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## Case Study - Dominic

Dominic is 13 years old. He has [oculocutaneous albinism](#), resulting in [visual impairment](#). His [visual acuity](#) is reduced, particularly at distance. Dominic has [nystagmus](#) which increases when he is tired, anxious or being reprimanded. He is [sensitive to light](#), having difficulties when moving between dark and bright lighting and vice versa; whiteboards can pose a glare problem. Dominic has [tinted spectacles](#) which he needs to wear at all times.

Dominic uses his vision well, considering his level of loss: he uses vision for mobility in both familiar and unfamiliar environments, to locate near-by items and for fine motor tasks.

Dominic has [moderate learning difficulties](#) and a diagnosis of [autism](#).

Dominic's [mainstream school](#) has a [resource base](#) for young people with visual impairment. To promote consistency amongst team members, resource base staff have produced a Student Profile which is made available to all staff. In Dominic's Student Profile, school staff are also asked to read the autism spectrum disorder training notes thoroughly. Producing his Student Profile required staff to [know Dominic really well](#). In turn, of course, his Student Profile supports other staff to get to know him.

He has full-time [additional support](#) in class, shared by several teaching assistants (TA) who work out of the visual impairment resource base.

Dominic finds it difficult to distinguish the most relevant features of worksheets and other materials and to assimilate information, and he becomes confused if there is too much detail. Staff therefore [minimise clutter](#) on worksheets presented to him.

It is important that Dominic is [placed appropriately in the classroom](#) and sits at the front in lessons. Not only does this help to address his poor sight, but means that he is usually less distracted by his peers; if he sat further back in the room, his environment would be more stimulating visually, and there would be a risk of him becoming [overloaded](#).

Dominic has limited awareness of his peers and the conventions of social interaction. He also has a degree of [impulsivity](#), meaning, for example, that he finds it difficult to wait his turn in class, likes to answer every question teachers ask, and frequently puts his hand up to attract the teacher's attention. [Clear boundaries for acceptable behaviour](#) are provided for him.

Because Dominic has difficulty understanding the behaviour of his peers, he becomes anxious when there is disruption in class, and is [redirected](#) to the task set by the teacher. This promotes both Dominic's emotional wellbeing and his learning.

He seldom interacts with other youngsters; although he spends his break-times in a room with several other young people, he engages in solitary activities.

Dominic appears to need the sensory stimulation provided by spinning rapidly. Staff [ensure this sensory need does not interfere with his learning](#).

Dominic has very literal comprehension of spoken language, and does not always fully understand what staff and peers say to him. Staff [use intonation with care](#) when speaking to him. They [check he has understood](#) by asking him to repeat back what has been said in his own words.

He communicates expressively using only simple sentences.

Some teachers regard Dominic as having a short attention span. However, he can concentrate well, sometimes better than his (non-disabled) peers; for example, he engages for about 45 minutes in tasks involving a computer.

Dominic has a lot of energy, with a degree of hyperactivity / [impulsivity](#). He is provided with [numerous short activities](#). In addition, staff try to ensure that all the [activities they provide for him are well matched to his ability level](#). At times, Dominic becomes distracted. When this occurs, the TA [redirects](#) him to the task set by the teacher.

The TA supporting Dominic always has [additional tasks ready](#) in case he completes the tasks set by the teacher before the end of the lesson. The TA also has spare paper and pencils in order to [redirect him when he is becoming overloaded](#).

If he becomes very stressed, he is allowed to leave the situation and go to a [safe haven](#) (the visual impairment resource base).

Dominic responds well to [praise](#).

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