



Role of the TBLV

The Teacher for the Blind and Low Vision (TBLV) is responsible for teaching students the skills necessary to access the core curriculum as well as to teach students concepts and experiences that most sighted students learn incidentally by observing others. These additional skills for students who are blind or visually impaired are known as the Expanded Core Curriculum (ECC). It consists of knowledge and skills that students will need in order to be independent. There are nine areas of the ECC. Not all students will need instruction in all areas or components but each should be carefully considered.

**For More Information,
visit our website at
www.earlywood.org**

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Mission:

Supporting the "I" in IEP

Vision:

Equity + Access = Outcomes



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School Based Vision Services For Eligible Students



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Expanded Core Curriculum (ECC)

Compensatory or Functional Academic Skills: includes concept development, spatial understanding, study & organizational skills, speaking & listening skills, and adaptations needed to access the core curriculum (i.e. braille, large print, regular print with low vision devices, recordings)

Career Education: includes the basic knowledge of the world of work, (i.e. transition from school to postsecondary options.)

Recreation and Leisure Skills: includes the development of lifelong skills beyond team sports (i.e. play, recreational reading, athletics, hobbies.)

Self Efficiency Skills includes using one's remaining senses (i.e. vision, auditory, olfactory, and tactile) to function more efficiently and effectively. (Use of environmental cues, non-optical tools, optical low vision devices.)

Orientation & Mobility includes body and spatial awareness, independent travel, use of long cane, protective techniques, cardinal directions, mental mapping.

Use of Assistive Technology includes the use of devices such as electronic note-takers, screen enlarging software, speech synthesis, digital media, video magnification.

Self Determination: includes teaching students to be in control of their lives, (i.e. selfawareness, knowledge of one's visual impairment, self advocacy, choice making, self-evaluation and adjustment.)

Independent Living Skills includes everyday activities that allow a person to lead independent lives (i.e. personal hygiene, food preparation, money & time management, organization.)

Social Interaction: includes socially appropriate behavior, (i.e. facial expressions, body language, eye contact, etc. are primarily learned by watching others.)

Vision Education is not Vision Therapy

The goal of vision education is to teach students skills to access the curriculum. The goal of vision therapy is to train the brain to process visual information more efficiently. Vision therapy occurs under the direction of an optometrist by a certified optometric vision therapist (COVT) in a medical setting. Teachers of the Blind and Low Vision do not provide medical services. Currently the state of Indiana does not provide for vision therapy in the school setting.

For students who are prescribed vision therapy, a doctor should provide the intervention. Due to the lack of scientific evidence of the efficacy of eye exercises, vision therapy as an educational intervention is not practiced by educators. Additionally, vision therapy is considered a medical service and therefore in most states it is excluded as a related service under IDEA and should not be listed on the IEP.

For more information, check out the College of Optometrists in Vision Developments position paper:

http://c.ymcdn.com/sites/www.covd.org/resource/resmgr/white_papers/9-what_is_optometric_vt.pdf

And AER's Vision Therapy Roles Position Paper:

https://www.teachingvisuallyimpaired.com/uploads/1/4/1/2/14122361/aer_vision_therapy_position_paper_9-30-14.pdf



What Amount of Service Will the Student Need?

There are a number of factors involved in determining the appropriate level of service and is not necessarily tied directly to extent of vision loss. The TBLV will recommend if the student needs short term or long term instruction in compensatory skills or use of low vision devices in order to access the core curriculum as well as other areas of the Expanded Core Curriculum.

Based on the current needs, the student may require consultation from a Teacher of the Blind and Low Vision to ensure staff members are aware of their unique needs and monitor use of low vision devices or the student may need direct service to instruct the student in vision specific areas.

Much of this information can be found at: <https://www.teachingvisuallyimpaired.com/>

Useful Websites

acb.org

aerbvi.org

afb.org

aph.org

familyconnect.org

nfb.org/pathstoliteracy.org

perkins.org

teachingvisuallyimpaired.com

tsbvi.edu

wonderbaby.org