

TEACHING BLIND STUDENTS IN REGULAR SCHOOL CLASSES

“Inclusive Education for people with disabilities is a lever for their social inclusion.”

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Context

- ONCE (National Organization of the Spanish Blind): a non-profit social and democratic institution
- Purpose: improving the quality of life of people with blindness or visually impairment throughout Spain.
- Created in 1938. Since then, it has delivered services.
- 1998: new model of social services
- Founded in the ICF (International Classification of Functioning, Disability and Health. WHO)
- Based on a quality attention
- Centered on the person rather on the disability.

Principles

- Equal access
- Active participation
- Comprehensive approach
- Personalized attention
- Continuous revision and improvement of the quality of services



Quality standards

- Instant information about ONCE
- Actively involvement of the client
- Comprehensive and coordinated attention
- Individual Plan of Attention signed by the client
- Case Coordinator
- Teamwork
- Customized interventions through Specific Assessment Protocols
- Specific Assessment Protocols
- Specific Evaluation Protocols

Key processes

- Reception
- Specific social needs' identification.
- individualized planning of action
- service delivering
 - Psychosocial support
 - Rehabilitation
 - Communication and access to information: tiflotechnology and Braille.
 - Educative attention
 - Employment support
 - Leisure and free time
 - Support to social welfare

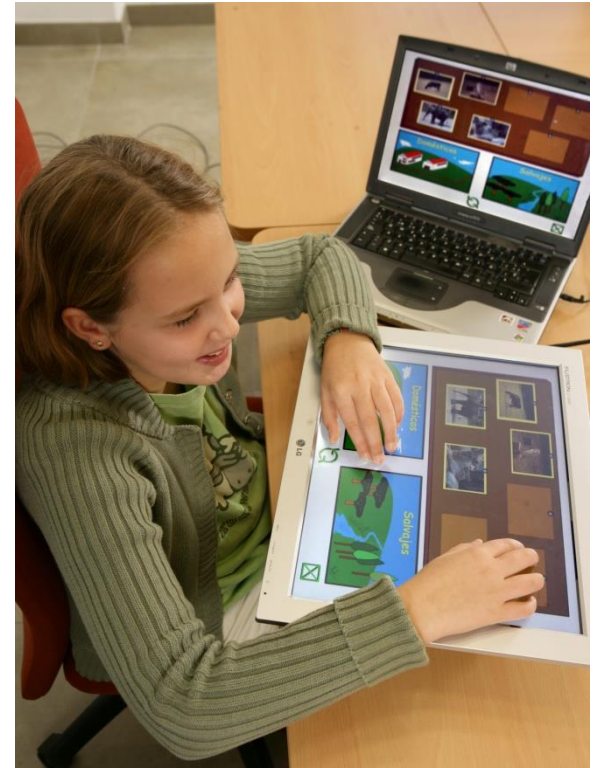
Educative model

- 7.500 pupils of all ages
- 98% included in mainstream classrooms
- Supported by the Service for Integrated Education from ONCE
- 33 Specific Multi professional Teams of Educative Attention
- Professionals: teachers, rehabilitation technicians, social workers, psychologist...
- Cooperation agreements with Educative Administrations
- The Case coordinator is a teacher

Problems targeted

- No equal opportunities in their local education system.
- Sense of exclusion
- They often cannot determine their own future.

Objective: help to achieve autonomy for social and school inclusion.



Intervention areas

- Infant evolutionary development
- Personal autonomy
- Visual Stimulation
- Basic instrumental techniques
- Adjustment to the visual impairment
- Familiar intervention
- Information and communication technologies
- Educative orientation
- Leisure and free time
- School Curriculum

The school post is adapted: access to the computer, technical assistive aids, braille boks...

Benefits

- favours a global vision of the child
- facilitates the communication
- offers a global response to each problem.
- The child is assessed from visual and global bases



Challenges

- bigger involvement of the user and the family in the decision making,
- stronger coordination between professionals
- guarantee that the case coordinator really detects and derives all the needs

Outlook and transferability

- analyse and evaluate the programme
- implement improvements
- adapt the programme for Latin American Spanish-speaking countries.

