



## Information about the subject

**Degree:** Bachelor of Arts Degree in Primary School Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1162012 **Name:** Developmental and educational aspects of students with visual and motor impairments

**Credits:** 6,00 **ECTS Year:** 4 **Semester:** 2

**Module:** Qualifying Mention in Specific Educational Needs and Attention to Diversity

**Subject Matter:** Evolutionary and Educational Aspects of Students with Visual and Motor

Impairments **Type:** Elective

**Field of knowledge:** Social and legal sciences

**Department:** -

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** Spanish

**Lecturer/-s:**



## Module organization

### Qualifying Mention in Specific Educational Needs and Attention to Diversity

Subject Matter	ECTS	Subject	ECTS	Year/semester
Educational intervention in specific learning difficulties	6,00	Educational intervention in specific learning difficulties	6,00	3, 4/1
Educational Intervention in Students with Intellectual Disability and Autism Spectrum Disorders	6,00	Educational Intervention for Students with Intellectual Disability and Autism Spectrum Disorders	6,00	3, 4/2
Evolutionary and Educational Aspects of Students with Hearing Impairments	6,00	Developmental and educational aspects of students with hearing impairments	6,00	4/2
Evolutionary and Educational Aspects of Students with Visual and Motor Impairments	6,00	Developmental and educational aspects of students with visual and motor impairments	6,00	4/2
Pathology and intervention in specific language development disorders	6,00	Pathology and Intervention in specific language development disorders	6,00	0, 4/2
Design and evaluation of socio-educational programs and action plans	6,00	Design and evaluation of socio-educational action programmes and plans	6,00	This elective is not offered in the academic year 24/25



Educational intervention on problems of social maladjustment	6,00	Educational intervention in problems of social maladjustment	6,00	This elective is not offered in the academic year 24/25
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## Recommended knowledge

Have taken a course in special educational needs.

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student knows the characteristics of students with visual and motor impairments, and the educational needs that arise from them
- R2 The student designs adaptations of the curriculum to the needs of students with visual and motor impairments
- R3 The student designs and adapts specific educational strategies based on the analysis of case studies of students with visual and motor impairments
- R4 The student knows, selects, and develops materials that respond to the special educational needs arising from visual and motor impairments
- R5 The student uses tools to promote the relationship and communication skills of children with special educational needs arising from visual and motor impairments with their environment
- R6 The student identifies the indicators of visual and motor impairments, in order to collaborate in multidisciplinary diagnosis
- R7 The student develops guidelines, guides, and informs different educational agents about the special educational needs of students with visual and motor impairments
- R8 The student knows the different structures for training, personal development, and socio-labor integration for people with visual and motor impairments
- R9 The student detects and designs actions and proposals to eliminate or minimize barriers to participation and education in the school, social, and family environment of students with visual and motor impairments



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL	Weighting			
	1	2	3	4
CG2 Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.				X
CG3 Effectively address language learning scenarios in multicultural and multilingual contexts. Promote reading and critical analysis of texts from various scientific and cultural domains included in the school curriculum.			X	
CG4 Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.				X
CG5 Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.				X
CG6 Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.				X
CG10 Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.				X
CG11 Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.				X



CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.				X
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SPECIFIC	Weighting				
		1	2	3	4
EPT1	Knowing the characteristics of pupils with developmental and sensory disorders and learning difficulties, and understanding the complexity of the educational processes of the alterations and difficulties in the teaching-learning processes of pupils with specific needs (the teaching role, the design and adaptation of the curriculum and the means of access to it, etc.).				X
EPT2	To know the contents to be taught, understanding their epistemological singularity and the specificity of their didactics for pupils with specific needs.				X
EPT3	Respect for the personal and cultural differences of students with special needs and other members of the educational community.				X
EPT4	Ability to critically analyse conceptions of education derived from scientific research.		X		
EPT5	Ability to design and develop educational projects and programming units to adapt the curriculum to the context of the specific needs and socio-cultural contexts of learners.		X		
EPT6	Ability to promote the autonomous learning of students according to the objectives and contents appropriate to their educational level and learning characteristics.				X
EPT7	Ability to develop strategies to avoid exclusion and discrimination of the learner.				X
EPT8	Ability to organise, plan and adapt the teaching-learning processes, using the different disciplinary and cross-disciplinary knowledge in an integrated manner, appropriate to the learning characteristics of the student.			X	
EPT9	Ability to prepare, select and construct teaching materials and apply them in the specific frameworks of the different disciplines.			X	
EPT10	Knowing and knowing how to use technological aids and technical resources that facilitate access to information and communication in teaching-learning activities.				X



EPT11 Ability to promote the quality and appropriateness of educational contexts (classroom and school) so as to ensure the well-being and accessibility of learners.	X
EPT12 Ability to carry out educational support activities within the framework of inclusive education.	X
EPT13 Ability to carry out the tutorial function, guiding pupils and parents, and coordinating the educational action concerning their group of pupils.	X
EPT14 Ability to participate in research projects related to the teaching and learning of students with specific needs, introducing innovation proposals aimed at improving educational quality.	X
EPT15 Knowing how to develop the relationship and communication skills of pupils with specific needs with their peer group and the adults in their environment.	X
EPT16 Development of emotional control skills in the different circumstances of professional performance.	X
EPT17 Ability to encourage pupils with specific needs to participate in the construction of rules of coexistence.	X
EPT18 To know the general principles of speech therapy intervention in the school environment as well as its different functions: prevention, education, re-education, rehabilitation and treatment.	X
EPT19 Knowing how to face and cooperatively resolve problematic situations and interpersonal conflicts of various kinds.	X
EPT20 Ability to collaborate with the different sectors of the educational community and the environment, promoting the social integration of pupils with specific needs.	X
EPT21 To raise the commitment to optimise the academic performance of pupils with special needs and their progress in school within the framework of a comprehensive education.	X



## Assessment system for the acquisition of competencies and grading system

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R7	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R3, R5	10,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R6, R8, R9	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R7, R9	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R6	40,00%	Written tests: Objective tests with short and extended responses.
R4, R7, R9	20,00%	Projects. Development and/or design works.

### Observations

Written test: Objective multiple-choice test, 30 to 40 questions, 3 alternatives, only one correct, 2 wrong takes away 1 right.

Criteria for the awarding of Honor Grades: After obtaining a 9 and provided that the result obtained is the result of an excellent academic achievement coupled with an effort and interest in the subject.

Note: In order to add up the percentages it is essential to pass each and every one of the evaluation instruments. Failure to comply with the rules and deadlines established for the completion of academic activities will invalidate the grade

Single evaluation: Exceptionally, those students who, in a justified and accredited manner, cannot submit to the continuous evaluation system and request it within the first month of each semester to their professor may opt for this evaluation system, and the Dean's Office will decide on it.

In this case, it will be evaluated in the following way: According to the evaluation regulations of the UCV, the single evaluation consists of a final exam composed of an objective test (4 points) and a practical case (2 points) and the delivery of a work consisting of "Single Case Design" (following





the guidelines required in the subject regarding its resolution).

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## Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R7	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R3, R5	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R6, R8, R9	10,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R7, R9	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R6	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R4, R7, R9	20,00%	Projects. Development and/or design works.

## Observations

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## CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Participatory Master Class
- M2 Case Study
- M4 Learning Contracts
- M5 Seminar Work
- M6 Problem-based Learning
- M7 Cooperative/Collaborative Work
- M9 Group and Individual Tutoring
- M10 Individual Tutoring
- M11 Participatory Master Class



- M12 Case Study
- M13 Seminar Work
- M16 Learning Contracts
- M17 Problem-based Learning
- M18 Cooperative/Collaborative Work
- M19 Individual Tutoring
- M20 Group and Individual Tutoring



## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M7	R2, R4, R6, R9	5,00	0,20
Theoretical Class M1	R1, R4, R8	27,00	1,08
Practical Class M2, M6, M9	R2, R3, R5, R7	11,00	0,44
Seminar M5	R5, R6, R7	6,50	0,26
Tutoring M9, M10	R6, R7, R9	8,00	0,32
Evaluation M2	R4, R6, R7	2,50	0,10
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M2, M4, M7	R2, R3, R9	36,00	1,44
Individual work M5, M6	R7, R8	54,00	2,16
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R4, R8	25,00	1,00
Practical class (e-learning mode) M12, M16, M19	R2, R3, R5, R7	15,00	0,60
Seminar (e-learning mode) M13	R5, R6, R7	5,00	0,20
Individual tutoring (e-learning mode) M19	R6, R7, R9	15,00	0,60
Evaluation (e-learning mode) M12	R4, R6, R7	3,00	0,12
<b>TOTAL</b>		<b>63,00</b>	<b>2,52</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M17, M19	R1, R4, R8	60,00	2,40
Group Work (e-learning mode) M18	R2, R5, R7, R9	4,50	0,18
Discussion Forums (e-learning mode) M17	R5	2,50	0,10
Asynchronous Tutoring (e-learning mode) M19	R2, R3	20,00	0,80
<b>TOTAL</b>		<b>87,00</b>	<b>3,48</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
SEN due to visual impairment	<ol style="list-style-type: none"> <li>1.- General aspects about visual impairment and communication and interaction with a blind person.</li> <li>2.- Definition and general concept aspects about visual impairment</li> <li>3.- Guide Technique</li> <li>4.- Braille</li> <li>5.- Educational response to a blind child</li> </ol>
SEN resulting from motor impairment	<ol style="list-style-type: none"> <li>1.- Previous concepts</li> <li>2.- Psychomotor disorders versus Motor Impairments</li> <li>3.- Motor impairments without brain impairment</li> <li>4.- Motor impairments with brain impairment</li> <li>5.- Educational response to students with motor impairment</li> <li>6.- Support products</li> </ol>

Temporary organization of learning:

Block of content	Number of sessions	Hours
SEN due to visual impairment	15,00	30,00
SEN resulting from motor impairment	15,00	30,00



## References

### Basic Bibliography

CREENA (Centro de Recursos de Educación Especial de Navarra) (2000). *Necesidades Educativas Especiales: Alumnado con Discapacidad Motórica. Guía para la respuesta educativa a las necesidades del alumnado con parálisis cerebral*. Pamplona: Departamento de Educación y Cultura del Gobierno de Navarra.

Ferrándiz Vindel, I. & Palacios Sánchez, J. (2007). Tratamiento educativo de necesidades especiales de tipo motórico. En GENTO PALACIOS, S. (Coord) (2007) *Tratamiento educativo de la diversidad*. Madrid: UNED .

Coronas, M., & Basil, C. (2017). Los alumnos con discapacidad motriz. AA. Marchesi, C. Coll, i J. Palacios, *Desarrollo psicológico y educación: respuestas educativas a las dificultades de aprendizaje y del desarrollo* (3ª ed., p. 387-414). Madrid: Alianza Editorial.

AA.VV. (1994). *Deficiencia visual. Aspectos evolutivos y educativos*. Málaga: Aljibe.

### -Supplementary Bibliography

AA.VV. (1993). Deficientes motóricos I: Espina Bífida. En AA.VV., *Necesidades educativas especiales*. Málaga: Aljibe.

AA.VV. (1993). Deficientes motóricos II: Parálisis cerebral. En AA.VV., *Necesidades educativas especiales*. Málaga: Aljibe.

AA.VV. (1997). *Alumnos con necesidades educativas especiales y adaptaciones curriculares*. Madrid: CDCMEC.

AA.VV. (1998). *Las necesidades educativas especiales del niño con deficiencia motora*. Madrid: CDC-MEC.

Alcantud, F. & Soto, F. J. (2003). *Tecnologías de ayuda en personas con trastornos de comunicación*. Valencia: Nau Llibres.

Almirall, C. B., Bultó, C. R., & Camats, E. S. (2010). *Alumnado con discapacidad motriz* (Vol. 9). Grao

Alvarez, D. et al. (2004). *La sordoceguera un análisis multidisciplinar*. Madrid: ONCE.

Basil, C. (2014). Sistemas aumentativos y alternativos de comunicación. A J. Peña-Casanova. (Ed.). *Manual de logopedia* (pp. 379-390). Barcelona: Elsevier Masson.

Basil, C. & Rosell, C. (2006). Recursos y sistemas alternativos/aumentativos de comunicación. En J. L. Gallego (Coord.) *Enciclopedia temática de logopedia, volumen 1*. Málaga: Aljibe, 442-465.

Basil, C., & Soro-Camats, E. (2004). Proyectos y programas en alumnos con dificultades en la adquisición del lenguaje. AA. Badia, T. Mauri i C. Monereo (Eds.). *La práctica psicopedagógica en educación formal* (pp. 447-469). Barcelona: Editorial UOC.

Checa F. J. et al. (1999). *Aspectos evolutivos y educativos de la deficiencia visual*. Madrid: ONCE.

Coronas, M. & Basil, C. (2013). Comunicación aumentativa y alternativa para personas con afasia. *Revista de logopedia, foniatría y audiolología*, 33(3), 126-135.



- Coronas, M. & Rosell, C. (2014). Discapacitat motriu. A Ll. Andreu. *Atenció a l'alumnat amb discapacitat sensorial i motriu*. Barcelona: Editorial UOC.
- Gallardo, M. V. & Salvador, M. L. (1994). *Discapacidad motórica. Aspectos picoevolutivos y educativos*. Málaga: Aljibe.
- Jáuregui, M. V. G. (2012). Evaluar al alumnado con limitaciones en la movilidad. ¿Qué hemos de evaluar y cómo?. *Revista AOSMA*, (16), 1-5.
- Leonhardt, M. (1992). *El bebé ciego. Primera atención. Un enfoque psicopedagógico*. Madrid: ONCE.
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- Martín Betanzos, J. (2012). *Los primeros años del aprendizaje en comunidad del niño con parálisis cerebral. Pautas y dificultades*. CONECT@2 Abril – Agosto 2012 Año II,
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- Smith, M., & Murray, J. (2016). *The Silent Partner? Language Interaction and Aided Communication*. Surrey: J&R Press.

#### **HEMEROTECA. REVISTAS.**

**AULA de innovación educativa.**BARCELONA: Graó.

**BOLETÍN DEL REAL PATRONATO.**MADRID: Real Patronato de prevención y de atención a personas con minusvalía.

**CUADERNOS DE PEDAGOGÍA.**BARCELONA: Praxis.

**EDETANIA. Estudios y propuestas de educación.**GODELLA: Edetania Ediciones.

**INFANCIA Y APRENDIZAJE, Journal for the study of education and development.**SALAMANCA: Fundación Infancia y Aprendizaje.





**MAGISTERIO. Comunidad Valenciana.MADRID: M&M.**

**REVISTA DE EDUCACIÓN ESPECIALMALAGA: Aljibe.**

**Revista de CIENCIAS de la EDUCACIÓN.MADRID: INSTITUTO CALASANZ.**

Enlace al término “EDUCACIÓN ESPECIAL” en búsqueda de artículos en Biblioteca UCV:  
[https://www.ucv.es/alexandria/rev\\_iniarticulo.aspx](https://www.ucv.es/alexandria/rev_iniarticulo.aspx).

## **WEBGRAFÍA**

Guía informativa para las familias. Generalitat Valenciana.  
[http://www.edu.gva.es/abc/guiafamilia/docs/guia\\_familia\\_val.pdf](http://www.edu.gva.es/abc/guiafamilia/docs/guia_familia_val.pdf)  
(Castellano).  
[http://www.edu.gva.es/abc/guiafamilia/docs/guia\\_familia\\_val.pdf](http://www.edu.gva.es/abc/guiafamilia/docs/guia_familia_val.pdf)  
(Valencià).

### **Educación Especial – GVA**

<http://www.edu.gva.es/ocd/areacd/es/plan/esp/index.htm>.

### **Atención a las diferencias individuales – GVA**

<http://www.edu.gva.es/ocd/areaord/es/atdiversidad.htm>.

### **CERMI – Portal (Comité Español de Representantes de Personas con Discapacidad)**

<http://www.cermi.es/es-ES/Paginas/Portada.aspx>.

### **REAL PATRONATO SOBRE DISCAPACIDAD – Gobierno de España**

<http://www.rpd.es/>.

### **Educación Inclusiva en el Sistema Educativo Español – MEC**

<http://www.educacion.gob.es/educacion/sistema-educativo/educacion-inclusiva.html>.

### **Educación inclusiva. Iguales en la diversidad. MEC (ITE, Instituto Tecnológico Educativo). Curso *on-line* sobre educación inclusiva**

<http://www.ite.educacion.es/formacion/materiales/126/cd/indice.htm> .

### **Agencia Europea para la Educación Especial**

<http://www.european-agency.org/>.

### **Manuales de Atención al Alumnado con Necesidades Específicas de Apoyo Educativo**



### **de la Junta de Andalucía**

<http://www.juntadeandalucia.es/educacion/nav/contenido.jsp?pag=/Contenidos/PSE/orientaciony atenciondiversidad/educacionespecial/ManualdeatencionalalumnadoNEAE>,

### **de la Junta de Extremadura**

<http://www.juntadeandalucia.es/educacion/nav/contenido.jsp?pag=/Contenidos/PSE/orientacionyatenciondiversidad/educacionespecial/ManualdeatencionalalumnadoNEAE&vismenu=0,0,1,1,1,0,0,0,0>

del Departamento de Educación, Universidades e Investigación del Gobierno Vasco

[http://www.hezkuntza.ejgv.euskadi.net/r43-2459/es/contenidos/informacion/dia6/es\\_2027/necesidades\\_especiales\\_c.html](http://www.hezkuntza.ejgv.euskadi.net/r43-2459/es/contenidos/informacion/dia6/es_2027/necesidades_especiales_c.html)

### **Centro de recursos de Educación Especial de Navarra**

<http://centros.educacion.navarra.es/creena/>

### **Cine y discapacidad:**

<http://www.uhu.es/cine.educacion/cineyeducacion/temasdiscapacidad.htm>.

### **Once:**

<http://www.once.es/new/servicios-especializados-en-discapacidad-visual/publicaciones-sobre-discapacidad-visual/catalogo-de-publicaciones-de-la-once>

### **Centros españoles de documentación sobre discapacidad**

Centro Español de Documentación sobre Discapacidad, del Real Patronato sobre Discapacidad  
Centro de Referencia Estatal de Autonomía Personal y Ayudas Técnicas (CEAPAT), del Ministerio de Sanidad, Servicios Sociales e Igualdad

Centro Estatal de Información Documentación de Servicios Sociales (CEDISS), del Ministerio de Empleo y Seguridad Social

Instituto de Migraciones y Servicios Sociales (IMSERSO), del Ministerio de Sanidad, Servicios Sociales e Igualdad

Instituto Universitario de Integración en la Comunidad (INICO), de la Universidad de Salamanca  
Observatorio de la discapacidad

Servicio de Información sobre Discapacidad, de la Universidad de Salamanca

### **Discapacidad visual**

#### **Prevención de la ceguera**

Iniciativa "VISION 2020-THE RIGHT TO SIGHT"

International Agency for the Prevention of Blindness

Organización Mundial de la Salud

### **Centros extranjeros de información y documentación sobre discapacidad visual**

American Foundation for the Blind

Biblioteca especializada de la Liga Braille de Bélgica

Centro di Documentazione Tiflogica

Information resource for professionals who work in the field of visual disabilities



Perkins School for the Blind. Information Clearinghouse on Blindness and Visual Impairment  
Royal National Institute for the Blind Research Library  
The Library of Congress National Library Service for the Blind and Physically Handicapped,  
Reference Section

### **Entidades y asociaciones de profesionales especializados en discapacidad visual**

Association for Education and Rehabilitation of the Blind and Visually Impaired (AER)

Council for Exceptional Children (CEC)

International Council for Education of People with Visual Impairment (ICEVI)

International Society for Low Vision Research and Rehabilitation (ISLRR)

Rehabilitation Research and Training Center on Blindness and Low Vision (RRTC)

### **Asociaciones españolas de y para personas con ceguera y deficiencia visual**

AGAF. Asociación de Glaucoma para Afectados y Familiares

AMIRES. Asociación de Miopía Magna con retinopatías

ANIRIDIA. Asociación Española de Aniridia

ASANOL. Asociación Atrofia de Nervio Óptico de Leber

CHARGE. Asociación del Síndrome de Charge en España

### **Sordoceguera**

AADB. Asociación Americana de Sordoceguera (USA)

APASCIDE. Asociación Española de Padres de Sordociegos (España)

ASOCIDE. Asociación de Sordociegos de España (España)

DbI. Deafblind International

SENSE (Reino Unido)

### **Bibliotecas virtuales y electrónicas para personas con ceguera y deficiencia visual**

Biblioteca Virtual Miguel de Cervantes: Biblioteca de voces

### **Libro electrónico digital para personas con ceguera y deficiencia visual**

Consortio DAISY (Digital Accesible Information System)

### **Otras páginas de interés sobre ceguera y deficiencia visual**

Proyecto Tarragona: "Instrumentos de evaluación psicológica del ajuste a la discapacidad visual"

Tiflo Bebé: ayuda para padres con discapacidad visual

### **Centros y Servicios ONCE**

Centro de Investigación y Desarrollo Tiflotécnico (CIDAT)

Escuela Universitaria de Fisioterapia

Museo Tiflológico

Servicios Educativos (CRE)