

# Strategies for Effective Teaching and Learning

## Accommodations for Students With Visual Impairments

Communication and accessibility are keys to providing an environment in which the student with visual impairments can realize his or her academic potential.

Accommodations should provide the pupil with the ability to fully participate in the classroom as well as reduce the effects of the visual impairment.

Instructional Area	Accommodations
Reading	<ul style="list-style-type: none"><li>• Consult with the teacher of students with visual impairments on any optical devices the students may need to read printed materials.</li><li>• Allow extra time for low vision readers, as they may experience eye fatigue.</li><li>• Provide reading materials to the teacher of students with visual impairments in advance to be enlarged, scanned, Brailled, or recorded.</li><li>• Textbooks and books commonly used in educational settings are available electronically.</li><li>• Recreational books in recorded or Braille format can be ordered through the National Library Service for the Blind and Physically Handicapped (<a href="http://www.loc.gov/nls">www.loc.gov/nls</a>). This is a free service, but users must be registered before ordering.</li><li>• Many local library systems have popular books available electronically.</li></ul>
Writing	<ul style="list-style-type: none"><li>• Some pupils with low vision need dark, bold, or raised lined paper for writing assignments.</li><li>• Some individuals will need to use an electronic device for completing written assignments.</li><li>• Braille readers may receive Braille assignments and transcribe them into print.</li><li>• Some Braille readers use an electronic Braille note taker for written assignments. The assignment is entered in Braille and then translated into a print copy for the classroom teacher.</li></ul>
Note-taking	<ul style="list-style-type: none"><li>• Students with visual impairments may take notes on their Brailleur, electronic note taker, or computer.</li><li>• Any notes written on the board should be spoken aloud for the pupil who is visually impaired.</li><li>• Students with visual impairments should be seated as close to an object or a display as possible.</li><li>• Keep information in a visually simple and organized format for all students with visual perceptual difficulties.</li><li>• Use high-contrast writing tools when using an overhead, a chalkboard, or a dry-erase board.</li><li>• Use of a touch screen attached to the student's or the classroom computer can provide the individual with an accessible version of the notes.</li><li>• Use of a touch screen with text conversion software allows the student to access the electronic version of the notes with a screen reading or voice output program.</li></ul>