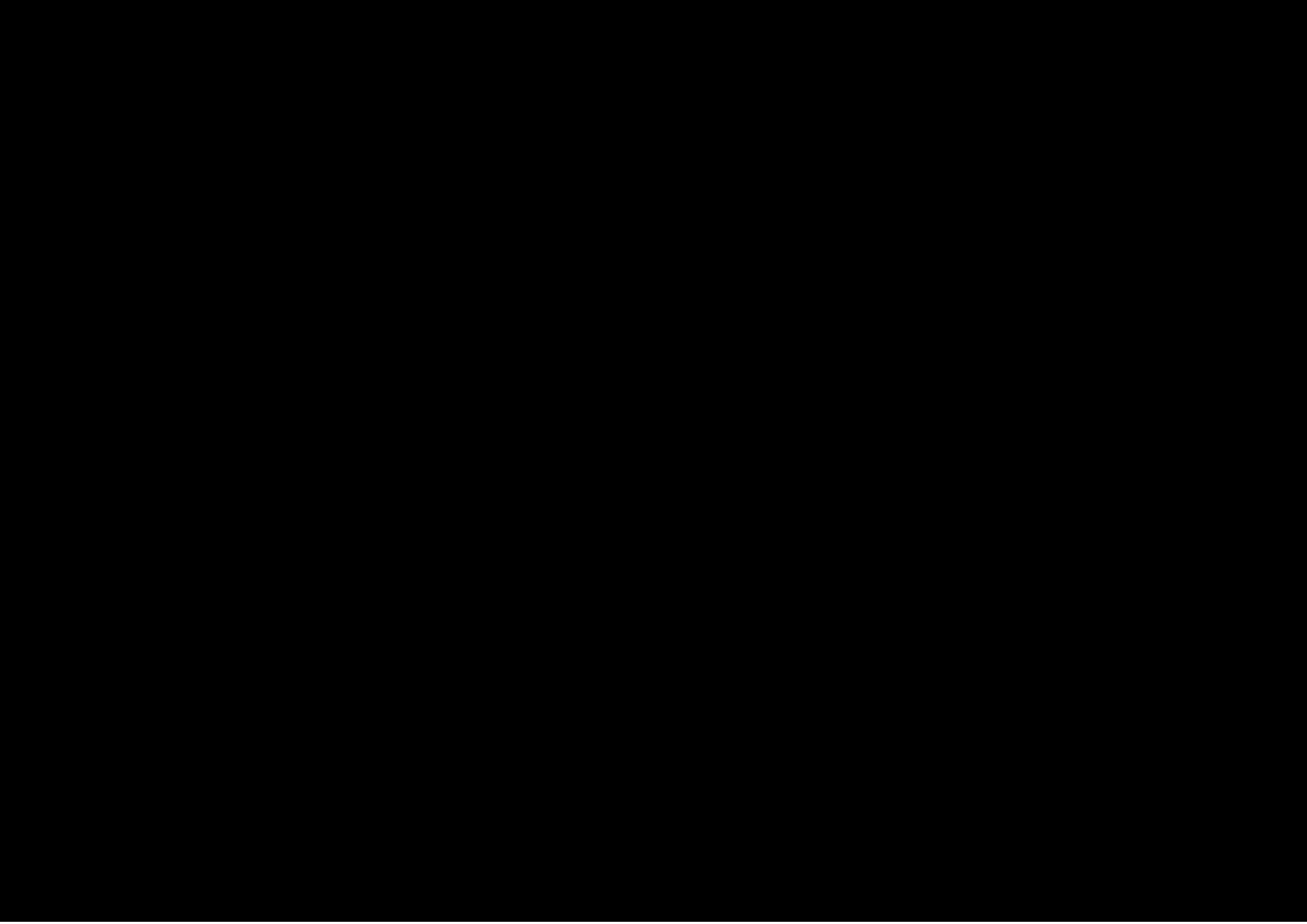


VIS App

**early stimulation game
for low vision children inclusion**

REDUCED USER GUIDE



THIS USER GUIDE IS ADAPTED TO PERSONS WITH LOW VISION

All contents and methodologies have been designed in collaboration with experts, educators, and persons with low vision. All shapes, color range, and play structure are fully adapted to children from 0 to 6 years old with low vision.

Edited:

15/01/2021

Author:

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Javier Silvestre

All images used are free of rights and have been created in the project or extracted from the web <https://unsplash.com/photos>.



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Erasmus+ Programme
of the European Union



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This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

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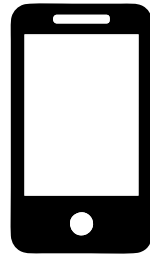


DEVICES WHERE TO USE VisAPP

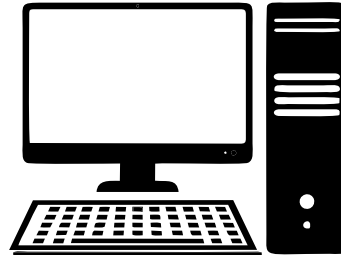
VisAPP is an interactive application specially designed for use by teachers in the classroom and families in their own homes, which is why it is compatible with a large number of devices:



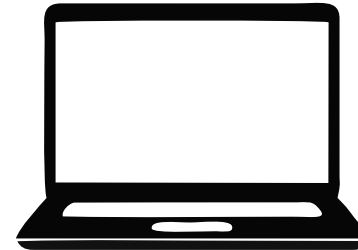
TABLET



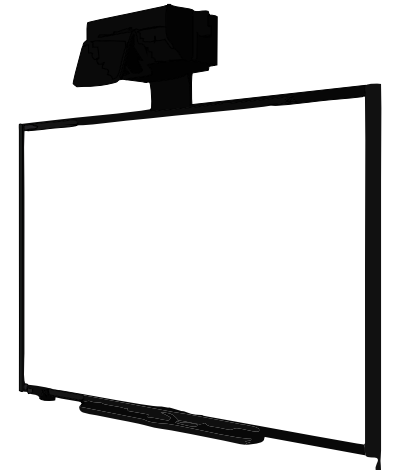
SMARTPHONE



PC



LAPTOP



E-BOARD



HOW TO DOWNLOAD AND INSTALL VisAPP

ANDROID DEVICES



- 1 - Open Google Play Store in your device.
- 2 - Look for “VisAPP” with the searchbar.
- 3 - Click on “install”.
- 4 - Once installed, just look for the VisAPP logo on your device.

iOS DEVICES



- 1 - Access *www.schoolforall.eu* from your device.
- 2 - Access the “resources” tab or the section “VisAPP”.
- 3 - Select the corresponding icon for iOS devices.
- 4 - Open the on-line version. You can create a direct access from your device’s desktop if you want.

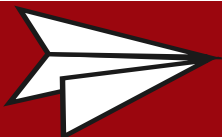


ACCESS IN A macOS, WINDOWS, OR LINUX DEVICE

- 1 - Access *www.schoolforall.eu* from your device.
- 2 - Access the “resources” tab or the section “VisAPP”.
- 3 - Select the icon that matches your device of choice.
- 4 - Select the download folder (“downloads” folder by default).
- 5 - Click on *nw.exe* (you can create a direct access icon on your desktop).

ONLINE ACCESS

- 1 - Access the online version of the APP from *www.schoolforall.eu* or from the project’s social networks (Facebook, Twitter, Instagram).

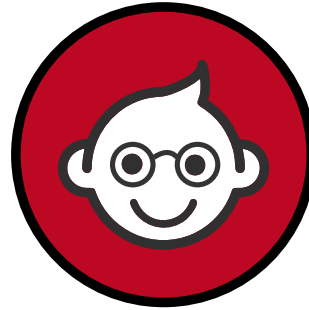


4

INSTALL

USING VISAPP

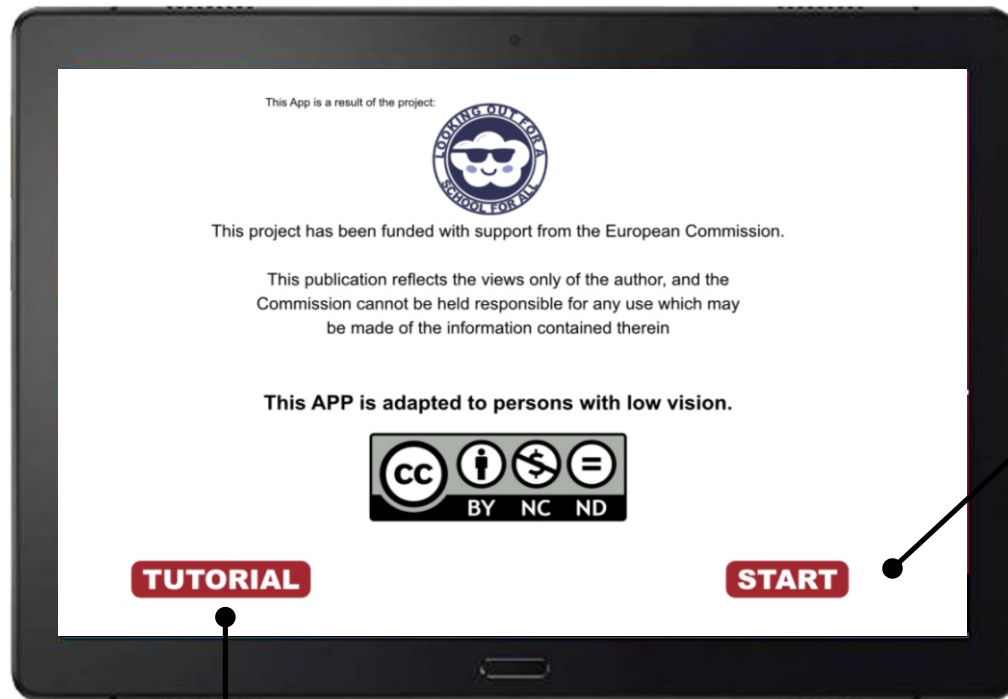
1 - Select the icon of the APP in your device.



2 - Once in the program, you will access the front page and introduction.



3 - After the introduction or clicking “start”, you will arrive to the initial selection screen.



Direct acces to the selection of the 2 areas that comprise VISAAP:

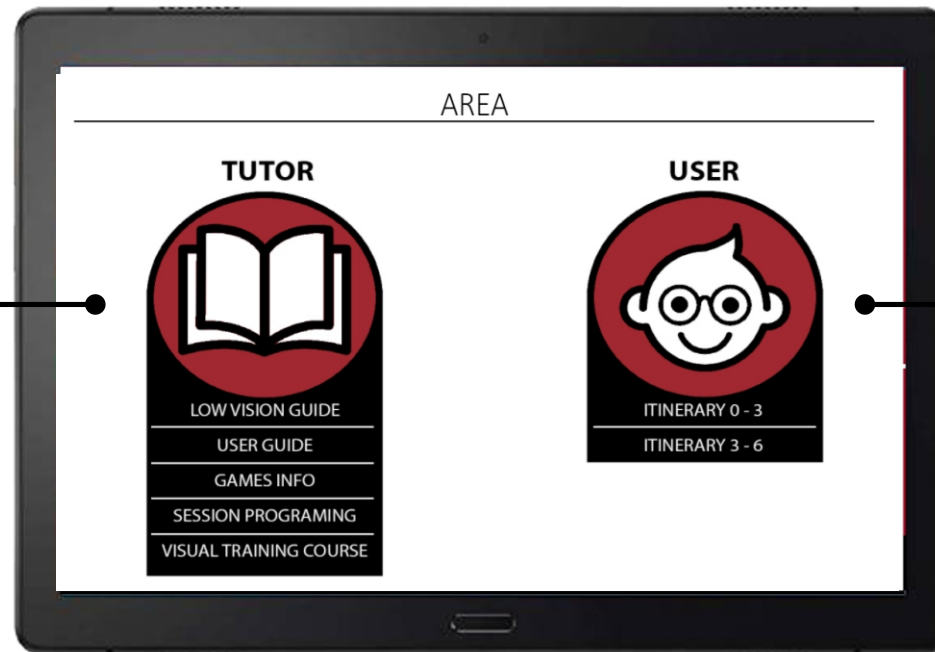
- User
- Tutor

Acces the tutorial, with recommendations of use, an explanation of the toobar, features, and a glossary for the different icons. After the full tutorial you will arrive to the educational itinerary selection screen.

ACCESS AREA SELECTION

4.- Accessing directly from the previous page, or from the tutorial, finally the user will arrive at the selection screen of the two educational itineraries offered by VISAPP.

The tutor area gives access to information and learning tools for professionals and families (User guide, sessions scheduling, games info, etc ...)



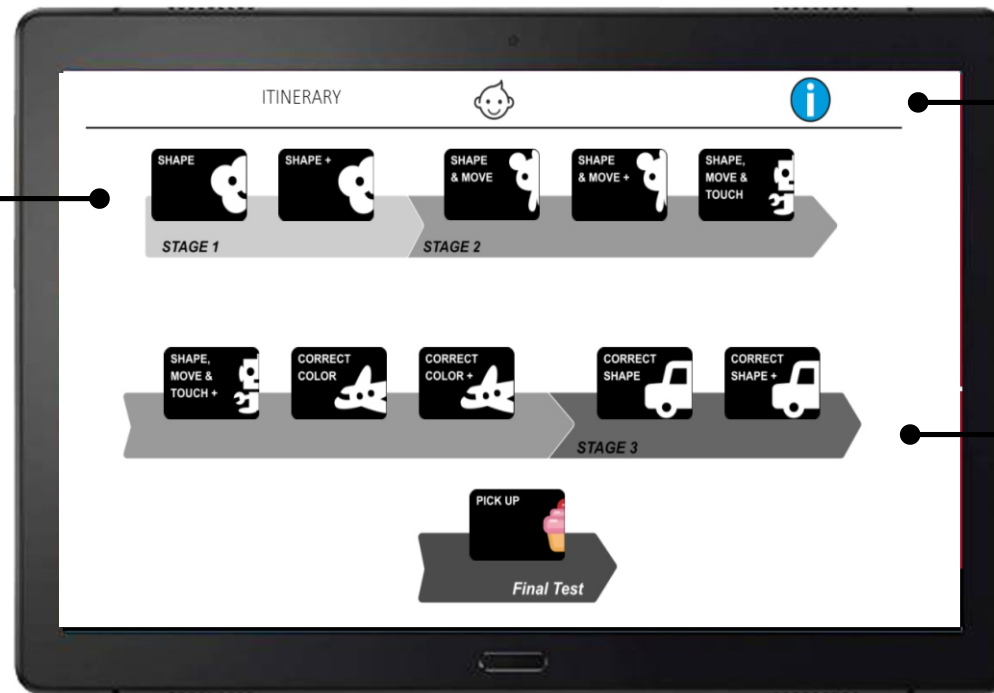
The user area gives access to visual stimulation educational itineraries designed for the two cycles of pre-primary education (0 to 3 and 3 to 6 years old).



GAME AND ITINERARY SELECTION

5.- By selecting any of the itineraries, you will access the screen where you can find the suggested educational games for each of the infant educational cycles. These games are adapted to the curricular requirements and favor inclusion through the development and socialization of the children with low vision.

Each itinerary has 11 educational games, structured by difficulty and in three stages.

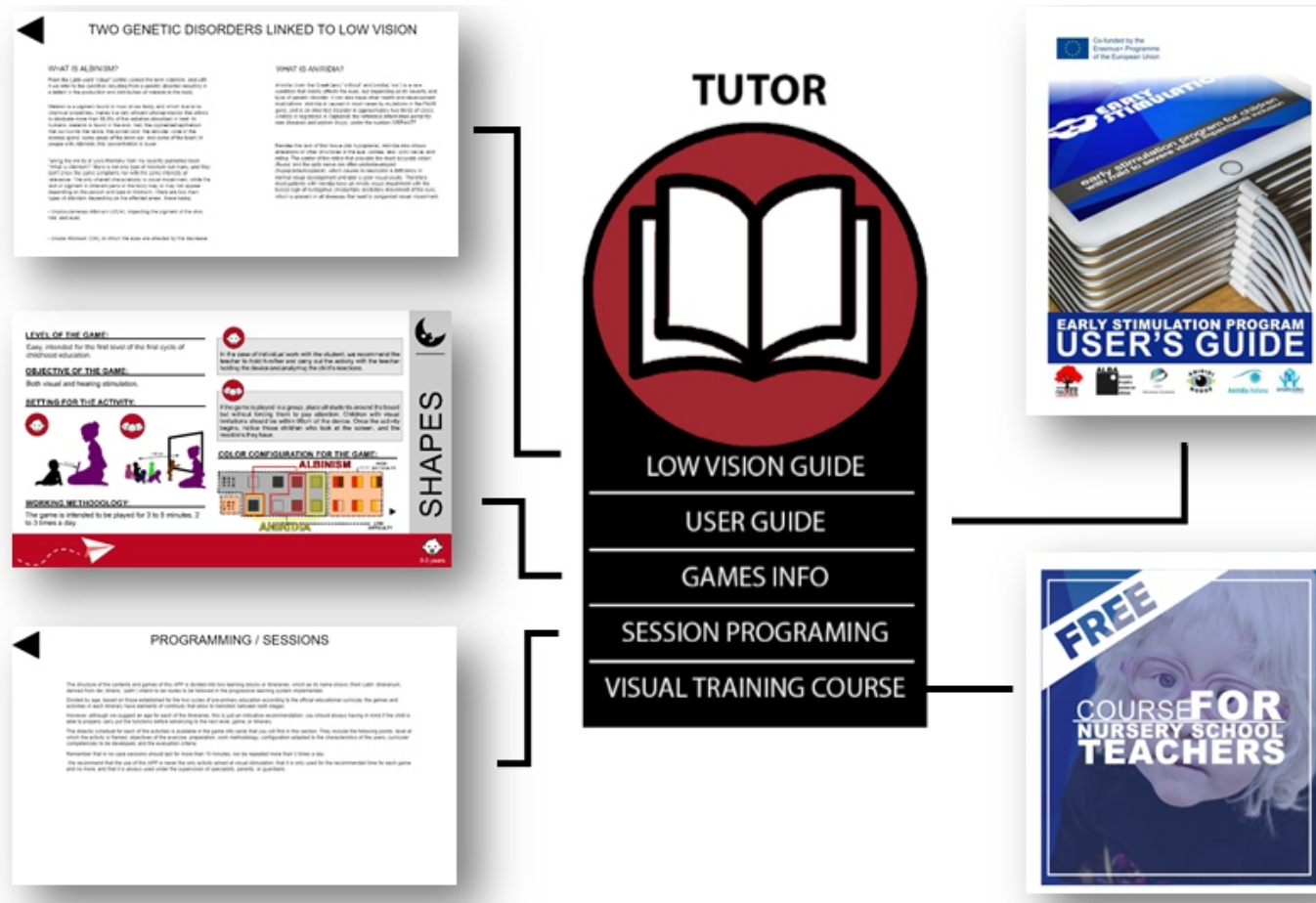


tToolbar;
see next section.

The last game allows
evaluating the skills
developed
throughout the
itinerary.

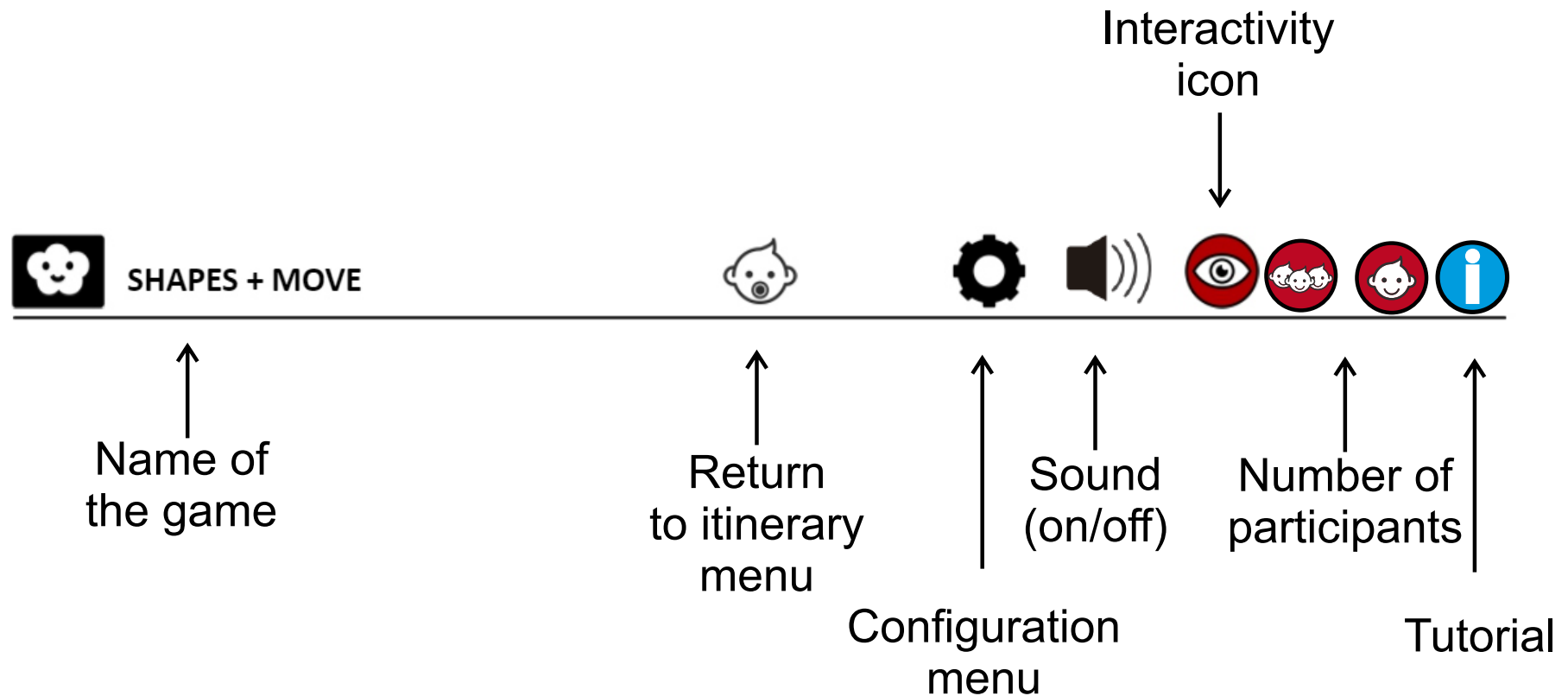
TUTOR AREA ACCESS

6.- Each of the different access buttons in the tutor area will take you to each of the files, links, or screens with information or training materials.



TOOLBAR

When selecting each of the itineraries, the upper side of the screen will show a toolbar that gives access to multiple configurations and controls.



ICONS

VisAPP's icons are:



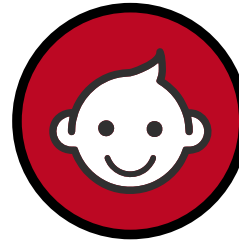
The game selected has just visual interactivity.



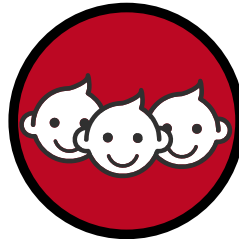
The user interacts by touching the screen.



The user interacts by dragging shapes.



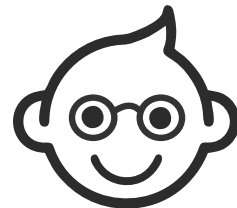
The game can be played individually.



The game can be played in pairs or in a group.



The game belongs to the 0-3 y.o. itinerary.



The game belongs to the 3-6 y.o. itinerary.



GAMES



0-3 years

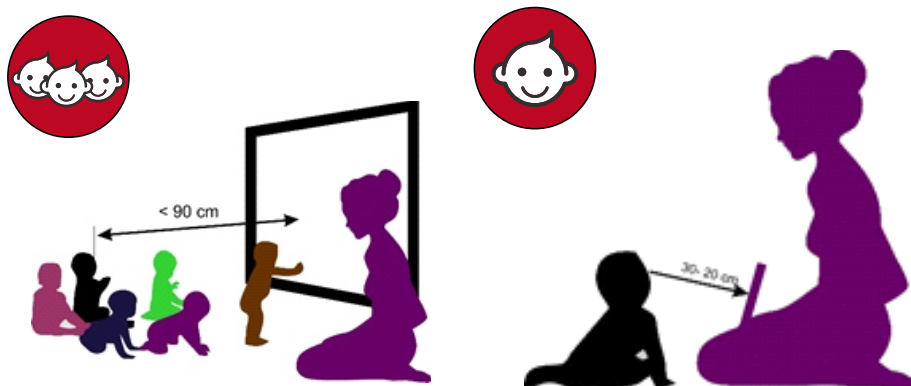
LEVEL OF THE GAME

Easy.

OBJECTIVE OF THE GAME

Stimulation, both visual and auditory.

SETTING FOR THE ACTIVITY



WORKING METHODOLOGY

The game should be played for 3-5 minutes, 2 or 3 times a day.



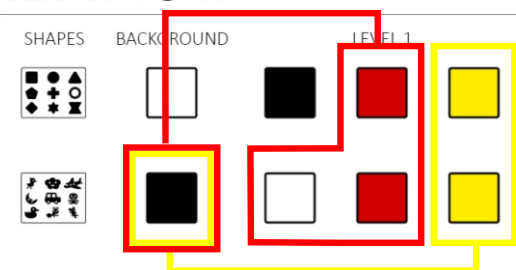
The teacher holds the student and they do the exercise together; the teacher holding the device and analyzing the child's reactions.



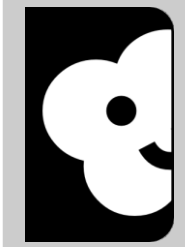
Students are placed around the board, without forcing them to pay attention. Children with visual limitations should be within 90cm of the device. Once the activity begins, notice those children who look at the screen, and the reactions they have.

COLOR CONFIGURATION FOR THE GAME:

ALBINISM



ANIRIDIA



SHAPES

HOW DOES IT WORK:

The chosen shapes will appear in the center of the screen at random. Notice and test of the level of attention of the child or children both with and without music, and progressively enhance those configurations in which the desired results are not obtained until a higher level of attention is obtained.

CRITERIA TO EVALUATE:

- Notice if the student(s) sees the shape in the screen from their reactions to it.
- Are there specific shapes and colors that capture the attention or cause reactions in the child(ren)? Which are they?

- Check -in the case that the child detects the shape- if he/she aims his/her gaze perpendicular to the figure or in an oblique angle.
- In the case of individual use with the teacher, strengthen the bonds of affection between the child and the teacher, reinforcing their trust and security with the former.
- In case of group use, analyze if interactions are generated between the students and their group games are reinforced around the shape shown.

CHECH YOUR RESULTS:

You can contact experts of our partnership, who will help you detect and take the appropriate actions for students with low vision.



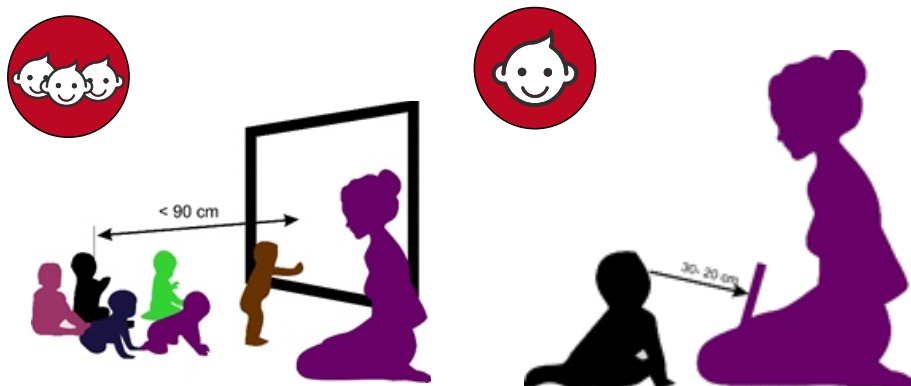
LEVEL OF THE GAME

Easy.

OBJECTIVE OF THE GAME

Stimulation, both visual and auditory.

SETTING FOR THE ACTIVITY



WORKING METHODOLOGY

The game should be played for 3-5 minutes, 2 or 3 times a day.



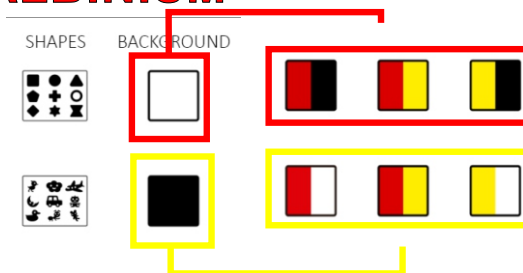
The teacher holds the student and they do the exercise together; the teacher holding the device and analyzing the child's reactions.



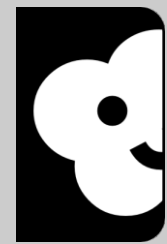
Students are placed around the board, without forcing them to pay attention. Children with visual limitations should be within 90cm of the device. Once the activity begins, notice those children who look at the screen, and the reactions they have.

COLOR CONFIGURATION FOR THE GAME:

ALBINISM



ANIRIDIA



+
SHAPES
+

HOW DOES IT WORK:

The chosen shapes will appear in the center of the screen at random. Notice and test of the level of attention of the child or children both with and without music, and progressively enhance those configurations in which the desired results are not obtained until a higher level of attention is obtained.

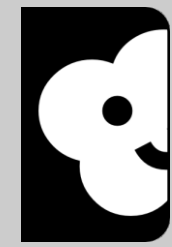
CRITERIA TO EVALUATE:

- Notice if the student(s) sees the shape in the screen from their reactions to it.
- Are there specific shapes and colors that capture the attention or cause reactions in the child(ren)? Which are they?

- Check -in the case that the child detects the shape- if he/she aims his/her gaze perpendicular to the figure or in an oblique angle.
- In the case of individual use with the teacher, strengthen the bonds of affection between the child and the teacher, reinforcing their trust and security with the former.
- In case of group use, analyze if interactions are generated between the students and their group games are reinforced around the shape shown.

CHECH YOUR RESULTS:

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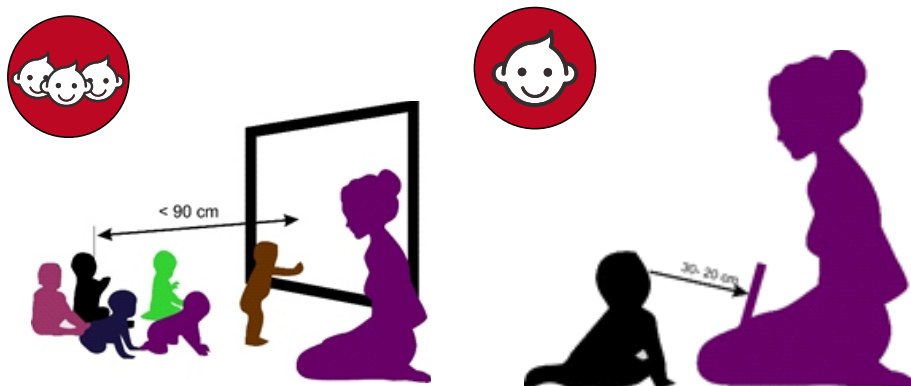
LEVEL OF THE GAME

Easy.

OBJECTIVE OF THE GAME

Stimulation, both visual and auditory.

SETTING FOR THE ACTIVITY



WORKING METHODOLOGY

The game should be played for 5-7 minutes, 2 or 3 times a day.



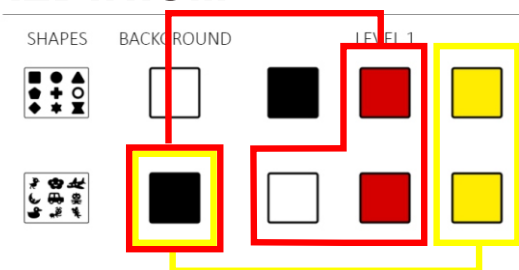
The teacher holds the student and they play together, the teacher holding the device at 20 to 30cm and analyzing the child's reactions.



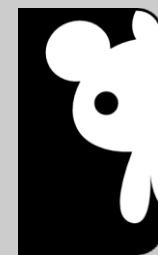
Students are placed around the board but without forcing them to pay attention. Children with visual limitations should be within 90 cm of the device. Once the activity begins, notice those children who look at the screen, and the reactions they have.

COLOR CONFIGURATION FOR THE GAME:

ALBINISM



ANIRIDIA



HOW DOES IT WORK:

The chosen shapes will appear, moving both horizontally and vertically at random. The selection of the shapes is important to detect possible problems, and to enhance the focus/ following capability of the student(s), especially those with low vision.

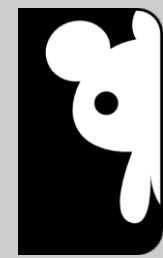
CRITERIA TO EVALUATE:

- Notice if the student(s) sees the shape in the screen from their reactions to it.
- Are there specific shapes and colors that capture the attention or cause reactions in the child(ren)? Which are they?

- Check -in the case that the child detects the shape- if he/she aims his/her gaze perpendicular to the figure or in an oblique angle when it moves.
- In the case of individual use with the teacher, strengthen the bonds of affection between the child and the teacher, reinforcing their trust and security with the former.
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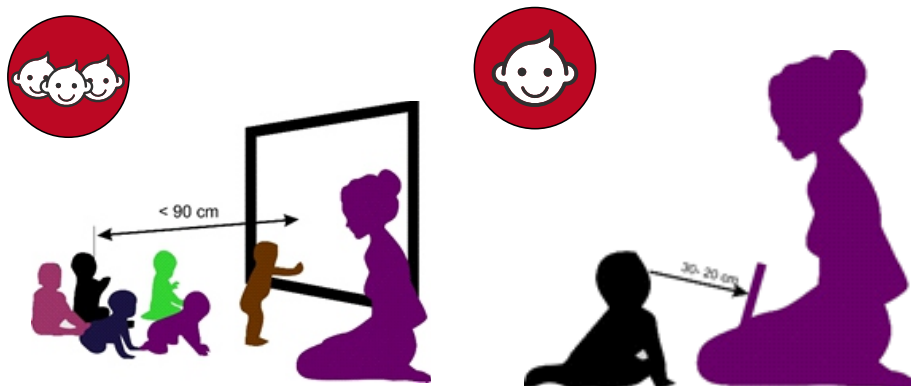
LEVEL OF THE GAME

Easy.

OBJECTIVE OF THE GAME

Stimulation, both visual and auditory.

SETTING FOR THE ACTIVITY



WORKING METHODOLOGY

The game should be played for 5-7 minutes, 2 or 3 times a day.



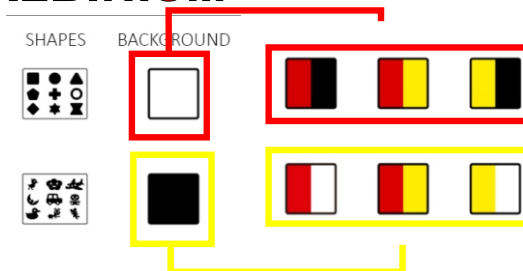
The teacher holds the student and they play together, the teacher holding the device at 20 to 30cm and analyzing the child's reactions.



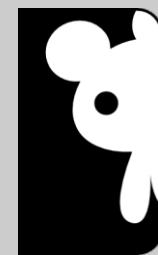
Students are placed around the board but without forcing them to pay attention. Children with visual limitations should be within 90 cm of the device. Once the activity begins, notice those children who look at the screen, and the reactions they have.

COLOR CONFIGURATION FOR THE GAME:

ALBINISM



ANIRIDIA



SHAPES & MOVE +

HOW DOES IT WORK:

The chosen shapes will appear, moving both horizontally and vertically at random. The selection of the shapes is important to detect possible problems, and to enhance the focus/ following capability of the student(s), especially those with low vision.

CRITERIA TO EVALUATE:

- Notice if the student(s) sees the shape in the screen from their reactions to it.
- Are there specific shapes and colors that capture the attention or cause reactions in the child(ren)? Which are they?

- Check -in the case that the child detects the shape- if he/she aims his/her gaze perpendicular to the figure or in an oblique angle when it moves.
- In the case of individual use with the teacher, strengthen the bonds of affection between the child and the teacher, reinforcing their trust and security with the former.
- In case of group use, analyze if interactions are generated between the students and their group games are reinforced around the shape shown.

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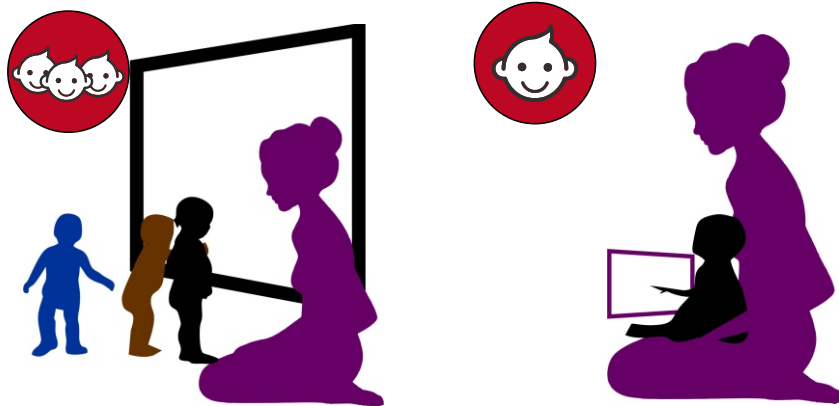
LEVEL OF THE GAME

Medium.

OBJECTIVE OF THE GAME

Get the attention from the child(ren) and that he/she/they want to touch the shape.

SETTING FOR THE ACTIVITY



WORKING METHODOLOGY

The game should have a maximum length of ~15 minutes, 2 or 3 times a day.



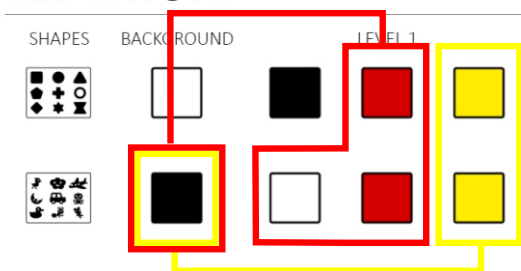
Place the device within reach of the child, in line with their eyes. If the baby can seat, we recommended the teacher to sit next to him/her to give support but facilitate their



Students are placed around the board, at a distance that allows them to interact with it, but without forcing them to pay attention. Once the activity begins, notice those children who look at the screen and the reactions they have.

COLOR CONFIGURATION FOR THE GAME:

ALBINISM



ANIRIDIA



HOW DOES IT WORK:

The chosen shapes will move around randomly. By touching any part of the screen twice in a row, the shape will stop and enlarge at the center of the screen with a sound cue signaling that it was done correctly. The game will resume after 2 seconds.

- Define -in case the child is able to detect the shape- if he/she aims his/her gaze perpendicular to the shape or in an oblique way during movement.
- Establish the reaction time of the child.
- In the case of individual use with the teacher, strengthen the bonds of affection between the child and the teacher, reinforcing their trust and security with the former.

CRITERIA TO EVALUATE:

- Develop the hand-eye coordination of the child.
- Are there specific shapes and colors that are easier to follow by the child(ren)? Which are they?

CHECK YOUR RESULTS:

You can contact experts of our partnership, who will help you detect and take the appropriate actions for students with low vision, especially if they show signs of Aniridia or Albinism.



LEVEL OF THE GAME

Medium.

OBJECTIVE OF THE GAME

Get the attention from the child(ren) and that he/she/they want to touch the shape.

SETTING FOR THE ACTIVITY



WORKING METHODOLOGY

The game should have a maximum length of ~15 minutes, 2 or 3 times a day.



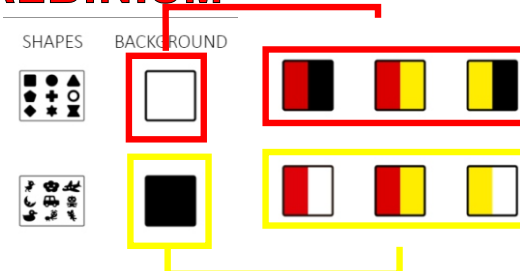
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COLOR CONFIGURATION FOR THE GAME:

ALBINISM



ANIRIDIA



HOW DOES IT WORK:

The chosen shapes will move around randomly. By touching any part of the screen twice in a row, the shape will stop and enlarge at the center of the screen with a sound cue signaling that it was done correctly. The game will resume after 2 seconds.

- Define -in case the child is able to detect the shape- if he/she aims his/her gaze perpendicular to the shape or in an oblique way during movement.
- Establish the reaction time of the child.
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CRITERIA TO EVALUATE:

- Develop the hand-eye coordination of the child.
- Are there specific shapes and colors that are easier to follow by the child(ren)? Which are they?

CHECK YOUR RESULTS:

You can contact experts of our partnership, who will help you detect and take the appropriate actions for students with low vision, especially if they show signs of Aniridia or Albinism.



LEVEL OF THE GAME

Hard.

OBJECTIVE OF THE GAME

Boost logical thinking and hand-eye coordination. In this game, also enhancing color recognition.

SETTING FOR THE ACTIVITY



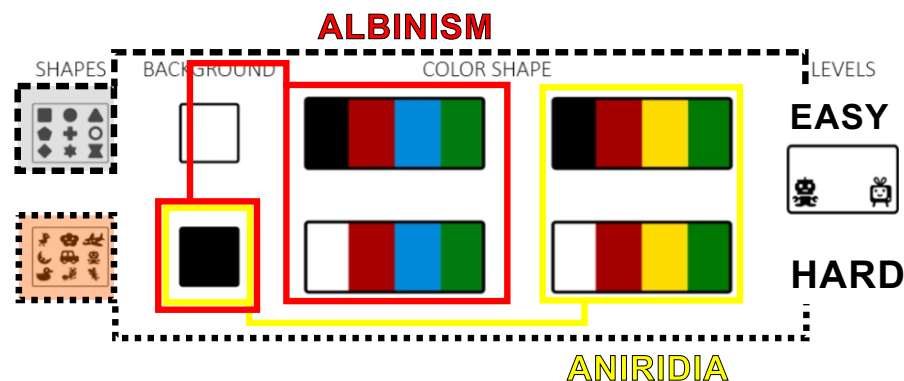
WORKING METHODOLOGY

The activity -in its its different configurations- should have a maximum length of ~15 minutes, 2 or 3 times a day.

We recommend to help the child at first to interact by teaching them to tap on the correct color by guiding their finger. This activity requires greater concentration and skill, therefore it is advisable to play together with the child, giving them confidence and security in their decisions.

Place the device within reach of the child, in line with his/her eyes. If the baby is able to seat, it is convenient to enhance his/her autonomy.

COLOR CONFIGURATION FOR THE GAME:



CORRECT COLOUR

HOW DOES IT WORK:

The game consists in selecting the correct color: a shape acting as reference will appear randomly inside a frame in the upper center of the screen. At the bottom of the screen 2 different shapes will appear. Choose the one that shares its color with the model.

- Check if the child has hand-eye coordination and is able to touch or click on the shape.
- Strengthen the bonds of affection between the child and the teacher, reinforcing their trust and security with the former.

CRITERIA TO EVALUATE:

- Detect if the child is able to identify all shapes and in which colors.
- Are there specific shapes and colors that are easier to follow by the child and start reactions in him/her? Which are they?

CHECK YOUR RESULTS:

You can contact experts of our partnership, who will help you detect and take the appropriate actions for students with low vision, especially if they show signs of Aniridia or Albinism.



LEVEL OF THE GAME

Hard.

OBJECTIVE OF THE GAME

Boost logical thinking and hand-eye coordination. In this game, also enhancing color recognition.

SETTING FOR THE ACTIVITY



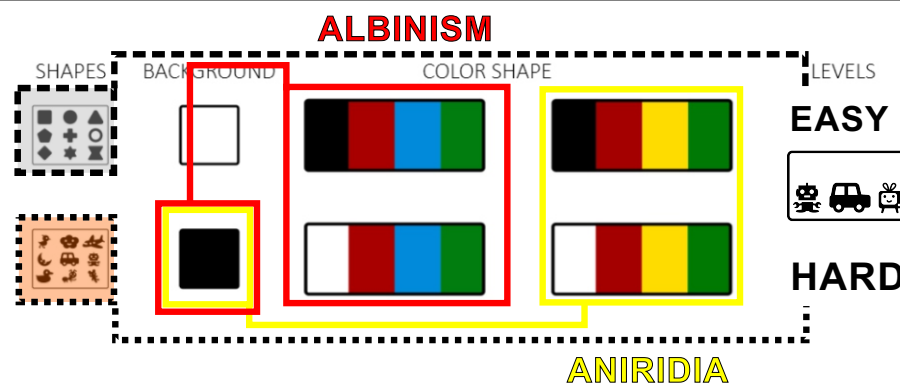
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Place the device within reach of the child, in line with his/her eyes. If the baby is able to seat, it is convenient to enhance his/her autonomy.

COLOR CONFIGURATION FOR THE GAME:



CORRECT COLOUR +

HOW DOES IT WORK:

The game consists in selecting the correct color: a shape acting as reference will appear randomly inside a frame in the upper center of the screen. At the bottom of the screen 3 different shapes will appear. Choose the one that shares its color with the model.

- Check if the child has hand-eye coordination and is able to touch or click on the shape.
- Strengthen the bonds of affection between the child and the teacher, reinforcing their trust and security with the former.

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CHECK YOUR RESULTS:

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LEVEL OF THE GAME

Hard.

OBJECTIVE OF THE GAME

Boost logical thinking and hand-eye coordination. In this game, also enhancing shape recognition.

SETTING FOR THE ACTIVITY



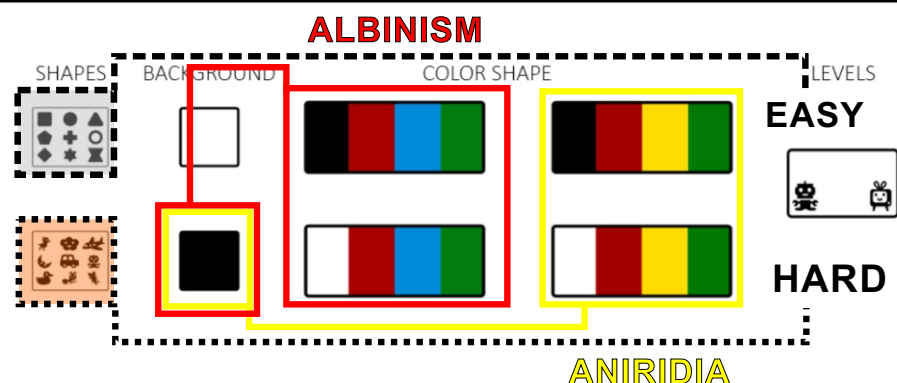
WORKING METHODOLOGY

The activity -in its its different configurations- should have a maximum length of ~15 minutes, 2 or 3 times a day.

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Place the device within reach of the child, in line with his/her eyes. If the baby is able to seat, it is convenient to enhance his/her autonomy.

COLOR CONFIGURATION FOR THE GAME:



CORRECT SHAPES

HOW DOES IT WORK:

The game consists in selecting the correct shape: a shape acting as reference will appear randomly inside a frame in the upper center of the screen. At the bottom of the screen 2 different shapes will appear. Choose the one that is the same as the model.

- Check if the child has hand-eye coordination and is able to touch or click on the shape.
- Strengthen the bonds of affection between the child and the teacher, reinforcing their trust and security with the former.

CRITERIA TO EVALUATE:

- Detect if the child is able to identify all shapes and in which colors.
- Are there specific shapes and colors that are easier to follow by the child and start reactions in him/her? Which are they?

CHECK YOUR RESULTS:

You can contact experts of our partnership, who will help you detect and take the appropriate actions for students with low vision, especially if they show signs of Aniridia or Albinism.



LEVEL OF THE GAME

Hard.

OBJECTIVE OF THE GAME

Boost logical thinking and hand-eye coordination. In this game, also enhancing shape recognition.

SETTING FOR THE ACTIVITY



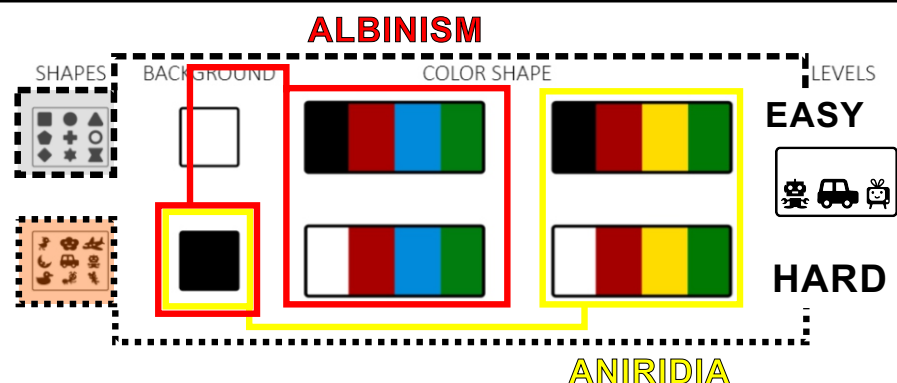
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The activity -in its its different configurations- should have a maximum length of ~15 minutes, 2 or 3 times a day.

We recommend to help the child at first to interact by teaching them to tap on the correct color by guiding their finger. This activity requires greater concentration and skill, therefore it is advisable to play together with the child, giving them confidence and security in their decisions.

Place the device within reach of the child, in line with his/her eyes. If the baby is able to seat, it is convenient to enhance his/her autonomy.

COLOR CONFIGURATION FOR THE GAME:



CORRECT SHAPES +

HOW DOES IT WORK:

The game consists in selecting the correct shape: a shape acting as reference will appear randomly inside a frame in the upper center of the screen. At the bottom of the screen 3 different shapes will appear. Choose the one that is the same as the model.

- Check if the child has hand-eye coordination and is able to touch or click on the shape.
- Strengthen the bonds of affection between the child and the teacher, reinforcing their trust and security with the former.

CRITERIA TO EVALUATE:

- Detect if the child is able to identify all shapes and in which colors.
- Are there specific shapes and colors that are easier to follow by the child and start reactions in him/her? Which are they?

CHECK YOUR RESULTS:

You can contact experts of our partnership, who will help you detect and take the appropriate actions for students with low vision, especially if they show signs of Aniridia or Albinism.



LEVEL OF THE GAME

Hard.

OBJECTIVE OF THE GAME

Boost logical thinking and hand-eye coordination. In this game, also enhancing shape recognition.

SETTING FOR THE ACTIVITY



WORKING METHODOLOGY

We recommend this activity to have a maximum length of ~10 minutes.

Before starting the game, hold the child in a close and comfortable position for the student and explain the objective of the game while playing it by collecting the colored icons in the basket. Once the dynamics of the game have been explained, let the child play on his/her own.

This activity requires concentration and skill, therefore it is advisable to play together with the child, giving them confidence and security in their decisions.

COLOR CONFIGURATION FOR THE GAME:

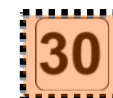
BACKGROUND



LEVELS



EASY



HARD



PICK UP

GAMES

HOW DOES IT WORK:

The game consists in collecting the falling food with the basket, and avoiding the geometric shapes. The game will end once the amount of food selected in the settings is collected. The basket should be moved sideways.

- Check if the child has hand-eye coordination and is able to drag the basket towards the falling food quickly enough.
- Strengthen the bonds of affection between the child and the teacher, reinforcing their trust and security with the former.

CRITERIA TO EVALUATE:

- Detect if the child is able to identify all shapes and in which colors.
- Are there specific shapes and colors that are easier to follow by the child and start reactions in him/her? Which are they?

CHECK YOUR RESULTS:

You can contact experts of our partnership, who will help you detect and take the appropriate actions for students with low vision, especially if they show signs of Aniridia or Albinism.



PICK UP



GAMES



3-6 years

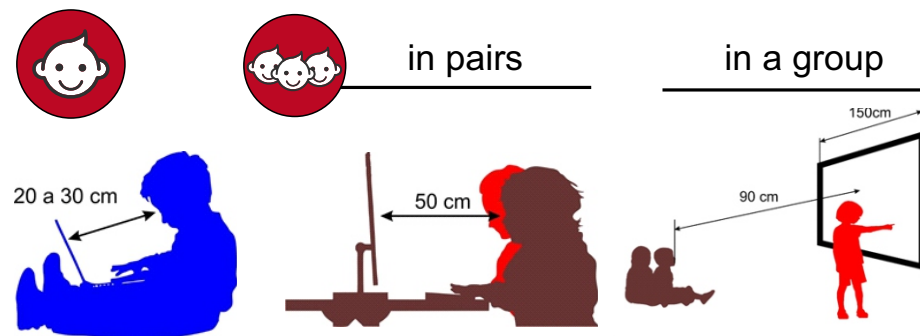
LEVEL OF THE GAME

Easy.

OBJECTIVE OF THE GAME

Develop searching capabilities and strengthen vision and hand-eye coordination by selecting the correct shape and color.

SETTING FOR THE ACTIVITY



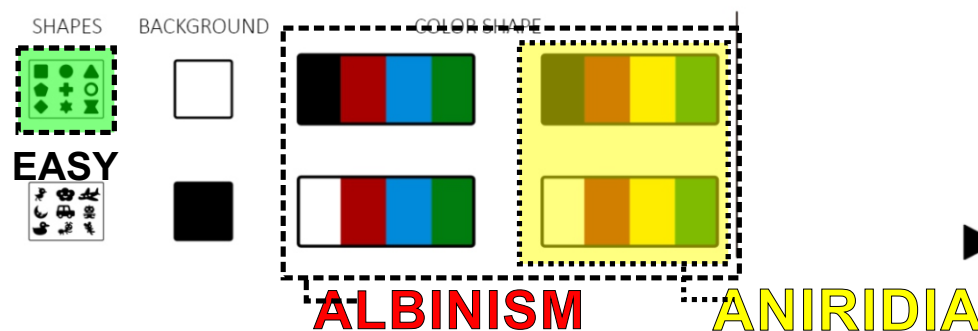
WORKING METHODOLOGY

The activity -in its its different configurations- should have a maximum length of ~15 minutes, 2 or 3 times a day.

Explain the child that they should drag the correct shape with their finger towards and into the frame with the reference shape is.

The game can be played individually, in pairs (sharing the tablet), or in a group of 3 or 4 children at maximum, where they can take turns getting up to select the correct figure.

COLOR CONFIGURATION FOR THE GAME:



DRAG CORRECT SHAPE



HOW DOES IT WORK:

The game consists in dragging the correct shape and color: shape acting as reference will appear randomly inside a frame in the upper center of the screen. At the bottom of the screen, 3 different shapes with different colors will appear. Both the matching shape and color must be chosen (matching the reference model); an icon and sound will appear when correct.

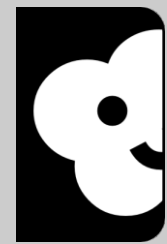
CRITERIA TO EVALUATE:

- Detect if the child is able to identify all shapes and in which colors.
- Notice if the child participates in the game actively and if he/she enjoys the group game.

- Detect if he/she is able to follow the rules of the game and respect the turn.
- Notice if the children interact with their peers, both with and without disabilities.
- Does the child know how to press and use the electronic board as access to the games or activities proposed?
- Notice if the child has eye-hand coordination and is able to click and drag the shapes.
- In individual use with the teacher, strengthen the bonds of affection between the child and the former, reinforcing their trust and security.

CHECK YOUR RESULTS:

You can contact experts of our partnership, who will help you detect and take the appropriate actions for students with low vision.



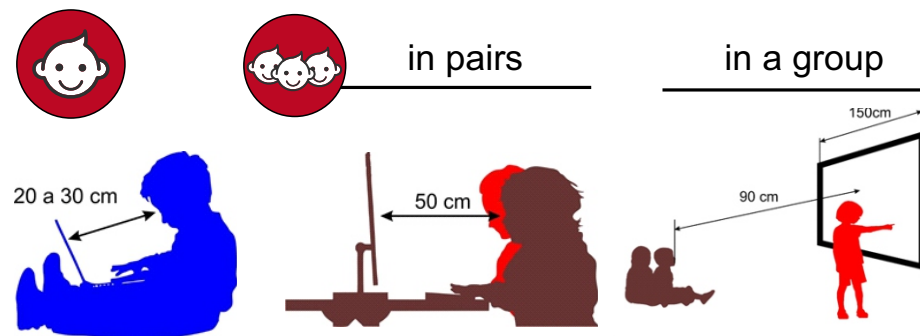
LEVEL OF THE GAME

Easy.

OBJECTIVE OF THE GAME

Develop searching capabilities and strengthen vision and hand-eye coordination by selecting the correct shape and color.

SETTING FOR THE ACTIVITY



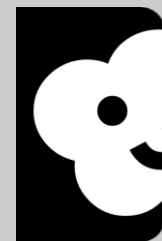
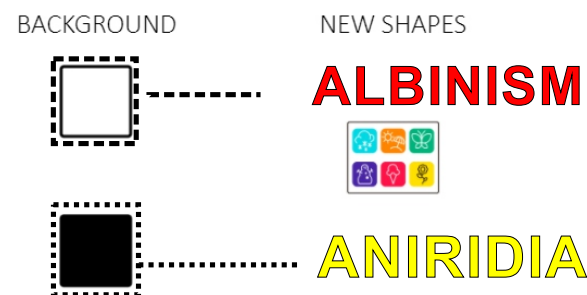
WORKING METHODOLOGY

The activity -in its its different configurations- should have a maximum length of ~15 minutes, 2 or 3 times a day.

Explain the child that they should drag the correct shape with their finger towards and into the frame with the reference shape is.

The game can be played individually, in pairs (sharing the tablet), or in a group of 3 or 4 children at maximum, where they can take turns getting up to select the correct figure.

COLOR CONFIGURATION FOR THE GAME:



DRAG CORRECT SHAPE +



HOW DOES IT WORK:

The game consists in dragging the correct shape and color: shape acting as reference will appear randomly inside a frame in the upper center of the screen. At the bottom of the screen, 3 different shapes with different colors will appear. Both the matching shape and color must be chosen (matching the reference model); an icon and sound will appear when correct.

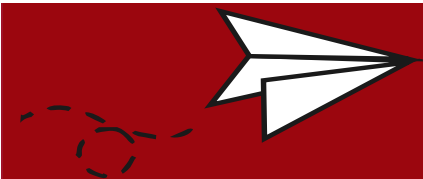
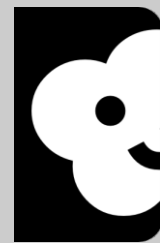
CRITERIA TO EVALUATE:

- Detect if the child is able to identify all shapes and in which colors.
- Notice if the child participates in the game actively and if he/she enjoys the group game.

- Detect if he/she is able to follow the rules of the game and respect the turn.
- Notice if the children interact with their peers, both with and without disabilities.
- Does the child know how to press and use the electronic board as access to the games or activities proposed?
- Notice if the child has eye-hand coordination and is able to click and drag the shapes.
- In individual use with the teacher, strengthen the bonds of affection between the child and the former, reinforcing their trust and security.

CHECK YOUR RESULTS:

You can contact experts of our partnership, who will help you detect and take the appropriate actions for students with low vision.



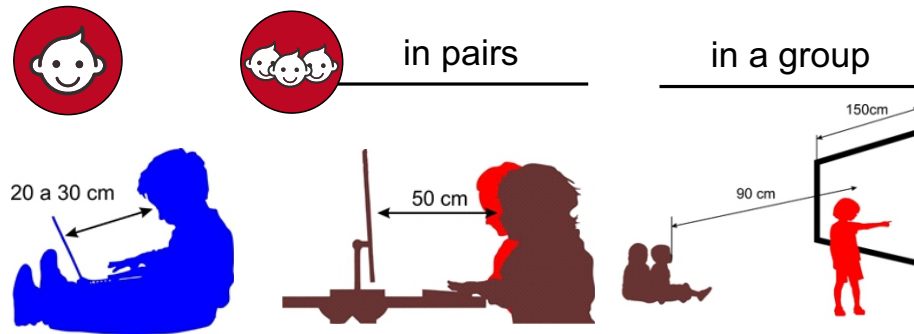
LEVEL OF THE GAME

Medium.

OBJECTIVE OF THE GAME

Enhance visual perception and shape recognition.

SETTING FOR THE ACTIVITY



WORKING METHODOLOGY

The activity -in its its different configurations- should have a maximum length of ~15 minutes.

In this case, what matters are the shapes. Explain the game dynamics correctly and help the child at first, until he/she has enough autonomy. This game needs visual speed and perception capability, so we recommend you to consider the time of completion.

The game can be played individually or with more several participants (2 or 3 at max.) by alternating their participation in the activity.

CONFIGURATION OF THE GAME:



HOW DOES IT WORK:

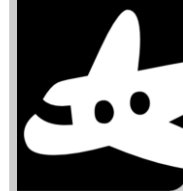
This game consists in looking for the same shapes with different colors. The screen will show 8 framed tiles, with 3 of them having the same shape in different colors. The bottom part of the screen will show, a shape in black as a reference. Click or touch the framed shapes that match the shape of reference.

CRITERIA TO EVALUATE:

- Detect if the child is able to identify all colors and in which shapes.
- Notice if the child participates in the game actively and if he/she enjoys the group game.

- Detect if he/she is able to follow the rules of the game and respect the turn.
- Does the child properly accept to lose in a game?
- Notice if the children interact with their peers, both with and without disabilities.
- Does the child know how to press and use the electronic board as access to the games or activities proposed?
- Notice if the child has eye-hand coordination and is able to click and drag the shapes.
- In individual use with the teacher, strengthen the bonds of affection between the child and the former, reinforcing their trust and security.

**MORE INFORMATION IN
THE EXTENDED USER GUIDE**



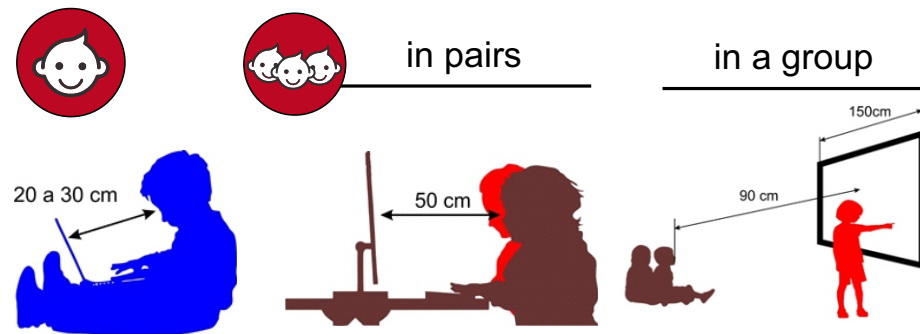
LEVEL OF THE GAME

Medium.

OBJECTIVE OF THE GAME

Enhance visual perception and shape recognition.

SETTING FOR THE ACTIVITY



WORKING METHODOLOGY

The activity -in its its different configurations- should have a maximum length of ~15 minutes.

In this case, what matters are the shapes. Explain the game dynamics correctly and help the child at first, until he/she has enough autonomy. This game needs visual speed and perception capability, so we recommend you to consider the time of completion.

The game can be played individually or with more several participants (2 or 3 at max.) by alternating their participation in the activity.

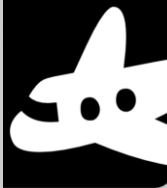
CONFIGURATION OF THE GAME:

SHAPES



HARD

BACKGROUND



SEARCH SHAPE +



HOW DOES IT WORK:

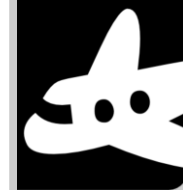
This game consists in looking for the same shapes with different colors. The screen will show 8 framed tiles, with 3 of them having the same shape in different colors. The bottom part of the screen will show, a shape in black as a reference. Click or touch the framed shapes that match the shape of reference.

CRITERIA TO EVALUATE:

- Detect if the child is able to identify all colors and in which shapes.
- Notice if the child participates in the game actively and if he/she enjoys the group game.

- Detect if he/she is able to follow the rules of the game and respect the turn.
- Does the child properly accept to lose in a game?
- Notice if the children interact with their peers, both with and without disabilities.
- Does the child know how to press and use the electronic board as access to the games or activities proposed?
- Notice if the child has eye-hand coordination and is able to click and drag the shapes.
- In individual use with the teacher, strengthen the bonds of affection between the child and the former, reinforcing their trust and security.

**MORE INFORMATION IN
THE EXTENDED USER GUIDE**



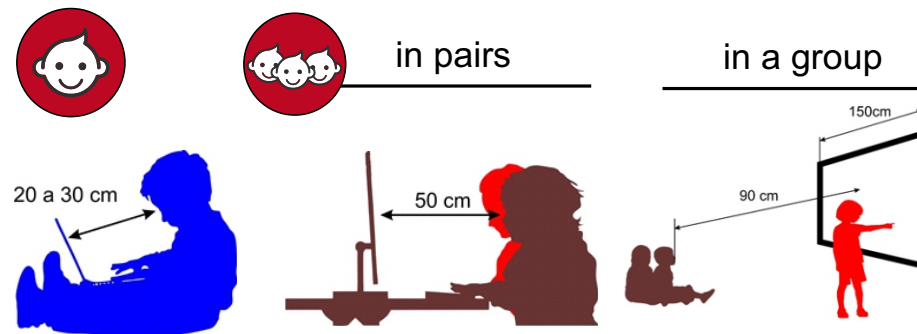
LEVEL OF THE GAME

Medium.

OBJECTIVE OF THE GAME

Enhance memory and focus capabilities.

SETTING FOR THE ACTIVITY



WORKING METHODOLOGY

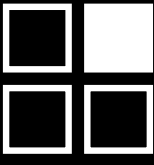
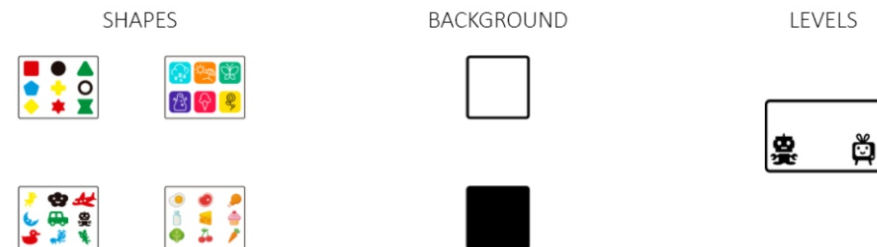
The activity -in its its different configurations- should have a maximum length of ~15 minutes, 2 or 3 times a day.

In this activity, the time of completion is important. First we recommend you to support or aid the child or group when playing, depending on their autonomy.

The game can be played individually or in a group (of 2 or 3 children at max.) by alternating their participation in the game.

Keep track of the progression of the child or children in the game, especially considering the time of completion.

CONFIGURATION FOR THE GAME:



HOW DOES IT WORK:

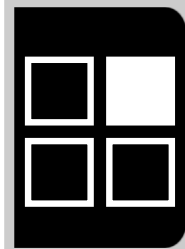
It is about looking for the pairs of the forms that appear and remembering their location. For this, two cards are selected consecutively from those available, if they are the same, they will disappear reducing the remaining cards. The game ends when they all disappear. It is recommended that the turn always go to another player to favor the participation of all of them and reduce the competitiveness of the game.

CRITERIA TO EVALUATE:

- Detect if the child is able to identify all colors and in which shapes.
- Notice if the children have visual memory.

- Notice if the child participates in the game actively and if he/she enjoys the group game.
- Detect if he/she is able to follow the rules of the game and respect the turn.
- Does the child properly accept to lose in a game?
- Notice if the children interact with their peers, both with and without disabilities.
- Does the child know how to press and use the electronic board as access to the games or activities proposed?
- Notice if the child has eye-hand coordination and is able to click and drag the shapes.
- In individual use with the teacher, strengthen the bonds of affection between the child and the former, reinforcing their trust and security.

**MORE INFORMATION IN
THE EXTENDED USER GUIDE**



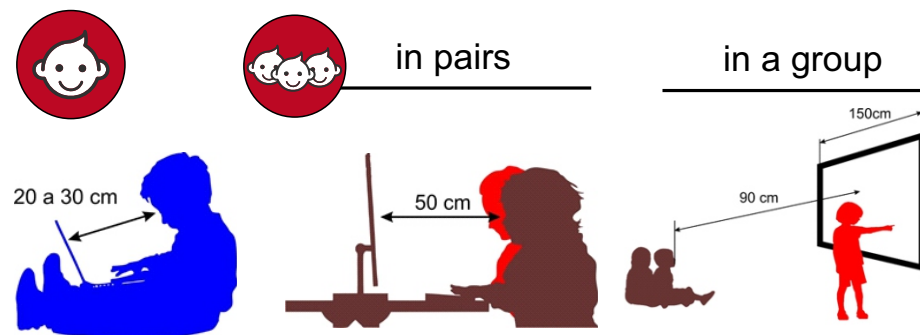
LEVEL OF THE GAME

Medium.

OBJECTIVE OF THE GAME

Enhance memory and focus capabilities.

SETTING FOR THE ACTIVITY



WORKING METHODOLOGY

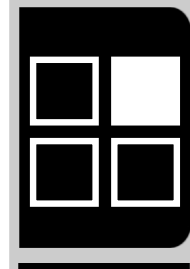
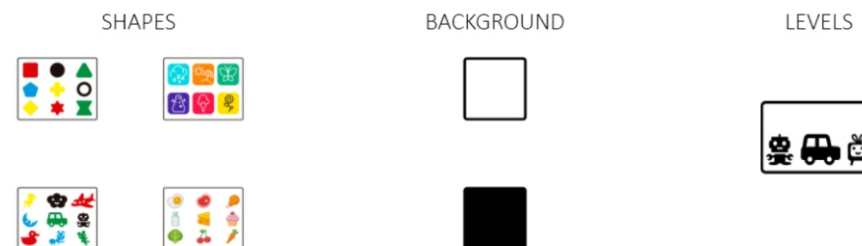
The activity -in its its different configurations- should have a maximum length of ~15 minutes, 2 or 3 times a day.

In this activity, the time of completion is important. First we recommend you to support or aid the child or group when playing, depending on their autonomy.

The game can be played individually or in a group (of 2 or 3 children at max.) by alternating their participation in the game.

Keep track of the progression of the child or children in the game, especially considering the time of completion.

CONFIGURATION FOR THE GAME:



MEMORY +



HOW DOES IT WORK:

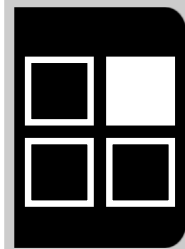
It is about looking for the pairs of the forms that appear and remembering their location. For this, two cards are selected consecutively from those available, if they are the same, they will disappear reducing the remaining cards. The game ends when they all disappear. It is recommended that the turn always go to another player to favor the participation of all of them and reduce the competitiveness of the game.

CRITERIA TO EVALUATE:

- Detect if the child is able to identify all colors and in which shapes.
- Notice if the children have visual memory.

- Notice if the child participates in the game actively and if he/she enjoys the group game.
- Detect if he/she is able to follow the rules of the game and respect the turn.
- Does the child properly accept to lose in a game?
- Notice if the children interact with their peers, both with and without disabilities.
- Does the child know how to press and use the electronic board as access to the games or activities proposed?
- Notice if the child has eye-hand coordination and is able to click and drag the shapes.
- In individual use with the teacher, strengthen the bonds of affection between the child and the former, reinforcing their trust and security.

**MORE INFORMATION IN
THE EXTENDED USER GUIDE**



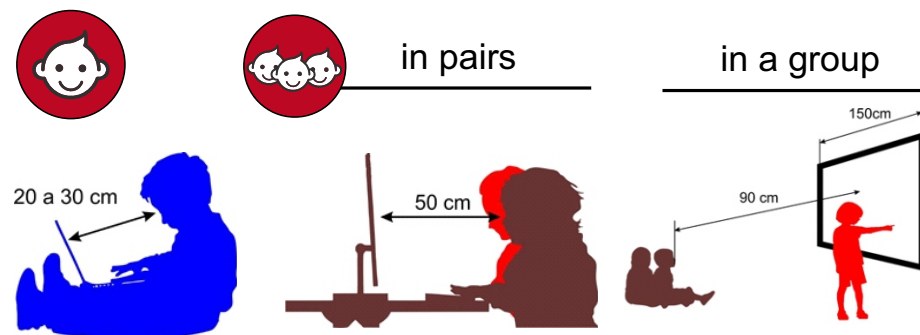
LEVEL OF THE GAME

Medium.

OBJECTIVE OF THE GAME

Enhance visual perception and stimulate logical thinking.

SETTING FOR THE ACTIVITY



WORKING METHODOLOGY

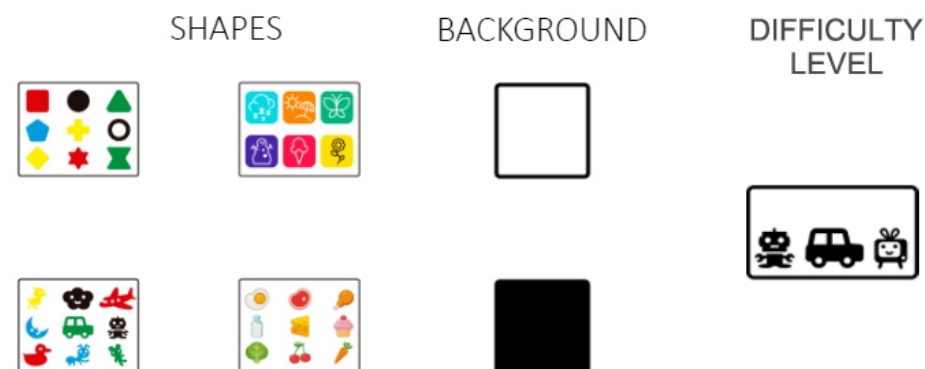
The activity -in its its different configurations- should have a maximum length of ~15 minutes.

In this game, first we recommend you to support or aid the child or group when playing, depending on their autonomy.

The game can be played individually or in a group (of 2 or 3 children at max.) by alternating their participation in the game.

This game can also be combined with various group dynamics and work methodologies in the classroom, at your own consideration.

CONFIGURATION OF THE GAME:



HOW DOES IT WORK:

This game consists repeating the proposed series of shapes. 3 different shapes will appear at the top of the screen in a frame, determining the series to follow. In the middle of the screen, some black/white frames will serve to place shapes in the established order, and there are shapes at the bottom, to be dragged to the frames to match the series shown above.

CRITERIA TO EVALUATE:

- Detect if the child is able to identify all colors and in which shapes.
- Notice if the child has logical capabilities to establish series.
- Notice if the child participates in the game actively and if he/she enjoys the group game.
- Detect if he/she is able to follow the rules of the game and respect the turn.
- Does the child properly accept to lose in a game?
- Notice if the children interact with their peers, both with and without disabilities.
- Does the child know how to press and use the electronic board as access to the games or activities proposed?
- Notice if the child has hand-eye coordination and is able to drag shapes on the screen to the matching frames.
- Strengthen the bonds of affection between the children, reinforcing their confidence and security.

**MORE INFORMATION IN
THE EXTENDED USER GUIDE**



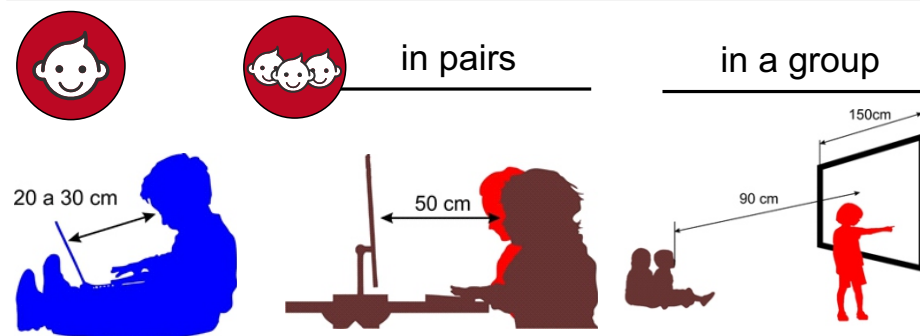
LEVEL OF THE GAME

Medium.

OBJECTIVE OF THE GAME

Enhance visual perception and stimulate logical thinking.

SETTING FOR THE ACTIVITY



WORKING METHODOLOGY

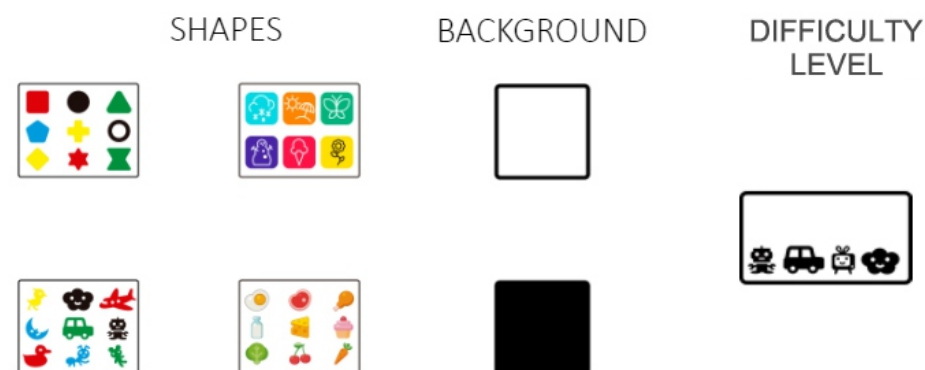
The activity -in its its different configurations- should have a maximum length of ~15 minutes.

In this game, first we recommend you to support or aid the child or group when playing, depending on their autonomy.

The game can be played individually or in a group (of 2 or 3 children at max.) by alternating their participation in the game.

This game can also be combined with various group dynamics and work methodologies in the classroom, at your own consideration.

CONFIGURATION OF THE GAME:



SHAPE SERIES +

HOW DOES IT WORK:

This game consists repeating the proposed series of shapes. 4 different shapes will appear at the top of the screen in a frame, determining the series to follow. In the middle of the screen, some black/white frames will serve to place shapes in the established order, and there are shapes at the bottom, to be dragged to the frames to match the series shown above.

CRITERIA TO EVALUATE:

- Detect if the child is able to identify all colors and in which shapes.
- Notice if the child has logical capabilities to establish series.
- Notice if the child participates in the game actively and if he/she enjoys the group game.
- Detect if he/she is able to follow the rules of the game and respect the turn.
- Does the child properly accept to lose in a game?
- Notice if the children interact with their peers, both with and without disabilities.
- Does the child know how to press and use the electronic board as access to the games or activities proposed?
- Notice if the child has hand-eye coordination and is able to drag shapes on the screen to the matching frames.
- Strengthen the bonds of affection between the children, reinforcing their confidence and security.

**MORE INFORMATION IN
THE EXTENDED USER GUIDE**



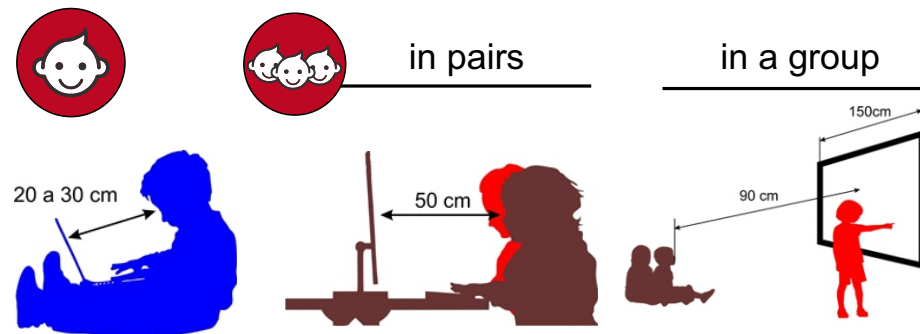
LEVEL OF THE GAME

Hard.

OBJECTIVE OF THE GAME

Enhancing problem-solving capabilities and visual perception.

SETTING FOR THE ACTIVITY



WORKING METHODOLOGY

The activity -in its its different configurations- should have a maximum length of ~15 minutes.

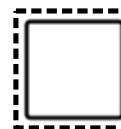
Explain the game dynamics correctly, and help the child first, until he/she has enough autonomy.

The game can be played individually or in a group (of 2 or 3 children at max.) by alternating their participation in the game.

Keep track of the children's progression in the game, especially regarding the time of completion.

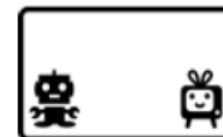
CONFIGURATION OF THE GAME:

BACKGROUND



LEVELS

ALBINISM



ANIRIDIA



HOW DOES IT WORK:

This game consists in repeating the proposed model.

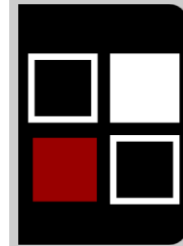
The left side of the screen will show a model with 9 tiles, with a composition with 3 figures, and in the right side a grid of 9 empty tiles. On the bottom of the screen will appear the figures that the user has to drag and drop on their correct position in the empty grid, based on the model.

A new shape only appears when the previous one has been correctly placed.

CRITERIA TO EVALUATE:

- Detect if the child is able to identify series and replicate them.
- Notice if the child follows an established color model.

- Notice if the child participates in the game actively and if he/she enjoys the group game.
- Notice if the child is able to understand the problem and solve it.
- Does the child properly accept to lose in a game?
- Notice if the children interact with their peers, both with and without disabilities.
- Does the child know how to press and use the electronic board as access to the games or activities proposed?
- Notice if the child has hand-eye coordination and is able to drag shapes on the screen to the frames.
- In individual use with the teacher, strengthen the bonds of affection between the child and the former, reinforcing their trust and security.



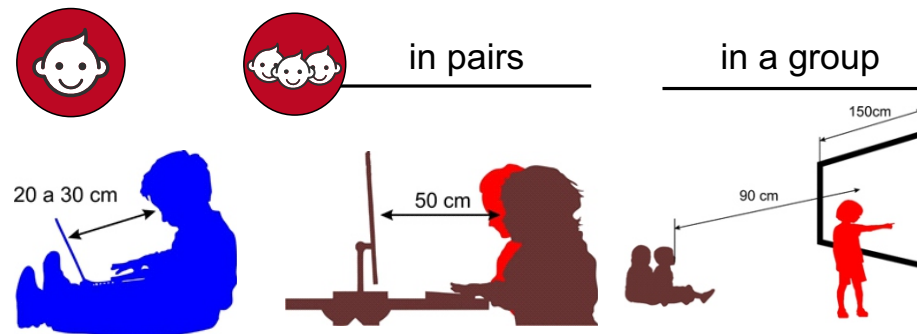
LEVEL OF THE GAME

Hard.

OBJECTIVE OF THE GAME

Enhancing problem-solving capabilities and visual perception.

SETTING FOR THE ACTIVITY



WORKING METHODOLOGY

The activity -in its its different configurations- should have a maximum length of ~15 minutes.

Explain the game dynamics correctly, and help the child first, until he/she has enough autonomy.

The game can be played individually or in a group (of 2 or 3 children at max.) by alternating their participation in the game.

Keep track of the children's progression in the game, especially regarding the time of completion.

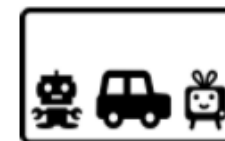
CONFIGURATION OF THE GAME:

BACKGROUND



LEVELS

ALBINISM



ANIRIDIA



HOW DOES IT WORK:

This game consists in repeating the proposed model.

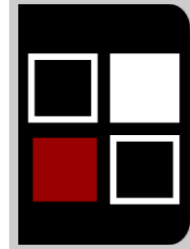
The left side of the screen will show a model with 9 tiles, with a composition with 6 figures, and in the right side a grid of 9 empty tiles. On the bottom of the screen will appear the figures that the user has to drag and drop on their correct position in the empty grid, based on the model.

A new shape only appears when the previous one has been correctly placed.

CRITERIA TO EVALUATE:

- Detect if the child is able to identify series and replicate them.
- Notice if the child follows an established color model.

- Notice if the child participates in the game actively and if he/she enjoys the group game.
- Notice if the child is able to understand the problem and solve it.
- Does the child properly accept to lose in a game?
- Notice if the children interact with their peers, both with and without disabilities.
- Does the child know how to press and use the electronic board as access to the games or activities proposed?
- Notice if the child has hand-eye coordination and is able to drag shapes on the screen to the frames.
- In individual use with the teacher, strengthen the bonds of affection between the child and the former, reinforcing their trust and security.



+

PUZZLE



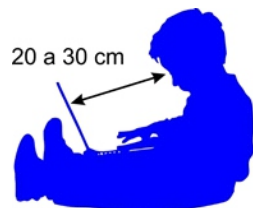
LEVEL OF THE GAME

Very hard.

OBJECTIVE OF THE GAME

Reinforce the psicomotor abilities acquired in all previous games.

SETTING FOR THE ACTIVITY



WORKING METHODOLOGY

Explain the game dynamics correctly, and help the child first, until he/she has enough autonomy.

Sit next to the student while he/she plays the game.

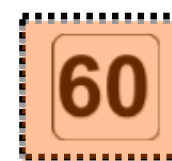
Once the dynamics of the game have been explained and understood, let the child interact independently.

We recommend this activity to not last more than 10 minutes per session.

The child should be sitting down, with the screen resting on a table or lectern with a certain inclination if necessary.

CONFIGURATION OF THE GAME:

TIME



HARD



EASY



HOW DOES IT WORK:

The game consists in moving the spaceship (drawn in colors that are hard to see) to avoid the meteorites and “survive” the set time.

The spaceship is moved by dragging the finger across the screen.

CRITERIOS A EVALUAR:

- Detect if the child is able to react to the meteorites and avoid them.
- Does the child properly accept to lose in a game?
- Notice if the children interact with their peers, both with and without disabilities.

- Does the child know how to press and use the electronic board as access to the games or activities proposed?
- Notice if the child has hand-eye coordination and is able to drag shapes on the screen to the frames.
- In individual use with the teacher, strengthen the bonds of affection between the child and the former,

CHECH YOUR RESULTS:

You can contact experts of our partnership, who will help you detect and take the appropriate actions for students with low vision, especially if they show signs of Albinism and Aniridia.



AUTHORS:

Partners:



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The project Looking for a school for everyone: educational inclusion at early ages for students with reduced vision promotes an equal inclusion of children with mild to severe visual impairments in standard early education and nursery schools, not only to enhance the children's psychological, motor and pedagogical training, but also to promote their future inclusion and social and occupational integration abilities. This make them able to participate and interact in normal ways with people without visual impairments, and also to compete at their level in productivity and efficiency.

