

BLINDNESS AND CHILDREN

An Individual
Differences Approach



DAVID H. WARREN

Blindness And Children An Individual Differences Approach

John J. Rieser



Blindness And Children An Individual Differences Approach:

Blindness and Children David H. Warren,1994-08-26 This study concludes that many aspects of delayed development are not the result of visual impairment itself but rather of environmental variables that tend to accompany it after summarizing and interpreting the research literature on infants and children with visual impairments

Blindness and Children an Individual Differences Approach ,2004 Explores the known variables affecting the development of children with visual impairments Analyzes research literature on structuring children s experiences to achieve optimal learning skills and avoid developmental delays 1994

Language Development and Social Interaction in Blind Children Miguel Perez Pereira,Gina Conti-Ramsden,2019-12-09 The Classic Edition of this foundational text includes a new preface from Miguel P rez Pereira examining how the field has developed since first publication The volume provides an in depth account of blind children s developing communicative abilities with particular emphasis on social cognition and language acquisition from infancy to early school age It provides insights into why the development of blind children may differ from that of sighted children and explores development of theory of mind and perspective taking in language learning It also discusses the caregiver child interaction research on early intervention and practical strategies for blind children that can assist parents and practitioners The up to date preface discusses recent neurological research and the comparison between the psychological development of visually impaired and autistic children Language Development and Social Interaction in Blind Children continues to facilitate dialogue between those interested in the study of typically developing children and those interested in the development of children who are blind and challenges some widely held beliefs about the development of communication in blind children

Blindness and Brain Plasticity in Navigation and Object Perception John J. Rieser,2008 This book features chapters from cognitive and developmental psychologists neurologists and neuroscientists and rehabilitation specialists and educators These groups do research in this area but generally do not collaborate This book is an attempt to bring together the disparate threads of research into one volume

The Lighthouse Handbook on Vision Impairment and Vision Rehabilitation Barbara Silverstone,Mary Ann Lang,Bruce Rosenthal,Eleanor E. Faye,2000-04-13 This comprehensive reference source is a state of the art guide to the scientific clinical rehabilitative and policy aspects of vision impairment and blindness More than 100 original contributions from physicians therapists rehabilitation specialists and policy makers cover everything from the basic science of vision and its diseases to assistive technologies treatment and care

Teaching Pupils with Visual Impairment Ruth Salisbury,2007-08-07 Bursting with practical advice suggestions and handy tips providing readers with a positive starting point for sharing ideas and good practice this is a key practical guide to making learning accessible for primary and secondary school pupils with visual impairment This user friendly book shows how with appropriate support pupils with visual impairment in mainstream schools can have as rewarding an experience of education as their sighted peers The majority of contributors are qualified teachers for visual impairment with many years

experience working with pupils in a variety of settings Covering the curriculum and each subject area in detail Teaching Pupils with Visual Impairment includes guidance on activities within and outside the classroom making the school's physical environment accessible inclusion within the school's social environment Teachers and support staff will have immediate access to a wealth of ideas supported by invaluable resources on the accompanying website including a complete electronic version of the book in large print allowing older pupils to take a more active role in the learning process The Routledge Handbook of Visual Impairment John Ravenscroft, 2019-03-06 The Routledge Handbook of Visual Impairment examines current debates as well as cross examining traditionally held beliefs around visual impairment It provides a bridge between medical practice and social and cultural research drawing on authentic investigations It is the intention of this Handbook to provide an opportunity to engage with academic researchers who wish to ensure a coherent and rigorous approach to research construction and reflection on visual impairment that is in collaboration with but sometimes is beyond the medical realm This Handbook is divided into ten thematic areas in order to represent the wide range of debates and concepts within visual impairment The ten themes include cerebral visual impairment education sport and physical exercise assistive technology understanding the cultural aesthetics socio emotional and sexual aspects of visual impairment orientation mobility habitation and rehabilitation recent advances in eye research and sensory substitution devices ageing and adulthood The 27 chapters that explore the social and cultural aspects of visual impairment can be taken and used in a variety of different ways in order to promote research and generate debate among practitioners and scholars who wish to use this resource to inform their practice in supporting and developing positive outcomes for all Inclusion, Disability and Culture Santoshi Halder, Lori Czop Assaf, 2017-05-08 This book provides a global and social examination of how disabilities are played out and experienced around the world It presents auto ethnographic perspectives on disability across cultures societies and countries by documenting individuals personal narratives thought processes and reflections Chapter authors share cross cultural perspectives within and across various countries such as India Australia United States Sri Lanka United Kingdom Croatia Brazil South Africa and Qatar Adopting a self reflective stance following qualitative research methodology the chapter authors discuss the current challenges in the field Next they deconstruct disability identities explore the complexities of communication with differently abled persons examine inclusive policies practices and interventions and present insights from caregivers The book concludes with critical reflections and a look to the future of global diversity and inclusion

Teaching Visually Impaired Children Virginia E. Bishop, 2004 A glossary of terms completes the book BOOK JACKET

Child Development and Teaching Pupils with Special Educational Needs Anne Anderson, Richard Gerrish, Lyn Layton, Jenny Morgan, Christina Tilstone, Anna Williams, 2013-04-15 A thought provoking book which provides a framework for understanding the physical sensory emotional social linguistic and cognitive development of children with special educational needs It gives practitioners and students a sound grasp of the theoretical ground needed to fully understand cognitive

development and will help them track children's developmental progress in order to optimise learning opportunities. The authors handle complex topics in a highly accessible manner explaining how to put theory into practice. In three lucidly argued sections they present an overview of the work of key theorists and thinkers including Vygotsky, Piaget, Freud, Erikson, Bruner and the Korning theorists; an evaluation of the educational implications of the work of each theorist using illustrative case studies; a consideration of areas of development in learning and teaching children with special educational needs. This book will be a beacon for teachers, head teachers, educational psychologists and all practitioners involved in special needs education who seek the opportunity to help empower their pupils and enhance their own understanding.

The Routledge International Companion to Educational Psychology Andrew J. Holliman, 2013-07-24. The Routledge International Companion to Educational Psychology brings together expert practitioners, researchers and teachers from five continents to produce a unique and global guide to the core topics in the field. Each chapter includes coverage of the key thinkers, topic areas, events and ideas that have shaped the field but also takes the reader beyond typical textbook material and into engagement with current issues, cutting edge research and future directions in the field of educational psychology from an international perspective. With over 30 chapters, the volume is divided into four themed sections: An introduction to educational psychology; How children learn and develop; Issues concerning the assessment of children and Identifying and meeting the needs of children with learning difficulties. Covering the key issues and fundamental strands of educational psychology, The Routledge International Companion to Educational Psychology aims to provide the reader with knowledge of educational psychology history, child rights and practice factors which influence children's learning and development issues to do with assessment, a key aspect of educational psychology, special educational needs identification and how to meet their needs, the key thinkers, events and ideas that have shaped the field, the core topics across educational psychology in an accessible manner, cutting edge research including recent research evidence and theory, future directions in the field of educational psychology, educational psychology from an international perspective. The book is conceived for both student and researcher use and considers the implications for educational psychology practice in all sections. It will be highly beneficial for both students and lecturers on Education Studies and Psychology undergraduate courses as well as combined undergraduate degrees.

Concept Development among Students with Visual Disability Dr. Latchireddi Narayanamma, *Thinking and Seeing* Daniel T. Levin, 2004. A collection in which the contributors draw on diverse areas of cognitive science to examine the difference between actual and presumed visual cognition.

Collaborative Assessment Stephen A. Goodman, Stuart H. Wittenstein, 2003. Collaborative Assessment is designed to help all professionals who work with visually impaired students understand the impact of visual impairment on assessing students' learning potential. Written by the expert assessment team at the California School for the Blind, this book focuses on evaluating students in a variety of areas including psychology, speech and language, orientation and mobility and technology and provides a framework for developing a cooperative

interactive team of professionals from a variety of disciplines to achieve accurate evaluation of the needs and strengths of students School psychologists speech and language pathologists administrators teachers and parents will find this book invaluable Includes helpful forms and checklists and annotated lists of assessments in each area **Encyclopedia of Adolescence** Roger J.R. Levesque,2014-07-08 The Encyclopedia of Adolescence breaks new ground as an important central resource for the study of adolescence Comprehensive in breath and textbook in depth the Encyclopedia of Adolescence with entries presented in easy to access A to Z format serves as a reference repository of knowledge in the field as well as a frequently updated conduit of new knowledge long before such information trickles down from research to standard textbooks By making full use of Springer s print and online flexibility the Encyclopedia is at the forefront of efforts to advance the field by pushing and creating new boundaries and areas of study that further our understanding of adolescents and their place in society Substantively the Encyclopedia draws from four major areas of research relating to adolescence The first broad area includes research relating to Self Identity and Development in Adolescence This area covers research relating to identity from early adolescence through emerging adulthood basic aspects of development e g biological cognitive social and foundational developmental theories In addition this area focuses on various types of identity gender sexual civic moral political racial spiritual religious and so forth The second broad area centers on Adolescents Social and Personal Relationships This area of research examines the nature and influence of a variety of important relationships including family peer friends sexual and romantic as well as significant nonparental adults The third area examines Adolescents in Social Institutions This area of research centers on the influence and nature of important institutions that serve as the socializing contexts for adolescents These major institutions include schools religious groups justice systems medical fields cultural contexts media legal systems economic structures and youth organizations Adolescent Mental Health constitutes the last major area of research This broad area of research focuses on the wide variety of human thoughts actions and behaviors relating to mental health from psychopathology to thriving Major topic examples include deviance violence crime pathology DSM normalcy risk victimization disabilities flow and positive youth development Philosophy as Disability & Exclusion Simon Hayhoe,2015-12-01 Philosophy as Disability and Exclusion examines the history of ideas on arts in the education of people who are blind in England from 1688 to 2010 This book also examines a number of the earlier influences on the enlightenment and the international context of this topic The two hypotheses on which this study is based are 1 Our understanding of blindness in English intellectual culture is less to do with homologous physical characteristics Instead it is more to do with an ethical philosophy of human capacity 2 The arts education of people who are blind through touch tells us much about our psychology of mythologies and the intellectual construction of human thought Furthermore the myth that people who are blind are incapable of visual arts and have an enhanced capacity for the musical arts is one of the most engrained modern folklores It is part of our cultural intellectual and philosophical conscience In the process of investigating

these hypotheses this book argues that philosophies have linked immorality intelligence and physical ability These have become connected in ways that are unrelated to eyesight in order to fulfill broader cultural processes of developing social theory In this book the process of knowledge creation is termed passive exclusion and is analyzed through an epistemological model of examining disability and exclusion **Thriving in the Face of Childhood Adversity** Daphne Blunt

Bugental,2013-04-15 This book explores the life experiences of children who are born with a variety of medical or physical disorders It provides an integration of scientific and personal perspectives on such conditions In accounting for both outcomes it suggests how the social responses of others family friends and professionals may foster resilience as well as risk It also describes the results of an intervention that facilitates the more positive experiences of such children early in life

Handbook of Psychosocial Characteristics of Exceptional Children Vicki L. Schwean,Donald H.

Saklofske,2013-06-29 Research has documented the reciprocal effects of exceptionality and secondary psychosocial and behavioral characteristics This in depth handbook examines the categories of exceptionality most often described in educational behavioral and health practices Leading authorities from psychology education and medicine evaluate the key characteristics of particular exceptionalities from the vantage point of theory research assessment and intervention

Psychology of Touch and Blindness Morton A. Heller,Edouard Gentaz,2013-10-08 This book reviews the considerable body of research that has been done to evaluate the touch skills of blind people With an emphasis on cognitive and neuroscientific approaches it encompasses a wide ranging discussion of the theoretical issues in the field of touch perception and blindness The volume includes chapters on sensory aspects of touch perception in blind individuals multimodal relations and their implications for instruction and development and new technology including sensory aids and virtual touch A distinctive feature of the book is the inclusion of the practical applications of research in this area A significant characteristic of research on touch and imagery in congenitally blind individuals is that it speaks to the basic nature of spatial imagery and the importance and necessity or lack thereof of specific visual sensory experience for the acquisition of knowledge about space spatial layout and picture perception As such the book will not only appeal to researchers and professionals with an interest in touch and blindness but also to a wider audience of cognitive psychologists and cognitive neuroscientists working in the field of perception *Handbook of Special Education* James M. Kauffman,Daniel P. Hallahan,Paige Cullen

Pullen,2017-05-25 The purpose of the Handbook of Special Education is to help profile and bring greater clarity to the already sprawling and continuously expanding field of special education To ensure consistency across the volume chapter authors review and integrate existing research identify strengths and weaknesses note gaps in the literature and discuss implications for practice and future research The second edition has been fully updated throughout to take into account recent changes to federal laws as well as the most current academic research and an entirely new section has been added on research methods in special education

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