



A Blind Child's Pathway to Learning: Developing Cognition without Sight

Dr. William Cavitt

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Our intention in writing this book is to provide three distinct but closely related groups with insight into the factors required to help a blind child attain his/her maximum level of cognitive abilities. The first group consists of parents who face the day to day reality of helping their blind child deal with the challenges imposed by the lack of sight. The second group consists of beginning and future professionals who will find themselves deeply involved with providing social, psychological, and educational support of these parents. The third group includes friends, family, and others who are not and will not be on the front lines of working with blind children, but who are interested in understanding the issues for their own reasons. There are many articles and books available that discuss the various aspects of the development of both sighted and blind children from almost every possible perspective related to the factors that impact the learning and developmental processes of children. Unfortunately, the vast majority of these have been written by professionals to professionals, using the jargon of the author's chosen field of study. As a result, people who are not part of the "in groups" often find these publications hard to understand, boring, or both. In this book, we do not aim to provide any new insights to established professionals or other individuals who are knowledgeable in this area. Rather, our purpose is to translate the knowledge provided by these professionals into ideas and concepts that can be readily understood and applied by parents, teachers, and other caregivers of blind children. Throughout the book, we will be dealing with highly specialized concepts and theories of education, psychology, and human development. We have done our best to translate the professional and academic jargon into what most people would call "simple English. Throughout the text, we have provided our definitions of

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