Description of the Vision Loss, Functional Vision, Educational Implications:

Most Effective Mode of Learning:

Instructional Strategies:

Equipment Details: (needs, function, maintenance, storage, space)

Initial Learning Goals and Plans:

Questions and Concerns:

Next Meeting:



Your Student's Functional Vision

These charts may be completed with the vision resource teacher and used as a working document by those working with your student.

NAME OF STUDENT:

DATE:

COMPLETED BY:

POSITION:

Classroom

OBJECT	DISTANCE	CONDITIONS/ADAPTATIONS
Clock		
Board		
Overheads		
Videos		
Charts/Maps		
Demonstrations		
Computer		
Other		

Seating Plan

Optimum Position for Student (Plan 1)	Optimum Position for Student (Plan 2)

Deskwork

FACTORS TO CONSIDER	OPTIMUM CONDITION/ADAPTATION
Reading distance	
Angle of desktop (tilt)	
Lighting	
Print:	
size	
spacing	
amount on page	
Contrast:	
books	
photocopies	
Type of writing paper	
Type of pen/pencil	



Other Places

ENVIRONMENT	CONSIDERATIONS
Hallways	
Gym	
Library	
Field trips	
Community	
Playground	
Bus	
Other	

Questions the Vision Resource Teacher May Ask You

- How are you feeling about working with this student with vision loss?
- Have you had previous experience teaching students with visual impairments or with other disabilities?
- What are your main concerns about teaching this student?
- There is a "lead-time" needed for special-format exams and texts. When are your major assessment periods in the year and how would you like to handle exams? (Handouts = 1-2 weeks lead-time)
- May I have a copy of your teaching timetable?
- How often do you use audio-visual material? Overheads?
- When is the best time for me to observe your student in class?
- How do you feel about having extra adults in your classroom?
- How would you like me to be involved?
- Where shall we make space in the classroom for equipment and storage of materials and texts?
- What texts and other learning resources will you be using in your classroom? (The sooner we order special format materials such as Braille, tape, and large print, the better!)
- How often would you like me to check-in with you?
- May I have a copy of the form you intend to leave for substitute teachers and assistants when you need to be away, in case they call?
- Are there questions I can answer now?



First Educational Team Meeting - Sample Questions

- What can the student actually see?
- What are the student's academic skills, abilities, and interests? Are there particular strengths, weakness, or concerns we need to attend to?
- Will there be an assistant? What will be his or her role?
- What information do we already have about this student? What more do we need?
- How independent is the student and how much assistance should we give?
- Who will be developing the individual education plan (IEP) and coordinating the student's whole program at our school?
- What are our short-term and long-term educational goals for this student?
- What special preparation do we need to make for classes, assignments, tests?
- What past strategies have been helpful? What does the student need?
- Who else is working with the student? How do we collaborate and when?
- Does the student have or need any special equipment? What does it do? Who maintains it? Is there backup? Is SET-BC involved?
- What happens when I, or the assistant, need to be away?
- What are the behavioural expectations? Are there specific discipline issues we need to attend to or strategies that would be useful?
- What do we need to be sensitive to or watch for? What else do we need to know to work more effectively?
- How best can we integrate this student into the physical school environment? What about safety, emergencies, recess, P.E., technology education? - Is this student registered with the Provincial Resource Centre for the Visually Impaired (PRCVI)? Are there materials we need to order from PRCVI? How is this done? Who will do it?
- How best can we integrate this student into our school community? What should be said to other students and staff? Do we need a buddy system?

Notes From First Educational Team Meeting

NAME OF STUDENT:

DATE:

PEOPLE PRESENT:

Academic Background/Assessment Information:

Functional Vision and Educational Implications:

Learning Needs/Effective Strategies:

Equipment/Special Materials: (What, Where, How, Who, When?)

Specific Concerns or Questions:

Next Meeting:



Student Interviews

You may find your student who is blind or has low vision needs opportunities to respond to direct questions or to ask for clarification in a quiet and welcoming environment. Questions focusing on social needs and self esteem are particularly important due to the very nature of any degree of vision loss. As vision loss may impede interpersonal communication skills and social and emotional growth you need to be alert to the way your student interacts with peers particularly in social settings. Misunderstanding can result in difficulties interacting with peers or the student feeling a sense of frustration and isolation. All students need a sense of belonging. The student who is visually impaired may need a little additional support to build that social network.

Sample Questions

- Who are you playing with/forming friendships with?
- Are you enjoying lunch/recess breaks? Are you aware of the kinds of things you might do at lunch time/recess (such as clubs, sports, games, etc.)? Do you know how to get involved in these activities?
- Do you feel at times that you need someone to talk to? Do you know who you can ask for help?
- How well do you think the buddy system is working?
- Are there any things I need to know about any technology or aids that you use?
- If you could change some things about the classroom/school what would they be?
- Are you comfortable working with the Brailist/teaching assistant?
- Do you feel comfortable letting me know when you need help? Is there a way we can be sure I know that you need help?
- Let us review what we have done and are planning to do.
- What do you feel you most need to work on?
- Are there any questions you would like to ask or anything you think I should know to help you learn better?



Orientation and Mobility

"Orientation and mobility" (O & M) has frequently been described as "knowing where you are, knowing where you want to go, and knowing how to get there."

It is the ability to move about safely, efficiently, and gracefully with as much independence as possible. Orientation and mobility training needs to be an integral part of the individual education plan of every student with severe vision loss.

Teaching orientation and mobility requires specially trained people who are aware of the dangers, responsibilities, and techniques involved. This is not your responsibility, although you will probably want to meet occasionally with the O & M specialist to reinforce these skills within your classroom. Teachers may worry that they cannot move desks or change the classroom around, but one of the benefits of O & M is that students with a vision loss learn to manage routine changes, to adapt to the school's natural ebb and flow, and to be more attentive to their environment wherever they are.

The more severe the visual impairment, the more O & M instruction will be needed. The range of techniques vary greatly and the orientation and mobility specialist will determine how best to teach the student.

Some school districts have their own O & M specialist, while other districts arrange for this aspect of the student's education on a contractual basis. (And in some instances the vision resource teacher is also qualified as an O&M specialist.) Check with the vision resource teacher about the student's orientation and mobility training. You may wish to invite the O & M instructor into class to teach both you and your students proper sighted-guide techniques.



Safety and Environment

It is important to include the blind or low-vision student in the full spectrum of school life, including assemblies, field trips, work experience, and special events. A student with a visual impairment faces extra challenges when getting used to the physical environment of a school. Everything from attending gym class to visiting the washroom can present possible difficulties. Emergency procedures, such as fire drills, can also create a situation requiring special handling. On the next page are many situations and specific class environments that may be of potential concern. These may be topics for discussion with your school based team, the vision resource teacher and the orientation and mobility specialist.

Safety and Environment – Notes

- Emergency procedures, fire drills
- Class changes
- Library
- Bathrooms and change rooms
- "Comfort" places in the school
- Office, phone
- Specialty areas:
 - Gym
 - Science labs
 - Industrial labs, shops
 - Art and home economic rooms
 - Cafeteria and lunch room
 - Playground, outdoor areas
 - Bus stops

Other areas in the school we need to think about :

-
-



Teaching Tips

Planning

An individual education plan (IEP) is normally developed on an annual basis by the student's educational team and is reviewed regularly.

Handouts and reading assignments: For students who need their material Brailled, enlarged or taped, it may be important to furnish the vision resource teacher or Brailist with a copy several days in advance.

Texts and novels: Students may need books enlarged, taped or Brailled. They are available with ordering approximately one month in advance.

Buddy system: Copying from the board, reading small print and collaborating in labs are examples of ways buddies can be very useful. You may find opportunities for the student with visual impairment to provide assistance to other students in the school in areas of his/her strength.

Instruction

Talk while you teach: Students with visual impairments miss most visual cues and many written instructions. Consider talking through classroom activities, for example, describing non-verbal messages and responses, introducing beginnings, transitions, closures to all activities, announcing assignments, and naming speakers.

Real-life examples and concrete material can assist in establishing relationships between abstract learning and the child's experience. Consider the use of "hands-on" material where possible, to provide opportunities for kinesthetic and tactile learning.

Individual explanation: You may find the student with a visual impairment needs a little additional explanation. When the class begins a task it may be useful to check with the student to ensure comprehension.

"Tell me what you see." To check whether or not the student can see specific visual material it is advisable not to say "Can you see...?" The student may pretend to see or assume that they do.

"How does this relate to what you know?" You may need to assist the student to organize thoughts and make connections between learning experiences.



Assessment

More Time? Fewer Questions? A vision loss results in students taking longer to complete assignments than their classmates. To demonstrate their grasp of the topic they may need longer working time or less written work on tests. You may wish to consider verbal tests or the use of a reader or a scribe in some circumstances.

The Print User

More time is needed for assigned reading. A tape of the material, particularly for long passages in literature, can be helpful.

Study Skills: Thorough outlines, point form and identification of key concepts can help avoid fatigue and frustration.

Skip the non-essentials to free up more time for assignments, writing and projects. Tell your student if some of highly detailed portions of the text can be skipped while retaining the essential details taught elsewhere.

Correct spelling, grammar and vocabulary development can be expected and should be checked regularly, as with all students.

While legible handwriting is an important skill to be encouraged, computers are recommended for most students.

The Braille User

Teaching basic literacy is the work of the specialist teacher. Classroom teachers are not expected to know Braille.

Rate and order of literacy development: Skills are developed in a different order and at a different rate for Braille users.

Taped books and readers are an alternate form of reading which may be appropriate in some situations.

Quality over quantity for written work as Braille users will complete their writing assignments in class using a Braillewriter. This takes longer than ordinary handwriting.



Aids Your Student May Need

There are many aids available which greatly assist students with visual impairment to access the curriculum and to pursue personal and career goals. Students need to learn to select the specific aid or technology that best meets their need in a given situation, and they may require direct instruction in the use of that particular aid or technology.

Photocopiers or word processing programs to enlarge instructional material, or a computer to produce Braille are other applications of technology which you may find useful in providing for the needs of the student with visual impairment.

A sample of the most commonly used material is listed as a start for your discussion with the vision resource teacher. A wide range of materials and equipment may be ordered from the Provincial Resource Centre for the Visually Impaired (PRCVI) and from Special Education Technology (SET-BC). The addresses and phone numbers are listed on page 24.

Paper

- Bold-lined paper with darkened lines and enlarged spaces for students who have difficulty with regular paper. Special formats are also available, for example, graph paper for mathematics or staves for music notation.

Books

- Large print or Brailled texts may be available; the vision resource teacher can provide a current list. You may also request any provincially approved learning resource not on the list.
- Class handouts and short readings can be Brailled or "enhanced" (e.g., enlarged, darkened) if you give the vision resource teacher 1-2 weeks notice.
- "Talking book" versions of many texts and novels have been professionally taped and should be provided whenever possible.



Equipment

- Tilt-top desks and book stands bring work closer to the eyes for optimum reading angles and lighting.
- Reading windows and line markers can be used by low- vision students to better maintain their reading place on a page.
- Optical enhancers are materials that enhance print size, contrast, and spacing of text.
- Closed circuit TV (CCTV) electronically enlarges print material on a TV screen. Magnification, contrast, and illumination can be adjusted as needed. Various print sizes and handwriting can be seen this way.
- Tape recorders are useful for the student to take notes, record lectures, do assignments, answer extended questions, and complete exams. They also allow the teacher to record comments on assignments, tests, projects; give extended directions or information; and record excerpts from texts and journals.
- Brailers (Braillewriters) are machines for writing Braille and may be used by the student or the assistant for reading and writing activities.

Technology

- Braille 'n' Speak is an electronic note taker which allows the student to enter material and receive auditory feedback/playback. Can be interfaced with a Braille printer and other computers.
- Computers:
 - By moving closer many students with a visual impairment can read the monitor.
 - Software is available for those students who require enlarged print, speech output or Braille.
 - Specially adapted computers are also available to provide paperless Braille.
 - Keyboarding skills should be introduced as early as possible.



Selected Vocabulary

accommodation

the ability of the eye's lens to adjust for vision at various distances in order to produce a clear image on the retina

adventitious

accidental or acquired (not congenital)

astigmatism

defects of the curvature of the cornea or lens of the eye resulting in the individual seeing a distorted image

binocular vision

coordinated use of the two eyes to see a single-fused, three-dimensional image

central vision

area of most detailed vision at the center of the visual field

congenital

present at birth

CVI

cortical visual impairment caused by damage to the visual cortex and/or nerve pathways. Vision may fluctuate during the day and from day to day.

depth perception

the ability to visually perceive and adjust to what is seen at various distances

field of vision

the entire area that can be seen without shifting the gaze, that is without moving the head or eyes

hyperopia (far sightedness)

an error in the lens system where the eye focuses more easily on objects at a distance than up close

legal blindness

visual acuity of 6/60 (20/200) or less in the better eye using the best possible correction, or a field of vision of 20 degrees or less. Most legally blind students have some useful sight.

myopia (near-sightedness)

an error in the lens system where the eye focuses more easily on objects up close than at a distance



near vision

the ability to perceive objects distinctly at normal reading distance, usually about 36 cm from the eye

nystagmus

involuntary eye movement, either rapid or slow, which may be horizontal, vertical, circular, or mixed

orientation & mobility (O&M)

special training given to persons who are visually impaired so that they can move around with safety and confidence

peripheral vision

the area of vision outside the central field of vision

photophobia

abnormal sensitivity to, and discomfort from, light

print enhancement

optical and non-optical intensifying or heightening of print using low-vision aids (magnifiers) and/or enlarging, contrasting, or spacing of type

residual vision

any usable, remaining ability to see

strabismus (cross-eyed)

the inability of both eyes to look directly at an object because of ocular muscle imbalance

tunnel vision

visual field is constricted to give the impression of looking through a tunnel

visual acuity

describes the amount of detail a person sees in comparison to what a person with normal vision sees; refers to central vision and sharpness of detail. Normal is the ability to correctly perceive an object or letter of a designated size from a distance of 6 meters (6/6 vision) or 20 feet (20/20 vision).

visual efficiency

the degree to which specific visual tasks can be performed with ease, comfort, and minimum time, contingent upon personal and environmental variables



Help, Resources, Who To Talk To

DATE:

DISTRICT ADMINISTRATOR TELEPHONE:

O&M SPECIALIST TELEPHONE:

OTHER SPECIALISTS TELEPHONE:

Your work with students who are visually impaired may lead to further questions and a desire for more information. Persons knowledgeable about vision loss will be able to provide you with current research and literature for your interest, and lists of learning resources to support your student's learning.

Provincial Resource Centre for the Visually Impaired (PRCVI)

The Ministry of Education has established a central pool of specialized learning resources and equipment which may be borrowed at no cost by school districts and group one and two independent schools enrolling students with visual impairments.

PRCVI #106 - 1750 W 75th Avenue
Vancouver, B. C., V6P 6G2
Phone: 266 - 3699
Fax: 261 - 0778

Special Education Technology - British Columbia (SET-BC)

The Ministry of Education has established Special Education Technology-British Columbia (SET-BC) to assist school districts and group one and two independent schools in educating students with visual impairments or physical disabilities who require the use of technology.

SET-BC #105 - 1750 West 75 Avenue
Vancouver, B. C., V6P 6G2
Phone: 261 - 9450
Fax: 261 - 2256



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