**Guide-O-Rama- Visual Impairments & Deaf-Blindness**

**Visual Impairments**

*Page # Tip*

114 What is a VI?  Not the definition, but what do we know about those with

VI?  Is there a difference between blindness and VI? Who do you know

who had a VI?

115 What is the official definition of blindness and visual impairment?

115-116 What educational services might we see with these individuals?

116 What is braille?  How easy do you think it would be to read braille?

How might you teach braille?  When I was a kid, I loved to try to read

braille.  If you remember, my grandfather was the principal of the

School for the Blind.  You should see their library.  One book for the sighted reader might be 300 pages.  The book in braille might be 5 volumes of 300 pages each.  WOW! The Braille Card in figure 5.2 illustrates what it would look like- but doesn’t show you what it would feel like. You will get to “read” braille in class with our guest speaker, Chantal

McMannus.

116 What is legally blind?  How is it different than a VI?  How is it different

from blindness?  How do you diagnose blindness?

116-117 There are three categories when diagnosing learners with VI.

what are the three categories and how would you differentiate between

them?  The vocabulary to the left of the text on page 117 is very

helpful.

117 How many students in the U.S. are VI?  Is this a lot of students or not

many students?  How might this impact the education of those who are

visually impaired?

117-118 What causes a student to have visual impairments?

118 The table here shares possible indicators of VI in children.  Did any

of these indicators surprise you?  I had never considered poor

penmanship as something to watch out for.

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118-119 There are a few characteristics that can indicate VI.  These

characteristics are highly varied in children depending upon

the severity of their disability. **Academic achievement** is typically

the same for sighted and non-sighted students. One major issue

in achievement is visual input.  Students with VI miss a lot of

information provided in the environment! **Social/Emotional**

**Development** may also be impacted in the child with a VI.

What might children miss if they cannot see their peers during

a conversation?  **Orientation and Mobility** is another area that

is impacted for these children.  Can you imagine living alone or

traveling in a city alone with a VI?

119 Check out the UDL and Common Core Standards Chart.  How

might these accommodations help those with a VI?

**Deaf-Blindness**

120 What is the definition of deaf-blindness?  Why differentiate between

deaf, blind, and deaf-blind?  How many students do we have with this

disability?

121 What are some causes of d-b?  CHARGE and Usher syndrome are

rare, but what can we learn from them?

121-122 The characteristics for the student who is deaf and blind are difficult

to generalize because each child is so different.  One area of difficulty

is typically **communication**.  Do you remember how Helen Keller finally

learned how to communicate?  If you don’t, look it up. She was amazing.

Do you think it would be difficult to teach communication to  a child who is

deaf and blind?