



TABLE 13.7 Suggestions for Working With Students Who Are Visually Impaired

| DO | DON'T |
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| <ul style="list-style-type: none">• Feel comfortable using vision words such as <i>look</i>, <i>see</i>, and <i>watch</i>. | <ul style="list-style-type: none">• Be fearful of touching a student who is visually impaired. Be sure to tell the student, however, that you are about to touch him or her. Be respectful of the individual's personal preference about being touched. |
| <ul style="list-style-type: none">• Use the pupil's name when addressing a student. | <ul style="list-style-type: none">• Overprotect. Allow the pupil to attempt as many things as desired. |
| <ul style="list-style-type: none">• Read aloud when writing on the board. | <ul style="list-style-type: none">• Worry about personal feelings of awkwardness. A student with vision loss requires consistent directions. |
| <ul style="list-style-type: none">• Encourage independence. | <ul style="list-style-type: none">• Be afraid of having high expectations and demanding the pupil's best work. |
| <ul style="list-style-type: none">• Include the pupil in all class activities as feasible. | <ul style="list-style-type: none">• Tolerate unacceptable behavior. |
| <ul style="list-style-type: none">• Give explicit instructions. | |
| <ul style="list-style-type: none">• Provide extra space for storage of equipment and specialized materials. | |
| <ul style="list-style-type: none">• Encourage the use of supplementary devices when necessary. | |

SOURCE: Adapted from V. Bishop, *Teaching Visually Impaired Children*, 3rd ed. (Springfield, IL: Charles C Thomas, 2004), pp. 93–94.