General characteristics of the directions of correctional work with children with visual impairments

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Visual impairment is a broad term used to describe the complete or partial loss of vision.

- Low Vision (partial loss of vision)
- Blindness (complete or severe loss of vision)
A person who is blind has a total or high degree of vision loss. About 18% of blind people are totally blind – the remaining 82% can distinguish between light and dark.
The main difficulties of children with visual impairments

1. **difficulties in mobility (moving around independently)**
2. **difficulties understanding and using non-verbal communication (facial expressions and body language)**
3. **difficulties with written communication (because most of their peers read and write regular ink print)**
Causes of Visual Impairments

Loss of visual acuity:
- Cataract
- Amblyopia
- Strabismus
- Nystagmus
- Glaucoma
- Diabetes-related eye diseases
- Onchocerciasis or “River-Blindness”

Loss of field of view:
- “Tunnel vision”
- Hemianopsia
a. Picture as viewed with localised central loss of acuity

b. Picture as viewed with mild global loss of acuity
c. Picture as viewed with severe global loss of acuity

d. Picture as viewed with nystagmus
e. Picture that might be seen by a person with ‘tunnel vision’

c. Picture seen when half the field of vision is lost (hemianopsia)
Teaching Children with Visual Impairments

- The development of visual perception
- The development of cognitive activity
- Social and household orientation
- Spatial orientation and mobility
- Learning to read and write Braille
The protection and development of vision of preschoolers with visual impairments is one of the most important goals. It is achieved by a wide range of interacting with each other therapeutic and hygienic and psychological and pedagogical activities.
Social and household orientation

"Social household orientation" contributes to the formation of a child with visual impairment vital knowledge, skills, skills in the main areas of life, which will allow him to become a subject of social relations, actively interact with the surrounding reality, to be independent in everyday life.
Spatial orientation and mobility

Knowledge and spatial orientation skills contribute to the development of the child with visual impairments of interest in life, self-reliance, striving for activities provide the opportunity to use the potential personality for its socialization and integration into society.
The development of cognitive activity

The development of cognitive activity is accompanied and characterized by the growth of cognitive activity, which gradually becomes a property of the individual, expressed in a steady cognitive interest in knowledge, in a realizable need for independent cognitive actions, search activities, extensive experimentation as an effective form of knowing oneself and the surrounding of the world.
Learning to read and write Braille

Braille is the main medium for reading and writing for people who are blind and for those who have low vision (only for those who can no longer read adjusted print or benefit from optical reading devices). Braille is a tactile script, based on a combination of one to six dots, in a six dot frame. There is a Braille code for most languages.
References

1. «Assistive Technology for Visually Impaired and Blind People» Marion A. Hersh and Michael A. Johnson (Eds.)
2. «Teaching Children with Disabilities in Inclusive Settings» Editor: Caroline Haddad
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