

## Resources

American Foundation for the Blind

<http://afb.org/>

National Braille Press

<http://www.nbp.org/>

The National Information Center for Children and Youth with Disabilities

<http://nichcy.org/>

Source for fact sheet:

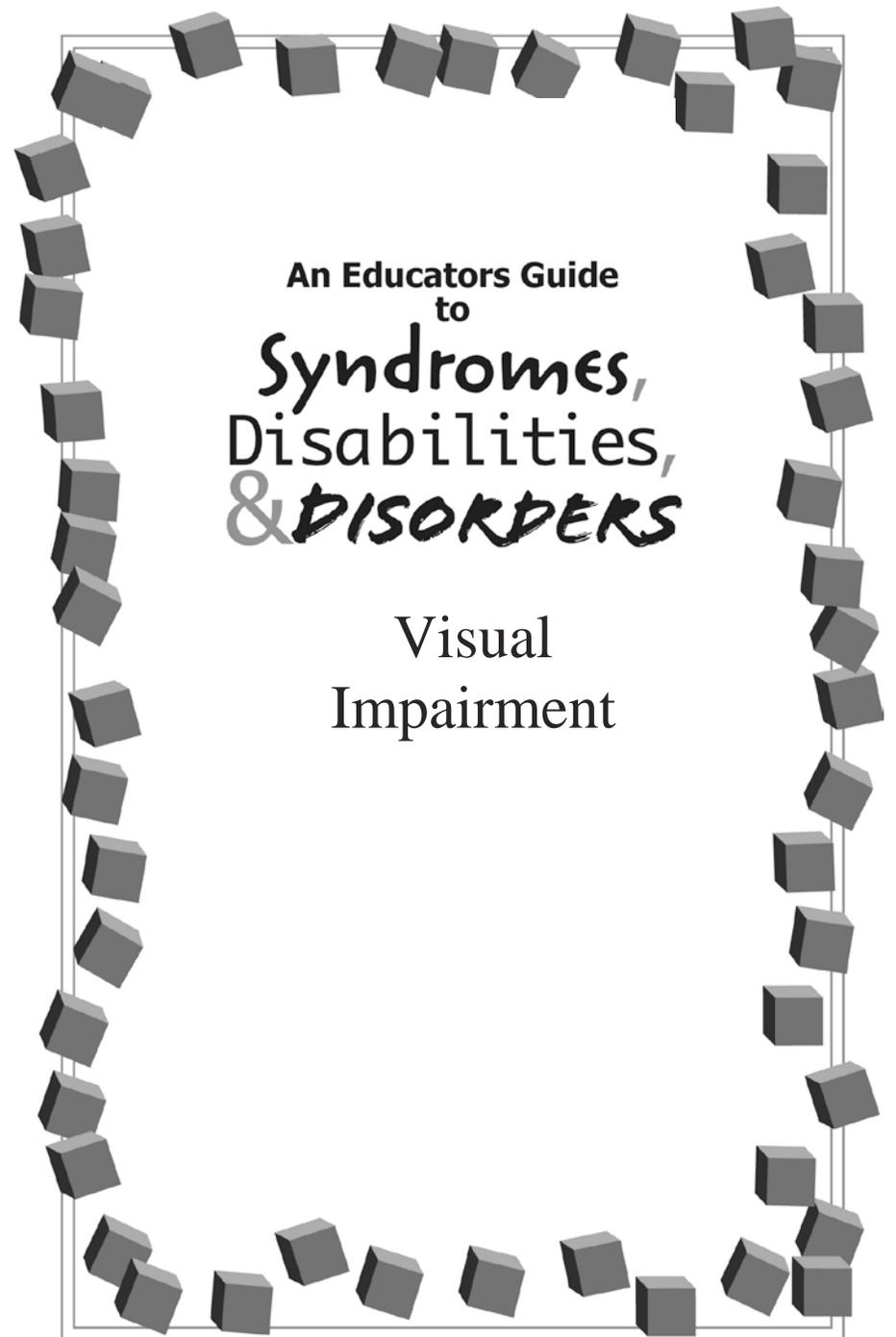
Sarkees-Wircenski, M., and Scott, J. L. (1995). Vocational special needs. Homewood, IL: American Technical Publishers, Inc.

### [American Association of the Deaf-Blind \(AADB\)](#)

This national consumer advocacy organization is for people who have combined hearing and vision impairments. They encourage independent living, provide technical assistance, and direct onsite assistance regarding social skills, community living, technology, etc.

### [American Council of the Blind \(ACB\)](#)

The ACB, located in Washington DC, strives to improve the well-being of all blind and visually impaired people. Their products and services include their free monthly magazine *The Braille Forum*, public education and awareness training, advocacy support and legal assistance, legislative training, scholarship assistance, and annual conventions. Their web site contains current and back issues of *Braille Forum*, press releases, information from their Washington office regarding upcoming legislative happenings, and newsletters from their state affiliates.



### **Symptoms or Behaviors**

A child is considered to have a Visual Impairment if, even with correction (glasses, contact lenses, surgery, etc.), there are still problems with the child's educational performance. The area of visual impairments covers a wide range of visual disabilities, including blindness, partial sight, and visual defects (e.g., astigmatism).

A student with a visual impairment may:

- Rub his or her eyes, shut or cover one eye, or have unusual facial expressions
- Have difficulty reading or lose his or her place while reading
- Not be achieving to potential
- Hold papers and books either too close or too far away
- Complain of pain in eyes or head, or of dizziness or nausea
- Reverse letters, get letters confused or use poor spacing when writing

### **Instructional Strategies and Classroom Accommodations**

- Use special aids, such as magnifiers, special lighting and large type, in classroom instruction
- Allow preferential seating and provide extra desk space for enlarged materials and special aids.
- Obtain or make teaching materials in Braille or on audiotape
- Have the student use special raised-line paper for writing
- Use assistive technology such as books on CD-ROM talking computers or talking calculators.

- Enlarge regular classroom printed materials on a copy machine or use a larger font on the computer screen
- Use concrete materials and tactile aids such as relief maps and globes and math manipulatives
- Encourage hands-on-learning
- Practice fire-drill and other drill routines.
- Be specific and clear when giving directions, adding details such as which desk; how far back, which side, etc.
- Allow extra time on assignments if necessary and appropriate
- Allow the student to work with another student or a group of students