

Considerations for implementing inclusion in practice: giving examples from the inclusion of students with visual impairment

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Today's session will address:

Students with vision impairments (VI), who are they?

Possible ways of identifying the individual needs of students with VI.

Tips on possible ways of implementing inclusion in practice.

Students with VI, who are they?

Vision Impairment, what does it mean?

Students with VI, who are they?

Image shows 3 silhouettes with ? In them



VI

Sight impaired

Severe sight impaired

Single impairments

Multiple impairments

Impairment occurred at birth

Later in life

Stable

Deteriorating

Loss of peripheral vision

Loss of central vision

Blurred vision

Identifying Support Needs

What the support needs of students with VI you could encounter in English classes?

Can you share some thoughts with us?

Image shows a classroom and students peering from the back to see board



Areas of support

Seating preference

Description of visual elements

RE-formatting texts

Image shows children sitting around a teacher holding up a book and pointing at an image



Issues to consider when including a learner with VI

Functional vision

In classroom activities

Outdoor activities

Social interaction with peers

Image shows students sitting around a table discussing something



Issues to consider when including a learner with VI

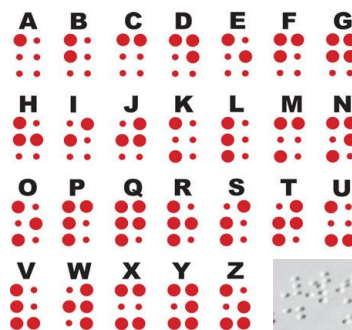
Preferred format of reading

Braille (contracted or uncontracted)

Enlarged print

Electronic

Images show Braille alphabet and an embossed sheet



Issues to consider when including a learner with VI

For building a healthy and safe environment for all learners including VI, consider

- Lighting
- **Colour and contrast**
- Sound and touch
- Safety



Image shows irregular and messy classroom

Areas of support during examinations

Suitable format (**large print**, braille, digital, tactile)

Assistive tools

Additional time

A writer and a reader

Suitable examination place

Exam adjustments



Image shows an intimidating exam hall

Assistive tools

Brailers

Electronic Braille devices

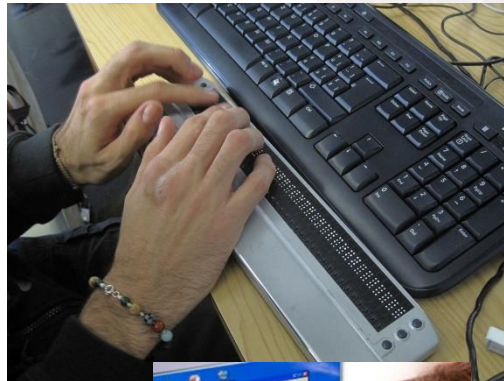
Computer software

- Screen readers
- Screen zoom

Video magnifiers

Tactile graphics

Images show different types of assistive tools



Brailers

Images show 3 types of Brailer,
Perkins Brailer centre of slide



Electronic Braille devices

Image shows someone using an electronic Braille device next to a computer keyboard

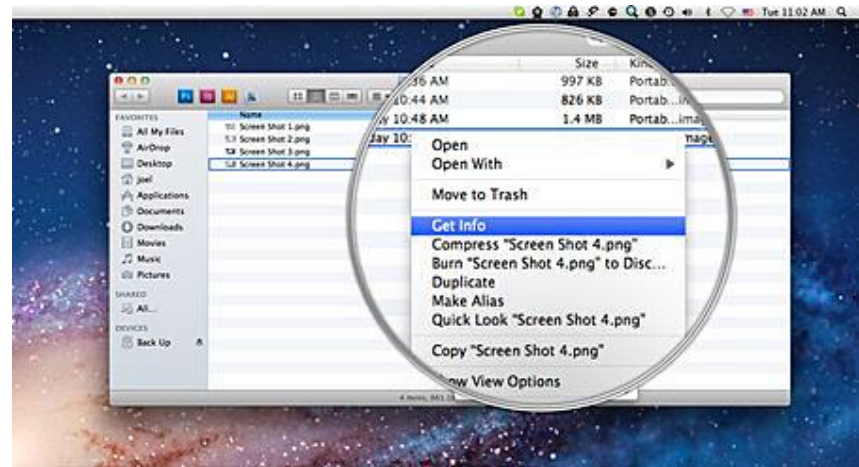


Computer software

Left image shows someone using JAWS to navigate a windows interface; right image shows someone using screen zoom on an Apple interface



JAWS screenreader



Screen zoom

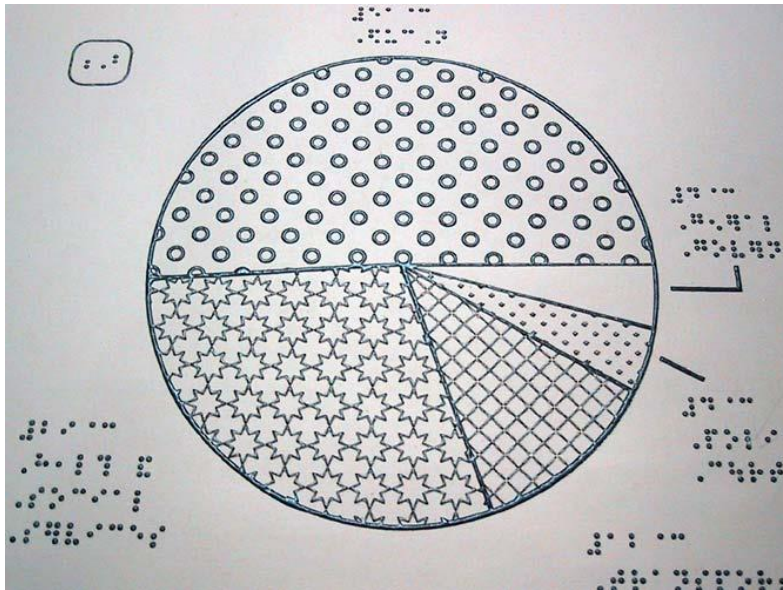
Video magnifiers / CCTV

Image shows someone using CCTV to read a fact sheet via a laptop computer



Tactile graphics

Left image shows pie chart printed on swell paper and labelled with Braille; right image shows a tactile map made using the Thermoform process



Tips for teaching inclusively

Repetition

Spelling

Peer support

Student familiarity with the order and content of sessions

Providing additional support prior to and/or after sessions

Understanding the functional vision and supporting the student accordingly

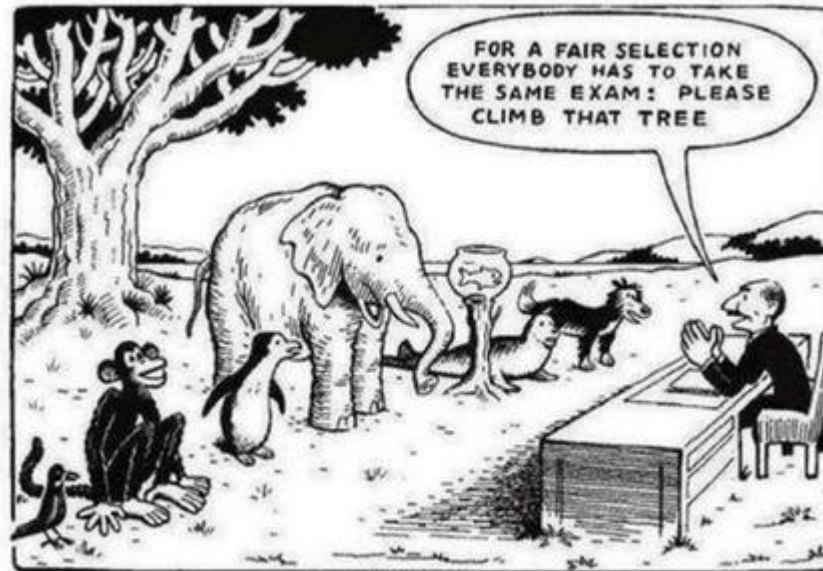
Differentiation

What is differentiation?

How do you differentiate?

Can you share some examples with the rest of the group?

Image shows a monkey, elephant and other animals listening to a teacher who says "For a fair selection to be made everybody has to take the same exam: climb that tree"



Our Education System

Differentiation in teaching in an inclusive classroom with a learner with visual impairment

Differentiation by tasks or activities

Differentiation by support

Differentiation by extension

Differentiation by outcomes

Differentiation by dialogue

Differentiation by content

Differentiation by culture and values

Differentiation by classroom groupings and classroom interactions.

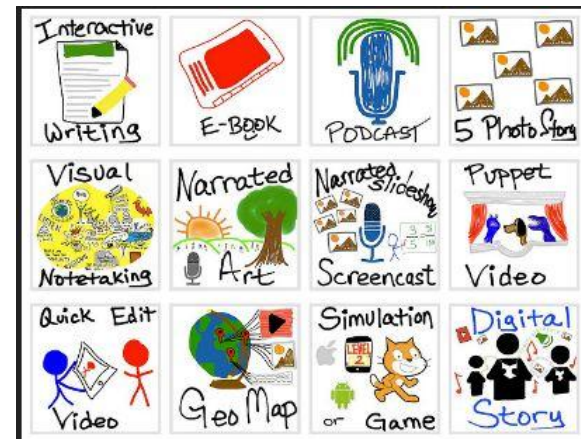
Differentiation by classroom resources

Differentiation by assessment

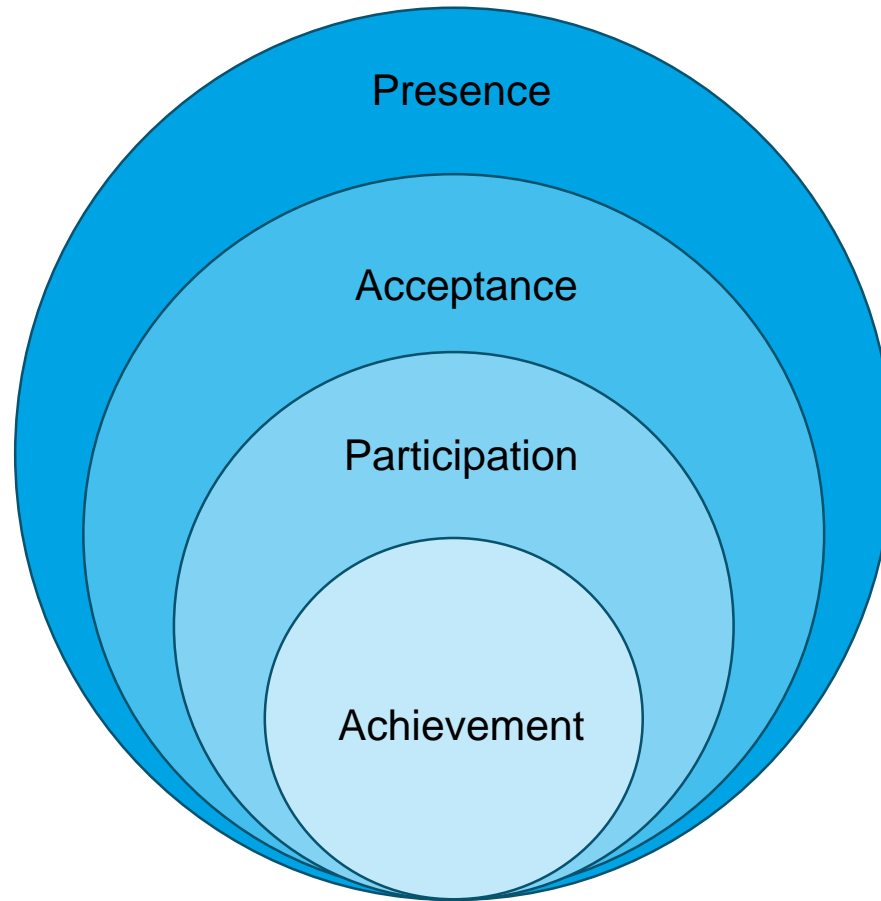
Differentiation by pace

Differentiation by intervention

Image shows choice of media to create for a task, writing, podcast, etc.



Farrell's model of Inclusive Education



Farrell's model of Inclusive Education

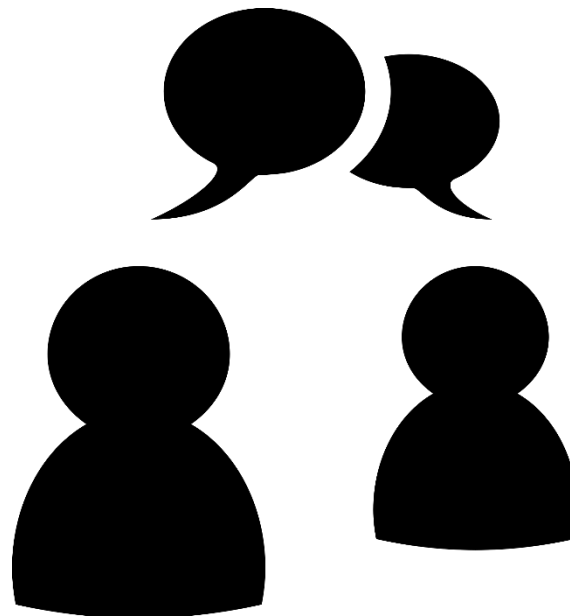
Presence, Acceptance, Participation & Achievement

“It is not ... sufficient for children simply to be **present** in a school. They need to be **accepted** by their peers and by staff, they need to **participate** in all the school's activities, and they need to attain good levels of **achievement** in their work and behaviour”. (Farrell, 2004, pp. 8- 9)

Views of children with visual impairments

In pairs, please discuss the statements about children with visual impairments on the handout.

Image shows 2 silhouettes talking



Before we go

Think of...

A question to ask

A comment to make

A point that you found interesting

Image shows silhouette of a head and brain

