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# CHECK LIST FOR CURRICULAR ADAPTATIONS

**TOOLS ADAPTED TO STUDENTS WITH LOW VISION.**



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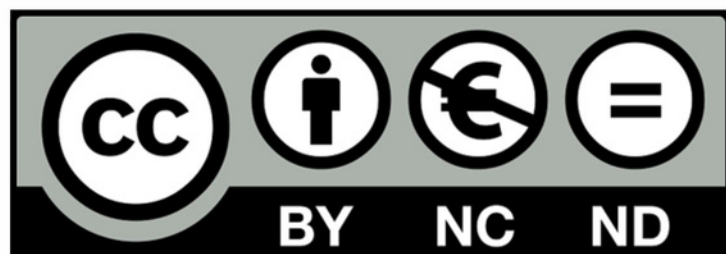
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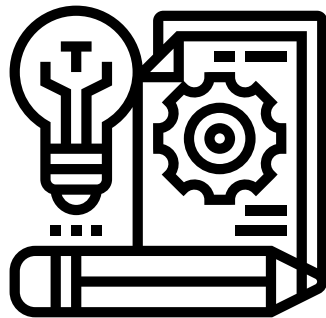
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# I. INTRODUCTION

Curricular adaptation is understood as all the adjustments and modifications that must be made to a general educational proposal to adapt it to the characteristics and personal situations of a specific student; in our case, students with low vision.

To create the curricular adaptations of these students, it is essential to focus on the help they need and what they can do, avoiding to focus on what they cannot do due to their low vision.



Adaptations are classified into three types:

- **SIGNIFICANT:** those that involve the adaptation of the curriculum, syllabus and/or didactic programming of the student with low vision.
- **NON-SIGNIFICANT:** those related to the circumstances in which the syllabus is taught (support materials, resources...).
- **OF ACCESS:** these refer to the specific needs of a student to access the classroom and the school.

## II. CHECKLIST FOR SIGNIFICANT CURRICULAR ADAPTATIONS TO TEACH STUDENTS WITH LOW VISION

- I have informed myself about the characteristics of the disease and the remaining sight the student has.
- I have informed myself about the optical and non-optical aids they need.
- I have drafted a preliminary document, which includes:
  - School and personal data of the student with low vision.
  - Personal data of the teacher.
  - Reports on their curricular competences.
  - Objectives of the adaptation.
  - Contents of the adaptation.
  - Methodologies.
  - Activities.
  - Daily lesson schedule.
  - Calendar.
  - Evaluation criteria.
  - Monitoring method.
  - Necessary resources and materials.
  - I have taken into account the time needed to carry out the activities.
  - I have adapted the evaluation.

- The student with low vision will participate in all the classroom activities.
- I have prepared a verbal description of the images.
- I have avoided images-to-words linking activities.
- I have used short sentences.
- I have simplified the images to work on the vocabulary.



### **III. CHECKLIST FOR NON-SIGNIFICANT CURRICULAR ADAPTATIONS TO TEACH STUDENTS WITH LOW VISION**

- I have informed myself about the characteristics of the disease and the remaining sight the student has.
- I have informed myself about the optical and non-optical aids they need.
- I have informed all the students of what the disease implies and the amount of remaining sight of the student with low vision.
- I have placed the student with low vision near the board.
- There are no light sources in front of the student with low vision that could dazzle them.
- I introduce myself with my name before addressing the student with low vision.
- I have used 3D or 2D models as far as possible to explain spaces and volumes.
- I use the same methodological criteria for every student.
- I use new technologies as far as possible.

#### **IV. CHECKLIST FOR CURRICULAR ADAPTATIONS OF ACCESS TO THE CLASSROOM TO TEACH STUDENTS WITH LOW VISION**

- I have informed myself about the characteristics of the disease and the remaining sight of the student.
- I have informed myself about the optical and non-optical aids they need.
- I have informed the students of the main recommendations of access for their classmate with low vision.
- I have described the environment and common spaces to the student with low vision.
- I've kept the classroom orderly.
- I have warned the student with low vision of any changes in the distribution of the classroom (chairs, tables...).





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