



Moorpark College ACCESS

Vision Impairments



Overview

A **vision impairment** is a physical condition that impacts how, or if, a student can use their vision as a learning channel. It can be a genetic, congenital, or a condition due to illness, injury, or a degenerative disease.

There are four degrees of vision loss:

- **Partial Sight** – the *field* of vision is impaired
- **Low Vision** – corrected acuity of no better than 20/70
- **Legally Blind** – corrected acuity of central vision is no better than 20/200
- **Totally Blind** – no use of sight

NOTE: There is no “typical” student with a visual impairment. There is a wide range of visual abilities as well as different levels of independence and personal skill using the recommended technology and accommodations.

The types of needed **accommodations** also vary. Many students need only tape recorders, magnifying devices, or enlarged text. Other students may require readers and scribes, Braille text, raised drawings, and assistive technology. Some may require only color overlays or lighting conditions that differ from those found in a regular classroom. If blind from birth, the student may have difficulty with verbal descriptions of visual images, materials, and abstract concepts.

The student is the best source for explaining what works best for them.

For more information:

Braille Institute

<https://bit.ly/2MMx8bR>

World Health Organization

<https://bit.ly/2lrcNfv>

Teaching Students with Visual Impairments

<https://bit.ly/2vQ6BUH>

American Foundation for the Blind – Low Vision and Legal Blindness Terms and Descriptions

<https://bit.ly/2w6FfbV>

International Council of Ophthalmology - Visual Standards

<https://bit.ly/2nzMpSe>

Suggestions for instructors:

- If a student will need alternate formats, please:
 - Provide ACCESS with your course materials (syllabus and electronic versions of any handouts, exams, lecture outlines, study guides, and review sheets) for timely preparation in alternate formats.
 - Let ACCESS know about any planned videos or field trips.
- Put your syllabus and other information for students online.
- Be understanding with deadlines that are held up by the document conversion process.
- Try not to vary from your syllabus as text conversion will take place in the order of use you have indicated.
- Use interactive and cooperative learning whenever possible.
- Read aloud whatever you are writing on the board or overhead.
- Encourage and assist the student in finding a peer notetaker, recording lectures, taking exams with accommodations, and using assistive technology as authorized and appropriate.
- If necessary, allow students to demonstrate mastery of course material using alternative methods (e.g. extended test time, enlarged text, oral exams, or use of tactile models).
- Provide adequate opportunities for questions and answers, including review sessions.