

## Intervention Strategies and Methodologies for Teaching Students with Visual Impairments

### Are They Considered Scientifically Based Practice (SBP)?

The No Child Left Behind (NCLB) Act of 2001 encourages educators to use instruction that is based on scientific research and has been proven effective. Therefore, Certified Teachers of the Visually Impaired (CVTI) and Certified Orientation and Mobility Specialists (COMS) are expected to make decisions on instructional strategies and materials that guarantee quality training to students with visual impairments.

NCLB defines research that is “scientifically based” as:

- employ systematic, empirical methods that draw on observation or experiment;
- involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusion;
- rely on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations; and
- be accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review.

The following document explores common instructional strategies and materials for addressing the Expanded Core Curriculum for students with visual impairments and determines if they are scientifically based practices.

Instructional Strategy/Method	SBP* Y or N	Supports TEKs?	User Friendly?	Cost	Caveats	Reference Title	Source	Other Areas Addressed	Low Vision Blind MIVI Infants
<b>Compensatory Skills Instruc. Strategies</b>									
Reading	N	N	Y	n/a	n/a	Determining Reading and Writing Media for Individuals with Visual and Physical Impairments	JVIB, March 1998 Vol. 92 #3	Assistive Technology	Low Vision Blind



<b>Social Skills</b>	Y	Y	Y	n/a	n/a	The Effects of Assertiveness Training on Enhancing Social Skills of Adolescents with Visual Impairments	JVIB, May 2003		Low Vision Blind
<b>Orientation &amp; Mobility</b>	Y	Y	Y	n/a	n/a	Guidelines for Teaching Orientation and Mobility to Children with Multiple Disabilities	Review: Fall 1999 Vol. 31 #3	Independent Living	Low Vision Blind MIVI
<b>Independent Living Skills</b>									
<b>Assistive Technology</b>									
<b>Recreation/Leisure</b>									
<b>Career &amp; Vocational</b>									
<b>Self Determination</b>									
<b>Visual Efficiency</b>									

\*SBP-Does the criteria meet NCLB standards of Scientifically Based Practice listed above? Has the research on the particular instructional method or strategy shown that:  
the study is published in a peer-reviewed journal (such as JVIB or RE:View) or approved by a panel of independent experts?  
the results of the study have been replicated by other researchers?  
there is a consensus among researchers that the findings are supported by other studies?