



Social- og Boligstyrelsens behandling af kommunernes afrapportering på den centrale udmelding om punktskriftindsatser til børn og unge med alvorlig synsnedsættelse

Social- og Boligstyrelsen udsendte i oktober 2022 en landsdækkende central udmelding for punktskriftindsatser til børn og unge med alvorlig synsnedsættelse. Baggrunden for den centrale udmelding var en bekymring for, hvorvidt kommuner og regioner i tilstrækkelig grad koordinerer og samarbejder om at anvende og dermed opretholde det fornødne udbud af højt specialiserede punktskriftindsatser, så børn og unge med alvorlig synsnedsættelse imødekommes i deres behov for højt specialiserede punktskriftindsatser.

Landets kommunalbestyrelser behandlet den centrale udmelding ved at afrapportere på deres tilrettelæggelse og koordinering af punktskriftindsatser til målgruppen. På baggrund af afrapporteringerne har Social- og Boligstyrelsen

vurderet, at kommunernes afrapporteringer beskriver en tilstrækkelig løsning i forhold til at understøtte det fornødne udbud af højt specialiserede tilbud, der anvendes til at levere punktskriftindsatser til børn og unge med alvorlig synsnedsættelse. Endvidere vurderer styrelsen, at kommunerne opfylder behovet for samarbejde og koordinering om at anvende og dermed opretholde højt specialiserede punktskriftindsatser, som de enkelte kommuner hver for sig ikke har grundlaget for at opretholde.

Behandlingen af afrapporteringer på central udmelding blev udgivet i juni 2024 og kan frit downloades via Social- og Boligstyrelsens site: [Punktskriftindsatser til børn og unge med alvorlig synsnedsættelse](https://www.sbst.dk/Punktskriftindsatser-til-børn-og-unge-med-alvorlig-synsnedsaettelse) (sbst.dk)

God praksis for sprog og begreber i DTHS, Danske Tale-Høre & Synsinstitutioner

DTHS har udviklet en god praksis for sprog og begreber med fælles definitioner af centrale ord og begreber i DTHS praksis

Udviklingen af God praksis for sprog og begreber er første delleverance i projektet Sprog i Praksis, et konsensusprojekt, der i 1. halvår 2024 har formuleret en God praksis for sprog og begreber i DTHS. Målet er konsensus om afstemt fælles sprog og begreber på tværs af medlemsinstitutionerne

og vil blive anvendt fremadrettet ved udvikling af materialer og god praksis vejledninger i DTHS. De afstemte ord og begreber skal forstås som god praksis anbefalinger, da medlemsinstitutionerne kan være bundet op på særlig sprogbrug i egen forvaltning mv.

Se hele oversigten oversigt over afstemte ord og begreber og læs mere om Sprog i Praksis projektet på DTHS site: [Udviklingen af God praksis for sprog og begreber er første delleverance i projektet Sprog i Praksis](https://www.dths.dk/udviklingen-af-god-praksis-for-sprog-og-begreber-er-første-delleverance-i-projektet-sprog-i-praksis).

Videnstema: Inddragelse af børn mellem 0 og 6 år

Ny udgivelse fra Videnscenter om børneinddragelse og udsatte børns liv

Indførelsen af barnets lov har øget fokus på at styrke børn og unges rettigheder og deres muligheder for at blive inddraget, uanset alder og modenhed. Inddragelse er at få øje på og forsøge at forstå, hvordan verden ser ud og opleves fra barnets eget perspektiv. Udgivelsen beskriver, hvordan man kan inddrage de yngste børn, der

ikke kan udtrykke sig på samme måde som ældre børn, og forstå fx de erfaringer, følelser og behov, der ligger bag det, barnet gør og siger.

Udgivelsen er målrettet børne- og ungerådgivere, men andre fagpersoner, der arbejder med yngre børn, kan også bruge hæftet til at få inspiration til arbejdet med at inddrage de yngste børn.

Udgivelsen kan frit downloades fra Social- og Boligstyrelsens site: [Videnstema - Inddragelse af børn mellem 0 og 6 år.pdf](#) (sbst.dk)

Ord der er gode at kende når du skal tale med nogen fra kommunen LISTEN

Illustreret ordliste til børn og unge, der har en sag i kommunen udgivet af Videnscenter om børneinddragelse og udsatte børns liv i samarbejde mellem Social- og Boligstyrelsen, VIVE og Børns Vilkår

Der kan være mange svære ord, når et barn eller en ung får en sag i kommunen, og det kan være vanskeligt for fagpersoner at formulere juridiske udtryk og processer i et børnevenligt sprog. Og selvom rådgiveren er god til at forklare de forskellige begreber i forbindelse med et møde, kan det være rart for barnet eller den unge at kunne slå ordene op bagefter.

Derfor har Videnscenter om børneinddragelse og udsatte børns liv udarbejdet en udvidet ordliste

med letforståelige forklaringer på knap 20 udtryk, der er almindelige i børnesager.

Listen kan bruges af børnene og de unge, men er også tænkt som et redskab til fagpersoner, der kan anvende den til at tale med børn og unge om, hvad det fx vil sige at have en sag, hvem man møder fra kommunen, og hvilke rettigheder man har som barn eller ung undervejs i et sagsforløb. Det anbefales derfor, at listen gennemgås med barnet eller den unge af en voksen ved udlevering.

Ordlisten er målrettet børn og unge mellem 10 og 17 år og kan udleveres af børne- og ungerådgivere, fagpersoner på almenområdet, forældre og plejeforældre mm.

Listen og tilhørende videomateriale kan frit downloades fra Social- og Boligstyrelsens site: [booklet.indd](#) (sbst.dk)

ICEVI Europa afholder deres 10. konference 15.-17. maj i Padova, Italien

Konferensens tema er Supporting children and young adults with visual impairment: What can we do? What can be done?

Konferencens hovedfokus er behovet for en tværfaglig tilgang til indsatsen der sigter mod at sikre den bedste livskvalitet for børn og unge med alvorlig synsnedsettelse herunder blindhed.

Læs mere om konferencen på ICEVI Europes

site, hvorfra der også er tilmelding og mulighed for at indsende abstracts til konferencen: <https://icevieurope2025-hollman.it/>



Fædre til børn med handicap - en vidensafdækning udgivet af Social- og Boligstyrelsen

Både samfundsforhold og kønsroller kan være barrierer for, at fædre til børn med funktionsnedsættelser inkluderes i de sociale indsatser, der tilbydes. Et nyt hæfte fra Social- og Boligstyrelsen sætter fokus på, hvordan fagpersoner kan støtte op om fædrene, så de inddrages bedre, og det ikke kun er mor, der er i front.

Det er en stor omvæltning i alles liv at få et barn, men at få et barn med en funktionsnedsættelse kan stille ekstra høje krav til forældrene. Derfor er det vigtigt at få begge forældres ressourcer aktiveret, så de bedst muligt – både hver især og sammen – kan støtte barnets udvikling og trivsel. Ofte retter opmærksomheden sig dog især mod mor og hendes rolle og oplevelser.

Det er baggrunden for en nyt hæfte, der sætter fokus på fædre til børn med handicap. Hæftet kommer rundt om forskellige typer af tematikker, der kan påvirke både fædre og familierne som helhed, og hvordan man som fagperson konkret kan arbejde med dem. Hæftet henvender sig til fagpersoner, der er i kontakt med familier med børn med en funktionsnedsættelse. Det kan fx være sagsbehandlere i kommunernes forvaltninger, forskellige grupper af hjælpere og behandlere eller pædagogisk personale.

Hæftet kan frit downloades fra Social- og Boligstyrelsens site: [Fædre til børn med handicap - en vidensafdækning | Social- og Boligstyrelsen](#) (sbst.dk)

Tilvejebringelse af børns perspektiver – 7 videoer

VIVE, Det nationale forsknings- og analysecenter for velfærd har udgivet syv videoer der giver overblik over syv konkrete metoder til at tilvejebringe børns perspektiver. Videoerne er målrettet lærere, pædagoger, socialrådgivere og andre fagprofessionelle arbejde med at

tilvejebringe børns perspektiver.

Videoerne tager afsæt i VIVES vidensindsamling om børns perspektiver som blev udgivet i januar 2024 (omtalt i Vidensblik 8, juni 2024).

Videoerne kan frit tilgås via VIVEs site: [Videoer](#)

Pædagogisk psykologisk testning og udredning

Ny publikation af Louise Bøttcher, Lektor, DPU, Danmarks institut for Pædagogik og Uddannelse, Pædagogisk Psykologi & Jesper Dammeyer, Professor, dr.med., ph.d., psykolog, Københavns Universitet

Viden og færdigheder om test og udredning er vigtige kompetencer for fagpersoner, som arbejder med pædagogisk psykologiske problemstillinger, fx for børn og unge med særlige behov. Bogen behandler, hvordan fagpersoner – på en teoretisk og metodisk velfunderet måde – kan anvende test og andre vurderingsredskaber og metoder til



at belyse pædagogiske psykologiske problemstillinger. Derved kan brugen af test understøtte en kvalificeret udredning, hvor individuelle udviklings- og læringsprocesser analyseres i relation til andre mennesker, sociale fællesskaber og den konkrete pædagogiske praksis.

Læs mere om indhold, anvendelse og målgruppe for publikationen på forlagets site: [Pædagogisk psykologisk testning og udredning | Samfundslitteratur](#)

Nye online **forsknings**artikler fra British Journal of Visual Impairment:

The purpose and value of a summer camp for visually impaired young people

Af Anthony J Maher, Justin A Haegele & David Swanston

Abstract:

Empirical research documents the benefits of summer camps for young people, including disability-specific or medical-speciality residential camps. Using an ethnographic approach which utilized observation and individual and group discussions with the visually impaired young people who attended a summer camp, their parents, and school teachers who staffed the summer camp, we build on the extant research here by exploring, for the first time, the purpose and value of a summer camp for visually impaired young people. The qualitative data generated from our research were subjected to thematic analysis. We discuss the summer camp in relation to the following themes: (1) The summer camp facilitates peer interactions and relationship development; (2) the mixing of age groups facilitates the development of life skills; and (3) the summer camp supports the recruitment of visually impaired young people to Fieldway School [pseudonym].

Artiklen kan frit downloades fra tidsskiftets site: [British Journal of Visual Impairment: Sage Journals](https://www.sagepub.com/journalsPermissions.nav?lang=en&path=/journals/09697603/vol39/issue1/10.1177/0969760317712222) (sagepub.com)

Retrospective investigation of improvements in functional vision for adolescent students with cerebral vision impairments in a specialist residential school and college setting

Af Jonathan Waddington & Richard Ellis, Plymouth Marjon University, UK

Abstract:

Cerebral and/or cortical vision impairment (CVI) is the leading cause of childhood vision impairment in the Global North. Previous studies have demonstrated that the functional vision of children with CVI can develop over time, but evidence for the effectiveness of interventions is still in its

infancy. In this study, we retrospectively reviewed student records from a specialist residential school and college in the United Kingdom that had implemented an evidence-based approach to assessment and intervention for adolescent students with CVI called the CVI Range. The outcome of CVI Range assessments were recorded annually over a 5-year period, and potential predictor variables such as measures of visual acuity and presence of conditions such as cerebral palsy and seizure disorders were recorded as part of standard practice within the service. A total of 73 annual assessments were analysed from a total of 24 students between the ages of 9 and 25 years old. We used a mixed model for repeated measures approach to reveal a significant fixed effect of time on functional vision that equated to a linear increase of 0.78, 95% CI [0.60, 0.97] in CVI Range Rating 2 for each year of participation on the programme. The mixed effects models also revealed significant interindividual differences in functional vision, which could be partly explained by a significant negative effect of acuity and by a joint positive effect of nystagmus and time, but not by age. These findings demonstrated that significant improvements in functional vision are still possible for students with CVI long after the accepted sensitive period of neuroplasticity in the visual cortex. Further studies incorporating research designs appropriate for evaluating complex interventions are required to determine which individual and contextual characteristics are valid and reliable predictors of improvements in functional vision for young people with CVI.

Det kræver abonnement på tidsskriftet at få adgang til artiklen i fuld tekst, men den kan frit bestilles via eget fag-, forsknings- eller folkebibliotek samt på bibliotek.dk

Evidence-based pedagogy used to teach beginning readers braille in a mainstream setting: A scoping review

Af Karen, Frances Gentle & Jill Duncan fra The University of Newcastle, Australia

Abstract:

Braille literacy enables equal access to learning for students who are blind or have very low vision in a mainstream, inclusive classroom. Teachers need to know which teaching strategies best support the development of braille literacy skills in beginning touch readers. A scoping review following the PRISMA-ScR guidelines was conducted to identify and synthesise the body of literature on braille literacy. The search criteria were peer-reviewed research publications focusing on pedagogy for teaching braille in mainstream Kindergarten to Year 4 settings to beginning readers with vision impairment, without other disabilities, who spoke English as their first language. The publication period searched was from 1975 to 2022. A total of 740 articles were identified. After screening for eligibility using the search criteria, 10 articles were included. A

thematic analysis identified the overarching theme of evidence-based pedagogy and the sub-themes of uncontracted and contracted braille, the Learning Environment of the Classroom and Reading Instruction. There was limited research found on evidence-based pedagogy to support the sustained, systematic development of braille literacy in Kindergarten to Year 4 students with vision impairment. The scoping review identified one seminal US study that found braille readers were falling behind their sighted peers as more complex reading skills were not being learned at the same rate. Determining successful evidence-based pedagogy which will support the sustained development of braille literacy skills in developing readers will require a sophisticated research approach involving braille literacy experts and braille readers.

Artiklen kan frit downloades fra tidsskiftets site: [British Journal of Visual Impairment: Sage Journals](https://www.sagepub.com/journals/brjvi) (sagepub.com)

Comparative study between JAWS® And NVDA® in academic performance of students with visual impairment

Af Nida Amin et al. HOD Optomerty Department at Green International University, Pakistan; The University of Faisalabad, Pakistan

Abstract:

Assistive technology (AT) plays a significant role in improving academic activities of visually impaired students. Through these ATs, visually impaired students can be empowered to engage actively in academic activities. To investigate the impact of JAWS® (job access with speech) and NVDA® (nonvisual desktop access) on the academic performance of visually impaired students. This study employed a prospective analytical design. Age-matched groups of severely visually impaired students were enrolled and

divided into two groups: Group A (N=25) received NVDA® and Group B (N=25) received JAWS®. The MNREAD acuity chart was used to measure the reading acuity, maximum reading speed, and critical print size. In addition, a self-designed questionnaire was employed to gather qualitative data on the features of the software and the students' experiences while using it. Statistical Package for Social Science (SPSS) was used for data tabulation and analysis. An independent samples t-test was conducted to analyze the differences between variables. Furthermore, a qualitative assessment was performed using Pearson's chi-square association test to determine the association between software usage and student experience. Statistical significance was

set at $p < .05$. The results revealed that NVDA® exhibited better outcomes than JAWS® in terms of improved academic activity among visually impaired students. These findings contribute to the existing literature on AT and underscore the potential of NVDA® in supporting the educational experiences of visually impaired students. Use of screen reader software not only enhanced the reading and learning experience but also promoted independence in the classroom. NVDA is the

superior choice for several reasons. It caters to the individual needs of students, effectively supports their learning processes, and demonstrates a high level of appreciation among the users.

Det kræver abonnement på tidsskriftet at få adgang til artiklen i fuld tekst, men den kan frit bestilles via eget fag-, forsknings- eller folkebibliotek samt på bibliotek.dk

Hearing a circle: An exploratory study of accessible sonification for young children with blindness and low vision

Af Phia Damsma

Abstract:

This article describes a study of educational outcomes for 0- to 8-year-old children with blindness and low vision (BLV) who are learning sonification concepts. Children with BLV experience barriers to accessing education and careers in Science, Technology, Engineering and Mathematics (STEM), fields which traditionally rely heavily on visual representation of information. There is growing awareness of the potential of sonification, a technology to represent data and information in non-speech audio, to improve education access. While early learning of assistive technology skills is deemed essential for equity of access to education across the curriculum, children are generally not introduced to the concept of sonification at school until at academic level in secondary or tertiary education. Little is known about how young children with BLV engage with this promising technology. First, 'CosmoBally on Sonoplanet' is introduced, an accessible, educational game application for iPads and Android tablets. Then findings are shared from an anonymous online survey that collected formal responses from users of this app, using a combination of Likert-type scale and open-ended questions. The majority of the 17 respondents were (specialist) educators, and five of the respondents identified as having BLV. The survey investigated respondents' perceptions of the

capabilities of young children with BLV in using basic sonification in 'CosmoBally on Sonoplanet' to identify shapes – including a circle – to orientate in a digital grid and to create drawings on a touch screen. Results suggest that young children with BLV can learn sonification skills and additionally may build relevant non-sonification skills during this learning process. This article aims to provide a first insight into best practice around early learning of sonification as a potential tool for increased access and inclusion of children with BLV to STEM subjects in school.

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Nye online artikler fra British Journal of Visual Impairment:

Middle and High School Students with Visual Impairments Describe Their Experiences in Learning a New Braille Code for Mathematics and Science

Tina S. Herzberg & Rett McBride, College of Education, Human Performance, and Health, University of South Carolina Upstate, Spartanburg, SC, USA

Abstract:

When the United States adopted Nemeth Code within Unified English Braille (UEB) Contexts and UEB Math/Science in 2016, students who were using braille had to learn a new code for science, technology, engineering, and mathematics (STEM). In late 2016, Bell and Silverman surveyed students about their initial experiences transitioning to a new braille code. However, to date there has not been additional research that includes students' perspectives regarding the long-term effect of the transition to a new braille code on their ability to learn. The purpose of this study was to learn about students' experiences in transitioning to a new braille code, whether students receive STEM braille materials in a timely manner, the technology students use in STEM, and what advice students have for teachers of students with visual impairments. **Methods:** In the spring of 2021, 11 middle and high school students who use braille for STEM classes participated in one of three focus groups. The data were analyzed using

open-coding methods. **Results:** All participants had initially learned the Nemeth Braille Code for Mathematics and Science Notation and subsequently transitioned to one of the new braille codes. Students typically characterized learning a new braille code as easy. Most of the students had experienced delays in receiving braille materials, which sometimes negatively affected their ability to learn. Students reported using a variety of mainstream and assistive technologies. **Discussion:** Students should have consistent access to high-quality STEM materials in a timely manner in the braille code that they prefer. The students in this study articulated their preferences and were willing to advocate for themselves to overcome learning challenges in their STEM courses. **Implications for Practitioners:** Teachers of students with visual impairments can partner with general education STEM teachers and administrators to resolve persistent issues. Teachers can encourage students to voice their preferences and assist students in developing strategies before challenges arise.

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Gait Characteristics and Development in Pediatric Populations With Visual Disorders: Where Do We Stand and Where Are We Going?

Af Eleonora Montagnani, Holly Bradley & Beth A. Smith, Division of Developmental-Behavioral Pediatrics, Children's Hospital Los Angeles, Los Angeles, CA, USA

Abstract:

Introduction: Vision plays an important role in walking development. Understanding gait characteristics and development in infants and children with visual disorders is crucial to identify early walking impairment and promoting optimal motor performance. We aimed to identify typical gait patterns and differences between infants and children with visual disorders and their sighted peers, and how these change over time, identifying key research gaps in this area. **Methods:** A search of three databases identified 1,531 papers, of which eight met inclusion criteria. **Results:** Children who are blind showed differences in gait compared to peers with low vision or full sight. Differences were identified across age groups with slower walking, postural, head, and trunk position alterations and uncoordinated and reduced upper limb swing motions observed in children with blindness. **Discussion:** We identified three macro areas of interest related to gait characteristics in children with visual disorders: (1) and (2) compensation mechanisms of limbs, and (3) probing the environment. In general, children who are blind also showed the use of a wider base of support, more external rotation of the feet, and fewer steps taken per minute. There are no studies

reporting gait characteristics in the early stages of walking development, scarcity of longitudinal investigations, and studies using different variables to measure gait. The lack of such evidence prevented the establishment of gait development trajectories over time in pediatric populations with visual disorders. **Implications for Practitioners:** This review is the first to summarize existing knowledge of gait characteristics in children with visual disorders, advancing our understanding regarding the key differences in gait patterns that are observed in this population. Information gathered in this work can help inform future studies and practitioners in this field, enhancing decision-making processes to support walking development and promoting increasing knowledge of gait progresses in infants and children with visual disorders.

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I Vidensblik deler vi uredigerede udvalgte nyheder fra ind- og udland, som vi støder på i vores løbende og systematiske monitorering af børnesynsområdet.

Det er primært nyt fra myndigheder, offentlige institutioner, samarbejdspartnere og aktører på synsområdet, samt nye udgivelser (forskning, undersøgelser, rapporter, bøger, videnspublikationer og kernetidsskrifterne på området).

Vidensblik deler viden målrettet fagprofessionelle på børnesynsområdet samt tilgrænsende områder. Vidensblik er ikke udtømmende og indeholder ikke presseklip. Vidensblik udkommer ca. en gang om måneden.

Du kan til- eller afmelde via Synscenter Refsnæs hjemmeside [Viden og Udvikling](#)

