Module Home



**Outline­**

**Accommodations to the Physical Environment**:

Setting Up a Classroom for Students with Visual Disabilities

* Module Description: The resources in this module offer helpful tips on setting up the physical aspects of your classroom and will introduce types of equipment used by students with visual disabilities (est. completion time: 1 hour).

Challenge

* Video: Yesterday, just three days before the first day of school…

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| NOTES |  |

Initial Thoughts

* What resources should Ms. Milton consult to learn more about Evan and Emily’s needs?
* What should Ms. Milton consider when planning her room?
* What is all this equipment? Where should Ms. Milton put it?

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Perspectives & Resources

* Module Objectives
* Identify resources for obtaining assistance with including students with visual disabilities in the classroom
* Describe key considerations for organizing your classroom to include students with visual impairments or blindness
* Help students with visual impairments safely navigate the classroom
* Consult with professionals who will assist you in familiarizing students with the school and classroom environment and who are knowledgeable about the equipment that students with visual disabilities may use
* Identify and describe the functions of commonly used assistive equipment designed for students with visual impairments and blindness

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| NOTES |  |

* Page 1: Getting Started
* It is certainly understandable that Ms. Milton feels at a loss about how to…
* Establishing Your Resources
  + Link: individualized education programs (IEPs) [definition]
  + Link: teacher of students with visual impairments (TVI) [definition]
  + Link: orientation and mobility (O&M) specialist [definition]
  + Link: paraprofessional [definition]
  + Link: other professional [definition]
  + Keep in Mind
    - Link: Click for a contact form… [drop-down menu]

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| NOTES |  |

* Page 2: The Individualized Education Program
* Using the IEP as Your Roadmap
  + The IEP (individualized education program) document is a…
  + Notes from Emily’s IEP [table]
  + Notes from Evan’s IEP [table]
  + Link: Click to access a blank note-taking form [PDF]
  + Link: Click to access a blank note-taking form [Word doc]

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| NOTES |  |

* Page 3: The Student and the Family
* Getting Student Input
  + It is imperative to talk with students with visual disabilities…
  + For example, they may be able to tell the teacher… [bullet points]
  + The students may also be able to tell the teacher… [bullet points]
  + Link: Click to view a list of questions the… [drop-down menu]
* Getting the Family’s Perspective
  + Family members can provide… [bullet points]
  + Link: Click to see a list of sample questions… [drop-down menu]

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| NOTES |  |

* Page 4: The Professionals
* In addition to gathering information from the student and the family…
* Support from the TVI
  + The TVI will be familiar with the student’s visual… [bullet points]
  + Link: Click to view a list of questions the… [drop-down menu]
* Assistance from the O&M Specialist
  + The O&M specialist can also be a valuable… [bullet points]
  + Link: Click for a list of questions the general… [drop-down menu]
* Aid from Paraprofessionals and Other Professionals
  + Paraprofessional
  + Other Professionals

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| NOTES |  |

* Page 5: Tips for Setting Up Your Classroom
* After reviewing the IEPs, and after talking with Evan and Emily…
* Functional Considerations/Guidelines for Accommodations [table]
* Keep in Mind
  + Link: Listen as Sharon Sacks discusses the importance of…
* Link: Color and contrast considerations [drop-down menu]
* Link: Materials storage [drop-down menu]
* Link: Bulletin boards/other posted materials [drop-down menu]
* Link: Safety considerations [drop-down menu]
* Link: furniture arrangement [drop-down menu]
* Link: lighting needs [drop-down menu]
* Activity
  + Link: Click to help Ms. Milton identify areas of… [drop-down menu]
    - Link: Click to see how your concerns… [drop-down menu]
    - Link: Click to see Ms. Milton’s improved… [drop-down menu]

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| NOTES |  |

* Page 6: Helping Students Navigate the Classroom
* It is valuable for students with visual disabilities to have an…
* Audio: Listen as Sharon Sacks discusses how teachers can…
* The O&M Specialist
  + Link: tactile map [definition]
  + Link: Click for a close-up view, and description… [drop-down menu]
  + Link: squaring off [definition]
  + Link: aligning [definition]
  + Link: upper-body protective technique [definition]
  + Link: lower-body protective technique [definition]
  + Link: trailing [definition]
* The Classroom Teacher
  + Audio: Listen as Betty Hurst, an elementary teacher in Nashville…
  + Do Use
  + Avoid
  + Activity
    - Link: Click to test your knowledge [drop-down menu]

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| NOTES |  |

* Page 7: Materials and Devices Used by Students with Visual Impairments
* Ms. Milton has received a delivery of equipment for Evan and Emily…
* Link: assistive technology [definition]
* Devices to aid use of vision [drop-down menu]
* Devices to aid access to print materials [drop-down menu]
* Devices to aid orientation and mobility [drop-down menu]
* Activity
  + View the activity [drop-down menu]

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| NOTES |  |

* Page 8: Tips for Helping Students with Visual Impairments Use Assistive Technology
* Although Ms. Milton has examined the equipment that was delivered…
* Where do I put it?
  + General Tips
* Do I need to know how to use it?
  + Likely, the TVI will reassure the teacher that… [bullet points]
  + Audio: Sharon Sacks shares her thoughts about what teachers…

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| NOTES |  |

* Page 9: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 10: Credits
* Content Experts
* Module Developer
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Video: Now listen as Sharon Sacks lists key points about the role…
* Revisit your Initial Thoughts responses
* Link: Instructional Accommodations: Making the Learning Environment Accessible to Students with Visual Disabilities [IRIS Module]
* Link: Serving Students with Visual Impairments: The Importance of Collaboration [IRIS Module]

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Assessment

* Take some time now to answer the following questions.

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| NOTES |  |

You Have Completed This Module

* Give Us Your Feedback
  + Link: Module Feedback Form
* Professional Development Hours
  + Link: IRIS PD Options
* Related Resources [link]