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**ICEVI Day - Book of Abstracts**

**22<sup>nd</sup> August 2016**

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**Concurrent Session 1:  
Inclusive education**

**Chair: Panagiota (Betty) Leotsakou**  
Regional Chair, ICEVI Europe

**Presenters :**

1. **Glenda Jessup**, University of Sydney, **Australia**  
Social inclusion and high school students who are visually impaired
2. **Nongola**, Curriculum Development Centre, **Zambia**  
Inclusive education practices: The Case of Osaka
3. **Premavathy Vijayan & G. Victoria Naomi**, Avinashilingam Institute for Home Science and Higher Education for Women, **India**  
Response to Intervention (RTI) in inclusion: A new paradigm in the Indian context
4. **SungDuck Cho**, Handicap Initiative Support And Network (HISAN), **Kenya**  
Inclusive education for children with visual impairment in a war torn country. A case study of Rainbow school for the Blind, Merka, Somalia
5. **Samina Ashraf**, University of the Punjab, **Pakistan**  
The acceptability level of school teachers towards the inclusion of children with visual impairment

**Presentation 1:****Social inclusion and high school students who are visually impaired****Glenda Jessup**

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**Aim**

This study explored the social inclusion of Australian students with visual impairment (VI) and attend inclusive high schools. Our aim was to understand how students with VI perceived social inclusion, whether they felt included and what influenced perceptions of inclusion.

**Method**

Twelve high school students, including three with VI and additional disabilities, completed the same short in-the-moment inclusion survey seven times a day for seven consecutive days. This survey asked about activities and perceptions of awareness, fitting in, acceptance, loneliness and enjoyment and was administered using the PIEL Survey App on an

iDevice. Each student was subsequently interviewed about the social aspects of school.

### **Results**

The surveys revealed the most enjoyable times at school were when students were talking or doing extracurricular activities. The least enjoyable times were when doing nothing. In their interviews, the students described feeling different to other students and their impairment as slowing them down. They consequently had to work harder than their peers to keep up. Students described inclusion as being noticed and not overlooked. Included students had friends in class, a friendship group at recess, transacted using inclusive technology, and were satisfied with their support. Four students experienced peer exclusion or conflicts with staff or felt they lacked support. This group included the three students with additional disabilities.

### **Conclusion**

Although a majority of students in this study felt included, there were still social challenges for some, including those with additional disabilities. This is concerning as most students with VI now have additional disabilities.

### **Presentation 2:**

#### **Inclusive Education Practices, the Case of Osaka**

##### **Donald Nongola**

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Many international treaties have been signed aimed at helping children with disabilities access education. However, many of these children are still not enjoying their right to education. It appears many countries are not sure of how an inclusive environment is supposed to be like. This abstract explains characteristics of a successful inclusive education program being carried out in Osaka prefectural. Osaka follows a social model, and argues that nations using the special education model are segregating learners. Through lectures, classroom observations and discussions, it was found that Osaka offers an appropriate curriculum to all learners within the mainstream regardless of the nature and degree of disability. The learning together system is considered to provide wide experiences to learners. Group achievement is highly valued as compared to individual efforts. Differences in academic performance among individuals are considered to be due to circumstances one went through rather than individual efforts. Many professionals including doctors, nurses, nutritionists, psychologists, physiotherapist and sociologists are involved in inclusive schooling. These

professionals, including parents do consult each other widely especially during assessment and placement. They also have Resource Centers and Braille libraries for the provision of specialized services. They have an effective continuous professional development for inclusive/special education teachers. Programmes offered for training of learners with disabilities are usually closely arranged with employers; hence this also facilitates their employment.

**Presentation 3:****Response to Intervention (RTI) in Inclusion: A New Paradigm in Indian Context**

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**INDIA**

The government of India's Flagship programme *the Sarva Shiksha Abhiyan* (Education for All) has achieved significant milestones in the past 10 years. Today there is a school within one kilometer distance and the enrolment rates have gone up to 93-95% in most parts of the country. In spite of these strides, the major challenge is the quality of education. Half of the children in the schools are nowhere near their class appropriate learning levels, kids in 3 Grade could not read a text in Grade I, and cannot correctly recognize digits up to 100. (Annual Report of the Status of Education by Pratham 2013). The 'learning decline' gets accumulated because of neglect over years. The children are at risk for disabilities and tend to drop out of school. What India needs at this stage are not policies but implementation and accountability. The authors with their partners in the University of Minnesota, Minneapolis, USA, identified that the Response to Intervention (RTI) framework is both adaptable & suitable in Indian context and enable educational system truly inclusive in its orientation. The RTI implementation in Coimbatore schools in Tamil Nadu may be the first model approach in the country. The effect of RTI focusing multi-tiered approach, was assessed with the two phases of data within 4 months duration for English reading and Math. The overall reading results showed that improvement in reading. There was an increase of 23%, 32% 64% and 42.5% in reading rate in Grade 1, 2, 3 and 4 respectively. The paper discusses the universal screening, benchmark data and intervention strategies for oral reading fluency and math concept and computation skills.

**Presentation 4:****Inclusive education for children with visual impairment in a war torn country. A case study of Rainbow school for the Blind, Merka, Somalia****Cho S SungDuck**Handicap Initiative Support and Network (HISAN), **KENYA**[hisan@maf.or.ke](mailto:hisan@maf.or.ke)

HISAN established the first school for the Blind in Somali history in June 2004. Since then it has been a journey full of challenges and joy as we overcome various obstacles in this country which had been bedeviled by civil war for the last 18 years. Hitherto the education for children with disability was neglected and these children were confined to the world of just receiving pity and alms, but HISAN came to change this by proving that a blind child can go to school and learn like any other child. Initially the community held the venture with a lot of suspicion and wondered how a blind child can read and write. With awareness and progress of the initial students, the community has come to accept the reality that a blind eye is not a blind mind and now they are sending their children with visual impairment to our school. Also some regular schools have now admitted Blind children whom we have referred to them after we trained their teachers on SNE.

**Presentation 5:****The acceptability level of school teachers towards the inclusion of children with visual impairment****Dr.Samina Ashraf**, Assistant Professor[miss\\_saminadse@yahoo.com](mailto:miss_saminadse@yahoo.com)**Ghulam Fatima**, Lecturer[missfatima\\_dse@yahoo.co.in](mailto:missfatima_dse@yahoo.co.in)**Adisa Farooq & Madiha Mobeen**, Research students

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Education is the right of every human being no matter he is disabled or non-disabled. Every disabled individual needs to have an educational and living environment as close to normal as possible. This can be done through inclusive education. In nineteenth century, educators recognized that students with visual impairment could be educated with their sighted peers after making minor modifications and adaptations. Present study was conducted to know the level of acceptability of ordinary school teachers towards the inclusion of children with visual impairment. Major objectives of

this study were to know the level of acceptability of ordinary school teachers for the inclusion of children with visual impairment; study the opinion of different school teachers about the inclusion of visually impaired children and aware the ordinary school teachers of the inclusion of the visually impaired children. The type of research was descriptive. Researchers conveniently selected a sample of 50 ordinary school teachers. A close ended questionnaire was used as an instrument. Three point scale was used to get the responses of the teachers. Frequencies and percentages of responses were calculated. ANOVA technique was also used to compare the acceptability level of different school teachers. The acceptability level of majority of ordinary school teachers was high. Few of the teachers agreed that visually impaired children can get better education in special schools.

**Concurrent Session 2:  
Access to curriculum, expanded core curriculum, and  
extra-curricular areas**

**Chair:**

**Suwimon Udompiriyasak**, Regional Chair, ICEVI East Asia

**Presenters :**

1. **Kay A. Ferrell**, Regional Chair, ICEVI North America/Caribbean; and Kathryn Botsford, Portland State University, **USA**  
The impact of Expanded Core Curriculum on select Quality of Life indicators for students with visual impairment
2. **Tessa McCarthy**, North Carolina Central University, **USA**  
Event planner sensitivity to the needs of individuals with visual disabilities
3. **Graeme Douglas**, University of Birmingham, **United Kingdom**  
Balancing the core curriculum and the additional curriculum: views of different stakeholders in the UK and Turkey
4. **Suwannawut NS Nantanoot**, Bureau of Special Education, Ministry of Education, **Thailand**  
Revision of accessible E-learning models

**Presentation 1:**

**The Impact of Expanded Core Curriculum on Select Quality of Life Indicators for Students with Visual Impairment**

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This session will present the results analyses of the final year of data collected for the National Longitudinal Transition Study-2 (NLTS2). These longitudinal data offer a unique opportunity for us to learn about the relationship of the expanded core curriculum (ECC) to transition outcomes for students with visual impairment. Presenters will report the results of factor and regression analyses on the sample students in the United States who were between the ages of 13 and 16 and in at least seventh grade and receiving special education services in the 2000-2001 school year. These students participated in four additional waves of data collection through the 2008-09 school year. The NLTS2 is a wealth of data on post-secondary outcomes that correspond to quality of life indicators including: school completion, household arrangements, social and community involvement, post-secondary education, and employment status. With a final data wave sample size of approximately 450 students, the analyses in this proposed session were designed to answer three questions: (a) which variables were most closely related to the ECC components? (b) What was the relationship of each ECC component to select quality of life indicators (employment, post-secondary education, and independent living) as post-school outcomes for youth with visual impairments? (c) Were these relationships the same for those youth who reported a visual impairment in conjunction with another disability?

**Presentation 2:**  
**Event Planner Sensitivity to the Needs of Individuals with Visual Disabilities**

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Special events, such as fairs, conventions, ballgames, and concerts are typically activities people attend to participate in the festivities and enjoy with friends and family members. For individuals with disabilities, however, these types of events can create more challenges than enjoyment. Despite a thorough review of the literature, no studies were found which evaluated the experiences of individuals who are blind and have visual impairments at events and meetings. The aim of this study was to determine the current level of accessibility at meetings perceived by consumers who are blind and visually impaired. Respondents to the survey indicated many obstacles to accessing meetings including: discrimination, a paucity of accessible features, and accessibility features that are not truly accessible for consumers who are blind and visually impaired. Recommendations are provided for increasing meeting and event accessibility for consumers who are blind and visually impaired.

**KEYWORDS:** Meeting Planners Sensitivity, Visually Impaired, Disability Needs, Event Facility, Visual Impairment, Blindness, Americans with Disabilities Act

**Presentation 3:**

**Balancing the core curriculum and the additional curriculum: views of different stakeholders in the UK and Turkey**

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In the UK, the term 'additional curriculum' is used in the field of visual impairment education to include areas which would not typically be taught in schools as part of a 'core curriculum' (the term 'expanded core curriculum' is used in the US in a similar way, and it includes O&M, IT and independence skills, self-advocacy). This paper explores the views of different stakeholders (young people with visual impairments, parents and



teachers) in balancing these curricula. The analysis draws upon a UK-based longitudinal study which has been tracking the circumstances and views of 80+ young people with vision impairment as they have left compulsory education, as well as a contrasting interview-based study in Turkey. Different overlapping themes are identified:

- 1) Differences in views within and between stakeholders, including differences in views of independence.
- 2) National policies in relation to resource allocation (e.g. support for curriculum access versus teaching of independence skills) and accountability (e.g. schools being judged upon pupil performance in narrow academic curriculum subjects) can mean the teaching the additional curriculum is not prioritised.
- 3) The concept of additional curriculum can be hard to pin down because different countries may have differing definitions and cultural views of what constitutes a common educational curriculum and desirable educational outcomes.
- 4) Additional curricula might be viewed as highlighting difference and this may not sit comfortably with inclusive approaches which seek to include all and have shared spaces and curricula? On the other hand, inclusion surely seeks to value and accept diversity?

**Presentation 4:  
Revision of Accessible E-learning Models**

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At the present time, many institutions adopt E-learning and extensively invest money to implement this online teaching approach. Educators and developers, however, rarely include consideration of individuals with disabilities. This presentation will reveal four models of accessible e-learning: the web accessibility integration model, the composite practice model, the holistic model, and the contextualized model of accessible e-learning practice in higher education. All of these models have diverse perspectives which lead to different implementations of e-learning practices. The underlying assumptions of each model as well as its potential strengths and weaknesses will be pointed out and closely analyzed. The presentation will conclude with the solution for implementation of e-learning practices.

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**Concurrent Session 3:  
Assistive and mainstream technologies**

**Chair:**

**Colin Low**, President, ICEVI

**Presenters :**

1. **Sean Richards Tikkun**, Northern Illinois University, **USA**; **Frances Gentle**, Royal Institute for Deaf and Blind Children, **Australia** & **Stacy Kelly**, Northern Illinois University, **USA**  
Unified English Braille: Large scale braille training projects to support adoption
2. **Cheryl Kamei-Hannan**, California State University; Cay Holbrook, University of British Columbia, **USA**  
iBraille challenge mobile App: Using technology to build literacy skills in K-12 students
3. **Tomer Rosner**, Aleh – The Society of Blind and Dyslexic Students in Israel, **Israel**  
The visually impaired students' toolkit acquirement (VISTA) model developed by "Aleh" Society for Promoting Higher Education for the Blind and Visually Impaired in Israel
4. **Opeolu Akinola**, Nigeria Association of the Blind, **Nigeria**  
Increasing access to education among blind children in low and medium income countries through assistive technology

**Presentation 1:**

**Unified English Braille: Large Scale Braille Training Projects to Support Adoption**

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The international adoption of Unified English Braille (UEB) promises to streamline the future of braille materials. However, in order to achieve this goal existing professionals need to be trained to be proficient in UEB. This session briefly recounts the history of UEB adoption and shares two online solutions to the dilemma of large scale retraining. The path of code adoption and training in Australia will be reviewed to establish the context for development of "UEB Online" and "Accessible UEB Online" by the Royal Institute for Deaf and Blind Children (RIDBC). More recent activities in the United States will be reviewed to frame the development and implementation of the "Unified English Braille Online Training" (UEBOT) by Northern Illinois University. The rationale and underlying design principals for the Australian and American UEB online training programs will be shared, along with data supporting the efficacy of the development methods. The online UEB programs provide participation and open access via the web, in the style of Massive Open Online Courses (MOOCs).

**Presentation 2:****iBraille Challenge Mobile App: Using Technology to Build Literacy Skills in K-12 Students**

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Introducing the iBraille Challenge Mobile App! This new and exciting mobile app uses IOS technology and refreshable braille displays to deliver assessment and curriculum designed to improve student's reading and

writing skills. Based on The National Braille Challenge ©, the reading portion of the app includes a focus on reading speed and accuracy, comprehension, and braille character recognition, and the writing portion of the app targets skills such as grammar, punctuation, spelling, and writing speed and accuracy. Students using the app first take a placement test that assists in the identification of the age group and level of content that is most appropriate for the student. Then, the student is able to participate in several activities, each focusing on a targeted skill. One highlight of the app include an oral reading fluency passage, in which a student reads the passage out loud and their voice is automatically recorded. This allows a teacher to perform a digital miscue analysis, which may inform the teacher about the student's reading process and development. A highlight in the writing Section includes a dictation contest, in which students must listen to an audio recording and accurately reproduce what they hear in braille. Student performance data from all assessments and activities are captured in the app and the teacher is provided with information about the student's abilities. Development of the app has been funded through the U.S. Department of Education, and this valuable resource will be available for free once the pilot phase is completed.

**Presentation 3:****“The Visually Impaired Students Toolkit Acquirement (VISTA) model developed by “Aleh” Society for Promoting Higher Education for the Blind and Visually Impaired in Israel”**

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The Aleh Association was established in 1990 run by blind students, predominantly to support their peers promoting academic education of blind young people in Israel. The multidimensional Visually Impaired Student Toolkit Acquirement Model (VISTA) developed over the years by “Aleh” aims at providing blind and visually impaired students with the support and accommodations needed to conduct a successful academic course of study and to integrate in the open market workforce. The model addresses the two main aspects of accessibility - Navigation – physical orientation and mobility as well as Teaching the student how to find information; and

access – which is how she OBSERVES and processes the materials. The model also aims to develop skills to enable the students to be able to function independently within any environment once away from campus. It has several components: a human facet, a technological aspect, a joint technological human facet, and a rehabilitation aspect, all of which are provided through support centers located on campuses, by rehabilitation experts as well as by peer students who are heavily involved in the process. The model is dynamic, reducing the dependence gradually, making multidimensional use of tools, without viewing technology as the sole and one-dimensional solution to the accessibility issue.

To insure the comprehensiveness of the model it is expanded to include preacademic training and preparation programs for potential candidates, functional rehabilitation training programs for independent living as well as post academic preparation workshops and internships.

The VISTA model puts special emphasis on student's contributing their share to the community: the National Mentoring Project for Blind Children and Parents of Blind Children in which Students become mentors to school age pupils with low vision is an integral part of the model. Mentoring activities include assistance with schoolwork, tutoring and recreational activities with the pupil and assistance to parents of blind children — This Fulfills three main goals: providing a role-model in the form of a young adult who is a blind student; providing a fieldwork experience for the mentors; and creating a norm of giving back.

The VISTA model became a turning point in the level of services for blind and visually impaired students: Aleh caters at present to 450 visually impaired students at universities, colleges and seminars on a national basis (a significant increase in the number of blind students). In addition, it supports 500 pupils at elementary schools around the country and 200 high school pupils. Surveys conducted in 2004 and 2012 by independent researchers found that a majority of graduates assisted by Aleh (80%) had completed their bachelor's degree in three to four years. About 70% of the visually impaired graduates supported by Aleh programs are working in the open market (Over 55% full time employed), while among the general blind population, only 26% are employed."

#### **Presentation 4:**

#### **Increasing Access to Education among Blind Children in Low and Medium Income Countries through Assistive Technology**

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Technology deals with the task we perform and the tools and technique with which we accomplish them. Persons living with various degrees of visual impairment require different low- and high-tech devices and skills to enable them do things that sighted persons take for granted. There are many devices that are designed specifically for the blind and several others that can be adapted to make them accessible. For mainstream Information and Communication technology, audio (speech, sound cues) and tactile (vibration, Braille and other messages perceived through touch) provide access for the non-sighted user. Thus, the variety of activities that the blind child can successfully undertake in school continue to increase, thereby enriching the content and expanding study opportunities in segregated, mainstream and inclusive school systems.

The objective of the interactive workshop is to make visually impaired persons, manufacturers, policy-makers and service providers understand issues around the adoption of Assistive Technology (AT) so as to plot strategies for its effective, cost-efficient introduction for the education of blind/partially sighted children.

This workshop explores the tools with which to perform curricular and extra-curricular activities, independently or with supervision/collaboration. It gives a list of available device types and their functions.

Since most of the solutions are produced in countries with developed economies, there are Challenges to acquisition, access to training, repair and maintenance in Low and Medium Income Countries (LMIC). These will be examined with a view to creating workarounds. Participants will contribute to the discussion at every point.

#### **Concurrent Session 4:**

#### **Early intervention and early childhood care and education**

##### **Chair:**

**Lucia Piccione**, First Vice-President, ICEVI

##### **Presenters:**

1. **DeEtte L. Snyder**, Washington State School for the Blind & **Catherine Smyth**, Colorado Department of Human Services, **USA**  
Practical intentions or intentional practices: Using a routines-based approach as support for young children with blindness and visual Impairments

2. **Madhav Aryal**, ICEVI Country Representative, **Nepal**  
Early intervention, early childhood care and education (3 E's) or preschool for children with cerebral visual impairment (CVI): An attempt in Nepal
3. **Khalid Naeem**, Former Director General, Special Education Department & **Munazza Gillani**, Sightsavers International, **Pakistan**  
Introduction of inclusive education in Federally Administered Tribal Area – FATA of Pakistan
4. **Kim de Verdier**, Stockholm University/Swedish National Agency for Special Needs Education, **Sweden**  
Children with blindness in Sweden: Characteristics of the population - Preliminary data from a register study
5. **T.D.T.L. Dhanapala**, The Open University of Sri Lanka, **Sri Lanka**  
Awareness and motivation in parents of low vision children in Sri Lanka

**Presentation 1:****Practical Intentions or Intentional Practices: Using a Routines Based Approach as Support for Young Children with Blindness and Visual Impairments**

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Over the last few years, a paradigm shift has occurred in the understanding of the educational supports that best meet the needs of young children ages birth through five and their families. A close look at these research-based philosophical changes as they apply to strategies for vision professionals presents opportunities for learning new strategies and practices.

This interactive workshop will present evidence-based best practices when providing early intervention and early childhood educational services to young children with blindness and visual impairments. These best practices are considered strength-based approaches to activities and instruction, which are embedded into daily routines and built on what is already occurring within the families' schedule. The focus of interventional support should be for those that interact with the child on a regular basis, which typically are the parents or caregiver, and not the professional. Through

developing effective coaching skills with both family and other service providers, and the implementation of Routines Based Early Intervention (RBEI), teachers of students with visual impairment (TSVI) can benefit families through research based best practices.

Opportunities to discuss and practice RBEI and effective coaching strategies will be the focus of this presentation. RBEI represents meaningful and repeated experiences which build the capacity of both families and early childhood teams as they encourage daily participation and engagement that ultimately leads to empowerment for both child and family. Effective coaching strategies will make the best use of the specialized knowledge of the TSVI for both families and educational teams.

**Presentation 2:****Early Intervention, Early Childhood Care and Education (3 Es) or Preschool to Children with Visual Impairment (CVI), an Attempt in Nepal**

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**Introduction:**

Enrolment Campaign significantly helped enrolling 4-5 years aged school children in Least and Developing Countries (L&DCs) that substantially increased 98% enrolment at Primary schools in 2013 in Nepal due to Early Childhood Development Centers (ECDCs).

More than 34000 ECDCs/Pre-primaries running for non-disabled children have no opportunity to enroll Children with Visual Impairment (CVI) and Children with disabilities (CwDs) barring rights to Early Intervention, Early Childhood Care and Education (3 Es).

Education for All children with visual impairment (EFA VI) Campaign (2009 - 2011) run by National Task Force (NTF), Ministry of Education (MoE) has proposed to begin ECDCs for CVI in Nepal.

On request of ICEVI/NTF, BP Eye Foundation (BPEF) has started Pre/ECDC for CVI and CwDs in 3 Es model from Jan 2013.

**Aim:**

Opportunity to enroll CVI in ECDCs.

**Working procedure:**

- Identify children for early intervention



- Screening children for rehabilitative services
- Provide life skill training with Braille literacy
- Refer CVI to ECDCs, integrated/Resource class schools

Till June 2015, out of 62 registered children, 39 have been enrolled in 13 different schools.

**Recommendation:**

Paediatric sections of Eye Hospitals in Nepal can be utilized to train Resource teachers (RTs) and ECDCs' Facilitators for vision screening and childhood blindness.

UN Agencies, I/NGOs should pursue the MoE for breaking barriers in enrolling CVI to ECDCs with practical model.

The BPEF Pre/ECDCs model is in line with the theme of beyond 2015, Inclusion with sustainability as CVI and CwDs are enrolled in government local schools.

**Key words:** Early Childhood Development Centers (ECDCs), Children with disabilities (CwDs), Early Intervention, Early Childhood Care and Education (3 Es), Children with Visual Impairment (CVI), Enrollment, Nepal.

**Presentation 3:**

**Introduction of inclusive education in Federally Administered Tribal Area – FATA of Pakistan**

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Tribal areas of Pakistan confronted with militant resistance are being cleaned up by the Pakistani military led Zarb-Azb Operation. It is indeed an area of prime interest for the world and we alike. Total population of this area is about 10 million.

No survey has been conducted so far to assess the number and situation of Visually Impaired Persons in tribal areas. According to 1998 census, total population of FATA is 3.3 million and its area is 27.220 sq km. out of this population the number of Visually Impaired Persons of school going age (5-14) may be about 25 thousand. In this part of country, no services

(assessment, prevention, education, training and rehabilitation) for the Visually Impaired Children exist.

Such services can be introduced by conducting a survey to know the number of Visually Impaired Children; sensitizing the Education Department about the concept of I.E; arranging teacher's training programs; providing assistive aids like Braille material, Braille frames, large font books, white canes and arranging accessible environment. In so doing, strategies to involve public private partnership is considered to be conducive and practical. The role of organizations like the Sightsaver International is pivotal.

The examples of interventions of ICEVI Pakistan Chapter can be replicated. I refer to this particular example because I have assisted this project as a Consultant. This was introduced (two schools of each area) in 7 areas of Pakistan which formed the basis for Inclusive education in the country. The Government sector was mobilized to increase the enrollment of VIC (from 3000 to 6000 in public sector schools) and the campaign led to the formulation of Policy/Road map on Inclusive Education which later laid the foundation of bigger Project on Inclusive Education worth about £ 7 million DFID assistance.

Like Sightsavers International, Pakistan Association of the blind which is the largest NGO for Blind in Pakistan having about 10000 members and 42 chapters all over the country can also be of significant importance in collaborating jointly with the Education Department to assess the situation of blind in tribal areas.

As a first step, the IDP population shall be approached to conduct a mini-survey or a preliminary fact finding mission. A questionnaire pertaining to visual sight shall be prepared and questions shall be asked with permanent address so that the first information about the area is obtained. Preliminary findings can be a pretext for assessing both the incidence of blindness in adult and children; quality of services needed for the blind in the area as well as educational assistance. Then a strategy for Inclusive Education shall be formulated and discussed with the Education Department and Governor's Secretariat in KP Province.

#### **Presentation 4:**

#### **Children with blindness in Sweden – characteristics of the population. Preliminary data from a register study**

**Kim de Verdier**

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During 2014 – 2015 a study was conducted with the aim to describe characteristics of the population of children with congenital or very early acquired blindness in Sweden. Data on all blind children born 1988 – 2008 was collected from records kept at Resource Centre Vision (a state national resource centre which provides pedagogical support to students with visual impairments, their parents and teachers). To our knowledge, the study comprised all blind children born in Sweden during this twenty-year-span (n=150). The children all had blindness category 4 or 5 (WHO). Variables such as gender, etiologies of visual impairment represented, prevalence of additional disabilities and types of school placement were examined, and special interest was directed towards children with blindness and autism spectrum disorders. In 2016 the study will be supplemented with an interview-study concerning this specific group, focusing on experiences of the support offered to the families and to the children in school.

No similar investigation has previously been conducted in Sweden, thus the results will hopefully be of interest when planning interventions and support in school for children with blindness, with or without autism spectrum disorders. In this presentation preliminary data from the study will be presented and discussed.

**Presentation 5:**  
**Awareness and Motivation in Parents of Low Vision Children in Sri Lanka**

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Parental intervention in the education of children with low vision is greatly affects the child's education as well as the development of his personality. This action research based on the study of parental intervention in the education of low vision children in Sri Lanka. The key aim of the study was to find out the awareness of the practical knowledge of parents of low vision children. Data collected through interviews, and observation. The approach was qualitative, and action research methods to intervene six (6) families with a low vision child. The finding shows that the parents have no clear understanding about low vision children. They categorise both the totally blind and the low vision children in the same group. They also have no idea as to how to make use of the residual vision the child has. They were unaware of the programmes and services, which are available for low vision

children in the country. The parents lack the knowledge that the parental intervention of low vision children at the early stages is very essential, and they have no idea how low vision children should train, what type of materials, how colours and light should select. Really, the parents have a number of problems regarding these children. The parents' expectations of these children were found to have been abandoned. Therefore, this research classifies some objectives, which the parents could not achieve, and it proposes some strategies through which the parents could be motivated towards their low vision children.

### **Concurrent Session 5: Higher Education: Opportunities and challenges**

#### **Chair:**

**Larry Campbell**, President Emeritus, ICEVI

#### **Presenters :**

1. **James D. Aiwa**, University of Goroka, **Papua New Guinea**  
The experiences of two students with vision impairment studying at the University of Goroka
2. **Silvia M. Correa-Torres**, University of Northern Colorado, **USA**  
Supports and accommodations for students with visual impairment in Thai Universities
3. **Humara Bano**, University of the Punjab, **Pakistan**  
Inclusion of students with visual impairment - Access, facilities and higher education
4. **Robert L. Tang**, Chancellor, De La Salle-College of Saint Benilde, **Philippines**  
Inclusive Higher Education Centres: Philippines experience
5. **Yogendra Pandey**, Banaras Hindu University, **India**  
Higher education for persons with visual impairment

#### **Presentation 1:**

**The experiences of two students with vision impairment studying at university of Goroka**

**James D Aiwa**, ICEVI Regional Chair – Pacific,  
Senior Lecturer & HoD, Special Education and Curriculum Studies  
School of Education, **PAPUA NEW GUINEA**  
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In this presentation, a qualitative approach was employed to investigate the education of two students with vision impairment (VI) who graduated from University of Goroka (UoG) with Diploma who received specialist services during their schooling. In particular the former students shared their educational and social experiences and whether appropriate accommodation and modifications were made for them and whether they believed they received inclusive and an appropriate education. The two former students were purposively chosen to provide the widest possible information regarding inclusive practice at UoG. Semi structured 60 minutes one-to-one interview was employed. The questionnaire was developed without fix wording to allow them to express freely. Each interview was recorded and subsequently fully transcribed. The final stages of the data analysis concentrated on highlighting the fundamental nature of the educational and social experiences of the two former students studying at university level. The study found that: the students had to leave their families and culture structure to attend primary, secondary and university away from their villages; the UoG lacked service provision such as specialized equipment to support them in his learning; the data also revealed that the two former students who are functionally blind were having the most extreme needs and therefore were able to access services from Special Education Resource Centre (SERC) support, and finally the students were able to function independently and reached their highest potential. The paper concludes with a set of recommendations for initiatives to be introduced at UoG to promote and increase enrolment of students with special needs and in particular students with vision impairment.

**Key words:** vision impairment; accommodation, modification; inclusive education, appropriate education, functionally blind

### **Presentation 2:**

#### **Supports and Accommodations for Students with Visual Impairment in Thai Universities**

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The challenge of providing accommodations to university students with disabilities is receiving increased attention in the international community. In some countries services for these students are often restricted. Perhaps this is due to cultural beliefs or perception of disability and lack of knowledge and resources. Although many countries are moving towards a more inclusive society, support provided to individuals with disabilities, especially at universities, don't always meet their needs. In 2008 the Thailand Commission on Higher Education initiated a project designed to enhance the level of support to students with disabilities, including students with visual impairments, attending universities across the country.

The purpose of this study was to investigate the services students with visual impairments attending higher education institutions in Thailand receive. The challenges disability support centers experience when providing services to these students were also explored. This is the first time a study of this nature has been conducted in the country. The results from this study will offer participants a thorough understanding of the accommodations students who are blind or visually impaired receive as well as policies and administration of services at disability support centers in the country.

**Presentation 3:****Inclusion of students with visual impairment access, facilities and higher education**

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University of the Punjab is the oldest university in Pakistan, established in 1882. The University comprises of 4 Campuses, 13 Faculties, 9 constituent colleges, over 63 Departments, Institutes, and 500 affiliated colleges. It has over 620 permanent faculty members involved in teaching/research and over 30,000 on campus students. In this university two percent (2%) seats in all programs are reserved for special students including visually impaired since 2000. Though faculty is aware about the terms "Disability" and "Inclusion" but still not much focus has been given to specific educational needs of students with visual impairment. The main objectives of this paper are to highlight 1) available facilities and services, 2) attitudes of university teachers towards these students, 3) faced challenges of students with visual impairment with regard to accessibility, mobility, instruction and instructional technology as well as issues of evaluation (examination) in an

inclusive setting. The collected data by a questionnaire will be analyzed by SPSS and detailed results of the study will be shared in this conference.

**Presentation 4:****Inclusive Higher Education Centers: A Philippine Experience**

**Robert L. Tang**, Chancellor  
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**Catherine M. Deen**, Director, Center for Inclusive Education  
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De La Salle-College of Saint Benilde, **PHILIPPINES**

Inclusive higher education in the Philippines is in its infancy stage. With less than 15 higher education institutions (HEIs) catering to approximately 3 million Children and Youth with Disabilities (CWDs), it is clear that developments in this area is much needed. This presentation focuses on the experiences of De La Salle-College of Saint Benilde, an inclusive higher education institution in the Philippines. The key factors needed to ensure a safe and successful higher education environment for visually-impaired students will be presented including the role of the Center for Inclusive Education in the service of diversely gifted learners. Professors' experiences in accommodating visually-impaired students fully included in their classes shall also be discussed. The presentation shall close with a reflection on the challenges and future directions in the area of inclusive higher education for visually-impaired students in the context of the Philippines.

**Presentation 5:****Higher education for persons with visual impairment**

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"Education is a powerful instrument of social revolution."- --M.K.Gandhi.  
Higher education is essential to obtain knowledge, seek better jobs and thereby develop self-confidence. For the past many years, blind persons and workers in the field of Visual Impairment have been making earnest efforts to reach as many persons with visual impairment as possible. It is generally presumed that opportunities and facilities are comparatively few in this specific area of rehabilitation. In the twenty first century, lot of

efforts have been made at the government level, non-government level etc., to enhance the standard of life and make persons with Visual-Impairment self-dependent through higher education. There are number of opportunities and avenues available to this sector, now. This paper focuses on current and past scenario of higher education for persons with visual-impairment in India. In addition, it examines the hurdles in the higher education for persons with Visual Impairment. This paper will also try to suggest how to overcome the problems coming in the way of higher education for persons with visual impairment.

**Concurrent Session 6:  
Education advocacy and awareness creation**

**Chair:  
Andrew Griffiths, Sightsavers**

**Presenters :**

1. **Joan B. Chase**, Consulting Psychologist, **USA**  
Recurring themes in education of students with visual impairment:  
"Plus ça change, plus c'est la même chose"
2. **Bhushan Punani**, Regional Chair, ICEVI West Asia, **India**  
Advocacy: A tool for ensuring education for all children with visual impairment
3. **Michele Woods**, Director, World Intellectual Property Organization, **Switzerland**  
Marrakesh Treaty implementation: Making the promise of the Treaty a reality
4. **Rachel Hewett & Graeme Douglas**, University of Birmingham, **United Kingdom**  
The importance of self-advocacy skills: 'This is what I can do, and these are the adjustments I require'
5. **Pallavi Kadam**, National Association for the Blind, **India**  
Legal Capacity and CRPD in Indian Perspective

**Presentation 1:  
Recurring Themes in Education of Students with Visual Impairment:  
"plus ça change, plus c'est la même chose."**

**Joan B. Chase**, Consulting Psychologist  
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As a teacher, psychologist and researcher in the field of visual impairment over the course of more than 50 years, I have attended many ICEBY or ICEVI Conferences as well as those in specific regions of the world. While great strides have been made in prevention and treatment of ophthalmologic conditions, as well as in technological advances/devices, new approaches in education have been less dramatic and more difficult to document. Nonetheless, issues such as specialized vs. integrated school programs, low vision reading choices, braille instruction methods, best practices when students have additional disabilities, etc., recur at our professional conferences. There are studies reported that are based on relatively small samples, as visual impairment is a low-incidence condition in children. This presentation offers an overview of professional themes revisited over the years, some educational findings derived from a meta-analysis of the research studies I have undertaken, and reflections about both. The research studies provide data regarding about one thousand children. Participants in several studies create opportunities for longitudinal findings. This paper session is intended as both a sentimental and scientific journey to review and consider practices and problems for professionals who serve visually impaired students and those with additional disabilities.

**Presentation 2:****Advocacy – a Tool for Ensuring Education for All Children with Visual Impairment**

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Most developing countries have adopted the dictum of "Education for All"; either signed or ratified UNCRPD; evolved either special legislation or amended general legislations; and adopted national policies pertaining to education of children with visual impairment. Yet, enrollment of such children in most such countries is less than 10 percent under all modes of education being implemented there.

Our experience in West Asia establishes, merely ratification of conventions, enactment of laws or adoption of policies will never achieve the objective of enrolling all such children under education. The countries like Bangladesh, Nepal, Bhutan, Sri Lanka and India which adopted strong advocacy tools have achieved definite encouraging results in this regard. Some of these advocacy tools include getting appropriate Government notifications issued, allocation of earmarked budget, sensitizing the policy makers and education administrators, getting suitable court orders, sensitization of class teachers

and school administration and launching nationwide awareness campaigns in this regard. These advocacy tools also included getting the national laws amended in consonance with provisions of UNCRPD, getting national programs on “education for all” launched and projection of achievement of persons with visual impairment as role models. Due to these advocacy efforts, education of such children has now emerged “Right Based”, either as a Fundamental Right or a Human Right of such children.

Thus the organizations working for promotion of education of children with visual impairment should use experience of these countries for ensuring 100 percent enrollment of children in their respective countries. The ICEVI and WBU may compile information on various successful advocacy initiatives and tools and share the same with all developing countries to ensure success of campaigns like “Education for All” to be inclusive and truly effective beyond 2015.

**Presentation 3:  
Marrakesh Treaty Implementation -- Making the Promise of the  
Treaty a Reality**

**Michele Woods**, Director, World Intellectual Property Organization,  
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This presentation will focus on practical ways to achieve the benefits promised by the Marrakesh Treaty. The Marrakesh Treaty was adopted to address the "book famine" by allowing exceptions to copyright for the cross-border transfer of books and other works without permission. Now that the Marrakesh Treaty is close to coming into force, what preparations are needed to be ready to make these transfers as soon as the Treaty is in effect? This presentation will look at how the Treaty will operate, including the role of "Authorized Entities" in the cross-border transfer of works. It will note some copyright issues that have to be considered and will describe what WIPO is doing to help Treaty Members get ready for entry into force, including the role of the Accessible Books Consortium.

**Presentation 4:  
The importance of self-advocacy skills: ‘This is what I can do, and  
these are the adjustments I require’**

**Rachel Hewett**, Research Fellow  
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**Graeme Douglas**, Reader in Disability and Special Educational Needs  
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Since 2010 we have been following the transition experience of 80 young people with vision impairment as they have left education and made transitions into further education, higher education, apprenticeships and employment. The purpose of this research is to identify the enablers and barriers they experience at various transition points, in order to learn how best to help prepare and support these young people for adulthood.

In keeping with previous research literature, one continually emerging theme is the importance of young people with vision impairments having self-advocacy and social skills. There have been many contexts in which the participants have benefited (or been restricted) by their self advocacy skills, including when: negotiating support packages as part of 'Disabled Student Allowance' for university; negotiating support arrangements in higher and further education; explaining adjustments that they need in the workplace; and making it known if they are having difficulties. We have also observed the importance of the young people having the confidence to be able to establish whose responsibility it is to take action (including themselves) and to be able to articulate this position.

Several enablers have been identified which appear to have equipped the young people in being able to self-advocate for themselves when required. These include having had opportunities to self-advocate when younger (for example when in school); having a good understanding of their visual impairment and how it affects them; and having a good knowledge and understanding of available the specialist equipment and support.

#### **Presentation 5:**

#### **Legal Capacity and CRPD in Indian Perspective**

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Legal capacity is an important component of Human Rights from the stand point of Equality and Justice to all. Disability cannot be and should not be a

ground for denial/overlooking of legal capacity. Every one irrespective of Caste, Creed, Gender and Disability has a right to lead a dignified life and should be assured of legal capacity in all matters including Property Matters, Banking, Franchise, people's representation, access to public places etc. This Paper attempts to analyse the guarantee of legal capacity to Visually Challenged Persons. It also studies the impediments experienced by the public and government authorities in guaranteeing legal capacity, it also proposes to recommend solutions to some of the difficult problems acting as hindrances in the realisation of legal capacity. Wherever possible international experience and dimensions will also be included. The Paper also proposes to give specific focus on integrated and inclusive education models and to see and solve the difficulties in promoting education there can be no empowerment and it is equally important to have legal inclusion in sports, culture and various types of Arts. The Paper also proposes to include detailed treatment of employment opportunities in India and concepts like Employability, Access to work place and Job requirements.

Some efforts will also be spend in highlighting the Advocacy efforts of the National Association for the Blind, (India) success and disappointments. The data base for drawing conclusion and suggestion will be based a survey of sample of 50 Visually Challenged Persons drawn from various Educational and Occupational background.

Thus the Paper will make an attempt to study guaranteeing legal capacity in many walks of life of Visually Challenged Persons.

**Concurrent Session 7:**  
**Education for children with visual impairment and additional / multiple disabilities or deafblindness**

**Chair:**

**Wneru Niu, Overbrook School for the Blind**

**Presenters :**

1. **Nandini Rawal**, Treasurer, ICEVI, **India**  
Education for children with visual impairment and multiple disabilities (MDVI) and deafblindness in rural communities
2. **Deborah J. Gleason & Dennis Lolli**, Perkins School for the Blind, **USA**  
Responsible inclusion: Considerations in providing access to quality education for children who are visually impaired with additional disabilities

3. **Van Nga Le**, Nhat Hong Center for the Blind & Visually Impaired, **Vietnam**  
Education for all children with visual and multiple disabilities in Vietnam
4. **Aine Murphy**, The Royal Blind School, **United Kingdom**  
Peace of mind: Mindfulness techniques for, and stress control in, the MDVI curriculum

**Presentation 1:****Education for children with visual and multiple disabilities (MDVI) and deafblindness in rural communities**

**Nandini Rawal**, Treasurer – ICEVI

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**Aim:** The Paper will show the audience how children with visual impairment and additional disabilities including deafblindness from remote rural areas are being identified and helped to be integrated into their local village schools. The community, parents and care givers and educators are being trained to understand the needs of this group. The existing systems and infrastructure in the villages have been used with technical inputs and capacity building of major players.

**The resources available within the community alongwith the barriers** which exist in their community will be explained. For e.g. the National Policy on Education, the national curriculum framework, the local Education for All known as Sarva Shiksha Abhiyan (SSA). The resources also include the joint family system, the government Anganwadi workers (Nursery school workers), educated and retired school masters, teachers, social animators, the family and most importantly the persons with disability - himself or herself. The barriers may include lack of understanding about disability, parents' anxieties about disability, lack of medical and therapeutical intervention, standardized curriculum and evaluation system, superstitions and general high level of ignorance.

**Strategy on Breaking Barriers in Respect of Education:** The participants will be given examples of best practices and how hundreds of children with multiple disabilities and deafblindness have been integrated into the general education system and also how the understanding of disability has helped in the acceptance of children with disabilities. It will also demonstrate how the local government and administrative

infrastructure has become more inclusive. The presentation will also demonstrate how rural and poor economies can also very easily become inclusive and welcoming.

**Presentation 2:****Responsible Inclusion: Considerations in Providing Access to Quality Education for Children who are Visually Impaired with Additional Disabilities****Gleason J Deborah**

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While the philosophy of “inclusion” into local schools of all children with disabilities is laudable in intent, often the inclusion models developed and implemented at national levels have not worked well for children with MDVI. Some policies and practices provide inadequate supports, rendering education inaccessible. We will discuss both common policy and regulatory barriers and issues to consider in providing accessibility for children who are visually impaired with additional disabilities (MDVI). Policy and regulatory barriers limiting access to appropriate education for children with MDVI include:

- Lack of a functional definition and system for identification
- Lack of training for special and regular education teachers o Funding structures based on needs of children with a single disability
- Limited knowledge of curriculum accessibility
- Inadequate systems for student assessment
- Minimal support and training for families to be included in education planning
- Missing linkages to other government agencies.

The following issues should be considered in developing comprehensive “education for all” programs which provide accessibility for children with MDVI:

- Systems of evaluation and identification
- Continuum of services
- Range of placement options

- Individualized education
- Systems of personnel development
- Parent training
- Expanded time for education

**Presentation 3:****Education for All Children with Visual and Multiple Disabilities in Vietnam**

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In Vietnam, there are many children with visual and multiple disabilities (MDVI). Even though more and more children with MDVI are receiving educational services, many others are still unable to access education. This paper will present the situation of children with MDVI in Vietnam, the existing educational programs, and the challenges that educators, parents and children with MDVI are confronting with. We also discuss on educational settings, models of service delivery, human and material resources, and teaching approaches to assist parents and children with MDVI so that they can get appropriate care and education to be developed and live as independently as they can.

**Presentation 4:****Peace of Mind - Mindfulness techniques for and stress control in the MDVI Curriculum**

**Aine Murphy**, Principal Teacher/Drama

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**UNITED KINGDOM**

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There is a growing awareness that 'Mindfulness' calming techniques can have a vital role to play in with young people with MDVI.

In the RBS, Edinburgh, we have run a programme of Mindfulness for over two years. Working closely with education staff and psychologists (taking in to account brain development, psychology and education) we have tailored an individualised programme specific to the needs of each pupil. Mindfulness is essentially the ability to rest the mind in the moment, focusing on a specific object or a task, exercise or movement to create a sense of relaxation – which generates a sense of alertness while also helping to lessen arousal or distraction. Mindfulness activities takes the child out of the ‘red zone’ helping them to cope and have more control over stressful transitions through the day.

The programme involves making sensory stations, creating visualisations and participating Tai Chi with strong focus on breathing and movement. Pupils can access Tai Chi in their own way despite their physical constraints. We also focus on feeling happy, empathy, awareness of others and having the ability to change your own mood.

Pupils have made major progress over the last three years. Staff and parents observed that many of the pupils are self-regulating which has a major impact on transitions throughout the day. More effective breathing is having an impact on their health, concentration and ability to learn. Some pupils are finding fun, joy and a relaxed contentedness that had not been witnessed in these pupils before.

The programme has proved its credibility and our pupils can now draw on the techniques they have learned to control stress and feel more relaxed.

### **Concurrent Session 8: Social, life and independent living skills**

#### **Chair:**

**Tigabu Gebremedhin**, Regional Chair, ICEVI Africa

#### **Presenters :**

1. **Ria Waelen**, Royal Visio, **The Netherlands**  
Introducing the method “Moving towards self-confidence”
2. **Rebecca Sheffield**, American Foundation for the Blind, **USA**  
Sharing their stories: Experiences and perceptions of quality of life from young adults who are blind in the United States
3. **Catherine Smyth**, Colorado Department of Human Services; Zoe L. Morgese, Anchor Center for Blind Children, **USA**  
Eating upside down: Research and strategies for the development of



independent mealtime skills in very young children with visual impairment

4. **Vijay Shankar Sharma**, National Rehabilitation University, **India**  
A study of the extent and types of bullying pattern among children with visual impairment in an inclusive education setting
5. **J.P. Singh**, Amity University & **Sri Ram Mittal**, National Institute for the Visually Handicapped, **India**  
"Vocationalisation" of education: A successful strategy for transition to quality adulthood life using technological innovation in the 21st century

### **Presentation1:**

#### **Introducing the method: "Moving towards self-confidence"**

**Ria Waelen**, Rehabilitation therapist  
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In a changing world, where contacts are not limited by land borders, it is important to become a firm person. Children who get the opportunity to develop their social skills, can maintain in their surroundings and can become people with a rich social life. What is the problem? Because of the visual impairment it is a problem to learn social behaviour by copy from other people.

The question: How can we as professionals, teachers and parents contribute to the socio-emotional development of the blind or visually impaired child so that it can become a happy, social and independent person? With the result that children are capable to encounter confident different and difficult social situations.

In the rehabilitation groups ( 6-9 year, 10-12 year) we stimulate socio-emotional development and social skills by physical exercises and practical assignments.

We use the method "moving towards self-confidence".

It is based on 7 themes: body-awareness, self-knowledge, emotions, communication, teamwork, assertiveness and autonomy.

We combine existing methods such as "Sherborne", "Rock and Water" training and experiential learning.

**Presentation 2:****Sharing Their Stories: Experiences and Perceptions of Quality of Life from Young Adults Who Are Blind in the United States**

**Rebecca Sheffield**, Senior Policy Researcher  
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Quality of life (QOL) is an important and measurable outcome which should become a basis for best practices in education, disability rights, and development. After considering the international implications of QOL as an outcome measure for large-scale interventions, such as those associated with the World Health Organization and the United Nations Convention on the Rights of Persons with Disabilities, and after realizing that current QOL measures are not well validated for use with populations including people who are blind or visually impaired, the presenter undertook an exploratory investigation of the experience of QOL for young adults who are blind. Qualitative analysis identified six themes: external support system, experiences, interdependence, independence, internal support system, and knowledge and skills. These themes and their subthemes have future implications for building valid QOL measures as well as immediate applications for education, community services, and advocacy.

The methods and findings of the study demonstrate that the voices and experiences of people with disabilities can and must guide evaluation and research, including research on special education. This presenters' work united international research from the field of visual impairment with the work of QOL and disability scholars, strengthening the research basis for QOL as an important tool for promoting the rights of all persons with disabilities. This presentation will further explore ways in which these participant voices – and future qualitative and quality of life research – can inform education, research, practice, and policy.

**Presentation 3:****Eating Upside Down: Research and Strategies for the Development of Independent Mealtime Skills in Very Young Children with Visual Impairment**

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**Carol L. Spicer**, Occupational Therapist, Children's Hospital Colorado,  
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Infants with visual impairments and their families often require support in the routine of establishing mealtime as a pleasant, fulfilling experience. Until now, research data has not been available to confirm this understanding of established practice.

This interactive presentation will consist of sharing the data and results of a three-year case study and the application of knowledge gained. The interactive format allows us to demonstrate best practice with families through videotapes and engage in discussion of recommended strategies with the audience. The presentation team consists of an Occupational Therapist, Speech/Language Pathologist and a Teacher of Students with Visual Impairment.

This case study research project followed infants with visual impairments from ages four months to three years over a period of three years. Participants were grouped by degree of vision loss as indicated by the results of Teller Acuity Ratings. One case had no vision or light perception only. The other case had some degree of usable vision, but still required some type of adaptation to be successful. Subjects were videotaped and the parents interviewed every six months to collect data in their natural environment during daily routines. Data was interpreted to discover if clear differences exist between the feeding development of "tactual learners" and the "visual learners" that require environmental adaptations.

Identification of specific variables that are affected by significant visual impairment provides guidelines for further research, and this presentation will focus on strategies and intervention with this population.

**Presentation 4:**

**A study of the extent and types of bullying pattern among children with visual impairment in an inclusive education setting**

**Vijay Shankar Sharma**, Associate Professor

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Bullying is a problem that exists worldwide being faced by school children including children with visual impairment. It can cause several consequences for the inclusive education system and also for the educational rights of the child to study in safe environment. On the other hand bullying can also have lifelong consequences both for the students who bully and the ones who are victims. A tool was developed consisting different variables related to bullying and the same was administered on 400 children with visual impairment studying in Eastern part of Uttar Pradesh. The sample includes boys and girls having complete loss of vision (blind) and low vision. The sample were studying in the schools designed for sighted counterparts. The present paper focuses on the extent and types of bullying in children with visual impairment studying in inclusive education setup.

**Presentation 5:**

**“Vocationalisation” of education: A successful strategy for transition to quality adulthood life using technological innovation in the 21st century**

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**Sri Ram Mittal**, Adjunct Professor  
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The quality of life an individual leads depends upon the extent to which he/she is given opportunities for self actualization and the realization of his/her potentials. The achievement of this goal is largely dependant on successful vocationalisation of education by application of innovative technology.

The United Nation Convention on Rights of Persons with Disability, 2006, talks of the importance of Universal design/access technology, but training of students with Visual Impairment in the use of technology in vocational training has not gained momentum in developing countries including India.

A study conducted to examine the role of technology in vocational training to students with visual impairment in Industrial Training Institutes, where non-disabled students are being trained to perform various jobs. The sample group consisted of current practices in schools, industries and Industrial Training Institutes in Delhi. The devices and machinery used in these institutes to perform various jobs were studied to identify the areas

where modification will be needed if the students with Visual Impairment are enrolled in these training institutes.

The finding revealed that in a carpentry trade 72% operation can be performed by students with visual impairment without any modification and 28% operations where mathematical devices would be needed to perform rest of operations. These and other aspects relating to the vocational training are discussed at length in this paper. Once such measures are implemented, the VI student will be able to acquire necessary knowledge and skill leading them to an independent economic life.

### **Concurrent Session 9: Parent and family perspectives**

#### **Chair:**

**Susan LaVenture**, President, IAPVI

#### **Presenters :**

1. **Diyana Kamarudin**, Western Michigan University, **USA** & **Yasmin Hussain**, SEAMEO-SEN, **Malaysia**  
Parent mediation of television usage by their children with visual impairment in Malaysia
2. **Scott Truax**, American Foundation for the Blind, **USA**  
American Foundation for the Blind Family Connect Program: A free internet resource
3. **Paula Conroy**, University of Northern Colorado, **USA**  
Adoption of children with visual impairments around the world
4. **Seidel Guila** & **Yael Weisz-Rind**, "Ofek Liyladenu"-Israel National Association of Parents of Visually Impaired Children, **Israel**  
Summer jobs for youngsters with visual impairments

#### **Presentation 1:**

#### **Parent mediation of television usage by their children with visual impairment in Malaysia**

**Diyana Kamarudin**, Western Michigan University, 1903 W Michigan Ave, Kalamazoo, MI 49008, **USA**  
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**Datin Dr. Yasmin binti Hussain**, Director, SEAMEO-SEN  
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Television plays a tremendous role in today's society where information and communication technology has taken a lot of space in our everyday lives. The way a parent mediate a child's television use greatly affects them, as family communication plays an important role in a child's life. This study is an adaptation from Kamarudin, Wong & Western Michigan University's (2010) research, where it looked at the uses of television within the family in a Malaysian context. The study by Kamarudin et al. (2010) found that Malay parents mediate children's television usage by using religion in almost all aspects of mediation. The study also found that parents in Malaysia view television as an educational tool. It would be a great in-depth study to compare the previous study to the new sample of participants, which could be beneficial to the special education community. The study would be an ethnography case study, on twelve Malaysian parent of blind or low vision children. Parents would be recruited through convenience sampling as well as snowball sampling method. Parents would be given a diary, where they would need to write in for seven days. A semi structured interview would be conducted on parents after writing in the diaries. Questions for the interview would be derived from the from the diary analysis. A qualitative analysis would also be conducted where the researcher would analyze both the diary data and interview data by coding the emergent themes using constant comparative method. The purpose of this research is to see how television is used and monitored in the homes of blind or low vision children compared to the way parents monitored their children with normal vision in other studies.

### **Presentation 2:**

#### **American Foundation for the Blind FamilyConnect Program: a Free Internet Resource**

**Scott Truax**, FamilyConnect Program Manager

American Foundation for the Blind, 112 Lyman Dr. San Antonio, TX 78209

**USA**

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This poster presentation will give an overview of the main components of the free FamilyConnect program. The internet allows virtually anyone to use the program and there are currently over 100 countries using it each month. Much of the content is available in both English and Spanish and is a way to connect families with each other through the use of internet resources.

The poster will present an overview of the following;

- Content by age range (Babies/Toddlers, Preschoolers, Grade Schoolers, Teenagers)
- Content focusing on topics (Educational, Medical, Technology, Multiple Disabilities)
- Blogs by families, professionals and adults who are blind
- Message boards

Participants who visit the poster will gain an understanding of what is available to them with encouragement for both families and professionals to make use of this exciting program.

**Presentation 3:  
Adoption of Children with Visual Impairments Around the World**

**Paula Conroy**, Professor of Education, University of Northern Colorado  
Campus Box 141, UNC 80639, **USA**  
[paula.conroy@unco.edu](mailto:paula.conroy@unco.edu)

This presentation will report on adoption statistics of children with visual impairments from around the world and the reasons that families choose to adopt children with visual impairments.

Families that adopt children with visual impairments have various reasons for doing so; reasons that differ from parents who adopt children without visual impairments. Parents who experience infertility and opt for adoption are often seeking nondisabled children and the potential for creating a family. Parents who desire to adopt children with visual impairments and others disabilities have other goals and characteristics. Many of these parents tend to already have large families with a number of their own biological children, or other children they have adopted or fostered. They typically perceive themselves to be successful parents who have the unique skills required to parent a child with a disability. They commonly have prior experience in working with school systems, health care providers, and have a level of awareness concerning how to advocate for a child with a form of disability. They often know from personal experience that each child is unique and that every child has at least one difficulty; some are simply more pronounced than others. Their motivation moves from wanting to adopt children to forming a family, to provision of a quality life for additional family members.

**Presentation 4:  
Summer jobs for youngsters with visual impairments**

**Seidel Guila**, Chairperson  
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**Yael Weisz-Rind**, Director  
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**Shapira Ronit**, Senior Community Social Worker  
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"Ofek Liyladenu"-Israel National Association of Visually Impaired Children  
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For the 13th consecutive year, *Ofek Liyladenu* runs "Employment on the Horizon Program" in cooperation with leading companies. The program provides job training and placement for teens with visual impairments during the summer vacation from all over Israel. This innovative project was developed because of the overwhelming difficulties our youngsters encountered when seeking summer employment, due to the combination of employers' attitudes, misunderstandings and social misconceptions about blindness. The success of this project is mainly due to the careful preparation of both the youths and the people involved in the prospective working environment. There was very careful matching of the candidate and his abilities to the specific job requirements. The students were employed in many different jobs, including physical jobs, clerical jobs, industrial assembling, computer related jobs, bank tellers and counselors in summer camps for children with visual impairments. This project offers our youngsters an equal opportunity to obtain and benefit from summer jobs just as their sighted peers can and do. It was truly beneficial not just to the visually impaired person himself, but also to the wider circle of people: his friends, his family, his school and his employers. This project has made the youngsters see themselves and be seen as independent and productive, and it allows them to fully enjoy their right for equal participation in society.

**Concurrent Session 10:  
Education for all children with visual impairment  
(Spanish session)**

**Chair:**  
**Javier Güemes**, ONCE International Relations Department



**Presenters :**

1. **Belkis León González**, Special ICEVI Latin American Regional Group on Low Vision Coordinator, **Venezuela** & **Patricia Ramos González**, University of Concepción, **Chile**  
Book presentation: The multidisciplinary team in the care of students with low vision for teachers in Latin America.
2. **Carmen Lucía Guerrero de Prado**, Guatemalan Foundation for Children with Deafblindness Alex (FUNDAL), **Guatemala**  
Low cost technology adaptations using Adapted Designs
3. **Miriam Gallegos Navas**, Salesian Polytechnic University of Ecuador, **Ecuador**  
The education of people with visual disability: Barriers to access and learning (UPS Ecuador case study)
4. **Zelia Bittencourt**, **Elisabete Gasparetto** & **Fatima Mendes**, Campinas State University, **Brazil**  
Accessibility in informatics for teenagers and adults with visual deficiency

**Presentation 1:**

**Book presentation: The multidisciplinary team in the care of students with low vision for teachers in Latin America**

**Belkis León González**

Proyecto Miren / (Coordinadora Grupo especial de Baja Visión de ICEVI, Región Latinoamérica)

Co-fundadora de Proyecto Miren Terapeuta visual

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**Patricia Ramos González**, Terapeuta visual Universidad de Concepción-Chile. / Miembro del Grupo especial de Baja Visión de ICEVI Latinoamérica, Universidad de Concepción

Concepción, **CHILE**

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The panel of Baja vision of ICEVI Latin America, in the development of the project "Educating build vision" on the specialty training of low vision in the region, there is little detected in the Spanish language literature on the implication and visual approach to this condition. For that reason, the idea of drafting a text addressed to teachers in order to provide them a simple and practical information on anatomic, optical, rehabilitative and educational care of students with low vision issues, so that they could have

a query tool that facilitates educational action to an adequate school inclusion. The book was launched in 2013 in digitally, which can be accessed for free through the ICEVI website, Latin American section. With this proposal, once again ICEVI provides updated training for the teachers in the region, so as to affect all children with low vision, making possible the access to regular classrooms with equal opportunities.

**Presentation 2:****Low cost technology adaptations using Adapted Designs**

**Carmen Lucía Guerrero de Prado**, Educative Program Manager  
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Think about access for people with visual disabilities and visual impairment associated with other disability within the national context where conditions are more limited it is what has motivated to implement the methodology of designs adapted created by the professional Alex Truesdell and Molly Campbell. This work has been implement in the three schools of Fundal: in Guatemala, Quetzaltenango, Huehuetenango, and in other regions of the country through training. That is why using inexpensive material can respond creatively to the needs of mobility, communication, recreation and posture for people with visual disabilities.

It is therefore essential to observe, design and build equipment adapted to ensure that people with disabilities can reach social and academic fully potential developed by obtain devices and modifications depending on their needs.

When making an adaptation takes into account the primary needs of the person and proceeds to develop adaptation that is best suited and effective.

**Presentation 3:****The education of people with visual disability: barriers to access and learning (UPS Ecuador case study)**

**Miriam Gallegos Navas**  
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Including at the university level has a number of situations that have to do with academic output profiles of students in school and high school level, profile themselves not tied to the profiles of university entrance, this is due to gaps dragging academic students from school and go to college to become evident and constitute barriers to learning; Furthermore the inclusion at this level depends very much on the technical and human support technology with which count the student in the course of his career, to just balance the gaps: This article shows the results of a investigación realizada on barriers to access learning and participation that were identified in a group of students with visual impairment can interfere with achieving objetivos así as the answers provided by the university through the same support center that serves not only university students but students of all educational levels in order to improve inclusion educativa processes, and provide texts accequibles formats and training in the use of technological devices.

**Presentation 4:****Accessibility in informatics for teenagers and adults with visual deficiency****Bittencourt Z Z L C B Zelia**[zeliaz@fcm.unicamp.br](mailto:zeliaz@fcm.unicamp.br)**Mendes FAGM Fatima**[fmendes@fcm.unicamp.br](mailto:fmendes@fcm.unicamp.br)**Gasparetto M E R F G Maria Elisabete**[gasparetto@fcm.unicamp.br](mailto:gasparetto@fcm.unicamp.br)

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The reading and writing are ways to understand and participate in the world we live. The visual deficiency, as much the blindness as the low vision, doesn't restrict the access to the written communication, because informatics have been accessible to these individuals. Blind people use the Braille system (tactile system of reading and writing), and the ones with low vision use optic aids (specific lens to image magnifying) and no optic aids (contrast, illumination, suitable materials...) for reading and writing. This work's objective was to describe how visually handicapped teenagers and adults, taken care in the Center of Studies and Research about Rehabilitation CEPRE/FCM/UNICAMP, use informatics resources to the development of the reading and writing. In this research was used the participant observation methodology, and had 21 individuals, of which 05 were blind and 16 had low vision and are between 12 and 80 years. Lens to image magnifying and voice synthesizer software were used like resources.

The individuals had shown skill to use informatics whereby suitable software, finding solutions by them selves and extending them perspectives. Accessibility in the informatics favors the access to the communication and the learning, propitiating independence and autonomy in the routine of visually handicapped people.

### **Concurrent Session 11: Inclusive Education**

#### **Chair:**

**Praveena Sukhraj-Ely**, Principal Officer, ICEVI

#### **Presenters :**

1. **Mereoni Daveta**, Access to Quality Education Program (AQEP), **Fiji**  
Addressing inclusion of students with visual impairment and other disabilities in Fiji mainstream schools: Lessons learned
2. **Annica Winberg**, National Agency for Special Needs Education and Schools, **Sweden**  
How well are students with visual impairment prepared for adulthood after schooling within the general education system?
3. **Rima Canawati**, Bethlehem Arab Society for Rehabilitation, **Palestine**  
A progressive vision of inclusive education
4. **Stacy Kelly**, Northern Illinois University, **USA**  
Current issues for students with visual impairments in health education: Making the curriculum content meaningful and accessible
5. **Vibhu Sharma**, **India**  
Awareness and creation of “inclusion” in inclusive education practices

#### **Presentation 1:**

#### **Addressing inclusion of students with visual impairment and other disabilities in Fiji mainstream schools: Lessons learned**

**Mereoni Daveta**, Disability Inclusion Coordinator  
Access to Quality Education Program (AQEP), Flagstaff, Suva, **FIJI**  
[mereoni.daveta@aqep.com.au](mailto:mereoni.daveta@aqep.com.au)

The main purpose of this presentation is to share lessons learned from the Access to Quality Education Program “Disability Inclusion Strategy” Model that is being piloted in five mainstream schools in Fiji. A lot of success stories related to the inclusion of students with visual impairment and other

disabilities in Fiji have emerged from this program and it is hoped that lessons learned and shared will help improve education opportunities for all children with visual impairment and other disabilities not only in Fiji but all over the world. For instance some of the notable contributing factors to successful inclusion of children with visual impairment and other disabilities identified include effective leadership in schools, establishment and empowerment of parent support groups in schools, community awareness and involvement, involvement of Disabled persons organisations and persons with disabilities themselves in advocating for their rights, showcasing their abilities and sharing their life stories of the challenges and barriers they faced. These sharing and advocacy has led to changes in attitudes and an increasing number of children with visual impairment and other disabilities now have access to quality education and support services that were not available to them previously. With the commitment of the Fiji government and the support of the Ministry of Education the future of all children and students with visual impairment and other disabilities in Fiji looks bright and we all look forward to advancing inclusion of students with visual impairment and all other disabilities in Fiji beyond 2015.

**Presentation 2:**

How well are students with visual impairment prepared for adulthood after schooling within the general education system?

**Annica Winberg**, Social worker,  
National Agency for Special Needs Education and Schools  
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Young people with visual impairment may face severely limited opportunities for employment, independent living and social and community participation. The situation is well known and similar in many countries. What are the special challenges that these young people have to overcome and do they get the right support in the process of transition? This paper is based on the results of a research project conducted in Sweden in 2014 – 2015. Qualitative interviews were conducted with eight young adults with visual impairment (22 – 28 years of age) who are attending university or equivalent educational settings or are in the job market. To what extent have their experiences of schooling within the general education system prepared them for transition to adulthood?

The results show that students with visual impairment face a more challenging situation than other students when proceeding to higher education. Many of them are from early school years used to support by a teachers' assistant who is taking a great deal of responsibility for adapting material in time and giving support in the use of assistive technology. When

proceeding to higher education students are expected to take much more of this responsibility themselves. This presents a new situation for many and naturally causes a great deal of stress

The study also shows that many were quite unexperienced concerning the expectations and demands that comes with having a job or how to perform in a job interview, since none of them had paid work experiences before leaving school. Their own and other peoples' expectations on their possibilities to succeed in higher education or on the job market also had an impact on the actual outcome.

**Presentation 3:  
A progressive vision of inclusive education**

**Rima Canawati**, Director of Programme Development  
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[rima.qanawati@gmail.com](mailto:rima.qanawati@gmail.com)

The Palestinian Ministry of Education and Higher Education (MOEHE), since its establishment, has been committed to the principle of "Education for All", yet many vulnerable groups including those with vision impairment are still missing out on their right to quality education enshrined in national and international instruments and conventions. Thus, MOEHE has recently adopted an inclusive approach for delivering quality education for all citizens, following a 'twin-track' approach by seeking to make systemic changes to the education system to become inclusive and learner-friendly as well as providing individualized support and responsive learning opportunities, actively striving to challenge and stop discrimination in any form within education. MOEHE therefore understands inclusive education as a philosophy, approach and continuous process, which values diversity among students, seeks to enhance their capabilities and maximize their potential within a safe learning environment, and stimulate and provide them with the life skills necessary to be productive members of society.

Besides, MOEHE has recently developed a National Strategy on Inclusive Education with the support of CBM, ICEVI and other local stakeholders working in the field of vision impairment.

*This paper will focus on sharing salient features of this strategy, as it represents one of the most comprehensive and well-developed strategies in developing countries.*

**Presentation 4:****Current issues for students with visual impairments in health education: Making the curriculum content meaningful and accessible**

**Stacy Kelly**, Associate Professor  
[skelly@niu.edu](mailto:skelly@niu.edu)

**Gaylen Kapperman**, Professor  
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Northern Illinois University, DeKalb, IL 60115, **USA**

The American Printing House for the Blind (APH), in consultation with professionals in the field of visual impairment and blindness, will publish a Health Education Manual specifically designed to be used with students who are visually impaired in the K-12<sup>th</sup> grade public school setting. This manual reflects the U.S. National Health Education Standards as put forth by Joint Committee on National Health Education Standards. The manual includes the following units:

- Diet and Nutrition
- Communicable Diseases/Non-Communicable Diseases and Prevention
- Sex Education
- Personal Health
- Injury Prevention and Safety

The units contain instructional strategies, video vignettes, tactile models and references for further information. The manual can be used by classroom teachers in both residential and nonresidential schools, by teachers of students with visual impairments, or by classroom teachers who may have a student with a visual impairment in class.

Thus, this product targets not only residential teachers but public school teachers to enable them to have a ready-made resource that reflects current issues and needs in health education and is specifically designed for their students with visual impairments. In addition, the content can also be used by classroom teachers with sighted peers. Many of the concepts and hands-on recommendations can be used to make health education more meaningful for all children in the classroom.

The professionals in the field of visual impairment and blindness who authored this manual will share information about this resource and provide hands-on experience with the suggested instructional materials during this session.

**Presentation 5:  
Awareness and Creation of Inclusion in Inclusive Education Practices**

**Vibhu Sharma**, 2643, Lambi Gali, Basti Punjabiyan, Subzi Mandi  
Delhi 110007, **INDIA**  
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'The Right to Education for All', has often been one of the agendas of the national and international policies concerning persons with disabilities. While 'Achieve Universal Primary Education' was one of the eight goals of the MDGs adopted in 2000, the 'Education for All' furthered that right to education must be given to all children, adults and youth, and extends to persons with disabilities as well. However, the true and moreover, an explicit implementation of these policies, due to lack of awareness, poor social mindset and lack of resources, is a sheer deficiency. In circumstances of a continuing discrimination against the persons with disabilities, and prevalence of acceptance of disabilities perceived easier to handle, the visually challenged are even more excluded, or doubly discriminated from the general education system, that leads to a huge gap between policies and their actual implementation. "Teachers, generally favored types of disabilities they perceived to be easier to work with in mainstream settings." (Chapter 7 – Education: World Bank). Students with visual impairment, if admitted to a general school, suffer implicit discrimination at the hands of the teachers who are either unaware, or unprepared to be responsive to the needs of the blind student. The need then, beyond 2015, is to have watchful and firm measures to focus on the implementation strategies that would actually ensure the inclusion of the visually challenged students in the general education system. To enable improving social understanding, correcting poor mindsets, and facilitating the actual inclusion, disabilities studies should be made an integral part of the general education system, or at least a compulsory part of the teacher training program, to educate the literati like all other disciplines of the academia. The intend of this paper, then, is to elaborate on such strategies that will help implement the policies and highlight the key awareness points for creation of actual inclusion in inclusive educational practices at all levels, including the statutory laws.

**Concurrent Session 12:  
Access to curriculum, expanded core curriculum, and  
extra-curricular areas**

**Chair:**  
**Michael Delaney**, Perkins International



**Presenters :**

1. **Workshop (45 mins): Ing. Chris Horst**, Royal Dutch Visio, **The Netherlands**  
SenseMath, making sense of math: More accessible and enjoyable mathematics for blind students with an app providing audible and/or tactile graphs
2. **Nathalie Lewi-Dumont**, National Higher Education Institute for Teacher Training and Research for Special Needs Education, **France**  
How secondary mathematics teachers adapt their practices to visually impaired students in an inclusive school setting?
3. **Ogweno Evans Odhiambo**, Obede Secondary School, **Kenya**  
The Dorlivan Counter - An inclusive tool for introducing number work to children with visual impairments

**Workshop:**

**SenseMath, making sense of math. More accessible and enjoyable mathematics for blind students with an app providing audible and / or tactile graphs**

**Ing. Chris Horst**, Manager Informatisering  
Royal Dutch Visio, Centre of Expertise for Blind and Partially Sighted People  
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[chrishorst@visio.org](mailto:chrishorst@visio.org)

Mathematics is an important subject; it provides general knowledge and an analytical way of thinking. This subject has a number of hindrances for blind students. The graphics and the abstraction make it inaccessible and difficult to comprehend.

The available assistiveware does not fit the needs of blind students and the current teaching methods. It's not possible for these students to work independently. Stimulating more senses will enhance understanding sciences courses. This is why Royal Dutch Visio has developed an app that displays graphs in both an auditory and tactile way to make teaching and learning mathematics understandable and fun.

**Auditory**

Composers created a 3D-audio translation mechanism, turning graphs into musical sounds. Tests show that within a few seconds blind students can imagine a graph in both numbers, shapes and positions. 3D-audio sounds comfortable and puts the listener 'in' the graph origin (0,0).

**Tactile**

With a single tap, the app will print the tactile graph on a 3D printer. By placing this print on the app and therefore the tablet, it interacts with the 3D-audio and the screenreader.

**Conclusion**

SenseMath makes sense. SenseMath gives the opportunity to make an audio and / or tactile display of a graph in an accessible, simple and independent way. It creates teaching material matching the individual learning method and needs of a student. It provides the teacher freedom and flexibility in teaching.

Making math accessible is only the beginning! SenseMath unlocks the way for more science subjects for both blind and visual impaired students.

**Keywords:**

Accessibility; usability; independence; blind; mathematics; 3D printing; 3D-audio; teaching and learning methods

**Presentation 2:****How secondary mathematics teachers adapt their practices to visually impaired students in an inclusive school setting**

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This study is part of a more general research project on help seeking in mathematics among students with a visual impairment (VI, i.e., blind and partially sighted students). Mathematics was chosen, because both primary and secondary school teachers specializing in VI at INS HEA (1) regularly report that mathematics is a difficult subject for students with a VI, and difficult to teach; when it comes to course choices in high school, most French students with a VI do not choose a scientific major. Yet there have been, and there are, brilliant blind mathematicians. Within this context, our

aim was to analyze how secondary mathematics teachers adapt their practices to visually impaired students in an inclusive school setting. A self-report questionnaire with both closed and open-ended questions was designed and sent out to secondary mathematics teachers via mailing lists of resource professionals for students with a VI. A total of 42 teachers completed and returned the questionnaire. In this presentation, we will focus on the analysis of the open-ended questions and provide some perspectives on our future work.

**Presentation 3:  
The Dorlivan Counter - An inclusive tool for introducing number work to children with visual impairments**

**Ogweno Evans Odhiambo**

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**Linet Adhiambo Ajinah**

Kibos School for the Blind-Kenya, Maths/Physics Teacher, Kisumu, KENYA  
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Mathematics as a subject has consistently been cited as one of the most challenging for learners with Visual Impairments. An abacus, since its invention, has emerged as one of the most effective manual tools in calculation for learners with visual impairments. It should be noted though, that the processes used are not the same as those used with learners with sight. Further, the concept of the heavenly beads with a value of five is rather a challenge to the learner who is being introduced to number work. It is worth noting that how a concept is introduced determines its progression over the succeeding stages.

This video work demonstrates how to use a modified form of the Cranmer abacus. THE DORLIVAN COUNTER is different from the abacus in that it has nine beads per rod and does not have a separation bar. The total number of rods is nine as opposed to the thirteen or fifteen of the conventional abacus.

The demonstration shows how to introduce and teach all the basic concepts of number work including counting, addition, subtraction, multiplication, division as well as place value. It is ideal for inclusion in that it uses the same format as the one used with print readers. It can be made locally where commercial ones cannot be availed.

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**Concurrent Session 13:  
Assistive and mainstream technologies including  
instructional techniques**

**Chair:**

**Nafisa Baboo**, Light for the World

1. **Workshop (45 mins) : Boguslaw W Marek**, The John Paul II Catholic University of Lublin, **Poland**  
From objects to drawings, from drawings to better understanding of the world: Helping totally blind learners overcome the fear of tactile graphics
2. **Ben Clare**, Regional Chair, ICEVI Pacific, **Australia**  
Current impact of adaptive and assistive technology on educational opportunities for blind and visually impaired children and adults in Pacific Island countries
3. **William R McCann**, Dancing Dots, **USA**  
Being part of it all: Innovative and inclusive technologies from Dancing Dots for the Blind, for a low vision music student, teacher and professional

**Workshop:**

**From objects to drawings. From drawings to better understanding of the world: Helping totally blind learners overcome the fear of tactile graphics**

**Marek W Boguslaw**, Head of Department of ELT Typhlology and Alternative Communication  
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**Szubielska Magdalena**, Institute of Psychology  
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With the wide range of available technology production of tactile graphics is no longer a challenge. Swell paper, silk screen printing, thermoforming and thermography are just a few of the possibilities of creating tactile drawings and maps. But anyone who has tried to enrich math, geography, science, or any other subject, by introducing tactile diagrams has probably quickly learned that availability does not mean accessibility and that careful work is needed to ensure that tactile graphics becomes an important educational

resource and inspiration for a wide range of leisure activities, and not a source of stress and frustration. 3

The workshop is intended as a presentation of a step-by-step course in introducing tactile graphics to totally blind learners. Participants will get hands-on experience with resources which help understand the relation between objects and drawings and with examples of a wide range of spatial relations represented graphically. Raising a totally blind learner's confidence with diagrams of growing complexity is shown as an important way to understanding difficult spatial concepts and to making tactile graphics an invaluable tool for learning about the child's immediate environment as well as inaccessible reality.

Geometry, body awareness, understanding floor plans of buildings, maps and language and O&M games are some of the practical areas addressed in the workshop.

**Presentation 2:  
Current impact of adaptive and assistive technology on educational opportunities for blind and visually impaired children and adults in Pacific Island countries**

**Ben Clare**, Project Manager  
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PO Box 231 Deakin West ACT 2601, **AUSTRALIA**  
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As Louis Braille's system of literacy spread throughout the world, educational opportunities for blind and visually impaired people increased. The relative standardization of a reading/writing method meant visually impaired persons could communicate with one another through Braille literacy as well as sighted persons who were skilled in interpreting the code.

While the Braille code has changed little since its invention, methods of producing it have undergone various changes as technology advances have impacted in a similar way to the production of printed materials.

During the 1970's, it became possible for Braille users to produce print that could be read by sighted people who were unfamiliar with Braille. Devices such as the Braille to Print machine assisted in the development of inclusive education strategies and this has continued into the 21<sup>st</sup> century with a large number of high tech personal note takers, Braille embossers and more recently, standard computer technology equipped with screen reading software becoming available.

While this technology is widely available in developed countries, it is much more difficult to access in developing nations where costs are prohibitive and the availability of reliable electricity is often a obstacle towards the successful implementation of technology, resulting in barriers to the inclusion of students with visual impairment in education.

My presentation will explore the issues pertaining to affordable technology, the benefits of both mechanical and high tech devices in a developing world context, highlighting funding opportunities and sustainable practices for service providers and disabled people's organizations DPO's and results of successful implementation of adaptive and assistive technology in several Pacific island nations.

**Presentation 3:  
Being Part of It All: Innovative and inclusive technologies from  
Dancing Dots for the blind or low**

**William R McCann**, Founder & President, Dancing Dots  
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[info@dancingdots.com](mailto:info@dancingdots.com)

Participation in music-making for blind and low vision students has many rewards including creative self-expression, social integration, and employment. New technologies continue to expand possibilities for the blind or low vision musician to participate more actively, effectively and independently in the classroom, studio and stage. The author will describe the technologies that answer the challenges listed below in further detail. He will relate their usefulness to his blind and sighted customers as well as to his own experiences as a blind musician.

- I need to read printed music with magnification and to vary contrast and colors.
- I'm blind and I need to learn and perform music only with the materials available in printed notation.
- I am blind and I do not read braille or print. I need an accessible technology to allow me to independently study new pieces and to print my own musical compositions and arrangements for sighted musicians to read and perform.
- I am sighted, I read print music and I must prepare accessible music materials.
- I'm blind and I compose music which I want to print out for sighted people to read and perform.
- I'm blind and I want to independently create audio productions.

**Concurrent Session 14:**  
**Personnel Preparation: Education of teachers or other professionals**

**Chair:**

**Dave Power**, Perkins School for the Blind

**Presenters :**

1. **Yasmin Hussain**, SEAMEO-SEN, **Malaysia**  
SEAMEO model for sustainable best practices in special education:  
Southeast Asia countries
2. **Edna H. Jalotjot**, University of Southeastern Philippines, **Philippines**  
Teacher preparation for inclusion of children with visual impairment: A  
Philippines longitudinal study
3. **John P. Ravenscroft**, Scottish Sensory Centre/ University of  
Edinburgh, **United Kingdom**  
A competence model of qualifications for teachers of children with  
vision impairment: What are our thoughts?
4. **Adam Wilton**, University of British Columbia, **Canada**  
Workload determination for itinerant teachers of students with visual  
impairments in North America: A Delphi study
5. **Sri Ram Mittal**, National Institute for the Visually Handicapped, **India**  
Status of teaching expanded core curricular areas in teacher  
preparation programmes in India

**Presentation 1:**

**SEAMEO model for sustainable best practices in Special Education:  
Southeast Asia countries**

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This paper addresses role and function of SEAMEO SEN, one of the Southeast Asian Ministers of Education Organization center specializing in the Special Education field. The history and the operation focus of the center will be addressed to inform and promote visibility of the center's role in this region. SEAMEO's and SEAMEO SEN's roles to provide training and conduct research in the region will be highlighted. As a regional training and research center in the SEA region, sustainable practices in terms of teacher

training are very much prioritized. Sustainable education practice is important in this decade of 21<sup>st</sup> century apart from the efforts to increase heightened awareness and updated information on current educational practices in Special Education field. The UNITED NATIONS DECADE OF EDUCATION FOR SUSTAINABILITY reorients the traditional approaches towards educational methods that include interdisciplinary and holistic learning; value based learning; multi-method approaches; creatively reflective thinking; participatory decision making and locally relevant information. These are the facets of considerations and factors that SEAMEO SEN have included in most of the training programs conducted currently and in future program. Current training programs and research activities will also be highlighted and also the contributions of SEAMEO SEN's partners and network will also be shared in this paper.

KEYWORDS: SEAMEO, SEAMEO SEN, sustainable education practice, training program, decade of 21<sup>st</sup> century

#### **Presentation 2:**

#### **Teacher preparation for inclusion of children with visual impairment: A Philippines longitudinal study**

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**PHILIPPINES**

This paper is an Executive Report of a longitudinal four-part study (2010-2014) on the impact of the Training of Teachers handling children with visual Impairment on the quality of life of the children they are handling. Phase 1 of the Evaluation that assessed the Performance of Special Education (SPED) Teachers on their Role in the Implementation of Inclusive Education reported that teachers were found to be implementing inclusive education in their respective schools at a High extent. Phase 2 was a study on: Is Your School Inclusive? This phase showed that the SPED Centers in Southern Philippines are inclusive Schools and that from among the different areas on inclusive practices, Special Subject Areas/Extra Curricular Activities were the strongest points. Phase 3 on the other hand, reported that the implemented teachers' training program for teachers handling children with visual impairment significantly improved SPED teacher's knowledge, satisfaction and commitment. Lastly, Phase 4 results show that



the quality of life of the learners with visual impairment has improved in various aspects. This executive report recommends to sustain the training for teachers handling children with Visual impairment as a Graduate Diploma in Special Education, Stream: Visual Impairment and to maintain strong partnership among sponsoring agencies namely: University of Southeastern Philippines, Department of Education, Resources for the Blind and participating International NGO's.

**Presentation 3:****A competence model of qualifications for teachers of children with vision impairment: What are our thoughts?**

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On 30 September 2005 The Requirements for Teachers (Scotland) Regulations 2005 (Scottish Statutory Instrument 2005/355) came into force. These regulations set out the requirements to be met by education authorities in employing teachers in the course of discharging their duty under section 1 of the Education (Scotland) Act 1980, as amended, and section 2(1) of the Standards in Scotland's Schools etc. Act 2000. These regulations state that where an education authority employs a teacher wholly or mainly to teach pupils who are hearing impaired, vision impaired or both hearing and vision impaired, then that teacher must possess an appropriate qualification to teach such pupils. The guidance in relation to this document does not define what this appropriate qualification should be but acknowledges that there is a range of pathways, for example, through completion of a postgraduate diploma, accredited prior learning and/ or local authority- based competence training. Traditionally, in Scotland, Teachers of the Visually Impaired (TVI's) have completed a postgraduate diploma in additional Support for learning (visual impairment) to become qualified teachers of the visually impaired (QTVI's) at a higher education institute. However, the recent guidelines have advised that a more flexible approach to qualification is required and what are the necessary competences for a QTVI in this decade.

**Presentation 4:****Workload determination for itinerant teachers of students with visual impairments in North America: A Delphi study****Adam P. Wilton**, Manager,

Provincial Resource Centre for the Visually Impaired (PRCVI) and Accessible Resource Centre-British Columbia (ARC-BC)

#106 - 1750 West 75th Ave, Vancouver, B.C. V6P 6G2, **CANADA**[awilton@prcvi.org](mailto:awilton@prcvi.org)**Abstract not received****Presentation 5:****Status of Teaching Expanded Core Curricular Areas in Teacher Preparation Programmes in India****Sri Ram Mittal**, Adjunct Professor

National Institute for the Visually Handicapped

116, Rajpur Road, Dehradun, Uttarakhand 248001, **INDIA**[srmittal@gmail.com](mailto:srmittal@gmail.com)

In India, Rehabilitation Council of India, a statutory body constituted by the Government of India, has the important task of standardizing and regulating programmes for the preparation of professionals, including teachers, for the education and rehabilitation of persons with disabilities. The present study deals with RCI-approved teacher-preparation courses for the visually impaired with special focus on investigating the coverage of expanded core curricular areas like Braille, Orientation and Mobility, learning of assistive devices and other similar skills. An attempt has also been made to explore the number of institutions offering teacher training at various levels. Courses have been examined in terms of the time and weightage allotted for teaching these skills. The findings of the study showed that in India, there are about 15 universities offering B. Ed. Special Education courses in Visual Impairment, including about 8

universities, which are running M. Ed. Special Education in Visual Impairment. As many as 44 institutions are conducting Diploma level courses to prepare elementary teachers of the visually impaired. The findings further revealed that the coverage of the expanded core curricular areas is not uniform. Somewhere it involves only 10% time, whereas in some other universities, it is 15% or so. Similar dissimilarity was noticed in terms of weightage. The course content was also not uniform.

Based on these findings, some suggestions are made so that the teachers trained in different courses are well-equipped when they come out of the training institution after completing the course.

### Concurrent Session 15:

#### **Workshop: ICEVI–Nippon Foundation Higher Education Project: Creating Inclusive Universities in the ASEAN Region**

#### **Chair:**

**Larry Campbell**, Project Director, ICEVI-Nippon Higher Education Project & President Emeritus, ICEVI

#### **Presenters :**

1. **Larry Campbell**, President Emeritus, ICEVI and Co-Project Director, Higher Education, **USA**  
Introduction and overview of this regional initiative
2. **Aria Indrawati**, Pertuni, **Indonesia** & **Auray Aun**, Krousar Thmey, **Cambodia**  
Creating a more welcoming university environment and promoting the development of more inclusive university and public policies
3. **Amy Mojica**, Resources for the Blind, **Philippines** & **Sr. Van Nga Le**, Nhat Hong Center for the Blind and Visually Impaired, **Vietnam**  
Changing the attitudes of blind students and helping them to become more self-confident and proactive for their own rights
4. **Dang Hoai Phuc**, Sao Mai Centre, **Vietnam**, **Marlo Lucas**, Resource for the Blind, **Philippines** & **Sr. Van Nga Le**, Nhat Hong Center for the Blind and Visually Impaired, **Vietnam**  
Assuring an effective transition from higher education to gainful employment
5. **Kwai Nan**, Myanmar National Association of the Blind, **Myanmar**, **Thongsouk Keomany**, National University of Laos, **Lao PDR** & **Yoshimi Horiuchi**, **Japan**  
Sharing experiences

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**Concurrent Session 16:  
Education advocacy and awareness creation**

**Chair:  
Lars Bosselmann, CBM**

**Presenters :**

1. **Olanike Omekeh**, Federal College of Education (Special), **Nigeria**  
Impact of the Millennium Development Goals on the education of pupils with visual impairment in Nigeria
2. **Priscilla Mathgopaul**, Ethembeni School for Physical Disabled and Visually Impaired, **South Africa**  
The child that's lost: Teaching blind learners within the context of poverty and rurality
3. **Bhushan Punani**, Regional Chair, ICEVI West Asia, **India**  
Breaking barriers within the community in respect of education of children with visual impairment
4. **T.D.T.L. Dhanapala**, The Open University of Sri Lanka ; **Anoma Fonseka** & **Eric Prassana Kumara Hettiarchchi**, SERRIC, **Sri Lanka**  
Introducing the Senehasa Education, Resource, Research and Information Centre (SERRIC)
5. **Onder Islek**, University of Birmingham, **United Kingdom**  
Alright, "education for all children with a visual impairments" but what do we mean by "education"? Are we missing something essential?

**Presentation 1:**

**Impact of the Millennium Development Goals on the education of pupils with visual impairment in Nigeria**

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Education no doubt is a veritable tool for development. This explains the reason why the discipline is given prominence, not only in the millennium development goals, but other national and international treaties such as Education for All. Good as it is, education is perceived to be highly

stimulating, challenging and rewarding. This paper intends to look at the impact of Millennium Development Goals (MDGs) on the education of learners with visual impairment in South West, Nigeria viz-a-vis pupils enrolment, availability of equipment/instructional materials, recruitment of personnel as well as awareness level at the grass root. The study will adopt Content, Input, Process and Product (CIPP) model of evaluation. Samples will be drawn from schools for pupils with visual impairment and states ministries of education in South West, Nigeria. Pearson's Product Moment Correlation will be used to analyse the data.

**Presentation 2:****The child that's lost: Teaching blind learners within the context of poverty and rurality**

**Mathgopaul P Priscilla**, Deputy Principal

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**SOUTH AFRICA**

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Inclusive education within South Africa has gone a long way since Apartheid with well defined policies, processes and infrastructure in place to mainstream educational intervention for children in the margins, usually those that are physically and/or mentally different from others. However, rurality and poverty are major barriers to this process of educating blind learners as a human endeavour. This paper attempts to present the challenges faced by teachers and institutions of learning in providing educative experiences for blind children lost in poverty and rurality. Through the case studies of two learners who are blind, living in abject poverty in a rural location, this paper illuminates the extent to which poverty and rurality impacts on the teaching and learning of blind children that are living in rural communities. The paper presents a narrative account of a seven and an eleven year old children's journey to school. Through this narrative account, issues of access, un-learning and re-learning are presented to highlight the complexities of educating blind children in rural context plagued by poverty.

**Presentation 3:****Breaking barriers within the community in respect of education of children with visual impairment**

**Bhushan Punani**, Chairperson – ICEVI West Asia

C/O Blind People's Association, Ahmedabad, Gujarat 380015, **INDIA**

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**Aim:** Participants to understand the barriers within the communities (culture, beliefs, physical accessibility of buildings, etc.) and strategies how to overcome these barriers. The presentation will be made in 3 parts:

**Understanding Community:** They will be explained the definition of terms like community, "within community", role and importance of community in respect of making education truly inclusive. They would be encouraged to point out their understanding of term "community" based on their experience and to debate various components of community.

**Identification of Barriers to Education:** They would be encouraged to identify such barriers which exist in their community in respect of education of all children. These barriers may include negative attitudes, lack of awareness, superstitions, illiteracy & ignorance, poverty and lack of affordability, non-existence of services, lack of legislative or administrative support, lack of access, non-availability of educational, mobility and technological devices. Apart from this, there may be certain community-specific, area-specific or country-specific barriers in different locations which may emerge during discussion and the same would be listed.

**Strategy on Breaking Barriers in Respect of Education:** The participants will be provided a glimpse of education component of WHO CBR guidelines. The role of CBR is to work with the education sector to help make education inclusive at all levels, and to facilitate access to education and lifelong learning for such children. To achieve this goal, all the component including access to learning, early childhood intervention, ensuring adequate resources, focus on formal as well as non-formal education, involvement and participation of community, life-long learning and access to all level of education should be taken up collectively.

The participants would be encouraged to share their experience as regard level of implementation of WHO guidelines and other measures on ensuring universal access of all children with visual impairment to all modes and all levels of education at affordable cost.

**Presentation 4:  
Introducing the Senehasa Education, Resource, Research and Information Centre (SERRIC)**

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**Anoma Fonseka**, Founder – Chief Advisor of SERRIC  
Chairman – Ranviru Seva Adikaiya, Colombo 2, **SRI LANKA**  
[anomaif@gmail.com](mailto:anomaif@gmail.com)

**Eric Prassana Kumara Hettiarchchi**, Former Academic Head, SERRIC  
Educational Resource Centre, Wariyapola, **SRI LANKA**  
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SERRIC is a centre established under the Sri Lanka Army, to emphasize on the needs, dreams and aspirations of children with special needs education of military families, born during the civil war period. It has broad vision of towards an inclusive society that pledges equality, fullest participation and spiritual wellbeing of these. There are approximately over 600 children with special education needs includes, blind, low vision, intellectual disabilities, physical disabilities, multiple disabilities etc. are requesting services from these military families, but SERRIC is able to provide academic services to approximately 150 children and in house accommodation for 40 children as per the need of their need. SERRIC does not operate as a school nor is it a children's home but established to cater for services beyond academics and care giving. SERRIC provides resources, an environment to conduct research and a freely open portal for information. Specializing in workshops and seminars SERRIC will provide an opportunity to those who are interested in child development and special education. SERRIC believe in equality and fullest participation is essential in developing an inclusive society and will provide necessary individualized services necessary to progress towards an inclusive society. SERRIC offers diverse, fun filled activities for children and resource, research and information base for parents, caregiver, academics and research personnel. SERRIC provides an equal platform to children, educational, spiritual, clinical and professional assistance for the development of children, create opportunities and open access for children to learn, grow and develop their skills and strengths while ensuring quality education, social opportunities and independent living, to be productive and salutary citizens in an inclusive society.

**Presentation 5:**

**Alright, “education for all children with a visual impairments” but what do we mean by “education”? Are we missing something essential?**

**Onder Islek**, PhD Research Student  
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The literature states that still in many part of the world, there are a number of students with a visual impairments who have no access to education. Furthermore, despite of several challenges in accessing to education for children with a visual impairments, the number of students who are attending to schools is increasing gradually. Nevertheless, the content of this available education might be varies based on each country, region or a particular location.

It appears when people do advocate for access to education for children with a visual impairments, they do advocate for basic training in reading, writing and simple math skills. Often this might be seen as big gain as a starting point. However, there are much more skills which people with a visual impairments need to learn so that they could be independent in everyday life.

This study gathered views and educational experiences of 12 young adults with a visual impairments in Turkey. These participants attend to a range of different schooling (mainstream and schools for the blind). The results of this study clearly highlight that offering only basic training may not be enough to meet needs of people with a visual impairments. This presentation will summarize perspectives of young adults with a visual impairments regarding their schooling experiences, preparedness to adulthood life and their experiences in ever day life after school.

**Concurrent Session 17:**  
**Education for children with visual impairment and additional / multiple disabilities or deafblindness**

**Chair:**

**Deborah Gleason**, Perkins School for the Blind

**Presenters :**

1. **Amy T. Parker**, National Center on Deaf-Blindness, **USA**; **Carolyn Monaco**, George Brown College, **Canada** & **Leanne Cook**, National Center on Deaf-Blindness, **USA**.  
Open hands, open access deaf-blind intervener learning modules
2. **Nho Hoang Thi**, Hanoi National University of Education & **My Cao Xuan**, Ho Chi Minh University of Education, **Vietnam**  
The factors effecting education quality for children with multiple disabilities in Hanoi and Ho Chi Minh City in Vietnam
3. **Workshop (45 mins): Nandini Rawal**, Treasurer, ICEVI and Blind People's Association, **India**



Transitions for persons with visual impairment and additional disabilities (VIAD) and deafblindness (Db): From home to school and on to life

**Presentation 1:****Open Hands, Open Access Deaf-Blind Intervener Learning Modules**

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**Carolyn Monaco**, Professor, George Brown College  
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**Leanne Cook**, Project Specialist, National Center on Deaf-Blindness  
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In 2012, the U.S. Department of Education asked that the National Center on Deaf-Blindness (NCDB) take on the responsibility of developing high quality, accessible materials to support the practice of intervention for students who are deaf-blind. Using a participatory approach, which included families, professionals, interveners, and people who are deaf-blind, NCDB has been working with community members to develop and field test a multi-media curriculum to support awareness of intervention. As these multi-media materials have become available (26 different modules), more international partners are using the information to provide training and awareness of intervention. Through our partner at George Brown College in Canada, the community conversation has expanded to include dialogues about what the practice of intervention means across the globe. Come to this interactive demonstration to learn about the accessible design and the content of the OHOA modules. Learn about how to register for free to use the materials with groups of learners. Participate in dialogue about the international movement around the practice of intervention for all individuals who are deaf-blind. Explore how open access educational resources that are designed with community members can help achieve the U.N. Convention on the Rights of Persons with Disabilities.

**Presentation 2:****The factors effecting education quality for children with multiple disabilities in Hanoi and Ho Chi Minh City in Vietnam**

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Research on the factors affecting the quality of taking care and education of 16 children with multi-disabled in HCMC, and 16 children with multi-disabled in Hanoi, Vietnam from 2 to 8 years old. The study results showed that there are many factors affecting such as family's concerning, the time parent interacting with children; times early intervention duration in weeks; Awareness of parents on their children abilities; Style of parents caring their children. The study also indicated that the most difficult in all children with multiple disabilities in both the city's is communication skills, also methods of communication of their parents and teachers not suitable for children with multi-disabled.

**Workshop:**

**Transitions for persons with visual impairment and additional disabilities (VIAD) and deafblindness (Db): From home to school and on to life**

**Nandini Rawal**, Treasurer – ICEVI  
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**Aim:** This Paper is based on actual experience of working with persons with Visual Impairment and Additional Disabilities and Deafblindness in remote areas of rural India. This particular group was totally deprived of services till about 25 years ago. The pioneering work of Blind People's Association with financial and technical assistance from Perkins School for the Blind and Sense International has made it possible for this group to be identified and provided services at their doorsteps.

Transition for any persons with disability especially someone from marginalized social group from poor households is always very tough. It is doubly so when the person has a dual sensory disability that is not understood by his family, his community and by the local administration. Planning for these persons to go to school involves a great deal of training, counseling and preparedness of the child to go to school and the school's acceptance. When the child is settled in the school, it becomes time to

leave and to go on to vocational training or higher education. Both these phases involves a lot of trauma, heart break and mal adjustment. The paper will demonstrate how these skills can be transferred on a sustainable level in the community and how the community also rallies around and supports such persons in income generating activities and helps them to become self-reliant. How a sensitized and oriented government machinery and infrastructure is a very important factor for acceptance of such persons.

**Concurrent Session 18:  
Social, life and independent living skills**

**Chair:**

**Scott Truax**, American Foundation for the Blind (AFB)

**Presenters :**

1. **Karen Wolffe**, Career Counseling and Consultation & **Stacy Kelly**, Northern Illinois University, **USA**  
Beyond reading and writing: Academic, social, vocational, and living skills of a select group of academically capable blind students in the US
2. **Sinkanako Kalambule Banda**, Malawi Union of the Blind, **Malawi**  
Gender based violence against visually impaired girls: Why in the 21st century?
3. **Anoma Alwis**, Open University, **Sri Lanka**  
Educational experiences: The academic success of students with blindness and visual impairments
4. **Hong Phangia Dewald** & **Catherine Smyth**, University of Northern Colorado, **USA**  
Baby Steps: Using Tele-intervention with families of young children with visual impairment

**Presentation 1:**

**Beyond reading and writing: Academic, social, vocational, and living skills of a select group of academically capable blind students in the US**

**Karen Wolffe**, Counselor/Consultant  
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**Sharon Sacks**, Superintendent, California School for the Blind,  
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**Stacy Kelly**, Associate Professor, Northern Illinois University  
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In this US study, the researchers surveyed 20 youngsters who were visually impaired, their parents, and their teachers of students with visual impairments. The 60 participants responded to five electronic surveys (available on an accessible website and uniquely coded to ensure confidentiality). The instruments included a demographic survey and surveys in the following domains: academic (inclusive of technology use), social, activities of daily living, and vocational. The demographic results were analyzed using descriptive statistical procedures and between groups using a variety of relational statistical techniques.

The students were in grades three through the first year of college. There were slightly more females than males, the majority (74%) were blind (no useable vision) and 79% were congenitally visually impaired. They were from cities and towns throughout the US, but had all come to Los Angeles as Braille Challenge finalists in a program offered by Braille Institute.

Preliminary results indicated that the students and parents' perceptions were more closely aligned than the teachers' perceptions of the students in the social and activities of daily living domains. All the respondents' perceptions were closely aligned in the academic and vocational domains. Students and parent thought the students were more independent in their activities of daily living and were more engaged socially than the teachers thought they were. The researchers will share their thoughts on further follow-up studies that might validate or explain the current results.

### **Presentation 2:**

#### **Gender based violence against visually impaired girls: Why in the 21st century?**

**Sinkanako Kalambule Banda**, Treasurer, Malawi Union of the Blind  
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Gender based violence against school going visually impaired girls, is rampant in Malawi.

Unfortunately, this is mostly caused by visually impaired male pupils and male teachers. It comes in the form of sexual, physical, emotional, verbal and psychological. It occurs at both school premises and at the victims' homes or villages. As such, visually impaired girls do not perform well in school.

Male pupils cheat visually impaired girls that they would marry them. However, after impregnating them male pupils do not accept the responsibility of the pregnancy thereby putting visually impaired girl at the disadvantaged situation for the girl is expelled from school.

On top of this, specialist teachers encourage the boys to lie that they would marry the girl. But when the girls give birth, the boys run away. Specialist teachers also rape visually impaired girls. For example, Sight saver' records revealed that threats and actual sexual abuse from specialist teachers, class room teachers and blind boys, are problems affecting visually impaired girls' education yet MDGs and EFA, One of the UN Millennium Development Goals adopted by the Heads of State and Government ensures that children including visually impaired girls should complete primary education.

However, sufficient platform provided by Women's Rights Activism, Women Disability Rights and the UN Charter on Disabilities coupled with raising awareness by all stakeholders and blind girls' empowerment can assist to solve this problem.

Indeed, with Joint effort blind girls can remain in school.

### **Presentation 3:**

#### **Educational experiences: The academic success of students with blindness and visual impairments**

**Anoma Alwis**, Senior Lecturer, Open University  
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The purpose of this qualitative study was to explore how two students with blindness and visual impairments experienced their engagement in studies and perceived their success. Two case studies were carried out and depth interviews were conducted with who participated in the study. Interpretive analysis was done on the transcriptions of the interviews by making use of the constant comparative method of analysis. Coding and inducing of categories and themes helped the researcher engage with and make sense of the data that was generated. The key findings of this study showed that the presence of a visual impairment was a significant component of their life experience but their interests and concerns were generally similar to those of children with normal vision. Mother is significant to them as a capacity building agent and who helped them to carry out their studies in inclusive setup as supportive external conditions for goal attainment. Teachers taught at Schools had a good understanding and sense of what visual impairment is and it helped to increase the self-management skills needed to translate self-efficacy beliefs into accomplishment of goals and related

positive feelings. There were good school-based peer support systems to both of them. Both benefited from inclusive education and received higher educational opportunities. This study concluded that blind and visually impaired students were more likely to succeed academically when they felt a sense of connectedness with the family, peers and teachers and as well as skills of self management and one person who significance to them.

**Presentation 4:****Baby Steps: Using Tele-intervention with families of young children with visual impairment**

**Hong Phangia Dewald**, Doctoral Student  
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**Catherine Smyth**, Doctoral Student  
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This presentation will follow the successful experiences of two Early Intervention (EI) providers (certified orientation and mobility (O&M) specialist and EI teacher of students with visual impairments), using the innovative service delivery model of teleintervention to provide O&M support to very young children with blindness / visual impairment (B/VI) and their families during home visits. Reflective journaling and videos of actual sessions demonstrate the awareness of provider interactions, improvement of parent engagement, and the increased effectiveness of coaching skills of EI personnel from a distance. In the teleintervention model of practice, EI providers are required to improve their communication, modeling, and coaching skills so parents become fully engaged and confident in the recommended O&M strategies.

The successful indicators of this EI model have the potential to transform the way in which O&M services are delivered to very young children with B/VI. There is significant value in providing O&M training for infants and toddlers with B/VI; however, the extreme national shortage of qualified O&M specialists to work with this population of children may be limiting their access to appropriate services. Utilizing an EI teleintervention model could increase the access that these children and their families have to O&M services and qualified O&M specialists, while providing EI agencies / organizations with a cost-effective way to provide services. Additionally, this implementation model appears to promote the involvement of families by engaging them to support their children as they develop the confidence and skills necessary to travel safely and independently.

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**Concurrent Session 19:  
Parent and family perspectives**

**Chair:**

**Rosemary Macapagal**, Project Officer, PAVIC, Philippines

1. **Workshop (60 mins): Susan LaVenture**, National Association of Parents of Children with Visual Impairments of Lighthouse Guild, **USA**; **Guila Seidel**, "Ofek Liyladenu" - Israel National Association of Parents of Visually Impaired Children, **Israel**; **David Heather**, President of PVI-NZ, **New Zealand**; **Angelette Akkermans**, Parent Advocate, **The Netherlands**  
Parent Involvement
2. **Martin Osangiri Okiyo**, Regional Coordinator, ICEVI Africa Region, **Kenya**  
Parent and family perspectives, including building family support systems, the role of parents in education, parent impact on community, and formation of parent groups

**Workshop:  
Parent Involvement**

**Susan LaVenture**, Executive Director  
National Association of Parents of Children with Visual Impairments of  
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[laventures@lighthouseguild.org](mailto:laventures@lighthouseguild.org)

**Guila Seidel**, President  
OFEK National Association of Parents of Children with Visual Impairments in  
Israel, PO Box 925, Jerusalem, **ISRAEL**  
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**Additional Panelists:**

**David Heather**, President of PVI-NZ New Zealand  
**Representative of Parent Advocates for Visually Impaired Children (PAVIC)**, The Philippines  
**Angelette Akkermans**, Parent Advocate, Netherlands  
**Martin Osangiri Okiyo**, Regional Coordinator, ICEVI Africa Region  
**Alvin Teoh**, Parent Leader from Malaysia

Parent Leaders of the International Association of Parents of Children with Visual Impairments representing parent associations from different regions

of the world will share stories and perspectives of how their parent associations helped improve education and services for families locally and nationally. These stories and examples will show the significant role parents play in their own children's lives and the impact they can make collectively through advocacy of parent associations. The workshop will encourage discussion with the audience about barriers families face from being involved in their child's development and education and strategies for outreach to families encouraging their involvement will be shared by the panelists and the audience.

**Presentation 2:****Parent and family perspectives, including building family support systems, the role of parents in education, parent impact on community, and formation of parent groups**

**Martin Osangiri Okiyo**, Regional Coordinator – ICEVI Africa  
Kenya  
[rciceviafrica@gmail.com](mailto:rciceviafrica@gmail.com)

According to UNESCO (2009) "... an 'inclusive' education system can only be created if ordinary schools become more inclusive – in other words, if they become better at educating all children in their communities (p. 8)". Article 24 of the Convention on the Rights of Persons with Disabilities (CRPD) recognises that education should be accessible "... without discrimination and on the basis of equal opportunity ... within an inclusive education system at all levels ...". The international community and governments realise that inclusive education for learners with disabilities can only be realised and achieved if learners with disabilities are educated within their local communities. These host communities include parents of these children – parents that are considered central and integral to learner's increased enrolment as well as increase in general educational achievement. At the core of ICEVI work through the Education for All Visually Impaired (EFA-VI) Global Campaign is to build capacity of education administrators, teachers, community and parents on policy and programme content around education for learners with visual impairment, this as a strategy for enforcing their inclusion in education. ICEVI acknowledges that awareness levels of parents on possibilities and capacities of their children to learn are still very low therefore necessitating the need for continuous and increased awareness.



**Concurrent Session 20:  
Education for all children with visual impairment  
(Spanish session)**

**Chair:**

**Maria Cristina Sanz**, Regional Chair, ICEVI Latin America

**Presenters :**

1. **Maria Elisabete Rodrogues Freire Gasparetto, Mayla Myrina Bianchim Monteiro & Rita de Cassia Ietto Montilha**, Campinas State University, **Brazil**  
The reading and writing of low vision individuals under rehabilitation process
2. **Bertha García Vélez**, Hospital Roberto Gilbert, **Ecuador** and **Belkis León González**, Special ICEVI Latin American Regional Group on Low Vision coordinator, **Venezuela**  
The success of including kids with ROP in primary school, thanks to the joint effort from a multidisciplinary team
3. **María Aparicio**, Special Education School, **Argentina**  
Socio Inclusion of young people with multiple disabilities in primary schools, secondary and training institutions and job training
4. **Zelia Bittencourt , Elisabete Gasparetto , Ana M Fonseca , Ines Nobre & Rita Montilha** - Faculty of Medical Sciences, University of Campinas, **Brazil**  
The Brazilian public policies of rehabilitation and labour to people with visual disabilities

**Presentation 1:**

**The reading and writing of low vision individuals under rehabilitation process**

**Gasparetto MERFG Maria Elisabete**

Professor

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**BRAZIL**

To check how low vision individuals use language (reading and writing) as communication practice in daily life.

**Methods:** A survey was applied in order to comprise the individuals with low vision who were assisted in the Cepre/FCM/Unicamp, Brazil, during 2008. A questionnaire applied by interview abridged the following variables: after having acquired visual loss what was the use of assistive technology, what for reading and writing activities and what frequency of reading and writing.

**Results:** The population consisted of 30 individuals. Average age was 38 years and male 60,0%. Most of the subjects (60,0%) were already using optical aids. The subjects reported that they used reading (63,4%) to obtain information on topics of personal interest and writing (55,5%) to communicate with other people and as a communication practice to express their feelings, what they want others to do, or leave messages to other people. Most individuals (63,3%) reported that they did not use reading and writing with the same frequency they used, before appearance of the ophthalmologic problem.

**Conclusion:** Reducing the use of reading and writing for individuals with low vision justifies the need for greater emphasis on reading and writing activities during the rehabilitation process.

**Presentation 2:**

**The success of including kids with ROP in primary school, thanks to the joint effort from a multidisciplinary team**

**Bertha García Vélez**

Hospital Roberto Gilbert –Guayaquil – Ecuador

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**Belkis León González**

Proyecto Miren / (Coordinadora Grupo especial de Baja Visión de ICEVI, Región Latinoamérica)

Co-fundadora de Proyecto Miren Terapeuta visual

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Being able to reinstitute to primary school, a kid with ROP, who has had severe damage to the visual canal, product of the prematurity that can cause fields of vision highly compromised, such as ROP IV-V, makes it a mandatory necessity to count with ophthalmology professionals present at the maternity facilities, in order to diagnose and save the infants' retina in a timely fashion, with either antiangiogenic injection, laser treatment and/or vitreoretinal surgeries. After these interventions, efforts must be united in order to regain the child's visibility. Fundamental is, the intervention of a visual therapist, who will teach the child to use his/her vision and integrate perceptive sensors in the consolidation of development and learning. The child in his growth goes through optometrist's evaluation, who explores the visual capacity and will early aboard the refractive status prescribing the correction refractive, and who will determine the necessity of special elements, in order to access adequately the visual information; the trained teacher, understanding the capacity and limits of the student with low vision, will make the adjustments necessary, to enable the child's inclusive learning process.

All these professionals in conjunctions, are making it, real, the opportunity to count with, a larger statistic of learning children with compromised visual capacity who are being integrated to standard schools in the region.

**Presentation 3:****Socio Inclusion of young people with multiple disabilities in primary schools, secondary and training institutions and job training**

**María Aparicio**, Docente de Grado

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**Adriana Pauna**, Directivos

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Francisco de Guruchaga N° 50 /Salta Capital, **ARGENTINA**

I am a special education professor, I reside in the Province of Salta, Argentina, I work in a special school for children and youth with visual impairment.

In the search for new strategies and resources to improve my practice and encourage the learning of my students I have implemented the use of ICT with them. The challenge of the job is that these young people have multiple disabilities.

The proposal favored the level of communication, literacy skills, and enabled them to be included in an elementary school and later at a high school. A group of 6 students, 4 were included in regular educational context.

This whole process of teaching and learning was questioned by the educational community in which I work. But facts have shown that if one is limited, and continues watching the student with the stigma of "multi" or better yet, who cannot reach other content, only of daily life. This is rooted in the old paradigms of special education; the challenge is to change these conceptions.

The purpose and content of the presentation is to show how through the inclusion socioeducational is managed to improve the quality of life of these young people. And the learning by means technology support.

#### **Presentation 4:**

#### **The Brazilian public policies of rehabilitation and labour to people with visual disabilities**

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#### **Montilha RCIM Rita, Nobre MIRSN M Ines, Fonseca AMRF Ana M & Gasparetto MERFG Elisabete**

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The aim of this study was to investigate the characteristics of people with visual disabilities unable to work and conducted by the National Institution of Social Security - INSS - to a rehabilitation program, and identify their expectations about the return at the labor market. This cross-section descriptive study had the sample formed of 12 low vision subjects, 91,6% were male, with ages ranging from 27 to 45 years, with an average of 36 years old; concerning to scholarship more than half part (66,6%) had not completed the basic education; 66% were married. The main tool of collecting data was the semi-structured interviews. The findings showed a poor knowledge of the visual disabilities causes, the rehabilitation and the social rights. In Brazil, in spite of the affirmative policies like the one that fix

the percentage of working places to disabilities people in the labor market, the social disadvantage is too large considering the low scholar level and poor professional qualification. Although many changes have happened in the disability people protection area, it is possible to see the fragilities of the public policies and the lack of a network services and support programs of professional capacity.

**Concurrent Session 21:  
Inclusive Education and Low Vision services**

**Chair:**

**Kay Ferrell**, Regional Chair, ICEVI North America/Caribbean

**Presenters :**

1. **Birendra Raj Pokharel**, Action on Disability Rights and Development Nepal (ADRAD), **Nepal**  
Fostering inclusive education and inclusive practices for children and youth with visual impairment in Nepal's post-earthquake reform and beyond 2015 development agenda
2. **Lea VM Hyvarinen**, Low Vision Specialist, **Finland**  
Effect of vision loss on communication and social skills
3. **Vy Vorn**, Krousar Thmey, **Cambodia**  
Inclusive education for children with low vision in Cambodia
4. **Sujata Bhan**, SNTD Women's University, **India**  
Inclusive Education: Rhetoric or a Reality
5. **Luc Kapee Lusumba**, Congo Handicap ONG, **Rwanda**  
Mwangaza Low vision Inclusive Education Project

**Presentation 1:**

**Fostering inclusive education and inclusive practices for children and youth with visual impairment in Nepal's post-earthquake reform and beyond 2015 development agenda**

**Birendra Raj Pokharel**, Chairperson

Action on Disability Rights and Development-Nepal (ADRAD)

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**NEPAL**

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It is acknowledged that Nepal has made important progress towards achieving universal primary education as part of its commitment to the MDGs however significant number of children and youth with visual impairment remain out of school in Nepal.

As a state party of UNCRPD, there is obligation for Nepal to articulate children with disabilities entitled to the same rights as other children without discrimination, the right to inclusive education is prime focus for the Government. As such, a system is to be adapted that address the need of all students fostering inclusive environment and teaching methods.

The Ministry Education has collaborated with the concerned NGO and International organisations for promoting inclusive education system, participating in the National steering committee for accessing education to children with disabilities, this best practice includes monitoring the on-going educational program, has delivered insight for drafting inclusive educational policy. The draft is in contrast to the on-going system of segregated resource classes designated for children with disabilities in mainstream schools and separate schools for deaf, visual impairment and children with physical and intellectual disabilities.

After the massive Earthquake in April 2015, the International community expressed deep concern for supporting Government during post-earthquake reform plan that includes f public private partnership strategy. There is a strong urge of concerned stakeholders to promote child friendly learning centers and the accessible school environment within reconstruction plan. Thus the post 2015 sustainable development Goals accommodate Inclusive Education and Inclusive practice to the children and youth with Visual Disabilities.

**Presentation 2:**  
**Effect of vision loss on communication and social skills**

**Hyvarinen Lea VM**, Low Vision Specialist, FINLAND  
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Several basic visual functions are parts of visual communication and interaction. Facial expressions are faint shadows moving fast on the face. If an infant/child has low contrast sensitivity, poor motion perception, or blurred images due to high farsightedness or poor accommodation, facial expressions are not perceived and the child seems to be unresponsive. Normal functioning of the mirror cell networks needs activation by clear images on the retinas for copying facial expressions and motor functions of mouth and hands or adequate support from other senses in order to start to function. Typically developing infants intensively watch, copy and repeat

movement patterns. Through these experiences infants can anticipate many daily activities and be a part of social situations at the age of 8-10 months. Without mirror cell network functions these important abilities do not develop. Loss of recognition of facial expressions and/or facial features may also occur due to changes in the specific areas of the inferotemporal cortex, causing “face blindness”. Problems in oculomotor functions, especially in fixation, accommodation, and convergence disturb communication situations because we expect normal eye contact and react negatively if an infant / a child looks through or past us. By teaching communication skills to infants, children and parents and explaining the unusual visual behaviours to all persons involved in the care and teaching of these children, as well as the children’s peers, we decrease negative attitudes due to misinterpretations toward these children and support their participation in age appropriate activities.

**Presentation 3:****Inclusive education for children with low vision in Cambodia**

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Krousar Thmey, a Cambodian NGO focusing on education for children with visual or hearing impairments started a unique 3-year pilot program in 2014 on inclusive education for children with low vision implemented in 6 provinces of Cambodia in close cooperation with local education authorities.

The program focusses on identification and referral of children with disabilities through key community sources and on inclusion of children who have low vision into existing district education services, with a systematic link to eye and clinical low vision care. Capacity building is approached in a structured manner through the training of classroom teachers, carers, District Monitoring and Training Team members and provincial eye care staff. Regular monitoring is provided by trained district inspectors in cooperation with the Training Inspectors of Krousar Thmey. In total up to 185 children with low vision are expected to be enrolled in their local schools.

Lessons from this approach are (a) that children with low vision can attend local schools if a system ensuring early identification and comprehensive eye examination (including immediate access to spectacles and low vision devices) is in place, and (b) that regular monitoring by government district inspectors, supported by special needs teachers, can provide these children with an education similar to their sighted peers.

The involvement of local education staff (district and provincial) as well as local eye care services is key to ensuring the program can continue and expand to other areas and to children with other disabilities.

**Presentation 4:**  
**Inclusive Education: Rhetoric or a Reality**

**Sujata Bhan**, Professor, Dept. of Special Education  
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A retrospective research was conducted in Gulbarga to find out the status of inclusive education of primary, middle and high school students with visual impairment (VI).

Many NGOs have initiated training and empowering of students with VI along with Government initiatives through Sarva Shiksha Abhiyan (SSA) in Gulbarga in the state of Karnataka. The research included 12 case studies of students randomly selected from different schools: 6 were from Gulbarga Taluka where integrated education facilitators (IEFs) were providing support to VI students studying in integrated education (IE) schools, and 6 from Sedam Taluka where only SSA integrated education resource teachers (IERTs) were providing support to the IE schools with VI students.

It was found due to lack of trained resource teachers, instability of resource teachers, irregular intervention, and lack of equipment, there was poor quality of assistance to the VI students in Sedam Taluka. Class teacher's apathy towards the child with VI stemmed from their lack of knowledge about disability and its implications. Economic reasons were found to be instrumental in getting admission in local school for the VI child. Free education and free food were the incentives and poor quality of education was overlooked. If timely intervention is not done the students may not actually learn anything. They may dropout at a later stage when they cannot pass an exam in higher classes.



On the other hand, right teaching strategies and cooperation between IEFs and the class teachers in Gulbarga Taluka made a marked difference in the educational status of VI students.

The research findings highlighted the Government collaborating or making equal partners the relevant NGOs and strengthening the capacity of instructional leaders and teachers apart from providing material support in terms of braille books and low vision devices.

#### **Presentation 5:**

#### **Mwangaza Low vision Inclusive Education Project**

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Congo Handicap ONG, South Kivu Province, RDC, 434 Cyangugu, **RWANDA**

#### **Project objectives:**

- Promote inclusive education for children with low vision in 6 government schools in Kabare and Walungu.
- Conduct activities to tackle avoidable Blindness in the same area.

#### **The expected result:**

- Over 2000 children with disabilities will be Screened, examined and referred for medical, optical, surgical and rehabilitative interventions;
- 500 children with disabilities will enroll to the Midway class for assistive device practice and inclusive education;
- Enroll 150 children into formal schools after a successful medical / optical / surgical interventions;
- Train 30 school teachers and 15 head teachers on identification of low vision children and on inclusive education techniques for low vision children;
- 20 Special teachers will be trained to support teachers and families of low vision children;
- 30 General volunteer will be trained to identify children with low vision disability;

**Target group:** children with curable eye problems or low vision disability who are not attending or just start attending school, living in Kabare and Walungu.

**Project activities:**

- Awareness raising activities: The project will use different media and conduct several awareness activities (posters, leaflet, drama production and radio program) to change the attitudes and practices of educational professionals and the general public toward education of low vision pupils.
- Target group identification: Trained Specials Teachers, School teachers and General Volunteers will accurately identify children suspected of having a visual impairment and help understand the characteristics and the reasons why they remain excluded from education systems. Churches, central markets, and street campaign will be used for information. Preschool Children and Children in year one will be also targeted in selected schools.
- After identification, the target group will be referred to the 5th CELPA Eye Clinic in Bukavu. (Transport fees will be paid). A full screening examination will be conducted and some children will be referred for medical, optical, surgical and rehabilitative interventions operations, while others, will sign for the Midway class to inclusive education.
- Midway Class: with Close collaboration between optometrist and opticians from the CELPA Eye Clinic, children will be provided with low vision equipment such as spectacles, magnifier. A special class will be run for 2 months where a special teacher will train low vision pupil on the use of the equipment. The midway class will mix both the low vision children and children who have successfully recovered their sight from medical and surgical treatment.
- Training of Special Teachers and General volunteer: Special Teachers will be recruited and trained in management of low vision pupils. They will be traveling between selected mainstream schools and families, advising School teachers in mainstream schools on how to handle low vision children and how to identify low vision children within regular class rooms. Within families, these Special teachers will assist parents on how to buy equipment for the children. They will also advise parents to regularly consult their children about their residual vision and how to take care of their equipment. They will also assist parent to set up regular meeting to plan and conduct advocacy actions.  
General volunteer will be trained on methods for identifying children suspected of having a visual impairment, and will receive manuals, flipcharts, posters, and child low vision leaflets to distribute in the community (Congo handicap will prioritize application from disabled people for volunteerism or special teacher position).
- Inclusive education: Teachers and school administrator will be trained in methodologies for teaching low vision children in the classroom. School will be prepared to receive low vision children, Teachers will be trained to efficiently handle low vision children, with the support of the special

teacher who will play a vital role to support, train, teach school teachers, placement of low vision children in classroom.

- School will be provided with the educational and assistive materials necessary for the teaching of low vision children. Preparation will be made for the child attend and return home safely with a helper, a peer who lives near him or any other safe arrangement. (Sponsor a foster family or a paid helper).
- Improving Congo handicap capacity building: Training in selected areas will improve Congo Handicap's Capacity to operate by strengthening / reinforcement its own organizational staff and volunteers. The following trainings are needed: Project Planning, Project Cycle Management, Monitoring and Evaluation, Financial management, reporting and fundraising, human resource management, coalition-building and advocacy.
- Setting up a disability advocacy team to work with parent and family members of Disabled children to speak up and represent themselves. The project will provide support and training to enable and empower them to speak up for themselves and their children. The unit will also lobby key decision makers to support the education of disabled children through improving relevant policy, legislation and investment.

### Concurrent Session 22:

#### Workshop: Cerebral visual impairment

##### Chair:

**Bernadette Kappen**, Deafblind International

**Workshop** : International approaches to services for children with cerebral visual impairment (CVI) who have normal or near-normal visual acuity

**Amanda Lueck**, San Francisco State University, **USA**;  
Building effective programs in the schools: Issues in education for children with CVI

**Sylvie Chokron**, Fondation Ophtalmologique Rothschild, **France**;  
Getting the diagnosis right

**Nicola McDowell**, Blind and Low Vision Education Network  
New Zealand, **New Zealand**;  
How understanding my condition changed my life

**Sander Zuidhoek**, Royal Dutch Visio, **The Netherlands**

An interdisciplinary approach to visual assessment with implications for intervention

**John P. Ravenscroft**, Scottish Sensory Centre/ University of Edinburgh, **United Kingdom**

Where is CVI? Some public health concerns

**Presentation:**

**Amanda Lueck**, Professor Emerita, San Francisco State University  
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**Sylvie Chokron**, Head of Vision and Cognition Unit  
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**Andrea Guzzetta**, Department of Developmental Neuroscience;  
Head of Infant Neurology Section  
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**Nicola McDowell**, Blind and Low Vision Education Network New Zealand  
(BLENNZ)

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**Cathy Williams**

Consultant Senior Lecturer and NIHR Career Development Fellow  
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**UNITED KINGDOM**

**Sander Zuidhoek**, Chairman,  
Expertise Group on Cerebral Visual Impairment in Children  
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**John P. Ravenscroft**, Senior Lecturer/Acting Head of School  
School of Education, University of Edinburgh, Moray House, Holyrood Road  
Edinburgh, Scotland EH8 8AQ, **UNITED KINGDOM**

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This 6-person panel will focus on issues surrounding the identification, assessment, and education of children with cerebral visual impairment who have normal/near normal visual acuity. Presentations will integrate up-to-date material from medical and educational perspectives. The goals of this panel presentation are as follows:

1. Identification of a variety of causes of cerebral visual impairment as well as the clinical manifestations of the condition in children who have normal or near-normal visual acuity.
2. Identification of some current methods of diagnosis and intervention for children with cerebral visual impairment who have normal or near-normal visual acuity.
3. Promotion of understanding of issues surrounding the implementation of effective treatment programs for children with cerebral visual impairment within existing medical and educational systems

**Concurrent Session 23:  
Assistive and mainstream technologies**

**Chair:**

**Kevin Carey**, Royal National Institute of Blind People (RNIB)

**Presenters :**

1. **Maria Victoria Diaz**, Dicapta, **USA**  
Captions and video description: Educational tools for Hispanic children with disabilities
2. **Monica Halil Lovblad**, Accessible Books Consortium, **Switzerland**  
Bringing Books to Persons in Developing Countries
3. **Hemlata Kumar**, National Centre for Disability Studies, **India**  
ICT for inclusion: Present and future
4. **Susan Osterhaus**, Texas School for the Blind and Visually Impaired, **USA**  
A quick introduction to the Orion TI-84+ talking graphing calculator and the Orion TI-30XS multiview talking scientific calculator and how to learn more.

**Presentation 1:**

**Captions and video description: Educational tools for Hispanic children with disabilities**

**María Victoria Díaz**

1511 E State Road 434, Suite 2001-220, Winter Springs, FL 32708

**USA**[mvdiaz@dicapta.com](mailto:mvdiaz@dicapta.com)

Hispanic children with disabilities in the US are faced with multiple challenges. A major challenge is to acquire their parental language while becoming proficient in English, and this issue poses unique difficulties. Through the US Department of Education funded projects; Dicapta is able to attempt to address some of these issues.

Dicapta creates partnerships with institutions and individuals to expand the reach of its services. The goal of this presentation is to encourage participants to become involved in projects that will provide much needed services to Hispanic children with disabilities. Research and evaluation are of utmost importance. Dicapta urges WBU/ICEVI participants to join in initiatives that encourage professionals to design tools that support literacy in children with disabilities.

Since 2005, Dicapta has received funding from the U.S Department of Education through Television Access programs. The purpose of our projects has been to provide a tool to assist Hispanic children living in the United States --who are blind, have low vision, are deaf, or hard of hearing, through the development and application of video description and audio captioning as applied to educational multi-media broadcast by national Spanish-language television networks.

Dicapta has captioned and described 3000 hours of educational television currently broadcasting on national channels: V-me, HITN, Tu TV and Semillitas.

People with disabilities, as a global issue, are found at all socio-economic levels. "The Hispanic population in the United States has an increasing number of people with disabilities. It is estimated that two out of ten Hispanics have a disability, and most often the individual with a disability is either of school or working age. Studies show that the rehabilitation outcomes for those who participate in rehabilitation and vocational training programs are less successful than for any other ethnic group."<sup>1</sup>

Dicapta strongly believes in providing services to the Hispanic population with sensory limitations to children at an early age. Distribution channels include established educational institutions such as schools as well as

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<sup>1</sup> Wong-Hernández, L. **Building Networks in the Latino Community: A mechanism for Empowerment.** Information, Technical Assistance Series.

informal educational media such as television in order to bring accessible educational children's programming into the home

In order to ensure educational quality, Dicapta has assembled a team of experts from a variety of backgrounds in media, technology, and special education to evaluate and therefore guarantee that the program's content is appropriate for school age children (Pre-k to 12<sup>th</sup>). Our team of experts includes individuals with sensory disabilities, teachers of those with disabilities, and people who serve the individuals with disabilities in various capacities.

Although our main objective has been to produce accessible programming for children with sensory disabilities, Dicapta recognizes the need to develop new approaches that will address the needs of multiple disabilities among the Hispanic community.

This presentation will cover the following:

- Introduction of Dicapta
- Profile presentation of Hispanic children in pre-k to 12<sup>th</sup>: Direct beneficiaries of the services provided by Dicapta.
- Summary of regulations and experiences on description services: US vs. Latin American countries
- Summary of results of preliminary data collected about the benefits among children with visual disabilities in Puerto Rico. This study is funded by the OSEP and conducted by Dr. Juana Rodriguez who is working with Dicapta in this effort to get evidence-based research on the field.
- A new approach to raise awareness among Latin American countries to support efforts for access.

It is our goal to encourage participants to find possibilities of involvement with projects that address the needs of Hispanic children with disabilities around the world. Dicapta stresses the need for continued research and evaluation as well as additional resources to disseminate and inform Hispanic audiences of the availability of the services.

**Research Questions:**

1. Is it possible to apply the Universal resources concept in designing tools for children with disabilities?
2. Video Description: Challenges and possibilities in the new digital scenarios.
3. Are there strategies designed to develop awareness among Latin American countries for accessibility services?

**Presentation 2:  
Bringing Books to Persons in Developing Countries**

**Monica Halil Lövblad**, Head, Accessible Books Consortium,  
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[monica.halil@wipo.int](mailto:monica.halil@wipo.int)

The Accessible Books Consortium (ABC) has a key role in increasing and making available the number of accessible format books for people who are visually impaired around the world. I will explain how ABC supports the goals of the Marrakesh Treaty at a practical level through our capacity building activities in developing countries. I will show a video of a beneficiary of our technical assistance program in India, and how ABC's work can have a lasting, positive impact on the lives of students who are visually impaired. You will also learn how your organization can become involved in ABC.

**Presentation 3:  
ICT for inclusion: Present and future**

**Kumar Hemlata**, Director i/c  
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Recent years have witnessed a global shift in the perception and treatment of persons with disabilities towards a human rights perspective. This perspective views people with disabilities as not only subjects in the development process, but also partners and owners of the development process and its production. About 18% of people worldwide live with some kind of disability, including those related to aging; 10% - more than 600 million people - live with life-altering disabilities, two thirds of which are in developing countries. These demographic circumstances present considerable challenges on the one hand, and enormous opportunities on the other, for the increasingly important role of information and communication Technology. While new ICTs can worsen the exclusion experienced by disabled persons in terms of their access to information and full participation to society, they can also provide extraordinary assistive solutions to empower them. New, proven technologies can enhance the lives of people with disabilities and support their rights as citizens and participants in their communities' social and economic activities - but only if these solutions are affordable. Sharing of information is the key to success in any developing country and we should also follow the same path. The use of ICT in disability sector is essential in reducing the handicapping effects of



specific disabilities. This paper will reflect the impact of the use of ICT for inclusion. To facilitate persons with disabilities we need to provide them cost effective technologies which can improve their lives and make them productive member of society. We need to carefully augment human resource oriented technologies so that persons with disabilities can also be employed.

Key words: inclusion, Information and Communication Technology, challenges, cost effective technologies.

#### **Presentation 4:**

**A quick introduction to the Orion TI-84+ talking graphing calculator and the Orion TI-30XS multiview talking scientific calculator and how to learn more.**

**Susan Osterhaus** , Statewide Mathematics Consultant  
Texas School for the Blind and Visually Impaired  
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Participants will learn about the layout and use of the keys on the TI-84+ portion and the Orion portion of the Orion TI-84+ Talking Graphing Calculator and graph simple functions and gather information. Similarly, the participants will learn about the features of the Orion TI-30XS MultiView Talking Scientific Calculator. Both calculators are fully-accessible and handheld. They are ideal for all students, middle school through college, and beyond. APH partnered with Orbit Research and Texas Instruments to make these powerful calculators accessible. Participants will also be referred to various free step-by-step distance education videotaped tutorials and helpful user guides.

### **Concurrent Session 24: Educational practices**

#### **Chair:**

**Peter Ackland**, CEO,  
International Agency for the Prevention of Blindness (IAPB)

#### **Presenters :**

1. **Chrisantus O.L. Okange**, Ministry of Education Science & Technology  
ESQAC, **Kenya**  
Provision of education for learners with visual impairment in Kenya:  
2015 and beyond

2. **Frances Gentle**, Second Vice President, ICEVI & President, SPEVI, **Australia**  
Principles, practices and professional standards for education of learners with vision impairment: A regional study
3. **Sara Backström Lindeberg**, National Agency for Special Needs Education and Schools, **Sweden**  
The sound environment in inclusive education settings: A challenge for social interaction and learning
4. **T.D.T.L. Dhanapala**, The Open University of Sri Lanka, **Sri Lanka**  
Role of special education trained teachers and special schools
5. **Yael Weisz-Rind** & **Seidel Guila**, "Ofek Liyladenu"-Israel National Association of Parents of Visually Impaired Children, **Israel**  
Making Education Accessible – the Case of Legal Challenge within the Human Rights Framework

**Presentation 1:****Provision of education for learners with visual impairment in Kenya: 2015 and beyond****Chrisantus O.L. Okange**

Principal Quality Assurance & Standards Officer in charge of Education for the Persons with Visual Impairment

Ministry of Education Science & Technology- ESQAC, **KENYA**

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Kenya has made grand strides in promoting education for learners with visual impairment in her education system. From the advent of the first educational institution for persons with visual impairment, the Salvation Army Thyika primary school in pre-independence a number of special schools with missionary background have sprung up. One secondary school which has since then become a national school also started and is now a prominent high school with over 300 students. Other secondary schools with genesis and more or else geneology of the six existing primary special schools have developed. Integrated programmes were started by the ministry of education together with our development partners mainly in the localities which are not catchment areas for the few existing special schools referred to above. The programmes which are somehow county based, save for a few isolated programmes have more student caseload than the special schools put together. Moreover, the programmes, managed by coordinating itinerant teachers are responsible for enhancement of education for learners with visual impairment in home-based programmes, primary school level, secondary school level and tertiary institution follow ups. These programmes have taken a model of inclusive education which is widely being propagated worldwide and requires a stint of input to be fully operating as INCLUSIVE EDUCATION PROGRAMMES.

From the year 2015, a period in which the Directorate of Quality Assurance and Standards, in charge of quality education for learners in the country below university level is launching its operations, the emphasis is taking tremendous dimension with so many achievements in the education for learners with special needs, those with visual impairment inclusive. These development faculties includes development of guidelines to schools, educational provisions to learners with blindness and education for learners with low vision, Curriculum provisions, Interventional strategies which are surgical, device provisions, assessment procedures, formative and summative evaluations, affirmative actions and many other aspects. Countries in the Sub-Saharan Africa and other third world countries can borrow a lot from the Kenyan education system, and Kenyan model can also enrich developed countries in their systems.

**Presentation 2:****Principles, practices and professional standards for education of learners with vision impairment: A regional study**

**Gentle F.I. Frances**, Second Vice President, ICEVI  
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Education for learners with vision impairment is characterised globally by diversity of education access, participation, and quality of learning outcomes. In many countries, rates of school enrolment and completion are low, with health and rehabilitation services prioritised over education by government and non-government authorities. Essential to addressing low education rates is national disability anti-discrimination legislation, supported by administration and organisational policies and processes that guarantee the right to education inclusion for learners with disability, including learners with vision impairment. At the local level, capacity-building in disability-inclusive education requires school commitment to human, financial and physical resources, including recruitment and retention of staff who are skillful in modifying the curriculum and learning environment to meet the learning needs and strengths of students with vision impairment.

In an effort to improve the quality of educational services and staffing for learners with vision impairment and their families in the Pacific Region, the South Pacific Educators in Vision Impairment (SPEVI) has released the *Principles and Best Practice in Education of Learners with Vision Impairment*, and the *Teacher Standards' Elaborations for Specialist Teachers (Vision Impairment)*. The aim of this presentation is to highlight

the key components of these documents that may have relevance and application to countries in other ICEVI regions.

**Presentation 3:****The sound environment in inclusive education settings: A challenge for social interaction and learning**

**Sara Backstrom Lindeberg**, Advisor

National Agency for Special Needs Education and Schools

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The complex sound environment in mainstream schools is a major challenge for students with blindness. Large premises with many students in parallel activities may cause situations difficult to handle and understand. How can teachers and school organizers create an accessible learning environment with regard to sound? This is an unexplored field that needs attention. This presentation is based on a study on auditory accessibility and participation for students with blindness in everyday school situations. Auditory observations by researchers and students themselves have been carried out in various school environments at five Swedish mainstream schools. Qualitative interviews have also been conducted with five students aged 8–18 years. A theoretical model has been generated on the basis of grounded theory. This model describes auditory identification processes and cognitive processes for access to social and educational contexts in activities, which is the main concern of the study. In the presentation are discussed implications for organizational structure, educational working practices and design of premises that can increase students' opportunities to participate. The presentation also includes:

- handling several auditory focuses simultaneously in learning situations
- teachers' verbalization in the classroom
- auditory focus and social interaction in school environments

**Presentation 4:****Role of special education trained teachers and special schools**

**T.D.T.L. Dhanapala**, Senior Lecturer, The Open University of Sri Lanka

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Special education trained teachers are qualified instructors with expertise and knowledge about the content they teach as well as about methods of teaching students with disabilities. From an inclusive education perspective

regular teachers should take the responsibility of all children in the classroom regardless of any disability or other diverse needs the students may have.

This study was related to special education teacher training programme and the role of special schools in inclusive education (IE), to find out whether special education teacher training still need to be continued, and how special schools engage in IE. Researcher selected the methodology, based on research objectives and carried out using quantitative for questionnaires and qualitative methodology for q for minimally structured interviews. It is still need special education teacher training programme to prepare teachers to teach to children with severe and profound special needs and special schools should be a partner of inclusive education. Children with severe disability may need to admit to special schools. In the Sri Lankan situation, IE may be viewed as a continuum of placement options (multi-track approach), therefore it is necessary to have a positive relationship between the special schools and the current regular education system, to promote inclusive education.

**Presentation 5:  
Making Education Accessible – the Case of Legal Challenge within  
the Human Rights Framework**

**Yael Weisz-Rind**, Director  
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**Seidel Guila**, Chairperson  
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For decades the State of Israel neglected its obligation to make education accessible for children with blindness or visual impairment. The Ministry of Education (MoE) refused to provide school books and materials in accessible formats or to allocate budgets to address the need.

As a result, for many parents the demand of time, resources and work to support their child, became an impossible task. This unbearable situation had a grave impact on children who could not reach their full potential and fulfill their talents.

In November 2011, Ofek Liyladenu, Israel National Association of Parents of Children with Visual Impairments, appealed to the Supreme Court of Justice

(SCJ) against the Ministry of Education (MoE). In December 2013, more than 2 years later, the SCJ published its historic ruling. The ruling instructs the state to provide accessible school books and materials, accessible matriculation examinations as well as all educational activities inside and outside school. The MoE is now implementing the Court decision and for the first time in its history provides a substantial budget for this purpose. Ofek Liyladenu continues to play an important and active role vis-à-vis the MoE.

### **Concurrent Session 25: Higher education: Opportunities and challenges**

#### **Chair:**

**Ben Clare**, Regional Chair, ICEVI Pacific

#### **Presenters :**

1. **Celene Gyles & Tashara Young**, Mico University College, **Jamaica**  
Experiences of special needs students at an institution of higher education
2. **Sri Ram Mittal**, National Institute for the Visually Handicapped, **India**  
Status of higher education for girls with visual impairment in India: Challenges and prospects
3. **Kazunori Minatani**, The National Center for University Entrance Exams, **Japan**  
The reform of the Japanese university entrance examination system and enhancement of accommodation for visually impaired examinees
4. **Juha Lahti**, Valteri Center for Learning and Consulting, **Finland**  
VALTERI - a National Centre for Learning and Consulting; Supporting Inclusive Education in Municipalities through three Stages

#### **Presentation 1:**

#### **Experiences of special needs students at an institution of higher education**

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**Tashara Young**, Faculty  
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This case study examined the nature of the experiences of two students with special needs who are enrolled at The Mico University College. In the past, students with special needs were predominantly educated in specialized private setting but as time progressed, more of these students have chosen education in mainstream setting. Some educators in the mainstream setting are not entirely aware of how to cater to these students' needs, which have taken away from some of their positive experiences. Interviews and observation sessions were done which provided a comprehensive overview of 1) how students with special needs were catered for at 'The Institution', 2) limitations in terms of providing for them and 3) what they would like to see happen in terms of provisions made for them. Having used the constant comparative analysis, the findings overall in this study suggested that 'The Institution' has catered for students in a number of ways even though there are many gaps in catering to their needs. The number of limitations far outweighed what is being done to cater for them. Based on the gaps identified, the subjects put forward some suggestions as to how 'The Institution' could better cater for them. The outcomes of this study denoted that there should be a collaborative effort in order to make the experiences of students with special needs more meaningful. Furthermore, communication needs to be strengthened and public education campaigns implemented. These two strategies could assist in resolving many of the other limitations that students faced.

### **Presentation 2:**

#### **Status of higher education for girls with visual impairment in India: Challenges and prospects**

**Sri Ram Mittal**, Adjunct Professor, NIVH  
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Article 6 of UNCRPD calls upon governments to take all measures for the empowerment of women with disabilities. Article 24 of the Convention urges the governments to initiate action to enable persons with disabilities to have access to general tertiary education.

Our talk of "empowerment" for girls/women with disabilities, visual impairment, in the present case, can be meaningful only when they have appropriate access to good quality higher education.

It is in this background of the vital significance of higher education for girls with visual impairment that this author undertook a detailed study as to ascertain the extent to which visually impaired girls/women have been able to exercise this fundamental right to higher education in India, the problems they encounter and developmental opportunities available to them.

The study covered a total of more than 100 visually impaired girls pursuing under-graduate and post-graduate studies. The character of the study being national, it was ensured that each of the five regions of the country-- North, East, West, South and Central, was duly represented. The study revealed that an overwhelming majority of girls studied humanities and social sciences courses. Most of them lacked proper family support. Some of the major challenges they faced included: shortage of study material in accessible format, limited access to assistive technologies, problems in locating suitable hostel facilities, finding appropriate amanuenses.

Based on the inputs received, several practical recommendations have also been put forward which could have far-reaching beneficial implications for visually impaired girls pursuing higher education.

**Presentation 3:****The reform of the Japanese university entrance examination system and enhancement of accommodation for visually impaired examinees****Kazunori Minatani**[minatani@rd.dnc.ac.jp](mailto:minatani@rd.dnc.ac.jp)**Yosuke Tatewaki**[tatewaki@rd.dnc.ac.jp](mailto:tatewaki@rd.dnc.ac.jp)

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In Japan, a nationwide reform of the university entrance examinations is planned to be carried out by 2020. One of the items included in this reform is the introduction of Computer Based Testing (CBT), which will realize more accurate evaluations. Meanwhile, a law that aims to realize the principles of the Convention on the Rights of Persons with Disabilities will be put into effect in 2016. Under that law, reasonable accommodation will be a duty of public institutions. In this context, we are researching and developing enhanced accommodation for examinees with disabilities. On the one hand, we are developing a tablet computer based testing system for examinees with visual impairment or developmental disabilities. It can display characters with freely selectable magnification and audio content. On the other hand, we are looking for a way to maintain a braille paper test that will be prepared in a traditional style even if CBT is introduced. The aim of this attempt is not a negative reaction, but the pursuit of an appropriate testing environment for braille users.



**Presentation 4:****VALTERI - a National Centre for Learning and Consulting; Supporting Inclusive Education in Municipalities through three Stages****Juha Lahti**

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In Finnish educational system schools offer support for all pupils through three stages. The aim is to help everyone to complete successfully their basic education.

Each child is entitled for general support as a part of everyday learning. Idea is to provide support immediately when the risk for problems is recognized. A teacher, with other professionals, is responsible for taking care of the various needs of each pupil.

Intensified support is used to prevent problems from expanding. Pedagogical assessment is drawn up, and an Individual Learning Plan is made. Regular follow-up is set by a multiprofessional team.

Special support consist of special needs education and other forms of support. After multiprofessional assessment decision determines all ways of support and an Individual Educational Plan is obligatory. Special support must be reviewed regularly.

A municipality and professional staff needs support when organizing inclusive education on the levels of general, intensified and special support. Valteri - a national center for learning and consulting - supports the professionals offering a comprehensive range of services. Questions are delivered to Valteri especially, when pupils have challenges with vision, autism spectrum disorders, language and communication, hearing, mobility and motor coordination, neurological or chronic illnesses or multiple needs. Common Valteri actions in municipalities are consulting visits, support courses, trainings for professionals and material production.

**Concurrent Session 26:****Intervention strategies for independence****Chair:**

**Bhushan Punani**, Regional Chair, ICEVI West Asia

**Presenters :**

1. **Nora Griffin-Shirley**, Virginia Murray Sowell Center for Research and Education in Sensory Disabilities, **USA**  
Orientation and mobility training for children with additional disabilities
2. **Nurit Neustadt**, Consultation and rehabilitation Services for Blind and Visually Impaired Persons, **Israel**  
Audio Description (AD) in Israel as an innovation in provision of support services to the community of visually impaired persons
3. **Hakan Jansson**, National Agency for Special Needs Education and Schools, **Sweden**  
Mobility is fun for everyone: Simple steps to empower parents, families and professionals
4. **Paul Ajuwon & Connie Brown**, Missouri State University, **USA**  
Development of Self-determination and Social Skills of College-Bound Students with Visual Impairments

**Presentation 1:****Orientation and mobility training for children with additional disabilities**

**Nora Griffin-Shirley**, Professor/Director  
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This presentation will focus on assessment of orientation and mobility (O&M) skills and instructional strategies for children with blindness and additional disabilities to improve their educational outcomes. The content will include: demographics, assessment tools, instructional strategies, goal setting, program planning, and evaluation of O&M instruction.

Children with visual impairments and additional disabilities include those individuals with hearing impairments, intellectual disabilities, physical and health impairments. Legislation has been passed to ensure these populations receive education and appropriate related services, such as O&M instruction. To provide O&M services to this population, appropriate assessment needs to be completed. Prior to the assessment process, the O&M specialist communicates with educational team members who assist in the promotion of safe and independent travel of children with blindness and

additional disabilities. Specific roles and responsibilities of individual team members in relation to O&M service provision are established. To be effective, this team uses collaborative strategies (e.g., role release, co-teaching).

When conducting assessments, using both formal and informal assessment tools, O&M specialists observe students in different environments, interviews family members, teachers, and others to complete the assessment. Using this information, the educational team develops and implements an instructional O&M program. To evaluate the effectiveness of the instructional program, the progress of children with blindness and additional disabilities is monitored by data collection methods. The collected data is then used to modify the instructional program in O&M. Modifications in the instructional program may include change in goals, reinforcers, assistive technology, teaching techniques, delivery method, and teaching environments.

**Presentation 2:**

**Audio Description (AD) in Israel as an innovation in provision of support services to the community of visually impaired persons**

**Nurit Neustadt**

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In Israel 24,000 people are registered legally blind. In addition, estimates indicate that over 100,000 people have low vision. Audio Description (AD) was not practiced here until 2014. Establishing this service at theaters, movies, touristic tours, events and conferences was quite a challenge that required the involvement of several parties and extensive finance resources.

The presentation will deliberate the process and steps by step taken to launch the valuable AD service including: pre-program focus groups feedback, developing the curriculum, recruiting the potential describers, running the course in collaboration with the Department of Communication at Hebrew University, the Central Library for the Blind, The Center of the Blind and Social Security Fund for Developing Services for People with Disability. Feedback from patrons' theater and movie visitors will be discussed. The presentation will be accompanied with PPT.

**Presentation 3:**

**Mobility is fun for everyone: Simple steps to empower parents, families and professionals**

**Håkan Jansson & Elisabet Olgemar**National Agency for Special Needs Education and Schools, **SWEDEN**[hakan.jansson@spsm.se](mailto:hakan.jansson@spsm.se)

Sweden has participate in a two year European Comenius project, together with Finland, Luxembourg, Czech Republic, Slovenia, Republic of Ireland, Northern Ireland and Scotland. The name of the project is "STEP-UP" which means; Safe travel and movement Through the Environment for young learners with visual impairment, Promoted by all of Understanding and Participation.

The aim of this project is to identify simple steps in Orientation and Mobility (O&M) that can be of great value by non-specialists to improve the participation of the young person in wanting to take part in independent and safe movements within the environment. The project is not intend to replace the role and responsibilities of the professionals in O&M. The aim is rather to help parents and professionals who are working with and come in contact with children with Visual impairment and Blindness to become more aware of how they can support development in participation and independence skills in the best of ways.

The need of special support in early years is indispensable to establish. We must arouse the children to be motivated and curious to move around.

It is of great necessity to support learning of the skills and strategies for O&M so that the children can orientate themselves in their environment. Above all, it is important that these children get the opportunity to learn by participating in everyday situations. Situations that gives the children meaning and contents. Situations where people around the children can provide the most functional and effective support.

We will present an informative and educational material, containing some simple steps to meet the child's need for O&M. The material contains; mapping of the physical environment, knowledge and how to develop skills in orientation and mobility in everyday situations and also a little about beliefs and myths in society.

We also have a list of literature and links to depression as well as glossary that explains different concepts in O&M knowledge. We will also recount how the material has been implemented within the Swedish Preschools and Schools and how the material was received by the different users.

**Presentation 4:  
Development of Self-determination and Social Skills of College-Bound Students with Visual Impairments**

**Paul Ajuwon**, Professor & Program Coordinator  
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Deficiencies in self-determination and social competence have been cited as causes for low postsecondary education completion and employment of young adults with visual impairments in the United States. This study examined the impact of a training curriculum to increase students' knowledge in the transition process. Eleven (11) students participated in two separate, weekend training sessions where they received instruction and practice in utilizing Blackboard, an online academic platform. Students utilized the online platform to successfully complete college-related assignments, and also participated in social competence training activities. Furthermore, the students completed a 19- question Likert-type survey on their experiences.

Students responded at a level of 82% or higher on 14 of the 19 survey items, indicating their positive experiences and skills development as a result of the adapted college preparation program. Data on two items showed that students responded at a level of 100% that they had acquired skills in college preparation topics. Qualitative comments were generally positive, and reflected the need for developing similar programs to give students a proactive lead on college entrance and successful completion of postsecondary education that would enhance their employability. Recommendations are made to utilize this model of training to foster transition skills in college-bound teenagers with visual impairments in both developed and developing countries in the post-2015 development agenda.

**Concurrent Session 27:  
Access to curriculum, expanded core curriculum,  
and extra-curricular areas**

**Chair:**  
**Nandini Rawal**, Treasurer, ICEVI

**Presenters :**

1. **Holly Lawson & Kathryn Botsford**, Portland State University, **USA**  
Preparing for UEB: Consumer, professional, and family perspectives
2. **John Price**, Perkins School for the Blind, **USA** & **Yasmin Hussain**, SEAMEO-SEN, **Malaysia**  
Partnering to promote braille literacy in Laos, East Timor, Cambodia and Myanmar
3. **Moulana / Sheikh Hassan Abdul Kader Murchie**, Madrassa An-Noor for the Blind, **South Africa**  
The melodies of The Holy Qur'an represented by braille literacy
4. **Boguslaw W Marek**, The John Paul II Catholic University of Lublin, **Poland**  
Introducing tactile graphics to first time users: The humbling lessons from Nepal and Samoa
5. **Victoria Naomi & Premavathy Vijayan**, Avinashilingam Institute for Home Science and Higher Education for Women, **India**  
Special needs children in inclusive education and responses to intervention

**Presentation 1:****Preparing for UEB: Consumer, professional, and family perspectives**

**Holly Lawson**, Coordinator  
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**Kathryn Botsford**, Research Faculty  
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Visually Impaired Learner Program, Portland State University,  
Graduate School of Education, Special Education, PO Box 751, Portland,  
OR 97201, **USA**

In preparation for the United States' transition to Unified English Braille (UEB), this study analyzed focus group interviews of consumers, professionals (teachers and transcribers), and family members in the United States as they reflected on their pre-UEB transition understanding of how braille would be changing and how that would impact their lives and/or the lives of their braille-reading family members.

**Presentation 2:****Partnering to promote braille literacy in Laos, East Timor, Cambodia and Myanmar**

**John Price**, International Manager of Business Development  
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**Yasmin binti Hussain**, Director, SEAMEO-SEN  
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At Perkins School for the Blind, we believe literacy through Braille provides greater access to independence, social integration, employment, and life-long learning. By partnering with local organizations, we look to enhance learning experiences for blind and VI students in various regions. At the ICEVI East Asia Regional conference 2015 in Bali, Indonesia, Perkins Solutions formed an alliance with SEAMEO-SEN, an international and regional intergovernmental organization whose members are Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, East Timor, and Vietnam. A pilot project was envisioned to serve the braille literacy needs of 4 of the most challenged countries in the region, East Timor, Myanmar, Laos and Cambodia. Perkins Solutions and SEAMEO-SEN will present a white paper on their experience delivering braille literacy training and equipment to these four countries.

**Presentation 3:**  
**The melodies of The Holy Qur'an represented by braille literacy**

**Moulana / Sheikh Hassan Abdul Kader Murchie**, Chairman  
Madrassa An-Noor for the Blind, 3 Cedara Road, Cedara, Pietermaritzburg,  
KZN, **SOUTH AFRICA**  
[hmurchie@mnblind.org](mailto:hmurchie@mnblind.org)

It has always been the desire of a Blind person to experience the exact and unique representation of a sound with its precise characteristic, rhythm and tempo in the Holy Qur'an. As it has been transmitted orally and in script form since the last fourteen centuries, there has been a special need to match and equate sounds with touch.

The Arabic Braille code is able to accomplish the need to correctly focus its reader to the precise and distinct pronunciations, intonation, modulation and tenors etc required when reciting the Holy Qur'an. Any person learning

a foreign language will understand the difficulties in ascertaining the correct pronunciation and accent of the language.

A step by step primer has been developed to show and demonstrate to a child how to read from a basic letter right up to the recitation mode of the sentences in three different speeds (slow, medium and fast). Astonishingly, this presentation allows any person, irrespective of their mother tongue, to recite the Holy Qur'an in chaste and melodious Arabic. It simultaneously opens the doors of accessing all other languages in Braille code and is a precursor to literacy. We would like to share this development with everyone via an interactive workshop presentation.

**Presentation 4:**

**Introducing tactile graphics to first time users: The humbling lessons from Nepal and Samoa**

**Marek W Boguslaw**, Head of Department of ELT Typhlology and Alternative Communication

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**Szubielska Magdalena**, Institute of Psychology

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*"All I knew about geometry was that it is a branch of mathematics"*. This comment made by a totally blind teenager in Western Nepal confronted for the first time with a set of tactile drawings of lines and geometric shapes gives probably the best picture of special educational needs which are still waiting to be met in various parts of the world.

The presentation draws from the experience gained by the author during tactile graphics workshops in Nepal and Samoa and on research into understanding of spatial and visual concepts performed by the author and co-author in Poland. The experience has forced the author to introduce a series of modifications and improvements to the tactile graphics course used in Poland to make it sensitive to the various cultural differences and suitable for learners unfamiliar even with the very concept of "a drawing". One more important lesson learnt from the workshops was that the gaps in the knowledge of the sighted conventions used in drawings and in understanding of the relations between three-dimensional objects and their two-dimensional representations can quickly be compensated for with the help of a set of simple resources combined with unmatched eagerness and interest of learners. Introduction of the contents of a step-by-step course in



tactile graphics for first time users and its implementation in workshops in Nepal and Samoa in 2014 – 2015 fill the major part of the presentation.

**Presentation 5:****Special needs children in inclusive education and responses to intervention**

**Victoria Naomi**, Professor of Special Education  
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**Premavathy Vijayan**, Dean, Faculty of Education  
[prema\\_adu1@rediffmail.com](mailto:prema_adu1@rediffmail.com)

Avinashilingam Institute for Home Science and Higher Education for Women  
Bharathi Park Road, Coimbatore – 641 043, Tamil Nadu, **INDIA**

Research on Response to intervention(RTI) being carried out in two Coimbatore Schools in Tamil Nadu, India focuses to improve reading and math skills at elementary level. One of the critical components of RTI is progress monitoring, a frequent assessment to determine whether an intervention is working. Based on universal screening, nearly 84% students need intervention for reading and Math. After a period of 4 month intervention and the 4 progress monitoring data revealed that 53% have gone to Tier 1 who can cope with the classroom core instruction. There were 31% students in Tier 2 intervention that needed 2 times intervention in a week and 15% of them in Tier 3. The Tier 3 group may include special needs children who need intensive instruction tailored to his/her needs. This paper presents the curriculum based measurement, grouping to tiers, progress monitoring and educational decision making.

**Concurrent Session 28:****Social, life and independent living skills****Chair:**

**Marcel Janssen**, Royal Dutch Visio, The Netherlands

**Presenters :**

1. **Danene Fast**, The Ohio State University, **USA**  
A driver's perspective of transporting persons with visual impairments on a public bus

2. **Ineke Haakma**, University of Groningen, **The Netherlands**  
The key to students' motivation for learning: Supporting the psychological needs of students with visual impairments in the classroom
3. **Gertrude Oforiwa Fefoame**, Sightsavers, **Ghana**  
The role of mentors and role models in influencing decision makers and beneficiaries in fast tracking EFA-VI in the era of the Sustainable Development Goals (SDGs)
4. **Adam Ely**, South African National Council for the Blind, **South Africa**  
Classrooms of the future in schools for the visually impaired in South and Continental Africa

**Presentation 1:****A driver's perspective of transporting persons with visual impairments on a public bus****Danene Fast**

NLCSD Scholar and Doctoral Student, The Ohio State University  
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**Tiffany Wild**, Assistant Professor, The Ohio State University

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The field of Orientation and Mobility teaches professionals to provide independent travel training to persons with visual impairments; included in that skill set is teaching a person with a visual impairment how to access public transportation in a variety of venues. However the field of orientation and mobility does not require individuals to learn how to transfer that knowledge on to the workers that will come in contact with a person with a visual impairment. This study will be the first of its kind to document the outcomes of training workers who drive public buses on a college campus to work with persons with visual impairments.

The purpose of this research study being presented is to examine the knowledge of public transportation workers about persons with a visual impairment and to examine their attitudes toward blindness and knowledge about interacting with a person with a visual impairment on their bus.

**Presentation 2:**

**The key to students' motivation for learning: Supporting the psychological needs of students with visual impairments in the classroom****Ineke Haakma**, Researcher/Lecturer

Department of Special Needs Education and Youth Care

University of Groningen, Grote Kruisstraat 2/1, Groningen 9712 TS

**THE NETHERLANDS**[I.Haakma@rug.nl](mailto:I.Haakma@rug.nl)

Teachers want motivated students in their classroom, students who are willing to engage in learning activities. This however is not always the case. What can teachers do to motivate their students? Which strategies can teachers of visually impaired students use to make learning a pleasant experience for their students? This presentation will provide effective evidence based strategies as identified via a PhD study on how to effectively engage and motivate children with sensory loss.

The presentation will summarize the literature on the motivation in students with visual impairments, hearing impairments or deafblindness. The study itself was predominately based on classroom observations which evaluated teacher-student interactions in students with deafblindness, with the results indicating the importance of the learning environment. The interactions teachers had with their students influenced their motivation for learning. An important finding was that teachers need to support students' psychological needs for competence, autonomy and relatedness. The extent to which students experience their needs as supported influence the extent to which they are engaged in learning tasks.

The study findings are not only relevant for students with deafblindness but also for students who are blind or visually impaired, as the same motivational processes are in play. In this presentation the main focus will be on the practical applications of the findings by discussing the teaching strategies teachers can use to support students' needs.

**Presentation 3:****The role of mentors and role models in influencing decision makers and beneficiaries in fast tracking EFA-VI in the era of the Sustainable Development Goals (SDGs)****Fefoame Oforiwa Gertrude**, Global Advocacy Advisor, SightsaversP.O. Box Kia 18190, Airport – Accra, **GHANA**[gofefoame@sightsavers.org](mailto:gofefoame@sightsavers.org)

75 million children around the world are missing out on education. It is estimated that one-third of those children have a disability with a higher percentage found in developing countries. EFAVI is a strategy aimed at enhancing access to formal education by people with visual impairment. One of the approaches EFA-VI promotes is inclusive education. While inclusive education has significant advantages, when not carefully managed, it could lose the important role that mentors and role models could play in influencing the process for decision makers, practitioners and beneficiaries. The paper discusses some of the challenges parents, professionals and practitioners face in their efforts to promote inclusive education ; highlights how mentors and role models can assist in working towards solving some of the challenges; and offer guidance on how network of professionals, parents and other stakeholders must put in place in order to effectively harness the benefits of a mentor and role model in the design, implementation and monitoring of inclusive education programmes in the era of Convention on the Rights of Persons with Disabilities (CRPD) and SDGs.

**Presentation 4:****Classrooms of the future in schools for the visually impaired in South and Continental Africa**

**Adam Ely**, Head of Department : Resource Centre  
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Hatfield 0029, **South Africa**  
[adamwilliamely@gmail.com](mailto:adamwilliamely@gmail.com)

South Africa has ratified the UNCRPD, but it falls way behind in implementing article 24. As is the case in most developing countries, learners with visual impairments lack in the provision of Learner Training and Support Materials (LSTM) and textbooks in Braille. This has led to endemically poor results and performance in schools for the visually impaired. A new and innovative way of presenting lessons to learners is being trialled, with the SANCB and Editmicro, a supplier of assistive devices, being at the forefront of this move. The background to this project is providing quality education, by specialist teachers from schools that have excelled at that particular subject. The lesson is then transmitted, in real time, to all schools for the visually impaired across the country, through the use of Smartboard technology and Wireless transmission. The teachers in the schools receiving the lesson act as assistants to their learners while following the lesson. Questions can be asked and answered in real time. Problems with a lesson can be resolved by all those participating. Even the most rural school, if they have Wi-Fi available, can get this quality lesson presented to them, and participate and network with their peers from city schools. Should the trials be successful in the country, it then begs the question: Why not the whole of Africa?

**Concurrent Session 29:  
Parent and family perspectives****Chair:**

**Terje Iverson**, Norwegian Association of the Blind and Partially Sighted (NABP)

**Presenters :**

1. **Scott Truax**, American Foundation for the Blind & **Susan LaVenture**, National Association of Parents of Children with Visual Impairments of Lighthouse Guild, **USA**  
FamilyConnect program: Reaching families using the internet
2. **Sarah Akinola**, African Union of the Blind, **Nigeria**  
Darkened rays: Exclusion of blind and visually impaired children in South-West Nigeria from pre-school and basic education calls for urgent intervention
3. **Mindy Ely**, Illinois State University & **DeEtte Snyder**, Washington State School for the Blind, **USA**  
Family-centered practices: A paradigm shift
4. **DeEtte L. Snyder**, Washington State School for the Blind, **USA**  
Babies count: The United States national registry for infants and toddlers with visual impairment
5. **Joan B. Chase**, **USA**  
Findings regarding parent attitudes, attributes and emotional responses when mothers and fathers of visually impaired, physically affected and non-disabled children are compared

**Presentation 1:****FamilyConnect program: Reaching families using the internet**

**Scott Truax**, FamilyConnect Program Manager  
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San Antonio, TX 78209, **USA**  
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**Susan LaVenture**, Executive Director  
National Association of Parents of Children with Visual Impairments of  
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Families with children who are blind are isolated and so have difficulty finding others to ask questions and share information. This isolation is often felt in both rural and urban settings as it is difficult in both to find each other. Use of the internet is growing in both developed and developing nations and our experience is that families who are motivated most often find ways to gain information through internet resources. Professionals working with children and families also carry information gleaned from internet sites to the families.

The FamilyConnect program is an example of how we can help reduce the feelings of isolation, promote feelings of confidence, and provide support. Informational articles provide techniques and ideas to use at home while message boards and blogs written by families give connection, guidance, and support regardless of location.

FamilyConnect will share the benefits and challenges of working with individuals through internet resources, including discussion of what types of information and format works best for families, thoughts on cultural perceptions of disability, and how to use the program to create positive expectations.

#### **Presentation 2:**

#### **Darkened rays: Exclusion of blind and visually impaired children in South-West Nigeria from pre-school and basic education calls for urgent intervention**

**Sarah Akinola**, Women Leader for West African Region  
Senior Management Institute Graduate, African Union of the Blind  
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The essence of pre-school and basic education in the life of a growing child cannot be over-emphasized. Blindness or visual impairment is no premise on which exclusion of any child from this fundamental/developmental right may be based and this expatiates the vision of EFA-VI for all blind children to enroll for and complete primary education by 2020.

Actualization of this should mark the dawn of a brighter day but while the number of facilities where young children access pre-school and basic primary education in South-West Nigeria increases on a daily basis, no schools for blind children will enroll any child below seven years of age and not because they would be denied family/parental affection during their growing years, but these institutions lack relevant human and financial resources. On the other hand, teachers in regular schools are not trained to

teach them and parents of sighted children would not have them sit in the same classroom as theirs.

With true life stories and suggestions from a blind disability rights activist / advocate, this Paper aims to promote inclusive education as an intervention embracing five bio-ecological systems which will address pre-school and basic educational needs of the alarmingly growing number of blind and visually impaired children in this geo-political Zone of Nigeria, especially as the SDG have now been designed to reach out to excluded populations.

**Presentation 3:  
Family-centered practices: A paradigm shift**

**Mindy Ely**, Program Coordinator, Illinois State University  
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[msely@ilstu.edu](mailto:msely@ilstu.edu)

**DeEtte Snyder**, Statewide Coordinator for Birth to 3 Services, Blind and Visually Impaired, Washington State School for the Blind, **USA**  
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Research shows that young children and their families benefit when services are provided in a way that promotes engagement between the child and the caregiver according to identified family priorities. Such intervention should be provided within the family's typical daily routine and in an atmosphere that is natural for the family. These practices that value the family culture and priorities are called family-centered practices. Traditional services from a teacher of students with visual impairments often follow a more teacher-centered academic approach to learning. In contrast, a family-centered approach is meant to empower families to care for their child and his developmental needs.

The presenters will seek to inform participants of the research-based evidence for using a family-centered approach in working with young children and their families. Practitioners will be challenged to self-reflect on their teaching approach including similarities to family-centered practices the potential of application of such practices to their work. Admittedly, this will require a shift in practice and thinking for most TVIs trained in a more traditional teacher-to-student academic approach. Participants will also be encouraged to explore practical strategies for immediate implementation with the families they serve.

**Presentation 4:  
Babies count: The United States national registry for infants and toddlers with visual impairment**

**DeEtte Snyder**, Statewide Coordinator for Birth to 3 Services, Blind and Visually Impaired, Washington State School for the Blind, **USA**  
[DeEtte.Snyder@wssb.wa.gov](mailto:DeEtte.Snyder@wssb.wa.gov)

This presentation will be an introduction to a United States national project, which is a registry of young children, aged birth to three, with blindness and visual impairments (BVI). The registry is used by multiple states to collect epidemiological and demographic data. Understanding the needs and insuring the availability of qualified personnel and programs to provide for the unique learning needs of young children with BVI is its mission. This presentation will focus on the history and expansion of this important project, impacting the entire field of education for the BVI.

Babies Count started in 1995 to inform the field about the prevalence of visual impairment in children birth to 3, including the leading causes of BVI, and to provide critical data for research to inform the medical community, early intervention program development, and personnel preparation programs to meet the current and future needs of this unique and growing population. Over 29 states have participated in the project since its inception. Previously the database was housed at the American Printing House for the Blind (APH) in Louisville Kentucky, but the project has been transitioned to the New Mexico School for the Blind with the assistance of an advisory committee, reflecting a national effort to the mission of the project. A new database and data collection will be implemented in January 2016 with the goal of all 50 states participating by 2018. This presentation will represent data collected historically since 1995 as well new information since January 2016.

**Presentation 5:**  
**Findings regarding parent attitudes, attributes and emotional responses when mothers and fathers of visually impaired, physically affected and non-disabled children are compared**

**Joan B. Chase**, Consulting Psychologist  
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This paper is one aspect of a large research study concerned with the development of children who are visually impaired and, in specific aspects, otherwise affected by physical or sensory issues early in life. The parents of young children with vision loss (N=81), cerebral palsy/other motor impairments/neurological diagnoses (N=40) were interviewed. A control group of parents (N=47) whose children attended two nursery schools answered the same standard inquiries. The hypotheses of no difference were based on a family system model and were supported in several instances. Some of the parents (N=20) participated in groups designed to



foster coping skills for child rearing. The measures included a parent attitude survey, an experimental method to determine closeness-distance among family members, and a verbal analysis system. Results of these investigations will be presented, along with anecdotal and personal descriptions of mothers' and fathers' perceptions. Demographic differences in families will be elucidated, along with contrasts between mothers and fathers. The impact of discussion groups is also observed. Results of these investigations are different than those frequently described in the literature regarding disability and development.

**Concurrent Session 30:  
Education Interventions (Spanish session)**

**Chair:**

**Lucia Piccione**, First Vice-President, ICEVI

**Presenters :**

1. **Fernanda Oliva & Imelda Fernandez** - EFA-VI Country coordinator, **Argentina**  
All can educate children with visual impairment
2. **Rosario Galarza**, Blind Damas Commission of Peru, **Peru**  
Promoting leadership opportunities and participation of teenagers with visual impairments
3. **Montilha RCIM Rita, Maria Elisabete Gasparetto & Bittencourt Z Z L C B Zelia**, University of Campinas, **Brazil**  
Visual Rehabilitation Program for Low Vision Students
4. **Socorro Quintana Tello**, **Mexico**  
The importance of emphasizing spelling in written communication in persons with visual disability

**Presentation 1:**

**All can educate children with visual impairment**

**Fernanda Oliva**, Professor

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**Imelda Fernandez**, Professor

Varela Berro 4431, Barrio Poeta Lugones, Cordoba, **ARGENTINA**

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Inclusive education is a reality in the world, which seeks to maximize the presence, participation and learning of all students; it is not a choice but an inevitable choice and the teacher is fundamental part of it. The regular classroom should be the first choice for educating children with disabilities and the special school an alternative to consider when solutions cannot be found in regular classes.

For a long time special education have worked and works, even today, as a parallel system to the "common" or "regular" education system, so that the roles of specialist and regular teaching have responded and respond to different historical and cultural times.

The aim of this paper is to debate about the roles and responsibilities of the different actors involved in inclusive education, especially teachers, who are promoters of change and responsible for educational quality of the child included. Furthermore, they must be vigilant and ensure the right of be a student in the classroom and not just only be physically in the classroom.

While roles are already explicit and most have been accepted, it is noted that according to the variables that may occur in the educational process, sometimes it is necessary to implement changes. Therefore, the roles should be flexible and in case of a particular circumstance that any member of the inclusive school team cannot assume responsibility, his/her roll can be taken by another actor of the educational process, as co-responsible, so that the quality of education is guaranteed.

### **Presentation 2:**

#### **Promoting leadership opportunities and participation of teenagers with visual impairments**

**Rosario Galarza**, President, Comisión de Damas Invidentes del Perú  
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This essay intends to draw attention about the necessary strategies and useful information that parents and teachers need to know in order to develop social skills and leadership opportunities for blind and visually impaired teenagers who are studying at regular schools in an inclusive environment. As a blind woman who had the chance to study her elementary school in a special school for the blind and finished high school in a regular school, I learned how difficult could be for a blind girl not having acquired the essential social skills as sighted kids naturally do through observation at early ages. In fact, the lack of these social skills play a key role in the way these students interact with their peers at school

and in their communities, preventing them from developing effective participation. It is certainly hard for them to demonstrate leadership attitudes without the appropriate support of parents and teachers in the whole process of developing self-advocacy and self-determination. Taking into consideration that blind and visually impaired teenagers will be the ones who lead the future organizations, it is really necessary they have the suitable knowledge about the principles of the CRPD in order to get autonomy and the concept of independent living.

**Presentation 3:  
Visual Rehabilitation Program for Low Vision Students**

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To present the results of a Visual Rehabilitation Program that motivates low vision students to utilize visual residue.

**Method:** A transversal descriptive study on a population of 30 students with low vision affected by congenital or acquired visual impairment who were attended to at a University Service in Campinas, SP, Brazil, during 2008. An ophthalmologic examination that included visual functioning assessment, acuity and tests with optical, non-optical aids was conducted.

**Results:** Main causes of low vision were Congenital retinoblastoma (27,4%) Congenital glaucoma, Retinopathy of prematurity (11,3%), Leber congenital amaurosis, Congenital cataract (7,8%). Moderated (34,0%) and Severe (31,0%) low vision was more frequent. The individuals were prescribed magnifying glasses, high-powered dioptric lenses and telescopic systems to improve far and near sight. The use of amplified contrast material, illumination, typoscopes and reading aids were recommended. We found 5,2% of the students without school by the visual deficiency.

**Conclusion:** The results demonstrated that the visual performance of the individuals improved, even in the case of those who were educated as though they were blind. This proved that personalized attention in conjunction with some simple techniques and even more important, a belief in the visual potential of low vision students produces surprising results.

**Presentation 4:  
The importance of emphasizing spelling in written communication in persons with visual disability**

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The impact of sight plays an important role in written communication because of the support that texts offer through the use of visual memory and so when a person sees little or does not see, it is important that this resource be replaced by others such as considering strategies like the reading of texts, isolating the word, identifying its meaning, finding the various orthographic difficulties and using them in producing different texts. When dictations are taken the spelling can be "socialized", inviting seeing and non-seeing students to discuss the difficulties the words present. In this manner, it is possible that it can benefit in a better quality writing. In some cases, it is possible to arrive at the rules in a deductive manner to reinforce the generalization. A portfolio evaluation, continual follow up and writing exercises are recommended as part of the consolidation process of the written language.

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