

VISUAL IMPAIRMENT

Visual impairment, what is it ?

Visual impairment refers to partial or complete sight loss. Students with complete blindness need particular tools and braille language adaptation to access written didactic content. Students with reduced visual capacity can use the same didactic content used by their peers, but could prefer braille material because of possible deterioration of their sight. Materials must be adapted to the student's particular characteristics.

Before learning

Making digital written materials accessible

- Easily readable font (sans serif)
- Font size adapted to visive residual (14-18)
- Spacing 1.5 - recto
- Use high color contrast (black/white)
- Bold writing to emphasis
- Use bullet points
- Keep use of visuals to minium
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- APHont font
- Text-to-speech software
- Immersive readers

Varying teaching practices

- Use mindmapping
- Use explicit learning
- Present main points of lesson at beginning of lecture
- Summarize often during lecture
- Explain visuals/diagrams verbally
- Check understanding frequently
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During learning

Facilitate comprehension of digital material

- Encourage the use of technologic devices
- Encourage to keep a glossary
- Use clear headings
- Provide in advance script of videos and multimedia you plan to show during lesson

- Reading devices
- Screen magnifiers
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Facilitating writing

- Use the technology devices that are best suitable for the student
- Braille keyboard
- Braille screen reader
- Braille notetaker
- Large print keyboards
- Voice dictation software (Word, Dysvocal, OneNote ...)
- Audiobooks
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Modulate the organization/learning conditions

- Schedule breaks during lesson time
- Communicate directly with the student rather than only with his assistant
- Explain and concord with the class the necessities the impaired student has.
- Allow time extensions for tasks and testing
- Allow oral examination, if needed
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- Organizers with text reader

NAME:

TEACHER:

CLASS:

DATE:

After learning



Evaluate and adapt your practice

- Talk with the student for feedback on your lesson material
- Talk with assistants/special educators that students may have for feedback
- If the student uses braille devices, material must be provided in advance to their assistant
- Give to the student all important info to organize his or her study and daily schedule
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- Allow the use of a computer
- Allow the use of a dictation software
- Allow the use of immersive reading software

Note to self



For my class

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NAME: _____

TEACHER: _____

CLASS: _____

DATE: _____