Interview Synthesis Vision Specific Domain Five

Evidence Based Practice focused more on using observable information about individual children to inform goal setting. There is not a large body of quantitative and qualitative research available to draw from due to the highly individual nature of many of the children’s eye condition and health condition. For some children they may be the only child in New Zealand with the condition. This small population means that it is essential that Specialist Teachers Vision begin to write and share their information globally.

## BLENNZ Development Site

Chrissie Butler (BLENNZ ICT Coordinator) is creating a site for this purpose, it supports Teachers, Families and Community with interest in learners who are blind or have low vision. There are examples of evidence based teaching practice that may be accessed [here](http://blennzonline.edublogs.org/about/blennz-school-and-services/).

Existing sites such as TSBVI, Perkins, RIDBC also hold a youtube and online presence that includes video of teaching strategies. The use of individual case studies also guides practice.

Much use of made of peer collaboration amongst Specialist Teachers Vision. Your colleagues are vital especially during the handing over of caseloads.

## The White File (Working File)

Most recording goes into the child’s white file, this is the fast track to understanding a child’s progress, along with narrative assessment (if it has been used) and video.

Contact sheets are the day to day working document RTV use to gather evidence for report writing and forward planning to provide innovative solutions for various problems.

Within the Homai Early Childhood Centre the children have comprehensive portfolio that provide examples of evidence based practice. In some cases these are able to be shared digitally with a child’s other educational settings. Parents have access to these and are able to share them with other settings.

## Real Experiences

It is important that learning for children who are blind or have low vision remains grounded in real experiences. This is essential to developing concepts and generalizing concepts. It is well documented as an evidence based practice technique. Here is an example from an interview candidate:

“I was observing a young blind boy being “taught” braille. He really wasn’t interested in brailling letters of the alphabet as was being requested of him.

Prior to this session, the child has asked me if I could give him a copy of a video I had made of him a few weeks prior. I now asked how he thought he could help me remember to show him this video. We decided he could braille me a reminder letter. He immediately turned to his brailler and asked how to braille a “v” for “video”, “DVD” etc. The exercise had unexpected learning about how to place a stamp on an envelop, how to post a letter, and how the letter would get to the person it was being sent to. The letter was posted and I duly posted the DVD (brailled envelop) to the child’s home. Having discussed the event with his family, his mum offered to increase his experience by getting him to reply to my letter with a letter of his own, which she took him to the post office to post, supporting his real understanding of how the postal system works. … One learning experience often leads to many learning opportunities…”

## Appraisal Process

The BLENNZ appraisal process often encourages action research that leads change throughout BLENNZ. In that way through presenting at BLENNZ, SPEVI, and in professional developments Evidence Based Practice is disemminated.