

Make a Difference

TIPS FOR TEACHING STUDENTS WHO ARE BLIND OR HAVE LOW VISION – HANDBOOK –

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Director, Project PACE

Susan Queller, M.Ed.
Director, Disability Support Services

David Threm, B.S.
Computer Support Specialist, college of Education



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University of Arkansas at Little Rock
Little Rock, AR

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Acknowledgments

Make a Difference Handbook

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We are grateful to Sharon Downs, Project Coordinator, Project PEC (Postsecondary Education Consortium) at UALR, for the concept and format of this handbook.

Make a Difference Video

This guide was developed to accompany the video of the same name. The video is also a product of Project PACE. The staff members of Project PACE are grateful to the UALR Department of Radio, Television, and Film for their production expertise with a special thanks to David Weekley and Dan Hartwick. We also are grateful to the narrator, John Lee, and to the many who shared their time and experiences with us by providing interviews for this video.

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Table of Contents

Introduction	4
Instructions for the In-service Presenter	5
Overview of Blindness and Low Vision	6
Initial Preparations for the Semester	7
Considerations for Instruction During the Semester	9
Guidelines for Preparing and Administering Exams	11
An Overview of Assistive Technology	12
Appendix A: Creating Electronic Documents in Accessible Formats	14
Appendix B: Script	16
References	26

Introduction

This handbook was written to accompany the video also entitled *Make a Difference: Tips for Teaching Students Who are Blind or Have Low Vision*. Both resources were developed to provide postsecondary educators with guidelines to assist them in working with these students. Through utilization of these resources we hope instructors will:

- Achieve a better understanding of the impact of vision loss.
- Improve interactions with students who are blind or who have low vision.
- Increase awareness of possible accommodations and assistive technology.
- Learn effective strategies for teaching students who are blind or have low vision.
- Learn how to make course materials more accessible.

These resources are not intended to replace consultation with service providers. Most postsecondary institutions have an office or individual on campus to assist faculty and staff in making accommodations and working with students with disabilities. If you need assistance in accommodating a specific student, contact your administration or the disability services office to find out the procedures for your campus.

Instructions for the In-service Presenter

If you are showing this video as a part of a workshop, you may want to consider pausing or stopping the video for group discussion. There are two musical interludes during the video that provide natural breaks for questions or review.

If you need additional copies of this handbook or the video, contact Project PACE at (501) 569-8410 (voice) or (501) 569-3143 (v/tty).

This video and handbook are the second in a series. The first video/handbook set in this series is *Make a Difference: Tips for Teaching Students Who are Deaf or Hard of Hearing* and can be ordered through the PEPNet Website (www.pepnet.org).

Overview of Blindness and Low Vision

The impact that vision loss has on learning and the accommodation process will vary. Some of the factors that influence those variations are:

- Age of onset of the vision loss
- Severity of loss
- Type of loss
- Educational setting
- Exposure to assistive technologies

Terminology:

- "Blind" - the term "blind" is usually used to describe a person who is more likely to rely on auditory or tactile means of accessing information such as audio tapes or Braille.
- "Low vision" - the term "low vision" is usually used to describe a level of vision loss in which the person can use residual sight and benefit from large print and/or closer proximity.
- "Legally blind" - A person is said to be "legally blind" if his or her corrected vision is no better than 20/200.

Language:

Many people are concerned that they may insult a person with a disability by using the wrong language. Here are some tips that may help you.

- When referring to a person with a disability, put the person first. That is, speak of "a student who is blind," "a person who has low vision," or "people with disabilities" not "a blind student," "a low vision student," or "disabled people."
- Also, remember to use the term "disability" instead of the term "handicap."

Initial Preparations for the Semester

It is not uncommon for professors to experience some anxiety when they first learn that a student who is blind or who has low vision will be taking their course. An increased awareness of the impact of the disability and the accommodations that may be needed can go a long way toward reducing such anxieties. Here are some tips that should make the process go more smoothly.

- *Work closely with the student to determine what accommodations will be helpful.* People who are blind or have low vision have likely faced and overcome any barriers and will be the best resources for what works and what does not work for them.
- *Announce in class that you are available to discuss modifications with any students who need accommodations for a disability.* Avoid singling out students in class. Making yourself available to all students is an invitation for the student to approach you. (Also make sure you have a disability statement in your syllabus about the availability of accommodations.)
- *When greeting a student who is blind or who has low vision, identify yourself by name.* Let the person know if you are leaving the area or the room.
- *If the student has a dog guide, do not pet or speak to the dog while it is in the harness.* The dog is working for the student and distracting the dog may undermine training and put the person in danger.
- *Communicate directly to the student. Maintain eye contact as you are talking.* Avoid talking through a third person such as a sighted guide or note-taker.

- *Speak at a normal pace and volume.* Don't be overly concerned about phrases that you normally use such as "See you later" or "See what I mean"? Most people with vision loss use these phrases as well.
- *Be ready to provide reading lists, syllabi or assignments in advance.* This will allow the student time to have the materials translated into Braille, read on tape, or printed in large print.
- *The student may need information about the physical layout of the classroom.* This is especially important if there are any changes from one class period to the next. Also consider any obstacles that might present a problem.
- *Be prepared to change seating arrangements if necessary to improve the student's ability to see you or others.* If the student has low vision, a seat in the front of the room may greatly improve his or her ability to participate effectively.
- *Consider the impact of the lighting on the student's ability to see.* Avoid standing in front of a light source as this may cause a glare and make seeing you more difficult.

If you learn far enough in advance that you have a student with a vision loss enrolled, preparing your course materials in an accessible format ahead of time will make the semester go more smoothly.

Considerations for Instruction During the Semester

Once the semester begins, you may want to keep the following tips in mind.

- *Allow students to record lectures on tape.* Laws that entitle people with disabilities equal access entitle students to tape record lectures. If you are concerned about copyrighted materials or materials that you plan to publish in the future, you may wish to have the student sign an agreement not to release the recording or to erase it at the end of the semester.
- *When providing handouts, make sure the copies are legible.* Black print on white paper provides the best contrast for most people. Be prepared to make large print copies or provide handouts on a computer diskette if requested.
- *If you are using the blackboard or other visual aids, describe verbally what you are showing to the class.* Be specific in your descriptions. It is ideal to provide the information that is included on your visual aids or overheads to the student in an accessible format before the class period.
- *When pointing to an object of discussion, use the name of the object instead of "this" or "that."* For students with low vision, place the object in a location where there is good lighting and contrast. Make objects available for them to explore more fully before or after class.
- *If you are reading from a textbook in class, remember that the page numbers in your copy may not correspond to large print or Braille versions.* In addition to giving the page number, also provide descriptive information about the section you are reading, such as "the fourth paragraph in Chapter 6."

- *Be aware that some students may choose to use note-taking devices that make some noise.* Some of these devices may include a Braillewriter, a laptop computer, or a slate and stylus. Seating arrangements can be discussed to minimize the impact on other students of the sound of these devices.
- *When planning field trips or laboratory activities, remember that students may need to make arrangements for a sighted guide or may need to become familiar with the new setting in advance.* Inform students well in advance of such activities.
- *Your academic standards or course content should not be modified.* You may need to modify the presentation of the materials and the form of student evaluation, but hold all students to the same standards of competencies. This ensures that all students receive the same quality of education.

Guidelines for Preparing and Administering Exams

In order to be certain that testing procedures provide equal access without giving the student an advantage over other students, disability service providers on college and university campuses develop guidelines for providing testing accommodations. Consult with your disability services office or administration to help determine what modifications are appropriate for a particular student.

- *Discuss plans for modifying testing procedures prior to the first exam.* Consider factors such as extended time, the availability of adaptive equipment, and a distraction-free location for taking the exam.
- *Remember that the use of adaptive equipment or an alternate format such as audiotape, large print or Braille takes extra time.* Be prepared to provide up to double the time the test would take for a sighted student.
- *Determine which format will work best for your student.* The student may choose to get the exam in Braille, in regular print (and use a magnification device), in large print, or on a computer diskette. Some students may prefer having the test read onto an audiotape or by a live reader.
- *Consider how students will record their answers to the exam as well.* They may write their answers on an answer sheet or directly on the test. They may prefer to record their answers on an audiotape or type them on a computer. They may want to type them in Braille and have them transferred into print or onto an audiotape. Recognize that it may take time to get the information transferred into a format that you can grade.

An Overview of Assistive Technology

Technological innovations have opened many doors for people with disabilities and have provided increased options for access to information for people who are blind or have low vision. Here are some examples of how the use of technology can improve accessibility.

Computer Diskettes. Students may request that notes or handouts be provided on computer diskettes. This allows the student to take the information and print it in the format they need—large print or Braille. They may also choose to listen to the information on a computer with synthesized speech. Consult with the student to determine the best file format. For directions on providing files in an accessible format, see Appendix A.

Large Print. Information can be enlarged through the use of a copier or if it is produced with a computer, it is very easy to increase the font size to produce a large print document. Make sure you ask the student what font size is preferable and if certain fonts are more readable than others.

Braille. Technology has greatly improved the availability of Braille materials. Computers can be connected to Braille printers to access information on a computer diskette. A device called a Braille-n-Speak allows students to type notes in Braille and listen to their notes later through synthesized speech. Refreshable Braille display devices allow the student to read in Braille without having to print to paper.

Electronic reader. These applications, also known as "screen readers," translate digital text into synthesized voice output. Some products you may hear mentioned are JAWS or E-reader. If the information is not already available in digital version, a scanning application may be needed. Products such as Arkenstone or Reading Edge include both the scanner and voice output.

Electronic magnification software. This software enlarges what the computer user sees on the screen. Some products you may hear mentioned are Zoom Text or MAGic.

Closed Circuit TV (CCTV) magnification devices. Printed material is enlarged through projection onto a monitor.

Tactile Image Enhancer. This device takes a graphic image and produces a tactile version with raised lines on special paper.

Printer with Tactile Graphics Capability. A newer approach, still in development, that enables computer-generated or scanned graphics to be converted to raised lines and Braille labels using a Braille printer.

Appendix A: Creating Electronic Documents in Accessible Formats

If you have students who will print documents in Braille or access them with screen reading software, you can simplify this process by following some simple steps.

- *Provide materials on a diskette instead of in printed format.* Printed documents first have to be scanned and modified before being printed in Braille. This process is quite time-consuming. If you have the materials on your computer you can reduce that amount of time by providing them to the student on diskette. Materials on a diskette can also be read by screen reader software instead of requiring someone to read them onto audiotape.
- *Save documents in "text only" format. Files in this format are easier to translate from print to Braille and are more compatible with screen readers.* To save a document that you have created with a word processing application, choose the "file" command and then choose "save as." You will be given the option to select the type of file. Select "text only." You can also create "text only" documents by using a plain text editor, such as Notepad or SimpleText.
- *Use the word "blank" instead of a typical underline.* An underline does not translate into Braille. Screen readers would read the line as a series of "underscores," which would take unnecessary time.

Example:

Water makes up "blank" percent of the Earth's surface?

Appendix B: Video Script

- *Avoid using tables when possible.* Translation of tables into Braille is difficult and screen readers do not work well with tables either. An example of how to provide table content in an accessible format follows.

Format to avoid:

Title	# pages	Cost
Joe's Dream	44	\$7.25
The Green Piece	32	\$11.00

Preferred format: Title, Joe's Dream; 44 pages; Cost, \$7.25.
Title, The Green Piece, 32 pages; cost, \$11.00.

- When listing multiple-choice items on a test, do not use columns.

Format to avoid:

a. 1 c. 10
b. 52 d. 42

Preferred format:

a. 1
b. 52
c. 10
d. 42

- *Save text from multimedia programs into text files.* Multimedia programs such as PowerPoint are also inaccessible to screenreaders. You can make the text from your PowerPoint slides accessible by creating a text version of these files. To do this, open the PowerPoint file. Place your cursor on the left side of the screen where you see the outline of all of the slides and click once. Choose "edit" and then "select all" to highlight all of the text. Choose "edit" and then "copy." Then close the PowerPoint file and open Notepad or SimpleText. Choose "edit" and then "paste" and save the text from your slides into text format. Note: Text placed in text boxes does not appear in the outline view and therefore must be typed in or copied and pasted separately.

The student may also be able to provide you with other tips to improve his or her ability to access materials.

Make a Difference: Tips for Teaching Students Who are Blind or Have Low Vision

[Music opener]

John (Narrator): Hi, I'm John Lee. A teacher's major concern is providing the best possible education for all who desire to learn. There are many types of individuals... and teachers must have the information and flexibility to handle a variety of needs. This includes students with disabilities. We want to accommodate their need giving them equal opportunity without compromising standards. This presentation will specifically be handling students who are blind or have low vision. These pointers will teach you how to handle these situations with comfort and ease.

Paul Graziani - Programmer/Analyst: They were tough and they expected me to perform just as anyone else and that is fine, that's fair but they did what was necessary to make sure I had the material.

John: Understanding the different variables involved in vision loss will enable you to understand your students better. Some students have no usable vision while others have varying degrees of vision loss. Those who have no usable vision make up a small percentage of those visually impaired. 20/20 is the standard for perfect vision. If a person's corrected vision is no better than 20/70 they are considered to have "low vision." If a person's corrected vision is no better than 20/200, that person is considered legally blind. Reduction in the field of vision is another type of loss of vision where the person may only be able to see certain, but not all, areas in view. One example is reduction in peripheral vision, which is similar to looking through a tube or a straw.

Marcy Martin - Instructor: Each student comes with their own particular needs depending on their background...did they ever have good vision and has it deteriorated over time or have they never had good vision.

Billy Edings - Student: You intimidate a lot of people and a lot of faculty. You know, and I've had instructors before that were literally shocked because they've never had a visually impaired student in there and it really intimidates them, it really scares them and that can be an interesting experience because they, they don't know what to do but there's not special treatment for us. I mean, there's going to have to be certain accommodations made but the one thing is just to treat us normal.

John: One must also consider the age of the individual when the vision loss occurs; this variable may determine the impact that the disability is having on the person. Understanding these factors will greatly enhance your ability to accommodate the student.

Marcy Martin - Instructor: I sort of categorize, two ways, one is students who have had no vision at all, who were either born blind or went blind at a very, very young age, and then students who did have some vision, early on, and then later lost their vision. And the students who have had some vision, particularly when you're doing graphing things, then you can refer to things that they have actually seen in the past so you have some point of reference.

John: Here are some tips that will help you prepare. Make yourself available. Announce to the whole class from the start that you are willing to discuss any necessary accommodations for a disability. By making an open invitation you avoid singling out students in class. They can now feel comfortable about approaching you.

Johanna Miller-Lewis - Associate Professor: Actually, absolutely crucial is making sure you have a comfort level with the students so that if they are not getting what they need from you in the classroom situation, that they don't have a problem coming to you after class and saying let's have some time together to go over some of these things.

Judy Scott - Teacher at Arkansas School for the Blind: Don't let it bother you working with people with disabilities, just use common sense, just think how you would like to be treated, or what would help you if you were in that situation.

Tanya VanHouten - Vocational Rehabilitation Counselor: One thing that I think is important is to discuss accommodations in private and not in the classroom because it is embarrassing for a blind or visually impaired individual when their teacher says, "Do you need your test in Braille?" or "Can you see the board from here?"

John: When greeting a student who is blind or who has low vision, identify yourself by name. Don't assume they recognize your voice unless they tell you so. Also, let the person know if you are leaving the area or the room. If the student has a guide dog, do not pet, speak to, or interact in any way with the dog while it is in the harness. This can distract the dog from its work, undermine specialized training, and potentially create a dangerous situation.

William Jacobsen - Professor: If the person chooses to use the dog guide then you can simply walk with your class and the person will follow but it's not the dog's responsibility to follow. The person has to follow so you have to keep track of the person with the dog guide because they may not know how to get to the library for instance.

If the person that you come across happens to be visually impaired, and seems not to be sure of where they are or where they are going, you can either describe to the person how to get there or if you happen to be going in the same direction then go sighted guide with the person take them to a point were they might know where they are at that point.

John: Communicate directly to the student. Maintain eye contact while you are talking. Avoid using third person, such as a sighted guide or note taker, to communicate. Speak at a normal pace or volume. Don't be overly concerned about phrases that you normally use such as "see" or "look." People with visual impairments use these terms exactly the same way you do.

Rita Eichelberger - Graduate: Having a disability sometimes puts you in a position where you don't want to be looked at as an outsider. You want everyone to treat you just like a regular college student and mainly your peers; you know you want to hang out with the crowd.

John: Be ready to provide written material in advance. The student will need time to have the materials Brailled, scanned onto a disk for use with an adaptive computer, read on tape, or printed in large print. Equal access means the student with the visual impairment receives the information in a usable format at the same time as the other students. Information about the physical layout of the classroom may be necessary. This is especially important when changes are made from one class to the next. Obstacles such as low hanging objects may also present a problem.

Seating arrangements may need changing to improve the students' ability to see you or others. A seat in the front of the class can greatly improve a student with low vision's ability to participate effectively in class. Lighting can impact a student's ability to see. Standing in front of a light source may cause a glare and make seeing more difficult. Too much light or too little light may also have an effect. If you think through these basic preparations you can make the teaching environment more conducive for learning.

[Music break]

John: Now that we have gone through these basic preparations there are other tips that will help you throughout the semester. Allow students to record lectures on tape. Equal access laws for students with disabilities entitle them to record lectures.

Donna Hartzell - Field Services Supervisor: He told me that I couldn't take the recorder to class because he was afraid of being tape recorded so I guess my innovative solution was I carried a Perkins's Braille in class the next day and it didn't take but one class period to solve that problem. Because a Perkins's on a wood desk is pretty loud.

John: For concerns about copyrighted material or materials you plan to publish, you can have the student sign an agreement not to release

the recording or to erase it at the end of the semester. Some students may choose to use note-taking devices that make some noise. These devices may include a Braillewriter, an electronic note-taking device, a laptop computer, or a slate and stylus. Seating arrangements can be discussed to minimize the impact on other students due to these sounds.

Since listening to a full lecture over again takes a lot of time, some students may choose to speak softly into an audio recorder so that they review only the highlights. They may need to recruit a note-taker. By the way, note-takers should tape or type their own notes because it is easier for them to interpret their own work. Make sure copies of handouts are in an accessible format. Black print on white paper provides a good contrast but optimal color combinations can depend on the individual condition. Be prepared to make large print copies or provide handouts on a computer diskette if requested. When using a blackboard or other visual aids, describe verbally what you are showing. Be specific in your descriptions.

Jeffrey Connelly - Department Chair, Earth Sciences: With lecture and lab part of our courses, we developed some tactile graphics; primarily Disability Support Services developed those. They would use various types of materials, puff paint and things like that; to actually make these graphics, these relatively simple graphics, and students commented quite favorably about those.

John: Ideally, the information from visual aids or overheads could be provided before the class in an accessible form.

Paul Grazianni - Programmer/Analyst: It is so easy for someone standing at a board in front of the room or an overhead projector to say 'this' and 'that' and that 'this' and 'that' is absolutely of no use to someone who is blind.

Bobbie Boyd - Former Director of Project PACE: One of the things I had to learn to do was not just walk up to the board and point but to read out what I was pointing to.

John: For students with low vision, place the object in a location where there is good lighting and contrast. For students who are blind, make the objects available to explore before and after class. When reading from a textbook, the page numbers may not correspond to large print or Braille versions. In addition to page number, give descriptive information about the section you are reading, such as "the fourth paragraph in chapter 6." For field trips or lab activities, students may need to make arrangements for a sighted guide through the disability services office or become familiar with the new setting in advance. Inform the students well in advance of such activities.

William Jacobson - Professor: If they happen to have a student with a visual disability in their class it is very simple to either, for them, for the professor themselves, or to ask another student or whomever to guide a person from one place to another and it's a very simple task of just simply asking the person with a visual disability to grasp the person or the guide's arm just slightly above the elbow and to follow with almost shoulder touching distance between the two and as they walk through open spaces the person with the visual disability will be a half a step behind the guide. Now when they come to a doorway, then the guide will open the door, and the person being guided will then grasp the door and keep it open while the two of them proceed through the door. If they are going through an open space but it becomes narrow, for whatever reasons, then the guide will put his arm behind his back and the person with the visual disability will set directly behind the guide, at arms length, and they slowly will then proceed single file through the space. Once they get through the narrow passage then they will come back into, what I term, basic sighted guide position (one half step behind the guide). If the person needs to be seated at a table, or chair, desk area then they will simply walk sighted guide up to the chair and have the person being guided actually make body contact with the chair and then that person will check for anything on the chair and then will sit down by him or her self.

John: Your academic standards or course content should not be modified. You may need to modify the presentation and the form of evaluation, but hold all students to the same standards. This ensures that all students receive the same quality education. Karen Russ -

Reference Librarian: I just want people to remember that students with visual disabilities are still able to do research. There is no reason their visual impairment should interfere with their research. They can do it just as well as anyone else can.

Karen Russ - Reference Librarian: I just want people to remember that students with visual disabilities are still able to do research. There is no reason their visual impairment should interfere with their research. They can do it just as well as anyone else can.

John: Here are some guidelines that will help when in testing situations. Discuss plans for modifying testing procedures prior to the first exam. Consider factors such as extended time, the availability of adaptive equipment, and a distraction-free location.

The use of adaptive equipment takes extra time. Be prepared to provide a minimum of double the time that it would take for testing a sighted student.

Bobbie Boyd - Former Director of Project PACE: I had to get very good at anticipating when my test days were going to be because then I had to begin to prepare the test so that then I could prepare the review in enough time to get all that to Disability Support Services to be translated into Braille.

John: Determine which format will work best for your student. The student may choose to take the exam in regular print with use of a magnification device or large print or a computer diskette. The test may need to be read onto audiotape or by a live reader. Consider how students will record their answers to the exam. They may write them on an answer sheet or directly on the test. They may prefer to answer them on audiotape or print them from a computer.

Donna Hartzell - Field Services Supervisor: The instructor gave me the test on computer disk or when he was out of town once he e-mailed it to me. That worked out really well and then I just took the test and opened it into a word processor and just filled in the answers.

John: Braille may be their preferred method, which will have to be transferred to print or audiotape. These electronic devices can also be used to type answers to exams, enabling the student to be more independent. Printouts can be translated from Braille to regular type with appropriate hardware. It may take time to get the information transferred into a format that you can grade.

[Music break]

Eddie Towns - Student: As a visually impaired person we all got to work harder and you know I try to meet those requirements and I don't know, you know, too much about computers but I'm, you know, I'm learning and I'm wanting to learn. It's all about wanting to learn the craft and, you know, make the best of it.

John: As an instructor it is good to understand the technology that is available. Many doors have been opened for people with disabilities increasing their opportunities to access information.

There is a great need for people who are blind or have low vision to make use of these technologies.

Lannie Cox - Legislative Public Affairs Aid: I find that the more technology is integrated into the workplace and the more the office becomes a paperless office the easier it is to make accommodations, you know, the computer really levels the playing field, I think, for people with visual impairments.

Mike Meroney - Public Affairs Consultant: Lannie knows what he needs and knows what is out there that he can get and to use those resources; so if he needs something he tells me and we get it for him.

John: Large print is easily produced by way of a copier or a simple change of a font size on a computer. Make sure you ask the student what fonts and sizes they prefer. Computer diskettes allow the student to take information and print it in the format they need - large print or Braille. They can also listen to the information on a computer with synthesized speech.

Sound of synthesized speech: "National Federation for the Blind web page link."

Lannie Cox: and how I access it is with JAWS, which is a software package called "Job Access With Speech," which really gives me keys into really using all sorts of modern applications with computers.

John: Braille technology has greatly improved. Information can be taken and printed from a diskette on a computer connected to Braille printers. Braille 'N Speak, Type 'N Speak, or other notetaking devices allows students to type notes in Braille or regular type and listen to their notes later through synthesized speech.

Lannie Cox: When I am on the road, and don't want to use my laptop, I also have a little keyboard here and this is very handy for taking notes.

John: Refreshable Braille display devices work with screen reader software similar to that used with voice synthesizers. Some small, portable, notetaking devices, such as Braille Lite, utilize a Braille display. Larger versions are available for PCs and laptop computers. As the student reads the Braille cells change. For some students Braille is a preferred format for reading. Although auditory skills can be improved over time, not all people with impaired vision are auditory learners. For students who are deaf-blind, Braille is the only option. Dictation applications allow speech to be converted into data on a computer. Lectures taped in class could be taken home and converted by a computer to large print or Braille. An electronic reader scans printed material and transforms it into synthesized voice output. There are Closed Circuit TV magnification devices that enlarge printed material onto a monitor. The tactile image enhancer takes a graphic image and produces a tactile version with raised lines by way of a tactile graphics printer.

Paul Grazianni: I can't say enough about adaptive technology; it is not the total answer but it is a significant part of a person, who is blind, being able to compete and be independent in the world.

John: As you can see (see, don't be afraid to use that word) there are many factors to consider in the educational process for those who are blind or have low vision. Thoughtful planning will give these students an equal opportunity to grow and develop. There is no sense in feeling uncomfortable or inadequate when teaching these individuals. With proper instruction we can make the student/teacher relationship a rich and rewarding experience. When in doubt get advice: contact your disability support services or administrators office at your college or university for information on other helpful resources. We thank you for your time and concern in this matter.

[Closing music]

The end.

Paul Grazianni: ...but I had one teacher who continually kept handing me material and I'd ask him and ask him and ask him and I, you know, and he kept giving it to me in print. We had a paper to turn in and I, I think it was 32 pages single-spaced, type written.

So, I took it over to the computer laboratory at college and loaded it up and ran it through the Braille printer. The professor asked for the...you know, when everyone turned the assignment in, I walked up the class and handed him about 120 pages of Braille. He finally came and he said, "Do you have a print copy?" I said, "Yes, I do," and handed him my print copy. And after that point, I got my...began to get material in alternative format.

References

[UALR Faculty Handbook:](#) Accommodating Students with Disabilities, Disability Support Services.

[HEATH Resource Center Website:](#) Students who are Blind or Visually Impaired in Postsecondary Education.

Project PACE is funded through a grant from the U.S. Department of Education, Office of Postsecondary Education, #CFDA 84.333. Project PACE offers training and resources to assist postsecondary level faculty in providing a quality education to students with disabilities. This handbook and the video it accompanies are two of the many activities funded through this grant. For more information about Project PACE and other resources available, contact us at:

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Disability Support Services Web Site

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This handbook is available in alternate formats by calling
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