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| IDEA:  “an impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.’’ | | Medical/Legal:  Low Vision: 20/70 – 20/200  Blind: below 20/200 or narrow field | | | | Educational:  Visual Reader  Braille Reader | |
| **Causes**: | | | | | | | |
| Refractive Errors   * Myopia * Hyperopia * Astigmatism | Retinal Pathologies  - retinopathy of prematurity  - retinitis pigmentosa | | Optic Nerve Pathologies  - optic nerve hypoplasia | | Cortical Visual Impairment | | Muscular Pathologies  - strabismus  - nystagmus | |
| **Assessments:** | | | | | | | |
| 1. Functional Vision Assessment   * Usually the first test done on VI children. It combines formal visual acuity tests with informal evaluations of use of sight. Differentiation between near, intermediate, and far distance tasks.   2. Learning Media Assessment   * Usually done in school setting or after age 3. Tests and observations are done to assess use of all senses to determine whether the child should be primarily a braille or print reader. | | | | | | | |
| **Expanded Core Curriculum:** | | | | | | | |
| 1. Compensatory or Functional Academic Skills  2. Orientation and Mobility  3. Social Interaction Skills  4. Independent Living Skills  5. Recreation and Leisure Skills | | | | 6. Career Education  7. Technology  8. Sensory Efficiency Skills  9. Self Determination | | | |
| **Social Accommodations:** | | | | | | | |
| * Integrate appreciation for VI people into your curriculum * Encourage VI students or volunteers to teach their class about assistive tools and technology * When you enter a room with visually impaired people, announce your presence * Identify yourself by name when you start talking. For example, "Hi, Jane, it's Kaila." * Speak clearly and directly, and look at the person when addressing him or her * Use natural conversational tone and speed. * Address the person by name, so he or she will immediately know that you're talking to them * Be an active listener. Respond with questions and comments to keep the conversation going. Take care to vocalize your interest ("Yes … I see … I understand," etc.). * Say when you're leaving a room and where you're going, if appropriate. For example, say, "I'm going to the Computer Lab to get the page I just printed for you." * Indicate the end of a conversation so that the person you've been talking to won’t keep talking * Don’t worry about using common words and phrases like “look,” “see,” or “watching TV” * If a person looks as though they may need assistance, ask. They will tell you if they do. | | | | | | | |

**Visual Impairments**

**Definitions:**