

## Serving Students with Visual Disabilities: The Importance of Collaboration

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 underscores the importance of the general education teacher's collaborating with professionals and other individuals knowledgeable about the needs of students with visual 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, a beginning 3rd-grade teacher, has just learned that she will have two students with visual impairments in her classroom this year.

Notes

### Initial Thoughts

- What does Ms. Milton need to know about students with visual impairments?
- From whom can Ms. Milton seek assistance and information about students with visual impairments?
- How can Ms. Milton work effectively with others to best meet Evan and Emily's needs?

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:
  - Differentiate the roles of the general education teacher, the teacher of students with visual disabilities, the orientation and mobility specialist, the paraprofessional, the family, and other individuals knowledgeable about students with visual impairments
  - Describe ways in which the general education teacher can communicate, collaborate, and plan lessons with professionals and other individuals knowledgeable about the needs of students with visual impairments
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

#### ❖ Page 1: Overview of Visual Impairments

- What does it mean to have a visual impairment?
- Low Vision [bullet points]
- Blind [bullet points]
- Audio: Betsy Belknap offers advice to general education teachers about students with visual impairments

Notes

#### ❖ Page 2: Responsibilities of the General Education Teacher

- Link: individualized education program [definition]
- Instruction: The general education teacher [bullet points]
  - Link: expanded core curriculum [definition]

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- Assessment: The general education teacher [bullet points]
- Technical Assistance or Support: The general education teacher [bullet points]

Notes

### ❖ Page 3: Consultation and Collaboration

- Link: related services providers [definition]
- Consultation
- Collaboration
- Link: The Five Step Process [numbered list]
- Audio: Susie Dickason discusses collaborating and consulting to meet the needs of students with visual impairments
- Audio: Betsy Belknap discusses collaborating and consulting to meet the needs of students with visual impairments
- Audio: Brandy Acker discusses collaborating and consulting to meet the needs of students with visual impairments
- Keep in Mind [bullet points]
- Parents
- Keep in Mind [bullet points]

Notes

### ❖ Page 4: Teachers of Students with Visual Impairments (TVI)

- Instruction: The TVI [bullet points]
- Assessment: The TVI [bullet points]
  - Link: functional vision assessment [definition]
- Technical Assistance or Support: The TVI [bullet points]
  - Link: National Instructional Materials Accessibility Standard (NIMAS)

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- Link: overwritten copies [definition]
- Link: Ms. Milton and Bean Planting [numbered list]

Notes

### ❖ Page 5: Orientation and Mobility Specialists (O&M)

- Instruction: The O&M [bullet points]
- Assessment: The O&M [bullet points]
- Technical Assistance or Support: The O&M [bullet points]
  - Link: environmental design [definition]
  - Link: human guide techniques [definition]

Notes

### ❖ Page 6: Paraprofessionals

- Instruction: Parents/Guardians or Students [bullet points]
- Assessment: Parents/Guardians or Students [bullet points]
- Technical Assistance or Support: Parents/Guardians or Students [bullet points]

Notes

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### ❖ Page 7: Families

- The types of information families and students can provide include [bullet points]
- Instruction: The paraprofessional [bullet points]
- Assessment: The paraprofessional [bullet points]
- Technical Assistance or Support: The paraprofessional [bullet points]

Notes

### ❖ Page 8: Related Service Providers and Other Professionals

- Related Service Providers
  - Link: Adapted Physical Education Teachers
  - Link: Certified Vision Rehabilitation Therapists
  - Link: School Counselors
  - Link: School Psychologists
  - Link: Speech and Language Pathologists
  - Link: Transition Specialists
- Other Professionals
  - Link: Assistive Technology Specialists
  - Link: Braille Transcribers
  - Link: Optometrists
  - Link: Ophthalmologists
- Activity: Click the bulletin board to test your knowledge about the roles of various individuals involved in the education of students with visual impairments
  - Link: Bulletin Board [game]

Notes

## Serving Students with Visual Disabilities: The Importance of Collaboration

### ❖ Page 9: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

### ❖ Page 10: Credits

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

### Wrap Up

- Summary of the 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

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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](#)]