Sensory “Reminders” – Vision

**LIGHTING**

1. Generally speaking, natural light is preferred.

2. The type of lighting that will be optimal for an individual learner will vary by that child’s specific eye condition(s).

3. Targeted lighting should be considered as a supplement to environmental conditions.

**GLARE** “**Glare is an enemy**” (of a learner who experiences visual impairment).

1. Select window coverings with minimization of glare in mind.

2. Drape overhead fluorescent lighting with fabric, to reduce glare.

3. Avoid reflective surfaces to the greatest extent possible.

**CONTRAST** “**Contrast is a friend**” (of a learner who experiences visual impairment).

1. Create dark desk / work surfaces to help instructional materials stand out.

2. Use contrasting colors (e.g., paint, colored duct tape) [and textures] on doorways, light switches, edges of individual stairs, a learner’s storage spaces, routine walkways, etc., to provide visual cues.

3. Encourage use of boldly colored markers for completion of paper tasks.

**VISUAL FIELD –** Reduce visual distractions / clutter in the learner’s physical environment.

**SIZE –** Considerdistance of the visual stimulus, from the learner, when determining size of instructional / assessment materials.

**COLOR (HUE)**

 1. Be conscious of the difference between “receiving” visual info and “processing” same.

 2. Probe the effectiveness of visual stimuli of varying colors for an individual learner.

**FATIGUE - *Remember that attending visually can be exceptionally tiring for a learner who experiences a significant vision loss!***