**Bachelor of Education in Special Education- Visual Impairment (B.Ed. SE-VI)**

**(Semester: III)**

**Course code: C 12**

**Title of the Course: IDENTIFICATIO OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS**

##  Credits: 04

**MM: 100 (External: 70 Internal: 30)**

**Contact Week 15**

**Introduction of the Course**

 We cannot treat a visually impaired child as 'a pair of young eyes'. We need to understand the whole child, including his feelings and needs. Having understood the psychological and sociological implications of visual impairment, the learners should be more empathetic to the needs of the visually impaired and address them appropriately in diverse educational settings. There are many eye conditions each with different educational and social implications. The infant must 'see to learn' and therefore a visually impaired infant must 'learn to see'. The course will enable the trainees to be able to identify children who are at risk for visual impairment. The trainees will be able to develop the skills of doing functional vision assessment and enhance the residual vision. The course also focuses on needs and assessment of children with multiple disability and visual impairment.

**Learning Outcomes**

After completion of the course student will be able to:

1. Describe the structure of eye and common eye defects.

2. Explain the etiology of visual impairment.

3. Analyse the implications of visual impairment and identify their needs.

4. Develop skills to identify and assess children with visual impairment.

5 .Describe the needs and develop skills to assess children with visual impairment and multiple disabilities (VIMD).

**Unit I: Anatomy and Physiology of Human Eye** (12 hours)

1. Structure and Function of human eye
2. Normal vision development and process of seeing
3. Principles of refraction and refractive errors
4. Concept and definitions of blindness and low vision
5. Concept of visual acuity, visual field, depth perception and contrast sensitivity

 **Unit 2: Types of Visual Impairment and Common Eye Disorders** (12 hours)

1. Loss of Visual acuity
2. Loss of Visual field
3. Colour vision defect and loss of contrast sensitivity

 2.4 Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer,
trachoma, Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of
prematurity, Cortical Visual Impairment, Optic Atrophy, Nystagmus, Amblyopia, and
Macular degeneration

2.5 Educational implications of different Eye disorders

 **Unit 3: Implications of Visual Impairment and Needs of Visually Impaired** (12 hours)

1. Psychosocial implications of visual impairment
2. Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio economic status of the family
3. Effect of visual impairment on growth and development: Physical, Motor, Language,Socio-emotional, and Cognitive development
4. Educational needs of the visually impaired and need for expanded core curriculum
5. Implications of low vision and needs of children with low vision

**Unit 4: Identification and Assessment of Visual Impairment** (12 hours)

1. Interpretation of clinical assessment of vision
2. Functional assessment of vision: Concept, need and methods
3. Tools of functional assessment of vision and skills: Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolio assessment

4.4 Tools for psychological assessment of the visually impaired: Vithoba Paknikar Performance Test, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children

4.5 Report writing

**Unit 5: Assessment of Learning Needs of Children with VIMD** (12 hours)

1. Concept and definition of VIMD
2. Etiology of VIMD
3. Impact of VIMD on learning and development
4. Screening, identification, and assessment of Visually Impaired children with associated disabilities
5. Multidisciplinary assessment of Visually Impaired children with Associated Disabilities

**Practicum/ Suggested Projects / Assignments (Any Two)**

|  |
| --- |
| * Present a seminar on implications of visual impairment on the personality of thevisually impaired
* Prepare material on early indicators of visual impairment and prevention of visualimpairment
* Carry out functional assessment of skills of a blind, a low vision, and a VIMD childand submit a report of their assessment
 |

**Essential/ Recommended Readings**

Barraga, N. C. (1980). Sequences of Visual Development. Austin: University of
Texas.

* Bhan, S. & Swarup, S. (2010). Functional Skills Inventory for the Blind.Mumbai:
National association for the blind.
* Bhandari, R. & Narayan J. (2009).Creating learning opportunities: a step by step
guide to teaching students with vision impairment and additional disabilities,
including deafblindness. India: Voice and vision.
* Hyvarinen, L. & Jacob N. (2011).What and how does this child see: assessment of
visual functioning for development and learning. Finland: Vistest Ltd.
* Mukhopadhyay, S., Mani, M.N.G., RoyChoudary & Jangira, N.K. (1988). Source
Book for Training Teachers of Visually Impaired. New Delhi: NCERT.
* Leat, S.J., Shute R.H., & Westall, C.A. (1999). Assessing children's vision: A
handbook. Oxford: Butterworth-Heinemann.
* Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low
Vision. Coimbatore: International Human Resource Development Centre for the
Disabled.
* Mani, M.N.G. (1992). Concept development of blind children. Coimbatore: SRK
* Dubey S. K. (2022) Visual Impairment Our Concerns. New Delhi: Kanishka Publishers
* Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. New York: AFB Press. Dehradun: NIVH.
* Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped. Dehradun: NIVH.
* Singh, T.B. (1986).Standardisation of Cornell Medical Index on Visually Handicapped children.Dehradun: NIVH
* Singh, T.B & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India.Dehradun:NIVH.

**Additional Readings**

* Holbrook M. C. & Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I:
History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): New York: AFB Press.
* Kundu, C.L. (2000). Status of Disability in India, New Delhi, RCI.
* National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, Dehradun: NIVH.
* Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. New Delhi : Ashish Publishing House
* Bright Hub Education (2012). Identifying Students with Visual Impairment.

Retrieved from <http://www.brighthubeducation.com/special-ed-visual-impairments/69240-early-signs-of-visual-impairment-in-a-child/>

**Keywords: Braille, VIMD, Functional Skills, Clinical Assessment**