

 **BRITISH COUNCIL**


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Making classes more inclusive for visually impaired learners

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Our initial task:
To deliver online English classes to 24 visually impaired Secondary learners

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Workshop overview

-  Types of visual impairment
-  Materials and support tools
-  Adapting tasks and materials
-  Accessible teaching techniques
-  Questions and resources



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Visual impairments

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Types of visual impairments

A: Low vision



B: Colour blindness



C: No vision



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Task - Match the characteristics of each visual impairment

A: Low vision



B: Colour blindness



C: No vision



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Task - Match the characteristics of each visual impairment

A: Low vision

B: Colour blindness

C: No vision

1. Difficulty distinguishing between red & green.
2. **Difficulty distinguishing between blue & yellow.**
3. No functional use of vision.
4. **A visual deficit that cannot be fully corrected with glasses/contact lenses or surgery.**
5. A reduced field of vision.
6. **Loss of vision in the centre of your field of vision.**
7. Blurry vision.
8. **Sees everything in black, white and shades of grey.**

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Types of visual impairments and their characteristics

A: Low vision
4, 5, 6, 7



perceptual abilities

1. Difficulty distinguishing between red & green.
2. **Difficulty distinguishing between blue & yellow.**
3. **No functional use of vision.**
4. **A visual deficit that cannot be fully corrected with glasses/contact lenses or surgery.**
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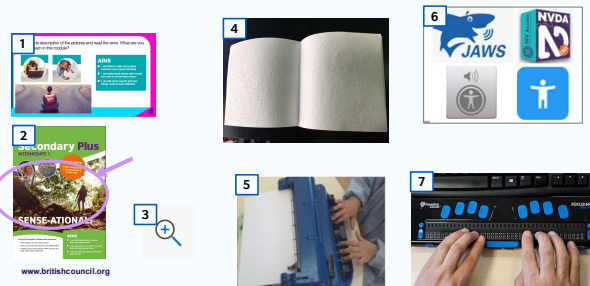
Materials and support tools

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What are the materials and support tools?



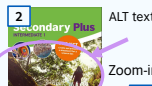
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Materials and support tools

Accessible materials: Pdf, Word, Ppt, SCULPT guidelines.

Braille version of materials

Text-to-speech screen readers e.g. JAWS



ALT text

Zoom-in function



Perkins machine

Braille display



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Task: Match the support to the impairment

A: Low vision



B: Colour blindness

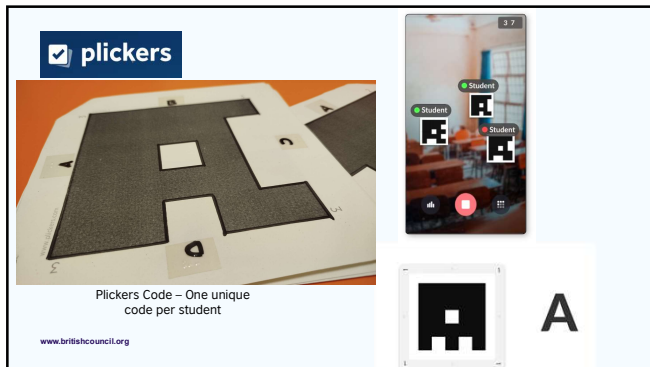


C: No vision

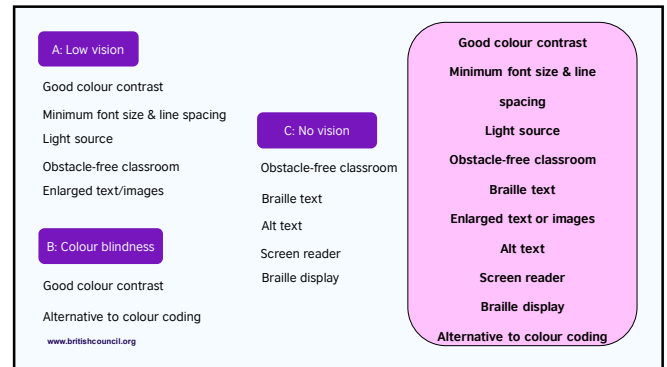
Good colour contrast
Minimum font size & line spacing
Light source
Obstacle-free classroom
Braille text
Enlarged text or images
Alt text
Screen reader
Braille display
Alternative to colour coding

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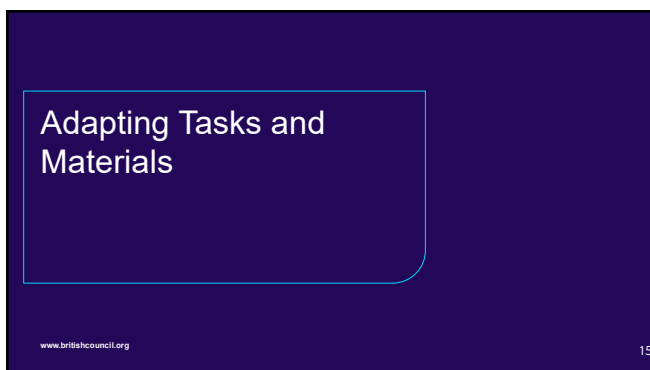
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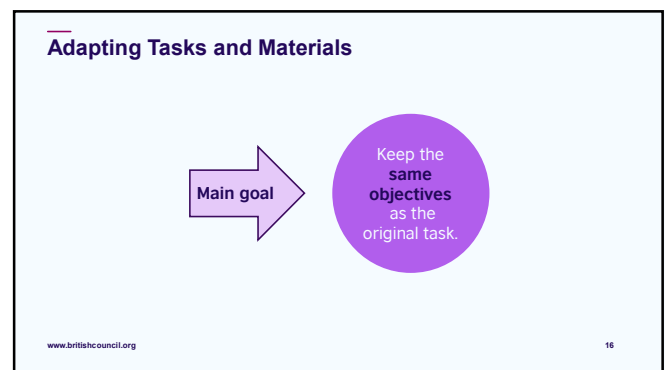
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Which possible adaptations will make the activities accessible?

10. LISTEN AGAIN

Read the sentences and options and guess the most likely answer. Listen again and circle the correct options.

- The maximum dog-walking fine is ...
 - 300 euros.
 - 500 euros.
 - 5,000 euros.
- It's illegal not to smile in ...
 - all hospitals in Italy.
 - supermarkets in Milan.
 - hospitals in Milan.

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Adapting Tasks and Materials: Listening

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Read the sentences and options and guess the most likely answer. Listen again and circle the correct options.

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Adapting Tasks and Materials: Listening

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Adapting Tasks and Material: Speaking

10. LISTEN AGAIN

Read the sentences and options and guess the most likely answer. Listen again and circle the correct options.

- The maximum dog-walking fine is ...
 - 300 euros.
 - 500 euros.
 - 5,000 euros.
- It's illegal not to smile in ...
 - all hospitals in Italy.
 - supermarkets in Milan.
 - hospitals in Milan.

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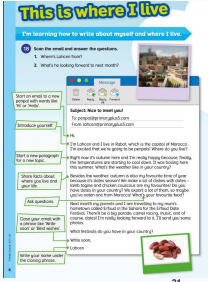
Adapting Tasks and Material: Reading & Writing

Particularities of **type of text** and register.

Description and adaption of **model, format, shape, organisation.**

What about written tips in the adjacent bubbles?

They must be included in an accessible table or between brackets before or after each paragraph.



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A bad example... Creating accessible documents

Use heading styles
Properly structure your documents with heading levels for easy navigation.

Add alt text
Describe images and graphics for screen reader users.

Modify hyperlinks text
To have descriptive text and avoid their long names without any meaning.
https://www.youtube.com/watch?v=Nii_1QTGaag

Check accessibility
Use built-in tools to verify and improve document accessibility.



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A short story 1 Creating Accessible Materials

2 The story is called **MYSTERY TRAIN** 3

1. What do **you think** happens in the story? Write down **three or more ideas** in your group. 4
2. **Share** your ideas with the class.
3. **Listen to** and **read** the story. Were **your ideas** in the story?

Read the story 5



6 Photo from pixabay

Provide ALT text in the learner's first language, so they access the information in the same way as a sighted learner i.e. there is no language barrier.

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Accessible Teaching Techniques

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3D / Tactile activities



Image Source: ONCE


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And remember

- Try things out & give things time to work.
- Talk to your students
- Never underestimate your learners
- Typical learners with typical interests

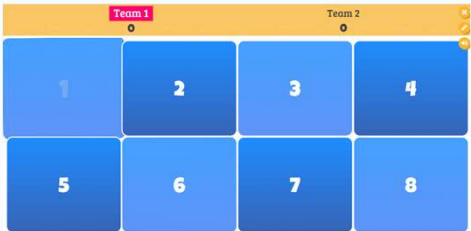


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Baamboozle quiz - [Play the game](#)



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Questions?

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Resources

<p>ONCE Educación</p>  <p>Audio series The survivor British Council</p>  <p>www.britishcouncil.org</p>	<p>Teaching visually impaired students online Speaker's Digest</p>  <p>Plickers</p> 	<p>Teaching English to visually impaired students (Interview)</p>  <p>Baamboozle</p> 	<p>Lego bricks for the blind The Guardian</p>  <p>SCULPT accessible materials</p> 	<p>The Boy who Invented Braille Film English</p>  <p>Contrast checker</p> 
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Thank you for coming

We would love your feedback

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