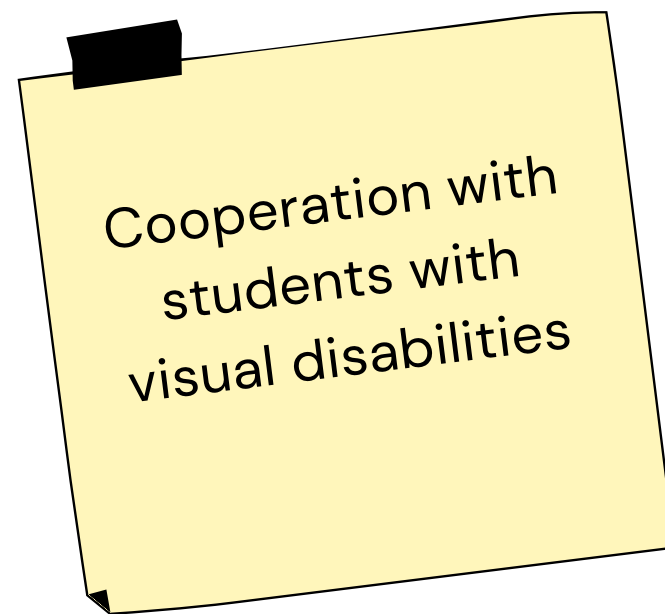




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Chapter 2



Distance vision
impairment

**Variety of
people with
vision
impairment**

Near presenting
vision impairment





Pedagogical staff

should possess **knowledge for work** with students with special needs

must be **aware of their role** in the performance of students with special needs and their well-being





Utilities used by people with visual disabilities

The majority of people with visual disabilities have some useful vision even if it is just a perception of light. Some students will have total loss of vision, but most will have some useful sight.

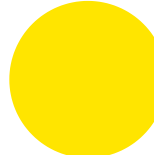
 white cane

 Braille

 magnifying devices

 a guide dog

 speech synthesis

 proofread and feedback.



Didactics
Adaptations of learning environment,
communication and teaching processes are
needed

guides
markings
contrasts
illumination,
lighting, etc.

verbalising
texts,
graphics,
etc.

online
delivery

student's
position in
the
classroom

Verbal
style of
teaching

time for
transforming
texts to
narration



extra time in examinations

extensions to assignment deadlines

material in audio or Braille

peaceful environment

assistive software

Assessment

equal opportunity and not a guaranteed outcome should be the objective

Teachers are not expected to lower standards to accommodate students with a disability, but rather are required to give them a reasonable opportunity to demonstrate what they have learned.



Organizational support

The institutional policies and practices must be revised to ensure that education is inclusive, guaranteeing that all students can participate fully and benefit from a process of quality teaching and learning.

rules & regulations

transition

culture

spaces

first weeks

procedures & support



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