Trakia Journal of Sciences, Vol. 23, Suppl. 2, pp 13-22, 2025
Available online at:
http://www.uni-sz.bg
ISSN 1313-3551 (online) **doi:10.15547/tjs.2025.s.02.003**

CURRICULUM ON VISUAL SUPPORT FOR STUDENTS WITH VISUAL IMPAIRMENT IN THE CONTEXT OF INCLUSIVE EDUCATION IN BULGARIA

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ABSTRACT
The objective of this report is to present the curricula for special subjects designed for children and students with visual impairments, as outlined in the Regulation on Inclusive Education.
Research methodology: A theoretical analysis was conducted on key regulatory documents and literary sources related to the issue, within the context of inclusive education in Bulgaria. This analysis supports the development of a support plan that best meets the needs of students with visual impairments.
This paper presents the results of a study on the importance of the Visual Assistance Program for visually impaired pupils.
Special emphasis is placed on the Visual Assistance Program, which plays a central role in the education of children and students with visual impairments.
In conclusion, it can be stated that the program is essential for helping students with visual impairments achieve autonomy and independence in daily life.

Keywords: inclusive education, visual impairment, curriculum, special subjects, visual assistance

INTRODUCTION

Vision is our most dominant sense and plays a decisive role in every aspect and stage of our lives. We often take it for granted, but without it, learning, walking, reading, and participating in social life become challenging.

Regarding the meaning and significance of education, B. Ivanova emphasizes that „the well-being of society, as well as the success of individuals in the rapidly changing technological world, increasingly depends on the extent to which education instills values and builds skills and perceptions in the context of raising children and students as worthy citizens of the world. Both parents and teachers are directly involved in this process. In this logical sequence, if we want current and future generations of children to confidently face the challenges of the 21st century, a shift in teaching methods is necessary from memorization and reproduction of information to the use of innovative approaches that enable active interaction among participants in the educational process, including personalized and differentiated learning content focused on outcomes.“ (1).

In this context, D. Dimitrova emphasizes that „the emerging modern trends in education direct the attention of researchers to the search for innovative models of training to improve the quality of professional-pedagogical training of teachers.“ (2). Creation of social values such as self-discipline, team spirit, cooperation, tolerance are positive addition in the process of education of young people (3).

The current learning mod el, based primarily on the „*transmission-reception* scheme, does not sufficiently encourage students to develop teamwork skills, responsibility, and aspirations for self-affirmation and success. Therefore, introducing new approaches to knowledge acquisition enriches the existing educational process with additional tools and advantages.“ (4).

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The normative requirements are also dynamically modified according to the change of social conditions, current needs and legal changes (5).

According to S. Todorova, „the rapid changes taking place in today's world pose serious challenges to education systems.“ (6). Author Kr. Todorova points out that „state requirements are undergoing constant change, both because of the natural development of science and practice, and under the influence of an increasingly globalized society and the dynamics of the idea of the 21st-century human being.“ (7). Social policies for people with disabilities in the Republic of Bulgaria are regulated in a number of normative texts. „The aim of the Convention on the Rights of Persons with Disabilities is to guarantee the rights of persons with disabilities, preserving their dignity, regardless of whether they have physical, mental, intellectual, or sensory impairments. Its permanence leads to the risk that direct interaction with the environment may hinder their full and effective participation and inclusion in public life, on an equal basis with other people. The rights of persons with disabilities are observed in several key areas: equality and prohibition of discrimination (Article 5); changing public attitudes (Article 8); accessibility of social services (Article 9); right to life (Article 10); equality before the law (Article 12) and access to justice (Article 13); liberty and security (Article 14); protection against violence (Article 16), emphasizing that the target group is extremely vulnerable, especially when it comes to women and children; freedom of movement (Article 18) and independent living (Article 19); personal integrity (Article 22); the right to education (Art. 24) and health care (Art. 25); the right to work (Art. 27); social protection (Art. 28). Guaranteed and respected, these rights lead to an improvement in the quality of life of persons with disabilities (UN Convention on the Rights of Persons with Disabilities).“ (8).

For the inclusion of students with visual impairments, we will go back in time a little. The most important international document dedicated to the principles and practice of inclusive education is the Salamanca Declaration, accompanied by a Framework for Action on Special Needs Education (1994). It formulates new and fundamental principles of inclusion that were absent from previous documents: „schools must provide conditions for the inclusion of all children; community participation is fundamental to inclusion; a child-centered pedagogical approach is key to inclusion; inclusion must be supported by the necessary resources and support; inclusion is essential from the point of view of human dignity and full respect for human rights; inclusive schools benefit all children because they help build an inclusive society.“ (9). In this sense, L. Lozanova shares that the Salamanca Declaration was the first to „challenge, at a global level, the powerful and widely accepted idea that children with special educational needs do not belong in regular schools or general education systems.“ (10).

In this regard, M. Dishkova shares that „the right to education is a constitutional right of every citizen of the Republic of Bulgaria, including children with special educational needs. Practice shows that the implementation of the inclusion process in educational institutions in support of children with special educational needs faces a number of challenges, but leads to successful results.“ (11).

According to K. Zlatkova-Doncheva's concept, „social pedagogical work in schools is largely a form of inclusion, as it has identical goals to those of inclusive education the social inclusion of all vulnerable groups by overcoming inequalities, disadvantages that disrupt the child's adaptation, social functioning, and personal development. A number of studies show that the supportive function of social work in schools reduces the risk factors associated with dropping out and falling behind in school and helps to overcome behavioral problems.“ (12).

Mira Tsvetkova-Arsova points out that „people receive approximately 80% of the information about the world around them through sight. When it is missing, as a natural compensation, people partially replace the missing sensory system with the other functioning ones hearing and touch.“ (13).

According to data from the World Health Organization, approximately 2.2 billion people worldwide have visual impairments. (14).

According to data from the Ministry of Education and Science, „by the 2024 academic year, there were 293 students with visual impairments studying in an inclusive environment in Bulgaria, with the total number

of visually impaired students in the country being around 700.“ (15).

Author M. Tomova provides the following classification of groups of visually impaired students: „1. *Totally blind*. Their visual acuity is effectively zero. This means that these children have no light perception [ ]. 2. *Children with light perception (light sensitivity)*. They have a visual acuity of 0 to 0.01. They can distinguish dark from light, night from day, and feel the movement of a hand directly in front of their eyes [ ]. 3. *Partially sighted children*. They have visual acuity ranging from 0.01 to 0.04 in the better-seeing eye and a visual field of up to 20 degrees [ ]. 4. *Visually impaired*. This is the largest group of children with visual impairment. Their visual acuity ranges from 0.05 to 0.2, and in some countries up to 0.3 in the better-seeing eye, and a visual field of more than 20 degrees [ ]. 5. *Children and students with visual acuity higher than 0.2*. They may also be eligible for special education if they have impairments in other visual functions, such as a severely narrowed visual field, severely impaired color discrimination, or an eye disease such as malignant myopia, retinal degeneration, and glaucoma.“ (16).

The aim of the visual support curriculum for children/students with low vision is to help learners effectively use their low vision in everyday life, in the learning process, and in their professional careers. The Ministry of Education and Science regulates visual assistance lessons to four hours per week for children in preparatory groups and students in grades one through seven, and up to two hours per week for students in grades eight through twelve. As D. Hristova notes, „sensory integration is an important neurobiological process that supports coordination between the different senses and the creation of a complete picture from the information received from them. These specific developmental characteristics require the application of individualized approaches and interventions that meet the unique needs of each child.“ (17).

M. Dishkova's idea is valuable: „The creation of means of additional and alternative communication for children with special educational needs is a practice that is not implemented by all pedagogical specialists in educational institutions, but is beginning to establish itself as effective and successful.“ (18). The author adds that the creation of electronic resources facilitates the inclusion process and has the following advantages: they take less time to generate; they can be used by a large number of educational specialists; they are applicable for working with all children and students; they yield positive results; they quickly lead to progress in children and students; they improve the individualization of learning (19).

RESEARCH METHODOLOGY

We refer to Vl. Radulov, who presents several definitions of low vision by renowned scientists. One is by Kaplan (1979), according to whom it is „an integral property of a severely impaired visual analyzer.“ (20). The second is by A. Lueck (2004): „low vision is a visual impairment severe enough to interfere with the performance of everyday tasks, but still allowing some useful visual discrimination. This vision cannot be corrected to normal with ordinary glasses or contact lenses and can range from mild to profound visual impairment.“ (ibid.). The author summarizes that low vision is „a very broad category that includes not only the visually impaired, but also cases of low vision that are close to this group.“ (21). M. Tsvetkova-Arsova comments that „over time, special attention began to be paid to the largest group of visually impaired people the visually impaired, followed by the visually impaired elderly.“ (22).

RESULTS

Interesting facts about Bulgaria are shared by scientists M. Arsova-Tsvetkova and M. Tomova, who note that „in 1981, Prof. V. Radulov developed and tested the first visual assistance program, which was officially introduced in 1982.“ (15). At present, it is „a comprehensive program in line with the development of new realities in the global theory and practice of assisting the visually impaired, related to the effective use of low vision, which includes: a variety of assessment procedures and training programs; the inclusion of preschool-aged children and children with multiple disabilities; the expansion of the functional nature of visual tasks; training in the use of non-optical and optical aids; the development of specific reading techniques; and the use of electronic aids.“ (Ministry of Education and Science).

The visual support program for children in the preparatory group includes: „exercises for working with light; watching children playing through the window; finding the playground equipment and determining whether there is

free space on the swing and slide; games with balls of different sizes and textures; separating close loved ones, combining this with speech; using simple objects and assembly games; using towers made by a builder, with the child pushing the closest and thinnest one; presenting different shapes in a variety of colors, including black and white; dressing the child in bright and contrasting colored clothes; playing with different toys and interacting with people; sorting and grouping objects by color and length through sequential actions; using vision while the child explores the size and weight of objects; familiarization with shapes through different contours, followed by the inclusion of real objects; use of strong colors on a contrasting background; picking pieces of fruit from a contrasting colored fruit bowl; conversations about actions represented by simple drawings the child repeats what they see; revealing details and separating figures in drawings from the environment; collecting figures through cards with their details; examining abstract drawings with internal and external details; the main detail should be located in the center; examining figures with missing parts; familiarization with abstract symbols: letters, words, symbols.“ (Ministry of Education and Science).

„**The visual support program for grades 1 through 12 includes the following main groups and tasks:**

Formation and development of basic visual skills: Working with light

1. Detecting and tracking a light source. 2. Tracking a light source performing horizontal, vertical, and circular movements. 3. Fixing two light sources that continuously change their position through eye and head movements.

Visual and tactile-motor coordination

4. Visually and tactilely tracking light from a flashlight moving over an object. 5. Independently exploring an object using light from a flashlight.

Coordination between visual tracking and motor skills

6. Visual perception and touching the face of a doll.

Visual detection and pointing to objects from a group

7. Examining and naming colorful toys and everyday objects. 8. Approaching a group of objects and naming a given object. 9. Naming a specific object from a group of objects and pointing to it with a pointer. Moving on to pointing to pictures, shapes, and large letters (eye-hand coordination). Developing visual skills on a multisensory basis: Eye-foot coordination. 10. Moving around a room between two brightly colored lines. 11. Walking on a narrow board placed on the floor and sitting in a deck chair. 12. Walking on contrasting painted footprints on a path made of fabric or other suitable material. The task can also be performed on a path in the yard.

Distinguishing and recognizing colors.

Classifying with and without visual support.

13. Classifying multicolored balls and templates by color. 14. Finding and pointing out geometric shapes that are identical in color and shape. 15. Hitting multicolored plastic sticks stuck in a straight line with a ball (eye-hand coordination). 16. Finding beads of a certain color among strings hanging at different levels relative to the student's head. 17. Recognizing colored blocks or balls without visual support. Examining drawings or individual objects. Copying movements.

Visual and motor coordination.

18. Examining drawings of human figures of different sizes and colors. 19. Copying body movements in different poses. 20. Copying gestures with the finger, hand, foot, and various movements related to moving objects. 21. Copying gestures from a distance – 12 cm, 25 cm, 2 m 50 cm. 22. Studying a drawing of a human figure in two positions and imitating it with a doll. 23. Telling a short story or tale with simple pantomime. 24. Studying and comparing real objects with their images. 25. Forming the concept of simple perspective. 26. Forming the concept of symmetry. 27. Recognizing photographs. 28. Photographs with enlarged images of eating utensils. 29. Classifying photographs into groups with different objects.

Finding and selecting details and objects

30. Finding missing parts in drawings of objects and items. 31. Examining drawings and noting differences in details. 32. Finding and selecting specific objects from a picture depicting a certain action.

Recognizing and copying geometric shapes

33. Tracing and copying regular geometric shapes with a pen – rectangle, square, triangle, and circle. Drawing shapes with a marker. 34. Recognizing and naming images of a rectangle, square, triangle, and circle given on a background and in perspective.

Part and whole

35. Assembling a puzzle – circle and human face. Examining the whole figure and disassembling it into parts. Pointing to the location of the parts with a finger. Assembling

the parts in a frame. 36. Getting acquainted with and naming a circle, nose, hand, and clothing that are drawn. 37. Recognizing an everyday object by its drawn parts. 38. Recognizing animals by their drawn parts. 39. Looking at a picture and identifying a missing detail.

Contours, drawings, and abstract figures

40. Examining and recognizing a series of contour drawings. 41. Examining images of abstract figures – copying with a pen; finding a common detail; arranging abstract figures given on cards by size. 42. Reproducing abstract figures from memory.

Coordination between vision and speech, block letters

43. Retelling one or more pictures depicting simple actions. 44. Tracing the contours of block letters with the student's finger and a light moved by the teacher (the letters are stuck on contrasting paper). 45. Imaginary writing of block letters in the air. 46. Writing letters on a table or wall with foam spray, cream, or other suitable water-soluble substances of a contrasting color. 47. Fixing and tracing symbols, letters, and numbers placed on guide lines. 48. Fixing and tracing symbols from mathematics, music, and computer science placed on guide lines. 49. Reading continuous text without spaces between letters and words.
50. Reading small words. 51. Verbally and visually linking words. 52. Linking words to pictures through adequate selection between card captions and pictures. 53. Locating and distinguishing an object partially hidden in a picture. 54. Finding error in representations of objects and actions. 55. Familiarity with various print fonts and practice identifying individual letters. 56. Specific reading techniques for visually impaired students.

Low vision aids

Use of non-optical aids

57. Lighting aids. Experimenting with different table lamps. 58. Use of special equipment – special desks, reading stands, different types of lined paper, etc. 59. Dimming aids – book screens, visors, colored plates, colored filters.

Aids for low vision

Use of non-optical aids

57. Lighting aids. Experimenting with different desk lamps. 58. Use of special equipment – special desks, reading stands, different types of lined paper, etc. 59. Darkening aids – paper screens, visors, colored plates, colored filters.

Optical aids

60. Developing positive motives for using optical aids. 61. Acquiring specific skills for working with optical aids: body position; object localization; scanning; basic techniques: horizontal, vertical, general scanning (circular and zigzag technique). 62. Performing optical tasks for: close distances, medium distances, and long distances. 63. Working with electr
onic optical aids and using: closed-circuit television; electronic magnifiers.“ (25).

Author E. Boyadzhieva-Deleva shares that „the identification of needs for personal development support should be holistically constructed and require an assessment of all areas of functioning. It has two main directions: assessment of needs based on identified deficits, disorders, or difficulties, and assessment of needs based on the strengths, interests, and abilities of each child or student.“ (24).

Below we present the Ministry of Education and Science's curriculum for visual support for students with visual impairments and multiple disabilities. It is designed for three groups of learners with visual impairments and accompanying conditions: 1. Mild intellectual difficulties and mild emotional problems. 2. Severe/profound mental retardation with other disabilities. 3. Delayed speech development, no verbalism, and hearing impairments. The programs provide valuable ideas for a variety of tasks that can be implemented in the visual support classroom, as well as in the inclusive classroom in Bulgarian schools. This implies an active role for the family as a key partner in the inclusion process. As Hristova notes, „inclusive education is optimally and effectively implemented when there is a two-way interaction between school and family.“(25).

First Group – Global Areas of Development Combining Shape and Color Recognition with Motor Actions

- „Light localization. Placing a light box in various positions and at different distances from the child.
- Tactile tracking of a moving light on an object.
- Independent exploration of an object using a flashlight.
- The student copies the shapes of a circle, triangle, and rectangle with their fingers, mimicking the teacher’s finger gestures.
- Recognizing colored blocks without visual cues.
- Identifying the color and shape of two blocks shown simultaneously by the student and teacher.
- Identifying and tracking colored light from a source handled by both the student and the teacher along a white strip. Roles between teacher and student may alternate.

Motor Coordination
- Using a magnet to lift differently colored shapes and pictures from the floor, which are attached with paper clips.
- Observing and imitating the teacher's movements, such as the slow walk of a turtle and the faster movement of a dog.

Development of Spatial Awareness
- One child jumps toward another and grabs their hands.
- Jumping from a larger to a smaller toy.
- Jumping over a rope moving in a circle on the floor.

Development of Visual Classification Skills and Eye Hand Tracking
- Following a dotted line that connects two simple drawings (e.g., a girl and a house) on a blackboard.
- Gluing small items or shapes onto twine.
- Marking identical pictures or those in a specific position.
- Selecting all identical items from a set of paper shapes or pictures, clipping them together, and placing them in a box.
- Gluing specific digits onto designated strings and comparing the rows by length. This task can also be done with letters and words.

Recognizing Parts of the Body
- Identifying body parts illuminated by the teacher.
- Illuminating a specific body part independently, without the teacher's help.
- Placing 3D models of body parts made from cardboard, clay, dough, or papier-mâché on the corresponding areas of the teacher's body.

Searching and Tracking
- Following a light along a paper strip sprayed with paint or cotton.
- Tactile tracking along the same paper strip laid on a table horizontally, vertically, and diagonally. The teacher and student may switch roles.

Imitating Facial Expressions and Body Movements
- Copying gestures with fingers, hands, feet, and movements related to object manipulation.

Perception of Rhythm and Visual Patterns Presented by the Teacher
- Copying a given rhythmic pattern on a colored spot on a drum; performing rhythmic patterns using a ball or bell.
- Repeating assigned light patterns projected on a wall, such as two long and one short light flashes, or one short and two long.
- Copying a rhythmic pattern on a xylophone and on blocks with different tones.
- Copying rhythmic patterns by tapping on two glasses filled to the same level with differently colored liquids. Performing the same patterns on two or three glasses filled to different levels.

Visual Color Awareness
- Lifting a red cone that hides a treat.
- Pulling red, swinging yarn; observing the teacher pouring red liquid made from safe dye; blowing and popping soap bubbles.
- Locating a red box placed on a table to retrieve favorite toys.
- Lifting a red hoop from the floor and putting it back.
- Making red-colored finger prints on white paper.
- Separating red objects from a multicolored group and placing them in a red box.
- Tracking and recognizing a treat moving across the table, attached to a string and accompanied by red light.
- Laying out a red tablecloth and asking the child to hand it to the teacher.

Searching and Tracking
- Tracking light over a paper strip sprayed with paint or cotton.
- Tactile tracking over the same paper strip placed on a table horizontally, vertically, and diagonally. The teacher and the student can switch roles.

Imitating Facial Expressions and Body Movements
- Copying gestures with fingers, hands, feet, and movements related to object manipulation.

Perception of Rhythm and Visual Patterns Presented by the Teacher
- Copying a given rhythmic pattern on a colored spot on a small drum. Performing rhythmic patterns on a ball or bell.
- Copying assigned rhythmic patterns using light. The student must repeat two long and one short light beam on the wall, or one short and two long light beams.

- Copying a given rhythmic pattern on a xylophone and blocks of different tones.
- Copying a given rhythmic pattern by tapping on two glasses filled to the same level with differently colored liquids. Repeating the same pattern using two or three glasses filled to different levels.

Visual Color Awareness
- Lifting a red cone under which a treat is hidden.
- Grabbing and pulling red, swinging yarn. Pouring and spilling red liquid made with safe dye by the teacher. Blowing soap bubbles for the student to pop.
- Finding a red box placed on a table to retrieve favorite toys.
- Picking up a red hoop from the floor and putting it back.
- Making red-colored finger prints on white paper.
- Separating red items from a multicolored group and placing them in a red box.
- Tracking and recognizing a treat moving on the table, tied with string and accompanied by red light.
- Spreading a red tablecloth on the table and asking the child to hand it to the teacher.

Exploring, Recognizing, and Imaginary Writing of Letters
- Tactile and visual exploration of larger and smaller pairs of identical letters.
- Tracing letter outlines with a finger, illuminated by the teacher.
- Imaginary air writing of letters.
- Writing letters on a table or wall with foam spray, cream, or other water-soluble substances with a contrasting color.
- Tracing tactile and visual shapes attached to cardboard.
- Telling a short story or tale with basic pantomime and assistance from the teacher's actions.
- Shining a flashlight on a specific object upon receiving an auditory signal.
- The teacher, with eyes closed, says a word, and the child finds its written equivalent on a flashcard. Alternatively, the child selects the spoken word from a set of word cards and attaches it to a wall or board.
- Touching parts of their own body.

Concept of Number
- Placing a specified number of objects in a box that is continuously moved.

Understanding the Preposition „on"
- Identifying objects placed on top of other objects within a defined visual field.

Concepts of Bigger and Smaller
- Placing larger and smaller items into a box.
- Moving along a paper strip with pre-sorted human figure cutouts and placing large ones in a big house and small ones in a small house.
- Arranging bigger and smaller items into appropriately sized boxes (larger items should not fit in the small box).
- Gluing big and small circles onto suitable pieces of paper.
- Examining items using a magnifying and reducing lens. (Ask the child to determine whether the item is big or small. If they are nonverbal, use signs or familiar associations.)
- Placing equal amounts of grains into containers of varying volume and visually assessing the differences an example from Piaget's conservation tasks.

Eye-Hand Coordination
Dressing a doll in clothes appropriate for the weather conditions.
- Pairing shapes by type and texture on black contrast paper.
- Copying a shape made by the teacher using a material.

The above sample activities can be complemented by tasks from the general visual support program, focusing on color and shape classification and the motor skills the student should master.

Program for Students with Visual Impairments, Severe and Profound Intellectual Disabilities, and Other Accompanying Disorders:
- **Perception of Light**
  - Observing the child's reaction when the lightbox screen is turned on.
  - Fixating on a light accompanied by a sound from a previously introduced and familiar object.
  - Detecting light without an accompanying sound.
- **Children with Severe Visual Field Impairments**
  - Developing visual attention toward sound-producing toys.
  - Horizontal tracking of moving toys and colorful lights.
  - Vertical tracking of toys and colorful lights.

- Placing different body parts on differently colored areas of a blanket.

- **Activities for Children Unable to Turn Sideways**
  - Horizontal and vertical tracking of objects smaller than 15 cm.
  - Hitting an object on the left side with the right hand to break asymmetrical reflex.
  - Retrieving an object from a different position by removing another object symbolically blocking access.
- **Eye-Hand Coordination**
  - Using colored gloves by the child and teacher to grasp, push, and move colorful objects.
  - Pushing and rolling a ball.
  - Throwing a colored ball into a bucket and retrieving it.
  - Rolling a ball down a wide colored strip ending with an aluminum tray or another sound-producing object.

The program for students with delayed speech development, visual impairments, nonverbal communication, and hearing disabilities covers three groups of core skills:

1. **Distinguishing shape and color**
2. **Tracking a visual stimulus**
3. **Developing attention to a visual stimulus**

The first group includes the following tasks:

- Placing cubes of the same color onto paper using a guiding light source;
- Striking differently colored circles attached to the surface of a drum;
- Placing a cylinder, a rectangular prism, and a triangular pyramid of the same color onto paper;
- Observing a small fan with multicolored ribbons attached to it.

The second group involves:

- Tracking a moving flashlight;
- Rolling a ball between the teacher and the student;
- The teacher pointing with light to a specific cube for the student to place it in a box;
- The teacher using a guiding light to indicate which cube to move into the box. The next level of difficulty includes adding a second box, and the light indicates in which box the selected cube should be placed.

The third and final group includes visual searching and exploration of sound-producing objects and tracking non-sound-producing items.“ (23).

According to D. Dimitrova, the teacher „must possess strong theoretical and practical preparation to handle all kinds of challenges that the teaching profession may face. […] They must be able to respond promptly to students' needs, and be flexible, creative, and adaptive.“(26).

Similarly, D. Hristova notes that „the resource teacher is an educational specialist with complex responsibilities. They are responsible not only for the education of children and students with special educational needs, but also for team collaboration with general education teachers, interaction with other children and students, adaptation of the general education curriculum to individual needs, and last but not least cooperation with all parents.“ (27).

CONCLUSION

According to M. Tsvetkova-Arsova and M. Tomova, „the inclusion of special programs in the education of visually impaired students is fundamental for building basic cognitive skills necessary for adequate social, educational, and future professional inclusion.“ (15).

The authors also emphasize that „successful inclusion of children and students with visual impairments greatly depends on their positive acceptance and the attitudes of general education schools and teachers, as well as their sighted classmates. By taking into account the specific characteristics of visually impaired individuals, we can professionally and competently apply appropriate approaches, methods, and forms of work with children and students with visual impairments in an inclusive environment. All students, regardless of their diverse needs, disabilities, or individual characteristics, have equal rights in the classroom. It is essential to provide them with opportunities to develop their goals, dreams, and aspirations, bearing in mind that all children, regardless of their specifics, are more alike than different.“ (28).

In addition, the curriculum is an excellent tool for developing their sociocultural adaptation. (29). Their therapeutic effect is becoming an increasingly preferred subject of research. (30).

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