

## Instructional Accommodations: Making the Learning Environment Accessible to Students with Visual Disabilities

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

### Module Home

- Module Description: This module highlights tips for modifying lessons and ways to make lessons accessible for students with disabilities (est. completion time: 1.5 hours).
- STAR Legacy Cycle
- Related to This Module
  - Link: Module Outline
  - Video: Navigating an IRIS STAR Legacy Module
  - Link: IRIS and Adult Learning Theory
  - Wrap-Around Content Map

### Challenge

- Video: 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.

Notes

### 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?

Notes

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### Perspectives & Resources

#### ❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should 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
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

#### ❖ Page 1: Basic Needs and Where To Collect Information

- Collect Information

Notes

#### ❖ Page 2: What It Means To Have a Visual Impairment

- Defining low vision [numbered list]
- Defining blindness [numbered list]
- Types of Visual Impairments (bulleted list and comparative images)
- Myth or Fact?
  - Link: Answer to “People who are blind can’t see anything”
  - Link: Answer to “Sitting close to the television will harm your eyes”
  - Link: Answer to “Reading for long periods of time or in dim light can damage your eyes”

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### ❖ Page 3: How Visual Impairments Impact Learning

- Concept Development [bullet points]
- Impact of Visual Impairment on Concept Development
- Strategies to Support Concept Development
- Activity: View and discuss “At First Sight”

Notes

### ❖ Page 4: The Need for an Expanded Core Curriculum

- Expanded Core Curriculum [bullet points]
- Audio: Phil Hatlen discusses the general education teacher’s role in delivering the Expanded Core Curriculum
- Delivering the Expanded Core Curriculum
  - Addressing Evan’s Expanded Core Curriculum

Notes

### ❖ Page 5: Educational Materials

- Ms. Milton finds out about educational materials from the TVI
- Audio: Anne Corn discusses the importance of collaborating with the TVI
- Instructional Materials
  - Visual [bullet points]
  - Tactile [bullet points]
  - Auditory [bullet points]
- Assignments and Tests
  - Types of Accommodations
  - Setting
  - Timing

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- Scheduling
- Presentation
- Response

Notes

### ❖ Page 6: Instructional Methods Inside the Classroom

- Things to consider before a lesson [bullet points]
- Things to consider during a lesson [bullet points]
- For Your Information
- Classroom Demonstrations [bullet points]
- Audio-visual Demonstrations
- Keep in Mind
- Activity: Describing visually presented information is a skill that takes time to learn and master
  - Link: Possible descriptors for the astronaut picture

Notes

### ❖ Page 7: Events Outside of the Classroom

- Navigating the School Environment [bullet points]
  - Preparing for Emergencies
- Travel Beyond the School Environment [bullet points]
  - Activity: Contact your local O&M specialist or TVI for a guiding experiment

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Notes

### ❖ Page 8: Common Courtesy and Effective Communication

- Communication Tips [bullet points]
- Courtesy Tips
  - Do/Don't
- Audio: Anne Corn discusses some basic considerations for communicating with students with visual disabilities

Notes

### ❖ Page 9: Common Courtesy and Effective Communication

- Facilitating classroom relationships [bullet points]
- Skills that Enhance Social Integration

Notes

### ❖ Page 10: References & Additional Resources

- Suggested module reference
- References

## Instructional Accommodations: Making the Learning Environment Accessible to Students with Visual Disabilities

- Additional Resources

### ❖ Page 11: Credits

- Suggested module reference
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

### Wrap Up

- Summary of the module
- Audio: Betty Hurst describes her own experience teaching a student with a visual disability
- Link: IRIS Module
- Revisit your Initial Thoughts responses

Notes

### Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

## Instructional Accommodations: Making the Learning Environment Accessible to Students with Visual Disabilities

Notes

### You Have Completed This Module

- Give Us Your Feedback
  - Link: [Module feedback survey form](#)
- Professional Development Hours
  - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]