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| **BIG IDEAS** | | | | | |
| **Vision plays a major role in concept development. We learn many things incidentally through observation that needs to be directly experienced by students with visual impairments** | **Visual impairment is a general term that can range from being blind, to having an acuity loss, a visual field loss, or a combination. Environmental adaptations will depend on the student’s vision and how well the student currently uses any remaining vision.** | **Collaboration with the itinerant teacher of students with visual impairments (TSVI) is important to support optimal inclusion in the classroom** | **In addition to the core curriculum, students with visual impairments require instruction in the expanded core curriculum (ECC). TSVIs and Orientation and Mobility (O&M) specialists teach the ECC, but classroom teachers can help support incorporation and practice of the ECC in the everyday classroom routine.** | **Classroom teachers can support social emotional well-being of students with visual impairments by holding high expectations, encouraging independence, promoting peer interactions that are not just about ‘helping’ the student, and creating an environment where using devices and adaptations is embraced for all.** | **Specialized teaching materials are available to be borrowed for core curriculum areas that will enhance learning of students with visual impairments as well as their peers.** |
| **BIG QUESTIONS** | | | | | |
| ***How can you create a learning environment that combats learned helplessness and misconceptions about blindness and visual impairment?*** | ***What can you do as the classroom teacher to support collaboration with the TSVI?*** | ***What can you do in the inclusive classroom to help students with visual impairments become self-determined learners?*** | ***How can you best use educational assistants in the classroom to promote student independence?*** | ***In what ways can you naturally incorporate practice in the ECC within the classroom to support all learners including students with visual impairments?*** |  |
| **CURRICULAR COMPETENCIES**  **General teaching strategies to include learners with visual impairments**   * Use descriptive language. Avoid vague terms like “this,” “that,” “over there,” etc. * Provide hands-on experiences * Provide visual breaks through multi-sensory approaches * ***Add at least three more and their sources:***   **Environmental Considerations for learners with visual impairments:**   * Use functional vision assessment information to adapt classroom (lighting, glare, etc.) * Keep classroom layout predictable or introduce students to changes made * ***Add at least three more and their sources:***   **Ways to promote concept development and self-determination for learners with visual impairments**   * Preview concepts with students to assess for holes in conceptual understanding * Provide concrete experiences to develop concepts * Incorporate ways for students to learn to self-evaluate * ***Add at least 3 more and their sources:***   **Ways to promote good collaboration with the TSVI and O&M specialist:**   * Provide materials to be adapted with ample time * Discuss co-teaching possibilities throughout the year * ***Add at least 3 more and their sources:***   **Resources to learn more about including learners with visual impairments**   * Connect with your district’s teacher of students with visual impairments * Explore materials available through the Provincial Resource Centre for the Visually Impaired (PRCVI) * Explore resources available for educators at: <http://www.perkinselearning.org/> * ***Add at least three more reputable resources:*** | | | **CONTENT AREAS**   1. Areas of the Expanded Core Curriculum **(list the 9 areas):** 2. Role of the teacher of students with visual impairments (**list at least 3 additional):**    1. Conducting functional vision assessments and learning media assessments and helping the team understand the instructional implications    2. Collaborate with and support the classroom teacher 3. Role of the orientation and mobility specialist **(list at least 3 additional):**    1. Conduct O&M assessments and recommend levels of service    2. Teach long cane skills 4. Impact of visual impairment on learning and instructional needs 5. Promoting Self-Determination, SEL 6. Connections between climate, environment, and student behavior and engagement | | |