

**TABLE 13.6** Environmental Adaptations for Students With Visual Impairments

	Lighting	Color and Contrast	Size and Distance	Time
What to observe	<ul style="list-style-type: none"><li>• Variety of lighting situations</li><li>• Lighting at different times of day</li><li>• Low vision devices used</li></ul>	<ul style="list-style-type: none"><li>• Contrast between object and background</li></ul>	<ul style="list-style-type: none"><li>• Placement and size of objects at near</li><li>• Placement and size of objects at far</li></ul>	<ul style="list-style-type: none"><li>• Time for completion of visual discrimination during tasks</li><li>• Tactile tasks such as locker for books</li></ul>
What to use	<ul style="list-style-type: none"><li>• Light sensitivity: shades, visors, tinted glasses</li><li>• Low light: lamp or illuminated low vision device</li><li>• Room obstructions: preferential seating, furniture placement</li><li>• Glare: nonglare surface on areas such as chalkboards, computer screens, desktop, paper, maps, globes</li></ul>	<ul style="list-style-type: none"><li>• Bold line paper</li><li>• Black print on white background</li><li>• Dark markers</li><li>• One-sided writing on paper</li><li>• Dark placemat for contrast during eating</li><li>• Floor contrast for mobility ease</li><li>• Tactile markings for outline discrimination</li><li>• Contrast to define borders on walls</li></ul>	<ul style="list-style-type: none"><li>• Enlarged materials</li><li>• Preferred seating</li><li>• Electronic devices</li><li>• Magnification</li><li>• Optical character recognition</li><li>• Adjustment of desks, tables, and chairs</li><li>• Additional storage space for Braille, large-print books, low vision devices near each workstation</li></ul>	<ul style="list-style-type: none"><li>• Verbal cues for actions in classroom</li><li>• Increased time for task completion</li><li>• Calling student by name</li><li>• Announcements when entering or leaving room</li><li>• Encourage participation in demonstrations</li><li>• Opportunity to observe materials prior to lesson</li><li>• Authentic manipulative objects</li><li>• Schedule instructional time in early part of day</li><li>• Convenient use and storage of materials</li><li>• Lock and key is preferred over combination locker</li></ul>
Desired results	<ul style="list-style-type: none"><li>• Better posture</li><li>• Greater concentration</li><li>• Less fatigue</li></ul>	<ul style="list-style-type: none"><li>• Better visual efficiency</li><li>• Less fatigue</li><li>• Safer travel</li></ul>	<ul style="list-style-type: none"><li>• Ease of viewing</li><li>• Appropriate adaptations for specific vision loss</li></ul>	<ul style="list-style-type: none"><li>• Less fatigue</li><li>• Inclusion in class activities</li><li>• Time efficiency</li></ul>