

KEY

Overview of Students who are Blind and Visually Impaired:

Recorded Lecture Evaluation

1. The IDEA definition of blindness and visual impairment:
 - a. Requires students to meet clinical definitions of legal blindness and visual impairment.
 - b. Requires the student to be diagnosed with brain based visual impairment.
 - c. Includes students with a range of vision considerations that impact access to education.
 - d. Mandates all students receive vision screenings provided by the school.
2. The leading cause of visual impairment among children in the United States is:
 - a. Autoimmune conditions affecting the eye.
 - b. Cortical and cerebral visual impairment.
 - c. Macular degeneration.
 - d. Retinopathy of prematurity.
3. A student can have functional vision, but experience variations in their sight, such as: (check all that apply)
 - a. Glare sensitivity
 - b. Need for various light sources
 - c. Visual fatigue
 - d. Limited contrast vision
 - e. Challenges with depth perception
4. Which statement is true regarding cortical and cerebral visual impairment (CVI):
 - a. Students with CVI exhibit no signs or characteristics unique to CVI and are consistent in their traits as students with ocular visual impairment.

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- b. Students exhibit traits and behaviors, such as challenges with visual clutter, limited blink reflexes, field, distance viewing and impaired visually guided reach, among other characteristics.
- c. Students with CVI are considered totally blind due to ocular vision conditions, such as with the retina, that are untreatable.
- d. CVI is no longer a prevalent cause of visual impairment in the United States due to medical and treatment advances.

5. True or False

Statement	True or False
Blindness and visual impairment is most prevalent in the early childhood years and less likely in adulthood.	F: BVI is more common in adulthood and a low-incidence disability in childhood.
All students with visual impairments meeting the IDEA definition will have blindness or visual impairment as their primary area of eligibility.	F: Students may be found eligible for VI as primary, secondary areas of disability.
All sources of visual impairment are obvious and easy to detect in an educational environment.	F: many causes of visual impairment are subtle, but can impact the child's access to education

- 6. The role and responsibility of a teacher of students who are blind and visually impaired (TBVI) is to (check all that apply):
 - a. Serve as a personal aide to a child who is blind or visually impaired, reading and writing for the student in the visual educational environment.
 - b. To provide consultation, assessment, and serve as an eligibility team member for referrals for blindness and visual impairment consideration; an IEP team member for students found eligible, and provides instruction and support related to blindness needs for the student and educational team.
 - c. Provide services and instruction, that depending on the individual student may include: braille, technology, adaptive skills, and supports for general

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and special education teachers who work with the student throughout the day.

- d. Deliver all visual content instruction, such as mathematics and science, in the general education program.

7. Which is true about braille?

a. Braille consists of a tactile form of literacy based on a cell of six dots arranged in two columns and three rows.

- b. Braille is no longer needed or used, given the advancements in technology that provide information auditorily.
- c. Braille is not English and is a different language students must learn when they are blind.
- d. Braille is not a valid form of literacy and teaching braille would render a student illiterate.

8. Braille should be considered and implemented:

- a. Only when a student is totally blind and has no choice but to read tactually

b. When a student, even with functional vision, experiences fatigue or challenges accessing print

9. Match the following terms and definitions:

Term	Definition	Answer
1. Grade 1: Uncontracted braille	A. Provides groups of letters and whole words into a shortened format to decrease space and improve braille reading efficacy	1C
2. Grade 2: Contracted Braille	B. STEM codes used in braille	2A
3. UEB Math/Science and Nemeth Code	C. Each letter is transcribed individually without contractions for whole and parts of words	3B

10. Orientation and mobility:

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- a. Is provided by a physical therapist or occupational therapist.
 - b. Can only be provided by a qualified professional who has completed a program of studies in O&M and has current credentials as an O&M instructor.
 - c. Is provided by physical education teachers, in conjunction with the teacher of students with visual impairments.
 - d. None of the above.
11. Orientation and mobility instruction might include (check all that apply):
- a. Instruction and use of the white cane.
 - b. Non-visual methods to cross streets.
 - c. Instruction in the school, home, and community environments.
 - d. Instruction only and exclusively provided at the school the child attends.
 - e. Instruction only for students who are totally blind, with no light perception.
 - f. Safe and effective methods for use of public transportation and pedestrian travels.
12. **Short answer:** List potential accommodations used in the general and special education for students with visual impairments:

Example answers might include:

- a. Magnification: handheld and digital devices
- b. Video magnifiers: for near and distance materials
- c. Braille notetakers and refreshable braille displays
- d. Screen readers
- e. Screen magnification
- f. Electronic text and accessible materials

13. True or False

Statement	True or False
Screen readers provide the user with access to static and interactive elements of devices, such as computers, tablets, and smartphones	T
Screen magnification is often a built-in and readily available option on many popular operating systems, tablets, and smart phones	T
Limited to no options exist for students to get access to accessible and electronic text, audio books, and braille books	F

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Students with low vision who benefit from digital magnification can use a video magnifier designed for near and distance stimuli.	T
Screen sharing applications commonly available can serve some students with visual impairments close access to content provided at a distance.	T
Braille is only available on paper; there are no devices currently available that provide braille access to digital and electronic content.	F