



## Ashtavakra Institute of Rehabilitation Sciences & Research

Formerly Special Art School

App. by Rehabilitation Council of India, Ministry of Social Justice & Empowerment, Govt. of India

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### Welcome to Ashtavakra Journal Club

Session 2021-2022

**B.Ed. Spl. Edu. VI**

Date: 16/8/22

Time: 2:00PM

**TOPIC- Education implications of visually impaired (Low vision/blind)**

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**Name of the Journal (APA)- Sarabandi A. et al. (2016), The Impact of Visual Impairment on Quality of Life. Med Hypothesis Discov Innov Opthamol. 5(3): 96-103.**

### ABSTRACT

**Objective: To study about the Education implications of visually impaired (Low Vision/blind)**

**Methods:** Observations, Survey, Case study. Some cases of the blind teachers and students were analysed. The cases were studied to know about the pros and cons of the various methods applied by them. Various interviews were studied over the internet to know about the questions raised by the attendees.

**Results:** Severely visually impaired children may suffer from delay in cognitive development, especially in perception and concept formation. These children may therefore have difficulties in obtaining visual information and in forming perception about people and things and what is happening in the environment. These difficulties will prevent them from consolidating their perceptual experiences into concepts. The physical and motor developments of visually impaired children may be affected by their difficulties in spatial orientation. They may have poor postures and poor hand control.

There are three methods used to provide educational services to students who are blind or visually impaired:

1. Residential/state schools for the blind



2. Resource room program in neighbourhood schools specifically designed for students with visual impairments
3. Itinerant model, where teachers of students with visual impairments travel to the students' local schools to provide instruction.

### Expanded Core curriculum

The term ECC is used to define concepts and skills that are typically learned incidentally by sighted students and that must be sequentially presented to the student who is blind or has low vision. An ECC may include:

- needs that result from the visual impairment to enable the student "to be involved in and make progress in the general education curriculum; and
- other educational needs that result from the child's disability.

As the IEP is being developed, the following knowledge and skills related to the ECC should be considered:

Compensatory skills – Access to literacy through Braille and/or print, handwriting and auditory skills

Sensory Efficiency – Instruction in visual efficiency must be individually designed and may include using visual gaze to make choices, tracking car movements when crossing the street, responding to visual cues in the environment, and/or using optical devices such as magnifiers and telescopes.

Orientation & Mobility – O&M evaluation and instruction should begin in infancy with basic spatial concepts and purposeful and exploratory movement.

Skills in Using Assistive Technology – Technology permits students with visual impairments to access the general curriculum, to increase literacy options, and to enhance communication. There are a variety of high-and low tech assistive technology tools designed specifically for students with visual impairments that require specialized instruction.

Commonly used low cost and advanced assistive devices can be categorized into

1. Educational Devices
2. Mobility Devices



3. Vocational Devices
4. Daily Living Devices
5. Low Vision Devices
6. Psychological Tests for Vocational Assessment and Training

**Conclusion:** The use of assistive technology for the blind learners has brought some fruitful results. However among the areas of low income groups the use of these assistive technology require funding from the Government authorities and various non government organisations (NGOs). Various other studies shows that children with disabilities in the low and middle-income countries – including learning, speech, physical, cognitive, sensory or emotional difficulties – who are enrolled in school are likely to drop out or fail to learn at much higher rates than their peers without disabilities. To remove this impediment use of assistive devices is must. Involvement various assistive devices such as Braille kit, Tape recorder, Guide or electronic canes etc. Would help the visually impaired children to have education without any barriers.

**Keywords:** Visually impaired children, Assistive devices, Technology, Resource.

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