

INSTRUCTIONAL SERVICES FOR SCHOOL-AGE CHILDREN WHO ARE BLIND OR VISUALLY IMPAIRED

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Vision-Aid Webinar
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Goals for this Webinar

- Explore the role and qualifications of teachers of students with visual impairments (TSVI),
- Understand the components of the Core and Expanded Core Curriculum for students with visual impairments,
- Examine Specialized Assessments, required for this population and conducted by qualified teachers of students with visual impairments, and
- Explain primary service delivery options used in the education of students who are blind or visually impaired.

World Map PowerPoint My Perspective



Vancouver, British Columbia, CANADA
Little Rock, Arkansas, USA
Baltimore, Maryland, USA
Atlanta, Georgia, USA
Rock Hill, South Carolina, USA

United Kingdom
Sweden

China

Teachers of Students with Visual Impairments (TSVI)

- Typically, have a background and qualifications of a teacher prior to becoming a specialist teacher,
- Receive university training specifically designed to prepare to meet the needs of school-aged students within an educational setting,
- Receive state or province-level certification that designates them as a TSVI,
- Are often hired directly by a school district to serve the needs of students in that jurisdiction,
- Typically work one-on-one with students often moving from student to student across a number of different schools.

Typical courses taken at the graduate level to become a TSVI

- Foundations of Education for Students with Visual Impairments
- Braille Reading and Writing
- Seminar in Low Vision
- Problems and Issues in Special Education
- Literacy Instruction for Students who are Visually Impaired
- Foundations of Orientation and Mobility for Teachers of Students with Visual Impairments
- Assistive Technology for Teachers of Students with Visual Impairments
- Working with Students with Visual Impairments: Elementary and Secondary Curriculum
- Research Issues and Trends in the Education of Students with Visual Impairments
- Practicum Experience

Core and Expanded Core Curriculum

The term expanded core curriculum (ECC) is used to define concepts and skills that often require specialized instruction with students who are blind or visually impaired in order to compensate for decreased opportunities to learn incidentally by observing others. **In addition to the general education core curriculum** that all students are taught, students with visual impairments, starting at birth, also need instruction in the ECC.

Website of Texas School for the Blind

Core and Expanded Core Curricula

Core Curriculum

- Reading and Writing
- Mathematics
- Science
- Social Studies
- Civics
- Art
- History
- Language Skills
- Health Education

Expanded Core Curriculum

- Assistive Technology
- Career Education
- Compensatory Skills
- Independent Living Skills
- Orientation and Mobility
- Recreation and Leisure
- Self-Determination
- Sensory Efficiency
- Social Interaction Skills

The Importance and Value of Teaching

“I am a teacher. It is how I define myself. A good teacher isn’t someone who gives the answers out to their kids but is understanding of needs and challenges and gives tools to help other people succeed. That is the way I see myself, so whatever it is that I will do eventually after politics, it’ll have to do a lot with teaching.”

Justin Trudeau, Prime Minister of Canada



Specialized Assessments Conducted by TSVIs

- Functional Vision Assessment
- Learning Media Assessment
- Assessments of areas of the ECC

Functional Vision Assessment

- A functional vision evaluation (FVE), also called a functional vision assessment (FVA) is an evaluation of the day-to-day visual skills of an individual who is visually impaired.
- The FVE paired with medical information, helps the TVI/O&M describe how each eye condition translates into real life situations and how a medical condition has an impact on the individual student's functioning in the daily environment.
- A functional Vision Assessment should be updated yearly or more often if there are changes in a student's visual functioning.

Carmen Willings

<https://www.teachingvisuallyimpaired.com/what-is-the-fve.html>

Learning Media Assessment

- is an assessment for selecting the appropriate literacy media for students with visual impairments. "Literacy media" refers to the way in which students access the general education curriculum and includes braille, print, auditory strategies, objects, and pictures.
- offers teachers and educational teams a framework or decision-making process for the selection of literacy media.
- provides a decision and monitoring tool for both conventional and functional literacy for students with visual impairments.
- involves a team process and the collation of medical, educational, family and student-supplied data to make informed decisions.
- requires ongoing data collection and should be updated yearly.

<https://www.pathstoliteracy.org/overview-learning-media-assessment>

ECC Assessments

- Primarily informal, teacher-developed assessments addressing any area of the Expanded Core Curriculum
- Determined by a student's individual needs, skills, abilities and challenges along with the goals that have been determined for the student by the teacher, parents and the student him/herself
- Should include data that allows the teacher and student to analyze progress over time

Inclusion

Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

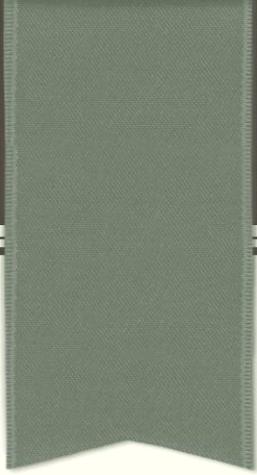
Inclusion BC
<https://inclusionbc.org/our-resources/what-is-inclusive-education/>



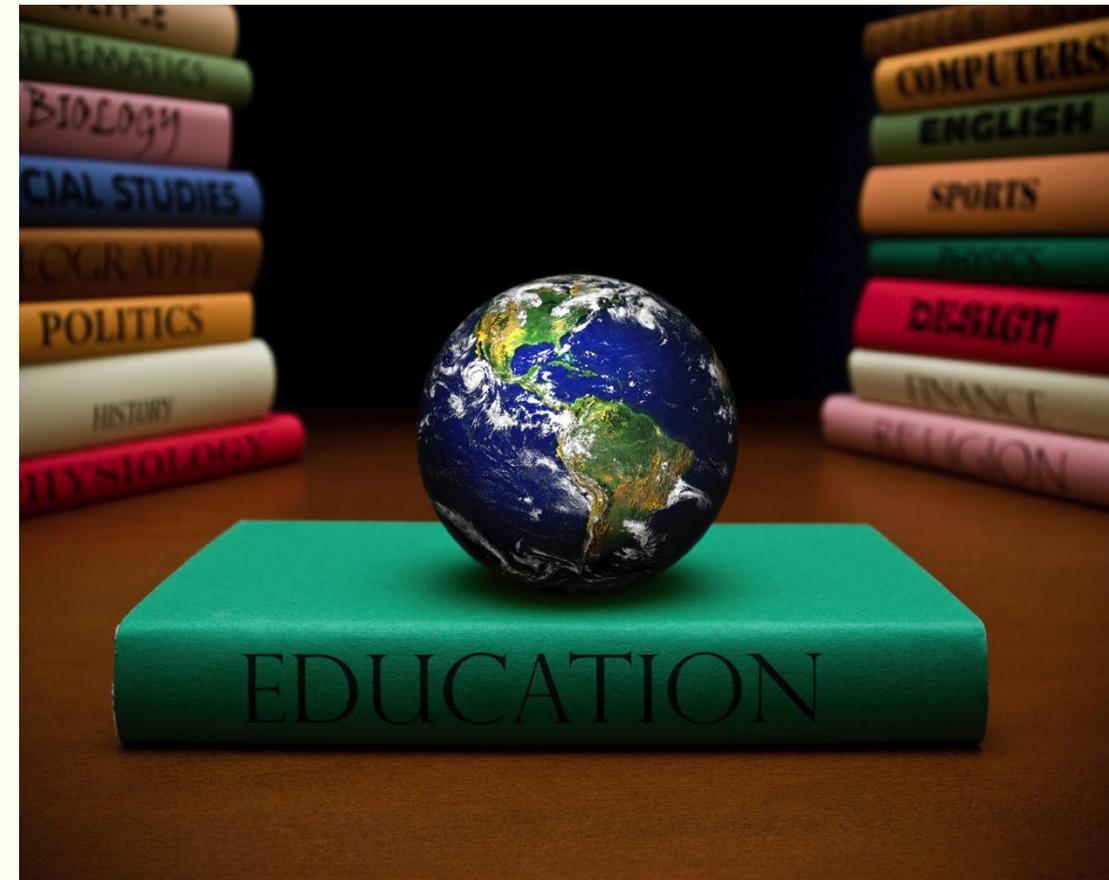
Social

living or disposed to live in companionship with others or in a community, rather than in isolation

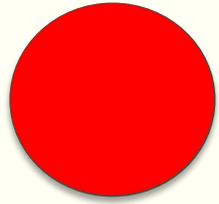




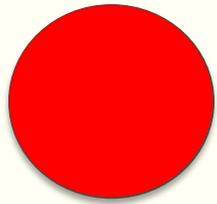
Direct instruction by a qualified teacher of students with visual impairments is critical to academics, social-emotional skills and independence of students who are blind or visually impaired.



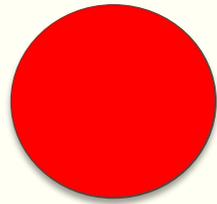
Service Delivery Models from an Inclusive Perspective



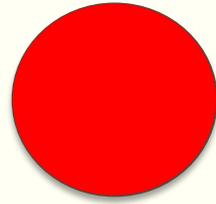
Specialized Residential School



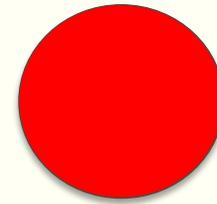
Specialized School



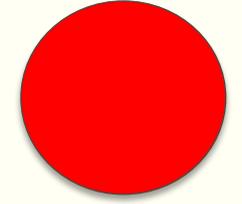
Special Class



Resource Room



Itinerant Services



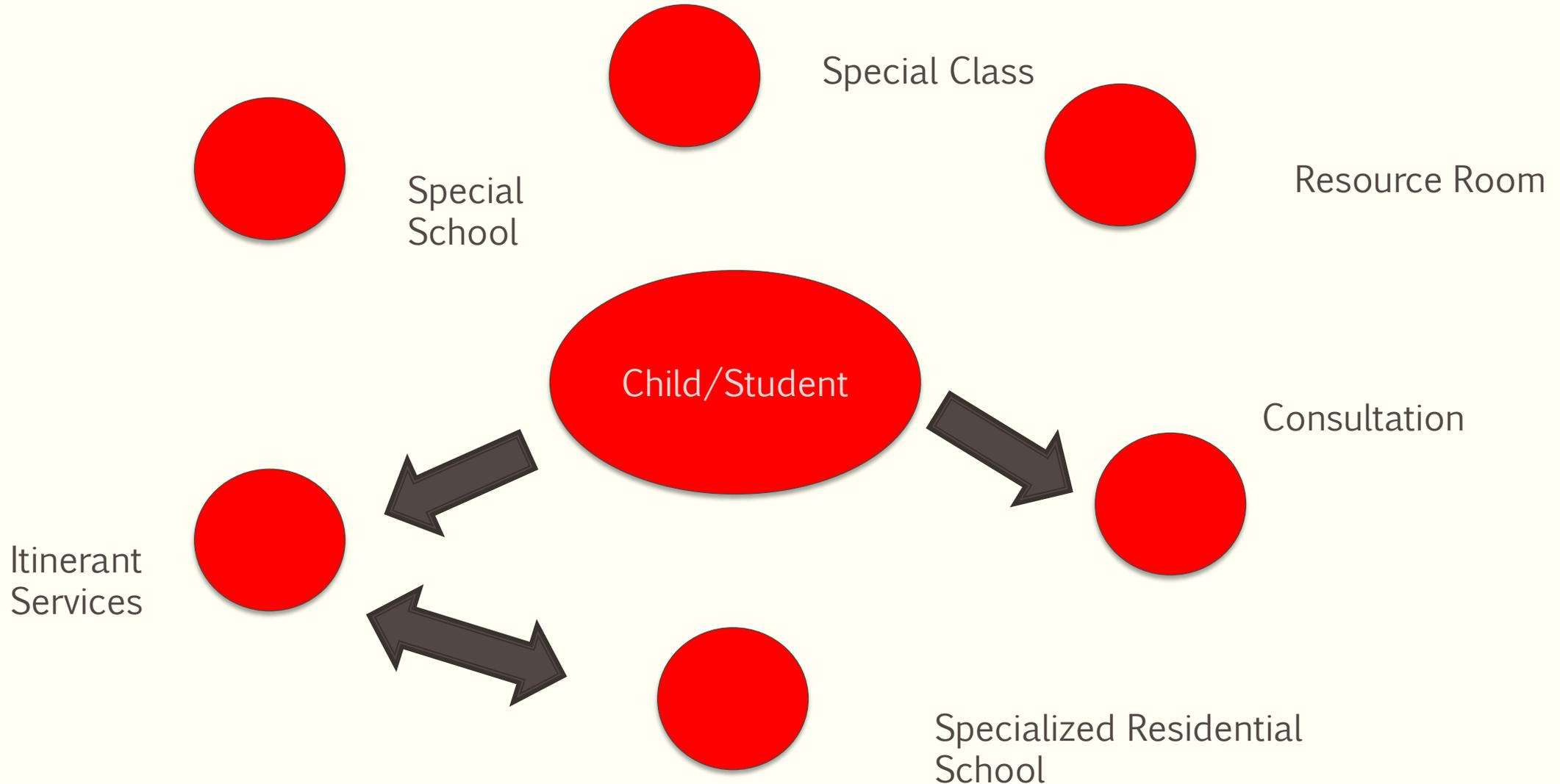
Consultation Services

Less Physically Inclusive



More Physically Inclusive

Using a Service Delivery Continuum to Meet Individual Student Needs with the ultimate goal of full lifelong inclusion



Questions?

