

SERVING STUDENTS WITH VISUAL IMPAIRMENTS: THE IMPORTANCE OF COLLABORATION

CHALLENGE

- **Media:** Ms. Milton, a beginning third-grade teacher, receives the following note from her principal three days before school starts. (movie)

INITIAL THOUGHTS

- What does Ms. Milton need to know about students with visual impairments?
- From whom can Ms. Milton seek assistance and information about students with visual impairments?
- How can Ms. Milton work effectively with others to best meet Evan and Emily's needs?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should be able to:
 - Differentiate the roles of the general education teacher, the teacher of students with visual disabilities, the orientation and mobility specialist, the paraprofessional, the family, and other individuals knowledgeable about students with visual impairments
 - Describe ways in which the general education teacher can communicate, collaborate, and plan lessons with professionals and other individuals knowledgeable about the needs of students with visual impairments

🔍 **Page 1: Overview of Visual Impairments**

- What does it mean to have a visual impairment?
- Low Vision (box with bulleted list)
- Blind (box with bulleted list)
- Betsy Belknap offers advice to general education teachers about students with visual impairments (audio)

🔍 **Page 2: Responsibilities of the General Education Teacher**

- *Link:* "individualized education program" (definition)
- Instruction: The general education teacher (box with bulleted list and link)
 - *Link:* "expanded core curriculum" (definition)
- Assessment: The general education teacher (box with bulleted list)
- Technical Assistance or Support: The general education teacher (box with bulleted list)

🔍 **Page 3: Consultation and Collaboration**

- *Link:* "related services providers" (definition)
- Consultation (box)
- Collaboration (box)

- *Link*: The Five Step Process (box with numbered items)
- **Media**: Susie Dickason discusses collaborating and consulting to meet the needs of students with visual impairments (audio)
- **Media**: Betsy Belknap discusses collaborating and consulting to meet the needs of students with visual impairments (audio)
- **Media**: Brandy Acker discusses collaborating and consulting to meet the needs of students with visual impairments (audio)
- Keep in Mind (box with bulleted list)
- Keep in Mind (box with bulleted list)

Page 4: Teachers of Students with Visual Impairments (TVI)

- Instruction: The TVI (box with bulleted list)
- Assessment: The TVI (box with bulleted list and link)
 - *Link*: “functional vision assessment” (definition)
- Technical Assistance or Support: The TVI (box with bulleted list and links)
 - *Link*: National Instructional Materials Accessibility Standard (NIMAS)
 - *Link*: “overwritten copies” (definition)
- *Link*: Ms. Milton and Bean Planting (box with numbered items)

Page 5: Orientation and Mobility Specialists (O&M)

- Instruction: The O&M (box with bulleted list)
- Assessment: The O&M (box with bulleted list)
- Technical Assistance or Support: The O&M (box with bulleted list and links)
 - *Link*: “environmental design” (definition)
 - *Link*: “human guide techniques” (definition)

Page 6: Paraprofessionals

- Instruction: Parents/ Guardians or Students (box with bulleted list)
- Assessment: Parents/ Guardians or Students (box with bulleted list)
- Technical Assistance or Support: Parents/ Guardians or Students (box with bulleted list)

Page 7: Families

- The types of information families and students can provide include (bulleted list)
- Instruction: The paraprofessional (box with bulleted list)
- Assessment: The paraprofessional (box with bulleted list)
- Technical Assistance or Support: The paraprofessional (box with bulleted list)

Page 8: Related Service Providers and Other Professionals

- Related Service Providers (boxes with links)
 - *Link*: Adapted Physical Education Teachers
 - *Link*: Certified Vision Rehabilitation Therapists
 - *Link*: School Counselors
 - *Link*: School Psychologists
 - *Link*: Speech and Language Pathologists

- o *Link:* Transition Specialists
- Other Professionals (boxes with links)
 - o *Link:* Assistive Technology Specialists
 - o *Link:* Braille Transcribers
 - o *Link:* Optometrists
 - o *Link:* Ophthalmologists
- **Activity:** Click the bulletin board to test your knowledge about the roles of various individuals involved in the education of students with visual impairments (box with link)
 - o *Link:* Bulletin Board (game)

▶ **Page 9: References, Additional Resources and Information**

- References
- Additional Resources and Information

▶ **Page 10: Credits**

- Content Experts
- Module Developers
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media
- Expert Interviews

ASSESSMENT

- “Please complete the items below” (numbered questions)

WRAP UP

- Roles and Responsibilities (box with bulleted lists)
- Think back to your initial responses to the following questions (box)