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Differentiated Disability Assignment

Low vision and blindness are two ways to classify visual disabilities

Orientation and mobility skills help students identify and navigate their surroundings

When learning specialized skills, students may need to be pulled out of general education classrooms

Vision screeners can identify when a student may have vision problems

Infants who are blind must be allowed to explore their environment to encourage mobility

Students with visual disabilities are most often educated in regular school

Inclusive classrooms with clear paths and open areas are welcoming environments for these students

Organizations like Bookshare provide learning materials for individuals with print disabilities

New technology and apps, like the Eye Note, help people with visual disabilities live independently

Braille is a “reading by touch” system that uses raised dots to represent letters and symbols

Learning to read braille can be cumbersome and slow and few teachers can use or teach it

IEPs must address the issue of braille use and instruction based on the child’s individual needs and skills

Not being able to see well can affect a child’s development of motor, social and language skills

Do not underestimate people with visual disabilities, they are capable of living full and exciting lives

Never assume that a person with a visual disability needs help, always ask before assisting someone

Expanded core curriculum can also include learning social skills and independent living skills.

Specialized skills, like orientation and mobility, are taught by specialized instructors

Students with low vision may require accommodations in the areas of print, instruction and physical environment