



Cap sur l'école inclusive  
en Europe



## Best Practice

### Welcoming a visually impaired student (3) Taking into account the subjective aspects of visual impairment and behavioral aspects related to visual impairment 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](http://media.eduscol.education.fr/file/ASH/35/7/guide_élèves_déficients_visuels_116357.pdf)

#### 3/ "Best practice" conduct

## **Taking into account the subjective aspects of visual impairment and behavioral aspects related to visual impairment**

Certainly, difficulties are present and sometimes difficult to circumvent. However, the visually impaired child, like all other pupils, must be considered as a subject as a whole, with a history, a personality, a family context, experiences, personal resources, which must be taken into account.

Each visually impaired child will therefore use present capacities and skills already acquired according to different modalities but which will enable him to develop positive attitudes and to have an interactive role within the class.

### ✓ Usable capacities

They are able to give the visually impaired child an efficiency comparable to that of his comrades.

#### Auditory attention

It allows him:

- to be active in the same way as his comrades;
- to take his bearings in the intermediate and distant space;
- to collect information not perceived visually and thus:
  - . to correct an exercise,
  - . to copy instructions, etc.

#### Auditory memory

It makes it easier for him:

- to learn texts, poetry, abstracts;
- to acquire and put into practice the rules of spelling and grammar for example;
- to refer to the information heard.

#### Ability to communicate orally

It encourages him to verbalize his actions:

- speaking properly and wittingly;
- making assumptions;
- making choices and justifying them;
- presenting a personal opinion and arguing.

It can allow him:

- to transmit his knowledge orally;
- to replace a defective writing.

For example: problem-solving approach understood and explained orally, compensating for difficulties in organizing similar work in writing.

## **Taking into account the behavioral aspects related to visual impairment**

### ✓ Child's behavior

For a visually impaired child, visual apprehension of the environment is such an effort that can result in:

- greater fatigue (general fatigue, concentration fatigue);
- a certain slowness.

But also:

- manifestations of discouragement;
- a tendency to isolate oneself.