



Lifelong
Learning
Programme

GLOSSARY



Specialpedagogiska
skolmyndigheten 



Jordanstown
the Northern Ireland
school and
centre of excellence
for children
who are deaf or
visually impaired



ChildVision
National Education Centre for Blind Children



THE ROYAL BLIND SCHOOL



Onerva
Centre for Learning and Consulting



Ekeskolan / Resource Center Vision Örebro
Sweden
<http://www.spsm.se>

**Gymnázium pro zrakově postižené a Střední
odborná škola pro zrakově postižené**
Czech Republic
<http://www.goa.brailnet.cz>

Institut pour Déficients visuels
Luxembourg
<http://www.idv.lu>

Jordanstown School
Northern Ireland
<http://www.jordanstownschool.org>

Childvision
National Education Centre for Blind Children
Ireland
<http://www.childvision.ie>

Royal Blind School
Scotland
<http://www.royalblind.org/royalblindschool>

Onerva Centre for Learning and Consulting
Finland
<http://www.onerva.fi>

Zavod za slepo in slabovidno mladino Ljubljana
Slovenia
<http://www.zssm.si>

This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

A

AUDiTORy

This incorporates the sense and process of hearing and includes these areas:

- *Sound Awareness*
- *Listening skills*
- *Sound discrimination*
- *Sound for orientation*

AUDiTORy MAPS

Verbal descriptions and directions that are recorded on a cassette or disk and played on a tape or disk recorder.

AUDiTORy SYSTEM.

The sensory organs responsible for hearing; composed of the outer ear, middle ear, inner ear, brainstem, and brain.

B

BARRiER TECHNIQUE (OR HANDS TOGETHER)

Using both arms together, with hands overlapped, to form a protective 'circle' in front of the body

BODY AWARENESS

Understanding of body parts and the names of those parts.

BODY CONCEPT

Knowledge of the parts of the body, their function, and their spatial relationship to other body parts.

BODY PLANES

Theoretical division of the body into halves (left/right, top/bottom, and front/back).

BODY CONCEPT / iMAGE

Understanding of the parts of the body, their functions and how they relate to space.

BODY MAPPING

Awareness of where one's body begins and ends in space, the body's dimensions, pressure from body parts in contact with a supporting surface, and when body parts are stationary or in motion. (see also **Laterality; Midline, Proprioceptive, Proprioceptive System.**)

C

CLUES & CUES

Cues and clues are temporary information in the environment.

A **clue** is when any of these stimuli are acknowledged and identified to help determine one's position in space or a line of direction. Some examples of clues are: the *sound* of a tap running; the *smell* from the kitchen or *light* from windows.

A **cue** is any sound, odour, temperature, tactile or visual stimulus affecting the senses, from which there is an immediate or automatic response.

COLOUR CONTRAST

Using colours to make objects or text distinct from the background

CONTRAST SENSITIVITY

Ability to discern the difference in greyness and background. (see also Luminance Contrast.)

CONCEPT DEVELOPMENT

Understanding me and my surroundings.

CONCRETE OBJECTS

Real items that can be touched and explored e.g Cars, trees, tables

E

ECHOLOCAtion

Use of reflected sound to identify objects, walls, texture and a sense of the surrounding space.

ENVIRONMENTAL AUDIT

A structured process to evaluate settings to enable safe access and active participation. (see **Risk Assessment**)

ENVIRONMENTAL AWARENESS

Understanding the immediate environment through the use of cues, clues, features and landmarks that provide information.

ENVIRONMENTAL CONCEPTS

The knowledge of environmental features, such as the size, shape, colour, and texture of everyday objects and of the spatial regularities of features in built environments.

F

FEATURES

Use of naturally occurring changes in an environment to aid with orientation and mobility. (e.g. a gradient or surface change, steps or stairs.)

FINE MOTOR SKILLS

Pertaining to small-muscle movement and skills, especially in the hands.

G

GROSS MOTOR SKILLS

Large-muscle movement or skills, such as movements used to ambulate (roll, crawl, walk, and so on) from one place to another.

H

HABILITATION ASSISTANT

Paediatric specialist for the visually impaired who focuses on the promotion and teaching of mobility, orientation and daily living skills under the direction of a Habilitation Specialist.

HABILITATION SPECIALIST

Paediatric specialist for the visually impaired who focuses on the promotion and teaching of mobility, orientation and daily living skills.

HAND OVER HAND

The placement of an adult's hand over the child's hand to help the child understand the required movement or to explore an object.

HAND UNDER HAND

The placement of an adult's hand under a child's hand to guide it towards or explore an object.

HANDS TOGETHER

see **Barrier Technique**

HAPTIC

The ability to identify objects by size, shape, and feel.

I

INTERPERSONAL RELATIONSHIPS

Developing a relationship based on trust to facilitate communication, safe movement and travel between an adult and a child.

J

JOINT ATTENTION

The adult and the child are listening and responding appropriately to each other.

K

KINESTHETIC SENSE

This is controlled by nerves located in muscles, tendons and joints, and simulated by bodily movements and tensions without using any other sense to check.

L

LANDMARK

An environmental feature which is permanent, detectable, that can be used when learning routes to assist with orientation.

LATERALITY

The complete motor awareness of both sides of the body; the recognition of right and left (i.e., from an egocentric perspective).

LEARNED HELPLESSNESS

A child with visual impairment who expects other people to help them as a result of being overprotected.

LiSTENiNG SKiLLS

Allow us to discriminate sounds, define direction, to track a sound, and to locate the source of it.

LOWER BODY PROTECTiON

Using an arm diagonally across and in front of the body to protect the waist, hip, and upper leg areas.

LUMiNANCE CONTRAST

Difference in brightness between foreground and background. For example, high luminance contrast occurs when a black object is placed on a yellow background.

M

MDVI (MULTiPLE DiSABiLiTiES AND A ViSUAL IMPAiRMENT)

A person with at least 2 disabilities, one of which manifests itself as a visual impairment, which impact significantly on the person's learning potential to such a degree so as to require a customised education provision.

MiDLiNE

An imaginary vertical line down the middle of the body separating the left and right sides.

MOBiLiTY

Safe movement and travel using the skills acquired to overcome travel difficulties created by visual impairment.

MOBiLiTY TECHNiQUES

A set of specific skills and strategies, developed for people who have a visual impairment, that help them remain safe while travelling.

MULTi-SENSORY IMPAiRED (MSI) [FORMERLY DUAL SENSORY IMPAiRED]

It is the combination of both hearing and visual impairment. It is not necessarily a total loss of both senses – indeed the majority of dual sensory impaired people do have some degree of vision and/or hearing.

MULTI-DISCIPLINARY TEAM MODEL

A team approach, in which those supporting the child's development are, working towards the same goals.

N

NATURAL ENVIRONMENT

Daily setting that promotes learning opportunities.

O

OBJECTS OF REFERENCE (ALSO KNOWN AS SIGNIFIERS)

The use of particular objects to symbolise or represent a significant activity or place. For example, a fork may be used to indicate the dining room.

OBJECT PERMANENCE

Understanding that objects exist even when they are out of sight and cannot be heard or touched.

OLFACTORY

The olfactory sense, located in the nose, detects smells and scents and works in conjunction with the sense of taste located in the tongue

ORIENTATION

The process of using sensory information to know and understand where you are in the immediate environment.

O&M SPECIALIST (SEE ALSO HABILITATION SPECIALIST / HABILITATION ASSISTANT)

Teach individuals with visual impairments in the skills needed to manage safe and independent travel in familiar and unfamiliar environments.

ORIENTATION AND MOBILITY SERVICE

Training provided for visually impaired people by qualified O & M Specialists, Habilitation Specialists or Habilitation Assistants to enable them to be independent.

P

PRE-CANE SKILLS

The skills that enable the visually impaired to move as efficiently, safely and independently as possible, predominantly within familiar indoor environments. These include:

- *Squaring Off*
- *Body Protection (Upper, Lower, Barrier/Hands Together)*
- *Trailing*
- *Taking a Line*

PROPRIOCEPTIVE

Information about one's static position in space that is received through the bones, joints, and skeletal system.

PROPRIOCEPTIVE SENSE

This is controlled by receptors in the muscles, tendons, and joints that provide information about the orientation of the body in stationary positions without the need to use any other sense to check.

PROPRIOCEPTIVE SYSTEM

Sensory system that provides input regarding body position in space.

R

RESIDUAL VISION

The term used to indicate that a person with visual impairment has a degree of sight.

RISK ASSESSMENT

A systematic process of evaluating the potential risks that may be involved in an activity or in an environment. (see **Environmental Audit**)

S

SENSORY DEVELOPMENT

Included in this area are:

- *Auditory system.*

- *Olfactory*
- *Proprioceptive sense*
- *Kinesthetic sense*
- *Vestibular sense*
- *Vision*

SENSORY INPUT

Information received from the environment through all the senses.

SENSORY INTEGRATION

The active process within the brain that organizes sensory input from one's own body and from the environment to support effective learning and movement.

SENSORY RECEPTORS

Receptors in the skin, muscles, and joints that receive sensory information, which is then sent to the brain through the nerves and spinal cord.

SENSORY SKILLS

Skills which involve some or all of the senses including vision, taste, touch, sound and smell.

SENSORY STORIES

These are usually short and accompanied by sensory stimuli to aid understanding of the story.

SOCIAL STORIES

These are used to teach particular social skills, such as identifying important cues in a given situation; e.g. acceptable behaviour, taking another's point of view; understanding rules, expectations or abstract concepts.

SOUND SHADOW

An area of diminished sound created by an object that blocks the sound between the listener and background sound of the environment.

SPATIAL AWARENESS

Understanding the relationship between the person and the immediate environment they are in .

SQUARING OFF

Placing one's back against a flat solid object (e.g. a wall) in order to walk in a straight line to a known location.

T

TACTiLE

Relating to the sense of touch

TACTiLE PLAY

Any activity that stimulates the sense of touch.

TACTiLE DEFENSiVENESS (OR TACTiLE SELECTiVENESS)

This is an unexpected response or behaviour to certain tactile stimuli for example, sticky or goeey substances, furry or slimy items or even maintaining contact with a guide.

TAKiNG-A-LiNE

Using a combination of trailing and upper body protection to cross a break in the surface being followed.

TRAiLiNG

Using a hand to lightly follow along a surface (e.g., wall) to move from one point to another.

U

UPPER BODY PROTECTiON

Using an arm diagonally across and in front of the body to protect the head.

V

VESTiBULAR SENSE

This is controlled by sensory organs that contribute to balance, posture, and motor coordination.

W

WAYFiNDiNG

The ability to use strategies and information to find one's way.