

## Monocular vision

Here are some strategies to help schools meet the needs of children with monocular vision. The needs of children and young people with monocular vision can be met through Quality First Teaching and simple strategies used in the classroom. In the majority of cases these children and young people do not require specialist interventions from a Qualified Teacher for Visual Impairment. The information in the universal section of the Mainstream Core Standards for VI will also be useful.

### Description of normal functioning

A person with both eyes functioning normally is said to have **binocular single vision**. If you shut one of your eyes it is clear that you have reduced field of vision on the 'blind' side. You may also find that you are less able to make judgements of depth and distance. In other words, binocular vision ensures that a person has a wide field of vision and a 3-dimensional view of objects.

### Description of the monocular functioning

A child may be described as **monocular** if s/he has no vision in one eye. Monocular vision may be caused by injury or disease. A child will become temporarily monocular if an eye is patched.

Provided that vision in the other eye is good, the child will experience few educational difficulties. However, as mentioned, s/he will have a reduced visual scanning on the 'blind' side and may have problems making judgements of depth and distance.

Understandably, children with one blind eye sometimes express concern about loss of vision in the good eye. In the vast majority of cases there is no more likelihood of visual loss than in a normally sighted child.

### General strategies

- The child should be sitting with the object of interest - blackboard, partner, worksheet – on his or her good side.
- The child may need to be encouraged to turn (e.g. in a sporting activity) in order to increase his or her awareness of what is happening.
- The child may need encouragement in testing distances; for example, walking across the area designated for a game.
- When manipulating materials/equipment, the child will find it helpful to ensure contact is maintained with the work surface; for example placing a beaker on the table when pouring water into it, and placing the lip of the jug on the rim of the beaker before tipping it up.