

SEMESTER - I

C12 IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS

Credits: 4 Credits: 4

Hours/Week: Theory-4hrs Practical- 4hrs

Internal: 40 marks

External: 60 marks

Total: 100 marks

Introduction

We cannot treat a visually impaired child as ‘a pair of young eyes’. We need to understand the whole child, including his feelings and needs. Having understood the psychological and sociological implications of visual impairment, the learners should be more empathetic to the needs of the visually impaired and address them appropriately in diverse educational settings. There are many eye conditions each with different educational and social implications. The infant must ‘see to learn’ and therefore a visually impaired infant must ‘learn to see’. The course will enable the trainees to be able to identify children who are at risk for visual impairment. The trainees will be able to develop the skills of doing functional vision assessment and enhance the residual vision. The course also focuses on needs and assessment of children with multiple disability and visual impairment.

Objectives

After completing the course student-teachers will be able to

- Describe the structure of eye and common eye defects.
- Explain the etiology of visual impairment.
- Analyse the implications of visual impairment and identify their needs.
- Develop skills to identify and assess children with visual impairment.
- Describe the needs and develop skills to assess children with visual impairment and multiple disabilities (VIMD).

Unit 1: Anatomy and Physiology of Human Eye

Structure and Function of human eye - Normal vision development and process of seeing - Principles of refraction and refractive errors - Concept and definitions of blindness and low vision - Concept of visual acuity, visual field, depth perception and contrast sensitivity

Unit 2: Types of Visual Impairment and Common Eye Disorders

Loss of Visual acuity - Loss of Visual field - Colour vision defect and loss of contrast sensitivity - Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma, Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of prematurity, Cortical Visual Impairment, Optic Atrophy, Nystagmus, Amblyopia, and Macular degeneration - Educational implications of different Eye disorders

Unit 3: Implications of Visual Impairment and Needs of Visually Impaired

Psychosocial implications of visual impairment - Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio economic status of the family - Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development - Educational needs of the visually impaired and need for expanded core curriculum - Implications of low vision and needs of children with low vision.

Unit 4: Identification and Assessment of Visual Impairment

Interpretation of clinical assessment of vision - Functional assessment of vision: Concept, need and methods - Tools of functional assessment of vision and skills: Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keefe, Lea tests, and Portfolio assessment - Tools for psychological assessment of the visually impaired: Vithoba Paknikar Performance Test, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children - Report writing

Unit 5: Assessment of Learning Needs of Children with VIMD

Concept and definition of VIMD - Etiology of VIMD - Impact of VIMD on learning and development - Screening, identification, and assessment of Visually Impaired children with associated disabilities - Multidisciplinary assessment of Visually Impaired children with Associated Disabilities

Course Work/ Practical/ Field Engagement

- Present a seminar on implications of visual impairment on the personality of the visually impaired
- Prepare material on early indicators of visual impairment and prevention of visual impairment
- Carry out functional assessment of skills of a blind, a low vision, and a VIMD child and submit a report of their assessment

Suggested Readings

- ❖ Holbrook, M. C., & Koenig, A. J. (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. AFB Press, New York.
- ❖ Kundu, C.L. (2000). Status of Disability in India. RCI, New Delhi.
- ❖ National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun.
- ❖ Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. Ashish Publishing House, New Delhi.
- ❖ Bright Hub Education. (2012). Identifying Students with Visual Impairment. Retrieved from <http://www.brighthouseeducation.com/special-edvisualimpairments/69240-early-signs-of-visual-impairment-in-a-child/>
