

COURSE FOR
PRE-PRIMARY SCHOOL
TEACHERS

DIDACTIC UNIT 8
RESOURCES FOR TEACHERS



Looking out for a School for All

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COURSE **FOR** PRE-PRIMARY SCHOOL **TEACHERS**

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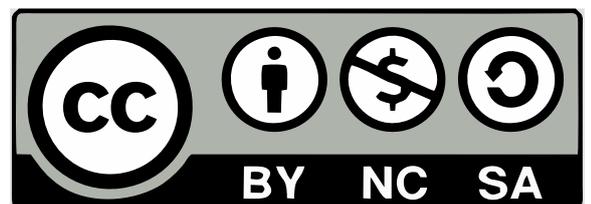
Coordinated by **Jordi Rizo**.
Designed by **Luis Gómez**.
Translated by **Adrián Monleón**.

Address: c/ Jesús y María 26 - ground floor
46008 - Valencia, Spain

e-mail: info@redtree.es

Tlf: +0034 960 150 604

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“Every child deserves a champion, an adult who never gives up on them, who understands the power of connection, and insists that they can become the best that they can be.”

- Rita Pierson

OBJECTIVES OF THE DIDACTIC UNIT

At the end of this didactic unit, you will:

- Become familiar with the various models of curricular adaptation, as well as reflect on what their use means.
- Identify all the steps that must be taken to carry out an adaptation model through a practical case.
- Understand the importance of visual stimulation to improve the sense of achievement and learning.
- Know the different types of educational resources that students with low vision will be able to count on.
- Know the particularities of the methodology used in each of the visual stimulation programs, their advantages and limitations.
- To be introduced to the techniques of educational intervention through the guidelines and orientations that visual stimulation activities should contemplate.
- Become aware of the existing specific electronic resources that can serve as a complementary resource for the teacher in the classroom when working on visual stimulation programs with children with low vision in 2nd cycle of pre-primary education.

INTRODUCTION

Considering the indicator generalized by the European Agency for Development in Special Needs Education, and commonly used in the European Union, which shows the inclusion rate of these students in ordinary school, the three countries participating in the project (Italy, Norway and Spain) are among those that meet the conditions¹, meaning that they have a decided commitment to inclusive school. Even knowing that this is just a quantitative indicator that neither fully ensures a high quality inclusion, nor includes other types of positive experiences, it does indicate significant data in favor of inclusion. We

¹ López-Torrijo, Manuel (2009). La inclusión educativa de los alumnos con discapacidades graves y permanentes en la Unión Europea. *RELIEVE*, v. 15, n. 1. http://www.uv.es/RELIEVE/v15n1/RELIEVEv15n1_5.htm.

also know that more and more schools have the possibility of adapting national curricula to the needs and characteristics of their students, to guarantee an inclusive school quality. This is how school projects emerge, later materializing into classroom projects, and lastly into individualized projects. The different types and characteristics of these individualized adaptations were already developed in topic 6 of this course, so here we will present models and references as resources for the teacher.

The following are a series of educational resources for the field of visual stimulation, as an element of great importance when structuring curricular adaptations and early interventions in children with visual impairment in pre-primary education. Visual stimulation itself is a specific technique that requires the creation of an individualized program of activities and exercises that follows a sequence of visual experiences aimed at seeking an improvement in visual functioning, after the pertinent assessment of the visual behavior of the person who, hypothetically, it is susceptible to education or visual re-education.

From the physical-material environment to the digital context, we bring some considerations, recommendations, and proposals for activities and applications that can be carried out in the 2nd cycle of pre-primary education stage, both in the family and school environments, always following the advice of professionals specialized in the education of persons with low vision.

8.1 MODELS OF CURRICULAR ADAPTATION

In the case of the three European countries that collaborate in this course, there are specific curricular designs for attention to diversity, both inside and outside the classroom. Specifically, some –like Italy– have expressed this in legal terms, changing their educational approach to offer more answers within ordinary education. Of course, the perspectives of all the participating European countries are closely related to the current European position of inclusive education, as we have highlighted throughout the course. All these countries defend that the general curriculum framework should cover all students, so that, of course, some specific adaptations are necessary, including specific resources within the mainstream school, which will be structured through an individualized intervention plan that includes an adaptation of access to both the classroom and the school, or a curricular adaptation.

As we pointed out, the use of curricular adaptations is one of the current trends in Europe: using this individual document to specify the specific needs of the students, their objectives, methodology and means, to detail the degree and type of adaptations to be made in the ordinary curriculum, and to evaluate the progress of the students. Likewise, it can also serve as a “contact” between the different “actors”: families, teachers and other professionals.

According to the country descriptions, it is clear that in almost all of them, individualized curricular adaptations (ICAs) play an important role in addressing special needs in the most inclusive ways.

8.1.1 MODELS OF REFERENCE

After a bibliographic review carried out by the partner entities, we have found diverse publications with models that collect different types of adaptations made for students, sometimes with different characteristics from those we address in this course, but all of them, despite having a different format, share their sections.

Below are links to consult those we have found most interesting:

- Generic model for individualized curricular adaptations for pre-primary education: <https://es.slideshare.net/patriganzo/acitdah-en-infantil>
- Generic model for individualized curricular adaptations for primary education: <https://www.slideshare.net/rosamariamartinezmartinez395/modelo-aci-34681764>
- Generic model for individualized curricular adaptations for secondary education: <https://es.slideshare.net/bgonzalezvivas/aci-48571456>
- Generic model for non-significant curricular adaptation or adaptation to the curriculum: <https://en.calameo.com/read/001346807ba304e51e98a>
- Generic model for individualized work plan: <https://es.slideshare.net/SuperPete/106838-modelo-plandetrabajoindividualizada>

8.1.2 PRACTICAL CASE

The model we propose below is the result of research in European educational laws and models that the project's partner entities have considered more relevant, through the experience of different education professionals, and the experience of students with Albinism and Aniridia.

This proposal is based on the work developed by ALBA (association to help persons with albinism) in the project *"Together we can overcome barriers: a strategy for equity"*, and we have taken it as an example of what an adaptation for students with albinism or aniridia in pre-primary education should be, or at least than what it should collect, but in no case can it be taken as a single model.

In this document, one can choose the strategies and measures that best suit the student in question, in the case of albinism or aniridia, in our school. It is also open and flexible, due to the need for frequent and continuous review.

Lastly, we want to remind that the initial process of choosing measures will be based on the initial tests and previous records and information.

8.2 EDUCATIONAL RESOURCES

Vision cannot be saved or spent, but the more it is used, the more it is likely to work better. Thus, the younger the child, the greater the likelihood of progress in the use of vision; so as we saw in topic 3, visual learning advances parallel to the child's cognitive development.

Children with low vision need to be encouraged to use it in all tasks and activities, even if there is no certainty that they can actually see objects or pictures. Low hopes always lead to an absence of progress. This is why there are many educational resources to teach children with low vision to work while keeping eye contact with objects and especially with people.

8.2.1 VISUAL STIMULATION PROGRAMS

The programs working in the area of visual stimulation usually pursue the optimization of the functionality of residual vision, using the techniques and skills acquired to get information and interpret the environment to achieve autonomy and efficiency in the different areas of daily life.

By visual stimulation we understand an ordered series of visual experiences, matching the age and maturity of the child, aimed at bringing their visual development closer to what is considered normal. Thus, the main purpose of visual stimulation is "learning to see", or for the person to use their residual vision in any environmental condition.

For this, the application of programs aimed at promoting visual efficiency is essential. These programs are supported by the fact that the capability for visual functioning is neither innate nor automatic, nor is it related to the type and degree of loss, but rather that "the more you look, the more the sensory pathways that reach the brain are stimulated; so the more vision is used, the more a better visual functioning is facilitated" (Barraga 1983).

In this way, and based on the results obtained in the different tests for the evaluation of the functionality of the residual vision, individualized stimulation programs are developed with the objective of acquiring visual skills, from the most basic ones such as location, focusing, or monitoring of lights and objects, even the most refined ones like visual-motor coordination, interpretation of spatial relationships, or visual associations.

When organizing this type of program, it is first necessary to consider visual stimulation as another aspect of development, and our intervention will take into account that the child will function visually more effectively and better the more competent they are in the rest of the areas. We will also always consider their family and your environment, as they are key to their emotional and affective development, as we have been repeating throughout the course.

There is a range of programs and materials in the area of visual stimulation, aimed at different age ranges and with a series of strengths and weaknesses depending on the age of intervention, content, etc. Based on the analysis carried out by García Bohórquez, M.T and Vélez Mendoza, M.A. in their

doctoral thesis², we have chosen those programs most used for the age range of 3 to 6 years for this occasion, and also because they are the subject of attention to which we are addressing in this course.

Next, we will briefly showcase the visual stimulation programs and scales: the objective is to analyze the techniques, faculties, or areas that each scale develops, to understand the aspects related to visual functioning. Therefore, for a better understanding of each program, we advise to review the bibliography.

- **Program to Develop Efficiency in Visual Functioning (PDEFV):** (1995) it is a program to develop efficiency in visual functioning, aimed at ages of visual development from 1 month to 7 years. Its author (Natalie Barraga) assures that visual functioning can be improved with training.

To do this, it is based on the sequence of normal visual development. According to Barraga, visual functioning in childhood evolves spontaneously and improves through systematic training, thanks to the use of their vision, since the development of sight is not innate or automatic. In visually impaired children this development is altered, so it is necessary to help them in this learning, which does not occur spontaneously.

Dr. Barraga's program consists of:

- Visual behavior observation protocol.
- Diagnostic assessment with 40 exercises representing the categories of visual development, from which results are obtained on the mastery of visual tasks in each category and those in which teaching is needed are planned.
- Teaching procedures with 150 lessons linked to sequenced visual tasks, grouped into the categories of visual development that are to be boosted.

- **Frosting: visual perception.** This program for the development of visual perception (Marianne Frostig, David Horne, and Ann Marie Miller) considers that visual perception is not just the ability to see correctly, but to recognize and discriminate visual stimuli and interpret them, associating them with previous experiences. Training visual perception is effective when it is included in a comprehensive plan for the development of the child. This program is intended for children with visual perception problems between 3 and 7 years old.

This program consists of:

- Visual perception development test, designed to detect disorders in each of the 5 faculties studied.
- Preparatory program in which the child is taught various concepts with three-dimensional materials: images, concepts, body structure, association of body movements with line drawing, recognizing figures, laterality exercises, eye movements, eye-hand coordination...

² García Bohórquez, M.T and Vélez Mendoza, M.A (2012): Design and implementation of an interdisciplinary stimulation program to provide functional independence, aimed at children with low vision from 0 to 6 years old. Politechnic University of Guayaquil, Ecuador.

- Figures and forms, is the program for the development of visual perception, using two-dimensional sheets. They are distributed in three booklets corresponding to the same levels of difficulty (initial, intermediate, and advanced).
- **IVEY Project:** This program (Increasing Visual Efficiency, by Audrey J. Smith and Karen Shane Cote) was developed by the public schools of Florida (USA), to increase visual efficiency from birth. The goal is to develop a program to stimulate vision and training in the use of low vision aids to improve functioning.
The activities are well structured, sequenced, and organized according to visual development. The objectives, materials, procedure, comments, suggestions, and a section for adaptations for students with deficiencies are presented in all the lessons, where very precise and useful guidelines are given. It also includes a large number of activities for children with severe low vision. This visual stimulation program also presents a training program for families and teachers.
- **Light Box:** (Suzette Frere) this is a method conceived and developed by the *American Printing House for the Blind* on the initiative of teachers and professionals familiarized with the needs of children with reduced vision. It is a guide of materials and activities to teach the most basic and the most complex visual skills (visual-motor and visual-perceptual). The materials it contains are very varied and appealing, with appropriate designs in sizes, shapes, and colors.

It consists of three maturity levels, with an array of materials per level and the light box:

- First level (children with visual ages from 0 to 3 years old): works on awareness, location and monitoring of visual stimuli, hand-eye coordination and initiation to the ability to match and discriminate with specific materials (light awareness, light location and tracking, hand-eye coordination, object permanence, color and size differentiation, visual memory, etc.).
- Second level (children with visual ages from 3 to 5 years old): works on more complex visual perception functions, using real materials with pictorial representation (eye-hand coordination, spatial relationships, and visual, serial and modeling memory.).
- Third level (children with visual ages from 4 to 6 years old with a certain level of knowledge and understanding, requiring the capability to transfer what they have learned into abstract concepts): it works on drawings, silhouettes, symbols, letters, and words (matching and classifying shapes and colors, recognition and identification, spatial relationships, visual memory, figure-background differentiation, visual closure, etc.).
- **The Leonhardt Kit:** this visual stimulation kit “The Vision”, by Mercè Leonhardt, is a visual stimulation battery that consists of a series of materials designed through many years of experience, used with children with low vision or brain visual deficit, starting from birth.
Likewise, it wants to provide possibilities of knowledge in terms of autonomy, and possibilities of visual development for children with low vision.
- **Teach me to look:** this array of materials are a set of visual stimulation materials devised by professionals of the Early Care Team of the Educational Resource School of ONCE in Barcelona, which intervenes throughout the region of Catalonia, enhancing the acquisition of the first visual

functions of children from 0 to 3 years old (with visual impairment or risk of suffering it, with or without other associated disorders).

The content of this pack consist of a series of basic materials that deal with the integral sensory approach, and a guide to start visual stimulation in these children.

In addition those mentioned above, we have other more innovative programs and resources specifically designed to develop basic visual functions using a PC:

- **Digital Visual Training Program (EVO):** it consists of four training modules and one of recap games. The first module, basic stimulation, works on the optical and optic-perceptual functions (visual awareness, focus, gaze changes, locating, path monitoring, etc.). The remaining modules work on the optic-perceptual and perceptual functions (internal and external similarities, internal and external differences, critical features, facial expressions, puzzles, symmetry...). This program allows to adapt various stimulating parameters such as size, speed, colors, shapes... and to be monitored by the professional.
- **EFIVIS:** this program is designed for young children, and contains 15 activities and 4 games covering a wide number of visual tasks. These are designed to stimulate the visual and perceptual efficiency of children with low vision. All visual tasks related to the perceptual functions of vision are worked on (attention, monitoring, eye-hand coordination, etc.).
- **The SENSWITCHER program:** designed by “Inclusive Ecnology”, a leading company in the development of software for special needs, it has been made with the latest Macromedia Flash technology. This stimulation program for multi-disabled children consists of 132 animated activities that can be worked on with different types of devices. The program is free, you can use it directly from the internet, on the page:

➤ <http://www.northerngrid.org/sen/NetSwitch/index.htm>

8.2.2 VISUAL STIMULATION ACTIVITIES

Although the techniques and tasks included in the visual stimulation programs should be in the hands of professionals specialized in the prior assessment and in the procedures for applying them, from the school or the family, it can and should be supported, in coordination with specialists, to promote the continued use of vision.

Therefore, we bring some considerations or recommendations that should contemplate the proposals of activities to be carried out in the childhood stage in the family and school environments, always following the advice of professionals specialized in educational intervention with persons with low vision.

- **ACTIVITIES TO TEACH EYE MOVEMENT:**
 - Moving from left to right.

- Increasing peripheral vision.
- Focusing with moving head.
- Following regular movements.
- Following irregular movements.

- **ACTIVITIES TO ENHANCE VISOMOTOR COORDINATION:**
 - Cutting.
 - Free gluing.
 - Locating and gluing.
 - Tracing with the fingers.
 - Threading beads.
 - Tracing and coloring.
 - Autonomy skills:
 - Buttoning / unbuttoning.
 - Tying / untying shoelaces.
 - Using simple tools.
 - Carrying objects.
 - Pouring liquids in containers.
 - Games:
 - Touch and hit.
 - Throw and receive.
 - Running.
 - Jumping/ impulse/ succession of jumps.

- **ACTIVITIES TO ENHANCE THE FIGURE-BACKGROUND PERCEPTION:**
 - Separation of objects by categories.
 - Selection of objects - identification of qualities.
 - Eye scanning narrations:
 - Outdoors.
 - Indoors.
 - In sheets.

- **ACTIVITIES TO ENHANCE PERCEPTUAL CONSTANCE:**
 - Handling items and materials.
 - Free constructions.
 - Recognition of three-dimensional objects in sheets.
 - Comparing and differencing more complex forms.
 - Classificating (search and selection) by size-shape-color.

- **ACTIVITIES TO ENHANCE THE PERCEPTION OF THE POSITIONS OF BODIES IN SPACE:**
 - Body-object relationship exercises.
 - Directionality:
 - Left-right differentiation of oneself.

- Left-right differentiation of positions of objects regarding oneself.
- Reversal and rotation.
- ACTIVITIES TO ENHANCE THE PERCEPTION OF THE RELATIONSHIPS BETWEEN OBJECTS IN SPACE:
 - Model building.
 - Differentiation of positions in models.
 - Building with objects in sheets.
 - Symmetry.
- ACTIVITIES TO SUPPORT VISUAL MEMORY
 - Memory for isolated figures.
 - Memory for complex models.
 - Memory for visual sequences.
 - Memory for series of actions.
- ACTIVITIES TO ENCOURAGE VISUALIZATION, IMAGINATION AND MENTAL ELABORATION:
 - Composition of structures with geometric shapes with/without model.
 - Reversal of the order.
 - Change of position of a figure.
 - Symmetrical constructions.
 - Memory repetitions.

8.2.3 SPECIFIC ELECTRONIC RESOURCES

We have already emphasized that we can enhance the visual attention and perception capabilities of the children through visual stimuli, and that we also give them the necessary tools to learn to see and discover the world on their own. But this visual stimulation with diverse adapted materials is not only possible through physical (tangible) resources, this need shown by children with low vision -produced by their condition of albinism or aniridia- can also be addressed by electronic and digital resources.

Beyond the visual stimulation programs seen in section 8.2.1 of this topic, which use the PC for their application, we can find multiple specific APPs for smartphones and tablet devices, aimed at low vision in general, and designed specifically to work with children in 2nd cycle of pre-primary education.

Through ONCE's ACCEDO - Educational Attention Department, and in collaboration with the Directorate of Education, Employment, and Cultural Promotion of the Ministry of Education, Culture, and Sports of the Government of Spain, we have been able to access a catalog of APPs for visually handicapped students in inclusive schools. These are analyzed based on the skills they develop and their level of accessibility/usability.

Below we show some of them, specific to the educational stage that concerns us in this guide (second cycle of pre-primary education 3 to 6 years old):

- 3D PUZZLE BLOCKS
 - BASIC COMPETENCES: competence in linguistic communication.
 - BASIC SPECIFIC COMPETENCES: visual stimulation: discrimination of images, visual-motor coordination.
- ABC 123 READING AND WRITING NEOFINGER
 - BASIC COMPETENCES: competence in linguistic communication, competence of learning to learn.
 - BASIC SPECIFIC COMPETENCES: auditory discrimination, visual discrimination of letters and numbers, eye-hand coordination.
- ABC PREESCHOL PLAYGROUND
 - BASIC COMPETENCES: competence in linguistic communication, competence of learning to learn.
 - BASIC SPECIFIC COMPETENCES: eye-hand coordination, color recognition.
- ACCESSIBLE MEMORY PRO
 - BASIC COMPETENCES: mathematical competence, competence of learning to learn.
 - SPECIFIC BASIC COMPETENCES: visual and auditory memory, tactile skills, using TalkBack.
- ALEX LEARNS TO DRESS ON HIS OWN
 - BASIC COMPETENCES: competence in linguistic communication, competence of learning to learn, autonomy and personal initiative.
 - BASIC SPECIFIC COMPETENCES: it can work very well on the perception of body parts and clothing, spatial perception, and colors.
- LEARN TO TELL TIME
 - BASIC COMPETENCES: competence in linguistic communication, mathematical competence, competence of learning to learn, autonomy and personal initiative.
 - BASIC SPECIFIC COMPETENCES: visual stimulation: visual-motor coordination, discrimination of analog and digital clocks, spatial perception.
- LEARN THE COLORS
 - BASIC COMPETENCES: competence in knowledge and interaction with the physical world, competence of learning to learn, competence in linguistic communication.
 - BASIC SPECIFIC COMPETENCES: visual discrimination of colors, objects, fruits, and animals.
- BABY PLAY FACE
 - BASIC COMPETENCES: competence in linguistic communication, competence in knowledge and interaction with the physical world, competence of learning to learn.
 - BASIC SPECIFIC COMPETENCES: a very simple application to work on visual discrimination of the parts of the face and body.

- **BLINDSIMONE**
 - **BASIC COMPETENCES:** competence of learning to learn.
 - **BASIC SPECIFIC COMPETENCES:** spatial orientation, color, auditive discrimination, memory.

- **BUILD IT UP**
 - **BASIC COMPETENCES:** competence in knowledge and interaction with the physical world, competence of learning to learn, autonomy and personal initiative, mathematical competence, competence in linguistic communication.
 - **BASIC SPECIFIC COMPETENCES:** digital scanning, eye-hand coordination, spatial perception, visomotor coordination, discrimination of colors and sizes.

- **CALLIGRAPHY DSW DEV**
 - **BASIC COMPETENCES:** competence of learning to learn.
 - **BASIC SPECIFIC COMPETENCES:** visual-motor coordination.

- **DOCTOR PANDA AIRPORT**
 - **BASIC COMPETENCES:** mathematical competence, autonomy and personal initiative, competence in knowledge and interaction with the physical world, social and civic competence.
 - **BASIC SPECIFIC COMPETENCES:** visual discrimination, visual-motor coordination, figure-background discrimination.

- **THE GAME OF OPPOSITES**
 - **BASIC COMPETENCES:** competence in linguistic communication, competence of learning to learn.
 - **BASIC SPECIFIC COMPETENCES:** recognizing opposite concepts with visual discrimination and developing visual memory.

- **FLOWFREE**
 - **BASIC COMPETENCES:** information processing and digital competence, competence of learning to learn, mathematical competence.
 - **BASIC SPECIFIC COMPETENCES:** visual stimulation, tactile skills, tracking, location, visual-motor coordination, visual and chromatic discrimination, focusing, figure-background, spatial orientation.

- **GAME KIDDS FREE**
 - **BASIC COMPETENCES:** information processing and digital competence, competence of learning to learn, autonomy and personal initiative.
 - **BASIC SPECIFIC COMPETENCES:** hand-eye coordination, tracking, discrimination, sound recognition.

- **BAND GAME**
 - **BASIC COMPETENCES:** information processing and digital competence, cultural and artistic competence, autonomy and personal initiative.

- SPECIFIC BASIC SKILLS: hand-eye coordination, improvisation.
- KIDS SOCKS
 - BASIC COMPETENCES: competence in knowledge and interaction with the physical world, mathematical competence.
 - BASIC SPECIFIC COMPETENCES: hand-eye coordination, tracking and location, visual discrimination, visual memory.
- MATCH IT UP 2 / MATCH IT UP 3
 - BASIC COMPETENCES: competence in knowledge and interaction with the physical world, competence of learning to learn, autonomy and personal initiative, competence in linguistic communication.
 - BASIC SPECIFIC COMPETENCES: attention, exploration, discrimination, location, and visual motor coordination, designation and recognition of drawings, image recognition, tracking and location, attention, exploration, discrimination, and visual motor coordination.
- SOUND TOUCH
 - BASIC SKILLS: competence in linguistic communication, competence in knowledge and interaction with the physical world, information processing and digital competence, cultural and artistic competence, competence of learning to learn, autonomy and personal initiative.
 - BASIC SPECIFIC COMPETENCES: the visual discrimination of 192 images with sounds of animals, vehicles, musical instruments, and household objects, perfect for working on visual attention.

Despite the great variety of digital resources offered in this regard, very few of the APPs shown for children in pre-primary education age have a comprehensive educational approach, that is, the vast majority focus on working one specific area or skills. Based on this analysis and bearing in mind the importance of early stimulation from a comprehensive approach in the learning process, we cannot finish this section without naming two APPs:

- **TouchVIC -App**

Touch-system for Visual Impaired Children (Touch-VIC) is designed to be used in addition to the activities carried out in early stimulation programs for children with visual disabilities. It integrates 9 different types of activities aimed at stimulating cognitive, emotional, sensory, and motor aspects; as well as a tool that allows to customize the exercises to adapt them to the interests, needs, and abilities of the children at all times. It also has options that allow the creation of personalized timetables to plan the sequencing of activities and evaluation sessions.

- **ViSApp – Visual Stimulation Application**

The ViSApp educational game is an ICT tool for the inclusion of students with visual impairment in the classroom, which provides solutions and answers to teachers to facilitate the effective inclusion of these children in ordinary classrooms. This tool, designed under the framework of the **School For All** Erasmus Plus project, is conceived as a mechanism for inclusion in equity, so it is not devised for the exclusive use

of students with SEN, but as a resource to be shared by all students and the teacher. This not only contributes to creating a development of the user's sensory perception and the stimulation of their creativity, but also promotes group work and socialization among all students, by encouraging collaborative work on an equal footing, regardless of their barriers.

VISApp improves and stimulates cognitive development, promotes visual and auditory stimulation, and teaches cause-effect relationships through a game for the Android and IOS environment, playable via devices such as tablets or screens. It is structured on two itineraries: 1- first cycle of pre-primary education (0-3 years old); 2- second cycle of pre-primary education (3-6 years old); each of them is comprised of a set of 6 games with different levels of complexity, from passive reception to active participation via interaction with the device.

This APP incorporates options that allow the teacher/tutor to adjust contrast, color, sound, or configure the shapes and objects that appear in the games. It is coupled by a methodological and use guide for proper operation.

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PDF – PROPOSAL OF A MODEL OF PRE-PRIMARY EDUCATION CURRICULAR ADAPTATION

SCHOOL – (provide the name and logo of the school)

Adaptation measure:

	NON-SIGNIFICATIVE CURRICULAR ADAPTATION
	ADAPTATION OF ACCESS TO THE CURRICULUM

Student:
 School year: Level:
 Teacher/Tutor:
 Head of Educational Orientation:
 Foreseen furation:

GENERAL INFORMATION

Name of the student:
 Birth date: Age:
 Name of the parents/ legal tutor:
 Address:
 City/ town:



Phone nº:

e-mail address:

Observations:

* Student with Albinism OCA type ____, with difficulties in accessing the curriculum, derived from his/her condition.

* Student with Aniridia with difficulties in accessing the curriculum, derived from his/her condition.

INITIAL DATA

1. HEALTH ISSUES OR DIFFICULTIES:

Albinism

- Type of Albinism:
- Nistagmus:
- Photophobia:
- Visual field:
- Visual acuity:
- Others:

Aniridia

- Nistagmus:
- Glaucoma:
- Cataracts:
- Cheratopathy:
- Photophobia:
- Visual field:
- Visual acuity:
- Others:
- Difficulties derived from their condition:
 - Low vision.
 - Absence of peripheral vision.
 - Difficulty in differentiating objects and sources with absence of contrast.
 - Reduced visual field.

2. SCHOOL PROBLEMS:

Teachers:

- Difficulty in physically distinguishing between teachers and the spaces in which the activities are carried out.
- Need for educational support and monitoring.



- Coordinating figure (tutor) who controls and informs the rest of the teaching staff.
- Previous choice of the student's classroom, so it meets the necessary requirements for a good incorporation.

Classmates:

- Difficulty in physically distinguishing between classmates.
- Need to have classmates of reference and support when carrying out some activities.

Difficulties derived from their condition:

- Difficulty when locating classrooms, if they change.
- In group activities, difficulties to distinguish between them, which can cause problems in some activities.
- Trouble following explanations if they require graphic support.
- Impossibility of using the same book/copy format... as their classmates.
- Difficulty in seeing the board and following explanations.

3. FAMILY/SOCIAL DIFFICULTIES:

Family:

Social:

- Social rejection may appear due to:
 - Physical appearance.
 - Extraordinary attention from the teachers.
 - The amount of technical resources needed on a daily basis.
 - Interacting less or not recognizing classmates at times.
- Need to use resources that the family or the School cannot provide.

4. PSYCHOPEDAGOGICAL ASPECTS:

Level of curricular proficiency:

Learning style:

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Behavior in the classroom:

Attentive	Quick	Distracted
Motivated	Independent	Unmotivated
Responsible	Carefree	Slow (on tasks)
Reflexive	Impulsive	Dependent (on tasks)

Behavior and personality:

Introvert	Respectful	Aggressive
Shy	Adapted	Unsafe
Docile	Restless	Disrespectful
Insecure	Outgoing	Unsociable
Quiet	Daring	

Family/School relationship:

Constant collaboration	
Collaboration only when the school demands it	
Constantly demanded by parents	
Not possible due to:	

5. EDUCATIONAL DIFFICULTIES DERIVED FROM THEIR CONDITION, RELEVANT WHEN CARRYING OUT THE ADAPTATION:

- The way a child with low vision perceives the world is not the same as that of sighted children.
- The school has to respect the developmental specificity of the child through didactic actions that guarantee their normalization with the environment. Low vision supposes a qualitative and quantitative decrease in the information that the subject receives.
- There are difficulties in learning by imitation, so we must use techniques based on non-visual aspects for this type of learning.
- Excessive effort to read, even shorter texts. Difficulty reading their own writing, with the consequent lack of control over them.
- Staying in uncomfortable and harmful postures when reading or writing.
- Excessive slowness in reading.
- Poor handwriting.
- It is essential to clarify the rules regarding the order, type, and time of intervention in communication situations: requesting speaking time, moderators...
- The reality we refer to when giving orders: terms such as: “there, this, that, he”... do not provide information.

- The pace, both in the development and in the interpretation of graphic representations, will always be slower.
- Accuracy and formal presentation should not be valued with generalized criteria, but with verbal support, basic to strengthen their work or warn on possible mistakes made, both during the interpretation and in the development process.
- Knowing, handling, representing, and internalizing a wide range of resources will be reflected in the development of their abstraction capabilities, in the development of generalization strategies, and in the construction of natural categories of greater complexity.
- They can have problems to generalize and form categories, because the experience they have with the real world is still very scarce.
- Visually impaired children think that everyone sees the world like them.
- A non-acceptance of their visual impairment on the one hand, and the impossibility of learning gestures and reactions through imitation on the other, can determine situations of isolation or social incompetence.
- The curriculum must contain the same educational objectives, emphasizing cognitive, social-emotional and motor development, self-image, language, and communication. The acquisition of a positive self-concept, healthy attitudes, and independence are stimulated. These goals also serve as the foundation for the child's curriculum.
- Lack of progress in a student should not be viewed as a failure, but rather as a need to find the appropriate educational method to meet the individual needs of the child. Therefore, the best practice is to carefully and systematically monitor the child's attitudes and the educational methodologies applied in the classroom.
- It is also very important to have the help and intervention of their classmates, who little by little will get to know the student with visual impairment and learn how they can all participate together in their inclusion. The presence of a student with visual impairment in the classroom is beneficial for the rest of the students due to the values it transmits, the need to use different materials, etc.
- Classmates must learn to respect differences, to adapt games so everyone can participate, and to value specific material for students with visual disabilities. All of this is important for social and educational inclusion to be successful.

6. ADAPTATION

ADAPTATIVE MEASURES OF ACCESS

HUMAN RESOURCES	YES	NO
Use alternative means to meet the different curricular objectives.		
Verbalize what is written on the board, avoiding the use of a traditional one.		
Repetition in the presentation of information.		
Encouraging the student to participate and interact with their classmates.		
Consider the support teacher as an essential element inside and outside the classroom, with whom they continuously cooperate and coordinate.		

Assistance of the support teacher, without creating privileged situations for the student.		
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TECHNICAL AND MATERIAL RESOURCES I	YES	NO
<i>Provide the student with specific material if the activity requires it.</i>		
Digital documents instead of photocopies.		
Adapted websites or links that have the necessary zooming.		
Loud readings to work on comprehension, attention and memorization.		
Use of digital notebooks.		
High-contrast materials and pictures.		
Visual rehabilitation and stimulation programs.		
Lectern/folding table.		

TECHNICAL AND MATERIAL RESOURCES II	YES	NO
<i>Installation of specific tools and teaching materials.</i>		
Magnifying glass.		
Tablet/PC.		
Screen magnifiers.		
Web cam.		
Digital board.		
Monitor connected to the whiteboard.		
PDFs.		
APPs.		
Text readers (vocie over).		
Seek a multisensory education, as a complementary source or, where appropriate, alternative information.		

ORGANIZATION RESOURCES – SCHOOL	YES	NO
A comprehensive knowledge of the different areas through which the student has to navigate.		

Prior knowledge by the student of the school's spaces: - Fixed elements: location of columns, windows, gaps... - Mobile elements: classrooms, location of tables, bins, furniture...		
Elimination of obstacles and architectural barriers that hinder accessibility.		
Provision of spaces where the student will receive support.		

ORGANIZATION RESOURCES – CLASSROOM	YES	NO
Lighting control: avoid backlighting and glare.		
Location in an area close to the teacher and to classmates who support them and promote their integration in the classroom.		
Fixed organization of the different elements, and express warning in case of their modification.		
The whiteboard is visible enough or accessible with access devices like cameras, screens connected to them, etc.		
Need for flexible groups.		
The work table should be wide enough to organize all materials (consider that the size of the devices and materials is considerable).		
Folding table to avoid harmful back postures.		
The classroom has a digital whiteboard and enough plugs to connect monitors, webcam ...		

CURRICULAR MEASURES *NW (not working); NS (not sufficient); IP (in progress); A (achieved)

KNOWLEDGE OF ONESELF AND PERSONAL AUTONOMY – 2nd CYCLE - Selection of evaluable learning results.				
THE BODY AND THE OWN IMAGE	NW	NS	IP	A
They orient themselves in the school from their daily personal experience.				
They identify the notions of directionality in their own body.				
They correctly point out the main parts of their body.				
They name their parts of their body and of others.				
They notice basic differences and similarities between people.				
They draw a full body outline.				
They recognize the physical changes on themselves and others due to the passage of time.				
They identify laterality in their body and in space.				
They show progressive control of motor possibilities in different situations and activities.				
They know the basic needs of food, hygiene, and rest.				
They control their basic needs for food, hygiene, and rest.				
They are confident in their ability to meet those needs on their own.				
They have an accurate and positive self image.				

They distinguish between senses and identify sensations through them.				
They identify feelings, emotions, and needs.				
They express feelings, emotions, and needs, and are sensitive to those of others.				
They show control over their emotions.				
They show respect for others, valuing differences and having helpful and collaborative attitudes.				
GAMES AND MOVEMENT	NW	NS	IP	A
Actively participates in different types of games.				
Shows coordinated motor skills.				
Enjoys their motor achievements.				
Shows fine handling skills.				
Shows interest in learning new handling skills.				
Shows coordinated motor skills.				
Regulates the expressions of feelings and emotions related to games through their language.				
Knows the basic movement orientation and coordination notions.				
Adapts their posture to different games and situations.				
Respects rules in games.				
Values the importance of rules in games.				
Enjoys collective games.				
DAILY LIFE AND ACTIVITIES	NW	NS	IP	A
Performs some common daily life activities independently, using spaces and materials appropriately.				
Enjoys carrying out the usual classroom activities.				
Accepts small responsibilities in the classroom.				
Recognizes their possibilities and limitations in carrying out tasks; asks for help when needed.				
Plans and find what is necessary to perform tasks.				
Shows constance in the performance of taks.				
Pays attention when carrying out an activity.				
Proposes activities related to a specific task.				
Enjoys a job well done.				
Shows collaborative attitudes with peers in daily activities.				
Shows collaborative attitudes with adults in daily activities.				
PERSONAL CARE AND HEALTH	NW	NS	IP	A
Recognizes actions and situations that favor health.				
Practices healthy lifestyle habits that favor their personal development.				
Performs some common daily life activities independently, using spaces and materials appropriately.				
Asks for help when needed.				
Accepts help from others.				

Has an interest in keeping a clean and neat appearance.				
Collaborates in ordering and cleaning their surroundings.				
Accept the rules of behavior in meals, travel, rest, and hygiene.				
Knows how to explain him/herself when they feel bad.				
Recognizes and avoids risky situations.				

KNOWLEDGE OF THE ENVIRONMENT – 2nd CYCLE - Selection of evaluable learning results.				
PHYSICAL ENVIRONMENT: ELEMENTS, RELATOINSHIP AND MEASURE.	NW	NS	IP	A
Handles objects and materials to discover their properties.				
Takes care of their own and other people’s objects.				
Knows and respects the rules of use and safety of objects.				
Analyzes perceptual characteristics of materials through senses.				
Makes brief oral descriptions explaining the shape, color, weight, and texture of objects.				
Classifies objects using different perceptible criteria.				
Investigates objects to make scientific discoveries.				
Make simple hypotheses anticipating possible outcomes (what if...).				
Makes collections establishing relationships of similarity, difference, order, class, and quantity.				
Graphically represents relationships between items or collections.				
Uses ordinals in their everyday life.				
Uses cardinal numbers with functionality in different situations of their daily life.				
Uses their fingers to count and solve problems.				
Associates cardinal numbers with quantity.				
Uses imprecise quantifiers.				
Plays with number series (orally, with their body, and with objects).				
Knows significant numbers in their life.				
Writes numbers with a practical sense.				
Explains and solves mathematical problems in everyday life.				
Tries to guess results through mental calculations.				
Perceives and differentiates magnitudes: weight, temperature, time, length, and area.				
Compares and contrasts objects, animals, or people by measurement.				
Follows simple directions to locate their body and objects in space.				
Uses spatial and temporal notions properly.				
Identifies and interprets the days of the week, months of the year, and important events on the calendar.				
Uses their body as a natural element of measure.				
Uses and interpret conventional and social measurement tools.				
Becomes increasingly aware of the events and routines of their life.				
Recognizes and discriminates both flat and three-dimensional geometric shapes in the environment.				
Applies geometric shapes in different creations.				

Identifies and manipulates real coins and bills through games.				
Establishes price-product relationships.				
APPROACH TO NATURE	NW	NS	IP	A
Knows and names living and lifeless elements of nature.				
Compares elements of nature to see what they have in common.				
Conducts experiments to try to guess what will happen. Starts using the scientific method (trial and error).				
Often wonders how and why things happen.				
Draws conclusions from their observations.				
Develops a taste for experimentation.				
Takes care of animals and plants to learn about them (having their characteristics as an object of study).				
Observes and records fundamental aspects of the life cycle.				
Compares the life of an animal or plant with theirs or of their peers.				
CULTURE AND LIFE IN SOCIETY	NW	NS	IP	A
Names and describes social groups of reference and the members that compose them.				
Identifies and values the work that people do: trades and jobs.				
Identifies and classifies means of transport based on different criteria.				
Knows some road safety regulations and acts respecting them.				
Recognizes some means of communication.				
Participates in visits to places of entertainment, learning from them.				
Accepts the rules set by others and abides by them.				
Collaborates and participates in making decisions about the important things done in class.				
Expresses him/herself with loving words and gestures towards their classmates and adults to resolve conflicts.				
Assumes a role in activities carried out with different groups.				
Develops an attitude of respect and collaboration towards all their peers without any kind of discrimination.				
Participates in activities related to the cultural life of their environment.				
Meets relevant people in your environment and values their cultural contributions.				
Participates in activities to learn about other cultures, establishing the similarities and differences between them.				

LANGUAGE: COMMUNICATION AND REPRESENTATION – 2nd CYCLE

VERBAL LANGUAGE – Listening, speaking, and chatting.	NW	NS	IP	A
Expresses themselves orally clearly and correctly in diverse situations with peers and adults.				
Tells their experiences following a logical temporal order.				
Uses sentences with correct structure and intonation.				
Uses a varied vocabulary in different communication situations.				

Applies oral language to tell facts, stories, and describe people.				
Participates in dialogues and group conversations.				
Understands and expresses ideas and feelings orally.				
Respects speaking times and the rules of group communication.				
Shows an attitude of attentive listening towards classmates and adults.				
Uses simple routine social formulas in a foreign language.				
Understands simple instructions and requests in a foreign language.				
Is encouraged to express themselves in a foreign language, accepting it as a new means of communication.				
VERBAL LANGUAGE – Approach to written language.	NW	NS	IP	A
Shows interest in written texts in their environment.				
Distinguishes the letters and phonemes that make up the alphabet.				
Uses writing with communicative intent.				
Uses writing as a means of communication and information.				
Writes the names of some classmates and significant words.				
Uses writing materials appropriately.				
Is careful in his/her work.				
Differentiates the segmentation of words (syllables) by hearing.				
Associates each grapheme with its phoneme.				
Composes and decomposes words and sentences as a game.				
VERBAL LANGUAGE – Approach to literature.	NW	NS	IP	A
Listens to and enjoys stories, poetry, riddles, charades, and simple tongue twisters as a source of learning and enjoyment.				
Understand simple stories, poetry, and riddles as a source of learning and enjoyment.				
Tells stories or tales using correct sequences of events.				
Makes up stories with minimal narrative structure.				
Shows interest in stories and various library materials.				
AUDIOVISUAL LANGUAGE AND ICTs (INFORMATION AND COMMUNICATION TECHNOLOGIES)	NW	NS	IP	A
Can tell what they see in images or videos.				
Compares different images.				
Uses the audiovisual and technological means of the school environment as a means of enjoyment, creation, and learning.				
Differentiate reality from fiction.				
Recognizes parts of a computer and its peripherals.				
Properly turns on and off a computer.				
Manages educational programs to apply acquired knowledge.				
Identifies and verbalizes the feelings and emotions caused by an image, movie, or piece of animation.				
Values audiovisual productions as a means of learning and enjoyment.				
ARTISTIC LANGUAGE – Artistic expression.	NW	NS	IP	A

Expresses ideas, emotions, or fantasies through their artistic productions.				
Applies different basic artistic techniques in their productions.				
Trusts their own plastic possibilities.				
Describes works of art.				
Creates personal artistic works from the observation of another work of art.				
ARTISTIC LANGUAGE – Musical expression.	NW	NS	IP	A
Differences between noise, silence, and music.				
Discriminate between bass/treble and slow/fast sounds.				
Explore the possibilities of their body as a sound instrument.				
Identifies sounds of different percussion and string instruments.				
BODY LANGUAGE	NW	NS	IP	A
Expresses their own feelings through gestures and movement.				
Uses precise body movements.				
Keeps balance in their body movements.				

METHODOLOGY

	YES	NO
Before starting with a new learning, briefly explain what is going to work on.		
Structure and order the achievements necessary for this specific learning to take place.		
Propose activities with different degrees of difficulty as challenges for the students.		
Adaptat long sentences to shorter ones that facilitate reading.		
Explanations must be descriptive, and whenever possible, students will manipulate objects and materials.		
When all students participate in activities where information comes mainly by visual means, provide the student previously with supplementary information.		
Carry out the activities directly in the PDFs to speed up the work pace.		
Some words (there, here, etc.) make sense only when coupled with gestures. In these, better use verbal references like: to your right, to your left, etc.		
Explanations that require the use of the blackboard must also be described orally.		
Design activities that enable interaction and joint work among students as cooperative learning experiences.		
Include content and design activities that bring students closer to the world without vision.		
Make explanations individually.		
Introduce early study techniques to strengthen the selection of contents.		
Provide diagrams to the student before explaining the subject.		
Provide them with the audiovisual materials used in the lesson.		
Use matte paper to avoid reflections.		
Give extra time to activities, acquisition of learning processes, and actions when needed.		
Modify the learning schedule if there are contents that need more time.		
Anticipate the necessary extra time for manual or precision precision activities, modifying the schedule if necessary.		

EVALUATION

	YES	NO
Oral tests.		
In addition to oral tests, written tests with an appropriate font size will be used.		
Extra time for reading or writing activities.		
Additional support materials for exams.		
The content of the answers is evaluated, not the spelling or composition of the text.		
Reading the test questions to the group helps individually.		
Extra time for exams, 50 extra minutes by law.		
Adapted exams with visually accessible exercises.		
Adapted exams to avoid excessively long times.		
Less specific weight to components with visual contents (graphic representations, etc.).		

In _____ , on the _____ 20__

Signed: teacher/ tutor

Signed: teacher/ tutor of Therapeutical Pedagogy

/ specialist of Therapeutical Pedagogy



Looking out for a School for All