

**TC**  
**MINISTRY OF EDUCATION**  
**SPECIAL EDUCATION INSTITUTIONS GENERAL DIRECTORATE**

**SPECIAL EDUCATION AND REHABILITATION CENTER**  
**VISUALLY DISABLED INDIVIDUAL SUPPORT TRAINING PROGRAM**

**ANKARA, 2008**

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Acceptance according to the attached certificate to be applied as of 01.01.2009,

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## LOGIN

Special education to meet the educational needs of individuals who need special education specially trained staff, improved training program and methods  
It is an education that is carried out in environments suitable for the disability and characteristics of the disabled.

Like every individual, visually impaired individuals have their own characteristics, interest, ability and There are learning needs. Perception of visually impaired individuals and their knowledge their collection is based on their senses that remain intact. Therefore, visually impaired touches objects while learning, listens to the sounds made by the objects, smells and tastes looking at understanding the properties of the object and trying to understand Benefit. Special education methods suitable for the visually impaired individuals. should be gained according to. Important in perceiving the environment and surrounding stimuli Another sensory organ is hearing. The sense of hearing impaired individuals' social relationships is important in maintaining. However, it is always possible to constantly find audible stimuli in the environment. It is not possible. Therefore, to include voice stimuli in the experiences to be given is required. Having speaking skills used to communicate with people It can be seen as an advantage for the visually impaired.

Visually impaired individuals, like all other disabled people, sometimes disabilities sometimes also feel the disabilities more and negatively due to the insensitive attitude of the society. They are affected. To minimize or cope with this negative impact to be educated from a young age in order to gain the ability, in terms of their development It is important. For this reason, the individual characteristics and disability levels of the visually impaired are considered. cognitive, social, academic, psychomotor, independent action, daily life and self-care To the Ministry of Education in order to acquire and develop basic skills. vision to be applied in special education and rehabilitation centers operating Support education program for the disabled has been prepared.

Organization and Ministry of National Education numbered 3797 in the preparation of the program.  
Annex 3 of the Law on Duties and Some Law dated 57.07.2008 and numbered 5793

## DEFINITION AND FEATURES OF THE DISABLED GROUP

### Description

Visual impairment due to partial or complete insufficiency of vision.  
if the individual's education performance and social cohesion are negatively affected  
express.

### Legal Description

Visually Impaired: With all the corrections, it is the tenth of the eye's normal vision  
having one or 20/200 visual acuity or less or the angle of vision 20  
Individuals who do not exceed the degree are called blind. 20/200 means no vision  
that the affected individual can see from 60 cm.  
Can be seen. The fact that the angle of vision is narrow means that there is normal visual acuity  
despite seeing only being in the center, being limited to 20 degrees, outside of 20 degrees  
not seeing the remaining objects.

Low Vision: Visual acuity with all corrections between 20/70 and 20/200  
they are individuals. The person who sees the meaning normally sees from 6 m, while the individual who sees less is 2 to 60  
You can see the distance between cm.

### Educational Description

Visually Impaired: Absolutely severely affected by visual impairment.  
They are individuals who need the alphabet (Braille) or the use of speaking books.

Low Seeing: With the help of magnifying tools or large-point written material  
are individuals who can read.

## General Features of Visually Impaired Individuals

1. Individuals with congenital visual impairment may look forward or  
swing back, shake your fingers or hands in front of your face, shake your fingers or hands  
They can show aimless movements such as waving their hands, rubbing their eyes with their fingers.
2. Visually impaired individuals, people's faces and the appearance of things  
a passive and meaningless facial expression in their communication with them because they could not portray  
are the owners.
3. When they talk to seeing individuals, they often seem insensitive and indifferent.

4. Many studies, rolling, which enables individuals with visual impairments to move,

reveals that it lags in gaining movement skills such as walking.

5. There is no motor delay among individuals who lose their vision afterwards,

However, individuals who have lost their eyesight have motor delay.

6. Individuals who are not completely blind (total blind) walk in a shorter step, evident

formal behaviors such as a foot-to-foot behavior, slow walking, oblique walking

Show.

7. Delay in conceptual development or cognitive abilities may be observed.

8. They may fail more, especially in skills that require abstract thinking.

9. It is difficult to give the concept of space. More information about the field, the sense of touch

is earned through.

10. Deficiencies due to visual impairment using other sensory organs

They try to compensate.

11. Their ability to concentrate attention, to notice fine details has improved.

12. They relate to social activities.

13. They are closely interested in music.

14. There is a difference in physical and mental development.

15. Their ability to move independently is limited.

16. There is a delay in perceptual motor and cognitive development.

17. There may be difficulties in changing facial expression while communicating.

#### **LEVEL OF THE PROGRAM**

Program in conceptual, social, practical compliance and independent movement skills

those who have deficiencies or limitations, need special education and support education services

It is prepared by considering the characteristics of individuals of all ages with visual impairments.

#### **GENERAL OBJECTIVES OF THE PROGRAM**

With this program, individuals;

1. Gaining basic life skills,
2. To act independently,
3. Ensuring their social development,
4. Develop their cognitive preparation and academic skills,
5. To gain daily life and self-care skills,
6. Develop skills related to visual, tactile and auditory perception,
7. They are expected to improve their communication skills.

#### **EXPLANATIONS ON THE PROGRAM**

1. Achievements in the modules take into account the characteristics of individuals with impaired vision.

and to reach the general objectives of the support training program.

It has been identified.

2. Course hours in the modules are arranged in the form of individual education. Blind

in case individuals cannot realize the gains in the modules, the situation of individuals

re-documented with disability health board report, related guidance and research

It is re-evaluated by the special education evaluation board in its center.

3. Other persons stated in the medical board report of individuals with more than one disability

Appropriate modules or modules should be proposed, taking into account their shortcomings.

For example, an individual's mental and orthopedic insufficiency with visual impairment  
It can be found. Individuals with visual, mental, hearing and orthopedic disabilities in module selection

Modules prepared for can also be recommended.

4. In order to increase the efficiency of the support training program, the modules  
implementation of gains in real environments as well as structured environments

It should be done.

5. In the transitions between the modules, the gains in the module suggested for the individual  
the proficiency level is evaluated by taking into account the individual development report.

6. Learning and realization of the gains in the program modules

Tools and equipment should be provided while including the teaching process section.

7. Support training program for individuals with visual impairments; Learning  
Preparation, Psychomotor Skills, Self Care Skills, Daily Life Skills, Independent

It consists of Movement Skills, Social Skills, Turkish and Math modules.

8. Being one stage and prerequisite among the modules in the program  
is not the case.

9. Reporting in accordance with the individual's education plan, RAM, if any, the school (education  
practice school, special education İ.O. etc.) or cooperation with the institution (hospital, SHÇEK etc.)

It should be done. Individual's education plan will be carried out on the studies, suggestions, if any  
institution / school staff (classroom teacher, guidance teacher, special education teacher, branch)  
teachers, institutional psychologists, social workers, etc.)

development and follow-up should be supported.

10. Professionals working in supportive education centers are

It should pay attention to team work by acting in accordance with its authority and responsibilities.

In addition, since they have different specialties, they are complementary to each other.

should not interfere with each other's field of duty.

11th. The social benefits of the individual who received support education in the education process  
play to communicate with its surroundings in order to ensure its transition and richness of life,  
drama, theater, travel, sports, music, scouting etc. all events in the program  
should be included in the modules.

## **PROGRAM STRUCTURE**

Support Education Program of Individuals with Visual Impairments  
various modules that will help them reach and the gains for these modules.

It is formed. The achievements expected in individuals in each module, the content of the modules,  
explanations about the modules and measurement and evaluation sections are included. modules  
to create and implement an individualized education program,

It is prepared in a structure that has integrity and complements each other functionally.

The gains in the modules are based on the knowledge, skills and attitudes to be gained to the individual.

It is formed. Modules can guide teachers or practitioners as well as education  
as it sets a standard for the education to be implemented by its institutions,  
also facilitates.

## **Modules and Times**

Program "Preparation Skills for Learning, Psychomotor Skills, Self-Care Skills, Daily Life Skills, Independent Movement Skills, Social Skills, Turkish and Mathematics" consists of eight modules.

NAME OF THE MODULE	TIME
Preparation to Learning	80 lessons
Psychomotor Skills	80 lessons
Self Care Skills	180 lessons
Daily Life Skills	240 Lesson hours
Independent Movement Skills	120 class hours
Social Skills	80 lessons
Turkish	220 class hours
maths	200 lessons

## LEARNING AND TEACHING PROCESS

In order for the program to be carried out in accordance with its purpose, the learning and teaching process it should be used effectively. Therefore, the following points should be considered:

- While planning the learning and teaching process, the individual's level of performance, characteristics and learning styles should be taken into consideration.
- To reach the target set at the end of the time used for support training use of time should be planned in the most accurate way.
- Appropriate strategies, methods, tools and materials in the learning and teaching process should be selected.
- The activities in the program, gradually from concrete to abstract, from easy to difficult attention should be paid to its preparation and application.
- The age and characteristics of the language and activities used in the studies proper attention should be paid.
- Effective communication of individuals and communication strategies in daily life suitable environments should be prepared for them to use and activities should be diversified.

### A. How the Support Training Program is Resource for the Individualized Training Program Eder?

Individualized to be prepared by the BEP development unit for the visually impaired individual The Education Plans are prepared by taking into consideration the development steps of this plan. It will be created based on the Support Education Program of Individuals with Disabilities. the individual The main thing in getting the performance is which of the achievements specified in the program. Achievements that the individual cannot achieve will guide the education to be given. For this purpose By using the Rough Evaluation Form, which is given in the measurement and evaluation section, It can be determined at which level the program performs.

The gains included in the modules also contribute to the stages of development and taking into account the maximum possible level that an individual can achieve in the type of disability



It was prepared. Long-term goals to be included in the IEP and related short-term targets will be determined in order of priority from the gains that the individual is inadequate. Evaluation process to measure progress at the end of the training activity, will be carried out based on the program and with the acquisition in the individual's IEP will be limited. Performance Record given in measurement and evaluation section Using the table, the gains of the individual in the month will be clearly seen. This

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The steps that form the basis of the individual's development level are defined in the performance tables. and, if necessary, sub-targets of these steps can be created.

Checklist of module contents both in performance purchase and evaluation It is prepared to be used as an application, and in the daily work planning of the practitioner It will be seen. To see the total progress at the end of the year and to the guidance and research center given in the measurement and evaluation section to report the level of the individual End of Term Individual Performance Evaluation Form will be used.

**What is Individualized Education Program?**

Individualized Education Program is about the development of the individual with special needs or discipline areas required by the applied program (self-care, academic skills, social skills, communication, etc.) from appropriate educational environments to meet their educational needs. (school, special education school, special class, vocational education center etc.) and support services (source room, in-class help, language and speech therapy, physical rehabilitation etc.) top It is a written document that envisages its utilization at a high level. This document is It is planned with the cooperation of the practitioner and related experts and is applied with the approval of the individual's family.

**What are the Elements of Individualized Education Programs?****1. Individual's educational level or performance level**

Prepared based on detailed evaluation results, what an individual can do and is the depiction of what they cannot do. In order to see the progress, the level of performance description is extremely important. Because these descriptions are to be clear and understandable, as well as to identify specific needs of the individual and to Lets you sort it in order.

**2. Factors such as educational performance level, developmental stage and age long-term goals to be realized at the end of a year determined by taking**

The long-term goal is that of the individual at the end of a school year or a school year are the desired behaviors. It can also be called annual purposes. Long-term goal selection of the individual's previous success, the individual's existing level of performance, the individual's preferences,

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applicability of selected objectives, priority needs of the individual, acquisition of objectives

The time allotted for should be considered. Long-term goals;

- a) It should be related to the individual's existing level of performance,
- b) The long-term goal area should be clearly defined,
- c) be measurable,
- ç) Should be meaningful,
- d) It should cover short term objectives.

### 3. Short-term goals to achieve long-term goals

It is shorter between the individual's current level of performance and the long-term goal. are the objectives realized in time. In short-term goal statements, the individual defining behavior, determining conditions of behavior (verbal requests or guidelines, written requests or instructions, materials, help needed level, environmental environment and adaptations).

### 4. Special education and support services that can be provided to the individual

**5. When** the services to be provided to the individual will start, continue and a timeline indicating the time to end, evaluation times

### 6. Persons responsible for services to be provided to the individual

**7. With which tools and how** based on the objective criteria of BEP stating that it will be evaluated

## How and by whom is BEP Developed?

Evaluate the individual in different areas for the development of IEP, its normal, private and a team that will make the most of support services and make decisions

Created. In this team, institution manager, special education teacher, classroom teacher, institution psychologist or guide teacher, language and speech therapist, audiologist according to need,

There are different specialists such as physiotherapists, social workers, medical and healthcare professionals. BEP

The key member of his team is the individual's family. According to the situation, the individual himself

Can participate.

## B. Teaching Methods and Techniques

### 1. Method of Narration

In open expression method, distinctive learning process is used. Its

The teacher or practitioner determines the related and unrelated qualities of the concept he / she will teach.

Then it creates positive and negative examples of the concept. Related properties of the concept defines the concept and creates similar examples of it. The concept of unrelated qualities

are the qualities that do not define but exist in the structure of the concept. Unrelated qualities, the concept

ensures that the samples are different. For example, the associated attribute for the concept of the "triangle" has three sides and it has three corners. Qualities such as the size and material of the object representing the triangle are unrelated qualities.

Positive examples of the concept show the qualities that define the concept. concepts  
negative examples show qualities that do not define the concept. For example, "triangle"  
Positive examples of the concept are "plastic triangle", "wooden triangle", "cardboard triangle". Triangle  
The negative examples of the concept are "plastic square", "wooden circle", "cardboard rectangle".

While preparing positive and negative examples of the concept, the number of samples is high and  
Attention should be paid to the change of unrelated qualities. Then, the individual is positive and negative  
examples should be presented, the correct reactions of individuals should be reinforced, the ignoring of wrong reactions  
should be presented again. Thus, learning with distinctive reinforcements  
It should be carried out.

## 2. Direct Teaching Model

Direct teaching model, especially for the education of children at risk  
is an improved teacher or practitioner-centered teaching model. Direct instruction  
model focused on teaching cognitive skills. Curriculum materials of the model and  
staging the teaching aims to take individuals to mastery in the fastest way.

The direct teaching model defines four types of information formats. These; verbal troops (simple  
facts, verbal chains, discrimination), insights, rule relationships and cognitive strategies.

Direct teaching model, teaching academic skills with generalizable strategies  
aims to develop the first step of program development, content concepts, rules, strategies  
and analyze them for effective ideas.

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There are four basic elements of organizing teaching in the direct teaching model.  
These; grouping individuals according to their educational needs, instructional time  
the use of written teaching processes and the individual's performance is constantly evaluating.

According to other teaching approaches, the teacher directly  
the role of the practitioner is more clearly defined. Written teaching processes  
the teaching of the practitioner alleviates the burden of patterning. Instead of his lesson effective and  
to present the program in a way that motivates its individuals, to the educational needs of individuals  
It is the responsibility of teachers or practitioners to make it appropriate. model  
There are seven items related to teacher-practitioner-individual interaction. These; the individual  
effective participation, the reaction of individuals as a group is used by the teacher or the practitioner.  
signs, tempo, mastering, error correction processes and motivation.

## 3. Accurate Teaching

Accurate teaching methods prevent individuals from making mistakes during teaching.  
are the methods that aim. Using the correct teaching methods in the teaching process  
Preference depends on three reasons: Accurate teaching methods are effective teaching methods.  
develops positive interaction between the practitioner and the individual,

allowing individuals to take reinforcers and make fewer mistakes during teaching.

it reduces the probability of exhibiting negative behavior.

Accurate teaching methods generally fall into two groups. Response tips  
The teaching methods that are presented and the teaching methods that provide stimulus tips. Reaction  
teaching methods with clues; fixed waiting period instruction, with simultaneous hint  
teaching, increased waiting time instruction, pre-behavioral clue and test teaching, behavior  
teaching with clues and fading before, teaching with gradual help,  
education in eight groups as a result of increasing the clue  
It is collected.

Methods using stimulus tips target behavior, target expected to start  
in the stimulus and in the stimulus providing the clue, in order to facilitate the perception of the target stimulus  
It is defined as making systematic adaptations. Using stimulus tips  
The teaching methods are divided into three: Wiping out the stimulus, shaping the stimulus and hinting the stimulus  
adding. Response cues methods are preferred over stimulus cues methods  
is recommended.

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#### 4. Cascading Method

The teaching process of the method is related to "do", "show", "say" and "write" steps.  
includes events. In these steps, the teacher or the practitioner  
each movement requires a counter action by the individual. Individuals, teachers or  
they see the practitioner doing the skill, they listen to the skill description. Then individuals  
they do the skill themselves, show it, say what they do and write it.  
While teaching by using the cascaded method, by making, showing, orally and in writing  
It is expected to have a reaction using language. The behavior of the individual when he reacts correctly  
it is reinforced, and when it responds incorrectly, it is returned to teaching.

**Do Step: In the "Do" step,** the teacher or practitioner will  
and the individual responds using real objects. The "do" step means that individuals  
It helps to establish intimacy with each other and with the teacher or practitioner.  
It is an effective teaching way used to ensure the individual's participation in the group. This step  
It consists of the sub-steps of "do-do", "do-show", "do-say", "do-write".

**Show Step: In the "Show" step,** the teacher or practitioner is a visual  
it stimulates and the individual is expected to react correctly. Teacher or practitioner, stimulants  
presents in a way that the individual can see. This step is "show-do", "show-show", "show-say",  
It consists of the "show-write" sub-steps (for those with low vision).

**Say Step: In the "Say" step,** the teacher or practitioner is symbolic to the individual.  
it gives the stimulus orally and the individual is expected to react correctly. This step is "say-  
It consists of the sub-steps of "do", "say-show", "say-say", "say-write".

**Summer Step: In the "Summer" level,** the teacher or practitioner is symbolic to the individual.  
it gives the stimulus in writing and the individual is expected to react correctly. This step is "write-  
It consists of the sub-steps of "do", "write-show", "write-say", "write-write".

## 5. Skill Teaching Methods

Advanced chain method in skill teaching, all skill method and reverse chain

All of the methods are called "skill teaching methods". methods

It is as follows:

**Advanced Chain Method:** To teach according to the advanced chain method the skill analysis prepared before the performance purchase, from the first to the last.

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needs to be arranged. While teaching, on the first step (first basic skill) other processing steps (other basic skills) are not taught. Individual, first transaction After performing the step independently, the second step is passed. Different Since material skills are involved, more advanced teaching of job-related skills chain method is used.

**All Skill Method:** Performance purchase to use the whole skill method The skill analysis prepared before should be done according to advanced chaining. Of this method During the application, teaching is done for all steps of the skill. Every teaching The skills on the steps of the session are gradually pulled and all skills tried to be realized.

**Reverse Chain Method:** To use the reverse chain method Skill analysis prepared before performance acquisition, based on reverse chaining must. In other words, skill analysis should be created from the last one to the first one. While teaching, the final processing step is emphasized. It is not done. When the individual reaches independence in the last step, the last one is education of the step. Individual steps performed independently in each session they are asked to complete the skill by doing so.

The reverse chaining method may not be suitable for every skill. Especially dressing According to other methods of reverse chaining method in skills and some professional skills is known to be more effective. This is because; individual's initial realization the skill we expected included quite a few processing steps, reaching independence while teaching other steps repeating the process steps.

Below are the stages of the ability to wear jackets created according to the reverse chaining method. It is:

1. Both arms wear the jacket dressed.
2. He wears a jacket with one arm.
3. He wears the jacket, which is kept in a way that he will wear
4. Wears the jacket provided.

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## 6. Process Processes Used in Education

Related to the "tips" and "shaping" of the process processes used in teaching explanations are included.

**Tips:** The tip is to make the child react correctly in the presence of a certain stimulus. to remind you how to act and what to do in order to provide.

Tips; verbal clue includes modeling (for those with low vision) and physical help.

- **Verbal Tip:** To express what we want the individual to do in words. Verbal clue, helping individuals to make movements if they understand what is told to them is a useful way. Also verbal hint is the least help for the individual to realize a skill is the way to. It will only be used if verbal clue is thought to be used in teaching. It is necessary to investigate whether verbal clues are meaning for the individual. For the individual giving verbal clues that have no meaning and waiting for the individual to realize the skill, means failure. Therefore, in many cases, the verbal hint is physical verbal clues make sense for the individual by using them with help and modeling clues. It is aimed to be made. Individuals of verbal clues used in teaching are successful needs to be withdrawn quite a lot.

- **Modeling:** It is doing and learning by observing and imitating a person's movement. In order to use the clue to be a model in skill teaching, an individual's ability to imitate must have. However, the ability to imitate is also a teachable skill. This Therefore, imitation must be taught before becoming a model. Teacher in modeling or whichever practitioner expects the individual to do that behavior with which hand and with which foot he must perform the skill using his hand and foot. While doing this, the teacher or it is more convenient for the practitioner to stand on the side of the hand that the individual uses and turn slightly to him It is. When the teacher or practitioner is a model by facing the individual, the individual the skill level with the hand or arm of the teacher or practitioner, trying to do, and this can create confusion.

Modeling hint should be withdrawn as in other hints. Being a model, used in conjunction with verbal clues and clues of modeling in the teaching process are systematic By pulling back, the individual is enabled to perform the movement only with verbal cues. Being a model The clue is that the whole movement is made and explained, and the instruction is given.

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a little bit of behavior towards an explanation and instruction.

should be withdrawn in steps. How many steps will the modeling tip be withdrawn?

It is completely dependent on the individual. The teacher or the practitioner, whatever the individual has as many models as needed. If the model teacher or practitioner

If there will be someone other than this person, a person accepted by the person taught should be noted.

- **Physical Aid:** To a person; containing body movements made with hands, arms, feet, etc.

It is the help applied to teach activities. Physical aid, teacher or the practitioner doing an entire skill step with the individual and what is done To tell; ranging from never doing the skill step to telling what to do applied in a process. Verbal hints are also given when applying physical aid. Physical aid applied to the individual to achieve the skill step by withdrawing, the individual is made to do the skill step with verbal cues.

While applying physical aid, especially when giving hints to hand or arm movements, it is important where the person giving the hint stands. The teacher or practitioner, the individual Physical aid application by going behind and doing the skill step with the individual, prevents confusion. The purpose of physical aid is how to help the child is to make him / her perform the skill step with verbal hint over time. When applying physical aid, the teacher or the practitioner may not be able to It holds the skill step by holding it firmly by the arm. Then the teacher or practitioner, when he feels that the individual is participating in the skill level, he relieves the pressure on his hand. Individual, skill the hand of the teacher or practitioner as he / she makes the step; individual's wrist, front It runs towards his arm, elbow and shoulder. Finally, when the individual feels difficulty, help He has his hand close to the hand of the individual.

Verbal, modeling and physical aid tips and each of these Individuals' characteristics should be taken into account when retreating clues related to their steps and clues it should be withdrawn systematically. If the individual fails in the step studied, the teacher or it may be thought that the practitioner pulled the tips fast. In this case, the teacher or practitioner, it should continue to work, returning to the hint used in the previous step.

**Shaping: Shaping** , giving the child a new behavior, existing

It is one of the basic processes used to increase or realize their behavior.

Shaping means reinforcing several of the elements of a behavior and other elements

This includes not reinforcing or extinction. Initially, the target from the behavior shown While successful behaviors that are close to behavior are reinforced, behavior is diversified by ending its consolidation and close to target behavior. The behaviors are selected and reinforced again, and the formation of the target behavior is ensured. Forming not only the target behavior, but every reaction that enables reaching the target behavior. It reinforced. So instead of waiting for the final form of behavior from individuals, the small progress is reinforced and behavior is shaped.

### C. Organizing Educational Environments

Educational environment, the interaction of the individual and the learning and teaching activities is the environment in which it occurs. Education of this environment, which has psychological, social and physical dimensions, It should be arranged in accordance with its activities. Applications of educational environments knowing it at an adequate level and arranging it according to the purpose is the most basic for education conditions are made of.

Support education institutions serving individuals who require special education

The standards specified in the relevant regulations of the General Directorate of Educational Institutions Education environments should be arranged in line with.

One of the most important factors in the regulation of educational environments

It is arranged. In this respect, corridors, sinks, dining halls, classrooms and common areas such as a garden to allow wheelchair access should be arranged; Additional measures such as ramps and handles should be taken where necessary. also The floor of the classroom should be covered with a soft and easy-to-clean material. it should be ensured that it gets enough air, heat and light.

It is the determiner, teacher or practitioner in the organization of educational environments.

The arrangement will enable individuals in the classroom to achieve each teaching objective. The opinions and suggestions of the teacher or the practitioner should be taken into consideration in the way it is done.

In the classroom environment for the implementation of educational teaching objectives

writing boards and boards should be mobile and portable. Cabinets should be closed so that keeping various elements under control during education It must be provided.

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Classroom environment should be arranged to allow group and one-to-one working.

For this, tables and desks should be fixed. Serving desk and ground activities in the classroom items to be found. Auditory and visual environments suitable for the processing of the subjects arrangement, three-dimensional models, embossed shapes, film, television, computer package programs CD, etc. tools should be used. As it comes to the handling of topics trips and observations should be included.

#### **QUANTIFICATION AND CONSIDERATION**

Measurement, whether individuals have certain characteristics, if they have degree is determined by expressing the results with symbols and number symbols. Assessment is a comparison of the measurement results with a criterion, is the decision-making process.

Measurement is a description (identification) process. Evaluation is a trial process and comparing the measurement result to a criterion.

To interpret the measurement result according to our purpose; completely, partially, adequately, insufficiently Reaching some of the provisions is an assessment. For example, in a minute Determining how many words are read by holding the clock is the measurement process. Individual's age, mental the ability to read the performance, taking into account the previous education (based on the average number of words read by your peers in one minute) back, normal or forward to conclude that it is evaluation.

Measurement and evaluation are two concepts. These two concepts are very closely related to the teaching process. Is all about. Assessment is the final phase of the teaching process and is an essential event is.



There are at least three stages of measuring:

- Having a quality to be measured
- Quality can be observed
- Displaying the numbers and symbols suitable for the purpose

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There must be measurement and evaluation in all areas of education. Otherwise education as a result of whether sufficient knowledge and skills can be gained or how much. It is not possible to determine whether the training program implemented has been successful or not.

### **Measurement and Evaluation in Special Education**

Measurement and evaluation for the individual who needs special education; before the program, It is used continuously during and after teaching.

The objectives of assessment and evaluation in special education are:

- To determine the areas where the individual is sufficient and inadequate
- Preparing training programs and measuring their impact
- To evaluate the individual's development at every stage
- Providing feedback on the development of the individual
- Identifying learning difficulties
- To determine the effectiveness of teaching and teaching materials
- Providing data to plan future learning processes
- To determine how prepared the individual is to learn a subject
- To follow the process at the stage of the individual's achievement in the program, and audit
- To determine the latest level reached by the individual as a result of teaching

Measurement and Support of Individuals with Visual Impairments  
evaluation process; rough evaluation, pre-teaching evaluation, teaching process (course hour) evaluation, final evaluation and after teaching (end of term) consists of evaluation stages.

The physical needs of the individual (meal, toilet etc.) must be removed.

Detailed explanations regarding the stages are given below.

### **Rough Evaluation**

• By the Special Education Evaluation Board that it needs support training the education module selected for the decision-making individual and the relevant achievements, in cooperation with the family

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to prepare an individualized education plan (IEP) in line with the individual's priority needs

This is a superficial evaluation to be made.

- Rough evaluation is done with Rough Evaluation Form.
- All achievements in the module in the Rough Evaluation Form are "Notifications"

It should be written in the column.

• While making a rough assessment, it does not make the individual's acquisition, but it should be checked if it does or does not know. Towards the individual's questions or guidelines Yes / No in the Rough Evaluation Form with the answer "+" and the wrong or missing answer as "-" column should be marked.

• If there is no response from the individual to the "Comments" column in the form information from the family is used if a different directive was used during the evaluation. Explanations about the directive should be written.

- The environment to be evaluated is suitable for the individual (sound, light, table etc.)

It should be organized.

- The teacher or practitioner responds to all the individual's responses during the assessment.

It must remain unresponsive. However, the individual's compliance with the rules in the evaluation process, show to show when it is said, to say when it is said, to look at the vehicles, to arrange the vehicles and helping to lift, sitting fit for work and acting appropriately their positive behavior should be reinforced.

- During the evaluation, question instructions should be given consistently and the tone of voice

It should be distinguished from the tone used when reinforcing.

### **Pre-Teaching Evaluation**

• As a result of the rough evaluation, the teaching of the gains selected to the individual's BEP detailed to be done to determine which step before starting And evaluation.

- With a performance that can be measured, observed, or a concrete product, teaching objectives

It should be evaluated.

• Which instructions should the teacher or practitioner give what restrictions are effective and applicable when evaluating materials should be specified.

• Skill or concept, the steps to be gained or performed by the individual are separated and sorted. These steps are very small or large, based on the individual's ability (concept and skill analysis).

• While analyzing the subject related to the skill, concept or discipline area should be divided into small sub-steps, before what was done before or after what was done structure, etc. it should be specified with which method.

- Different materials should be prepared for each notification.
- Rules to be followed during the work should be specified.
- Whether the behaviors planned to be taught have been learned before.

It should be prepared to determine.

- A form consisting of notifications, criteria and questions should be prepared.
- Each step of the skill or concept analyzed and any lower steps

It should form the notifications section of the "Performance Record Table".

• Criteria should be determined after notifications are formed. Criterion, which minimum of notification should state that it should be realized.

- To determine whether the notifications take place at the specified criterion level.

questions or guidelines should be prepared.

- The environment to be evaluated is suitable for the individual (sound, light, table etc.)

It should be organized.

- The teacher or practitioner responds to all the individual's responses during the assessment.

It must remain unresponsive. However, the individual's compliance with the rules in the evaluation process, show

to show when it is said, to say when it is said, to look at the vehicles, to arrange the vehicles and

helping to lift, sitting fit for work and acting appropriately

their positive behavior should be reinforced.

- The teacher or practitioner should ensure that the question guidelines are consistent throughout the assessment.

It should give way and distinguish it from the tone it uses while reinforcing its tone.

### **Evaluation of Teaching Process (Course Hours)**

• Which of the skills, concepts or disciplines assessed by the individual before teaching the path to be followed and each class hour after determining that it is at the level and starting teaching

It is a detailed evaluation of the developments seen in the individual at the end of his education.

- Evaluation results of the teaching process, Performance Record at the end of each class hour

Teacher or practitioner in the "Evaluation of Teaching Process" column in the table

marked by.

• At the end of one month training period, the bottom of the Performance Registration Table for the individual section of the "Family Information" section,

in the explanations about repetitions to be made at home in order to provide education and permanence

It will be made.

• Depending on the realization of the gains in the Performance Registration Table, more gains can also be shown. All of the achievements taught in a month, he

It will be shown on the Performance Record Table for the month.

- A copy of the Performance Evaluation Table at the end of the month,

It will be delivered. The original form will be stored in the file of the individual.

- Individual Performance at the End of the Period with Performance Record Table for each month

One copy of the Evaluation Form is sent to the RAM by the parent for the next review.

will be delivered upon arrival.

### **Final Evaluation**

• Included in the Performance Registration Chart for achievements selected for concept skills the field of teaching process evaluation steps (as "+" or "B"

when marked) to evaluate whether or not it is done by heart with different questions and materials

In order to prepare a Final Evaluation Form.

- Name and surname of the individual who was given support training at the top of the Final Evaluation Form.

and the date on which the evaluation was made.

- In the acquisitions selected for skill teaching, in the last course hour of the teaching process.

the evaluation made also shows whether the individual has achieved the skill.

will be the final assessment to be made. So a separate form

does not need to be prepared .

- Performance under the column of "Notifications" in the Final Evaluation Form.

If the same notifications received in the Registration Table are under the "Questions / Guidelines" column

Questions and materials different from the questions and materials in the Performance Registration Table

It will be written.

- While making the final evaluation, it is not possible to what degree the individual has made the gain.

It will be checked if it does or does not know.

- During the final evaluation, the teacher or the practitioner

It must remain unresponsive.

- As a result of the final evaluation, all the lower digits are "+" or "B"

If checked, the gain occurred, and when "-" or "SI, MO or FY" is checked

it is decided that the acquisition has not materialized and that teaching should be repeated.

- Final Evaluation Form will be kept in the file of the individual.

### Post-Teaching (End of Term) Assessment

- Post-teaching (end of term) evaluation, End of Term Individual Performance

It is done by Evaluation Form.

- End of Term Individual Performance Evaluation Form Special Education Evaluation

Which of the acquisitions intended to be earned within the period recommended by the Board

independently, which ones did not, despite the start of teaching

(education should continue) and which acquisitions are not started

It is the form in which it is shown and its reasons are written.

- Support to the top of the End of Term Individual Performance Evaluation Form

name, surname, age, educational diagnosis, start and end date of education

It is written.

- "Achievements" title in End of Period Individual Performance Evaluation Form

column under the Special Education Evaluation Board for the individual during the education

The acquisitions that are aimed to be gained (taken to the BEP) are processed as items.

- In which month the teaching of the acquisition was started, the acquisition of the related column in that month is

"+" if it occurred within the following months (if the gain did not occur) "-"

is marked as. A "+" is placed on the month of the acquisition.

- **Example 1:** "Wash your hands." earnings began in the first month and within that month

If it is earned, a "+" sign is placed in the relevant box in the first month.

- **Example 2:** "Washes your face." started in the first month and in two months

(if worked in the first and second months and finished in the second month)

"-" is put in the box and "+" sign in the relevant box in the second month.

- Gaining in the teaching process determined by the Special Education Evaluation Board

acquisition (s) from targeted (acquired BEP) achievements that never started teaching

**RAM in the** End of Period Individual Performance Evaluation Form, if any.

It is written in detail in the **information** section.

**Example 1:** "Buttonholes due to lack of time." The acquisition could not be started.

**Example 2:** Prerequisite is the acquisition, "It recognizes the numbers from 1 to 12." phase "He reads the hours" because it doesn't happen. has not been acquired.

- For the individual at the end of the period recommended by the Special Education Evaluation Board Although the acquisitions intended to be realized have been started, If not, explanations will be made on which lower step.

**Example 1:** "He cuts the paper." The subset related to acquisition in teaching related to acquisition "He takes the scissors." and "He takes the paper." can do their steps **independently** , "Opens the scissors." He can do his step with the **verbal hint** . places. " and "Makes the scissors on paper." steps of **physical assistance** with It is able. "He cuts the paper." need to continue teaching about acquisition has.

- "RAM Information" about the achievements made at the end of the education period There is no need to explain to the section.

- Teaching Individual Performance Evaluation Form at the end of the semester signed by the teacher (s) or practitioner (s) and parent. At the end of the teaching period While re-applying to the guidance research center for individual examination, Term End of Individual Performance Evaluation Form and Performance Record for each month One copy of the table is delivered to the RAM by the parent.

Form samples prepared for measurement and evaluation are presented in the annex. the module Forms prepared for the samples and necessary explanations about the samples It is given in the measurement and evaluation section.

**MEASUREMENT AND EVALUATION FORMS****ROUGH ASSESSMENT FORM****Name and surname :****Application Date:****Date of birth :****GAINS****Yeah**  
**No****DESCRIPTIONS****PERFORMANCE REGISTRATION TABLE**

This form has been prepared as an example for the purpose of evaluating the individual's gains for one month and informing the family about the studies.

**PERFORMANCE REGISTRATION TABLE**

INDIVIDUAL NAME AND SURNAME:  
EARNINGS:

MONTH OF:

NOTICES	INSTRUCTIONS QUESTIONS MAIN DIRECTIVE CRITERIA	EVALUATION OF THE TEACHING PROCESS INDIVIDUAL	GRO

Abbreviations: B = Independent SI = Verbal Tip MO = Modeling FY = Physical Assistance

FAMILY INFORMATION:

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname:

Training Start Date:

Individual's Age:

Training End Date:

MONTHS

GAINS

1 MONTH 2 MONTHS 3 MONTHS 4 MONTHS 5 MONTHS 6 MONTHS 7 MONTHS 8 MONTHS 9 MONTHS 10 MONTHS 11 MONTHS 12 MONTHS

RAM INFORMATION:

History

Guardian  
Name and surname  
Signature

operator  
Name and surname  
Signature

operator  
Name and surname  
Signature

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**LAST EVALUATION FORM**

**Individual Name Surname :**

**History:**

**QUESTIONS / INSTRUCTIONS**

**MAIN DIRECTIVE**

**NOTICES**

**Irma**

**CRITERIA**

**ASSESSMENT**

**ENDALSO**

operator

Signature

**DESCRIPTIONS**

- 1. The form will be filled by the practitioner who teaches.
- 2. The original form will be stored in the individual's file.



### PLANNING OF FAMILY EDUCATION AND COOPERATION WITH FAMILY

The role of the family in the education of visually impaired individuals is very important. Visually impaired individual How to benefit from early education and support education services in order to integrate with society as important as the right information, orientation and awareness raising for families It is very important to ensure the active participation of the family in the education of the individual as early as possible. It bears.

Educating families of visually impaired individuals knowing well and having more interaction with their children, one-to-one education deficiency to undertake education of individuals on issues that cannot be taken directly by education. is important for providing.

Families accept the disability of individuals with disabilities after their children are diagnosed with disabilities from various stages (shock, rejection, depression, confusion, guilt, anger, bargaining, acceptance and compliance). After the first psychological effects, the mother and There are some generalized attitudes towards disabled children in fathers. Example of these attitudes excessive protective attitude, privileged attitude, everything is handicapped for the disabled, handicapped child refusal attitude, attitude to use disability and normal attitude can be given. Families of children what to do, skills, individual differences and areas of development, etc. issues effective and adequate guidance and counseling to enable them to create realistic expectations to meet the need of psychological support in order to take the right attitudes and develop the right attitudes It is the most important point for family education to be successful.

Individual education approaches in family education programs, the language development of the individual, social and contributing to their emotional development, tactile and auditory development, various behavior and Competencies should be gained to teach independent life skills.

Family education means that what people learn from school or the environment is permanent It provides. In order to make the learning of the visually impaired individuals permanent, they can also be Education of families will be very beneficial since it provides generalization.

Family education programs include the parents, siblings and the individual care or education of other individuals, together or different education depending on the circumstances It is maintained by ensuring that they are trained and informed within their programs. Family education schedules, conferences, study meetings, homework, applications at home to the group can be executed in the form of transfer.

Participation dimensions of the family are related with the teacher or the practitioner, the special education process attending, observing at school, educational activities at home, attending meetings, volunteering in the classroom, Interaction between parents, utilizing other sources, learning and disseminating information about disability.

As can be seen, the active participation of the family is limited only to participation in the special education process. It is no.

Family education programs are organized within the time periods to be determined with the families and every year. should be developed and re-applied. Family education studies, taking into account requirements

It should be planned as individual or group work.

While all kinds of family education programs are planned, the family as well as the visually impaired person determination of their needs, with individual or group works in line with the needs supporting is an important point.

Family education studies; the age of the individual with disability, and therefore an institution Depending on whether it is placed or not, it is basically divided into two as home-based and institution-based. It is separated. Home based family education; The obstacle of the trainer, once a week or every 5 days the individual who goes home, evaluates what the individual can do with the family, determining goals based on what they can do, how to achieve these goals It consists of the steps of being shown to the family by the educator. Institutional family education and the methods and procedures that family members will use to cope with their behavior. It aims to show its processes. With these trainings, parents can develop their individuals to learn what they can do as part of their education by learning their aspects They begin. Families are effective ways to implement the school program at home; decision in the education of individuals learn how to give, take education, share rights and responsibilities.

In addition to meeting the information needs of parents, support services giving, making teachers or practitioners sufficient in terms of quality and quantity, Provision of all necessary tools and equipment, providing appropriate environments, teacher or practitioner-family cooperation should be established between.

While planning studies for the education of the visually impaired individual (information sharing, appropriate age of the visually impaired individual, providing tools, arranging environments for educational activities, etc.) degree of disability, skills, individual differences, level of development, etc. considering the individual While preparing the training program, the teacher or the practitioner and the family who are part of the team together should work, to realize the acquisitions and add new achievements to the module In other words, the importance of the family in the enrichment of the whole program is ignored It should not be. Studies with the family in the 0-6 age period should be supported at home, especially 0-3 Education of the visually impaired individual at the age should be conducted with a home focus. Family services, special education As part of its system, it should be regulated long-term and systematically.

## PREPARING TO LEARN MODULE

### AIM OF THE MODULE

To gain preparation skills for learning

### GAINS

1. Acquires tactile awareness.
2. Turns towards the light.
3. Follows the light.
4. Heads to sound.
5. Follows the sound.
6. Reacts to sound.
7. Finds the object.
8. Retrieves the object.

9. Switches the object between hands.
10. Matches objects.
11. Complies with simple one-word guidelines.
12. It follows simple two-word guidelines.
13. Imitates sound.
14. Makes monosyllabic sounds.
15. Repeats two-letter syllables.
16. Makes animal sounds.
17. Vehicle makes sounds.
18. Says simple words.
19. Build simple sentences.

### **DURATION OF THE MODULE**

Duration of the Preparatory Learning Skills module is 80 lessons.

### **EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. Preparation for learning module Considering the developmental characteristics of 0-3 years old visually impaired individuals prepared by taking.
2. Items 2 and 3 in achievements are for those with low vision.

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3. Touch is the primary source of information for all babies with low vision. Audio  
Time is required for inputs / information to become primary channels. So the first  
to touch him as much as possible in communication with the baby in months and to be with him  
is required. Teacher or practitioner; their families to their visually impaired individuals  
it should guide them to include more tactile and auditory experiences.
4. The teacher or practitioner should make the following suggestions to the family in his auditory perception studies.  
Toys (mobiles) that make noise on the bed of the visually impaired baby should be hung.  
Try to draw your attention to these toys. As the baby grows up, the mobile hand  
hold mobile to call, mobile touch and move mobile  
It should be directed.
5. The teacher or practitioner makes the following suggestions to the family in tactile perception studies.  
It must be found. Visually impaired baby rattle, tooth ring and making noise when squeezed  
In addition to toys, household items such as plastic cups, spoons, pegs and boxes  
It should be given.
6. Blocks, balls of different sizes and nesting boxes, as well as pegs, spools  
By giving different objects, the individual should be able to recognize them and they should be filled into boxes together.  
evacuation games must be played.
7. Talking to individuals with visual impairments by saying and introducing the names of things  
games with it by touching on the properties of objects and events  
playing, language development (self-expression, sentence building, etc.) to ensure  
consequently, the family about the importance of the module's gains and applications  
It should be informed.
8. Speech of the visually impaired individual should be expanded. For example, the individual "ball"  
when he says, "yes, your big / soft ball," saying the objects or events  
features should be mentioned.

9. During the conversation, the baby touching the face of the person speaking and mouth movements should be made to feel.
10. The individual should be taken out frequently and the sounds, smells and feelings that he feels with and around him about different situations (wind blows on the face or the weather is humid etc.)  
It should be discussed. The sounds of the individual in the environment (cat sound, music sound, sound of running water, wind sound, like the sound of the doorbell). Imitating these sounds  
It must be provided.
11. The individual should be allowed to participate in home activities, the work done with him and that day talk about the planned daily work. Contains motion in games and speech words should be used. (Shall we sit? Should we walk? Etc).

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12. When the individual suddenly becomes silent, thinking that he is trying to understand the events from the surrounding sounds give him the opportunity to listen to these sounds, then these sounds and sources  
It should be described.
13. Various sounds should be recorded on the tape and the source of these sounds should be introduced to the child.  
The individual should be asked to find the object that is the source of the sound he hears from the tape (Dog sound-dog model etc.).

**CONTENT OF THE MODULE****A. PERCEPTION WORKS**

1. Textural
2. Visual
3. Auditory

**B. OBJECT WORKS**

1. Finding an Object
2. Obtaining an Object
3. Object Transfer
4. Object Matching

**C. WORKS TO COMPLIANCE WITH THE INSTRUCTIONS**

1. Simple One-Word Guidelines
2. Two-Word Simple Guidelines

**CHINA. SOUND WORKS**

1. Imitation Studies
2. Studies to Make Monosyllabic Voices
3. Repeat Studies of Two Letter Syllables
4. Animal Sounds
5. Vehicle Sounds

**D. WORKS TO EXPRESS YOURSELF**

1. Simple (Single) Word Building
2. Establishing a Sentence

## MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the Preparation for Learning module; rude evaluation, pre-teaching evaluation, evaluation of teaching process (course hours), from the final evaluation and post-teaching (end of term) evaluation stages It is formed. Explanations for the sample forms prepared about these stages are given below. It is given.

### A. Rough Evaluation

- a. Rough Assessment Form (Form
  - 1) Skills independently performed in (+), skills that cannot be done independently It should be marked as (-). In the "Explanation" section, observations should be written.
- b. Intervention in the individual's reactions while registering on the Rough Evaluation Form should not be given or helped.
- c. As a result of the rough assessment, IEP should be prepared in cooperation with the family.
- d. This is about the individual with a visual impairment and family before starting the rough assessment.
 

be informed about the purpose and for what purpose the assessment is made.

Thus, the opinions of the family were taken before starting the evaluation, the individual The hesitations about the application to be made will be eliminated.

### B. Pre-Teaching Evaluation

- a. Physical needs of the individual with special needs (food, toilet etc.) must be removed.
- b. In the pre-teaching evaluation, the analysis of the stage to be studied should be done first.
- c. Pre-teaching evaluation results can be found in the Performance Registration Table.
 

The "Pre-Teaching Evaluation" column should be marked.
- d. As a result of the rough evaluation, one of the preparation skills for learning is "Tactile awareness. "The acquisition is insufficient and cannot be done independently Assuming an example was prepared.
- D. With the skill of "tactile awareness" in the "Pre-Teaching Evaluation" column
 

While making the relevant marking, an instruction is given to the individual for each sub-digit and it is checked that it cannot.

- to. "Tactile awareness, which is primarily addressed in pre-teaching evaluation
 

It is subdivided by making an analysis of the acquisition. a) Put on the face removes the veil. b) Removes the shape from the board. c) Places the round bar on the perforated board.
- f. With the skill of acquiring tactile awareness in the "Pre-Teaching Evaluation" column

While making the relevant marking, by giving instructions to the individual for each sub-step,  
it is checked that it does not. B performs independently for each sub-digit B,  
verbal hint is performed by SI, if it is modeled, MO is physical  
If it is performed with the help, FY is written.

### C. Evaluation of the Teaching Process

- a. Evaluation results of the teaching process, Performance Registration at the end of each class hour  
It is marked in the "Evaluation of the Teaching Process" column in the Table.
- b. As a result of the pre-teaching evaluation, the individual acquires "tactile awareness."  
teaching on what they could not do independently of the lower steps of their acquisition  
It will be made.
- c. At the end of each lesson, at which step the skill of the individual remains  
It is entered into the "Evaluation of Teaching Process" column in the Performance Registration Table.  
If he performs independently for each sub-digit, B with a verbal clue  
if he performs with SI, being a model, MO does not, with physical aid  
If it is performed, it is processed in the FY column with an "X" sign. "Being a Model" in the table  
section is not used in total visually impaired individuals, it is used in individuals with low vision.
- d. In the "Family Information" section at the end of the Performance Registration Table,  
"It acquires tactile awareness." both the teaching and the permanence of the acquisition  
In order to ensure that, explanations were made about repetitions to be made at home.
- D. The form will be filled in by the practitioner who teaches.
- to. A copy of the form will be delivered to the parent at the end of the month in exchange for signature. Original of the form  
will be stored in the individual's file.
- f. Family work and activities that can be done at home after each class hour  
Verbal or written information should be given about (again).

### CHINA. Final Evaluation

Teaching as the exemplary achievement is the skill of "tactile awareness"  
the last lesson evaluation we made in the  
it will be the final assessment for the acquisition. Therefore, a separate form has not been prepared.

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### D. Post-Teaching (End of Term) Assessment

- a. Individual development, every month in accordance with the results of evaluating the teaching process  
At the end of the semester, individual performance evaluation form was processed.
- b. At the end of the Semester Individual Performance Evaluation Form,  
In which month it started, the column related to that month, the gain was realized within one month.  
is marked as "+". Acquisition continues in the months after the start of the month  
If it is not (no gain), it is marked as "-". the gain  
"+" is placed on the month of occurrence.
- c. In the teaching process determined by the Special Education Evaluation Board  
teaching the acquisitions that are aimed to be gained (to the BEP)  
If there is any gain (s) that could not be started at the end of the period Individual  
Detailed **information** to the **RAM Information** section in the Performance Evaluation Form

will be written as.

## MEASUREMENT AND EVALUATION FORM EXAMPLES

### Rough Evaluation Form (Preparation Skills for Visually Impaired Learning)

#### PREPARATION FOR LEARNING ROUGH EVALUATION FORM

Name and surname:

Application Date:

Date of birth:

	achievements	Yeah No	Descriptions
1st	It acquires tactile awareness.	-	
2nd	He turns to the light.	-	
3	Follows the light.	-	
4	He turns to sound.	-	
5	Follows the sound.	-	
6	It reacts to sound.	-	
7	Finds the object.	-	
8	Gets the object.	-	
9	Switches the object between hands.	-	
10	Matches objects.	-	
11	Complies with simple one-word guidelines.	-	
12	Follows two simple words.	-	
13	Imitates sound.	-	





MONTHS

GAINS

	MONTHS											
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
It acquires tactile awareness.	+											
He turns to the light.	+											
Follows the light.	+											
He turns to sound.	- +											
Follows the sound.	+											
It reacts to sound.		+										
Finds the object.		+										
Gets the object.		- +										
Switches the object between hands.		- +										
Matches objects.			+									
It follows simple one-word guidelines.			- +									
It follows simple two-word guidelines.				+								
Imitates sound.					+							
Makes monosyllabic sounds.					- +							
Repeats two-letter syllables.									+			
Makes animal sounds.									+			
The vehicle makes noises.										+		
Say simple words.										- +		
Build simple sentences.												+

**EXPLANATION :** Achievements and items intended to be earned within the period suggested by the Special Education Evaluation Board in the form is processed. Whichever month the earning started, the column related to that month; if the gain ended in one month (gain if it is realized) If it continues as "+" in the following months (if the gain is not realized), it is marked as "-" the gain "+" is placed on the month of occurrence.

**RAM INFORMATION**

1. As a result of the studies carried out on the above mentioned individual, all the gains were taught.

	History	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

**PSYCHOMOTOR SKILLS MODULE**

**AIM OF THE MODULE**

To gain psychomotor skills

**GAINS**

1. Keeps the objects in front of it.
2. Lying face down lifts his body.
3. Lying prone makes movements.
4. It sits without support.
5. Acquires crawling behavior.
6. Acquires standing behavior.
7. Acquires sitting behavior.
8. Acquires walking behavior.

9. Acquires squatting behavior.
10. It provides body coordination.
11. The body acquires flexibility.
12. Recognizes the parts of the body.
13. Makes standing postures in various ways.
14. Makes sequences in various ways.
15. Makes turns in various ways.
16. He walks in various ways.
17. Coordinates on foot.
18. It provides coordination with the races.
19. He makes jumps in various ways.
20. It provides coordination with lifting and transportation.
21. It provides coordination with hanging and shaking.
22. Makes imitation movements.
23. Plays together.
24. Tears the paper.
25. Paper floors.
26. Glues paper.
27. He cuts paper with scissors.
28. Obtains products with kneading materials.
29. Arrays of beads.

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30. It now obtains products using materials.
31. Makes movements on the mat.
32. During gymnastics, he makes balance-building movements.
33. Makes rope movements.
34. Realizes the importance of doing sports for health.
35. Takes care to protect its health.

**DURATION OF THE MODULE**

The duration of the Psychomotor Skills module is 80 lessons.

**RELATED APPLICATION OF MODULE to choke description**

1. The development of psychomotor skills development module and low vision individuals with low vision  
It has been prepared by considering its features.
2. The family of the individual, at different times during the day (at least one hour), the baby on the smooth surface,  
Necessary to roll, sit and crawl in a prone position  
they should be made conscious of helping them discover movements.
3. Individuals' reports are also taken into account in the implementation of the psychomotor skills development module.  
If necessary, support should be provided in some applications.
4. Leave various objects in places where the family can contact the baby's bed by chance,  
balls, blocks or rattle etc. sounding objects  
It should be put. To be able to grab these objects from hand, to grasp them with thumb and forefinger  
The family should be given the necessary information about.

5. When the individual is ready for physical development, he can stand up by holding on to things.  
and suitable environments are prepared for the individual to walk and  
needs to be encouraged.
6. When the individual is ready to walk with support and shoot objects, the car, small chair, etc.  
It must be supported by the family to play with pushed toys.
7. Fine and gross motor with repetition of appropriate physics movements and planned training  
skills can be made more active (dough, bead  
family should be informed about placing, folding paper, playing with the ball, swimming etc.) and  
The activities in the module should be supported outside the school. For example,  
required for the individual to participate in the mobile games played on the street and to be successful  
reaching physical maturity, giving opportunity, gaining experience, self

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- family to trust and show desired behaviors in their physical development  
It should be directed.
8. Individuals are able to correct their wrong practices as much as possible while  
the mistakes they can correct are in time, and all the mistakes they make are slowly  
should be eliminated.
  9. Teachers or individuals who think that individuals sometimes forget skills  
information should be repeated by practitioners.
  10. Individuals should be shown how to do psychomotor behaviors detected and  
all materials must be examined and introduced. The most appropriate method should be chosen for this job.
  11. Studies on gaining module for developing psychomotor skills  
it should be done in a fun way.
  12. Experience for the individual to achieve basic mobility skills at maturity level  
walking like a soldier thought to provide, walking at your fingertips, kicking the rolling ball  
throwing, somersault, jumping on one leg, line works and paper folding etc.  
different applications have to be done.
  13. In studies on gaining psychomotor development skills, falling, multiplying,  
injury, etc. taking all necessary security measures against situations  
is required.
  14. The skill of cutting paper with scissors in the development of small muscle skills.  
round tails to prevent self-harm while teaching  
cutting work should be done with scissors.
  15. Gaining psychomotor development skills due to the individual's visual impairment.  
Feeling textural properties of the materials to be studied in related studies, different weight,  
It should be provided to distinguish the differences between thin and thick objects.
  16. While doing exercises to increase flexibility, from head to toe or from head to toe  
A line should be followed in the form of flexing the muscles.

**CONTENT OF THE MODULE****A. BODY MOVEMENTS**

1. Movement of Body Parts
2. Object Studies

**B. LAYOUT EXERCISES**

1. Basic Postures
2. Sessions

3. Lineups
4. Turns

**C. BASIC MOVEMENTS**

1. Flexibility Enhancing Actions
2. Walks
3. Walking and Coordination
4. Endurance with Runs
5. Coordination with Conditions
6. Leaps
7. Coordination in Lifting and Transporting
8. Coordination in Hanging and Swinging

**CHINA. GAME PLAY**

1. Imitation Movements
2. Playing Games Together

**D. SMALL MUSCLE SKILLS DEVELOPMENT ACTIVITIES**

1. Paper Studies
2. Kneading Studies
3. Beading Studies
4. Residual Material Studies

**E. JIMNASTIK**

1. Cushion Movements
2. Movements During Gymnastics
3. Rope Movements

**F. SPORTS AND HEALTH**

1. Sports and Health Relationship
2. Health Protection

**MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in Psychomotor Skills Development module; rude evaluation, pre-teaching evaluation, evaluation of teaching process (course hour), final evaluation and post-teaching (end of term) evaluation stages. This Explanations about the sample forms prepared for the stages are given below.

**A. Rough Evaluation**

- a. Independent in the Rough Evaluation Form when evaluating psychomotor skills skills performed as (+), skills that cannot be done independently (-)

It should be marked. In the "Description" section, observations during the evaluation articles must.

- b. Intervention in the individual's reactions while registering on the Rough Evaluation Form should not be given or helped.

- c. As a result of the rough assessment, IEP should be prepared in cooperation with the family.
- d. This is about the individual with a visual impairment and family before starting the rough assessment.  
be informed about the purpose and for what purpose the assessment is made.  
Thus, the opinions of the family were taken before starting the evaluation, the individual  
The hesitations about the application to be made will be eliminated.

### **B. Pre-Teaching Evaluation**

- a. Physical needs of the individual with special needs (food, toilet etc.) must be removed.
- b. In the pre-teaching evaluation, the analysis of the stage to be studied should be done first.
- c. Pre-teaching evaluation results can be found in the Performance Registration Table.  
The "Pre-Teaching Evaluation" column should be marked.
- d. As a result of the rough evaluation, one of the psychomotor skills, "Standing postures Demonstrates skills related to. "The acquisition is insufficient and independently Assuming that it could not be done, an example was prepared.
- D. Related to "showing standing positions" in the "Pre-Teaching Evaluation" column  
While making the marking, by giving instructions to the individual for each sub-step, it is checked that it cannot.
- to. "Pre-Teaching Assessment" related to "Standing postures" skills show "is analyzed, and subdivided: a) " Comfortable be "makes posture. b) " Be ready "makes posture. c) stands at your fingertip. ç) one foot on it. d) Eagle makes a stance. e) Glider makes a stance. f) Crouching posture It makes.
- f. Marking the standing position skill in the "Pre-Teaching Evaluation" column  
While doing it, an instruction is given to the individual for each sub-step.  
If he performs independently for each sub-digit, B with a verbal clue  
if he performs with SI, being a model MO if he is with physical aid  
If it is performed, FY is written.

### **C. Evaluation of the Teaching Process**

- a. Evaluation results of the teaching process, Performance Registration at the end of each class hour  
It is marked in the "Evaluation of the Teaching Process" column in the Table.
- b. As a result of the pre-teaching evaluation, the individual said "Skills related to standing postures It shows. " on what they could not do independently of the lower steps of their acquisition.  
teaching will be done.
- c. At the end of each lesson, at which step the skill of the individual remains  
It is entered into the "Evaluation of Teaching Process" column in the Performance Registration Table.  
If he performs independently for each sub-digit, B with a verbal clue  
if he performs with SI, being a model, MO does not, with physical aid  
If it is performed, it is processed in the FY column with an "X" sign.
- d. In the "Family Information" section at the end of the "Performance Registration Table",

"Demonstrates skills related to standing postures." both his teaching and in the explanations about repetitions to be made at home to ensure its permanence

It has been made.

#### **CHINA. Final Evaluation**

As the exemplary achievement is the ability to "demonstrate standing skills" the last lesson evaluation we made during the teaching process also means that the individual it will be the final assessment for the acquisition. Therefore, a separate form has not been prepared.

#### **D. Post-Teaching (End of Term) Assessment**

a. Individual development, every month in accordance with the results of evaluating the teaching process

At the end of the semester, individual performance evaluation form was processed.

b. At the end of the Semester Individual Performance Evaluation Form,

If the month started, the column related to that month, the gain was realized within one month.

It is marked as "+". If earnings continue months after the start of the month

(if no gain has been achieved) will be marked as "-". "+" To the month of the acquisition

Threads.

c. For the individual at the end of the period recommended by the Special Education Evaluation Board

or the teaching that cannot be realized from the acquisitions intended to be realized

the rationale for the gains that could not be made, in detail (1. If the teaching never started

If the acquisition could not be achieved despite the justification of the second education. which sub-step) will be explained in the "RAM Information" section.

## MEASUREMENT AND EVALUATION FORM EXAMPLES

**Rough Evaluation Form  
(Psychomotor Skills in Visually Impaired)**

**PSYCHOMOTOR SKILLS ROUGH EVALUATION FORM**

Name and surname:

Application Date:

Date of birth:

	Notification	Yeah No	Descriptions
one	It holds the objects in front of it.	-	
2nd	Lying prone, he raises his body.	-	
3	He makes movements while lying prone.	-	
4	It sits unsupported.	-	
5	Acquires crawling behavior.	-	
6	Acquires standing behavior.	-	
7	Acquires sitting behavior.	-	
8	Acquires walking behavior.	-	
9	Acquires the squatting behavior.	-	
10	It provides body coordination.	-	
11	Acquires body flexibility.	-	
12	Recognizes the parts of the body.	-	
13	Makes standing postures in various ways.	-	
14	Makes sequences in various ways.	-	
15	He makes turns in various ways.	-	
16	He walks in various ways.	-	
17	Coordinates on foot.	-	
18	It provides coordination with runs.	-	
19	He makes jumps in various ways.	-	
20	It provides coordination with lifting and transportation.	-	
21	It provides coordination with hanging and shaking.	-	
22	Makes imitation movements.	-	
23	Plays together.	-	

24 Paper tears.

-

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25 Paper floors.

-

26 Adheres paper.

-

27 Cut paper with scissors.

-

28 Obtains products with kneading materials.

-

29 Beads string.

-

30 Obtains products by using leftover material.

-

31 Makes movements on the mat.

-

32 Balance-building movements during gymnastics  
It makes.

-

33 Makes rope movements.

-

34 Understanding the importance of doing sports for health  
would.

-

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**Page 51****PERFORMANCE REGISTRATION TABLE**





- 3. At the end of the form, information about the work done to the family will be written.
- 4. After the lesson hours, the activities done to the family and the activities that can be done at home (again) verbal or written information should be provided.
- 5. The "Modeling" section in the table is not used in individuals with total visual impairments.
- 6. The "Modeling" section in the table is used for individuals with low vision.

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

**Individual Name Surname:**  
**Individual's Age:**  
**Educational Diagnosis:** Visually Impaired

**Training Start Date:**  
**Training End Date:**

MONTHS

GAINS

1. MONTH 2. MONTH 3. MONTH 4. MONTH 5. MONTH 6. MONTH 7. MONTH 8. MONTH 9. MONTH 10. MONTH

It holds the objects in front of it.	+								
Lying prone, he raises his body.	+								
He makes movements while lying prone.	- +								
It sits unsupported.	+								
Acquires crawling behavior.	- +								
Acquires standing behavior.	+								
Acquires sitting behavior.	- +								
Acquires walking behavior.	+								
Acquires the squatting behavior.	+								
It provides body coordination.	+								
The body acquires flexibility.	+								
Recognizes the parts of the body.	+								
It makes standing postures in various ways.	+								
Makes sequences in various ways.	+								
It makes turns in various ways.	- +								
He walks in various ways.	+								
It provides coordination by walking.	+								
It provides coordination with the runs.	- +								
It jumps in various ways.	+								
It provides coordination with lifting and transportation.	+								
It provides coordination with hanging and swinging.	+								
It makes imitation movements.	+								
Plays together.	+								
The paper tears.	+								
Paper floors.	- +								
Adheres paper.	+								
He cuts the paper with scissors.	+								
Obtains products with kneading materials.	- +								
Arrays of beads.	+								
It now obtains products using materials.	+								
It makes movements on the mat.	-								
During gymnastics, he develops balance exercises.									
It makes rope movements.									
Realizes the importance of doing sports in terms of health.									
It takes care to protect its health.									

*EXPLANATION* : Achievements and items intended to be earned within the period proposed by the Special Education Evaluation Board in the form is processed. Whichever month the earning started, the column related to that month; if earnings ended within a month

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(if the gain was realized) as "+"; If it continues in the following months (if no gain has been achieved), it will be marked as "-".  
A "+" is placed on the month of the acquisition.

### RAM INFORMATION

The above mentioned individual has been taught "the ability to make movements on the cushion". But the individual he / she can do the step of "standing in front of the cushion" with physical help. Gymnastics doing balance-building movements, making rope movements, doing sports time for teaching the skills of being aware of their importance, taking care to protect their health Since it is not grown, it will be taught in the next semester.

History

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

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ÖZBAKIM SKILLS MODULE

**AIM OF THE MODULE**

To develop self-care skills

**GAINS**

1. Washes his hands.
2. They dry their hands.
3. She washes her mouth.
4. Washes your face.
5. It dries your face.
6. Washes your foot.
7. Dries your feet.
8. Combs your hair.
9. Brushes your teeth.
10. He cuts his nails.
11. It meets the need for toilet.
12. It becomes a beard shave.
13. The pad changes.
14. Recognizes his clothes.
15. Recognizes the clothes worn according to different environments.
16. Recognizes the accessories used in clothes.
17. Take off gloves.
18. Removes shoes.
19. Socket takes off the socks.
20. Take off pantyhose.
21. Take off the sweater.
22. Take off the skirt.
23. Take off the jacket.
24. Take off the trousers.
25. He wears a beret.
26. He wears a hat.
27. Wraps the scarf around the neck.
28. Socket wears socks.

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29. Wears shoes.
30. Wears gloves.
31. Wears a skirt.
32. Wears pantyhose.
33. Wears trousers.
34. Wears a sweater.
35. Wears a jacket.
36. Snaps snaps.
37. Zipper opens.
38. Button opens.
39. Removes the belt.
40. Wears a belt.

41. Snap snap closes.
42. Zipper closes.
43. Buttonholes.
44. Loosens shoelaces.
45. Laces laces.
46. He wears shoelaces.
47. Wears a belt.
48. Tie a tie.

## DURATION OF THE MODULE

The duration of the Self Care Skills module is 180 lessons.

## EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. Self-Care Skills Improvement module is for individuals with low vision and total visual impairment.  
It has been prepared taking into consideration the development features.
2. The achievements in this module, prepared for the visually impaired individual, are gradual.  
It shows the pattern.
3. These skills (personal cleaning and care of the individual affected by visual impairment, dressing, dressing, etc.) to carry out independently, the family is extremely  
should be made conscious about not being protective.

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4. An individual affected by visual impairment, which should be considered in skill teaching.  
teacher or practitioner of the tools and equipment in the environment and to be used in teaching  
to be introduced and examined by.
5. Before the skill is taught to the individual affected by visual impairment,  
what skill to be taught by the practitioner and when the individual learns this skill  
When and where to use the skill should be explained.
6. In the skill teaching until the individual with visual impairment realizes the skill independently  
Physical aid and tips given during teaching should be gradually withdrawn  
(full physical help, full verbal clue, etc.).
7. Necessary for the family about what to do in domestic arrangements while teaching skills  
information should be given in detail, also teacher or practitioner, seeing in universities  
Family support should be provided by departments providing education in the field of disabled people.  
(goods and vehicles that can cause spillage, bumps, injuries, etc.  
giving the necessary information about the arrangement of the environments, etc.).
8. Personal cleaning and care belonging to the individual in teaching personal care skills  
materials and these materials (soap, towel, nail scissors,  
shaving brush, toothpaste, toothbrush) where the individual can easily reach  
should be provided.
9. When the toilet skill training is started in individuals, the clothes he wears are simple and easy.  
It is the type that can be taken out and put on, the toilet is convenient and suitable for the individual.  
arrangement of the tools to be used in toilet skill teaching (siphon, toilet paper,  
soap) should be ensured that the individual is easily accessible and kept in a certain place.

10. When the teaching of dressing and dressing skills is started, it is suitable for the age characteristics of the individual. the specific features of the items it will use (the label part of the sweater, the zipper of the skirt location, belt and leg parts, etc.) in detail and the family also awareness raising should be provided by the teacher or practitioner.
11. During the teaching of the ability to use clothing accessories, the age of the individual According to its features and convenient to use (easy to open and close, tie, scarf, belt, etc. Accessory dimensions should be appropriate).
12. Teacher or practitioner of the teaching method to be used in the teaching of all skills to be explained to the family clearly, clearly and practically (hand washing) physical aid to be made in the teaching of the individual by standing on the back cross required, etc.).
13. Individuals' self-care and cleaning in teaching personal care skills when they need to watch them in order to learn how to perform independently It should be ensured that they know how to decide on what to do.

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14. When the teaching of dressing and dressing skills is started, the clothes that the individual will use materials appropriate for the age characteristics of the individual were used in the relevant sections. the family should pay attention (the size of the button, the size of the zipper, the zipper thickness, tie, scarf, shoe lacing device etc.).
15. How can the family after meals to brush their teeth and use napkins to be a model for the visually impaired by explaining what he did and listening to the voices about them is required.
16. Label for the visually impaired person to find the front-back, straight-back sides of the clothes, A sign such as a cross or a button should be provided. How to make these signs to the individual it should be explained.
17. While the family is taking off the clothes of the visually impaired person, they also do what they are doing. (Now I take out the sleeve of the sweater. The sleeve of this sweater is now out, etc.).

## CONTENT OF THE MODULE

### A. PERSONAL CLEANING AND CARE

1. Body Cleaning
  - a. Washing and drying hands
  - b. Washing and drying the face
  - c. Washing and drying your feet
  - d. Mouth cleaning
2. Personal Care
  - a. Combing hair
  - b. Nail cutting
  - c. Shaving of beard
  - d. Pad replacement
3. The Need for Toilet

### B. REMOVING AND WEARING CLOTHING

1. Removing and Wearing Gloves
2. Removing and Wearing Shoes

3. Sock Removal and Wear
4. Pullover Removal and Wear
5. Skirt Removal and Wear
6. Jacket Removal and Wear

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7. Removing and Wearing Trousers
8. Beret Removal and Wear
9. Hat Removal and Wearing
10. Winding the Weft around the Neck

### C. USING CLOTHING ACCESSORIES

1. Snap Fastener Opening and Closing
2. Zipper Opening and Closing
3. Button Opening and Moving
4. Belt Removal and Fastening
5. Tying Lacing
6. Shoelaces and Wearing
7. Tie Tying

## MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in Self Care Skills Development Module; rude evaluation, pre-teaching evaluation, evaluation of teaching process (course hour), final evaluation and post-teaching (end of term) evaluation stages. This Explanations about the sample forms prepared for the stages are given below.

### A. Rough Evaluation

- a. Independent in the Rough Evaluation Form when evaluating self-care skills skills performed as (+), skills that cannot be done independently (-) It should be marked. In the "Description" section, observations during the evaluation articles must.
- b. Intervention in the individual's reactions while registering on the Rough Evaluation Form should not be given or helped.
- c. As a result of the rough assessment, IEP should be prepared in cooperation with the family.
- d. This is about the individual with a visual impairment and family before starting the rough assessment. be informed about the purpose and for what purpose the assessment is made. Thus, the opinions of the family were taken before starting the evaluation, the individual The hesitations about the application to be made will be eliminated.

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### B. Pre-Teaching Evaluation

- a. Physical needs of the individual with special needs (food, toilet etc.) must be removed.
- b. In the pre-teaching evaluation, the analysis of the stage to be studied should be done first.
- c. Pre-teaching evaluation results can be found in the Performance Registration Table.  
The "Pre-Teaching Evaluation" column should be marked.
- d. As a result of the rough evaluation, he washes his hands from his self-care skills. "  
an example assuming that its acquisition is inadequate and cannot be done independently.  
It was prepared.
- D. "Washing your hands." about skill  
While marking, the individual is given instructions for each sub-step and  
it is checked that it cannot.
- to. In the pre-teaching evaluation, "Washes his hands." of gains  
It is divided into sub-steps after analysis: a) Turns on the tap. b) Take the soap.  
c) Wets his hands with water. ç) It foams between the hands of soap. d) He rubs his hands. to)  
Replaces soap. f) Rinse his hands. g) Closes the tap.
- f. Related to the "washing hands" skill in the "Pre-Teaching Evaluation" column  
While making the marking, by giving instructions to the individual for each sub-digit,  
it is checked that it does not. B performs independently for each sub-digit B,  
verbal clue is performed by SI, modeling is performed by MO, physical  
If it is performed with the help, FY is written.

### C. Evaluation of the Teaching Process

- a. Evaluation results of the teaching process, Performance Registration at the end of each class hour  
It is marked in the "Evaluation of the Teaching Process" column in the Table.
- b. As a result of the pre-teaching evaluation, the individual "washes his hands." bottom of the gain  
Teaching will be done on what they cannot do regardless of their steps.
- c. At the end of each lesson, at which step the skill of the individual remains  
It is entered into the "Evaluation of Teaching Process" column in the Performance Registration Table.  
If he performs independently for each sub-digit, B with a verbal clue  
if he performs with SI, being a model, MO does not, with physical aid  
If it is performed, FY is written in the column with an "X" sign.

- d. In the "Family Information" section at the end of the Performance Registration Table,  
Washes. " at home to ensure both teaching and permanence of his acquisition  
explanations about repetitions to be made were made.

### CHINA. Final Evaluation

As the exemplary achievement is "washing your hands" skill,  
the last lesson evaluation we have made, at the same time the individual gained this  
will be the final assessment. Therefore, a separate form has not been prepared.

### D. Post-Teaching (End of Term) Assessment



a. Individual development, every month in accordance with the results of evaluating the teaching process

At the end of the semester, individual performance evaluation form was processed.

b. At the end of the Semester Individual Performance Evaluation Form,

If the month started, the column related to that month, the gain was realized within one month.

It is marked as "+". If earnings continue months after the start of the month

(if no gain has been achieved) will be marked as "-". "+" To the month of the acquisition

Threads.

c. For the individual at the end of the period recommended by the Special Education Evaluation Board

or the teaching that cannot be realized from the acquisitions intended to be realized

the rationale for the gains that could not be made, in detail (1. If the teaching never started

If the acquisition could not be achieved despite the justification of the second education.

which sub-step) will be explained in the "RAM Information" section.

## MEASUREMENT AND EVALUATION FORM EXAMPLES

### Rough Evaluation Form (Self Care Skills in Visually Impaired)

#### UZBAKIM SKILLS ROUGH EVALUATION FORM

Name and surname:

Application Date:

Date of birth:

NO	NOTIFICATION	Yeah No	Descriptions
one	She washes her hands.	-	
2nd	They dry their hands.	-	
3	She washes her mouth.	-	
4	She washes her face.	-	
5	It dries your face.	-	
6	She washes her foot.	-	
7	Dries your feet.	-	
8	Combs your hair.	-	
9	She brushes her teeth.	-	
10	He cuts his nails.	-	
11th	It meets the need for toilet.	-	
12	It becomes a beard shave.	-	

13	The pad changes.	-
14	Recognizes his clothes.	-
15	Clothes worn according to different environments - Recognize.	-
16	Accessories used in clothes Recognize.	-
17	Take off gloves.	-
18	Take off shoes.	-
19	Socket takes off socks.	-
20	Take off pantyhose.	-
21	Take off the sweater.	-
22	Take off the skirt.	-
23	Take off the jacket.	-
24	Take off the trousers.	-
25	He wears a beret.	-

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26	He wears a hat.	-
27	It wraps the scarf around your neck.	-
28	The socket wears socks.	-
29	He wears shoes.	-
30	He wears gloves.	-
31	He wears a skirt.	-
32	He wears pantyhose.	-
33	He wears trousers.	-
34	He wears a sweater.	-
35	He wears a jacket.	-
36	Kazakh coats.	-
37	He opens a snap.	-
38	Zipper opens.	-
39	Button opens.	-
40	Removes the belt.	-
41	He wears a belt.	-
42	Snap closes.	-
43	Zipper closes.	-
44	Buttonholes.	-
45	Loosens shoelaces.	-
46	Tying laces.	-
47	He wears shoelaces.	-
48	He wears a belt.	-
49	Tie a tie.	-

Individual Name Surname:  
Acquisition: Washes your hands.

**PERFORMANCE REGISTRATION TABLE**

Month of Owner

NOTICES	QUESTIONS / INSTRUCTIONS Main Instruction CRITERIA Wash your hands.	EVALUATION OF THE TEACHING PROCESS														GROU		
		INDIVIDUAL																
		S		R		S		R		S		R		S			R	
		R	H	R	H	R	H	R	H	R	H	R	H	R	H		R	H
		Before Acquisition																
		1. DE TR		2. DE TR		3. DE TR		4. DE TR		5. DE TR		6. DE TR		AT 1 TR		2. DE TR		
		B	SI	B	SI	B	SI	B	SI	B	SI	B	SI	B	SI	B	SI	
1-He washes his hands.	%one hundred a. Open the tap.	-	+															
a. Opens the tap.	%one hundred b. Get the soap.	-		+	++													
b. He takes the soap.	%one hundred c. Wet your hands with water.	-				+												
c. He wets his hands with water.	%one hundred d. Soap in your hands foamed.	-					++											
d. Soap hands foaming between.	%one hundred D. Rub your hands.	-							++									
D. He rubs his hands.	%one hundred to. Put the soap back.	-									+							
to. Replaces soap.	%one hundred f. Rinse your hands.	-											++					
f. She rinses her hands.	%one hundred g. Turn off the tap.	-													+			
g. It turns off the tap.																		

Abbreviations: B = Independent SI = Verbal Tip MO = Modeling FY = Physical Assistance

**Family Information**

1. To give your child the ability to "wash hands" and "dry hands" this month.  
Studies were carried out. The ability to "wash your hands" and "dry your hands" is permanent repetitions at home according to the above-mentioned guidelines.  
is required.

2. Gaining the skill of "turning on the tap" which is the first step in your child's washing hands.  
Consider all the factors while evaluating that they could not win. For example;  
the height of your tap, the stiffness of the tap head, the development of the individual's finger muscles  
the floor is wet (slippery) where it is completed, where it will wash your hand.  
It will be useful to pay attention to situations such as whether it can press firmly. your child



It wraps the scarf around your neck.	+
The socket wears socks.	+
Buttonhole button	-

### RAM INFORMATION

The button buttoning skill was taught with the individual mentioned above, but the individual  
With the help of physical aid, the first step (holding the button.)  
It is able. Shoelaces, laces, laces, belts and  
Since there is no time for teaching tie tying skills, teaching in the next semester  
It will be made.

	History	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature
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### DAILY LIFE SKILLS MODULE

#### AIM OF THE MODULE

To develop daily life skills

#### GAINS

1. Contains liquids.
2. Drink liquid with the glass.
3. Drink liquid with a straw.
4. Eat by hand.
5. Eat with spoon.
6. Eat with a fork.
7. Follows the rules of eating.
8. Kazakh coats.
9. Trousers folds.
10. Garment brushes.
11. Makes ironing.
12. Sew a button.
13. Shoe paints.
14. Washes clothes by hand.
15. Laundry hangs.
16. The door opens.
17. The door closes.
18. Window opens.
19. The window closes.
- The 20th curtain opens.
21. The curtain closes.
22. Collects garbage.

23. Deletes a table.
24. Deletes space.
25. Cleans the sink.
26. Bed corrects.

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27. Uses vacuum cleaner.
28. Replaces the dust bag of the vacuum cleaner.
29. Smear soft food on bread.
30. Food chops.
31. Food slices.
32. Grated food.
33. Peels food with a knife.
34. Prepares powdered beverage.  
Prepares buttermilk.
36. Fills water from the tap to the glass.
37. Fills liquid from jug to glass.
38. Fills the liquid in the cardboard box into the glass.
39. Brewing tea.
40. They prepare a salad.
41. Prepare sandwiches.
42. Makes toast.  
Uses January 43.
44. Milk heats.
45. Boiled food.
46. Cook ready soup.
47. Cook eggs in the pan.
48. Cook pasta.
49. Cook rice.
50. Roast vegetables.
51. Prepares a dining table.
52. Serves tea.
53. Washes dishes by hand.
54. Explains the security measures to be taken inside the house.
55. Sets up an alarm clock.
56. Uses a hair dryer.
57. Uses phone.
58. Uses radio.
59. Uses television.
60. Uses MP3 player.

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61. Uses a computer.
62. Uses elevator.
63. Recognizes the shopping places.
64. Makes shopping.
65. Indicates the rules to be followed in shopping places.
66. Indicates the rules to be followed in cinema and theater.
67. Indicates the rules to be followed in the restaurant, in the patisserie.

### **DURATION OF THE MODULE**

The duration of the Daily Life Skills module is 240 lessons.

### **EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. The Module of Improving Daily Life Skills of individuals with low vision and total visual impairment  
It has been prepared taking into consideration the development features.
2. The Module for Improving Daily Life Skills of individuals affected by disability  
the skills necessary to sustain their lives independently (house cleaning, kitchen skills, clothing care).
3. Before starting the teaching, the tools related to the skills to be taught are determined in advance.  
and the vehicles must be complete and intact. Eg kitchen teapot, teapot, which is necessary to gain the ability to brew tea from your skills, tea, etc. tools and equipment should be provided. In addition, the tools and equipment to be used are individual  
Attention should be paid to suit the developmental characteristics.
4. After the baby with visual impairment gets used to the solid foods that are fed,  
by giving small pieces of food (describing the characteristics of the food given)  
should be given the opportunity to eat under his supervision.
5. Visually impaired individuals to open food packages in the kitchen, washed dishes and  
when placing glasses, washing fruits, preparing sandwiches, preparing food  
families should give the opportunity to mix the ingredients.
6. The family offers her different taste, smell and  
recognize the nutrients in the structure and participate in the decision making process on food selection  
It should provide.

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7. Short and short so that the individual does not experience any difficulties in realizing their daily life skills.  
Communication should be established by establishing simple sentences. The equipment and items to be used by the individual  
it should be touched, examined and then its properties should be explained.
8. While gaining the daily life skills to the individual,  
care should be taken to prevent accidents that may occur and necessary safety measures  
It should be taken.
9. Unnecessary tools and materials, cutting and piercing tools from the environment at the first stage while teaching  
It should be removed.
10. While the clothes are being maintained (clothes arrangement, button sewing, shoe dyeing, laundry

washing) should be done in a healthy condition so as not to harm the individual. ( On the table do not dye shoes, thread in the button for sewing the thread through the hole of the needle

such as stuck).

11. Visually impaired individuals to use detergents carefully while cleaning the house.  
should be informed (if bleach will be used, the amount to be used should not be too much.  
attention, etc.).
12. The tool to be used in personal life while teaching the use of home appliances  
Teaching of materials should be given priority.
13. Used equipment, electronic equipment, before and after the use of the stove  
At the stage, security measures should be explained to the individual in detail.
14. Marking numbers as embossed in skills such as elevator and telephone use, and  
how to use it should be explained.

## **CONTENT OF THE MODULE**

### **A. NUTRITION**

1. Drinking Liquid
2. Hand Eating
3. Eating with Spoon
4. Fork Eating
5. Eating Rules

### **B. CLOTHING CARE**

1. Clothes Arrangement
2. Button Sewing

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3. Shoe Painting
4. Hand Laundry

### **C. HOME CLEANING AND LAYOUT**

1. Door Opening-Closing
2. Window Open-Close
3. Curtain Opening-Closing
4. Garbage Collection
5. Erase Place and Table
6. Sink Cleaning
7. Bed Correction

### **CHINA. KITCHEN SKILLS**

1. Food Preparation
2. Preparing Liquid Drinks
3. Filling Fluids
4. Food Cooking
5. Preparing the Dinner Table
6. Hand Dish Washing



**D. USING VARIOUS TOOLS**

1. Using Electronic Items
2. Using the Alarm Clock
3. Using Elevator
4. Using the Phone
5. Security Measures at Home

**E. SOCIAL LIFE**

1. Shopping
2. Rules to be followed in Social Areas

**MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in Daily Life Skills Development module; rude evaluation, pre-teaching evaluation, evaluation of teaching process (course hours), from the final evaluation and post-teaching (end of term) evaluation stages It is formed. Explanations for the sample forms prepared about these stages are given below. It is given.

**A. Rough Evaluation**

- a. Rough Evaluation Form (Form
  - 1) Skills independently performed in (+), skills that cannot be done independently It should be marked as (-). In the "Explanation" section, observations should be written.
- b. Intervention in the individual's reactions while registering on the Rough Evaluation Form should not be given or helped.
- c. As a result of the rough assessment, IEP should be prepared in cooperation with the family.
- d. This is about the individual with a visual impairment and family before starting the rough assessment.
 

be informed about the purpose and for what purpose the assessment is made.

Thus, the opinions of the family were taken before starting the evaluation, the individual The hesitations about the application to be made will be eliminated.

**B. Pre-Teaching Evaluation**

- a. Physical needs of the individual with special needs (food, toilet etc.) must be removed.
- b. In the pre-teaching evaluation, the analysis of the stage to be studied should be done first.
- c. Pre-teaching evaluation results are shown in the Performance Registration Table (Form 2).
 

“Pre-Teaching Evaluation” column should be marked.

- d. As a result of the rough evaluation, one of the daily life skills, "Kazakh coats. " an example assuming that its acquisition is inadequate and cannot be done independently. It was prepared.

D. Related to the skill of "sweater folding" in the "Pre-Teaching Evaluation" column

While marking, the individual is given instructions for each sub-step and it is checked that it cannot.

to. "Kazakh coats." of gains

The analysis was made and subdivided into: a. He takes the sweater. b. The back of the sweater is on top laying on the table. c. He puts the sleeves of the sweater over the body. D. puts the skirt of the sweater on the shoulders.

f. Marking about the ability to fold sweaters in the pre-teaching evaluation column

Whether it is done by giving instructions to the individual for each sub-step.

TDS. For each sub-step; B performs independently, verbal hint

SI, if it is realized by modeling, MO, if it is by physical aid

If it is performed, FY is written.

### C. Evaluation of the Teaching Process

a. Evaluation results of the teaching process, Performance Registration at the end of each class hour

It is marked in the "Evaluation of the Teaching Process" column in the Table.

b. As a result of the pre-teaching evaluation, "Kazakh folds" with the individual. bottom of the gain

Teaching will be done on what they cannot do regardless of their steps.

c. At the end of each lesson, at which step the skill of the individual remains

It is entered into the "Evaluation of Teaching Process" column in the Performance Registration Table.

If he performs independently for each sub-digit, B with a verbal clue

realizes the SI. and being a model, MO. with physical help

is performing FY. column is marked with an "X" sign.

d. In the "Family Information" section at the end of the Performance Registration Table,

"Sweater coats." achieving both teaching and permanence of the acquisition

Explanations about home repeats were made.

### CHINA. Final Evaluation

The exemplary achievement was in the teaching process as it has the ability to "sweater fold" the last lesson evaluation that we are, at the same time the individual's last for this acquisition will be evaluated. Therefore, a separate form has not been prepared.

**D. Post-Teaching (End of Term) Assessment**

- a. Individual development, every month in accordance with the results of evaluating the teaching process  
At the end of the semester, individual performance evaluation form was processed.
- b. At the end of the Semester Individual Performance Evaluation Form,  
If the month started, the column related to that month, the gain was realized within one month.  
It is marked as "+". If earnings continue months after the start of the month  
(if no gain has been achieved) will be marked as "-". "+” To the month of the acquisition  
Threads.
- c. For the individual at the end of the period recommended by the Special Education Evaluation Board  
or the teaching that cannot be realized from the acquisitions intended to be realized  
the reasons for the gains that could not be made, in detail (1. Teaching never started  
however, the acquisition could not be achieved even though the 2nd education was started.  
and the lower step) will be explained in the "RAM Information" section.

**MEASUREMENT AND EVALUATION FORM EXAMPLES****Rough Evaluation Form  
(Daily Life Skills in Visually Impaired)****DAILY LIFE SKILLS ROUGH EVALUATION FORM****Name and surname:****Application Date:****Date of birth:**

	Notification	Yeah	Descriptions
		No	
one It drinks liquids.		-	

2nd	Drink liquid with the glass.	-
3	Drink liquid with a straw.	-
4	Eat by hand.	-
5	He eats with a spoon.	-
6	He eats with a fork.	-
7	It follows the rules of eating.	-
8	Kazakh coats.	-
9	Trousers coats.	-
10	Clothing brushes.	-
11	Makes an iron.	-
Sew	12 buttons.	-
13	Shoe paints.	-
14	Washing clothes in hand.	-
15	Hangs the laundry.	-
16	opens the door.	-
17	The door closes.	-
18	Opens the window.	-
19	Closes the window.	-
Opens	20 Curtains.	-
21	The curtain closes.	-
22	Collects garbage.	-
23	Deletes a table.	-

Deletes	24 places.	-
25	Cleans the sink.	-
26	bed corrects.	-
27	Uses vacuum cleaner.	-
28	Replaces the dust bag of the vacuum cleaner.	-
29	Spreads soft food on bread.	-
30	Chops food.	-
31	Food slices.	-
32	Grated food.	-
33	Peels food with a knife.	-
34	Prepares powdered beverage.	-
Prepare	35 Ayran.	-
36	Fills water from tap to glass.	-
37	Fills liquid from jug to glass.	-
38	Fills the liquid in the cardboard box into the glass.	-
39	brew tea.	-

Prepare 40 salads.	-
Prepare 41 sandwiches.	-
Makes 42 Toasts.	-
Uses January 43 .	-
44 Milk heats.	-
45 Boils the food.	-
46 Cook instant soup.	-
47 Cook eggs in a pan.	-
48 Cook pasta.	-
49 Cook pilaf.	-
50 Roast vegetables.	-
51 Prepares a dining table.	-
52 Serves tea.	-
53 Hand washes dishes.	-

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54 Safety measures to be taken inside the home Explain.	-
55 Sets the alarm clock.	-
Uses 56 hair dryers.	-
57 uses the phone.	-
58 Uses radio.	-
59 Uses television.	-
Uses 60 MP3 players.	-
61 Uses a computer.	-
Uses 62 elevators.	-
63 Recognizes the shopping places.	-
64 Makes shopping.	-
65 Rules to be followed in shopping places It indicates.	-
66 Rules to be followed in cinema and theater It indicates.	-
67 Rules to be followed in the restaurant, patisserie It indicates.	-

Individual Name Surname:  
Acquisition: Kazakh coats.

**PERFORMANCE REGISTRATION TABLE**

Month of Ownership:

NOTICES	QUESTIONS / INSTRUCTIONS Main Instruction CRITERIA	EVALUATION OF THE TEACHING PROCESS																GR
		to		INDIVIDUAL														
		S	H	S	H	S	H	S	H	S	H	S	H	S	H	S	H	
	<b>Fold the sweater.</b>	Before Education	TR	2. DE	TR	3. DE	TR	4. DE	TR	5. DE	TR	6. DE	TR	AT 1	TR	2. DE	TR	
		B	SI	B	SI	B	SI	B	SI	B	SI	B	SI	B	SI	B	SI	
1. Kazakh coats.	%one hundred																	
a. He takes the sweater.	a. Take the sweater.		+		+													
b. The back of the sweater will be on top	b. The back of the sweater will be on top						++											
lays on the table.	spread it on the table.																	
c. The arms of the sweater	c. The arms of the sweater								+++									
puts on.	Put it on.																	
d. The skirt of the sweater	d. The skirt of the sweater												++					
puts on shoulders.	Put it on the shoulders.																	

Abbreviations: B = Independent SI = Verbal Tip MO = Modeling FY = Physical Assistance

**FAMILY INFORMATION**

- In this month, studies have been carried out with the individual to gain "sweater folding" skills. In order for the "sweater folding" skill to be permanent Repetitions must be made at home in accordance with the above mentioned guidelines.
- Consider all factors to assess whether our child has acquired the ability to "sweater fold"; For example working Make sure that the table to be made is at an appropriate height for the person's height. In order for the individual to easily distinguish the front and back of t Let the individual distinguish the front and back of the sweater by sewing labels or beads.
- Please note that you can always call us for any problems you encounter with the individual and we will always support you. The individual is ours is very valuable for.

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

Individual's Name Surname                      Training Start Date: ... / ... / ... ..  
 ....  
 Age of the Individual: .....                      Training End Date: ... / ... / ... ..  
 Educational Diagnosis: Visually Impaired

MONTHS

**GAINS**

1 MONTH   2 MONTHS   3 MONTHS   4 MONTHS   5 MONTHS   6 MONTHS   7 MONTHS   8 MONTHS   9 MONTHS   10 MONTHS

It drinks liquids.    +  
 It follows the rules of eating.    +

Makes an iron.	+		
Shoe paints.	+		
Washing by hand	+		
Laundry hangs.	- +		
Deletes the table.		+	
Deletes the place.		+	
Cleans the sink.		+	
Bed corrects.		- +	
It uses a vacuum cleaner.		+	
Vacuum cleaner dust bag		+	
Change.			
It applies soft food to bread.		+	
Tea brews.			+
They prepare a salad.			+
Prepare sandwiches.			- +
Makes toast.			+
Uses hearth.			+
Milk heats.			+
Sets up an alarm clock.			+
It uses hair dryer.			+
Uses phone.			-
Uses a computer.			
Uses elevator.			
Recognizes the places to shop.			
Makes shopping.			
Should be followed in shopping places			
specifies the rules.			
Must be followed in cinema and theater			
specifies the rules.			
Compliance at the restaurant, patisserie			
specifies the required rules.			

**DESCRIPTION:** It is aimed to be gained within the period recommended by the Special Education Evaluation Board. the gains are processed in form as items. In which month the earning started, the gain related to that month is If it is terminated within the month (if the gain has taken place) as "+"; continue in the following months (gain If not) is marked as "-". A "+" is placed on the month of the acquisition.

## RAM INFORMATION

Until the teaching stage of the "using phone" skill to the above mentioned individual skills are taught but the first step of using the phone is the chandelier  
In the step, the verbal hint was left in the stage of making. Using radio, television using, using MP3 player, using computer, using elevator, shopping places recognition, shopping, specifying the rules to be followed in shopping places, in cinema, specifying rules to be followed in theater, rules to be followed in restaurant, patisserie teaching in the next semester, as there is no time for teaching specific skills  
It will be made.

### History

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

**INDEPENDENT MOTION SKILLS MODULE****AIM OF THE MODULE**

To develop independent movement skills

**GAINS**

1. Grasps the properties of objects by touch.
2. Finds the source of the sound.
3. Distinguish sounds.
4. Distinguishes odors
- Finds direction 5.
6. Finds object with parallel search method.
7. Finds object with grid search method.
8. Finds object with circular search method.
9. He walks with the guide.
10. He enters the door with the guide.
11. Get out of the door with the guide.
12. Take the stairs with the guide.
13. The stairs will go down with the guide.
14. Sits in the chair with the guide.
15. Passes through the narrow place with the guide.
16. While walking with the guide, he changes sides.
17. Rotates 180 degrees with guide.
18. Walks with high arm protection technique.
19. Walks with low arm protection technique.
20. He walks by following the wall with his hand.



21. Uses cane with cross cane technique.
22. Follows the edge with cross cane technique.
23. Recognizes the object with the cross cane technique.
24. Pendulum walking cane technique.
25. Take the stairs with a cane.
26. The ladder goes down with a cane.

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27. Sidewalk follows with cross cane technique.
28. Rides a car with a cane.
29. He gets out of the car with a cane.
30. Uses non-automatic lift.
31. Uses automatic door lift.
32. Fits traffic lights.

### **DURATION OF THE MODULE**

The duration of the Independent Motion module is 120 lessons.

### **EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. Independent Movement Skills Development Module with low vision and total visual impairment  
It is prepared by considering the developmental characteristics of individuals.
2. Achievements of the visually impaired individual in the module (walking, finding the source of sound, smell the sense of use, independent movement studies with the guide, etc.)  
not to be overly protective against the individual in order to realize  
awareness raising works should be done.
3. To improve the family's independent mobility skills of the visually impaired baby,  
helping them to do short walking activities by holding their hands and gain skills  
should decrease.
4. The family will be able to use a normal until the visually impaired individual gains independent mobility skills.  
arm and leg while walking to the individual to teach them how to walk  
he must demonstrate his movements with physical aid.
5. While the visually impaired person is gained the ability to walk, firstly walking at short distances  
work should be done, the work should be continued by increasing the distance over time.
6. Large sea balls for kicking, visually impaired, for launching and catching  
Games should be played with the individual by giving small balls. In this way, walking and motor  
coordination development will be provided.
7. Applications should not be done in classroom environment only. Family, visually impaired individual  
often take the individual to the playground to develop independent mobility  
swinging, climbing, sliding, walking in balance, stair climbing-climbing etc. activities  
should do.

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8. Independent mobility before teaching an individual affected by visual impairment  
introduction of tools and equipment in the educational environment and to be used in teaching, and  
be examined. What is the skill to be taught and the skill  
when and where he / she learns the skill, it is determined by the individual, teacher or  
It must be explained by the practitioner.
9. To perform independent mobility skills independently for the visually impaired individual  
The physical help and tips given in the process are phased by the teacher or practitioner.  
should be withdrawn somehow.
10. While teaching the skills in the module, it may cause spillage, crash, injury etc. in the home. why is that  
about the arrangement of environments where there may be goods and vehicles  
what needs to be explained to the family in detail and support should be provided.
11. Preparing a suitable environment for the visually impaired individual to move independently.  
then he touched everything he could touch in the surrounding area and sent the individual in simple sentences  
explanations should be made. This will enable the visually impaired individual to know the environment.
12. Game activities will benefit the development of the individual's independent mobility skills.  
Since it is important in terms of gaining habits, there is enough room for game activities.  
It should be given.
13. Since the individual is affected by visual impairment, in independent movement skills, touch,  
hearing and sniffing sensations should be used in direction finding skills (from the individual's kitchen  
like the kitchen can find its place by paying attention to the odors coming.).
14. Teachers or practitioners so that the individual can develop independent mobility skills  
Tool and non-tool work should be included. (balance board, rope, hoop, rope,  
movements with small tools such as a ball).
15. In the studies that the visually impaired individual will carry out with the guide (stairway descending, stair climbing,  
changing sides while walking with the guide)  
after making sure that the individual is fully independent in the skills that the individual must acquire  
should end the study.
16. After teaching independent movement skills, individual's skill  
generalization stage should be included in order to use it in daily life (ladder  
spinning on straight stairs after teaching the skill of climbing  
climbing stairs etc.).
17. For the visually impaired person to comprehend the walking stick skills, hand, arm, wrist, foot and  
It should be able to use other muscles in the body easily. Individual walking stick

when using it, the cane matches the individual's body characteristics (height)  
should be.

#### CONTENT OF THE MODULE

##### A. DEVELOPMENT ACTIVITIES OF SENSES

1. Touch
2. Hearing

3. Sniffing
4. Finding directions

#### **B. OBJECT FINDING METHODS**

1. Parallel Search
2. Grid Search
3. Circular Search

#### **C. MOTION ACTIVITIES WITH THE GUIDE**

1. Walk
2. Entering and Exiting the Gate
3. Stair climbing and descending
4. Sitting on the Chair
5. Narrow Ground Passing
6. Change Side While Walking
7. 180 Degree Rotation

#### **CHINA. SELF-PROTECTION TECHNIQUES**

1. High Arm Protection
2. Low Arm Protection
3. Manual Wall Tracking

#### **D. BASTON TECHNIQUES**

1. Cross Cane
2. Pendulum Walking Stick

#### **E. WALKING WORKS WITH A BASTON**

1. Ladder Stroke - Ascend
2. Ride - Stroke

#### **F. ELEVATOR USE**

1. Automatic Elevator
2. Hand-Held Elevator

#### **G. TRAFFIC LIGHTS**

#### **MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in Independent Movement Skills Development Module;  
 rough evaluation, pre-teaching evaluation, teaching process (class hours)  
 evaluation, final evaluation and post-teaching (end of term) evaluation  
 It consists of stages. For sample forms prepared about these stages  
 explanations are given below.

#### **A. Rough Evaluation**

- a. Rough Evaluation Form when evaluating independent mobility skills

Skills that are done independently in (Form1) (+), which cannot be done independently  
 skills should be marked as (-). Assessment in the "Disclosure" section

During the observations should be written.

- b. Intervention in the individual's reactions while registering on the Rough Evaluation Form

- should not be given or helped.
- c. As a result of the rough assessment, IEP should be prepared in cooperation with the family.
- d. This is about the individual with a visual impairment and family before starting the rough assessment.  
be informed about the purpose and for what purpose the assessment is made.  
Thus, the opinions of the family were taken before starting the evaluation, the individual  
The hesitations about the application to be made will be eliminated.

### B. Pre-Teaching Evaluation

- a. Physical needs of the individual with special needs (food, toilet etc.) must be removed.
- b. Analysis of the stage to be studied in the pre-teaching evaluation  
It should be done.
- c. Pre-teaching evaluation results can be found in the Performance Registration Table.  
The "Pre-Teaching Evaluation" column should be marked.

- d. As a result of the rough evaluation, one of the independent acting skills "Guided passes through a narrow place. "The acquisition is insufficient and cannot be done independently Assuming an example was prepared.
- D. The skill of "passing through narrow places with guidance" to "Pre-Teaching Evaluation" column  
While marking about, by giving instructions to the individual for each sub-digit it is checked if it can do it or not.
- to. "Passes through the narrow place with the guide", which was handled primarily in the pre-teaching evaluation.  
The analysis of the acquisition was made and subdivided: 1) Visually impaired with guidance walks to a narrow place. 2) Visually impaired passes behind the arm of the guide. 3) vision the handicapped extends the guide's arm straight and pulls it back. 4) Seeing the disabled takes half a step sideways, behind the guide. 5) vision handicapped and guide walk along narrow place. 6) Visually impaired when they come to large area Brings his arm to the side of the guide's body. 7) By bending the visually impaired elbow half a step sideways.)
- f. With the skill of passing to the narrow place with a guide to the pre-teaching evaluation column  
While making the relevant marking, by giving instructions to the individual for each sub-step, it is checked that it does not. Performs independently for each sub-digit  
B is performed by verbal clue SI, if by modeling, MO is  
If it is performed with physical assistance, FY is written.

### C. Evaluation of the Teaching Process

- a. Evaluation results of the teaching process, Performance at the end of each class hour  
In the "Evaluation of the Teaching Process" column in the Registration Table  
It marked.
- b. As a result of the pre-teaching evaluation, the individual "Passes through the narrow place with the guide."  
teaching on what they could not do independently of the lower steps of their acquisition

It will be made.

- c. At the end of each lesson, at which step the skill of the individual remains  
"Evaluation of Teaching Process" column in Performance Registration Table  
Processed. Verbal clue if B performs independently for each sub-digit  
SI, if realizing with model, MO, physical  
If it is done with help, FY is written in the column with the sign "X". the table

"Being a Model" section is not used in total visually impaired individuals.  
used in individuals.

- d. In the "Family Information" section at the end of the Performance Registration Table,  
"Passes through the narrow place with the guide." both the teaching and the permanence of the acquisition  
In order to ensure that, explanations were made about repetitions to be made at home.
- D. The form will be filled in by the practitioner who teaches.
- to. A copy of the form will be delivered to the parent at the end of the month in exchange for signature. Top of form  
the original will be stored in the individual's file.
- f. Family work and home work can be done after each class hour.  
verbal or written information should be given about the activities (again).

#### CHINA. Final Evaluation

The exemplary achievement is the ability to "go through narrow places with the guide"  
The last lesson evaluation made during the teaching process also means that the individual  
it will be the final assessment for the acquisition. So a separate form  
It is prepared.

#### D. Post-Teaching (End of Term) Assessment

- a. Individual development, every month in accordance with the results of evaluating the teaching process  
At the end of the semester, individual performance evaluation form was processed.
- b. At the end of the Semester Individual Performance Evaluation Form,  
If the month started, the column related to that month, the gain was realized within one month.  
It is marked as "+". If earnings continue months after the start of the month  
(if no gain has been achieved) will be marked as "-". To the month of the acquisition  
"+" Is put.
- c. For the individual at the end of the period recommended by the Special Education Evaluation Board  
or the teaching that cannot be realized from the acquisitions intended to be realized  
the rationale for the gains that could not be made, in detail (1.  
if not started, the reasons are the acquisition despite the second education  
If it is not realized, which lower step is the "RAM Information"?  
will be explained in the section.

## MEASUREMENT AND EVALUATION FORM EXAMPLES

## Rough Evaluation Form

## (Independent Movement Skills for the Visually Impaired)

## INDEPENDENT MOTION SKILLS ROUGH EVALUATION FORM

Name and surname:

Application Date:

Date of birth:

	Notification	Yeah No	Descriptions
1st	Understands the properties of objects by touch.	-	
2nd	Finds the source of the sound.	-	
3	Distinguishes sounds.	-	
4	Distinguishes odors.	-	
5	Finds direction.	-	
6	Finds object with parallel search method.	-	
7	Finds objects with the grid search method.	-	
8	Finds object with circular search method.	-	
9	He walks with the guide.	-	
	He enters through the door with 10 guides.	-	
11	Get out the door with the guide.	-	
12	Take the stairs with the guide.	-	
13	The stairs go down with the guide.	-	
14	He sits on the chair with the guide.	-	
15	It passes through narrow places with guide.	-	
16	He changes sides while walking with the guide.	-	
	It rotates 180 degrees with 17 guides.	-	
18	He walks with high arm protection technique.	-	
19	He walks with low arm protection technique.	-	
20	He walks by following the wall with his hand.	-	
21	Uses cane with cross cane technique.	-	
22	Follows the edge with cross cane technique.	-	
23	Recognizes objects with cross cane technique.	-	

24	Pendulum walking cane technique.	-	
25	Take the ladder with a cane.	-	
26	The ladder goes down with a cane.	-	
27	The curb follows the cross cane technique.	-	
	He gets into the car with a cane.	-	

- 29 He gets out of the car with a cane. -
- Uses 30 non-automatic elevators. -
- 31 Uses automatic door lift. -
- 32 Fits traffic lights. -

Individual Name Surname:

**PERFORMANCE REGISTRATION TABLE**

Month of C

Acquisition: Passes through a narrow place with a guide.

NOTICES	QUESTIONS / INSTRUCTIONS Main Instruction CRITERIA	EVALUATION OF THE TEACHING PROCESS																							
		INDIVIDUAL																							
		to		S		H		S		H		S		H		S		H							
D		R		H		S		H		S		H		S		H		S		H					
Before Education		2. DE TR		3. DE TR		4. DE TR		5. DE TR		6. DE TR		AT 1 TR		2. DE TR											
HEBS		B		SI		B.C		FYI		B		SI		B.C		FYI		B		SI		B.C		FYI	
1. From the narrow place with the guide It passes.																									
a. Guide and vision handicapped walks.	a. Guide and narrow vision impaired Walk all the way.	-																							
	%one hundred																								
b. Visually impaired, your guide passes behind his arm.	b. Behind the guide's arm late.	-																							
	%one hundred																								
c. Visually impaired, your guide his arm is straight extending backwards pulls.	c. The guide's handle is straight stretch it out and pull it back.	-																							
	%one hundred																								

d. Visually impaired, your guide to the back half step sideways throws.	d. Will come behind the guide half way sideways horse.	-	++
	%one hundred		
D. Visually impaired and guide walks along narrow ground.	D. Guide along narrow ground walk.	-	++
	%one hundred		

NOTICES	QUESTIONS / INSTRUCTIONS	Main Instruction	EVALUATION OF THE TEACHING PROCESS											
			INDIVIDUAL											
CRITERIA	to	to	GRC											
			D	S	R	H	S	R	H	S	R	H	S	R
			2. DE TR	3. DE TR	4. DE TR	5. DE TR	6. DE TR	AT 1 TR	2. DE TR					
			B	SI	B.C	FYI	B	SI	B.C	FYI	B	SI	B.C	FYI
to. Wide area seeing when they come guide your disabled arm to the side of your body It brings.	to. When it comes to wide area the arm of the guide's body Bring it to your side.	-												++
	%one hundred													
f. Visually impaired elbow twisting half step sideways It passes.	f. By bending his elbow half step over.	-												+
	%one hundred													

Abbreviations: B = Independent SI = Verbal Tip MO = Modeling FY = Physical Assistance

**FAMILY INFORMATION**

- In this month, studies were carried out to provide the individual with the ability to "pass through narrow places with the guide". "Passing through narrow places with the guide" In order for the skill to be permanent, repetitions must be made at home in accordance with the above-mentioned instructions.
- "Guide and visually impaired walk up to the narrow place," which is the primary step in an individual's ability to cross a narrow space with a guide. ga consider all factors when evaluating whether it is winning. For example, in the narrow place, indentation, protrusion, no obstruction; wet, slippery etc. surface of the application area. make sure it doesn't. In practice, tell the child clearly and fully. Personalized Do supportive studies by considering the different conditions (environment, material, etc.) for the behavior we have brought. Such studies Do it in the garden, on the street and in other sections.
- Please note that you can always call us for any problems you encounter with the individual and we will always support you. Individual is very valuable to us.

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

**Individual Name Surname:**  
**Individual's Age:**  
**Educational Diagnosis:** Visually Impaired

**Training Start Date:**  
**Training End Date:**

MONTHS

GAINS



	1. MONTH	2. MONTH	3. MONTH	4. MONTH	5. MONTH	6. MONTH	7. MONTH	8. MONTH	9. MONTH	10. MONTH
Understands the properties of objects by touch.	+									
Finds the source of the sound.	+									
Distinguishes sounds.	+									
Distinguishes odors.	+									
Finds direction.	+									
Finds object with parallel search method.	+									
Finds objects with the grid search method.	+									
Finds object with circular search method.	- +									
He walks with the guide.	+									
He enters the door with the guide.	+									
Get out the door with the guide.	+									
The staircase hits with the guide.	- +									
The guide goes down with the guide.	+									
He sits on the chair with a guide.	+									
Passes through the narrow place with the guide.	- +									
When walking with the guide, he changes sides.	+									
Rotates 180 degrees with guide.	+									
It walks with high arm protection technique.									+	
It walks with low arm protection technique.									+	
He walks by following the wall with his hand.									+	
Uses cane with cross cane technique.									- +	
Follows the edge with cross cane technique.									+	
Recognizes the object with the cross cane technique.									+	
The pendulum walks with the cane technique.									+	
Take the stairs with a cane.									+	
The ladder goes down with a cane.									- +	
The sidewalk follows with the cross cane technique.									+	
He gets into the car with a cane.									- +	
He gets out of the car with a cane.									+	
It uses non-automatic elevator.									-	
Uses automatic door lift.										
Fits traffic lights.										

**Explanation:** Acquisition within the period suggested by Special Education Evaluation Board the intended gains are processed into the form in the form of items. Whichever month the earning started, that month related column; if the gain was terminated within one month (if the gain was realized) as "+"; If it continues in the following months (if no gain has been achieved), it will be marked as "-". the gain "+" is placed on the month of occurrence.

**RAM INFORMATION**

With the above mentioned individual, teaching the skill of using the non-automatic elevator but the individual “Presses the call button of the elevator.” Making his digit with verbal clue It remained in the stage. Skills of "using automatic door lift, obeying traffic lights" The education was left to the next semester, as the time was not reached.

History

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

**SOCIAL SKILLS MODULE****AIM OF THE MODULE**

To gain social skills

**GAINS**

1. Uses simple greetings and farewell words.
2. It shows the speaker with listening and gestures.
3. Starts, continues and completes mutual talks.
4. It introduces itself.
5. Introduces his family.
6. Introduces his teacher and classmates.
7. Uses thanks and apology patterns when required by daily life.
8. Seeks help from others if necessary.
9. Complies with the instructions.
10. Be aware of his emotions.
11. Expresses his feelings with gestures and facial expressions.
12. Be aware of the duties and responsibilities of the family.
13. Willing to join a group.
14. He fulfills his responsibility in group works.
15. Assists others if necessary.
16. Complies with class rules.
17. Follows school rules
18. Follows the rules in school service.
19. Explain traffic rules.
20. Indicates the etiquette to be followed in the use of communication tools.

**DURATION OF THE MODULE**

The duration of the Social Skills module is 80 lessons.

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**EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. Social Skills Module The developmental characteristics of individuals with low vision and total visual impairment  
It has been prepared by considering.
2. During the daily life, family members kiss her when they leave the visually impaired individual,  
waving hands, embracing him when they come back, greeting them saying 'hello'  
it is necessary to gain social skills and habits.
3. Greeting, listening and speaking to the individual in mutual communication studies  
start, continue talking, introduce yourself and others, thank, apologize,  
Skills such as asking for help, taking instructions, if possible, create opportunities in real environments.  
It should be applied. Whenever possible, these skills are drama studies, questions and answers.  
Individuals should be taught by methods.
4. Care and attention to small individuals (0-6 years) with low vision, while talking to the other person  
inviting (looking in the direction spoken in the totals), inviting others to join the game,  
teaching handshake with that person when they meet someone, their peers  
helps them gain more social acceptance by. Social to child  
teaching and placing the behaviors that they can show in their interactions,  
eliminating the behavior of the individual, making the individual feel safe and sufficient  
events that will be positively affected by social development  
families should be directed in terms of.
5. 'Please', 'thank you', 'good morning' and 'for the individual to win social words.  
About the frequent use of words like 'hello' during natural life  
The family should be made conscious by the teacher or the practitioner.
6. The family's faces are at the same level as the baby while talking or playing with the baby.  
care about them and let them touch their faces, the teacher about facial expressions  
or be raised by the practitioner.
7. Environments where the visually impaired person can express their feelings should be created. Friend  
supporting the individual when they are angry, sad or happy in their relationship  
sharing of emotions should be ensured.
8. The individual should not be criticized, judged for the feelings he expresses incorrectly,  
It should not be penalized. Being a teacher or a practitioner model, encouraging, self  
methods of building trust and empathy should be used.
9. Reinforcement in studies to gain the ability to run a business with a group  
methods in the natural communication process of these skills in group work

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it should be ensured. Continuous reinforcement method from reinforcement methods

When applying, the individual should be rewarded whenever he shows this skill, behavior and the continuity of these gains by rewarding them intermittently.

It must be provided.

10. Rules to be followed by the visually impaired individual (class rules, school rules, school service rules, traffic rules, etiquette), detailed information about the module

These rules by modeling the individual in application environments and daily life

It should be given.

## **CONTENT OF THE MODULE**

### **A. MUTUAL COMMUNICATION**

1. Greeting
2. Listening
3. Speech
4. Meet
5. Thanking
6. Apologizing
7. Asking for help
8. Instruction

### **B. EMOTIONS**

1. Awareness of your feelings
2. Expressing Your Emotions with Gestures and Mimics
3. Duties Against Its Close Environment in Society

### **C. GROUP WORKS**

1. Join the Group
2. Responsibility
3. Help

### **CHINA. COMPLIANCE WITH THE RULES**

- Class 1 Rules
2. School Rules
3. School Service Rules

4. Traffic Rules
5. Etiquette Rules To Be Followed In The Use Of Communication Tools

## **MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in Social Skills Module; rough evaluation, pre-teaching evaluation, evaluation of teaching process (course hour), final evaluation

and post-teaching (end of term) evaluation stages. With these stages  
Explanations regarding the sample forms prepared are given below.

#### A. Rough Evaluation

- a. While evaluating social skills, in the Rough Assessment Form (Form 1)  
independently performed skills (+), skills that cannot be done independently (-)  
It should be marked. In the "Description" section, observations during the evaluation  
articles must.
- b. Intervention in the individual's reactions while registering on the Rough Evaluation Form  
should not be given or helped.
- c. As a result of the rough assessment, IEP should be prepared in cooperation with the family.
- d. This is about the individual with a visual impairment and family before starting the rough assessment.  
be informed about the purpose and for what purpose the assessment is made.  
Thus, the opinions of the family were taken before the evaluation, and the individual will be  
hesitations about the application will be eliminated.

#### B. Pre-Teaching Evaluation

- a. Physical needs of the individual with special needs (food,  
toilet etc.) must be removed.
- b. In the pre-teaching evaluation, the analysis of the stage to be studied should be done first.
- c. Pre-teaching evaluation results can be found in the Performance Registration Table.  
The "Pre-Teaching Evaluation" column should be marked.

- d. As a result of the rough evaluation, he stated that "Self  
advertises. Assuming that "the acquisition is insufficient and cannot be done independently, a  
sample was prepared.
- D. Skills related to "self-introduction" in the "Pre-Teaching Evaluation" column  
While making the marking, by giving instructions to the individual for each sub-digit,  
it is checked that it cannot.
- to. "It introduces itself." of gains  
It is divided into sub-steps after analysis: a) Says his name, b) Says his surname,  
c) tells his age, ç) tells his gender, d) tells his height, e) tells his weight, f) birth  
tells you where.
- f. Related to the skill of acquiring tactile awareness in the pre-teaching evaluation column  
While making the marking, by giving instructions to the individual for each sub-digit,  
it is checked that it cannot. B performs independently for each sub-digit B,  
verbal clue is performed by SI, modeling is performed by MO, physical  
If it is performed with the help, FY is written.

#### C. Evaluation of the Teaching Process

- a. Evaluation results of the teaching process, Performance Registration at the end of each class hour  
It is marked in the "Evaluation of the Teaching Process" column in the Table.
- b. As a result of the pre-teaching evaluation, the person "introduces himself." bottom of the gain  
Teaching will be done on what they cannot do regardless of their steps.
- c. At the end of each lesson, at which step the skill of the individual remains  
It is entered into the "Evaluation of Teaching Process" column in the Performance Registration Table.  
If he performs independently for each sub-digit, B with a verbal clue  
if he performs with SI, being a model, MO does not, with physical aid  
If it is performed, it is processed in the FY column with an "X" sign.
- d. In the "Family Information" section at the end of the Performance Registration Table,  
"It introduces itself." achieving both teaching and permanence of the acquisition  
Explanations about home repeats were made.

#### CHINA. Final Evaluation

The exemplary achievement is "It introduces itself." in the teaching process because he has the skills the last lesson evaluation we have made, at the same time, the individual's last will be evaluated. Therefore, a separate form has not been prepared.

#### D. Post-Teaching (End of Term) Assessment

- a. Individual development, every month in accordance with the results of evaluating the teaching process  
At the end of the semester, individual performance evaluation form was processed.
- b. At the end of the Semester Individual Performance Evaluation Form,  
If the month started, the column related to that month, the gain was realized within one month.  
It is marked as "+". If earnings continue months after the start of the month  
(if no gain has been achieved) will be marked as "-". "+” To the month of the acquisition  
Threads.
- c. For the individual at the end of the period recommended by the Special Education Evaluation Board  
or the teaching that cannot be realized from the acquisitions intended to be realized  
the rationale for the gains that could not be made, in detail (1. If the teaching never started  
If the acquisition could not be achieved despite the justification of the second education.  
which sub-step) will be explained in the "RAM Information" section.

**MEASUREMENT AND EVALUATION FORM EXAMPLES****Rough Evaluation Form  
(Social Development Skills in Visually Impaired)****SOCIAL DEVELOPMENT SKILLS ROUGH EVALUATION FORM****Name and surname:****Application Date:****Date of birth:**

	<b>Notification</b>	<b>Yeah No</b>	<b>Descriptions</b>
1st	Simple greetings and farewell words Uses.	-	
2nd	It is evident that you listen to the speaker with gestures and gestures. would.		
3	Starts and continues conversations, Complete.	-	
4	It introduces itself.	-	
5	Introduces his family.	-	
6	Introduces his teacher and classmates.	-	
7	Thanks in situations required by daily life and apologies.	-	
8	Seeks help from others when necessary.	-	
9	It follows the instructions.	-	
10	Be aware of your emotions.	-	
11	Expresses his emotions with gestures and facial expressions.	-	
12	Be aware of the duties and responsibilities of the family.	-	
13	Willing to join a group.	-	
14	Fulfills its responsibilities in group works.	-	
15	It helps others when necessary.	-	
16	Complies with class rules.	-	
17	Complies with school rules.	-	
18	Follows the rules in school service.	-	
19	Explain traffic rules.	-	
20	Compliance with the use of communication tools indicates required etiquette.	-	

Individual Name Surname:

PERFORMANCE REGISTRATION TABLE

Month of O...

Acquisition: It introduces itself.

NOTICES	QUESTIONS / INSTRUCTIONS Main Instruction CRITERIA	EVALUATION OF THE TEACHING PROCESS																							
		INDIVIDUAL																							
		S		R		H		S		R		H		S		R		H		S		R		H	
1 introduces itself.	Introduce yourself.	Before Education Assessment	TR	2. DE	TR	3. DE	TR	4. DE	TR	5. DE	TR	6. DE	TR	AT 1	TR	2. DE	TR								
		B	SI	B	SI	B	SI	B	SI	B	SI	B	SI	B	SI	B	SI	B	SI	B	SI	B	SI	B	SI
a. Says your name.	%one hundred Say your name.	-	+		+																				
b. He says his surname.	%one hundred b. Say your last name.	-			++																				
c. He tells his age.	%one hundred c. Tell me your age.	-					++																		
d. Says your gender.	%one hundred d. Tell your gender.	-						++																	
D. Tells your height.	%one hundred D. Tell me your height.	-							+																
to. He tells his weight.	%one hundred to. Say your weight.	-								++															
f. He tells his place of birth.	%one hundred f. Tell your birthplace.	-										+													

Abbreviations: B = Independent SI = Verbal Tip MO = Modeling FY = Physical Assistance

Family Information

1. During this month, "self-knowledge and self-promotion" studies were conducted with the individual. In order for "self-knowledge and promotion" a...  
Repetitions must be made at home in accordance with the above mentioned guidelines.
2. Consider all factors when evaluating whether an individual's ability to recognize and promote himself has achieved the steps.  
Give the instructions exactly. Make sure that the equipment (tv, radio, etc.) that will distract the individual from the environment is not open. in stu  
If possible, make sure that the tools to be used are embossed and have them thinned to the child. This measures and information to the child  
Say that it is important for the development and healthy growth. Introduce himself to the child while talking to different people in different environ  
say that Tell the child that he should use this information while introducing himself. This study was carried out in different environments  
do it too. Where you go to the guesthouse, you can get to know and introduce yourself and use the work in different environments.  
make it stronger.
3. Please note that you can always call us for any problems you encounter with the individual and we will always support you. Individual  
is very valuable to us.

Descriptions

1. The form will be filled in by the practitioner who teaches.
2. A copy of the form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the indiv
3. At the end of the form, information about the work done to the family will be written.
4. Verbal or written information about family work and home activities (repetition) after each class hour



It should be done.

5. The "Modeling" section in the table is not used in individuals with total visual impairments.

6. The "Modeling" section in the table is used for individuals with low vision .

one hundred

**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

**Individual Name Surname:**                      **Training Start Date:**  
**Individual's Age:**                                **Training End Date:**  
**Educational Diagnosis:** Visually Eng.

MONTHS

GAINS

	1	2	3	4	5	6	7	8	9	10	11	12	
Simple greeting and farewell uses the words.	+												
Gesture that you listen to the speaker and expresses with gestures.	+												
Starts conversations, continues, completes.		+											
It introduces itself.		+											
Introduces his family.			+										
Her teacher and her classmates Advertises.			+										
Everyday life requires thanks and apologies in cases uses patterns.				-	+								
If necessary, from others asks for help.						+							
It follows the instructions.							+						
Be aware of your emotions.								+					
Expressing your emotions with gestures and facial expressions would.									+				
Family duties and responsibilities becomes aware.										+			
Willing to join a group.											-	+	
Responsibility for group work fulfills.												+	
Where necessary helps.												+	
Complies with class rules.											-	+	
It follows school rules.												+	
Follows the rules in school service.												+	
Explain traffic rules.												-	+
In the use of communication tools etiquette to follow													+
It indicates.													

**EXPLANATION:** Achievements and items intended to be earned within the period proposed by the Special Education Evaluation Board in the form is processed. In which month the earning started, if the gain related to that month ended in one month (if the gain was realized) as "+"; If it continues in the following months (if no gain has been achieved), it will be marked as "-". A "+" is placed on the month of the acquisition.

**RAM INFORMATION**

The individual mentioned above learned all the skills within the specified time.

Guardian	History	operator
Name and surname	operator	operator
Signature	Name and surname	Name and surname
	Signature	Signature

**TURKISH MODULE****AIM OF THE MODULE**

To be able to use Turkish correctly.

**GAINS**

1. Complies with verbal instructions.

2. Uses words correctly.
3. Express himself using simple words.
4. Expresses itself by using three or more words.
5. Distinguish sounds.
6. Ask questions about what they listen to.
7. Answers to the questions asked about what they listen to.
8. Provides hand finger coordination.
9. It provides coordination between the senses.
10. Provides hand eye coordination.
11. Recognizes the major tools used in relief writing.
12. Uses the relief pen according to the rules.
13. Recognizes the relief tablet.
14. Embossing inserts paper into the tablet.
15. Embossing follows the line with the pen on the tablet.
16. Follows the line in preparation for reading.
17. Applies the necessary rules for effective reading.
18. Recognizes the tools used in the article.
19. Uses the pen correctly.
20. Uses writing tools.
21. Draws basic lines.
22. He writes the letter.
23. Reads the letter.
24. Writes syllables.
25. Reads syllable.
26. Writes words using syllables.

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27. Reads the word.
28. Writes sentences using words.
29. Reads the sentence.
30. Writes abbreviated text.
31. Reads abbreviated text.
32. Answers the questions related to the text before, during and after reading.
33. Complies with the spelling rules.
34. Comprehends the properties of meaning in the word.
35. Uses name and name types.

**DURATION OF THE MODULE**

The duration of the Turkish module is 220 lessons.

**EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. Turkish Module considering the developmental characteristics of individuals with low vision and total visual impairment prepared by taking.
2. Improving the sense of touch, muscle development, hand and

Issues such as brain coordination are at the forefront. In preparatory studies for reading from various toys, models, geometric shapes and even the surrounding various objects should be used.

3. After the development of muscle development, individuals will be able to watch certain things with their fingers. should be encouraged. However, on paper and similar materials, By making shapes and lines, individuals can follow them with index fingers. It must be provided. It has been determined that muscle and finger sensitivity has reached a sufficient level. first literacy studies should be started with individuals.
4. Before proceeding to the teaching of writing in Braille alphabet preparation studies Line tracking should be done on the tablet with a pen first.
5. Braille, which is similar to each other while doing literacy studies with individuals d, h, f, j - u, m, ş - s, p, v - t, ü - i, e - n, z are the same days It should not be done inside and one after the other.

6. In Braille writing, as much as the writing is correct and legible, the tool in your hand It is important to remember that the vehicle is out of a broken, broken and faulty mold. should not be checked.
7. Random point printing, six point printing, pressing the desired point in writing studies, should be at the stages of writing letters, writing syllables, writing words, writing sentences.
8. Braille typewriter must be used in the Turkish module.
9. Reading the individual sitting upright while writing or reading a book, and should be guided by the teacher or the practitioner, as it will facilitate writing and be a model.
10. Pen and paper used in braille writing, the writing and speed of the individual make sure that the tip of the pencil is not sharp and the paper is not too hard as it will affect It should be.
11. To prevent deletion of letters while doing braille reading studies, using text printed on plastic paper and then Bristol paper should be used.
12. The words spoken by the teacher or practitioner are correct in writing studies he needs to pay attention to what he says.
13. Items marked "\*" in the achievements (10, 18, 19, 20, 21) for individuals with low vision It was prepared.
14. In order for individuals with low vision to use their vision better, to be seated, the writing on the blackboard is big, and the writing on the blackboard attention of the teacher or practitioner to repeat articles frequently is required.
15. For those with low vision, the light comes from behind to make the individual see the text more clearly.

the ground contrast, the lines of the notebook being thick and dark,  
In the next period, it became a pencil, reading with large font  
optical tools and equipment to reduce the darkness of lines in the book of the individual  
Attention should be paid to its functional use in reading and writing classes.

16. The pencil used to make the individual see the writings on the board more clearly in those with low vision or  
Make sure that the chalk is in contrast with the color of the board (like the green board yellow chalk).  
It should be.
17. Writings of the teacher or practitioner on the board are also audible.  
individuals with low vision and total visual impairment  
is important in terms of blocking.
18. In order to give the person the habit of reading books, by reading a book next to the individual  
attention to be an example, to buy books on subjects that interest the individual  
It should be.
19. In order to reinforce the information learned by the individual, the individual should be asked questions about the subject and  
Attention should be paid to repetitions.

## CONTENT OF THE MODULE

### A. COMMUNICATION SKILLS

1. Verbal Guidelines
2. Correct Use of Words
3. Expressing Yourself
4. Distinguishing Voices

### B. LISTENING AND MONITORING

1. Story, Tale Listening
- 2 Theater Monitoring
4. Story Completion

### C. PREPARATION FOR THE FIRST READING AND WRITING

1. Summer Tools
- Performing 2nd Line Tracking
3. Embossing Dot Press
4. Line Studies

**CHINA. WRITING AND READING**

1. Letter Writing - Reading
2. Writing Syllables - Reading
3. Word Writing - Reading
4. Sentence Writing - Reading
5. Abbreviated Text Writing - Reading

**D. WRITING RULES****E. MEANING IN THE WORD**

1. Real Meaning
2. Metaphorical Meaning
3. Synonym
4. Opposite Meaning
5. Concrete Meaning
6. Size Meaning

**F. SÖZCÜK TYPES****MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in Turkish Module; rough assessment, teaching pre-assessment, evaluation of the teaching process (class hours), final assessment and consists of post-teaching (end of term) evaluation stages. With these stages Explanations regarding the sample forms prepared are given below.

**A . Rough Evaluation**

- a. While evaluating Turkish skills independently in the Rough Assessment Form skills (+), skills that cannot be done independently (-) It should be marked. In the "Description" section, observations during the evaluation articles must.
- b. Intervention in the individual's reactions while registering on the Rough Evaluation Form should not be given or helped.

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- c. As a result of the rough assessment, IEP should be prepared in cooperation with the family. Three individuals with visual impairments and family before starting rough assessment be informed about the purpose and for what purpose the assessment is made. Thus, the opinions of the family were taken before the evaluation, and the individual will be hesitations about the application will be eliminated.

**B. Pre-Teaching Evaluation**

- a. Physical needs of the individual with special needs (food, toilet etc.) must be removed.
- b. In the pre-teaching evaluation, the analysis of the stage to be studied should be done first.
- c. Pre-teaching evaluation results can be found in the Performance Registration Table.  
The "Pre-Teaching Evaluation" column should be marked.
- d. As a result of the rough evaluation, one of the Turkish skills is "Embossed tablet paper approx. Assuming that *the* acquisition is insufficient and cannot be done independently, a sample was prepared.
- D. With the skill of "inserting paper into embossed tablet" in the "Pre-Teaching Evaluation" column  
While making the relevant marking, by giving instructions to the individual for each sub-step, it is checked that it cannot.
- to. "Embossing inserts paper into the tablet," which was primarily addressed in pre-teaching evaluation.  
It is divided into sub-steps by analyzing the gain: a) Left index and thumb  
Holds from the top of the tablet with. b) Opens the tablet to the left. c) He picks up the paper with his right hand. ç)  
Holds the paper with the index fingers of his right and left hands. d) Paper out the top of the tablet  
It does not come off, it synchronizes the paper with the tablet from the top and bottom. e) Tablet with left hand  
closes, f) Fixes the paper by pressing the tablet with his hand.
- f. With the skill of "inserting paper into embossed tablet" in the Pre-Teaching Evaluation column  
While making the relevant marking, by giving instructions to the individual for each sub-step, it is checked that it cannot. For each sub-step; B independently, B  
verbal hint if it is performed by being a SI model MO physical  
FY is written with the help.

### C. Evaluation of the Teaching Process

- a. Evaluation results of the teaching process, Performance Registration at the end of each class hour  
It is marked in the "Evaluation of the Teaching Process" column in the Table.
- b. As a result of the pre-teaching evaluation, "Embossing inserts paper into the tablet" with the individual.  
teaching on what they could not do independently of the lower steps of their acquisition  
It will be made.
- c. At the end of each lesson, at which step the skill of the individual remains,  
It is entered into the "Evaluation of Teaching Process" column in the Performance Registration Table.  
If he performs independently for each sub-digit, B with a verbal clue  
realizes the SI. and being a model, MO. with physical help  
is performing FY. column is marked with an "X" sign.
- d. In the "Family Information" section at the end of the Performance Registration Table,  
"The embossing inserts paper into the tablet." both the teaching and the permanence of the acquisition  
In order to ensure that, explanations were made about repetitions to be made at home.

### CHINA. Final Evaluation

- a. Teaching as the exemplary achievement is the ability to "add paper to the relief tablet"  
the last lesson evaluation we made in the  
it will be the final assessment for the acquisition. So a separate form  
It is prepared.
- b. The word, sentence reading and writing etc. in the Turkish module. for gains  
Teaching process evaluation steps in Performance Registration Table  
when realized (marked as "+" or "B") with different questions and materials  
Final Evaluation Form to evaluate whether or not memorized  
It should be prepared.
- c. As a result of the last evaluation, all the lower digits are called "+" or "B".  
when checked, when "-" or SI, MO or FY "is marked,  
on the other hand, it is decided that the acquisition has not materialized and the education should be repeated.

#### **D. Post-Teaching (End of Term) Assessment**

- a. Individual development, every month in accordance with the results of evaluating the teaching process  
At the end of the semester, individual performance evaluation form was processed.
- b. At the end of the Semester Individual Performance Evaluation Form,  
If the month started, the column related to that month, the gain was realized within one month.  
It is marked as "+". If earnings continue months after the start of the month  
(if no gain has been achieved) will be marked as "-". "+" To the month of the acquisition  
Threads.
- c. For the individual at the end of the period recommended by the Special Education Evaluation Board  
or the teaching that cannot be realized from the acquisitions intended to be realized  
the rationale for the gains that could not be made, in detail (1. If the teaching never started  
If the acquisition could not be achieved despite the justification of the second education.  
which sub-step) will be explained in the "RAM Information" section.



## MEASUREMENT AND EVALUATION FORM EXAMPLES

**Rough Evaluation Form  
(Turkish for the Visually Impaired)**

**TURKISH ROUGH EVALUATION FORM**

Name and surname:		Application Date:		Descriptions
Date of birth:		Yeah	No	
	Notification			
one	It follows verbal instructions.	-		
2nd	Uses words correctly.	-		
3	Express yourself using simple words.	-		
4	Using three or more words, express.	-		
5	Distinguishes sounds.	-		
6	He asks questions about what he is listening to.	-		
7	It answers the questions asked about what they listen to.	-		
8	It provides hand finger coordination.	-		
9	It provides coordination between the senses.	-		
10	It provides hand eye coordination.	-		
11	The main tool used in relief text- recognize the materials.	-		
12	Uses the relief pen according to the rules.	-		
13	Recognizes the relief tablet.	-		
14	Embossing inserts paper into the tablet.	-		
15	Follows the line with the pen on the embossed tablet.	-		
16	Follows the line in preparation for reading.	-		
17	Applies the necessary rules for effective reading.	-		
18	Recognizes the tools and materials used in the article.	-		
19	Uses the pen in accordance with the rules.	-		
20	Uses writing tools.	-		
21	Draws basic lines.	-		
	Writes 22 letters.	-		
	Reads 23 letters.	-		

- Writes 24 syllables. -
- Reads 25 syllables. -
- Writes words using 26 syllables. -
- Reads 27 words. -
- 28 Writes sentences using words. -
- Reads 29 sentences. -
- Writes 30 abbreviated text. -
- 31 Reads abbreviated text. -
- 32 Before, during and after reading answers questions about the text. -
- 33 Follows the spelling rules. -
- 34 Understands the properties of meaning in the word. -
- 35 Uses nouns and nouns. -

Individual Name Surname:  
Earnings : Embosses paper on the tablet.

**PERFORMANCE REGISTRATION TABLE**

Month o

<b>NOTICES</b>	QUESTIONS / INSTRUCTIONS	EVALUATION OF THE TEACHING PROCESS										
	Main Instruction	INDIVIDUAL										
	CRITERIA Embossed on the tablet insert paper.	S R	H	S R	H	S R	H	S R	H	S R	H	S R
	Before Education HEAssessment	TR	2. DE TR	3. DE TR	4. DE TR	5. DE TR	6. DE TR	AT 1 TR	2. DE	G		



**INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD**

**Individual Name Surname:**  
**Individual's Age:**  
**Educational Diagnosis:** Visually Impaired

**Training Start Date:**  
**Training End Date:**

MONTHS

GAINS

	MONTHS												
	1. MONTH	2. MONTH	3. MONTH	4. MONTH	5. MONTH	6. MONTH	7. MONTH	8. MONTH	9. MONTH	10. MONTH	11. MONTH	12. MONTH	
It follows verbal instructions.	+												
Uses words correctly.	+												
Express yourself using simple words.	+												
Expresses itself by using three or more words.	- +												
Distinguishes sounds.	+												
It provides coordination between the senses.		+											
It provides hand eye coordination.		+											
Recognizes the major tools used in relief writing.		- +											
Uses the relief pen according to the rules.			+										
Recognizes the tools and materials used in the article.				+									
Uses the pen in accordance with the rules.				- +									
Uses writing tools.					+								
Draws basic lines.						- +							
Writes a letter.							+						
Reads the letter.								+					
Writes syllables.									+				
It reads syllables.										+			
Writes words using syllables.											+		
The word reads.												- +	
Write sentences using words.													+
Reads the sentence.													+
Writes abbreviated text.													- +
Reads abbreviated text.													+
With text before, during and after reading answers relevant questions.													+
It follows the spelling rules.													-
Understands the properties of meaning in the word.													
Uses nouns and nouns.													

**EXPLANATION :** Earning it within the time suggested by the Special Education Evaluation Board the intended gains are processed into the form in the form of items. Which month started my earning that month If the gain for the related column is terminated within one month (if the gain has been realized) as "+"; If it continues in the following months (if no gain has been achieved), it will be marked as "-". the gain "+" is placed on the month of occurrence.

**RAM INFORMATION**

The individual mentioned above points out from the lower steps of the “comply with spelling rules” achievement. He can do it with verbal clue. Understanding the meaning features of the word, name and name types Since there is no time for teaching skills of using skills, teaching these skills will be held in the period.

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

**LAST EVALUATION FORM**

**Individual Name Surname :**

**History:**

**QUESTIONS / INSTRUCTIONS  
MAIN DIRECTIVE**

**NOTICES**

**CRITERIA**

**TO  
IRM  
ND  
END  
ERLA  
G  
TO  
D**

**DESCRIPTIONS**

1. The form will be filled in by the practitioner who teaches.
2. The original form will be stored in the individual's file.

operator

Signature

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**Page 120****MATHEMATICS MODULE****AIM OF THE MODULE**

To gain skills related to mathematics

**GAINS**

1. Uses appropriate terms to express spatial relationships.
2. Each one counts rhythmically.
3. Beşer counts rhythmically.
4. Fix counts rhythmically.
5. Each counts rhythmic.
6. Three counts rhythmically.
7. Four counts rhythmically.
8. Understands the natural numbers 1, 2, 3, 4, 5, 6, 7, 8 and 9.
9. Küptaş recognizes the safe.
10. He writes a digit.
11. Küptaş writes the numbers on the safe.
12. Understands the zero natural number.
13. Comprehends the number line.
14. Comprehend two digit natural numbers.
15. Comprehends the size and smallness relationships between two-digit natural numbers.
16. Comprehends three digit natural numbers.
17. Comprehends the size and smallness relationships between the three-digit natural numbers.
18. Comprehends four digit natural numbers.
19. Comprehend the odd and even natural numbers.
20. Comprehends the numbers that indicate the order.
21. Comprehends odd and even natural numbers.
22. Comprehends the numbers indicating the order.
23. Comprehends the properties of the cluster.

24. Comprehend the equivalence and equality relations between sets.
25. It performs collection without natural numbers.
26. Makes acquisition with natural numbers.
27. Solves problems by adding.
28. Collects from the mind with natural numbers.
29. Solves problems by removing subtraction that requires decimal decay with natural numbers.

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30. Subtracts from the mind with natural numbers.
  31. Makes multiplication with natural numbers.
  32. Makes multiplication with natural numbers.
  33. Performs multiplication of the mind with natural numbers.
  34. Solves problems by multiplying.
  35. It performs dividing without natural numbers.
  36. Makes the remaining division process with natural numbers.
  37. It divides the mind with natural numbers.
  38. Solves problems using four processes.
  39. Uses abacus.
  40. He distinguishes objects according to their whole, half and quarter state.
  41. Uses the voice clock.
- Recognizes the 42nd meter.
43. Comprehends money.
  44. The relief reads the time.
  45. The curve comprehends the line of correct and correct.
  46. Distinguishes geometric shapes.

**DURATION OF THE MODULE**

The duration of the math module is 200 lessons.

**EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE**

1. Mathematics module considering the developmental characteristics of individuals with low vision and total visual impairment prepared by taking.
2. Spatial relationships are handled in terms of location, situation and direction direction. Follow-up while this topic is covered row to be long short, more or less, big small, hot cold, hard soft, empty full, high low, heavy, light, over, under, near, similarity, difference, inside, outside, thick should be thin, in front, behind, to the right, to the left. While teaching The process should proceed first in the form of discrimination and then sorting.
3. The order to be followed when teaching rhythmic counting should be as follows.
  - a. Rhythmic counting from 1 to 5 (10, 20, 30, 40, 50, 60, 70, 80, 90, 100)
  - b. Rhythmic starting from any number up to 10 (20,30,40,50,60,70,80,90,100) counting

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- c. Rhythmic counting from 1 to 5 (10, 20, 30, 40, 50, 60, 70, 80, 90, 100) with objects
- d. Backward rhythmic counting from 5 (10, 20, 30, 40, 50, 60, 70, 80, 90, 100)
- D. Rhythmic counting backwards starting from any given number
- to. Five, ten, two, three and four rhythmic counts, respectively, in the steps given above makes
4. In mathematics teaching, it is appropriate to use cube stone in the first stage. the individual Abacus should be preferred according to its performance. Braille typewriter in written mathematics It should be used.
5. In the comprehension of natural numbers more quickly in individuals with visual impairments, teachers or The number line prepared by the practitioner should be used.
6. The order to be followed while teaching the addition should be as follows:
- a. Object counting and adding objects on it
- b. Add one digit and one digit so that the result is one digit
- c. Add two-digit and two-digit acquisition
- d. Adding one digit and one digit so that the result is two digits
- D. Adding two digits and one digit
- to. Add two-digit and two-digit acquisition
- f. Adding two-digit and two-digit numbers with the result being three-digit
- g. Adding three digits and two digits with numbers
- ğ. Add three digits and three digits
7. The order to be followed while teaching removal is as follows:
- a. Object auction
- b. Subtract one digit number from one digit number so that the result is one digit
- c. Subtract a two-digit number from a two-digit number
- d. Subtract one digit number from two digits by breaking decimals
- D. Subtract a two-digit number from a two-digit number by breaking it by ten

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- to. Subtract one digit number from three digits by breaking decimals
- f. Subtract the two-digit number from the three-digit number by breaking it by ten
- g. Subtract the three-digit number from the three-digit number by breaking it by ten
8. The order to be followed when teaching multiplication should be as follows:
- a. Group and add objects
- b. Multiply a digit number and a digit number



- c. Multiply a two-digit number and a one-digit number
- d. Multiply a two-digit number with a two-digit number
- D. Multiply a three-digit number and a one-digit number
- to. Multiplying the three-digit number with the two-digit number
- f. Multiplying the three-digit number with the three-digit number
9. The order to be followed while teaching the division should be as follows:
- a. Group and subtract objects
- b. Dividing one digit into a digit without remainder and dividing the remainder
- c. Divide the two-digit number into a one-digit number and divide the remainder
- d. Dividing the two-digit number into two-digit numbers and dividing the remainder
- D. Dividing the three-digit number into a one-digit number and dividing the remainder
- to. Dividing the three-digit number into two-digit numbers and dividing the remainder
- f. Dividing the three-digit number to the three-digit number and the remaining division
10. In four processing skills, the problems used for the individual to understand the processes are  
It should be taken from life, home, family, school and classroom life and various business areas.
11. General difficulties encountered in transactions (hand, breaking the deck, reading the number zero, etc.)  
Sufficient attention should be given to the individual and exercises that include them should be done.
12. Calculation of the mind in daily life is important for the individual with visual impairment. Therefore  
In addition to written procedures, mental operations should also be included as much as necessary. place  
As it comes, written and mental transactions must be carried out together.

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13. Estimation of the results, control of transactions and practical calculations required in daily life  
to approximate the results of the transactions to individuals  
work should be done.
14. While teaching the subject of the cluster, the logic of grouping should be given, in other words  
Grouping work should be done with concrete objects or individuals.
15. In abacus teaching, the concept of number, number writing and digit should be taught. Read on  
Decimal, fifty, hundred and thousand additions should be explained in detail. Abacus,  
It is a practical tool that can be used to do math operations.
16. While teaching fractions with real materials (apple, bread, pear, orange, etc.)  
concepts should be given, applications should be made to individuals about fractions.
17. In which type of hour of the individual which is important in hour teaching in visually impaired individuals,  
not to learn the concept, but to learn to read the watch correctly. Priority for this  
It should be tried to gain full hours. After learning the concept of the individual full hour  
then the concept of half and quarter hours should be taught. Embossing for teaching applications  
hours should then be taught with audio clocks.
18. Money is not only an important mathematical concept but also important in social life.

is a concept. Therefore, while teaching the concept of money, it is associated with social life. teaching should be done. Numerical changes of money while telling money

It is explained. For example, two 50 cents is 1 Turkish Lira and 1 Turkish Lira is paper and

It should be explained with examples where the coin type is. Teaching environment

If the conditions are suitable, it will be correct to apply with real money. For example; associated with the social life module, during shopping, on the bus, etc. in environments numerical quality of money can be gained.

19. In terms of measurements, applications should be made to the visually impaired individual with a relief ruler.

In those who see less, applications are made with a normal ruler.

20. In the teaching of geometric shapes for the visually impaired individual to generalize

teaching materials used (made of plastic, wood, fabric, cardboard ingredients) should be prepared in large numbers.

21. Curve, with the help of embossed materials (rope,

glue, matchstick, etc.) should be taught.

22. To avoid misleading of the visually impaired individual, the teacher or the practitioner should not hurry while printing.

23. Being placed in the front row for the low vision individuals to use their vision better, the writings on the blackboard should be big, and the writings on the blackboard are often the teacher or the practitioner should pay attention to repetition.

24. For those with low vision, light should come from behind to make individuals see what is written more clearly. the ground contrast, the lines of the notebook being thick and dark, It should be noted that it is a pen.

25. The pen used to make the sighted individuals see the writings on the board more clearly or Attention should be paid that the color of the chalk contrasts with the color of the board (Green board - yellow chalk like.).

26. Teacher's or practitioner's writing on the board at the same time It is important in terms of preventing the individuals who see less to write wrong.

27. Writing or processing normal writing in mathematics teaching to individuals with low vision besides, cube stone case, Braille typewriter or abacus teaching should be included.

## CONTENT OF THE MODULE

### A. SPACE RELATIONS

1. Long - Short

2. Less - Much

3. Big - Small

4. Hot - Cold

5. Hard - Soft

6. Empty - Full

7. High - Low

8. Heavy - Light
9. Over - Under
10. Away - Near
11. Similarity and Difference
12. Inside - Outside
13. Thick - Thin
14. In Front - Behind

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15. Right - Left

**B. RHYTHMIC COUNTS**

1. Rhythmic Counting.
2. Five Rhythmic Counting
3. Fix Rhythmic Counting
4. Two Rhythmic Counting
5. Three Rhythmic Counting
6. Four Rhythmic Counting

**C. NATURAL NUMBERS**

1. 1, 2, 3, 4, 5, 6, 7, 8, 9 Natural Numbers
2. Küptaş Case
3. Digit Writing
4. Writing Numbers on Küptaş Vault
5. Zero Natural Number
6. Number Line
7. Two Digit Natural Numbers
8. Three Digit Natural Numbers
9. Four Digit Natural Numbers
10. Odd and Even Natural Numbers
- 11th Place Reports

**CHINA. CLUSTERS****D. TRANSACTIONS**

1. Collection
2. Subtraction
3. Multiplication
- 4th Division
5. Problem Solving Using Four Processes

**E. USING ABACUS****F. CUTS**

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**G. DIMENSIONS**

1. Time Measures
2. Length Dimensions
3. Value Measures

**G. GEOMETRY**

Point 1, Curve, Line and Line

Square 2

3. Rectangle

Triangle 4

5th Circle

**MEASUREMENT AND EVALUATION IN THE MODULE**

Measurement and evaluation process in mathematics module; rough assessment, teaching pre-assessment, evaluation of teaching process (course hours), final assessment and teaching post (end of period) evaluation stages. Prepared about these stages  
Explanations for sample forms are given below.

**A. Rough Evaluation**

- a. Independent in the Rough Assessment Form while evaluating math skills skills performed as (+), skills that cannot be done independently (-)  
It should be marked. In the "Description" section, observations during the evaluation articles must.
- b. Intervention in the individual's reactions while registering on the Rough Evaluation Form should not be given or helped.
- c. As a result of the rough assessment, IEP should be prepared in cooperation with the family.
- d. This is about the individual with a visual impairment and family before starting the rough assessment.  
be informed about the purpose and for what purpose the assessment is made.  
Thus, the opinions of the family were taken before the evaluation, and the individual will be hesitations about the application will be eliminated.

**B. Pre-Teaching Evaluation**

- a. Physical needs of the individual with special needs (food, toilet etc.) must be removed.
- b. In the pre-teaching evaluation, the analysis of the stage to be studied should be done first.
- c. Pre-teaching evaluation results can be found in the Performance Registration Table.

The "Pre-Teaching Evaluation" column should be marked.

- d. As a result of the rough evaluation, "Zero natural"  
comprehend the number. "The acquisition is insufficient and cannot be done independently  
Assuming an example was prepared.
- D. With the concept of "understanding the number of zero naturals" in the "Pre-Teaching Evaluation" column  
While making the relevant marking, an instruction is given to the individual for each sub-digit and  
it is checked that it cannot.
- to. "Understands the number of natural zeroes", which is addressed primarily in pre-teaching assessment  
It is subdivided by analyzing the gain: a) Among the given clusters  
selects the set that has no element. b) The number of elements of the empty set is zero (0).  
He says. c) Writes the number of elements of the empty set with text and numbers. ç) Empty from daily life  
tells examples to the cluster. d) Adding elements to the set with zero (0) elements and empty  
non-clusters.
- f. "Understands the zero natural number." with the acquisition  
While making the relevant marking, by giving instructions to the individual for each sub-step,  
it is checked that it cannot. B performs independently for each sub-digit B,  
if it performs with verbal clue SI, if it performs with modeling, MO,  
If it is performed with physical assistance, FY is written.

### C. Evaluation of the Teaching Process

- a. Evaluation results of the teaching process, Performance Registration at the end of each class hour  
It is marked in the "Evaluation of the Teaching Process" column in the Table.
- b. As a result of the pre-teaching evaluation, the individual "Understands the zero natural number."  
teaching on what they could not do independently of the lower steps of their acquisition  
It will be made.
- c. At the end of each lesson, at which step the skill of the individual remains  
It is entered into the "Evaluation of Teaching Process" column in the Performance Registration Table.  
If he performs independently for each sub-digit, B with a verbal clue

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- if he performs with SI, being a model, MO does not, with physical aid  
If it is performed, it is processed in the FY column with an "X" sign.
- d. In the "Family Information" section at the end of the Performance Registration Table, "Zero  
comprehend the natural number. " both the teaching and the permanence of the acquisition  
In order to ensure that, explanations were made about repetitions to be made at home.

### CHINA. Final Evaluation

- a. Exemplified gain "Comprehends the zero natural number." in the teaching process  
the last lesson evaluation we have made, at the same time the individual gained this  
will be the final assessment. Therefore, a separate form has not been prepared.
- b. The number of zero naturals in the math module, number line, two-digit natural  
numbers, three-digit natural numbers, four-digit natural numbers etc. for gains  
Teaching process evaluation steps in Performance Registration Table  
when realized (marked as "+" or "B") with different questions and materials  
Final Evaluation Form to evaluate whether or not memorized  
It should be prepared.
- c. As a result of the last evaluation, all the lower digits are called "+" or "B".

When checked, the gain occurs as "-" or "SI, MO or FY".

When checked, the acquisition did not occur and the teaching was repeated

It is decided that it should.

#### D. Post-Teaching (End of Term) Assessment

- a. Every month in accordance with the individual's development, teaching process and final evaluation results

At the end of the semester, individual performance evaluation form was processed.

- b. At the end of the Semester Individual Performance Evaluation Form,

If the month started, the column related to that month, the gain was realized within one month.

It is marked as "+". If earnings continue months after the start of the month

(if no gain has been achieved) will be marked as "-". "+" To the month of the acquisition

Threads.

- c. For the individual at the end of the period recommended by the Special Education Evaluation Board

or the teaching that cannot be realized from the acquisitions intended to be realized

the rationale for the gains that could not be made, in detail (1. If the teaching never started

If the acquisition could not be achieved despite the justification of the second education.

which sub-step) will be explained in the "RAM Information" section.

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### MEASUREMENT AND EVALUATION FORM EXAMPLES

#### Rough Evaluation Form (Mathematics for the Visually Impaired)

#### MATHEMATIC ROUGH ASSESSMENT FORM

Name and surname:

Application Date:

Date of birth:

Notification	Yeah		Descriptions
	Yes	No	
1 Uses appropriate terms to express spatial relationships.	-	-	
2 Each one counts rhythmically.	-	-	
3 Beşer counts rhythmically.	-	-	
4 counts rhythmically.	-	-	
5 Each counts rhythmic.	-	-	
6 Each counts rhythmic.	-	-	
7 Four counts rhythmically.	-	-	
Understands the natural numbers 8, 1, 2, 3, 4, 5, 6, 7, 8 and 9.	-	-	
9 Küptaş recognizes the safe.	-	-	
Writes 10 numbers.	-	-	
11 Küptaş writes the numbers on the safe.	-	-	
Understands the zero natural number.	-	-	
13 Understands the number line.	-	-	
14 Understands two-digit natural numbers.	-	-	
15 Size and smallness between two-digit natural numbers comprehend their relationship.	-	-	
16 Understands the three digit natural numbers.	-	-	
17 The size between the three-digit natural numbers at most and comprehend the smallness relations.	-	-	
18 Comprehends four digit natural numbers.	-	-	

19 Understands odd and even natural numbers.	-
Comprehends the numbers declaring 20 rows.	-
21 Understands the properties of the set.	-
22 Understand the equivalence and equality relations between sets.	-
23 Makes collecting with natural numbers without hand.	-
24 Makes picking with natural numbers	-
25 Solves problems by collecting.	-

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26 It collects from the mind with natural numbers.	-
27 Subtraction process that requires decimal decay with natural numbers solves the problem by doing.	-
28 Extract from the mind with natural numbers.	-
29 Makes multiplication with natural numbers.	-
30 Performs multiplication with natural numbers.	-
31 It multiplies the mind with natural numbers.	-
32 Solves problems by multiplying.	-
33 It performs division without natural numbers.	-
34 Makes the remaining division process with natural numbers.	-
35 It divides the mind with natural numbers.	-
36 Solves problems using four processes.	-
Uses 37 abacus.	-
38 Differentiate objects according to their whole, half and quarter would.	-
39 Uses the voice clock.	-
Recognizes 40 meters.	-
41 Understands the money.	-
Reads 42 relief hours.	-
43 The curve comprehends the line and line.	-
44 Distinguishes geometric shapes.	-

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**PERFORMANCE REGISTRATION TABLE**

Individual Name Surname: Month of C  
 Earnings : Understand the natural number zero.

NOTICES	CRITERIA	EVALUATION OF THE TEACHING PROCESS																							
		QUESTIONS / INSTRUCTIONS to		INDIVIDUAL												GF									
				S		R		H		S		R		H				S		R		H			
		Before Education	HEAssessment	TR	2. DE TR	3. DE TR	4. DE TR	5. DE TR	6. DE TR	AT 1	TR	2. DE TR													
B	SI	B	C	FYI	B	SI	B	C	FYI	B	SI	B	C	FYI	B	SI	B	C	FYI	B	SI	B	C		
<b>1. Zero natural comprehend the number.</b>																									
a. Sets given between element non cluster Selects.	%one hundred	a. From the given sets cluster without element Choose.	SI.																						
b. Element of empty set the number n is zero (0) He says.	%one hundred	b. Number of elements of the empty set said.																							
c. Element of empty set the number with the font and number author.	%one hundred	c. The number of elements of the empty set Write in numbers and numbers.																							
CHINA. Free from daily life tells examples to the set	%one hundred	d. From daily life to the empty cluster say examples																							
D. Number of elements is zero by adding elements to the cluster obtain non-empty sets would.	%one hundred	D. Number of elements is zero empty by adding elements to the cluster obtain non-clusters.																							

Abbreviations: B = Independent SI = Verbal Tip MO = Modeling FY = Physical Assistance

**Family Information**

- 1. In this month, your child will gain the "0 natural number" achievement.  
 It is made. In order for the concept of "comprehending the natural number 0" to be permanent, Repetitions should be made in accordance with the instructions.
- 2. While evaluating whether the individual gained the "0 natural number" achievement, all consider the factors. Before you start teaching, teach the concept of empty set.  
 For example; When working at home, put two boxes in front of the individual. Bead inside one of the boxes put the other blank. Show which individual is empty, when you say the empty one Shows. It is emphasized that the child is not an element of the empty box. Element of empty set The number is said to be 0. With these applications, the number 0 is tried to be comprehended. The instructions are clear and say exactly.
- 3.You can always call us for any problems you have about the individual and  
 Please note that we will support you in time. The individual is very valuable to us.

**Descriptions**

- 1. The form will be filled in by the practitioner who teaches.





**RAM INFORMATION**

The above mentioned individual has been taught the skill of “reading relief time” but  
The individual is able to do with the verbal clue that "the number of hours set per hour shows".  
Curve, the ability to grasp the line and line and distinguish geometric shapes  
Since there is no time for teaching, these skills will be taught in the next semester .

Guardian	History	operator
Name and surname	operator	Name and surname
Signature	Name and surname	Signature

**LAST EVALUATION FORM**

**Individual Name Surname :**

History:

NOTICES	CRITERIA	QUESTIONS / INSTRUCTIONS	TO
		MAIN DIRECTIVE	IRM ND
			ERLA G LAST
a. Element between given sets selects the non-cluster.	% one hundred	Non-element among the given sets select set.	+
b. N the number of elements of the empty set is zero. He says.	% one hundred	Tell the number of elements of the empty set.	+
c. Number and number of elements of the empty set author. tells examples from the daily life to the empty cluster.	% one hundred	Write the number and number of elements of the empty set with numbers and numbers. three examples from daily life to the empty set	+
D. Elements to the set with zero (0) elements adds non-empty clusters.	% one hundred	Adding elements to the set with zero (0) number of elements is empty obtain non-clusters.	

**DESCRIPTIONS**

1. The form will be filled in by the practitioner who teaches.
2. The original form will be stored in the individual's file.

operator

Signature

**REFERENCES**

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