Providing speech therapy for children with Visual impairment

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The Individuals with disability act- IDEA officially defines the category as “an impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.”
Refractive error means that the shape of your eye does not bend light correctly, resulting in a blurred image. Clouding of the normally clear lens of the eye.

Glaucoma is a group of related eye disorders that cause damage to the optic nerve that carries information from the eye to the brain. In most cases, glaucoma is associated with higher-than-normal pressure inside the eye.

The most common causes of visual impairment globally in 2010 were:

- "WHO" IN 2010
Macular Degeneration is caused by the deterioration of the central portion of the retina.

Corneal opacities are eye problems that can lead to scarring or clouding of the cornea, which decreases vision.

Diabetic retinopathy is a diabetes complication that affects eyes. It's caused by damage to the blood vessels of the light-sensitive tissue at the back of the eye (retina).
The most common causes of visual impairment globally in 2010 were:

- **Trachoma**
  A bacterial infection that affects the eyes.

- **Common causes are**
  - vitamin A deficiency,
  - measles,
  - conjunctivitis,
  - ophthalmia neonatorum,
  - injuries,
  - congenital cataract,
  - retinopathy of prematurity (ROP), a childhood glaucoma.

- **Presbyopia** are the commonest cause

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**Childhood blindness** refers to a group of diseases and conditions occurring in **childhood** or early adolescence, which, if left untreated, result in **blindness** or severe visual impairment that are likely to be untreatable later in life.
VISUALLY IMPAIRED

- Completely blind
- Partial vision/low vision/legal blindness
- Lack or decreased concrete experiences
- Delayed developmental milestones

Impact Of Visual Impairment On Development by Chris Strickling
Critical Areas Of Development For Visually Impaired

- Motor
- Cognitive
- Self-Help
- Social/Personal
- Language

Texas School for the Blind and the Visually Impaired
http://www.tsbvi.edu/infants/3293-the-impact-of-visual-impairment-on-develop
• In the textbook Children with Disabilities (2007), Batshaw, Pellegrino, and Roizen stated that it might be expected that a child with a severe VI would have early childhood developmental delays.
• Children with VI seem to be at a disadvantage for concept development and subsequent semantic development - Brouwer, Gordon-Pershey, & Warkenthien (2013).
• Having little or no vision has an impact as soon as a baby is born; they tend to be passive-learners to request is much harder. Visual impairment and speech and language therapy — RNIB developing blind and partially sighted people.
• There is some evidence that sensory and perceptual deficit may have a negative effect on the development of speech sound production (Brouwer, Gordon-Pershey, Hoffman, & Gunderson, 2015).
• There is some research available about language development and use in children with VI. Much of the research addressed pragmatic and social communication deficits in this population (e.g., Perez-Periera, 2006).
• Children with VI have difficulty with meanings of words, i.e., semantic development (Andersen, Dunlea, & Kekelis, 1993).
• Authors have explored the morpho-syntactic deficits that hinder the use of certain elements of language, such as pronouns and prepositions (Dunlea & Andersen, 1992).
James and Stojanovik (2007) utilized a parent checklist to investigate vocabulary and grammar skills in eight children with VI between the ages of seven and 17.

The Social Skills Assessment Tool for Children with Visual Impairment (SSAT-VI) by McCallum & Sacks (1993) measure three areas: the basic aspects of social behavior, skills needed for interpersonal relationships, and cognitive social behavior.

Wechsler Intelligence Scale for Children, 3rd edition (WISC; Wechsler, 1993) and Emotion Recognition Scales (ERS; Dyck, Ferguson, & Shochet, 2001) to explored emotional recognition and understanding abilities in children with sensory (hearing or vision) deficits.
Functionally identification and quantifying following skills will be useful in intervention:

- **Visual acuity**, or how clear and sharp your child's vision is. It is likely that both your child's near and distance visual acuity will be measured.
- **Visual field**, or the area your child sees to the sides, above, and below (known as the peripheral area of vision).
- **Contrast sensitivity**, or the ability of your child to detect differences in grayness and between objects and their background—that is, how clearly your child can see the elements of an image.
- **Color vision**, or the ability to detect different colors and also hues within a color.
Modification of material
- Residual vision
- Other senses like auditory, tactile, etc.,

Print-based resources
- Braille
- Tactile pictures, diagram, tables etc
- Real objects

Aids
The Merlin desktop low vision magnifier by Enhanced Vision.

Embossed forms
Imitation activities
Tactile-based articulation therapy – (e.g., PROMPT) - Brouwer, Gordon-Pershey, & Warkenthien (2013)

Speech sound production therapy (treatment of phonology, articulation, apraxia, dysarthria).

Melodic intonation therapy
Brouwer, Gordon-Pershey, & Warkenthien (2013)

Few techniques sited in articles
Published modified resources:

www.rnib.org.uk/librarycatalogue

www.clearvisionproject.org

Thank you

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