

# VISUAL IMPAIRMENTS

A grayscale photograph of a city street scene. In the foreground, a man wearing glasses and a white t-shirt is walking with a white cane. In the background, several other people are also using white canes, including a man walking a dog and a child. The street is lined with multi-story buildings, and the overall atmosphere is one of a busy urban environment. The text 'VISUAL IMPAIRMENTS' is overlaid in the center of the image in a bold, black, sans-serif font.

## Did you know...

- Over 40 million people in the world are blind, and over 120 million people have significant Low Vision conditions that cannot be corrected, cured or treated by conventional refraction, medicine or surgery. This number is expected to double by the year 2020.
- Over 90% of these visually impaired people live in developing countries like India.
- There are over 1.4 million visually impaired children age 0-14 years.

☻ This term refers to people with irretrievable sight loss

☻ It covers a wide spectrum of different impairments

☻ It does not include those whose sight problems can be corrected by spectacles or contact lenses

☻ If you are short sighted or long sighted, but you can see normally when you put your glasses on or wear your contact lenses, you are not visually impaired.



## Categories of Visual Impairments

- *Low Vision*
- *Functional Blindness*
- *Blindness*

## **ΣΧΟΛΙΚΕΣ ΜΟΝΑΔΕΣ ΓΙΑ ΠΑΙΔΙΑ ΜΕ ΤΥΦΛΩΣΗ (SCHOOLS FOR THE BLIND)**

### **ΝΗΠΙΑΓΩΓΕΙΑ (KINDERGARTENS)**

- 1.** 1/θ Ειδικό Νηπιαγωγείο Τυφλών ΚΕΑΤ Καλλιθέας, Ελ. Βενιζέλου 210, Καλλιθέα, Τ.Κ. 176 75, Τηλ. 01- 95 88 066, 95 95
- 2.** 1/θ Ειδικό Νηπιαγωγείο Τυφλών Θεσσαλονίκης, στη Σχολή Τυφλών Β. Ελλάδας "Ο ΗΛΙΟΣ", Β. Όλγας 32, Θεσσαλονίκη, Τ.Κ. 546 41, Τηλ. 031-830 095, εσωτ. 39.

### **ΔΗΜΟΤΙΚΑ ΣΧΟΛΕΙΑ (PRIMARY SCHOOLS)**

- 1.** 12/θ Ειδικό Δημοτικό Σχολείο Τυφλών, στο ΚΕΑΤ, Ελ. Βενιζέλου 210, Καλλιθέα, Τ.Κ. 176 75, Τηλ. 210- 95 88 066, 95 95
- 2.** 4/θ Ειδικό Δημοτικό Σχολείο Τυφλών Θεσσαλονίκης, στη Σχολή Τυφλών Β. Ελλάδας "Ο ΗΛΙΟΣ", Β. Όλγας 32, Θεσσαλονίκη, Τ.Κ. 546 41, Τηλ. 231-857 722.
- 3.** 2/θ Ειδικό Δημοτικό Σχολείο Τυφλών, Πάτρα.
- 4.** 2/θ Ειδικό Δημοτικό Σχολείο Τυφλών Ιωαννίνων, λυκιδών Τ.Κ. 452 21, Ιωάννινα, Τηλ. 2651-78 608.

### **ΙΔΡΥΜΑΤΑ ΤΥΦΛΩΝ (FOUNDATION FOR THE BLIND)**

- 1.** Κέντρο Εκπαίδευσης και Αποκατάστασης Τυφλών (ΚΕΑΤ), Ελ. Βενιζέλου 210, Καλλιθέα, Τ.Κ. 176 75, Τηλ. 210-95 95 880, 9582 760, ΡΑΧ: 210 - 95 95 868.
- 2.** "ΕΠΙΚΟΙΝΩΝΙΑ"- Κέντρο Δημέρευσης Ατόμων με Προβλήματα Όρασης και Πρόσθετες Ειδικές Ανάγκες, Λεωφ. Βουλιαγμένης, Πρώην Αμερικανική Βάση Ελληνικού, Ελληνικό, Τηλ. 210 - 96 31 441, ΡΑΧ: 210 - 96 32 549.
- 3.** Βρεφονηπιακός Σταθμός του ΚΕΑΤ, Μιχαήλ Βόδα 143, Τηλ. 210 - 86 73 045
- 4.** Φάρος Τυφλών Ελλάδος, Δοϊράνης 198 και Αθηνάς, Τ.Κ. 176 73, Καλλιθέα, Τηλ. 210 - 94 15 222, ΡΑΧ: 210 -94 15 271.

5. Ίδρυμα Προστασίας Τυφλών Β. Ελλάδος "Ο ΗΛΙΟΣ"-Σχολή Τυφλών, Β. Όλγας 32, Θεσσαλονίκη, Τ.Κ. 546

6. Ελληνικό Κέντρο Κινητικότητας και Προσανατολισμού για άτομα με Προβλήματα Όρασης(ΚΕ.ΚΙ.ΠΡΟ)

### **ΣΥΛΛΟΓΟΙ ΤΥΦΛΩΝ (ASSOCIATIONS FOR THE BLIND)**

1. Πανελλήνιος Σύνδεσμος Τυφλών, Βερανζέρου 31, Τ.Κ. 104 32, Αθήνα, Τηλ. 210 - 52 45 455, 52 45 578, FAX: 52 22 122.

2. Σύλλογος Γονέων και Κηδεμόνων Τυφλών Παιδιών Ελλάδας, ΚΕΑΤ, Ελ. Βενιζέλου 210, Καλλιθέα, Τ.Κ. 176 75, Τηλ. 01-9595 880, 95 82 760, 95 88 066.

3. Σύλλογος Γονέων-Κηδεμόνων Μαθητών & Μαθητριών της Σχολής Τυφλών Β. Ελλάδας, Βασ. Όλγας 32, Θεσσαλονίκη, Τ.Κ. 546 41.

4. Ένωση Τυφλών Β. Ελλάδας "Λουδοβίκος Μπράιγ", Διαλέττη23, Τ.Κ. 546 21, Θεσσαλονίκη, Τηλ. 2310 -223 750

# Legislation for students with visual impairment in Greece

- Law 3699, passed in the fall of 2008, establishes the compulsory nature of education for students with disabilities and special educational needs, affirming that it is an integral part of public free education and promoting the principle of integrated education.
- Students can be enrolled in: a) mainstream schools attending either the regular classroom with parallel support or special sections/classes of the school, or b) Special Education Schools.
- The Special Education Schools cover pre-school, primary and secondary education levels.
- As regards higher education, special examination arrangements are made for disabled or special needs students: e.g. oral examinations for blind pupils.

# Curricula for children with visual impairments

- In Greece integrated education is a main principle. Most of the children with v.i. go to regular school with assistant by special teachers and provision of adaptative technology and specialized training techniques.
- A curriculum for blind children is similar to the curriculum for sighted children with some specific adaptations



# The main differences

- The use of specialized teaching methods in teaching reading and writing with embossed Braille system (individualized education)
- the appropriate adjustment, adaptation, transcription and illustration of teaching and other books in Braille system
- teaching additional courses such as mobility, orientation and skills of daily living,
- Providing support to blind students from special education staff eg specialized teacher psychologist, social worker, speech therapist

# **GUIDELINES FOR WORKING WITH CHILDREN WITH VISUAL IMPAIRMENTS**



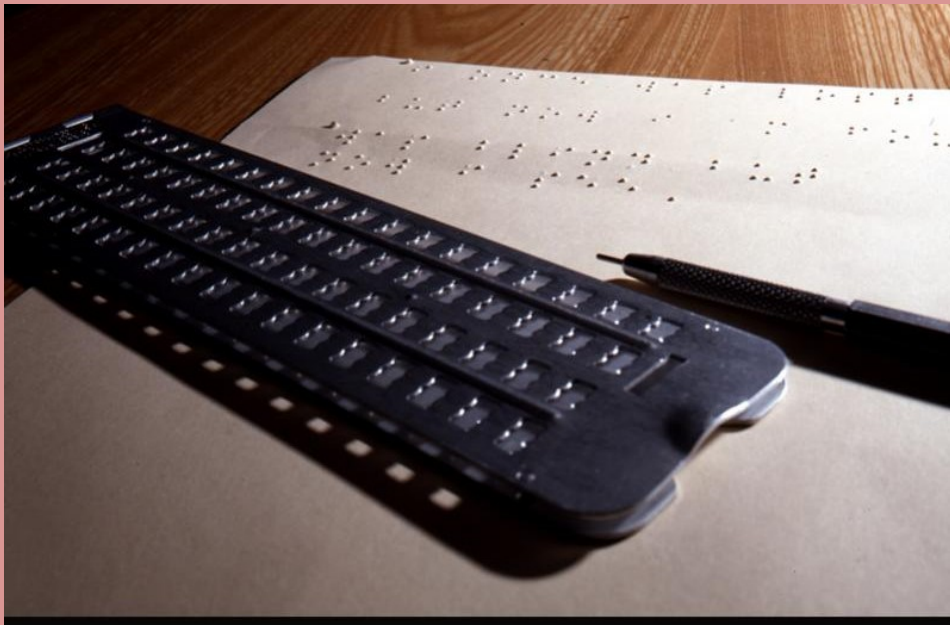
What should a teacher do in this case?



- To give to the student at the same time clear explanations.
- To systematically cultivate students' ability to listen carefully, and to remember.
- To rationalize labor and material, to be clear and comprehensive in their descriptions and use effective teaching methods.

# BRAILLE SYSTEM

- **Braille** is a tactile writing system used by the blind and the visually impaired, and found in books, on menus, signs, elevator buttons. Braille-users can read computer screens and other electronic supports thanks to refreshable braille displays. They can write braille with a slate and stylus or type it on a braille writer, such as a portable braille note-taker, or on a computer that prints with a braille embosser.
- Braille is named after its creator, Frenchman Louis Braille in 1829.



### Derivation of the 26 letters of the alphabet from the 10 numeric digits

● ○ ○ ○ ○ ○	● ○ ● ○ ○ ○	● ● ○ ○ ○ ○	● ● ○ ● ○ ○	● ○ ○ ● ○ ○	● ● ● ○ ○ ○	● ● ● ● ○ ○	● ○ ● ● ○ ○	○ ● ● ○ ○ ○	○ ● ● ● ○ ○
a/1	b/2	c/3	d/4	e/5	f/6	g/7	h/8	i/9	j/0
● ○ ○ ○ ● ○	● ○ ● ○ ● ○	● ● ○ ○ ● ○	● ● ○ ● ● ○	● ○ ○ ● ● ○	● ● ● ○ ● ○	● ● ● ● ● ○	● ○ ● ● ● ○	○ ● ● ○ ● ○	○ ● ● ● ● ○
k	l	m	n	o	p	q	r	s	t
● ○ ○ ○ ● ●	● ○ ● ○ ● ●	● ● ○ ○ ● ●	● ● ○ ● ● ●	● ○ ○ ● ● ●					○ ● ● ● ○ ●
u	v	x	y	z					w



### 1. Braille codes for the Greek lowercase (small) Alphabet characters

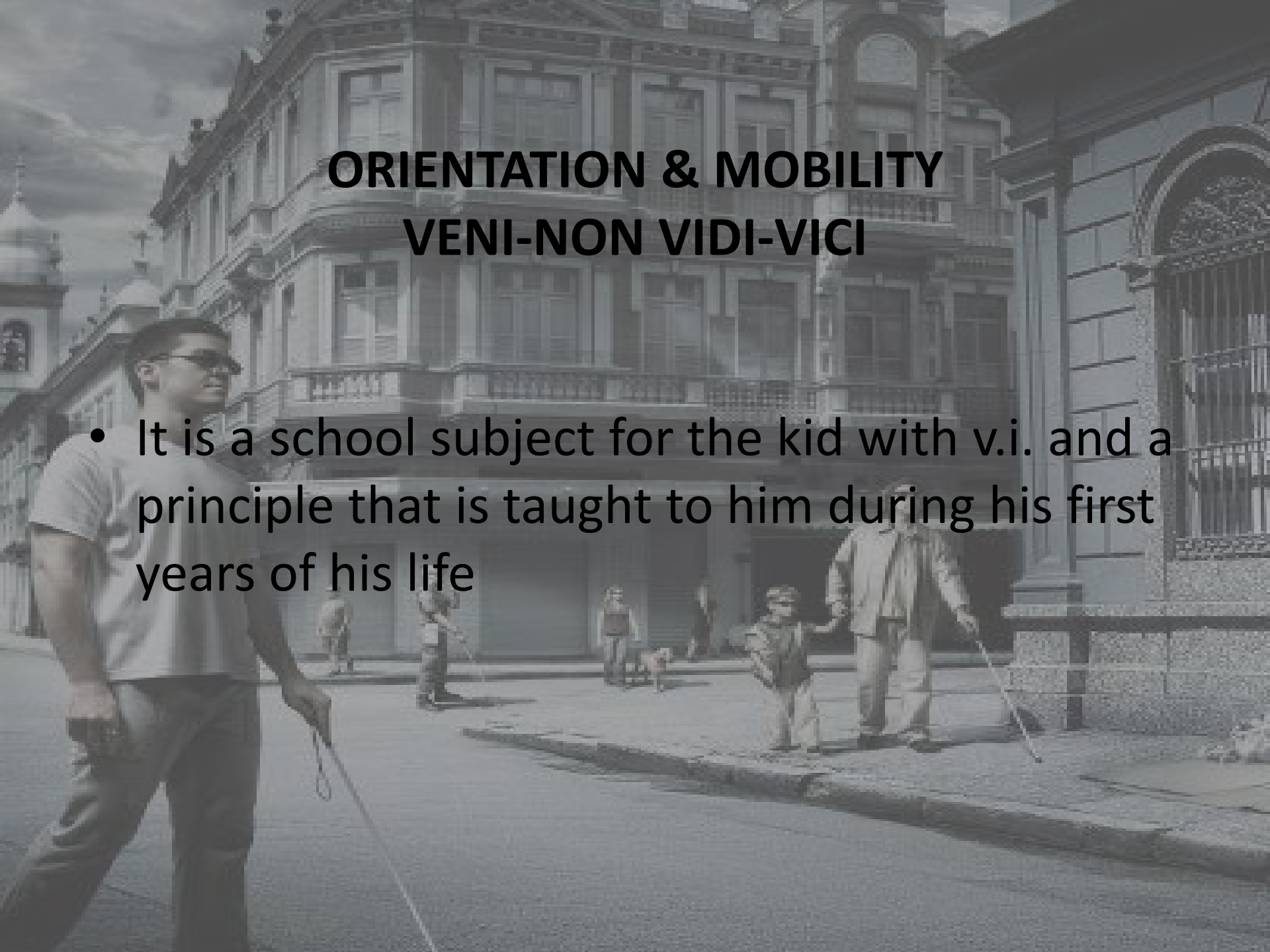
UNICODE (hex)	Greek symbol	Braille symbol	Braille dots	Description in Greek	Description in English
03B1	α	⠁	1	άλφα	GREEK SMALL LETTER ALPHA
03B2	β	⠃	12	βήτα	GREEK SMALL LETTER BETA
03B3	γ	⠎	1245	γάμμα	GREEK SMALL LETTER GAMMA
03B4	δ	⠏	145	δέλτα	GREEK SMALL LETTER DELTA
03B5	ε	⠑	15	έψιλον	GREEK SMALL LETTER EPSILON
03B6	ζ	⠒	1356	ζήτα	GREEK SMALL LETTER ZETA
03B7	η	⠓	345	ήτα	GREEK SMALL LETTER ETA
03B8	θ	⠔	1456	θήτα	GREEK SMALL LETTER THETA
03B9	ι	⠗	24	ιώτα	GREEK SMALL LETTER IOTA
03BA	κ	⠕	13	κάπα	GREEK SMALL LETTER KAPPA
03BB	λ	⠇	123	λάμδα	GREEK SMALL LETTER LAMDA
03BC	μ	⠍	134	μι	GREEK SMALL LETTER MU
03BD	ν	⠉	1345	νι	GREEK SMALL LETTER NU
03BE	ξ	⠒⠃	1346	ξι	GREEK SMALL LETTER XI
03BF	ο	⠏	135	όμικρον	GREEK SMALL LETTER OMICRON
03C0	π	⠏⠃	1234	πι	GREEK SMALL LETTER PI
03C1	ρ	⠏⠎	1235	ρο	GREEK SMALL LETTER RHO
03C3	σ	⠏⠎⠃	234	σίγμα	GREEK SMALL LETTER SIGMA
03C2	ς	⠏⠎⠃	234	σίγμα τελικό	GREEK SMALL LETTER FINAL SIGMA
03C4	τ	⠏⠎⠃⠎	2345	ταυ	GREEK SMALL LETTER TAU
03C5	υ	⠕⠃⠎	13456	ύψιλον	GREEK SMALL LETTER UPSILON
03C6	φ	⠏⠎⠃	124	φι	GREEK SMALL LETTER PHI
03C7	χ	⠏⠎⠃	125	χι	GREEK SMALL LETTER CHI
03C8	ψ	⠏⠎⠃⠎	12346	ψι	GREEK SMALL LETTER PSI
03C9	ω	⠏⠎⠃	245	ωμέγα	GREEK SMALL LETTER OMEGA



# ORIENTATION & MOBILITY

## VENI-NON VIDI-VICI

- It is a school subject for the kid with v.i. and a principle that is taught to him during his first years of his life





- Developing body awareness, directionality, spatial awareness and practical knowledge associated with the characteristics of a given environment- creation of a mental map through kinesthetic sense
- Room familiarization and routes within the school

