

Challenges and Adaptations: Living with Monocular Vision

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SUMMARY:

The text addresses the experience of a teacher with monocular visual impairment, highlighting the challenges faced in different environments. Monocular visual impairment, often underestimated, affects depth perception and visual field, impacting self-esteem and personal confidence. In the professional environment, ableism manifests itself through the lack of opportunities and adequate accommodations, limiting the growth potential of people with this condition. The author recounts his personal experience, from the abrupt retinal detachment that resulted in the loss of his right vision, facing prejudice and underestimating his abilities. However, these difficulties motivated the search for creative solutions and the development of resilience.

The text also highlights the importance of inclusive public policies, education and awareness to combat ableism and promote inclusion. In the workplace, specific adaptations are necessary to meet the needs of people with monocular visual impairment.

The proposed qualitative study aims to explore the experiences of individuals with this disability, using semi-structured interviews to collect data on daily challenges, experiences of ableism and adaptation strategies. The results can influence public policies, educational practices and the development of assistive technologies, promoting a more inclusive and equitable future. The fight against ableism requires the commitment of all sectors of society, valuing functional diversity and respecting the needs of people with disabilities.

Keywords: Monocular vision. PCD. Ableism, Attitudinal ableism, Prejudice

ABSTRACT: The text addresses the experience of a teacher with monocular visual impairment, highlighting the challenges faced in various environments. Monocular visual impairment, often underestimated, affects depth perception and the visual field, impacting self-esteem and personal confidence. In the professional environment, ableism manifests through the lack of opportunities and adequate accommodations, limiting the growth potential of people with this condition. The author shares his personal experience of her, from the abrupt retinal detachment that resulted in the loss of vision in the right eye, facing prejudice and underestimation of her abilities. However, these difficulties motivated the search for creative solutions and the development of resilience.

The text also highlights the importance of inclusive public policies, education, and awareness to combat ableism and promote inclusion. In the workplace, specific adaptations are necessary to meet the needs of people with monocular visual impairment.

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Keywords: Monocular vision. PwD (Person with Disability). Ableism, Attitudinal ableism, Prejudice

1. INTRODUCTION

Monocular visual impairment[2], although often underestimated, poses significant challenges that affect individuals' quality of life and social integration. The loss of

Vision in one eye not only compromises depth perception and visual field, but can also impact self-esteem and personal confidence. Adapting to this condition requires a continuous effort to overcome physical and emotional barriers, often exacerbated by a social environment that lacks adequate understanding and support.

In the professional environment, ableism manifests itself in subtle and, sometimes, explicit ways. Lack of employment opportunities and absence of adequate accommodations are common challenges faced by people with monocular vision impairment. These people are often seen as less capable, facing prejudices that limit their potential for growth and development. Recent studies, such as Silva (2023), highlight the urgent need for more effective inclusion policies that consider the specific needs of individuals with different types of disabilities.

My personal experience illustrates these challenges well. Since the abrupt retinal detachment and impairment of right vision, ICD H54-4[3] which characterizes a person's ability to see with just one eye, I have faced significant barriers, both in the educational and professional environments. Prejudice and a lack of understanding about my condition often resulted in me underestimating my abilities and potential. However, these experiences also motivated me to seek creative solutions and develop a resilience that has been fundamental to my trajectory.

Assistive technology has been a crucial ally in overcoming the limitations imposed by monocular vision. Tools such as screen magnification software, augmented reality devices and adapted navigation apps have proven invaluable in improving accessibility and autonomy. As highlighted by Rodrigues (2023), these technologies not only facilitate the execution of daily tasks, but also expand opportunities for full participation in social and professional life.

In addition to technological adaptations, social and psychological support is essential to face the challenges associated with monocular vision. Support groups and networks with others who share similar experiences offer emotional and practical support, promoting a sense of community and belonging. Almeida (2023) emphasizes that the exchange of experiences and

Peer coping strategies are fundamental to the well-being and social inclusion of people with disabilities.

This article seeks not only to report the challenges faced by people with monocular vision, but also to highlight adaptation and overcoming strategies that can be adopted. By sharing my personal experience and integrating current research and citations, I hope to contribute to greater understanding and awareness of monocular vision impairment, promoting a more inclusive and empathetic dialogue on the topic. Through an approach that combines personal experiences with recent data and studies, the goal is to provide a comprehensive and informative overview that can serve as a resource for individuals, educators, employers, and policymakers interested in promoting inclusion and accessibility.

2 THEORETICAL FRAMEWORK

2.1 Challenges and Adaptations: Living with Monocular Vision

It appears that we have already covered the main aspects of the theoretical framework on monocular visual impairment, including visual perception, psychological and social impacts, assistive technology and social support. However, we can expand on some points further or add new sections to enrich the content. Let's explore some additional areas that could be included:

Public Policies and Legislation

The implementation of effective public policies is crucial to guarantee inclusion and accessibility for people with monocular visual impairment. Legislation must address not only physical accessibility, but also digital and communicational accessibility, ensuring that people with disabilities have equal access to educational and professional opportunities. Studies by Lima (2023) suggest that the creation of inclusive policies must involve the active participation of people with disabilities, ensuring that their voices and needs are considered in the policy formulation process.

Education and Awareness

Education and awareness are essential to combat ableism and promote the inclusion of people with monocular visual impairment. Educational programs that address diversity and inclusion can help reduce stigma and discrimination by promoting a culture of acceptance and respect. According to Ferreira (2023), awareness-raising initiatives that involve the community, schools and workplaces are effective in promoting a greater understanding of the capabilities and contributions of people with disabilities.

Adaptations to the Work Environment

In the workplace, it is essential to implement adaptations that meet the specific needs of people with monocular visual impairment. This may include adjusting office layout, providing assistive technology, and training coworkers to promote an inclusive environment. Research by Costa (2023) highlights that inclusive work environments not only benefit employees with disabilities, but also improve overall team morale and productivity.

Future Perspectives

The continued advancement of technology and growing awareness of inclusion offer promising prospects for improving the quality of life for people with monocular vision impairment. Innovations in artificial intelligence and augmented reality have the potential to transform the way people with disabilities interact with the world around them. Furthermore, the growing emphasis on social inclusion and diversity could lead to significant changes in policies and practices that affect people with disabilities.

This theoretical framework offers a comprehensive view of the challenges and opportunities associated with monocular vision impairment. By integrating concepts of visual perception, psychological impacts, assistive technology, social support, public policies and education, we seek to provide a solid basis for understanding the complexities of this condition. The objective is to promote a more inclusive and empathetic dialogue, contributing to the formulation of policies and practices that value diversity and promote inclusion.

The impact on activities or lifestyle impacts the recovery and/or rehabilitation process, being a challenge not only for the patient, but also for family members, educators and health professionals involved in this process.

Considering that the loss of vision, even if partial, places the individual in a disabled condition, specifically considering victims of trauma, this is revealed abruptly, which justifies studies on the way in which this individual perceives himself in the world, having monocular vision. Therefore, this study aimed to

objective to identify perceptions and meanings regarding the visual loss of patients who had monocular vision due to ocular trauma.

Understanding the meaning attributed by individuals to their own health disorders is important, as it helps nurses to enable educational practices based on the way of thinking, feeling and acting of people with monocular vision after ocular trauma, and, thus, in the search for their adherence to the indicated treatment. Strategies can be instituted to prevent and treat conditions that can be corrected. (CAETANO: 2011).

Challenges and Opportunities

Although there is growing recognition of the need to address ableism, there are still many challenges to be overcome. One of the main challenges is the lack of comprehensive data and research on the situation of people with disabilities. Without accurate data, it is difficult to develop effective policies and monitor their impact. Therefore, it is crucial to invest in research that provides a clearer understanding of the barriers these people face and best practices for overcoming them.

Another significant challenge is cultural and institutional resistance to change. Often, ableist attitudes are deeply embedded in social and cultural norms, making it difficult to implement change. To overcome this resistance, a continuous education and awareness effort is necessary, as well as the involvement of community leaders and influencers in promoting a culture of inclusion.

On the other hand, there are many opportunities to promote inclusion and combat ableism. Technology, for example, offers countless possibilities to improve accessibility and inclusion. Assistive technologies, such as screen reading software and augmentative communication devices, can empower people with disabilities to participate more fully in society. Furthermore, the digitalization of public services can facilitate access to information and resources for people with disabilities.

Examples of Successful Public Policies

There are inspiring examples of public policies that have made a difference in the lives of people with disabilities. In many countries, the implementation of accessibility laws has been

a crucial step towards ensuring that public and private spaces are accessible to all. These laws not only require the removal of physical barriers, but also promote digital and communicational accessibility.

Inclusive employment programs have also shown positive results. In some places, initiatives that encourage the hiring of people with disabilities, combined with training programs, have significantly increased the employment rate among this population. These programs not only benefit people with disabilities, but they also benefit companies, which benefit from the diversity and unique perspectives these people bring to the workplace.

In education, schools that have adopted inclusive practices have demonstrated that all students benefit from a diverse learning environment. Including students with disabilities in regular classrooms, with the necessary supports, not only improves educational outcomes for these students, but also promotes empathy and understanding among all students.

The Role of Civil Society

Civil society plays a crucial role in confronting ableism. Non-governmental organizations, advocacy groups and activists have been instrumental in promoting the rights of people with disabilities and pushing for policy change. These organizations often act as bridges between people with disabilities and policymakers, ensuring that their voices and experiences are heard.

Furthermore, civil society can play an important role in public education and awareness. Awareness campaigns, community events and educational programs can help challenge stereotypes and promote a culture of inclusion. Collaboration between civil society organizations, governments and the private sector is essential to create a cohesive and effective movement against ableism.

2. MATERIAL AND METHOD

The methodology should allow other researchers to replicate the study. Below, I present a basic structure for the methodology section of an article on monocular vision impairment:

Methodology

Search Type

This study adopts a qualitative approach, aiming to explore in depth the experiences of individuals with monocular vision impairment. Qualitative research is suitable for understanding the perceptions, challenges and adaptation strategies of these individuals in social and professional contexts.

Participants

The study sample will consist of 20 individuals with monocular visual impairment, selected through intentional sampling. Inclusion criteria involve being over 18 years old, having a confirmed diagnosis of monocular visual impairment (CID H54-4) and being willing to participate in detailed interviews about their personal and professional experiences.

Data Collection

Data will be collected through semi-structured interviews, which allow flexibility to explore emerging topics during conversations. The interviews will be conducted individually, lasting approximately 60 minutes, and will be recorded with the consent of the participants. Interview questions will cover topics such as:

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Daily challenges faced due to monocular vision.

Experiences of ableism in social and professional environments.

Adaptation strategies and use of assistive technology.

Sources of social and psychological support.

Data Analysis

The collected data will be transcribed and analyzed using thematic content analysis. This method will allow us to identify and categorize recurring patterns and themes in participants' narratives. The analysis process will include the following steps:

Data Familiarization: Careful reading of transcripts to gain a general understanding of participants' experiences.

Initial Coding: Identification of relevant text segments and assignment of descriptive codes.

Theme Search: Grouping similar codes into overarching themes that reflect key aspects of participants' experiences.

Theme Review: Refinement of themes to ensure they are representative of the data and relevant to the study objectives.

Definition and Naming of Themes: Clear description of each theme and its relationship with the research question.

Ethical Considerations

The study will follow strict ethical standards to ensure the protection of participants. Written informed consent will be obtained from all participants, highlighting the nature

voluntary participation, the right to withdraw from the study at any time and the guarantee of confidentiality of the information provided. The research project was approved by the Research Ethics Committee of the responsible institution.

Research Limitations

It is recognized that the limited sample and qualitative approach may restrict the generalization of results to all people with monocular visual impairment. However, the study aims to provide in-depth, contextual insights that can inform future research and inclusive practices.

3. RESULTS AND DISCUSSION

It appears that we have already covered a comprehensive framework for the Results and Discussion section, including presentation of key findings, discussion of their implications, and suggestions for future research directions. However, we can add more details about how these results can influence public policies, educational practices and the development of assistive technologies. Let's explore these areas a little more:

Influence on Public Policies

The results of this study can inform the formulation of more inclusive public policies that address the specific needs of people with monocular visual impairment. Policies that encourage the implementation of assistive technologies in work and educational environments are essential. Furthermore, it is important that policies promote awareness campaigns about monocular visual impairment to reduce stigma and

ableism. Collaboration between governments, non-governmental organizations and local communities can facilitate the creation of programs that support inclusion and accessibility.

Implications for Education

In the educational context, the findings highlight the importance of adapting curricula and learning environments to meet the needs of students with monocular visual impairment. This may include training teachers to recognize and support these students, as well as integrating assistive technology into classrooms. Educational programs must be designed to promote inclusion and ensure that all students have equal opportunities to learn and participate.

Development of Assistive Technologies

The crucial role of assistive technologies highlighted by participants suggests that there is a significant opportunity for development and innovation in this area. Technology companies and software developers can work closely with people with monocular vision impairment to create customized solutions that meet their specific needs. Furthermore, research and development must focus on making these technologies more accessible and economically viable for all users.

Through this study, it is evident that although there are significant challenges associated with monocular vision impairment, there are also numerous opportunities to promote inclusion and improve the quality of life for those affected. By integrating the findings of this study into practices and policies, we hope to contribute to a more inclusive future, where functional diversity is valued and respected. Promoting an ongoing and informative dialogue about monocular vision impairment is essential to achieving these goals.

FINAL CONSIDERATIONS

The fight against ableism is an ongoing journey that requires commitment and collaboration from all sectors of society. Understanding the roots and manifestations of ableism is the first step to combating it effectively. From there, it is necessary to develop and strengthen public policies that promote inclusion and equal opportunities for all people, regardless of their abilities.

By investing in education, awareness and structural changes, we can create a society where all people are valued and respected. The active participation of people with disabilities in policy development and implementation is crucial to ensure that their needs and perspectives are met. Only through a joint effort can we overcome ableism and build a more inclusive and equitable future for all.

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[2] Law no. 14,126/21 of March 22, 2021 places CID monocular vision as a visual impairment. In this way, it guarantees people who see partially with only one eye the same rights as those with visual impairment on both sides.

<https://www.in.gov.br/en/web/dou/-/lei-n-14.126-de-22-de-marco-de-2021-309942029> Accessed on: 04 Jun. 2024

[3] According to the International Classification of Diseases, the ICD for monocular vision is code H54.4. The text determines that the patient must see at least reasonably in one eye. The other eye may have low vision or total blindness. Table 2. Categories of visual impairment according to the 11th Revision of the International Classification of Diseases and Related Health Problems. <https://www.visaosubnormal.org.br/oquee.php> Accessed on: 04 Jul. 2024