

# TEACHING A STUDENT WITH A VISUAL IMPAIRMENT

## WHERE TO BEGIN WITH AT HOME INSTRUCTION:

As you know students with visual impairments learn through the uses of their other senses (feel, hearing, touch). Our students with visual impairments do not often do not link visual and language cues and therefore experience things events as a collection of unrelated elements that occur randomly. The most effective solution to this is consistent and frequent routines that present predictable events. The use of familiar real objects associated with the routines can assist with communicating to the student when transitions are going to occur.

Give your student opportunities for choices. Present him/her with two or three objects and have them choose an activity that they would like to do or a food that they would like to eat.

Your student is still able to access his/her curriculum they just need adaptations to do so. This can be done with the help of the teacher of the visually impaired.

## BASIC TIPS :

- Student's with visual impairments often associate environments differently. Making "work" space in your home and completing their school work at a consistent time of the day should help them transition from "home time" to "work time."

- Involve your student in the entire process of learning. Students with visual impairments do not always associate concepts together unless they are involved in every step of the way. Allow the student to experience the results of his actions. **Example: When making eggs have the student crack, whisk, pour, use the spatula, and eat with your help.**

- Feel comfortable using words such as **see** and **look** .

- Promote independence in your student with a visual impairment by allowing them to rely on themselves whenever possible. **They can do it!** They just made need a little hand over hand assistance sometimes. Feel free to pull back a little and watch your child blossom.

- Concrete materials and functional objects will assist your student in understanding concepts. It is difficult for students with visual impairments to understand abstract concepts. Objects and materials that are used regularly or that can be manipulated by the student will allow them the best opportunity for hands on concept development.

- **Hand over hand** or **hand under hand** will allow your student the opportunity to experience activities hands on and be involved in every step. This helps them build not only skills toward independence but concept development as well.

- The use of descriptive, clear language paired with real objects/manipulatives will allow your student to access more information academically and in their everyday environment.

- When walking encourage the use of use sighted guide, (The holding of the arm above the elbow) or their cane.

- Give your student ample time to respond after asking them to answer a question or complete an activity. Student's with visual impairments often need longer