

DISABILITY SPECIALIZATION (C)
SEMESTER - IV
C16 - PSYCHO SOCIAL AND FAMILY ISSUES OF INDIVIDUALS WITH
VISUAL IMPAIRMENT

Credits: 2**Internal: 20 marks****Hours/Week: Theory-2hrs****External: 30 marks****Total: 50 marks****Introduction:**

Children with Visual Impairment belong to families. It is important to explore family backgrounds and their influence on how visually impaired are perceived and how children perceive themselves, and how they behave in consequence. The learners need to develop an insight into the plethora of emotions the family goes through at the birth of a special child, the challenges they face throughout the life of the visually impaired, and the roles and responsibilities of the family and the community.

Course Learning Outcomes:

At the end of the course, the student-teachers will be able to

- hypothesize the effect of the birth of a child with visual impairment in the family;
- analyse the role of family and parental concerns related to their child with visual impairment from birth to adulthood;
- relate the role of parent community partnership in the rehabilitation of a person with visual impairment; and
- develop different skills to empower families in meeting the challenges of having a child with visual impairment.

Unit 1: Family of a Child with Visual Impairment

Birth of a child with visual impairment and its effect on parents and family dynamics - Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting - Stereotypic attitudes related to visual impairment and attitude modification - Role of family in Early stimulation, Concept development and Early intervention - Role of siblings and extended family

Unit 2: Parental Issues and Concerns

Choosing an educational setting - Gender and disability - Transition to adulthood: sexuality, marriage, and employment - Parent support groups - Attitude of professionals in involving parents in IEP and IFSP

Unit 3: Rehabilitation of Children with Visual Impairment

Concept of habilitation and rehabilitation - Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR) - Legal provisions, concessions and advocacy - Vocational rehabilitation: need and challenges - Issues and challenges in rural settings.

Unit 4: Meeting the Challenges of Children with Visual Impairment

Enhancing prosocial behaviour - Stress and coping strategies - Recreation and leisure time management - Challenges of adventitious Visual Impairment - Soft skills and social skills training.

Course Work/ Practical/ Field Engagement (Any Two)

- Interview family members of three children with visual impairment (congenital/adventitious and blind, low vision and VIMD) and analyze their reactions and attitudes towards the child.
- Prepare and present a list of activities how parents, siblings, and grandparents can be engaged with the child with visual impairment.
- Prepare charts/ conduct street plays/ make oral presentations to remove myths related to visual impairment.
- Visit schools for the visually impaired and make presentations before the parents on Government concessions and auxiliary services available.

Suggested Readings

- Bhandari, R., & Narayan, J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision, India.
- Hansen, J. C., Rossberg, R.H., & Cramer, S.H. (1994). Counselling Theory and Process. Allyn and Bacon, Boston.
- Lowenfeld, B. (1973). Visually Handicapped Child in School. American Foundation for the Blind, New York.
- Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Charles C. Thomas, California.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling publishers Pvt. Ltd., New Delhi.
- Narayan, J., & Riggio, M. (2005). Creating play environment for children. Hilton/Perkins. Watertown.
- Shah, A. (2008). Basics in guidance and Counselling. Global Vision Publishing House, New Delhi.
- Smith, D. D., & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge. (2Ed). Allyn & Bacon. USA.
- Bhan, S. (2014). Understanding learners-A handbook for teachers. Prasad PsychoCorporation, New Delhi.
- Early Support for children, young people and families. (2012). Information about Visual Impairment, Retrieved from
- http://www.ncb.org.uk/media/875236/early_support_visimppart1final.pdf
- Kundu, C. L. (2000). Status of Disability in India. RCI, New Delhi.
