



Steps to Success

“Privately Happy and Publicly Useful”

Christine and Chris



How did they get there?

- What's the same and what's different for families and children with low vision:
- What parents want
- What parents fear
- What children want
- What children fear

Privately Happy and Publicly Useful

- “Self esteem grows out of challenge and mastery rather telling a child they are great regardless of what they do.” Dr Martin Seligman
- “An individual’s self worth is established in part by the beliefs of others about their abilities or inabilities.” Dr Karen Wolffe.

Core Curriculum

Core Curriculum

- STEM — science, technology, engineering and maths
- literacy in the early years
- digital coding
- learning about religions
- critical thinking
- music
- financial literacy
- health education and personal and social capability, including respectful relationships
- civic participation
- ethical understanding in a global world

Ref: <http://www.education.vic.gov.au/about/educationstate/Pages/curriculum.aspx>

Expanded Core Curriculum

- **Expanded Core Curriculum**
 - Assistive Technology
 - Compensatory/Organizational Skills:
 - Orientation and Mobility Skill
 - Career Education
 - Independent Living Skills
 - Sensory Efficiency
 - Self Determination
 - Recreation and Leisure
 - Social Interaction

<http://www.familyconnect.org/info/education/education/expanded-core-curriculum/phil-hatlens-advice-on-the-expanded-core-curriculum/what-can-parents-do-at-home/12345>

Pre-School Socialisation and Independence

- Develop manners and work in a group
- Separate from the family without distress
- Play appropriately alongside other children – take turns and share
- Express feelings in words not just behaviours
- Know the name of some of the children in pre-school
- Use words/names to address adults who address them

Socialisation and independence

- Understand most of what is said by adults and children
- Smile and face “talker” when listening to others
- Able to give their name and address and understand when to disclose information
- Eat and drink simple foods

Pre-school achievements

Core Curriculum

- Developing fine and gross motor skills - hold pencil, scissors
- Recognise some letters and numerals.
- Know simple rhymes and songs
- Complete simple jigsaws/construct with building blocks
- Write name and have drawing skills
- Concept development, for example, positional language i.e. left/ right, big/small, wide/narrow, beside, under, over
- Listen to story being read

Pre-school achievements

Expanded core curriculum

- Pick up and put away toys and belongings
- Can locate and organise own belongings and clothes
- Dress with minimal assistance
- Personal care - toileting, washing hands
- Knows telephone number of a parent
- Know primary colours and use of colour as an anchor and clue for vision
- Know they have vision and can use it

Expanded core curriculum

- Use “looking stone” (handheld dome/slice) magnifier
- Use telescope when out and about
- Use telescope for games with family – I spy, find Nanna etc
- Use iPad as a low vision device
- Pay attention to where car is parked in shopping centre
- Attends to which door you entered when entering the shopping centre – Big W on left on the way in Big W on right on way out

Primary School Achievements

- Primary School is all about “learning”
 - Develop rigour in learning
 - Experiment with “blind specific” technology
 - Starting to develop “social armour”
 - Develop literacy and numeracy (core curriculum)
 - Deal with unwanted attention both from family and strangers
 - And have fun

Primary School: Achievements

Skills for a successful Primary School

- Master core curriculum
- Experience a “leadership” role within the school setting
- Follow school rules and meet school expectations and conventions
- Know name of all class mates and engage in some conversation
- Participate in blind specific and community sports
- Participate in the Arts - interest in music, dance etc
- Use local transport options with guidance
- Beginning to manage environmental stresses and personal stresses with vision/appearance

- Highly organized with own belongs and management of belongings - locate items in timely manner
- Skilled management of computer files - quicker than sighted peers
- Competently participate in classroom routines and jobs - lunch monitor, can put out art equipment without assistance etc
- Know names of all teachers - joke, engage in appropriate conversation about their interests and other children's' interests
- Take responsibility for their actions
- Uses colour to assist with organization; manage files
- Know preferred print size, font and lighting conditions
- Use any computer and independently set up appropriate accessibility options
- Understand effective problem solving

- Type at 40-60 wpm
- Use short cut key commands
- Use electronic and low tech magnification aids
- Solve problems with generic and low vision specific technology
- Manage fatigue levels
- Use audio as support for vision, fatigue and literacy - Victor Reader, Voiceover, reading apps, KNFB Reader, Voice Dream Reader

Successful transition skills

- Familiarisation with the new environment
- Independent travel to school – public transport
- Ability to discuss vision needs in positive terms with peers and teachers
- Manage the “ignorant and hurtful comments” with humor and grace
- Academically confident
- IT savvy with both assistive technology and universal technology – communicate with school techs
- Growth mindset and an optimistic outlook

Transition skills

- Take ownership of personal behaviour
- Highly developed social skills
 - Laugh at self
 - Use “fogging” techniques when laughed at

Secondary School Achievements

- Secondary School is all about participation
- Sustained rigour - devote additional time to core curriculum
- Highly efficient with “blind specific” technology and universal technology
- Cement friendships with both vision impaired and sighted network
- Identify career and post-school options
- Become well connected to community groups
- Have fun

Secondary School

- Celebrate their differences and use judgement in utilizing assistance offered
- Know your vision and when it works best
- Type at 80+ wpm with key commands (not mouse)
- Effective note taking skills using audio and knowledge of recording protocols
- Use screen reading and programs to support vision
- Have highly developed study skills and time management skills - know how to “work tired”.
- Have “favourite” low vision aids and know which low vision aide is better for which task e.g. novels v. maths
- Know limitations of low vision aids/soft ware/technology
- As the visual/learning needs change know where to get advice, for example, scientific/graphic calculator at years 11&12

- Is a “team player” with friends so study tasks are shared
- Utilise low vision apps and stay connected with low vision forums
- Know who, when and how to ask for to get help i.e. “a reader” to address the vision fatigue
- Be strategic around subject choices, time tabling and visual fatigue
- Have well develop exam techniques – highlighters, time management, reading time, rest periods, assistive tech, human reader, management of stressors, rehearsal
- Be strategic around exam time tabling - not two exams on one day
- Know and use special entry provisions for university
- Awareness of scholarship opportunities
- Awareness of Disability Liaison Units at tertiary institutions
- Travel independently to any extra curriculum activity

Ability to manage the
'rudely curious' and
'curiously rude'

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