



Cap sur l'école inclusive
en Europe



Best practice

Welcoming a visually impaired student (4) Preparing for the arrival of Visually Impaired child Teachers attitude

Section of the module /R

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1/ Context

Welcoming a visually impaired student can raise questions and stir concern. Some tips that can promote a good welcome.

This presentation is often made before the reception of the visually impaired student in the classroom with teachers and / or caregivers.

2/ Goals

Proposing information about visually impaired students working "in black" (an expression used by blind people to designate the writing of persons who can see) to promote good inclusion.

This information given to teachers and caregivers can help raising awareness of the difficulties encountered and putting in place essentially practical aids.

The objectives are, on the one hand, to remove the anxiety caused by the arrival of a special pupil, on the other hand, to provide pedagogical and technical aids when setting up learning situations.

Sources

http://media.eduscol.education.fr/file/ASH/35/7/guide_élèves_déficients_visuels_116357.pdf

3/ "Best practice" conduct

Teacher's attitude

- ✓ **Paying attention**

- Avoid irrelevant questions like: "Do you see well?" He will inevitably answer "yes", he has always seen so, he has no reference to normal vision.
- Be careful to welcoming the child, especially the day of his arrival.
- Attempt to balance help needed and harmful overprotection.
- Allow him to have an interactive role within the group.

Examples:

- It will be difficult for him, during research activities around a theme, to find interesting documents in the library, but he will find his place within the group by giving his opinion on the relevance of the documents and on the place they will occupy in the final text.
- He will have developed memorizing and internalizing skills and will be able to help his peers during problem solving and mental arithmetic.
- Show him interest by a particular sign (preferably non-visual).
- Transmit orally to the maximum, in particular the instructions of work.
- Use a precise spatial vocabulary, in order to facilitate his taking landmarks.

✓ **Being vigilant**

- Know that the appearance of a "blindism" can be a sign of isolation.
- Ensure optimal use of specialized equipment.
- Don't forget the contraindications in Physical and Sports Education, like risks of blows on the head (balloon), exercises with head down (roulades, some games with espaliers).
- Ensure, as much as possible, that the proposed task is feasible, given his disability.
- Always keep in mind the precise purpose of the sequence in order to be able to determine the amount of written work just needed to acquire the intended skill.

✓ **Being demanding**

- Learning content.
- Participation in class activities.
- Respect of order and storage instructions.
- The minimum care given to school work.

✓ **Knowing how to accept**

- Some slowness.
- A poor writing quality.
- Shiftings.
- A reduced amount of writing.
- The use of particular work techniques.

Despite these recommendations, which are directly related to low vision, the host teacher must consider the child in inclusion as part of the class in the same way as his peers and subject to the same rules: collective tasks, responsibilities, encouragement, compliments, ..., punishments.

