Research & Summaries Question

Student’s Name

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Course Name: Course Code

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Date

**Research & Summaries Question**

**1. Look At The History Of The Development Of The Field Of Educating The Blind And Visually Impaired. Discuss How the Field Developed**

Visual impairments have been documented and recorded since ancient times. Persons with sight problems were explicitly regarded as powerless and reliant on others at this period. For decades, efforts have been devoted to developing an education system for visually impaired and blind people. And it was not until 1260 that the public's view of visually impaired and blind people began to shift. Following his setback in the Sixth Crusade, King Louis the Ninth of France returned to France with a passion for charitable initiatives. He founded one of the very first institutional structures for the blind. While braille hadn't even been invented, some inventive people devised their education techniques, such as a pinprick writing device and silk embossed onto parchment. The first educational institution for the blind was founded in Paris in 1784. Braille was formally adopted as a literacy method for blind people in France in 1854. Act to encourage blind education and establish quotas funding in 1879 was established. An example was the establishment of the American Printing House for Blind. Importantly in 2001, Bookshare was created as a repository of available for download content for the blind.

**2. State One Myth About Visual Impairment (Or Total Blindness) And Dispel This Myth With True Information. There Are Examples in Your Text, But Please Try To Use One That Is Not In Your Book**

There is a myth that blind people's job opportunities are minimal. It is a misconception because Blind people have achieved success in a variety of areas. With the right technologies and accommodation facilities, people who are blind can excel in almost every industry, including technical fields, engineering employment, medical fields and much more. The only thing standing in the way is an employer's ability to allow a blinded applicant to showcase his or her skills (Bonaccio et al., 2020). Employers who have recruited fully blind and visually disabled individuals have demonstrated that they work with absolute integrity and a high ethical code.

**3. What Are The Three Most Common Visual Conditions That Cause Visual Impairment In Children At This Time? Describe Each One.**

The first one is congenital anomalies. Microphthalmos and Anophthalmos are congenital disabilities where the whole eyeball is missing or is smaller than average. The common congenital disorder is uveal coloboma. The condition occurs when the developmental fault line does not close intrauterine life. If the coloboma affects the macula and optic nerve, it may result in extreme vision loss in children. Secondly, Retinal dystrophies condition. The condition is widespread in populations with high concentrations of consanguinity and also have a dynamic genetic heritage. Even though dystrophy does not cause visual signs until later on in life, it is a popular cause of visual impairment in people across the globe. The most common intraocular distortion in children is retinoblastoma. It normally manifests as esotropia, uveitis or leukocoria after childhood. In helping to protect the socket from contracting, a prosthesis must be inserted inside the child's eye. Because of this, a mule's implant bundled in a sclera layer and subcutaneous fatty grafts could be used. It's also a good idea to get support from tertiary oncology professional.

**4. Why Is Early Intervention Important For Students Who Are Blind Or Visually Impaired?**

Early interference is important for students with visual impairments because it lays the groundwork for lifelong education. A visual disability limits children's ability to think about their environment. Children's developmental paths can be altered, and kids, communities, and neighbourhoods can benefit from prevention activities and services. Early diagnosis benefits families by properly assessing their child's needs from a young age and across their existence. To create a sense of their surroundings, visually disabled people need special training, modelling, and hands-on experiences. Most importantly, a crucial team member who works with you and the infant has been educated in the requirements of visually disabled young children.

**5. Discuss One Important Issue for an Adolescent Student Who Is Blind or Visually Impaired**

The important issue is emotion perspective. The adolescent child can experience a variety of emotions due to her or his visual impairment as a student. When many teenagers transition from puberty to maturity, the teen years are an emotional period for them. Most individuals would like to blend in along with their friends, and also being "odd" due to a visual disability can lead to feelings of rage, sadness, or frustration, as well as a lack of motivation to learn. Several teenagers are still worried about their potential prospects, and their anxiety can lead to major bad emotions about being blind. Adolescents with visual impairments can have various behaviours, but emotions differ from one person to the next. Thus, it is crucial to understand their emotional needs as teenagers.

**6. What Is The Role Of The Teacher Of Students With Visual Impairments (TVI) In Working With Students With Multiple Disabilities?**

The prominent factor on the educational team for your kid with a visual impairment is the teacher of students with visual impairments. This is the person who understands how vision loss influences the child's learning and development and the techniques and resources that can help them. The resources will assist your kid in learning about the environment, performing daily tasks, and participating in the school's educational process and other events. The role of “vision teacher” revolves around the explained part by offering direct and advisory special education programs for people who have lost their vision. The TVI assists educators, parents, and students and serves as a connection with community programs. They help provide regular and special education staff, sighted peer- group, and family receive in-service professional development upon on student's O&M requirements and suitable processes and procedures for having to interact with the blind person to encourage determined liberation and well-being. Finally, he/she conducts tests that concentrate on the student's short and long needs.

**7. How does diversity impact the field of visual impairment? What are some main considerations for teachers specific to this field?**

Every cultural identity has its perspective on visually impaired persons. As we all know, cultural diversity can affect visual impairment in a variety of situations. Others might stigmatize them, while others might not. Individuals who are blind are disregarded in other nations. Part of this stems from religious convictions, while others are related to the structure of society's culture. The diversity impacts the field of impairment in evaluating a person's self-esteem from the other community by considering social relationships. Every community has its approach to dealing with the problem of the visually impaired. Diversity impacts the field in which the sense of autonomy pride of visually impaired people is linked to their sense of freedom. For instance, due to the extreme social positions women play in society, it might be unresponsive to a female training a man personal social skills. On the second part, if facilities are generally established for those who can see, teachers should not neglect inclusion and participation in educational environments for visually impaired learners. Teachers must think about many considerations that contribute to a welcoming and healthy learning atmosphere, such as educational setting, curriculum, and behavioural issues presented in a visual medium. An instructor who listens to those who understand the implications is an important aspect of diversity when it comes to educating students with vision impairments.

**8. What Information Is Needed To Create Effective Educational Programming For A Student Who Is Visually Impaired?**

Learners who might be visually impaired or blind will usually need modifications to access written content, allowing them to participate in all aspects of educational programming. The Teacher of Students with Visual Impairments should be responsible for determining the information adaptation which the student requires. Information development requirements will differ depending on the extent of inclusive development, the impact of additional disabilities, and the task at hand. Braille, wide print, print with optoelectronic components, tactile icons and standard print are all options for visually impaired students to create effective educational programs. For instance, Accessible Instructional Materials, which are educational, can be used by a wide variety of students regardless of their learning styles. Principles for high-quality training and continuing career progression to stay updated on quality standards must be part of professional education. For instance, an expanded core curriculum, national plan for visually impaired children and federal quota funds will help to meet student needs on education programs.

**9. Explain How The TVI May Serve As A Consultant To An Educational Team? What Skills Are Necessary For The TVI To Possess?**

TVI may act as a liaison to the educational team, assisting in the discussion and evaluation of the visually impaired student's progress and making recommendations for strategies to make his coursework more available. Moreover, advise the team to involve the student in as many schools, class, and extracurricular as appropriate. Expanded core curriculum skills are required of TVI teachers: The preschooler would be taught essential skills that he or she has to acquire because of his or her visual disability by an instructor who works with children with visual impairments. He or she must possess braille skills: The teacher must acquire reading and writing skills in braille. Lastly, he/she must possess skills in orientation and mobility. The TVI is trained in simple O&M strategies to educate the student on navigating the classrooms comfortably.

**10. Briefly Explain How MTSS Works With Those Who Are Visually Impaired or Blind**

MTSS is a method of recognizing learners with learning disorders and supplying them with research-based strategies (Ferns, 2017). Even though it can focus on visually impaired students, it is intended to have a wide range of effects on learners, from core content to supplementary and comprehensive programs. There are three key components to a successful MTSS program for visually impaired students. As a form of intervention, evidence-based instruction is used. It emphasizes what the visually impaired learner is doing incorrectly, and also it reflects on how TVI educators can support him or her progress. Secondly, the framework operates by providing collaboration. If you still have TVI teachers and administrators operating collectively, the MTSS plan would be more successful. Inside the MTSS framework, separate attempts to address visual-impaired learners' expectations don't succeed. Because of the diversity of experiences, teams will make the right choices, and as a result, student success increases. Lastly, at all stages of teaching and engagement, a data-based decision - making process is fundamental to MTSS. The use of information helps players make well-informed assessments about the teaching strategies available to visually impaired students. Standardized tests, formative evaluation, and findings should all be included in the data. It operates by changing instruction to correct any visually impaired students' deficiencies.

**References**

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