





Workshop

Visual Disability



Historical Roots

Historical Roots

- Since ancient times: difficulty in the understanding of blindness
- Incapability and dependence
- 200 years ago: understanding that people with visual disabilities can be educated and live independently

- First school for blind children: XVII Century (Paris)
→ Literacy through touch (tactile sense)

- Brazil, 1854: Instituto dos Meninos Cegos (currently Instituto Benjamin Constant, RJ)
- Early XX Century: boarding schools for the blind was the norm, and one of the few options in education



Definition and Causes

Definition

- Total blindness: complete loss of vision
 - perception of shadows
 - perception of light, with distinction between bright and dark
- Low vision: reduced vision
 - intermediate condition between normal vision and blindness
 - up to 30% of normal vision

Causes

- Genetic determination
- Marriage between blood relatives
- Rubella (German measles)
- Retinopathy of prematurity
- Trauma, tumors, and infections
- Congenital cataracts



Educational Inclusion

Difficulties

- Lack of knowledge about visual disability
- Lack of knowledge about assistive technology
 - Prejudice and conformity
 - Focus on impossibility
- Lack of connection within the family
 - Lack of support for the teachers

Orientation for the Teachers

- Present the physical space of the school, explaining the layout of the furniture
- Identify through touch the locations of the objects within the classrooms, lunchrooms, bathrooms
- When necessary, explain individually the activity to be carried out
allow more time for the student to accomplish the activity
reduce the number of activities
- Keep in mind the type of resources that will be necessary for the blind student
- Prepare in advance the material that will be used within the classroom
- Be alert to the specific help that the blind student may need to move around, begin and conclude activities, encouraging the student to verbalize any need or not for support

Orientation for the Teachers

For the teachers, there should be given an opportunity to develop an attitude of reflection in regards to the work they carry out, so that they can explore new possibilities to overcome the existing barriers.

The differences and barriers encountered must be looked at much more as learning opportunities rather than problems that must be resolved.

The objective of inclusive education should not be simply to reduce the impact of the difficulties, but rather emphasize the potential of each student.



Tools for pedagogical mediation

Tools for pedagogical mediation

- Resources used with the objective to mediate and **create learning opportunities**

- Language** is a great instrument for mediation in the development of a blind student: allowing the student to have the knowledge and access to everything in the world around him



Audio description

To describe is...



To describe is...



To describe is...



To describe is...



To describe is...



Description



The act of describing involves presenting or thoroughly telling an event, a landscape, a scene, without expressing judgment or opinions about it.

What can help the person with visual disability to better comprehend a scene, for example?

Which visual resources are used to communicate something?

Audio description



The audio description of places, movies, TV shows, theatre plays, magazine and book images will help the student with visual disability to get to know the world and to create rich mental images about the world around him.



ORIENTATION AND MOBILITY

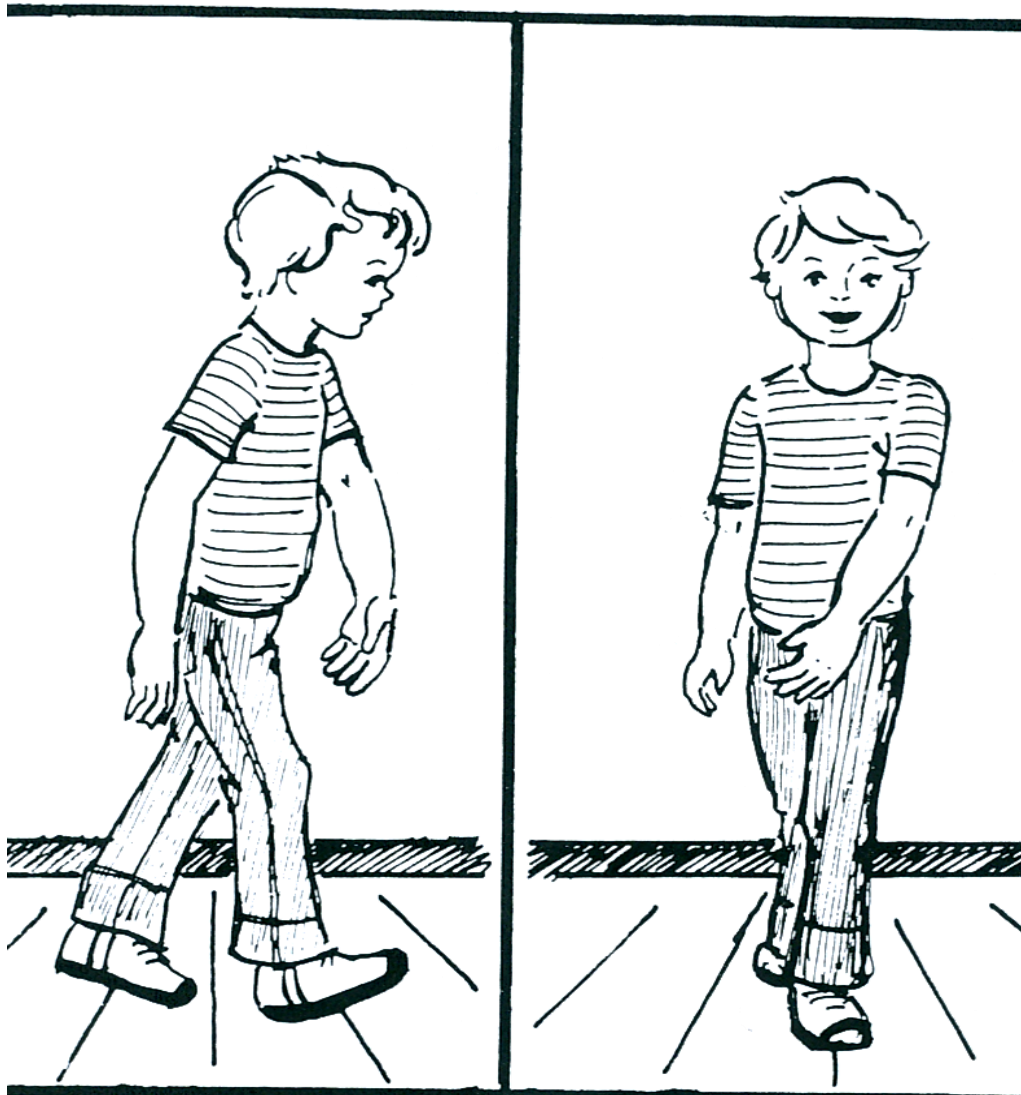
Orientation and Mobility

- Denomination of the collection of knowledge and techniques about and for the movement of the person with visual disability
- It demands a specialized professional in the field
- Parents and teachers can and should help and stimulate the student with visual disability to develop basic abilities to orient themselves and move with safety and confidence



ORIENTATION AND MOBILITY

**SELF PROTECTION
TECHNIQUES**



(MEC - 2001)

Lower Protection

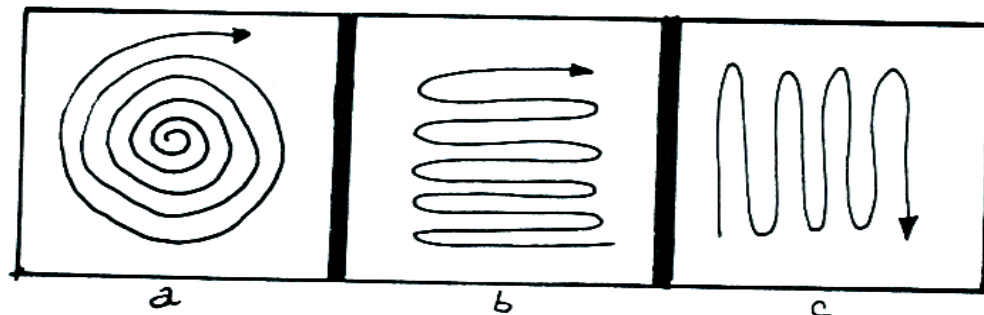
It aims to protect the frontal and lower part of the human body, detecting obstacles at the height of the abdomen and pelvis. The person should put their arm in front of the body with the hand in the middle and the back of the hand facing forward.



Upper Protection

One should bend their arm at the height of the shoulder, keeping it parallel to the ground and bend their elbow positioning the palm of the hand outside. One should keep a certain distance between the bent arm and the face so there is time to react in case contact with an obstacle happens.

(MEC - 2001)



Location of fallen objects

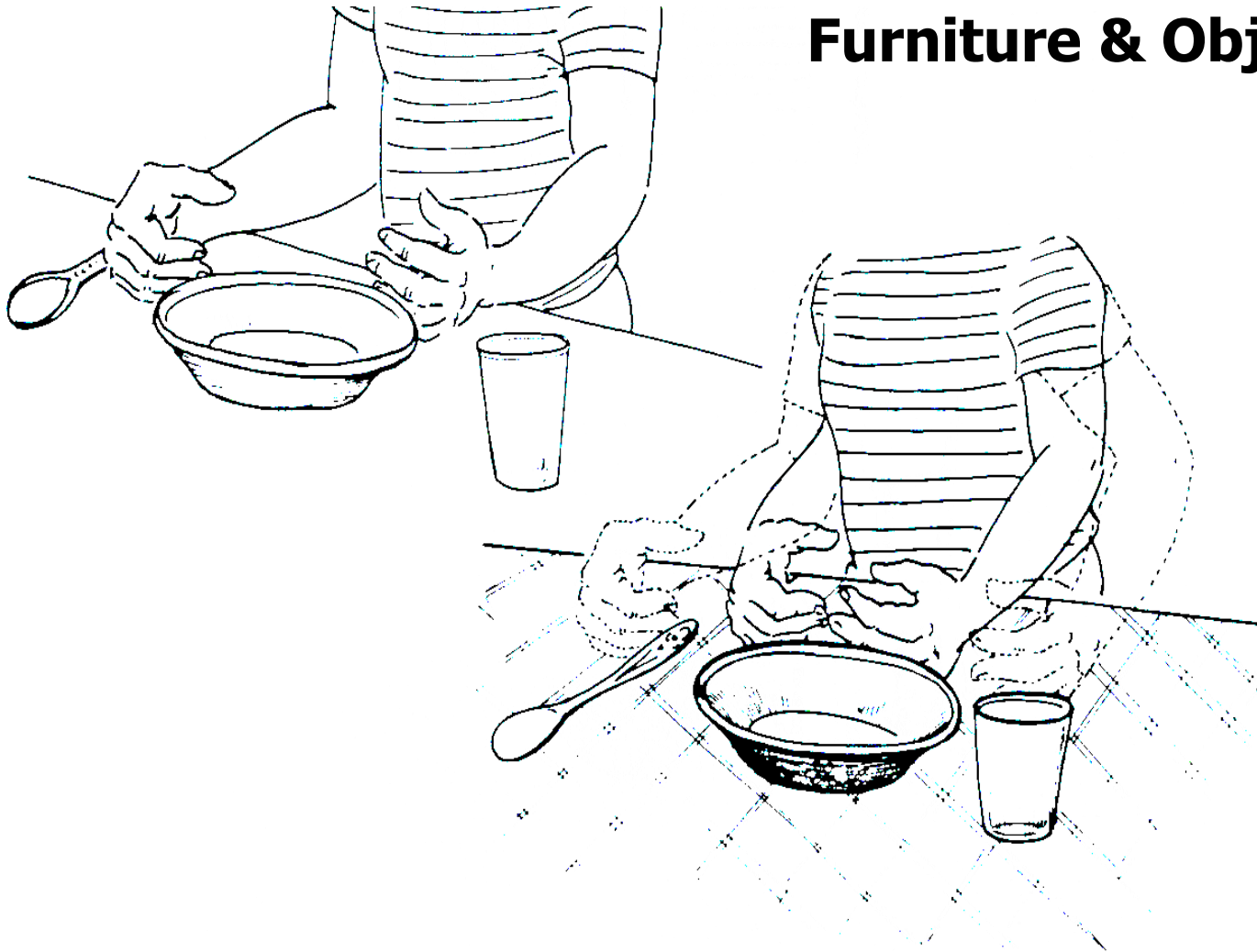
One should try to hear where the object fell and then bend down.

Using the upper protection technique, the person should slightly touch the ground with the other hand, keeping the fingers bent and then begin to search using one of the three movements shown: circular (a), horizontal (b) or vertical (c).

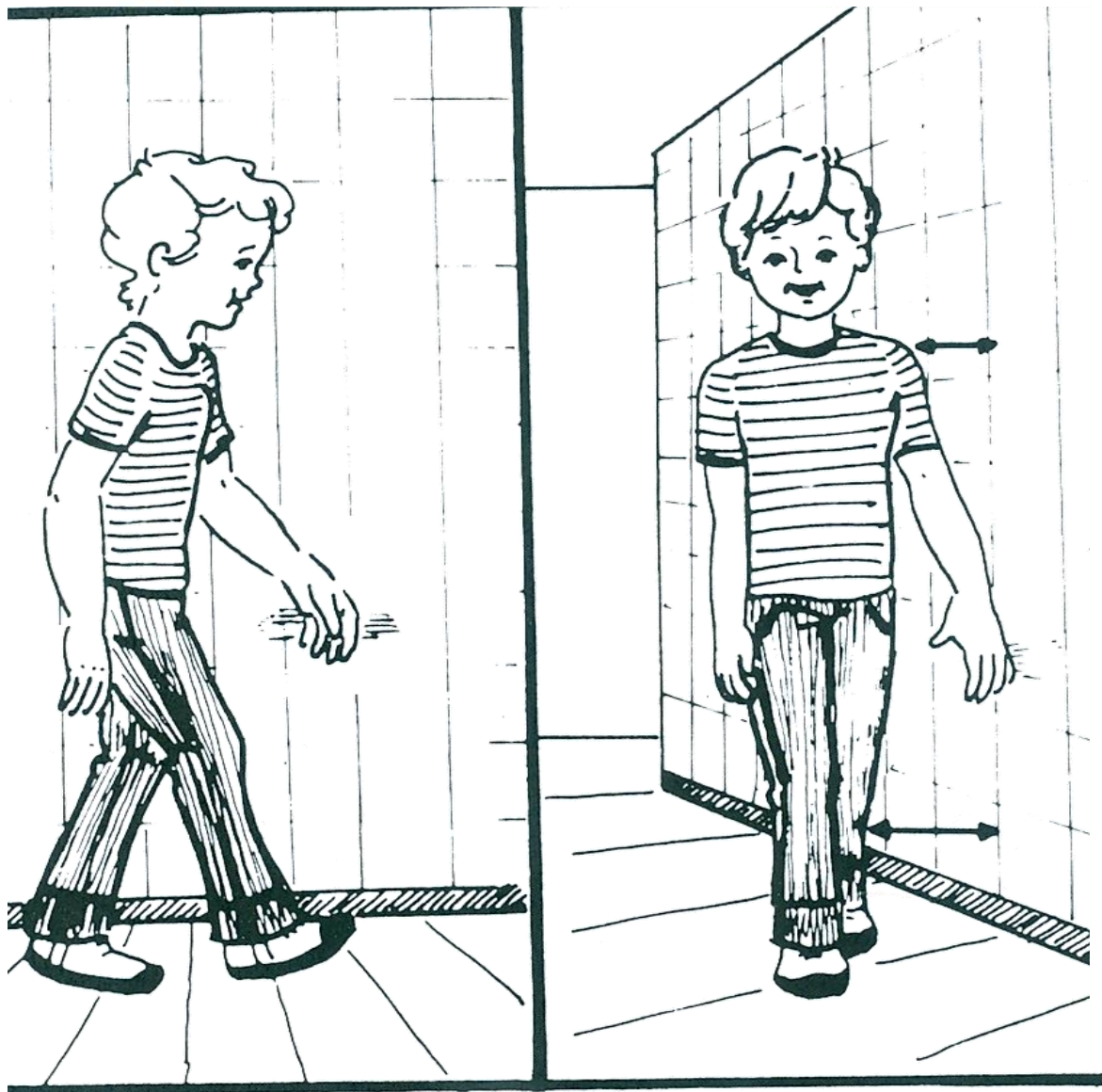


(MEC - 2001)

Tracking technique around Furniture & Objects



(MEC - 2001)



Tracking technique with the hand

One stands parallel and next to the surface which will be tracked, with their arm at the height of the waist and a little bit in front of the body (to realize obstacles in advance). Then one touches the surface with the back of the hand (preferentially only the ring and little fingers) and keeps this position when walking.

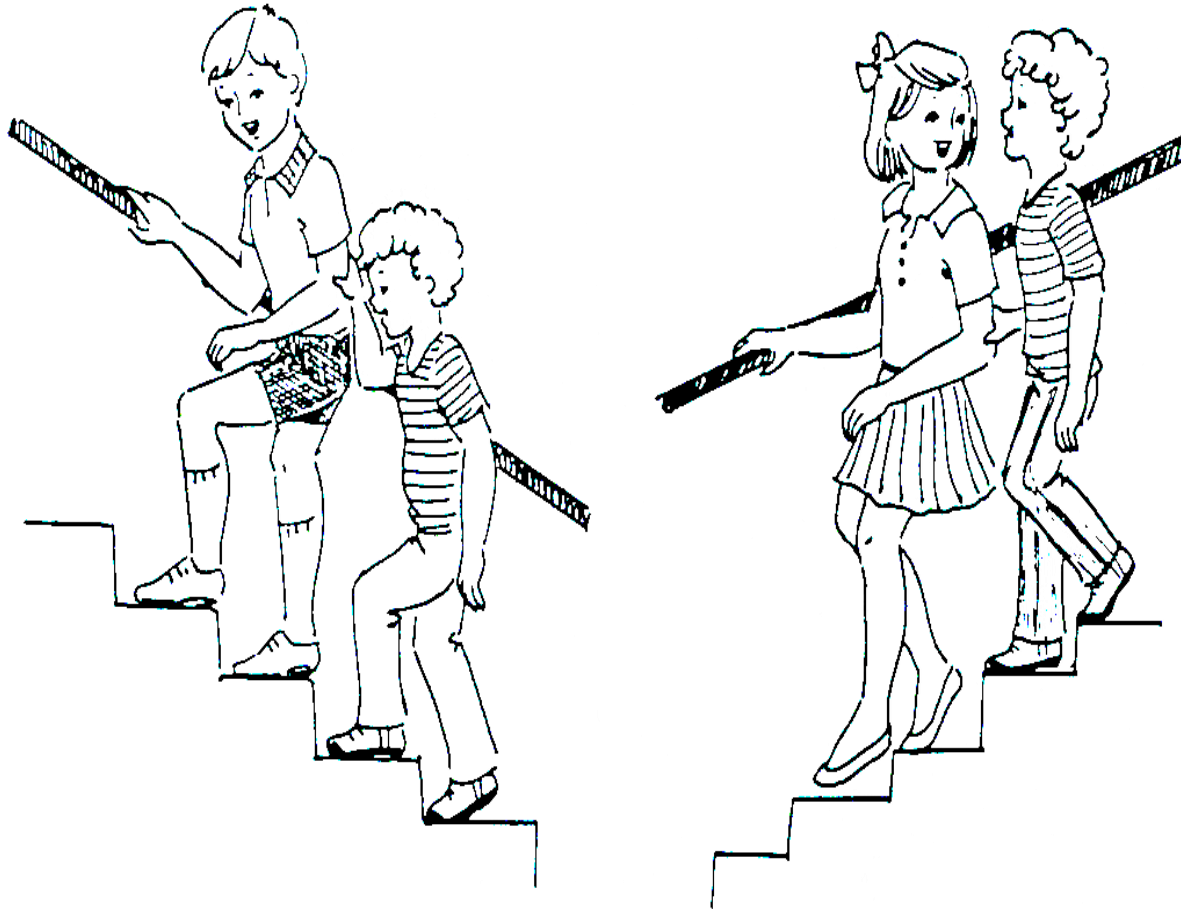


Basic Guidance Position

The person with visual disability should hold the guide's arm at the height of the elbow, wrist or if necessary (in the worst case scenario) on their shoulder, if the height's difference demands so.

Climbing/going down the stairs

From the basic position, the person with visual disability will always be one step behind the guide; when beginning the climbing/going down of the stairs the guide should do a small pause in front of the first step.





INSTITUTO

PARADIGMA