

# Left Without Literacy

Getting In Touch with Literacy Conference  
November 29, 2023

Low Incidence Outreach



# Meet the Presenters

**Johanna Brutvan**



**Amanda English**



# Agenda

- Defining the Student
- Case Studies
- Applying Your Knowledge
- Process Document
- Questions and Conversation

# Objectives

1. Leave with tangible ideas, practical steps, and resources for setting up a program for a student who has adventitious vision loss.
2. Short- and long-term plans for reattaining literacy.
3. Strategies for teams and families to deal with sudden vision loss

# Group Expectations

- Be Responsible
- Be Respectful
- Be Safe



# Are You Thinking What I am Thinking?

- Resort
- Sound
- Pool
- Seal
- Shell
- Sole
- Wave



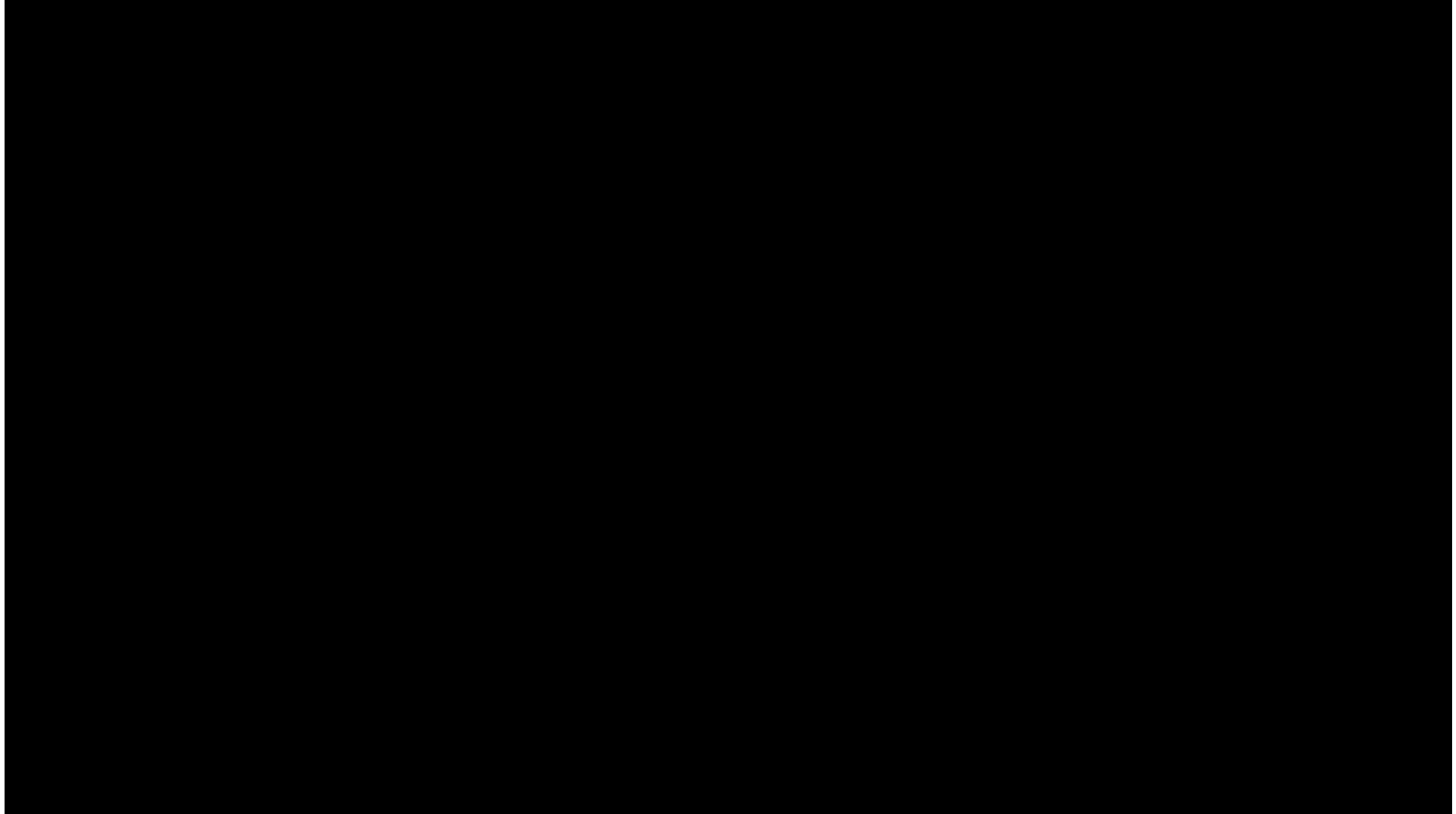
# What We Know

# Who is our population?

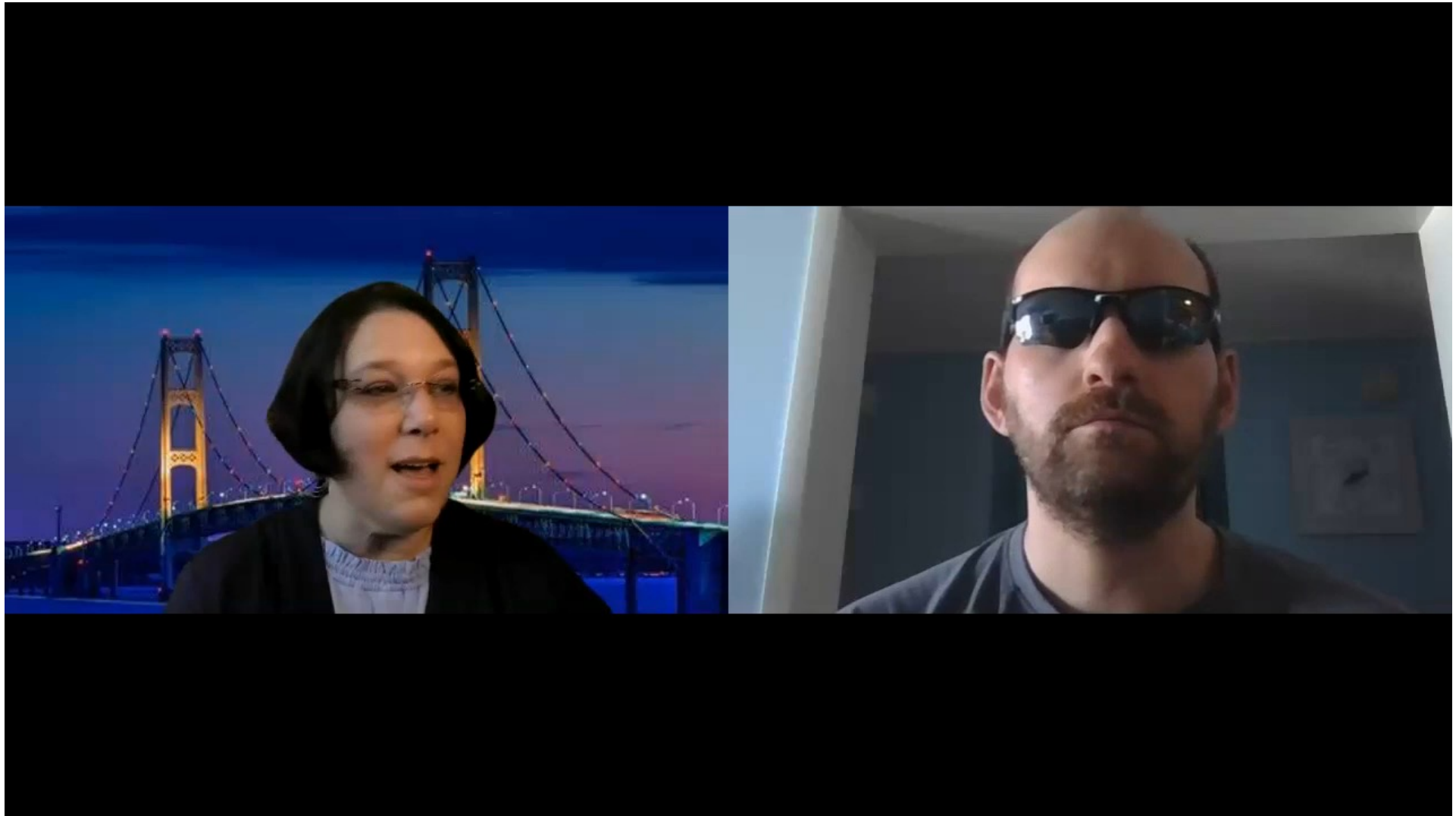
- Established print reader
- Drastic and sudden vision loss due to unforeseen circumstances
- Family is new to vision impairment
- How many times has this happened in your career?
- What do I know about this type of student?



# Introduction to Jason



# A Personal Perspective



# Think, Pair, Share

- Turn to your partner:  
Discuss your first thoughts about this scenario.
- What do we know?
- What kind of conversations need to occur?
- [3 Min Timer](#)



# Initial Thoughts

- Amanda's Personal Perspective



# What do we NEED to know?

## Gathering Information

# What information is needed to create a plan?

- School and learning environment
- Academic expectations
- Orientation and mobility
- Mental health
- Medical concerns
- In-service training
- Extra curricular activities
- Critical deadlines

# School and Learning Environment

- Type of School
- Least Restrictive Environment



# Academic Expectations



- Presentation of Curriculum
- Grade level expectations
- Reading Level
- Student Schedule
- Current supports in place



# Orientation and Mobility

- Travel needs in the home, school and community



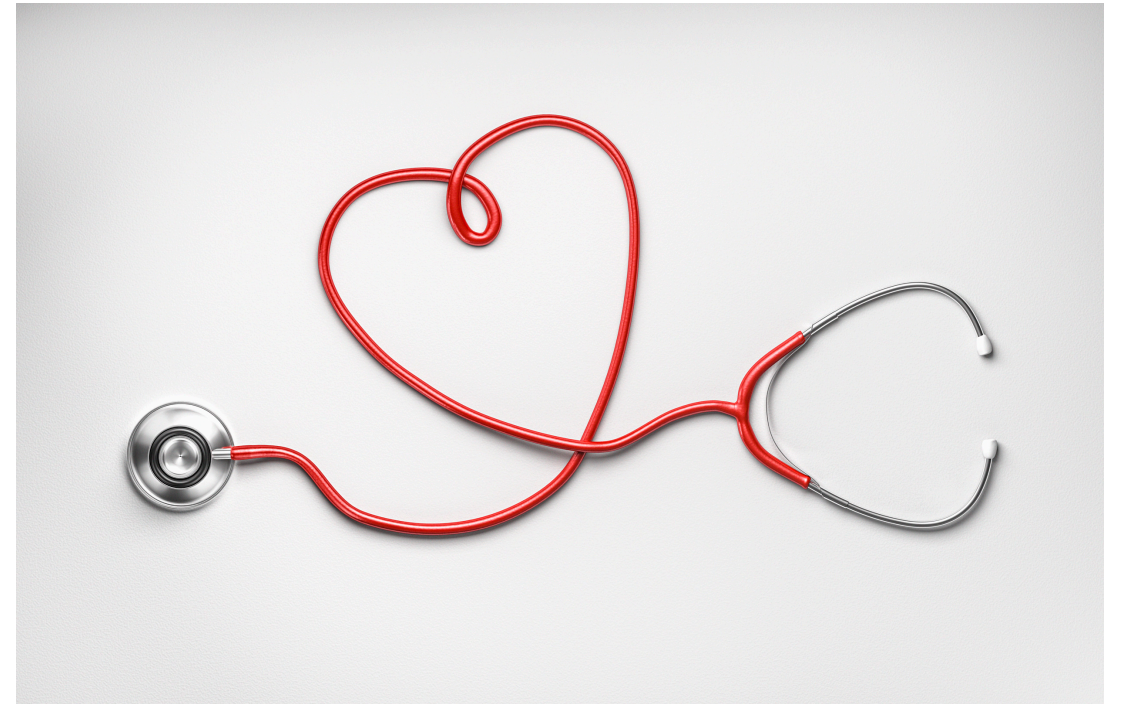
# Mental Health



- Supports available
- Outside therapies
- Peer support

# Medical Needs

- Upcoming surgeries
- Medications
- Involvement of specialized staff



# In-Service Training

- Staff
- Family
- Friends



# Extra Curricular Activities



- Music
- Sports
- Community groups
- Religious affiliations

# Critical Deadlines



- Applications
- Entrance Exams
- Transition to new school

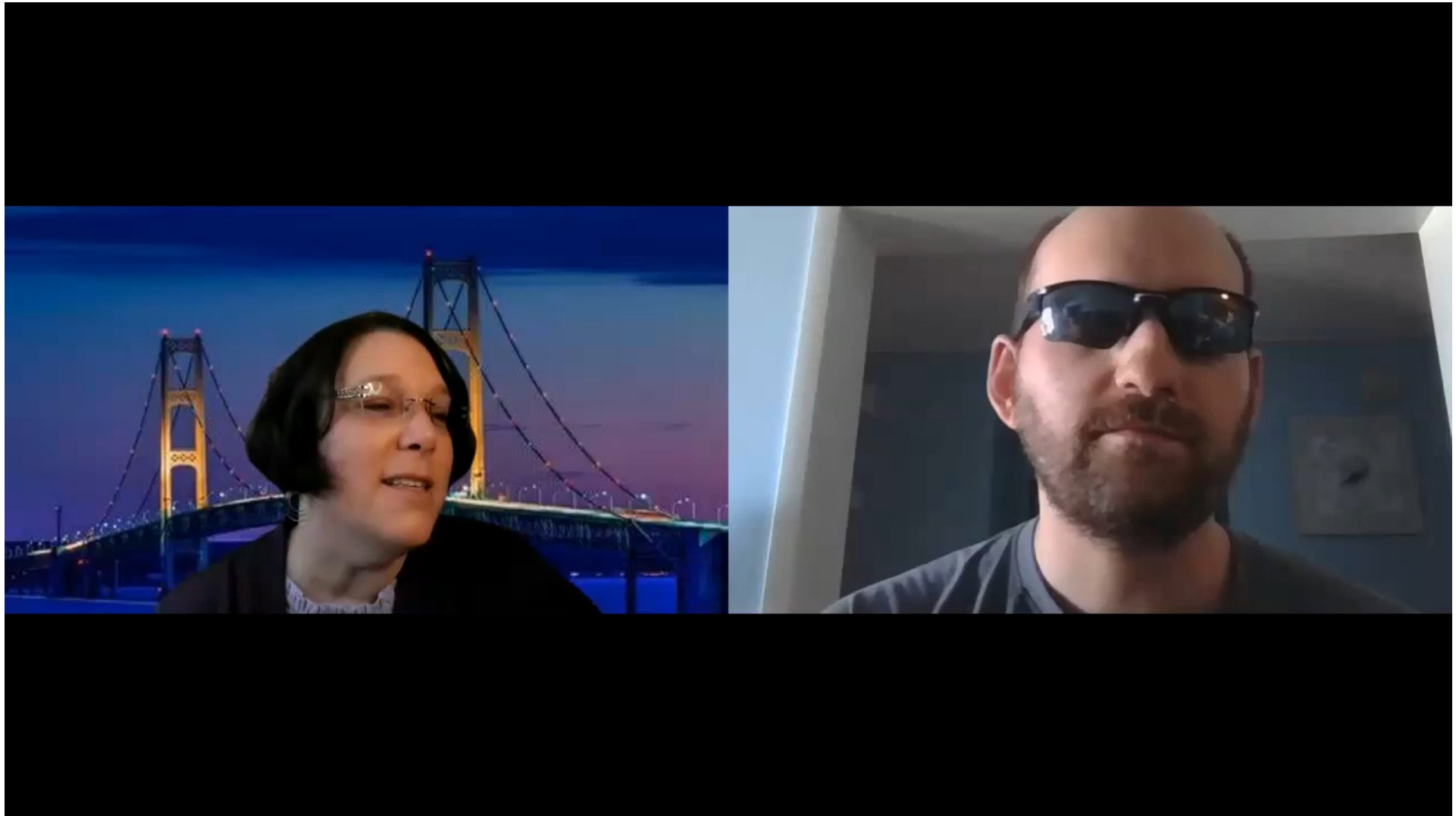
# Break

[Countdown Timer](#)

# Practical Application



# What were you most worried about?



# Initial Concerns

- What might be some initial concerns?
  - Student
  - Parent
  - Faculty



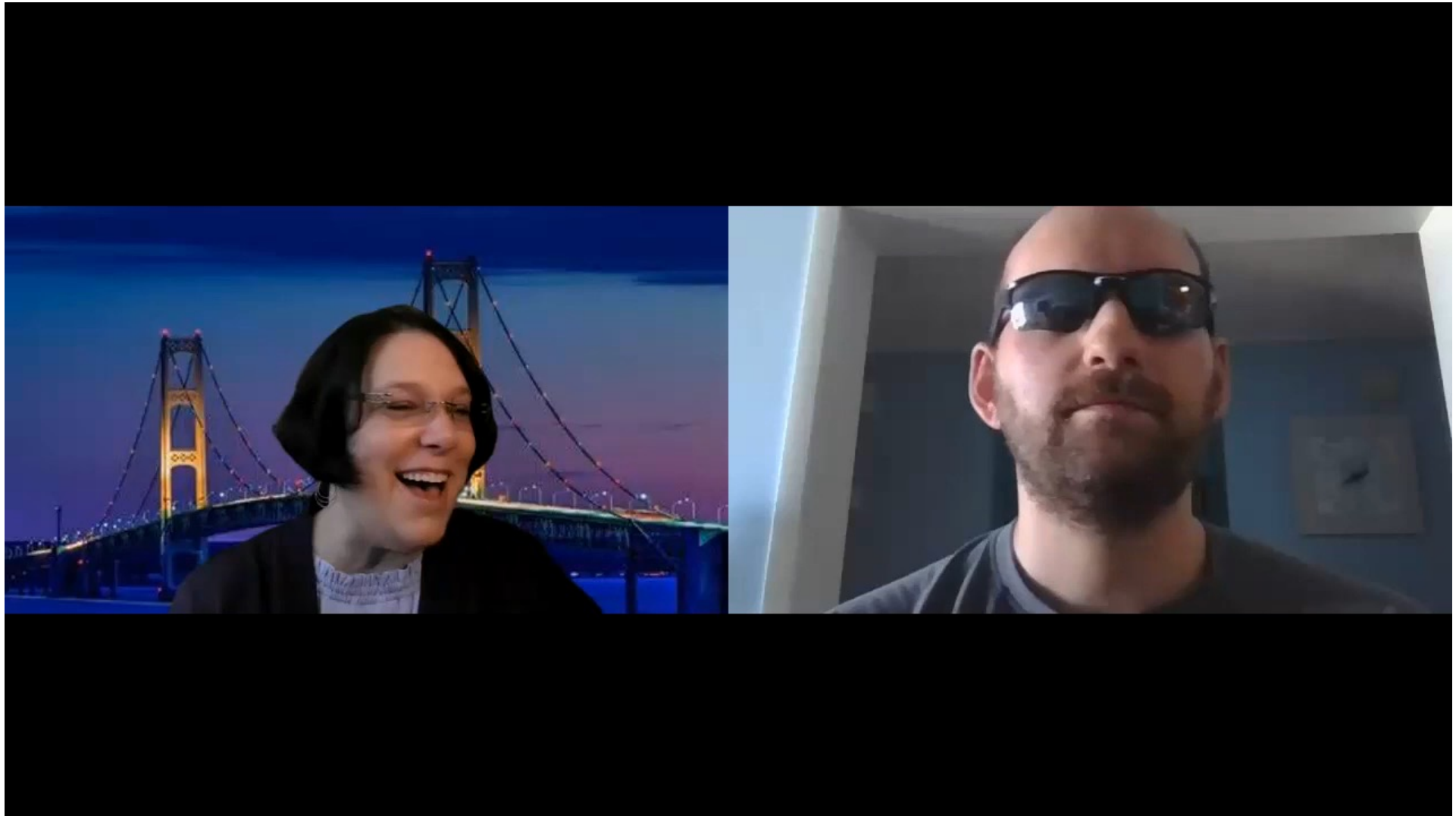
# Prioritizing Needs

- What needs will you need to tackle first?
- What can wait?
- What is a long-term priority?

# Technology is your friend!

- Many schools have textbooks on computers.
- Word processing
- Speech access readily available

# What mode of literacy do you use now?



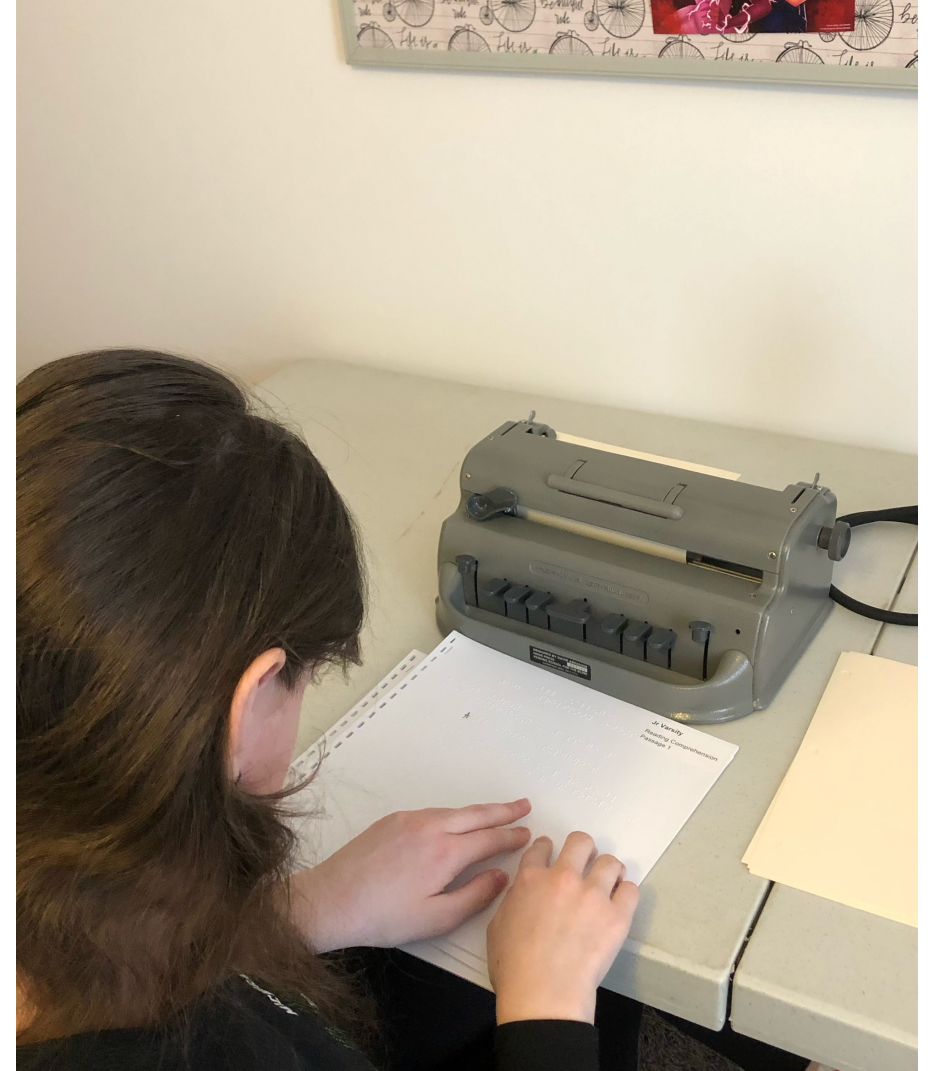
# Integrating Independent Living Skills

- What can they do without assistance?
- What could you teach them quickly?

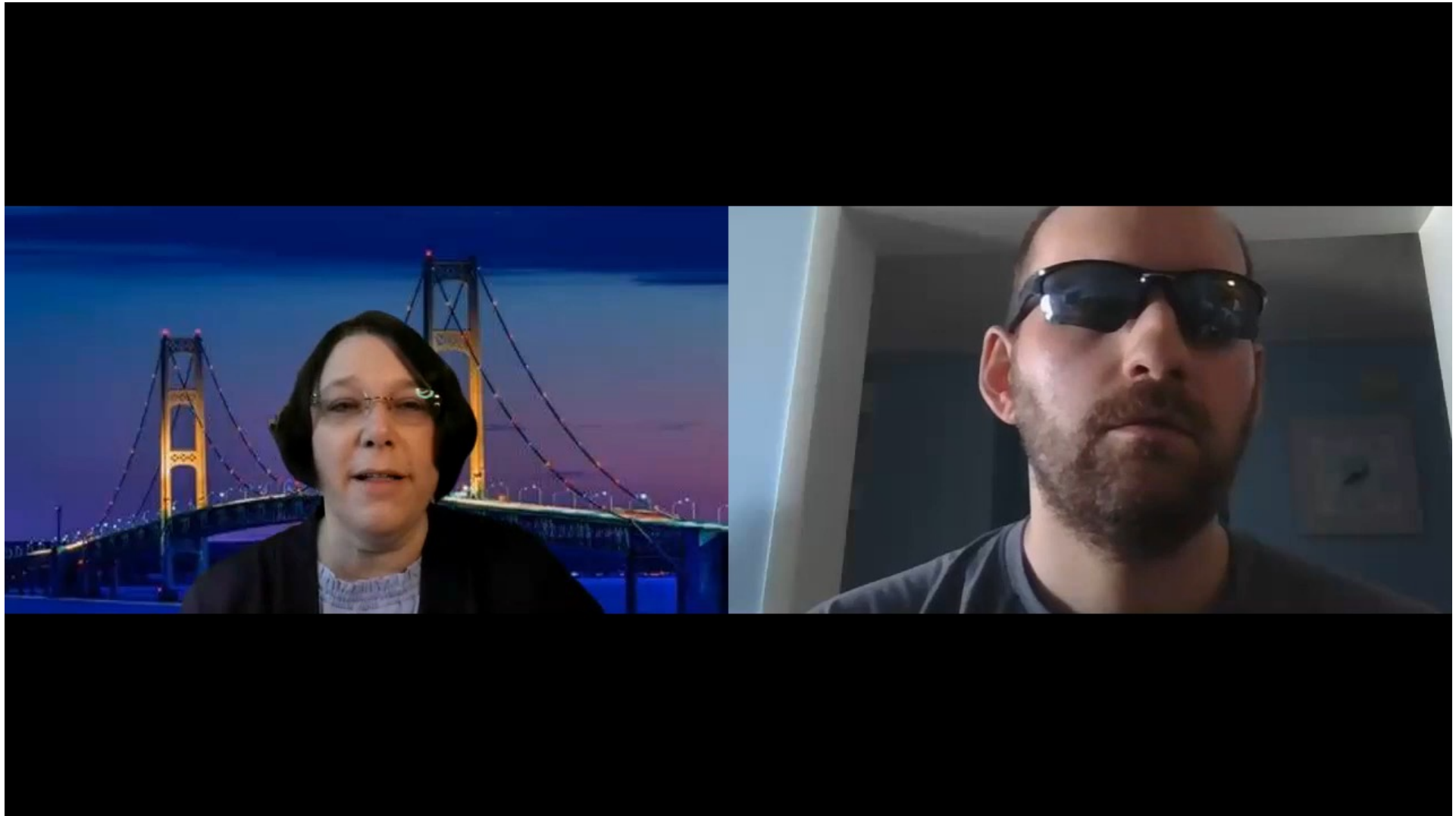


# Learning A New Literacy

- How will you approach literacy?
- How will you implement braille?
- What else will you introduce?



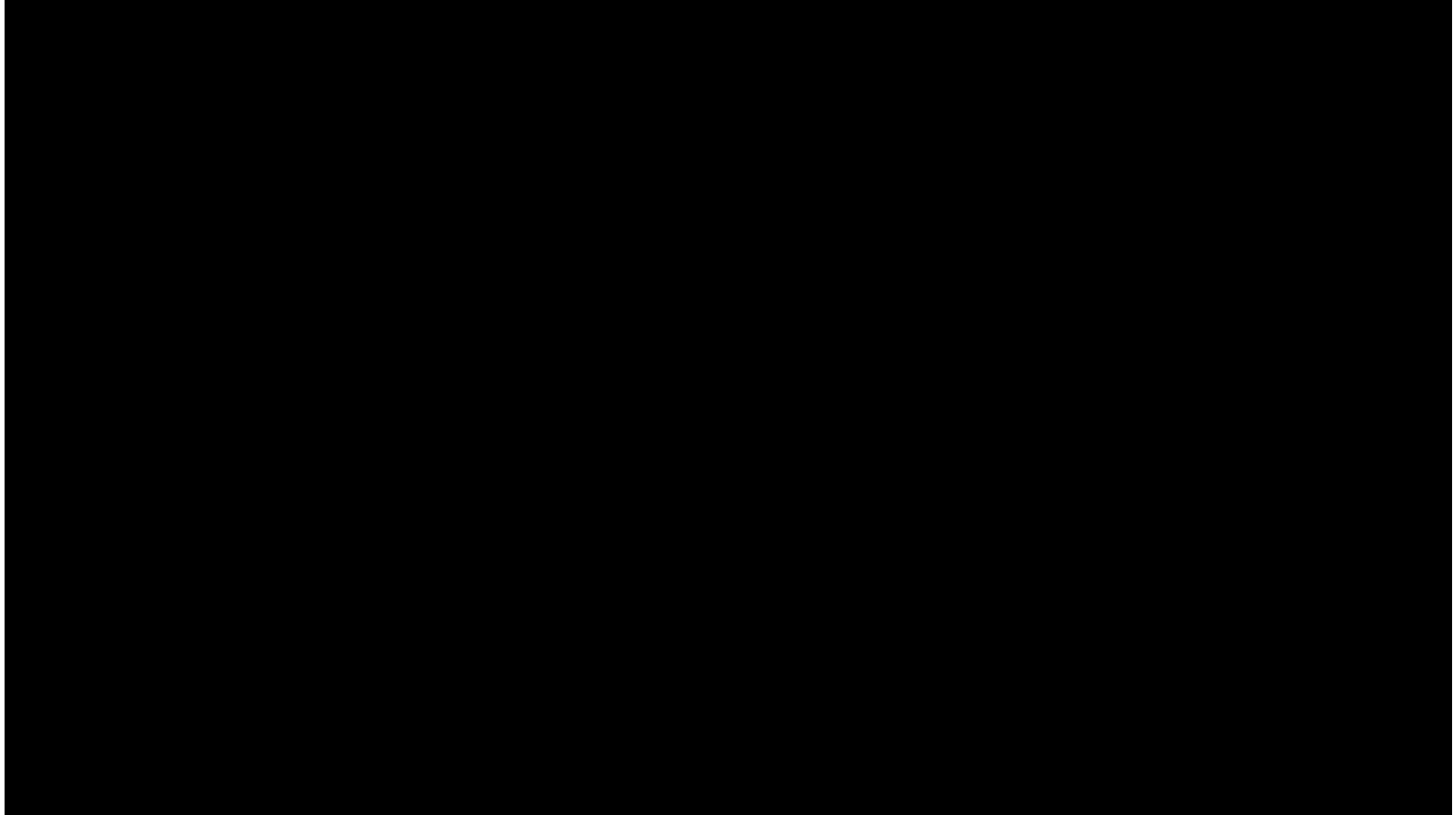
# Do you use braille now?





# Building Support

# Meeting the Emotional Needs of the Student: First Steps



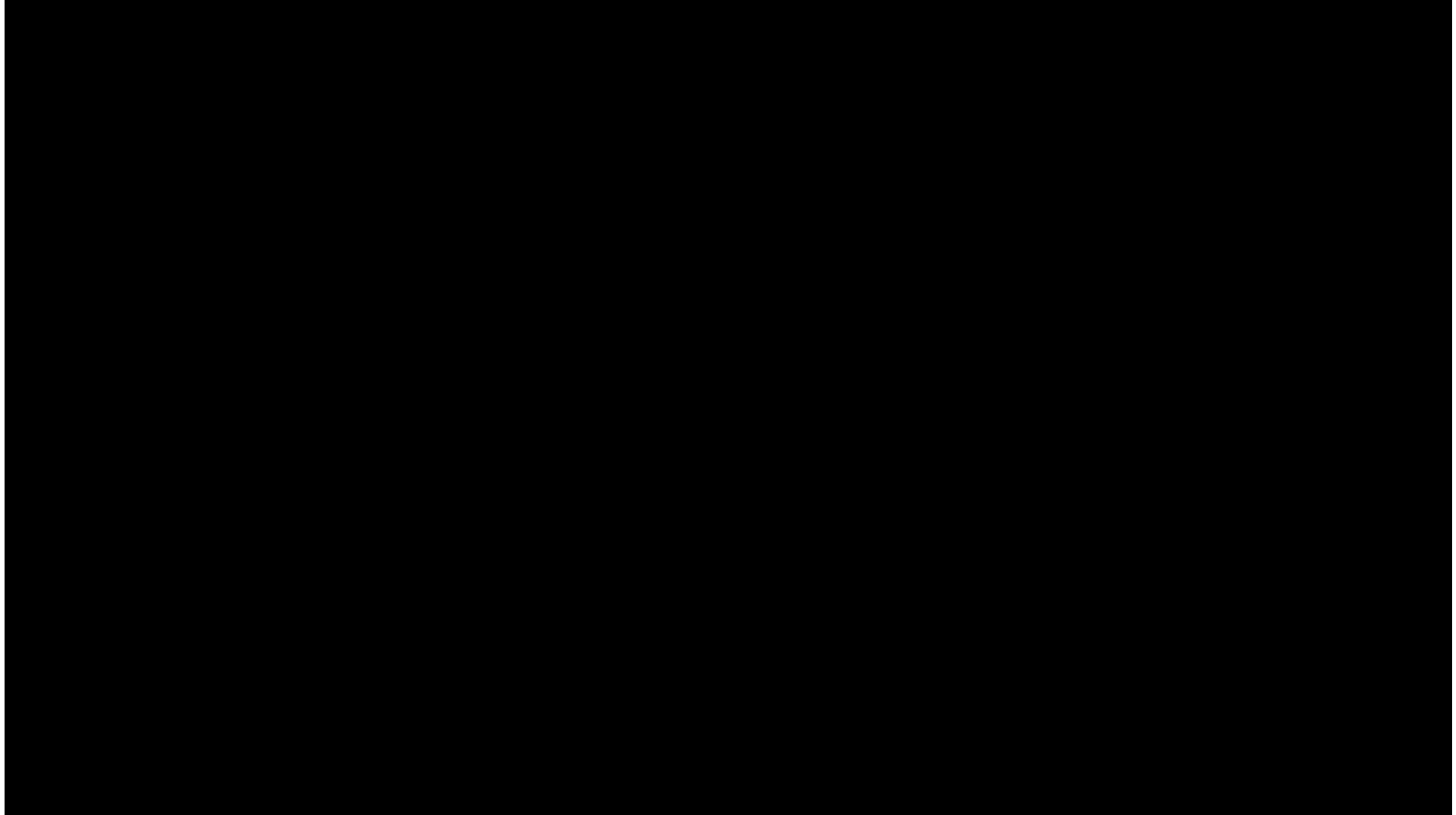
# What might need to be addressed first?

Adjusting to a new normal:

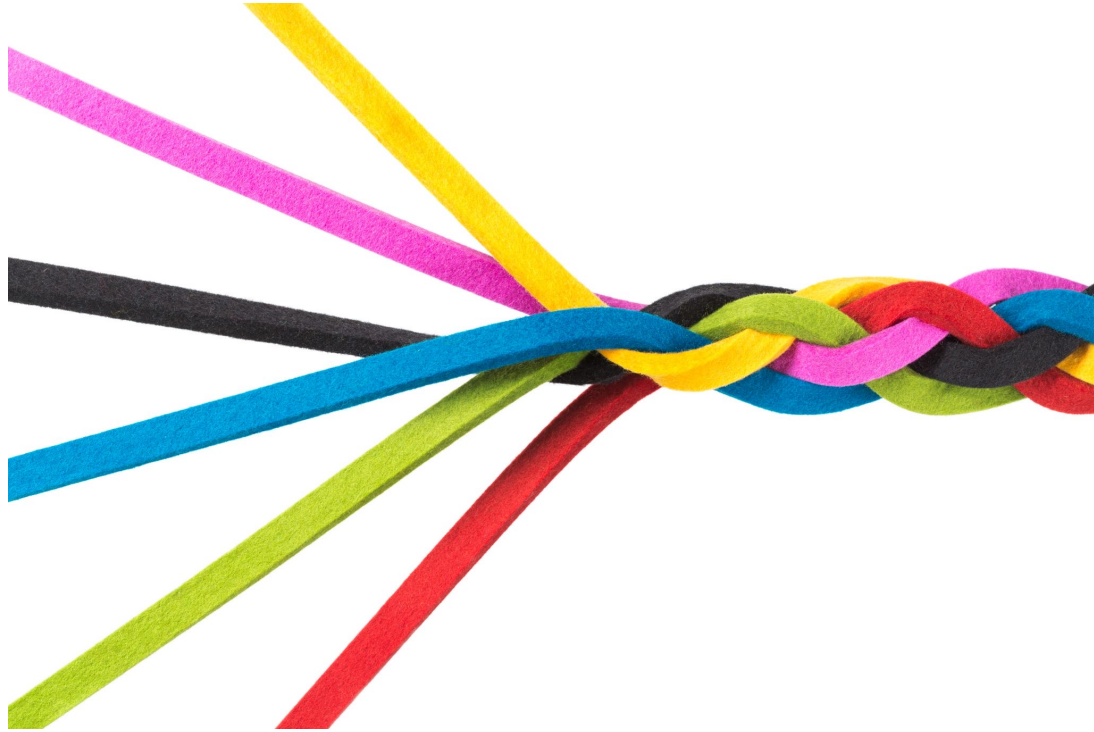
- Student
- Parents
- Friends
- Staff



# Importance of Having the Proper Supports

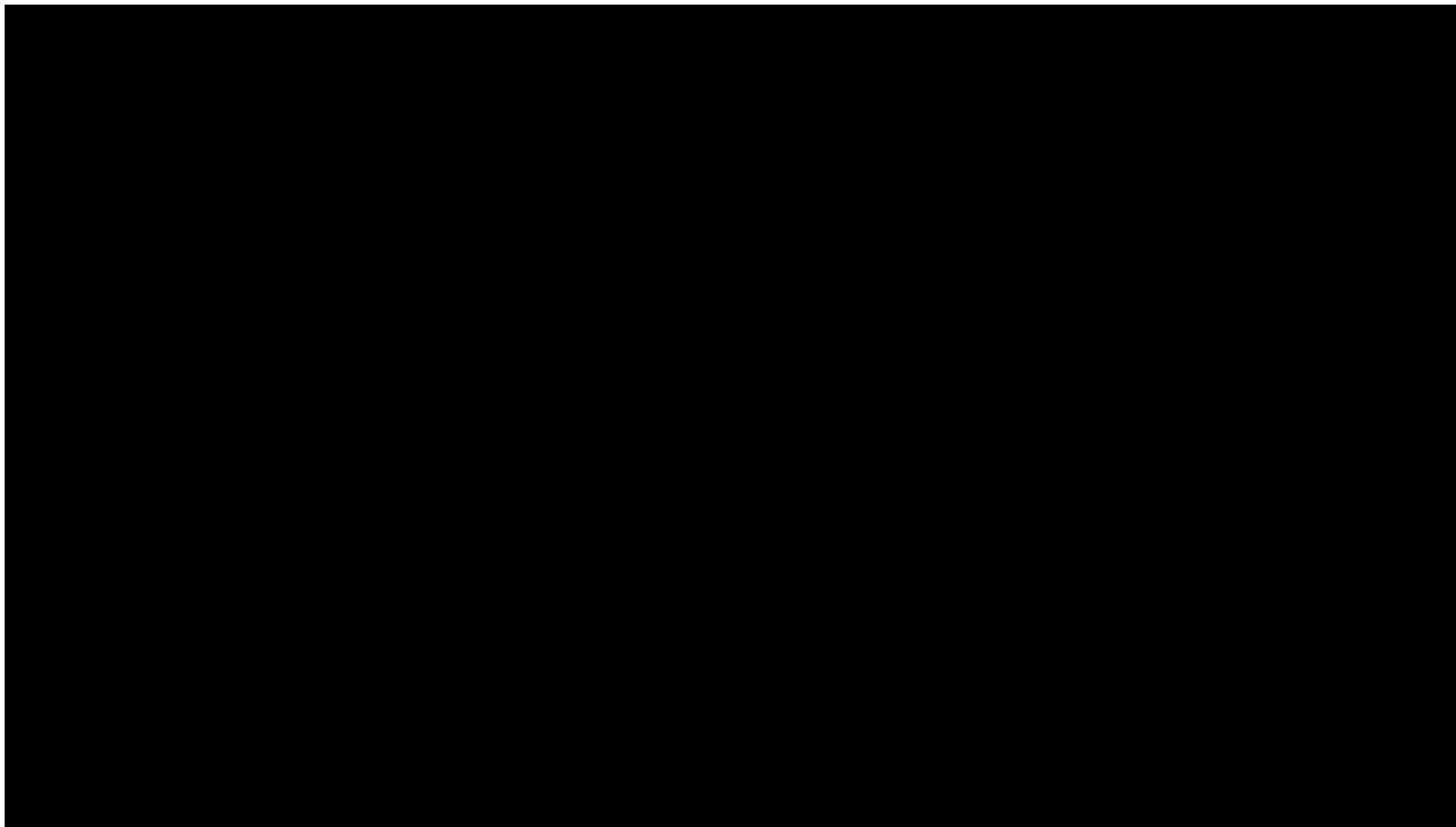


# Creating a Support System

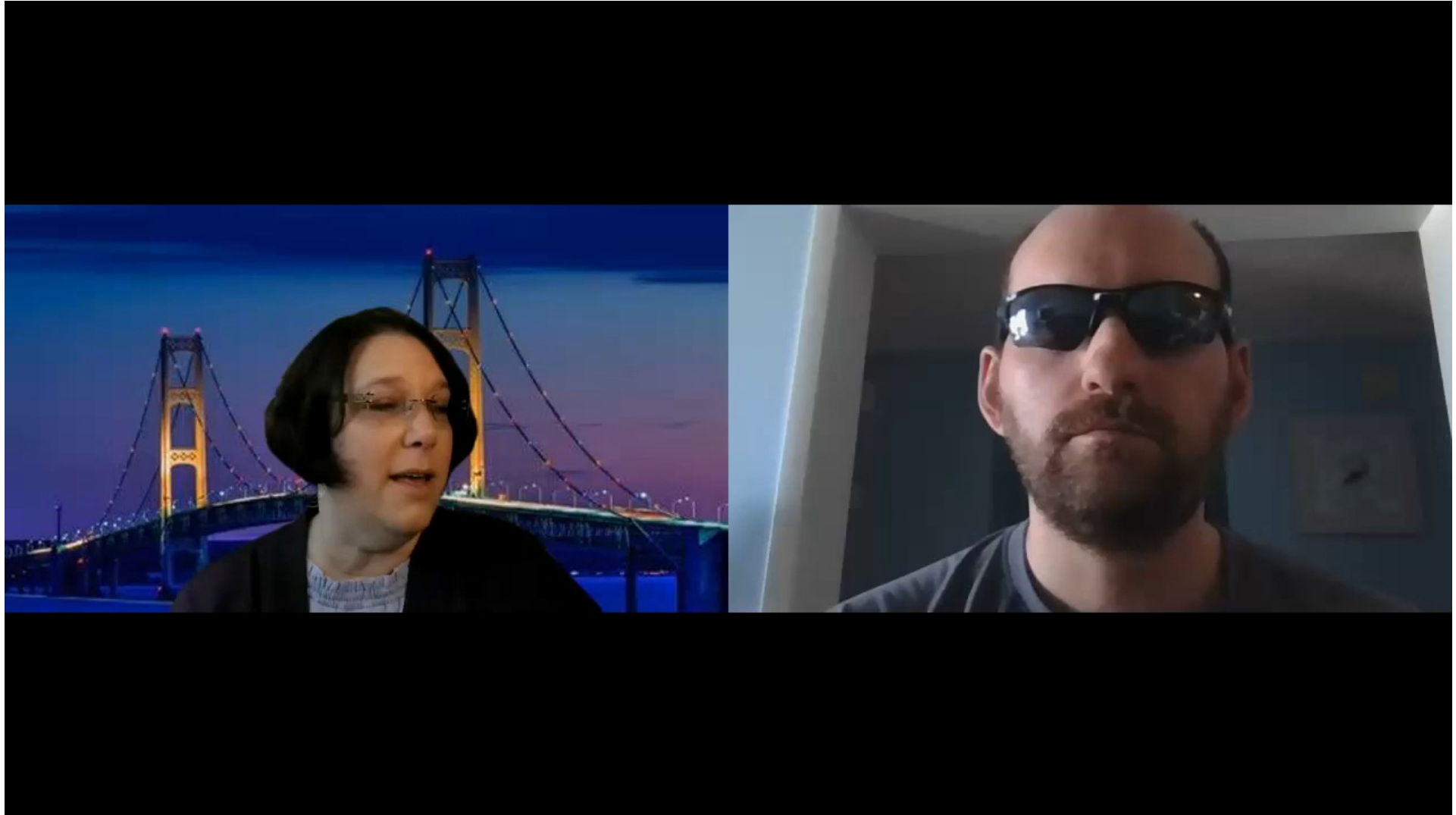


- Family
- Friends
- School Personnel

# Getting Back Into the Routine



# What helped you adjust to vision loss?



# Expanded Core Curriculum

- Compensatory and Literacy Skills
- Technology
- Independent Living Skills
- Career
- Recreation and Leisure
- Social Skills
- Sensory Efficiency
- Self-determination
- Orientation & Mobility





# Process

## Using the Instructional Planning Document

# Instructional Planning Document

- Section One: Student Information
- Section Two: Statements for Consideration
- Section Three: Prioritization of Instructional Needs
- Section Four: Assistive Technology
- Section Five: Team Members and Implementation

# Section One: Student Information

- Basic Student Information
- Medical History
- Assessment Results

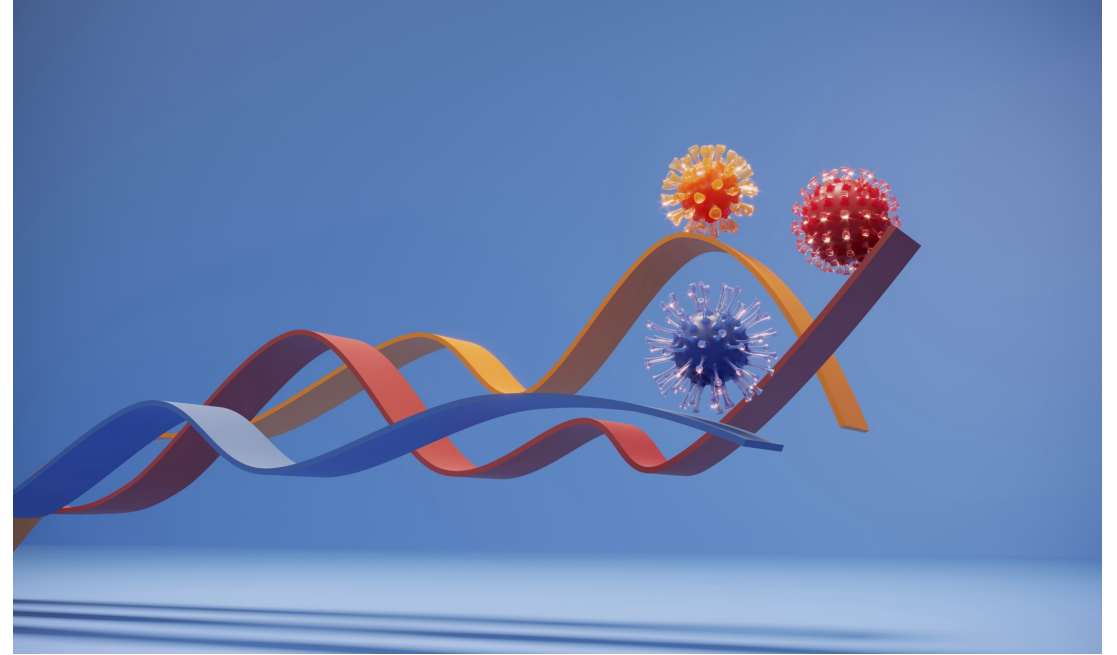


# Section Two: Statements for Consideration

- Immediate needs
- Access to the school curriculum.
- Specialized Instruction
- Support for mental/emotional health
- Additional medical concerns.
- Critical deadlines
- Travel within the home, school, and community
- Other additional concerns.

# Section Three: Prioritization of Instructional Needs

- Areas
- Location
- Timeframe
- Summary of Instructional Needs



# Areas

- Curriculum Access
- Orientation and Mobility
- Assistive Technology
- Compensatory Skills
- Independent Living Skills
- Recreation and Leisure
- Social Skills
- Career Education
- Sensory Efficiency
- Self Determination

# Location

- Home
- School
- Community



# Time Frame

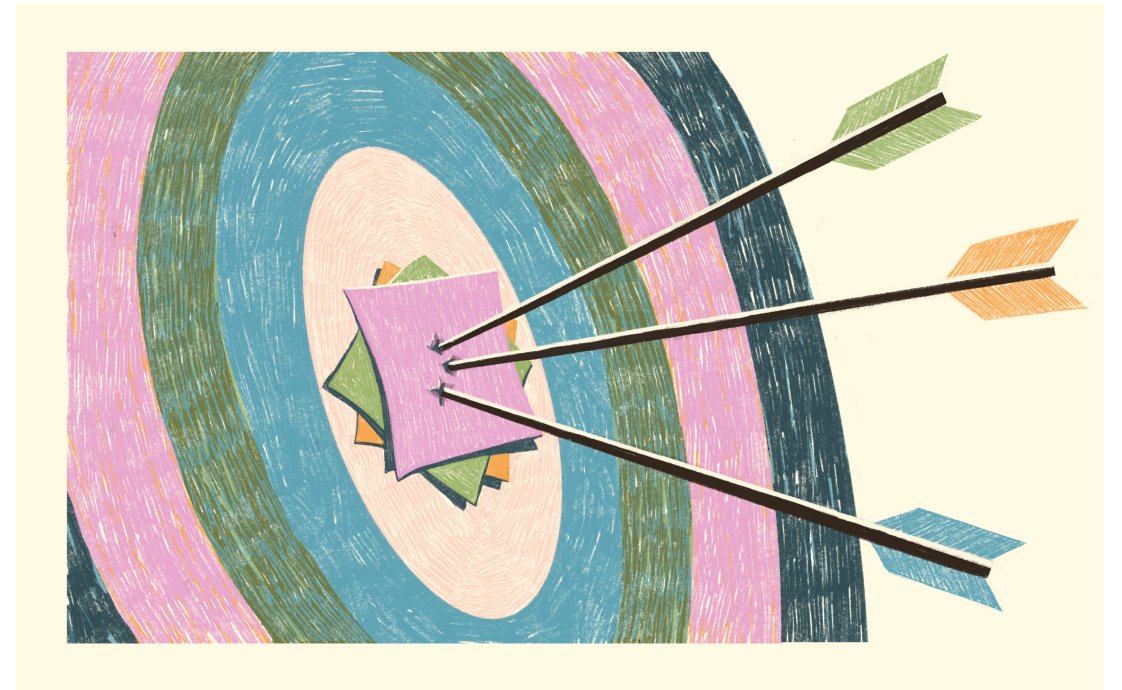
- 30 Days
- 1 Year
- 3 Years





# Summary of Instructional Needs

- Key points
- Initial strategies
- Potential goals and objectives



# Section Four: Assistive Technology (AT)

- AT Identification
- AT Instructional Needs



# Section Five: Team Members and Implementation

- Who is responsible?
- Evaluating student success



# Case Study #1 “Tom”

Tom is a fully academic eleventh grader. The student is a star athlete on his track and cross-country team. He rapidly loses vision over the course of a couple of months from a rare genetic eye condition.

He is from a very small town and the seasoned teacher for visually impaired has not worked with a braille student in over 20 years and does not know current technology or UEB. There is no O&M specialist in the county.

Tom is on target to go to graduate in the next school year and wants to go to college. Parents are both working educators and fully supportive of student. Tom realizes vision will not return but is resistant to changes ahead.

Tom occasionally displays signs of anger and frustration.

## Case Study #2: "Ginny"

Ginny is in general education in 9<sup>th</sup> grade classes in an inner-city school. She has no extracurricular activities. She lost vision from a brain tumor, but doctors explain that vision loss could have been prevented if medical attention had been provided when headaches began.

She has hopes to be a pediatrician.

Ginny believes vision will return and is depressed and resistant to help.

Teacher has been teaching for 16 years and is skilled in technology, O&M, and braille.

Father is primary caregiver and works a full-time third-shift job. Mom is rarely in the picture but occasionally takes child for the weekend. Frequent absences.

# Activity

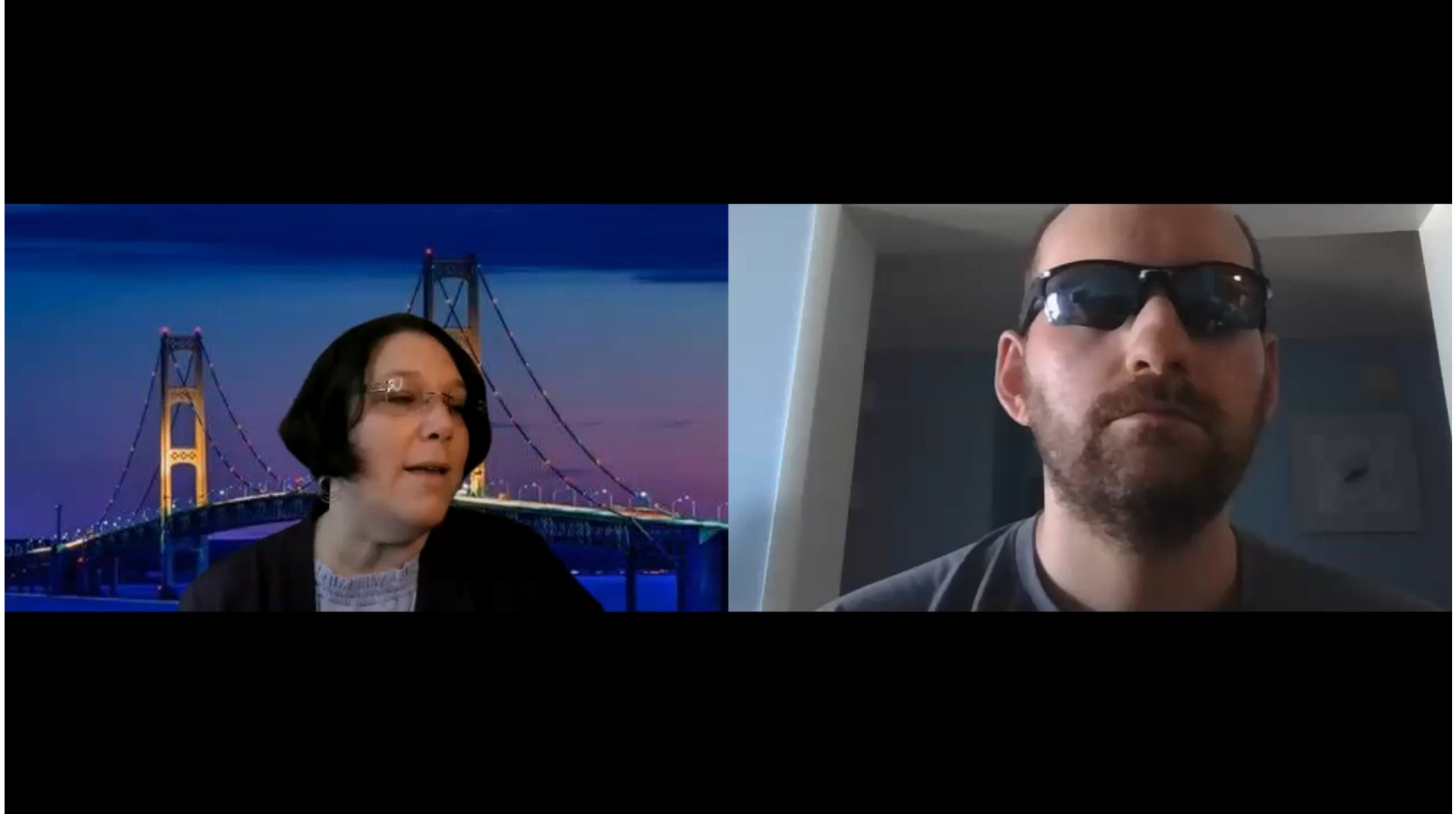
- Choose a case study
- Try out the form
- Work as a table, elbow partner or solo



# Group Discussion



# What challenges do you still have today?

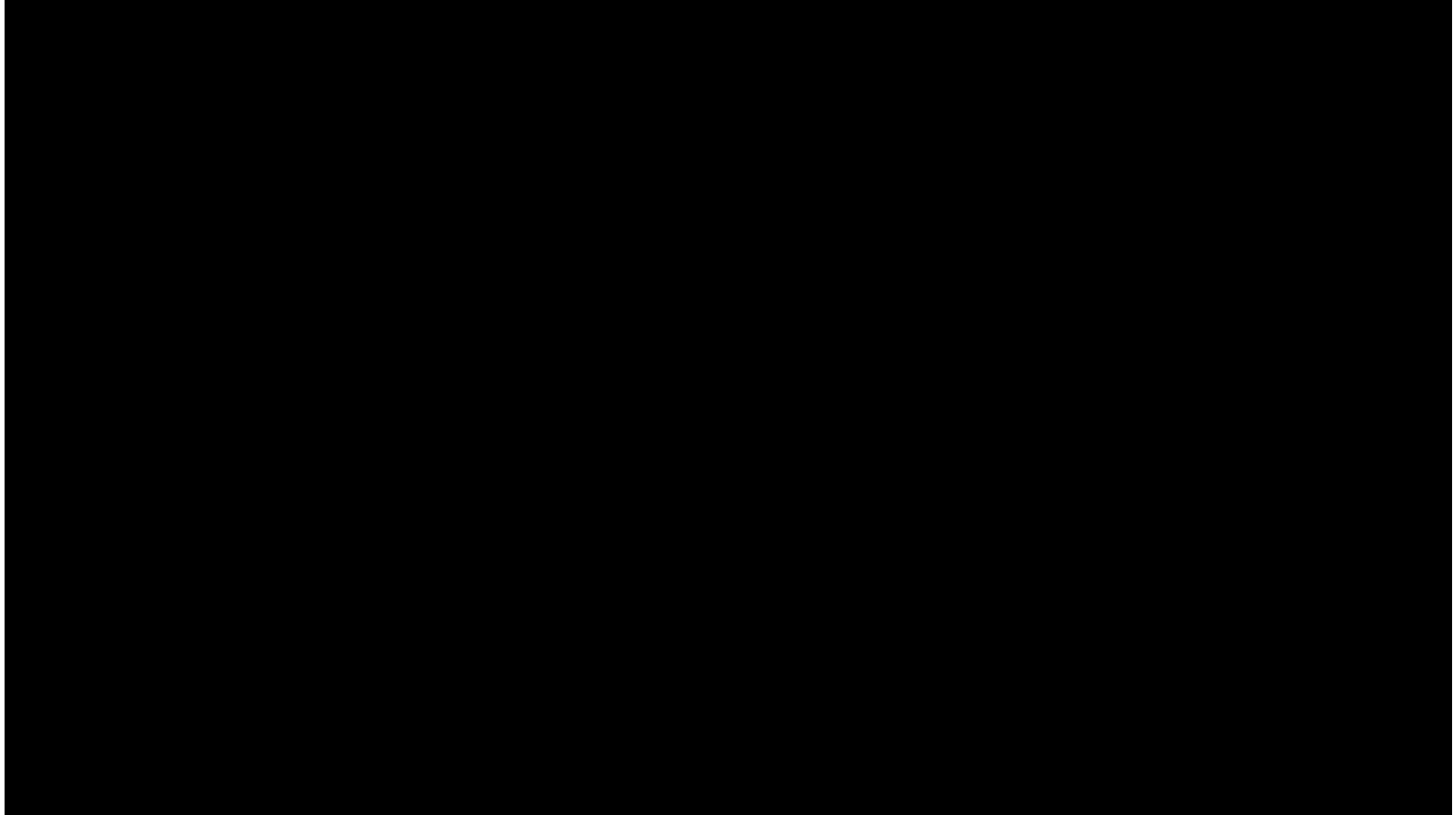




# Resources

- <https://Mdelio.org>
- <https://aphconnectcenter.org/for-families/after-the-diagnosis/>

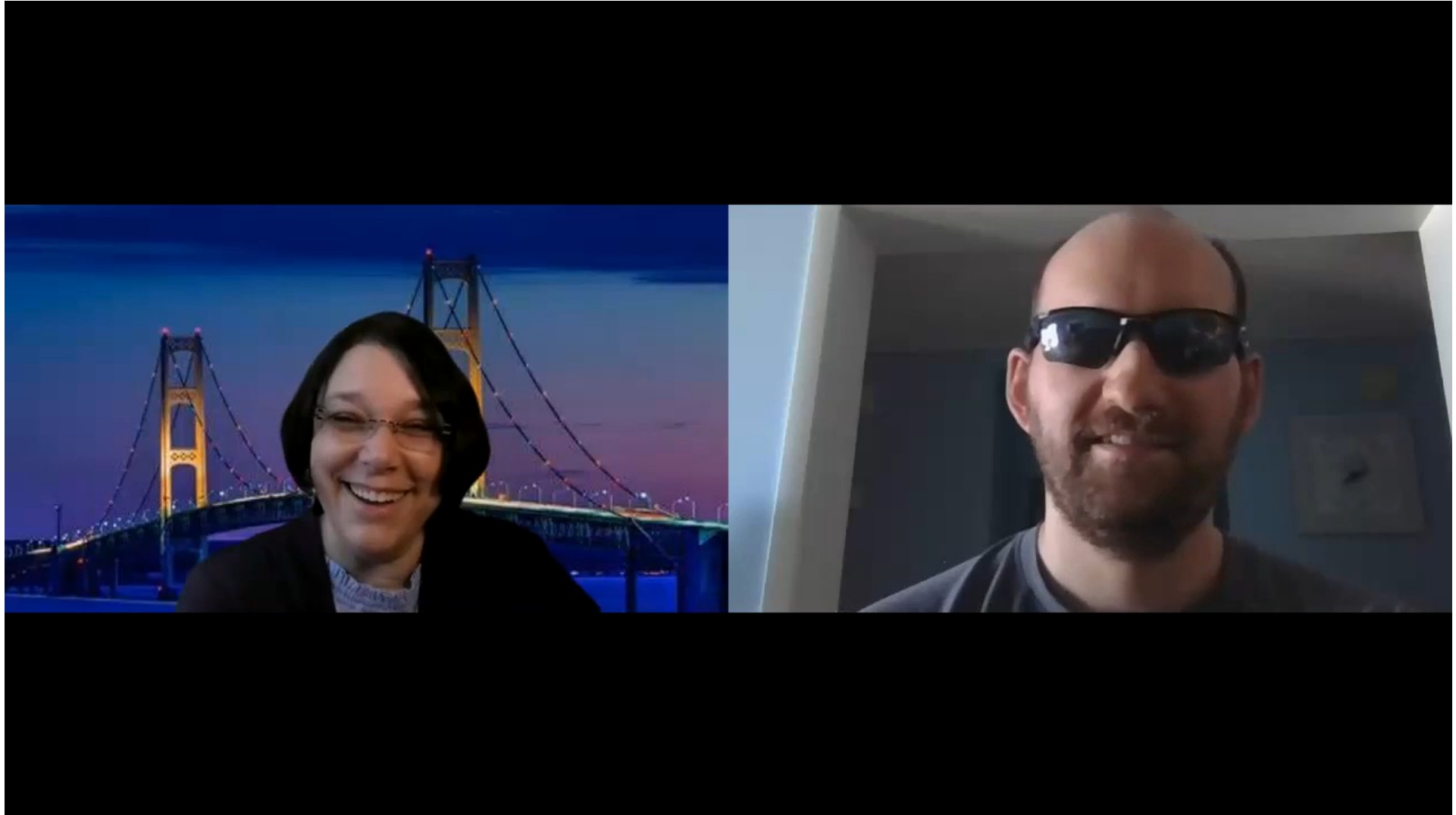
# Resources and Support Groups



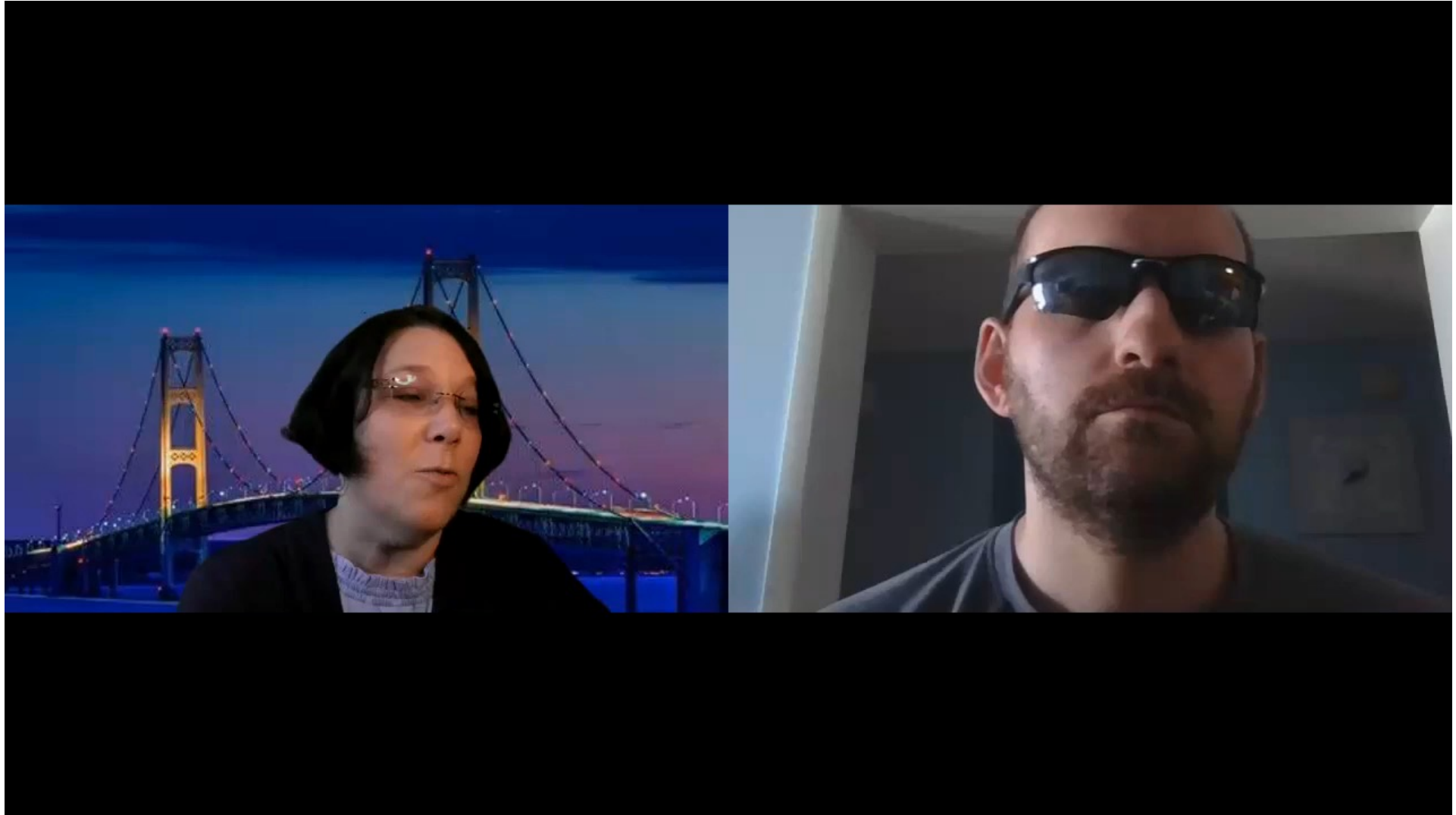
# Final Thoughts

Jason and Margo

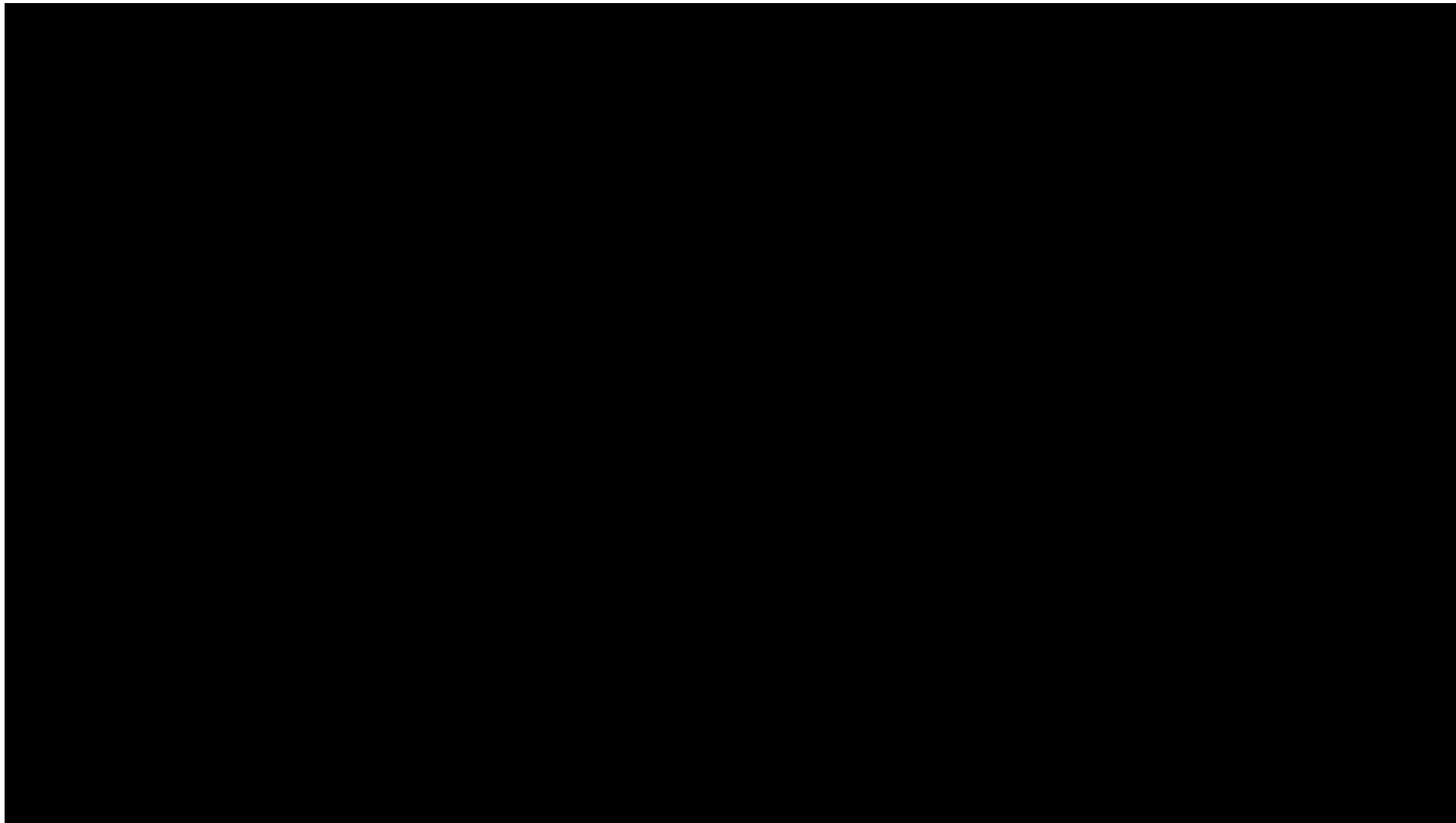
# What advice would you give teachers?



# What advice would you give students?



# Clinical Advice



# Questions and Conversation



# Michigan Department of Education: Low Incidence Outreach

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# THANK YOU!

