**Case Study – Rachel (VI)**

Rachel is a curious, clever student who is congenitally visually impaired. She was born with a condition called optic nerve hypoplasia (ONH) which is a medical condition referring to underdeveloped optic nerves. When she was nine months old her parents took her to an ophthalmologist when they noticed that she reacted primarily to their voice and not faces. Several medical tests were conducted and it was confirmed that Rachel did have vision loss associated with ONH. She began a specialized early intervention program with goals that addressed her need to use a multisensory approach to learning. During her preschool years and beyond she has worked with an orientation and mobility specialist who taught her how to move safely around her house, school and community.

Rachel can read large print if she holds it close to her eyes. Through a systematic process of Learning Media Assessment, Rachel's educational team including her parents have determined that Rachel will use both braille and print to access information. She is considered a "dual media user". She has ongoing, direct instruction by a qualified teacher of students with visual impairments in relation to her acquisition of literacy skills. Rachel has a difficult time participating in social activities – she is reluctant to join in sports, community outings (e.g. going out with friends), playing video games or cruising social media, and so forth. She also can’t see nonverbal communication like facial expressions, so misses out on social cues sometimes. She is well-liked by her peers but they have difficulty knowing how to include her in activities.