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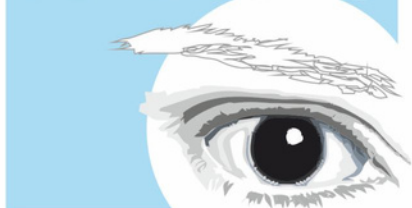
CHECK LIST

IS THE CLASSROOM CORRECTLY ADAPTED TO STUDENTS WITH LOW VISION?

TOOLS ADAPTED TO STUDENTS WITH LOW VISION.



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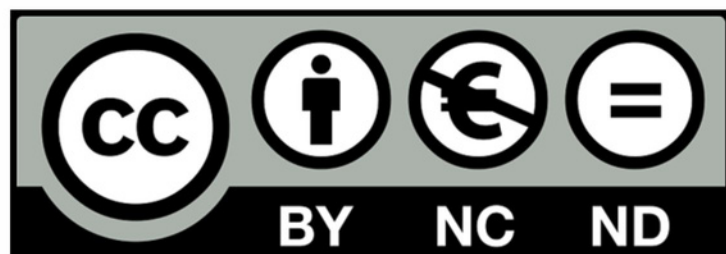
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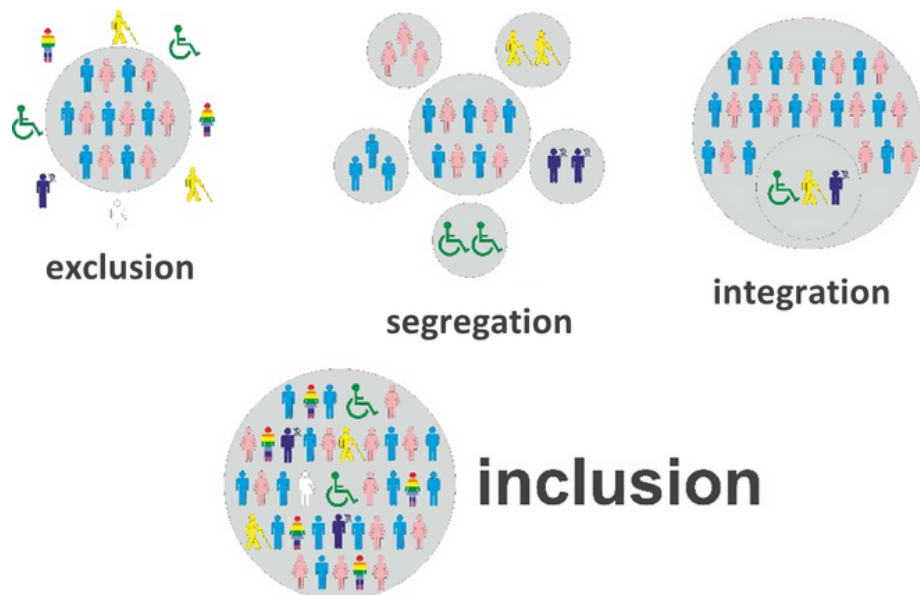
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I. INTRODUCTION

In order to achieve the inclusion of a student with low vision, it is essential that they access the classroom safely and autonomously. To do this, they must know both the distribution of the classroom and the route you must take to access it.

Therefore, it is very important to make a detailed verbal description of the location of doors, windows, blackboard, screens, the teacher's table, their own table, furniture like coat racks, shelves... switches, etc.


The objective of this open educational resource is to offer the teacher a checklist to allow them to ensure that the classroom is correctly adapted to students with low vision.





II. CHECKLIST: IS THE CLASSROOM CORRECTLY ADAPTED TO STUDENTS WITH LOW VISION?

- I have informed myself about the disease and the remaining sight of the student.
- I have informed myself about the optical and non-optical aids they need.
- I have kept the classroom tidy and organized.
- There is enough space in the distribution of the classroom furniture (tables, chairs...) to allow the student with low vision to access comfortably and safely.
- I haven't moved places of chairs, tables, or objects in the class.
- I warned the student with low vision of any changes in the distribution of the classroom (chairs, tables...).
- I have told all the students about the implications of the disease and the remaining sight of the student with low vision.
- I have told all students the main recommendations to help the inclusion of the student with low vision in the classroom.
- I identify myself by name before addressing the student with low vision.

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- I have described the close environment and common spaces to the student with low vision.
 - I have described the path to the classroom and their table to the student with low vision.
 - I have described the student with low vision where the board is.
 - I have described the student with low vision how the tables are arranged.
 - I have told the student with low vision where the windows are.
 - I have told the student with low vision where the coat rack is (if any).
 - I have told to the student with low vision where shelves/cabinets are (if any).
 - I have told the student with low vision where the trash can is.
 - I have taught the student with low vision to be autonomous when moving around the school.
 - I have created group works to promote their inclusion.
 - I have controlled the noise level of the classroom so the student with low vision can hear well and doesn't feel isolated.
 - I have spoken naturally, without avoiding words related to vision.



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