2018 Texas Focus: On the Move!

Moving Forward…….Empowering learners with vision impairments to shape their own future

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Presented by

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Developed for

Texas School for the Blind & Visually Impaired
Outreach Programs
Moving Forward…….’ Empowering learners with vision impairments to shape their own future

Mike McLinden, School of Education,
University of Birmingham, United Kingdom

Slide 1: Overview
1. Changing context and landscape
2. Distinctive function and role of specialist input
3. Distinctive function and role – Ireland Case Study
4. Parameters of Bioecological Systems Theory (BST)
5. Facilitating curriculum access: Distinctive role of specialist input
6. Putting it all together - promoting an ‘ethos’ of empowerment
7. Concluding Thoughts?

Slide 3: Starting with the end point in mind….
Promoting an ‘ethos of empowerment’ should ultimately support the development of longer term independence outcomes that ensure children and young people with vision impairment can exert their ‘power’ through expressing personal agency in order to influence their environments and ultimately help to shape their own future.

Slide 4: 1. Changing context and landscape (UK)
- Key changes in educational landscape (e.g. mainstream schools, funding squeeze, nature of schools etc)
- New SEND Code of Practice – principles include focus on facilitating development of child ‘to achieve best possible educational and other outcomes’ and ensure ‘effective preparation for adulthood’
- Rationale for ‘distinctive’ support (training and service delivery)
- Changes in professional development ‘standards’ required to be a TVI

Slide 5: 2. Changing context and landscape (UK)
- TVI - from ‘competencies’ based training courses to evidence against minimum ‘outcomes’
- 108 ‘minimum’ MQ outcomes organised in 8 headings (NCTL, 2015)
Slide 6: 2. Changing context and landscape (UK)

Figure 1 Diagram - MQ Outcomes (England) is a center circle around which 8 circles orbit. Starting at the 12 o'clock position the circles are 1) Professional qualities and attributes, 2) Current legislative and educational framework, 3) Vision and vision impairment, 4) Teaching and learning, 5) The specialist curriculum, 6) Social, emotional development and well-being, 7) Supporting transition, and 8) Partnership working.

Slide 7: Changing context and landscape (UK)

Examples of MQ outcomes:

‘1.2. Understand the role of the QTVI as an agent of change’

‘4.6. Know how to encourage and support learners with VI to be independent learners. Understand how to balance providing targeted support for individual learners with VI with the need to develop independent learning’

Slide 8: 3. ‘Distinctive’ function and role - Ireland Case Study

- Review of visiting teachers provided strong national stakeholder support for the continued role of a national sensory support service (e.g. McLinden and McCracken, 2016).

- Broad consensus that the specialist teacher of children with sensory needs had a key role in working with families, schools and other agencies to facilitate participation in education.

- Raised question - what might be considered to be distinctive about this role in seeking to facilitate inclusive educational practice within a complex national educational landscape?

Slide 9: 3. ‘Distinctive’ function and role – Ireland Case Study

Highlighted by different groups of stakeholders that:

- the input was unique in being offered by the Service across the child’s educational pathway from pre-school through compulsory education;

- other practitioners could not be expected to have the same depth and breadth of experience in the area.
Slide 10: 3. ‘Distinctive’ function and role – Ireland
In examining this ‘distinctiveness’ there is evidence from the stakeholder feedback that the educational supports:

- were provided through a variety of approaches (e.g. teaching an individual child, supporting peers, working with families, liaising with other agencies);
- involved engagement with a range of stakeholders (e.g. child, families, teachers, other agencies etc);
- were delivered within a number of contexts (e.g. home, school, services).

Slide 11: 3. Distinctive function and role – Ireland Case Study
To support a more holistic analysis of the role, Bronfenbrenner’s bioecological systems theory (BST) was drawn upon as a lens through which to:

- examine the inclusive educational ‘supports’ identified within the review that are provided by the teachers
- contextualise their role within and between different ‘systems’ in a complex ecology of inclusive education.

Slide 12: 4. Bioecological Systems Theory

Figure 2 Bioecological Systems Theory model: Chronosystem labels an arrow at the bottom of the diagram pointing from left to right. Above the arrow are a series of circles inside circles. The center-most circle working outward are Active Learning, Microsystem, Mesosystem, Exosystem, and Macrosystem.
**Slide 13: 4. Bioecological Systems Theory**

- The ‘cornerstone’ of this theory was defined by Bronfenbrenner as:
  - ‘the scientific study of the progressive, mutual accommodation, throughout the life course, between an active, growing human and the changing properties of the immediate settings in which the developing person lives, as this process is affected by the relations between these settings, and by the larger contexts in which the settings are embedded.’ (Bronfenbrenner, p107, original italics).

- Implications for distinctive role of TVI (McLinden and Douglas et al., 2016)

**Slide 14: Educational Supports through BST – Ireland Case Study**

<table>
<thead>
<tr>
<th>Home</th>
<th>School</th>
<th>Other Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessment and monitoring of needs</td>
<td>• Assessment and monitoring of needs</td>
<td>• Attending health clinic with child and/or family</td>
</tr>
<tr>
<td>• Teaching child (eg early braille literacy, sensory development skills)</td>
<td>• Teaching child (eg braille literacy, sensory development skills)</td>
<td>• Attending clinical assessment of hearing and/or vision</td>
</tr>
<tr>
<td>• Supporting family in understanding implications of sensory impairment</td>
<td>• Facilitating participation in school life (eg extracurricular activities)</td>
<td>• Advocacy role on behalf of family</td>
</tr>
<tr>
<td>• Expertise (eg in management of sensory impairment)</td>
<td>• Facilitating curriculum access in response to individual needs (eg assistive technologies)</td>
<td></td>
</tr>
<tr>
<td>• Supporting transition to school</td>
<td>• Advice on adjustments (assessment)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Peers – understanding implications of sensory impairment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Staff – understanding implications of sensory impairment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Advocacy role</td>
<td></td>
</tr>
</tbody>
</table>
Slide 15: Educational Supports through BST – Ireland Case Study

**Mesosystem**
- Establishing connections with child’s teachers (e.g. transition planning)
- Establishing connections with child’s peers
- Linking parents with specialist support services
- Facilitating a network with other children who had a similar sensory loss
- Liaison with agencies that could provide social activities, support and advice

Slide 16: Educational Supports through BST – Ireland Case Study

**Exosystem**
- Advising the NCSE and the State Examinations Commission (SEC) on issues relating to the educational of children with sensory needs
- Providing guidance to schools on policy developments that focus on reasonable adjustments and interventions for children with sensory needs

Slide 17: Educational Supports through BST – Ireland Case Study

Distinctive role of specialist teachers in supporting participation in education through promoting accommodations which are:

- ‘progressive’ and ‘mutual’
- between active, growing learner and the changing properties of the immediate settings in which the s/he lives
- explore application of model through role of TVI in facilitating curriculum access.

Slide 18: Bioecological Systems Theory – Ireland Case Study

![Bioecological Systems Theory model](image)

Figure 3.2 Bioecological Systems Theory model: Chronosystem labels an arrow at the bottom of the diagram pointing from left to right. Above the arrow are a series of circles inside circles. The center-most circle working outward are Active Learning, Microsystem, Mesosystem, Exosystem, and Macrosystem.
Slide 19: 5. Facilitating curriculum access

- A distinction can be made between:
  - Core curriculum
  - Additional curriculum (‘curriculum+’, ‘expanded core curriculum (ECC)’)  
  - Additional curriculum areas include:
    - Mobility and independence; ICT skills; low vision skills; social and emotional inclusion; self advocacy.

Slide 20: Diagram

Figure 4 Two arrow at the top and bottom of the diagram: top has Child's age / developmental level (Time) and the bottom has Increased independence; Emphasis upon 'additional' curriculum / ECC. Between these lines two triangles form a rectangle: the upper triangle reads Providing ‘Access to Learning’ and the lower reads Teaching ‘Learning to Access’.

Slide 21: 5. Facilitating curriculum access

- The notion of developing and promoting independence across a given developmental timeframe lies at the heart of the distinction between each strand of this dual view of access.
- A broad strategy in ensuring ‘access to learning’ emphasizes making the educational environment accessible in the current context (i.e. ‘here and now’)
- A complementary strategy is to support the child in ‘learning to access’. This is particularly characterized through areas of the ‘additional curriculum’/ECC which emphasise independence skills such as the use of technology, low vision and mobility.
- Such approaches can be viewed as a ‘longer-term’ approach to meeting a child’s future needs which will enable them to gain access to information and curriculum materials for themselves, and to navigate independently social and spatial environments.
Slide 22: 5. Facilitating curriculum access

- Whilst it can be challenging for specialist teachers to find the balance between these two roles, its importance is highlighted in literature which associates independence skills with positive employment outcomes.

- A bioecological systems perspective provides a lens through which to conceptualise and navigate the issues teachers negotiate in facilitating an appropriate curriculum balance.

- The multifaceted role of the specialist teacher can be illustrated in providing support 'within' and 'between' the different 'systems' within this theoretical framework.

Slide 23: Distinctive role of TVI through a bioecological systems perspective

![Diagram](adapted from McLinden and Douglas et al., 2016)

Figure 5 - Diagram: (adapted from McLinden and Douglas et al., 2016). 5 circles each inside the other: from smallest to largest reads Learner, Microsystem, Mesosystem, Exosystem, and Macrosystem. In the Microsystem are labels: Home, Nursery, School, College, and Other. Arrows from the Learner circle to the Microsystem indicate an exchange and from the Microsystem to the Mesosystem other areas indicate an exchange. There are also arrows indicating and exchange between the Exosystem and Macrosystem. Below all of the circles are a series of arrows preceded by the word “Chronosystem”. The arrows are labeled from left to right Early Years, Primary, Secondary, Further, and Higher.
Slide 24: 5. Facilitating curriculum access

- Through this model we can examine the particular nature of these ‘reciprocal interactions’ with a focus on the distinctive role of specialist teachers working ‘within’ and ‘between’ the respective systems in a complex ecology of inclusive education.

Slide 25: Examples of support strategies for facilitating curriculum access provided by specialist teachers - microsystem

<table>
<thead>
<tr>
<th>Key access issue / learning objective</th>
<th>Example of MQ outcome (England)</th>
<th>Access to learning’ support strategies</th>
<th>‘Learning to access’ support strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early print reading for learner with low vision</td>
<td>MQ outcome 4.4: Know appropriate approaches, strategies and interventions to enable learners with VI to acquire key literacy, mathematical and ICT skills, and how to implement these</td>
<td>Identifies books of appropriate level with larger print, bold and attractive pictures.</td>
<td>Introduces magnifiers to access print books.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Designs and produce bespoke large print materials with modified pictures / associated material.</td>
<td>Introduces eBooks, and teaches how print presentation can be adjusted.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourages early writing with high contrast bold pen.</td>
<td>Encourages learner to make adjustments to optimise lighting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduces specialist equipment to create an optimised reading environment (lighting, angled desk)</td>
<td>Teaches touch typing skills (and associated software).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uses talking books.</td>
<td>Teaches methods for making adjustments to computers to improve accessibility (e.g. change resolution, increase icon size)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teaches speed control for talking books</td>
</tr>
</tbody>
</table>
### Slide 26: Examples of support strategies for facilitating curriculum access provided by specialist teachers – *mesosystem*

<table>
<thead>
<tr>
<th>Key access issue / learning objective</th>
<th>Example of MQ outcome</th>
<th>Access to learning’ support strategies</th>
<th>‘Learning to access’ support strategies</th>
</tr>
</thead>
</table>
| • Transition planning                | MQ outcome 5.8: Plan teaching approaches that promote access to learning and participation for learners with VI | • Establishes connections with teachers and peers in next educational setting to explain learner’s needs.  
• Undertakes an environmental audit in a learner’s next educational setting.  
• Reviews with habilitation staff the mobility needs to and from home for the next educational setting. | • Promote opportunities for the learner to meet with staff and peers and talk about his/her needs.  
• Involves the learner in carrying out environmental audit in his/her next setting and determining recommendations  
• Facilitates mobility training to enable young person to get to new setting independently. |
Slide 27: 6. Promoting an ethos of empowerment – Putting it all together

- Empowerment - At its core is the notion of ‘power’ and crucially, the fact that power can both ‘change’ and ‘expand’ through an active process of transition that supports and promotes the development of personal agency (e.g. influencing the environment in desired ways).

- In order for children with vision impairment to be empowered through developing personal agency (i.e. from relatively passive to relatively active) there needs to be built in to intervention procedures scope for expansion (i.e. children being able to draw on and express their ‘power’ in a wider range of contexts).

- The notion of empowerment, or of becoming empowered, indicates therefore a process of empowering that involves a complex interaction between the child and their learning environments with appropriate opportunities afforded for the development and expansion of such agency through an ‘ethos of empowerment’.

Slide 28: 6. Promoting an ethos of empowerment – Rationale

1. Vision plays a significant role in development, acting as a driver for progressively independent exploration of the world.

2. Through the use of their developing vision children develop increasingly sophisticated ways of establishing control within different learning environments, thereby helping them to exert influence as an active ‘agent’.

3. Vision impairment can act as a significant barrier to a young child developing such agency through reducing ‘access’ to sensory information potentially resulting in the child becoming increasingly reliant on other individuals for support (i.e. increased dependency).

Slide 29: 6. Promoting an ethos of empowerment – Rationale

4. Research highlights the importance of:
   - promoting distinctive independence ‘access’ skills to maximise children’s ability to develop as independent learners within educational contexts;
   - ensuring these access skills are in place at an early stage in a child’s educational pathway to ensure successful transition from compulsory school education.

Slide 30: 6. Promoting an ethos of empowerment

5. Vision impairment education in the US and UK has a long tradition of focussing upon two broad areas of intervention and targeted educational outcomes:
   - Ensuring children and young people have fair and optimised ‘access’ to the school curriculum
   - Ensuring children and young people have opportunities to develop their independence and social inclusion.

The second area is linked to maximising young people’s ability to develop as independent learners within educational contexts, but is also part of a broader agenda about ‘empowering’ children and young people for adult life, independent living and employment through promoting personal agency.
Slide 31: 6. Promoting an ethos of empowerment

Areas of the Expanded Core Curriculum (adapted from Sapp and Hatlan, 2010)

Figure 6 Diagram: In the center is a circle labeled Areas of 'Expanded Core Curriculum' surrounded by 8 circles which are (from 12 o'clock going clockwise) Assistive Technology, Career Education, Compensatory / Functional Skills, Sensory Efficiency, Independent Living Skills, Orientation and Mobility, Social Interaction Skills, and Self Determination.

Slide 32: 6. Promoting an ethos of empowerment

Categories of Learner Outcomes Framework (adapted from NatSip, 2016)

Figure 7 Diagram. At the center is a circle labeled Categories of 'Learner Outcomes Framework'. It is surrounded by 8 circles labeled (from 12 o'clock moving clockwise) 1) Learning to Access, 2) Use of Equipment, 3) Independence and Negotiating Skills, 4) participation, 5) Meeting Others, 6) Getting Around, 7) Looking after him/herself, 8) Life after School.
Slide 33: 6. Promoting an ethos of empowerment

6. Children with vision impairment can establish increasing control of their lives through intervention procedures that seek to promote an ‘ethos’ of empowerment. To maximise children’s ability to develop as independent learners, such an ethos should have a focus on:

- developing a young child’s ‘personal agency’ through emphasising distinctive independence access skills;
- sustaining the development of such agency throughout the child’s educational pathway.

Slide 34: 6. Promoting an ethos of empowerment

7. An distinction can be made between the process of empowerment (empowering process through particular intervention procedures) and the intended outcomes to enable a child to influence his or her learning environment in desired ways (empowered outcomes).
### Slide 35: 6. Promoting an ethos of empowerment –Maria

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Rationale</th>
<th>Example of longer term ‘empowered’ outcome</th>
<th>‘Empowering’ process</th>
<th>Examples of complementary intervention procedures</th>
<th>Examples of ‘empowered’ outcome (child can influence environment in desired ways)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EEC Area 1. Compensatory or functional skills needed to access the core curriculum</strong></td>
<td>These skills are required in order to access areas of the ‘core’ curriculum. The development of these skills means that the child has access to learning in a manner equal to that of sighted peers.</td>
<td>Through learning to use his/her senses efficiently the child is able to access and participate in activities in education, home, and community environments.</td>
<td>Instruction in the use of vision, hearing, touch, smell, and taste as well as the development of the proprioceptive, kinaesthetic, and vestibular systems.</td>
<td>To enable participation in early literacy activities Maria is: provided with accessible tactile books in braille ('access to learning'); taught access skills through specialist instruction in braille literacy ('learning to access').</td>
<td>Maria can draw on her braille literacy access skills to independently participate in a morning class literacy session.</td>
</tr>
</tbody>
</table>
## Slide 36: 6. Promoting an ethos of empowerment – Josh

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Rationale</th>
<th>Example of longer term ‘empowered’ outcome</th>
<th>‘Empowering’ process</th>
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<td>Instruction in the use of vision, hearing, touch, smell, and taste as well as the development of the proprioceptive, kinaesthetic, and vestibular systems.</td>
<td>To enable participation in literacy activities Josh is: provided with accessible materials in large print (‘access to learning’); taught access skills through specialist instruction including the use of a low vision aid to access print books (‘learning to access’);</td>
<td>Josh can draw on his print literacy access skills to independently participate in a morning class literacy session.</td>
</tr>
</tbody>
</table>

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EEC Area 1.
Compensatory or functional skills needed to access the core curriculum

These skills are required in order to access areas of the ‘core’ curriculum. The development of these skills means that the child has access to learning in a manner equal to that of sighted peers.

Through learning to use his/her senses efficiently the child is able to access and participate in activities in education, home, and community environments.

Instruction in the use of vision, hearing, touch, smell, and taste as well as the development of the proprioceptive, kinaesthetic, and vestibular systems.

To enable participation in literacy activities Josh is:
- provided with accessible materials in large print (‘access to learning’);
- taught access skills through specialist instruction including the use of a low vision aid to access print books (‘learning to access’);

Josh can draw on his print literacy access skills to independently participate in a morning class literacy session.
## Slide 37: 6. Promoting an ethos of empowerment – Alex

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Rationale</th>
<th>Example of longer term ‘empowered’ outcome</th>
<th>‘Empowering’ process</th>
<th>Examples of complementary intervention procedures</th>
<th>Examples of ‘empowered’ outcome (child can influence environment in desired ways)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EEC Area 1. Compensatory or functional skills needed to access the core curriculum</strong></td>
<td>These skills are required in order to access areas of the ‘core’ curriculum. The development of these skills means that the child has access to learning in a manner equal to that of sighted peers.</td>
<td>Through learning to use his/her senses efficiently the child is able to access and participate in activities in education, home, and community environments.</td>
<td>Instruction in the use of vision, hearing, touch, smell, and taste as well as the development of the proprioceptive, kinaesthetic, and vestibular systems.</td>
<td>To enable participation in a morning drinks activity Alex is:</td>
<td>With verbal prompts, Alex can draw on her access skills to reach out and make a <strong>meaningful</strong> choice through selection of an object symbol that represents a desired drink.</td>
</tr>
</tbody>
</table>

Provided with object symbols to represent different drinks (‘access to learning’; Taught access skills through specialist instruction in how to explore and recognise object symbols (‘learning to access’).
## Slide 38: 6. Promoting an ethos of empowerment – Maria

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Rationale</th>
<th>Example of longer term ‘empowered’ outcome</th>
<th>‘Empowering’ process</th>
<th>Examples of complementary intervention procedures</th>
<th>Examples of ‘empowered’ outcome (child can influence environment in desired ways)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEC Area 2. Orientation and mobility</td>
<td>Orientation and mobility instruction enables students to be oriented to their surroundings and to move as independently and safely as possible.</td>
<td>The child acquires independence to the greatest extent possible, based on his or individual needs and abilities.</td>
<td>O&amp;M lessons incorporate skills ranging from basic body image, spatial relationships, and purposeful movement to cane usage, travel in the community, and use of public transportation.</td>
<td>To enable participation in extra curricula activities Maria is: Provided with tactile signs used to represent different labels on toilet doors in local settings (‘access to learning’); Taught access skills through specialist instruction in how to explore and recognise the door signs (‘learning to access’).</td>
<td>Maria is able to independently locate and identify the tactile sign to indicate ‘Girls Toilet’ in the foyer of the town swimming pool.</td>
</tr>
</tbody>
</table>
Slide 39: 6. Promoting an ethos of empowerment – Indicators of Agency

<table>
<thead>
<tr>
<th>Individual Child</th>
<th>An ‘active’ child who is learning to develop personal agency in order to influence his or her learning environments to bring about desirable change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsystem</td>
<td>‘Empowering learning environments’ that afford opportunities for the development and expansion of personal agency.</td>
</tr>
<tr>
<td></td>
<td>‘Empowering people’ who seek to promote and expand the development of personal agency to enable the child to influence his or her learning environments to bring about desirable change.</td>
</tr>
<tr>
<td></td>
<td>‘Empowering intervention procedures’ that are designed to promote and expand the development of personal agency (e.g. through the use of distinctive independence access skills).</td>
</tr>
</tbody>
</table>

Slide 40: 6. Promoting an ethos of empowerment – Indicators of Agency

<table>
<thead>
<tr>
<th>Mesosystem</th>
<th>Relationships and structures support the development and expansion of personal agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exosystem</td>
<td>Educational systems and curriculum policies that are designed to support the development and expansion of personal agency.</td>
</tr>
<tr>
<td>Macrosystem</td>
<td>Broader inclusive education policies and structures at national and/or international levels that are designed to support the development and expansion of personal agency.</td>
</tr>
<tr>
<td>Chronosystem</td>
<td>Measurable levels of individual activity that indicate progress with respect to a child developing personal agency so as to be able to influence the environment to bring about desirable change (e.g. ‘empowered outcomes’).</td>
</tr>
</tbody>
</table>

Slide 41: 6. Promoting an ethos of empowerment – Indicators of Agency

These indicators offer a basis for evaluating intervention activities for children with vision impairment through providing a means of identifying evidence of the extent to which personal agency is being developed through promoting an ‘ethos of empowerment.’
### Slide 42: 6. Promoting an ethos of empowerment - Where to next?

<table>
<thead>
<tr>
<th>An empowered child</th>
<th>Evidence of an ‘active’ child who is able to use personal agency in a range of ways in order to influence the environment to bring about desirable change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empowering people</td>
<td>Evidence of people who draw upon empowering intervention procedures that emphasise distinctive independence access skills to develop and expand a child’s personal agency.</td>
</tr>
<tr>
<td>Empowering environments</td>
<td>Evidence of learning environments and structures that afford opportunities for personal agency to be developed and expanded.</td>
</tr>
</tbody>
</table>

### Slide 43: 6. Promoting an ethos of empowerment - Where to next?

<table>
<thead>
<tr>
<th>Empowering intervention approaches</th>
<th>Evidence of intervention procedures used to develop and expand personal agency to enable children to influence their environment to bring about desirable change. A distinction can be made between those procedures that emphasise ‘learning to access’ and those that emphasise ‘access to learning’.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empowering outcomes</td>
<td>Evidence of measurable levels of individual activity over a specified timeframe that indicate progress and expansion with respect to a child being able to influence the environment to bring about desirable change.</td>
</tr>
</tbody>
</table>

### Slide 44: 7. Concluding Thoughts

- Through the lens of a bioecological perspective, a guiding principle of early intervention for children with vision impairment within an ‘ethos of empowerment’ will be to develop personal agency through promoting distinctive independence access skills that support ‘progressive’ and ‘mutual’ accommodation over a given timeframe.

- These intervention procedures will need to be systematically structured to ensure that they afford access to the learning environment (i.e. access to learning) as well as supporting the young child to learn distinctive skills in order to afford increasingly independent learning (i.e. learning to access) in particular curriculum areas.
Slide 45: 7. Concluding Thoughts

- Conceptualizing a developing learner at the core of a bioecological systems model serves to emphasize the importance of recognizing individual needs and of ensuring that the learner is considered to be an ‘active’ agent in his or her education.

- Promoting an ‘ethos of empowerment’ should ultimately support the development of longer term independence outcomes that ensure children and young people with vision impairment can exert their ‘power’ through expressing personal agency in order to influence their environments and ultimately help to shape their own future.

- Final message………

Slide 46: References


- Sapp, W., & Hatlen, P. (2010). The expanded core curriculum: Where we have been, where we are going, and how we can get there. *Journal of Visual Impairment & Blindness*, 104, 338–348.