

Remote Learning for Students with Visual Impairments: Highlights & Challenges

Katie Ericson & Belinda Rudinger
AER International Services
& Global Division

- What research tells us about *access & engagement*
- Example One: Middle School, Large Print Reader
- Example Two: High School, Academic Braille reader
- Moving Forward
- References
- Contact Information

Access for students with B/VI

- Teaching ‘Learning to Access’ & ‘Accessing to Learn’ (McLinden et al. 2016)
- TSVI as “accessibility facilitator” (Siu & Emerson 2017)
 - Digital workflow
 - Facilitator/decision maker
- Access & Engagement Study (Rosenblum et al., 2020)

Example One: Middle School, Large Print Reader

- Platforms (Skype/Lync, Google Meet, Google Drive)
- Scheduled time
- Setting up AT from afar
- Connectivity

Example One: Middle School, Large Print Reader

- Trusting relationships are vital
 - Include parents and families
- Importance of self-advocacy; training
- AT “Toolbox”

Example Two: High School, Academic Braille

What We Tried

- Platforms (JAWS Tandem, Zoom, GoToMeeting, Learning Management Systems)
- School-provided vs. personal devices
- Attending webinars and other learning opportunities

Example Two: High School, Academic Braille

What We Learned

- Technology can be a facilitator and/or a barrier
- Relationships are vital
- 'Supported struggle' can enhance independence
- Less is *more*

Moving Forward

- Consider different accommodations
- Look for unique ways to make connections
- Advocate in new and different ways

References

- McLinden, M., Douglas, G., Cobb, R., Hewett, R., & Ravenscroft, J. (2016). 'Access to learning' and 'learning to access': Analysing the distinctive role of specialist teachers of children and young people with vision impairments in facilitating curriculum access through an ecological systems theory. *The British Journal of Visual Impairment*, 34(2), 177-195.
<https://doi.org/10.1177%2F0264619616643180>
- Siu, Y.T., Emerson, R.W. (2017). Redefining roles of vision professionals in education and rehabilitation. *Journal of Visual Impairment & Blindness* 111(6), 593-597. <https://doi.org/10.1177%2F0145482X1711100610>
- Rosenblum, L.P. et al. (2020) [Access & Engagement Executive Summary](#)

Contact Details

- Katie Ericson, M.Ed.
 - Tokyo, Japan
 - kericson@pdx.edu
- Belinda Rudinger, Ed.D.
 - Dallas, TX, USA
 - belinda.rudinger@uta.edu
- AER International Services & Global Division
 - [Website](#)
 - [Facebook Page](#)