

Concept Development in Visually Impaired Children



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Concept

What is concept?

A symbolic construction that represents some common and general feature or attributes of object or event.

Characteristics of concept

- **Concrete as well as abstract**
- **Individualized**
- **Simple to complex**
- **Emotionally weighted**
- **Frequently resistant to change**
- **Influence the behaviour of an individual**

Effects of blindness

1-Objective effects-

given by Lowenfeld

every blind person has three basic limitations:

- restriction in range and variety of experiences
- ability to move about
- control of environment in relation to self

Contd....

2- Subjective effects-

these effects vary from individual to individual

❖ *Age of Onset*

At adolescence

At Birth



Contd....

❖ *Degree and severity of residual vision*



Contd...

❖ *Parental attitude*

Acceptance

Denial

Overprotection

Disguised rejection

Open rejection



❖ *Sibling attitude*

Contd...

❖ *Teacher attitude*

❖ *Societal attitude*



Factors affecting Concept Development

- Conditions of sense organs
- Intelligence
- Socio-economic status
- Self concept
- Individual difference
- Personality
- Gender
- Experience

Pattern followed by concept development

- *Observation*
- *Comparison*
- *Abstraction*
- *Generalization*

Process of concept development in VIC

Sensation



Attention



Perception



Mediated learning



Concept development



Generalization



Teaching Basic Concepts to a Visually Impaired Child

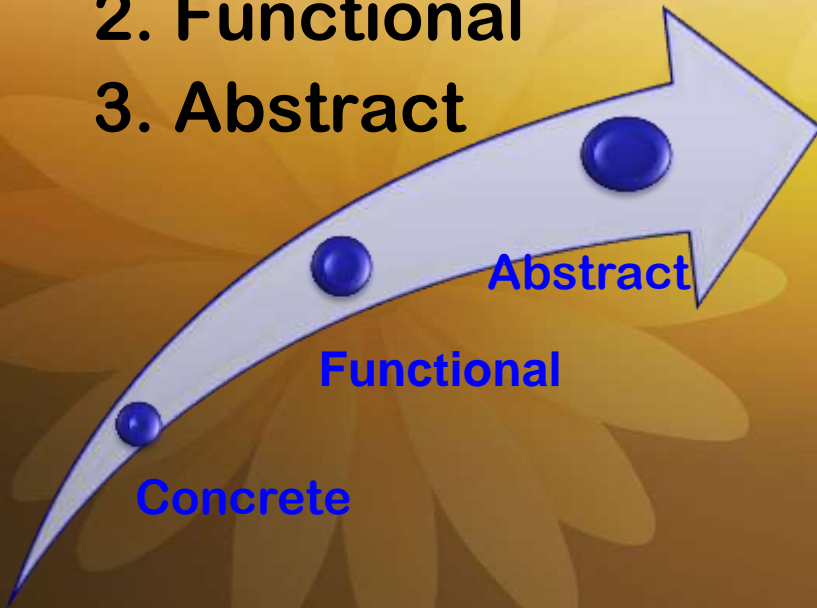
- *First Principle: Use Hands-On Experience with Concrete Objects to Build Strong Basic Concepts*



Contd..

Concepts are formed
at **three** levels-

1. Concrete
2. Functional
3. Abstract



❖ **Variety of concepts including..**

- Body concept.
- Spatial concept.
- Concept of direction.
- Concept of laterality.
- Concepts related to environment.
- Mathematical concepts.

1- Body concept

- Location of each body part.
- The function of each body part.
- Relationship between body parts.

2- Spatial concept

front-back, top-bottom, up-down, in-out , Concepts like next, there, around, towards, between, diagonal, middle etc.

3- Concept of direction

While teaching direction relate it to some known concept. Eg. Sun rises in East

Contd..

4- Concept of laterality

left and right concept

5- Environmental Concepts

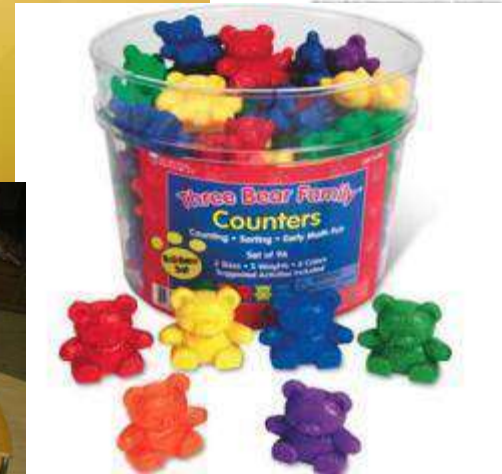
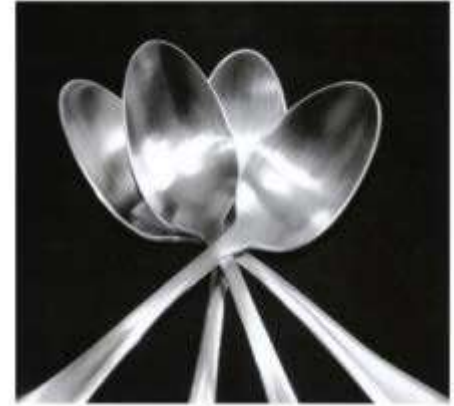
animals, plants, mountains, people, roads, objects and so on.

6- Concepts related to Mathematics

Concepts like small & big, concept of numbers, concepts related to weight and measurement

Number and Operations

- Use a highly structured method of counting
- Counting books –
tactual ones,
commercial or home-made
- Fractions



Contd...

Numbers in the Real World

- Age and birthday
- Phone numbers
- Child's height, weight
- Address
- Time
- Money
- Much more



Sorting and Ordering

Applied use of terms of comparison

Sort into categories

Order by size



WHY ,CONCEPT DEVELOPMENT

????

- *to identify, discriminate and use various textures and objects tactually and underfoot.*
- *to identify, discriminate, track and use continuous and intermittent auditory sources and indoors and outdoors.*
- *to identify, discriminate and use various kinesthetic and sources indoors and outdoors such as changes in temperature, movement of air currents or height and depth changes.*

Difficulties in Concept Development in V.I.C.

- Incident learning is not possible because of lack of vision.
- PIAGET has given four stages for cognitive development in child, visually impaired child shows *developmental lag* in these stages. These are following:

1-Sensory motor - object concept is delayed until 3 to 5 yrs.

lack in coordination of action

2-Preoperational - blind child still live in 3D world and remain unaware of 2D world

3-Concrete operational – conservation of substances show 3 yrs lag (10 Vs 7yr) and weight show 4 yrs lag.
classification error is shown

4-Formal operational – lack of concrete experiences leads to verbalism and problem in abstract concept also.

Contd..

- Sometime there is risk factor to provide concrete experience to VIC
- Lack of imagery- any image comes to our mind before performing any task is imagery



Guidelines for Teachers when Teaching any Concept to V.I. Children

1. Teach one concept at a time.
2. The concept should be presented in **many ways** and in different situations.
3. Don't be rigid. Use any technique/ method which you feel is giving result.
4. The child can initially learn concepts which are concrete in nature and later on teach abstract concepts.
5. Try to teach a variety of concepts

References

- S.K. Mangal ; Essentials of educational psychology
- Hand book for the teachers of the visually handicapped ; NIVH
- Materials available from M.P. Bhoj Open University
- Arun Kumar Singh ; Educational Psychology
- Many articles from the Google
- Classroom notes



THANKS.....