

INSTRUCTIONAL ACCOMMODATIONS: MAKING THE LEARNING ENVIRONMENT ACCESSIBLE TO STUDENTS WITH VISUAL DISABILITIES

CHALLENGE

- **Media:** Ms. Milton has just learned that she'll have two students with visual disabilities in her classroom this year. She is unsure of how to make these students feel comfortable and whether they will be able to participate in all the activities she has incorporated into her lesson plans. (movie)

INITIAL THOUGHTS

- What does Ms. Milton need to know about students with visual impairments?
- What should Ms. Milton consider when creating lesson plans to ensure the inclusion of Evan and Emily?
- How can Ms. Milton facilitate Evan's and Emily's social adjustment?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, the learner will be able to:
 - Describe how visual impairments impact learning
 - Explain the need for an expanded core curriculum for students with visual impairments
 - Identify multiple strategies for altering educational materials and teaching methods for students who are blind and for those who have low vision
 - Generate ideas for including and welcoming students with visual disabilities into the general education classroom

🔍 Page 1: Basic Needs and Where to Collect Information

- Collect Information (table)

🔍 Page 2: What It Means to Have a Visual Impairment

- Defining low vision (box with numbered list)
- Defining blindness (box with numbered list)
- Types of Visual Impairments (bulleted list and comparative images)
- Myth or Fact? (box with links)
 - *Link:* Answer to "People who are blind can't see anything"
 - *Link:* Answer to "Sitting close to the television will harm your eyes"

- o *Link*: Answer to “Reading for long periods of time or in dim light can damage your eyes”

🔊 Page 3: How Visual Impairments Impact Learning

- Concept Development (bulleted list)
- Impact of Visual Impairment on Concept Development
- Strategies to Support Concept Development
- **Activity**: View and discuss “At First Sight” (box)

🔊 Page 4: The Need for an Expanded Core Curriculum

- Expanded Core Curriculum (box with bulleted list)
- **Media**: Phil Hatlen discusses the general education teacher’s role in delivering the Expanded Core Curriculum (audio)
- Delivering the Expanded Core Curriculum
- Addressing Evan’s Expanded Core Curriculum (box)

🔊 Page 5: Educational Materials

- Ms. Milton finds out about educational materials from the TVI
- **Media**: Anne Corn discusses the importance of collaborating with the TVI (audio)
- Instructional Materials
 - o Visual (box with bulleted list)
 - o Tactile (box with bulleted list)
 - o Auditory (box with bulleted list)
- Assignments and Tests
 - o Types of Accommodations (box)
 - ♦ Setting
 - ♦ Timing
 - ♦ Scheduling
 - ♦ Presentation
 - ♦ Response

🔊 Page 6: Instructional Methods Inside the Classroom

- Things to consider before a lesson (bulleted list)
- Things to consider during a lesson (bulleted list)
- FYI (box)
- Classroom Demonstrations (bulleted list)
- Audio-visual Demonstrations
- Keep in Mind (box)
- **Activity**: Describing visually presented information is a skill that takes time to learn and master (box with photo and link)
 - o *Link*: Possible descriptors for the astronaut picture

🔊 Page 7: Events Outside of the Classroom

- Navigating the School Environment (bulleted list)
 - o Preparing for Emergencies (box)

- Travel Beyond the School Environment (bulleted lists)
- **Activity:** Contact your local O&M specialist or TVI for a guiding experiment (box)

Page 8: Common Courtesy and Effective Communication

- Communication Tips (bulleted list)
- Courtesy Tips
 - Do/ Don't (box)
- **Media:** Anne Corn discusses some basic considerations for communicating with students with visual disabilities (audio)

Page 9: The Development of Social Skills

- Facilitating classroom relationships (bulleted list)
- Skills that Enhance Social Integration (box)

Page 10: References, Additional Resources and Information

- References
- Additional Resources and Information

Page 11: Credits

- Content Experts
- Module Developers
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media
- Expert Interviews

ASSESSMENT

- “Please complete the items below” (numbered questions)
 - **Media:** “Fish is Fish” (audio)
 - **Media:** “Fish is Fish” (movie)

WRAP UP

- **Media:** What Ms. Milton learned (movie)
- **Media:** Betty Hurst describes her own experience teaching a student with a visual disability (audio)
- Think back to your initial responses to the following questions (box)
- *Link:* Focus on the Playbook: A Collaborative Team Approach for Serving Students With Visual Disabilities
- *Link:* Accommodations to the Physical Environment: Setting up a Classroom for Students With Visual Disabilities

