

Blindness and Selective Mutism: One Student's Response to Voice-Output Devices

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This case study was designed to measure the response of one student with blindness and selective mutism to the intervention of voice-output devices across two years and two different teachers in two instructional settings. Before the introduction of the voice output devices, the student did not choose to communicate using spoken language or gestures while at school. As a result of this intervention, the student consistently communicated her choice of a preferred activity, responded independently to social greetings, and more consistently expressed her wants and needs. She responded "yes" and "no" to questions and made significant gains in pre-reading skills.