

Abstracts Summary - active presentations (supplied abstracts)

Participant name	Halka Tytykalová
Institution	Raná starostlivosť, n.o.
Topic	Children with CVI: Opportunities and Challenges in Early Intervention
Key words	CVI, children, early, routines, support
Abstract	
<p>Number of families with young children who have been diagnosed with CVI or are expected to have CVI is increasing. Parents come to us and often only know that the child does not see and that this state is related to the brain and were told by the doctor that they need to stimulate the child's vision. At Raná starostlivosť, n.o., we specialize in early intervention in families with children with visual and multiple disabilities under the age of seven. We feel the urgency of the situation, and, therefore, we have begun to look intensively for ways to help children with CVI and their parents. We see the solution in a thorough diagnosis of the child's visual behavior and targeted aftercare. We do not perceive stimulation as a separate therapy, but in partnership with the family, together with the support of interaction, we began to integrate the stimulation into everyday routines. We learn and gain experience in creating functional individual plans, based on the real and expressed needs of families. The challenge is to set up functional multidisciplinary teams that will provide children with CVI with comprehensive care on their path of inclusion from birth, through education to independence in life, where vision is an important way to interact with the world.</p>	

Participant's name	Ondřej Cerha
Institution	Department of Psychology, Faculty of Arts, Charles University/ Department of Psychology, Faculty of Philosophy, Charles University
Topic	Acceptance of disability and perceived life's meaningfulness among people with visual impairment
Key words	Acceptance of Visual Disability; Visual Impairment; Perceived Life's Meaningfulness; Life Meaningfulness Scale; Acceptance of Disability Scale
Abstract	
<p><u>Introduction:</u></p> <p>There is a definite need to identify and comprehend the factors of disability acceptance among people with visual impairment. The presented study has aimed to test hypotheses regarding the relationship between the acceptance of visual impairment and the meaningfulness of life. Key concepts have been operationalised by scores in two independent inventories: the <i>Meaningfulness of Life Scale (MLC)</i> (Halama, 2002, 2009) and the <i>Acceptance of Disability Scale-Revised (ADS-R)</i> (Linkowski, Grooms, 2007). Data were obtained from a sample of adult persons with a visual disability (N = 84).</p> <p><u>Results:</u></p> <p>Overall, two observed variables, the acceptance of vision impairment and the perceived meaningfulness of life, have shown a statistically significant relation. In addition, the degree of visual disability revealed a low degree of correlation with the affective dimension of life's meaningfulness and the two subscales of ADS-R (restriction and subordination subscales). In contrast, it has not been proven that a degree of visual impairment relates neither to the meaningfulness of life nor the acceptance of visual impairment. The author of the study also identified possible options for the online administration of psychological methods for people with a visual disability. These solutions have been verified and confirmed in practice.</p> <p><u>Conclusion:</u></p> <p>Following the theoretical background and in reference to the results of the research, the author offers a logotherapeutical interpretation for acceptance of visual disability. The findings of this study have several implications for practice illustrated by a case study from psychotherapeutic praxis.</p>	

Participant's name	Markéta Skalická
Institution	EDA z.ú.
Topic	EDA PLAY: Fun and vision development for children with CVI
Key words	EDA PLAY, vision development, CVI

Abstract

EDA cz, z. ú., a non-profit organization from the Czech Republic, has long been dedicated to early intervention and skills development for children with central visual impairment. The EDA team's methodologists for visual perception development participate in the preparation of applications for iPads and Android tablets, as well as the worksheets for children with visual disorders. Parents and teaching assistants can download simple illustrations of understandable shapes at www.edaplay.com for free.

Development of visual images through worksheets and the parent's own comments

Through worksheets, parents and assistants can help children create basic visual images. The tasks are simple, the child can easily find the main object of the worksheet. Because the picture is easy to understand the parent or assistant can, without any problem, supplement the worksheet with their own commentary. For example, in worksheets with a car, we can add the sound "vroom vroom" to the task.

Simple illustrations of understandable shapes support the development of visual perception

To look, children need not only eyes but also visual pathways that lead information to the brain centres, which process the seen information. Every child, even a healthy one, must learn new things. In children with central visual impairment, the process of processing newly seen information is more complicated. The child needs to see the object repeatedly. A parent or assistant can very easily describe an image, its characteristic shape, colour, or a typical detail in a worksheet. Repeated cognition combined with various types of manipulation - colouring with a crayon, drawing a shape, cutting, joining identical images with a line - leads to the storage of images in the memory and it becomes gradually easier to process a known image.

Repetition of the motif in different situations

It is very difficult for children with a combined disability to maintain visual attention. A parent or assistant can easily add worksheets to a tablet game, such as the free EDA PLAY TOBY app. After completing several tasks in the game on the tablet, the tablet can suspend and change the game to fill the printed worksheet. Themes in the application can also be found in worksheets. The image, which the child recognized in the application, is re-introduced in the printed worksheet, but in a different scene. So we repeat a motif that he/she already knows but in a different situation. Popular topics include transportation. You will find the tractor and the car both in the application and in the worksheets.

New technologies

The range of EDA PLAY applications, which help to develop visual skills and fine motor skills in children with disabilities, will be expanded this year by the addition of a new game EDA PLAY TOM. The game will be free. If you have any questions about worksheets or the EDA PLAY application menu, email us at info@edaplay.com.

Participant 's name	Pavína Šumníková, Aneta Cvachová
Institution	Department of Special pedagogy, Faculty of pedagogy, Charles University in Prague
Topics	Use of supportive measures for pupils with visual impairment
Key words	visual impairment, visual perception, detailed analysis, pupil with visual impairment, support in education

Abstract

The paper presents a qualitative research survey carried out through the analysis of medical reports and relevant reports from special pedagogical center for selected lower level pupils primary schools with the use of support measures in analysis of the nature of the system support for a defined group. This study contains detailed analysis of support areas and each supportive measure designed for pupils in need of support in education due to the visual impairment and impaired visual perception.

Participant's name	Lea Květoňová
Institution	Department of Special pedagogy, Faculty of pedagogy, Charles University in Prague
Topic	Students with special education needs – assessment of the situation and possible interventions.
Key words	students with visual impairment, special education, possible interventions, mobility training, Charles University in Prague

Abstract

Our topic focuses exclusively on students with visual impairment. The numbers used in our contribution were being gathered for a decade and all the students were or currently are students of the Charles University in Prague. In this manner, we shall assess seventeen faculties and their respective study programmes. We will try to show the practice of assessing functional diagnosis and the possibilities of assistance during the lectures. We will also examine other offered services such as mobility training, individual consultations and obtaining relevant literature for students with visual impairment (Braille). There are also relevant courses for teachers at Charles University, providing the staff with information and counselling on various disabilities and the means of assistance. During the decade, we carried out a quantitative research focused on selected aspects of life of the students in our inclusive environment.

Participant's name	Dagmar Moravcová
Institution	Centrum of Visual impairment, Faculty Hospital in Prague, Motol

Topic	Cerebral visual impairment in children with dysphasia, the teamwork model: low vision therapist, speech therapist and psychologist
Key words	the most frequent difficulties, possibilities of treatment, teamwork, case study
Abstract	
<p>A language skills delay or a diagnosis of dysphasia is usually a very serious complication in the child's ability to understand and communicate; it has a negative impact on the learning process of school abilities. In my clinical practice, I treat children with this kind of difficulties. Usually, they arrive for visual function assessment on referral from clinical speech therapists or psychologists. Even though visual acuity and refraction do not differ from the age norm, and according to their parents they have never had any vision problems, various problems in visual perception are detected. Binocular functions including stereopsis may be conserved, and still the children may have problems in space orientation. They struggle to learn how to read especially polysyllabic words and have difficulties to discriminate single letters in words with standard interspaces (even in large font). They have hard time to orientate in textbooks full of undifferentiated text. Exercise books with common line spacing are not suitable for them, as they have difficulties to fit writing into the lines and are not able to read it and correct afterwards. In the case study, a patient with the above described difficulties will be presented, together with the diagnostic instruments, assessment results and suggested compensatory measures.</p>	

Participant 's name	Aikaterini-Katrina Tavoulari
Institution	University of Birmingham/ United Kingdom
Topic	Repetitive behaviours in profound vision impairment and autism spectrum disorder seen through the lens of caregivers and professionals: Points of convergence and divergence
Key words	Repetitive Behaviour, Perceptions, Vision Impairment, Autism Spectrum Disorder
Abstract	
<p>Thought and knowledge are constructions of perceptions that people have in terms of different aspects of the world surrounding them. Perceptions help people interpret the various aspects of the world, and without their help, their thoughts are simply empty (Hopp 2011, Van Mazijk 2015). The way people perceive a behaviour might impact on how they respond to it. As a consequence, discovering the perceptions of caregivers and professionals regarding the repetitive behaviour (RB) children with vision impairment (VI) and children on the autism spectrum (AS) manifest is a great challenge. This is a qualitative study, performed in Greece, which is based on the interpretative paradigm (Creswell and Poth 2017) and employed two instruments to gather the information needed: semi-structured interviews [including either a footage or a toy as an elicitation technique (Davis, Dieste et al. 2006)] and a research diary (Somekh and Lewin 2005). Interviewing 33 caregivers and professionals was chosen, as since the former are the people most directly involved in a child's upbringing, and the latter the first person who a caregiver would refer to when they first</p>	

find out about their child's diagnosis. The cases are followed by a thematic analysis (Castleberry and Nolen 2018), supported by the NVivo software (Pat 2007). RBs do compare across professions and they do compare across disabilities. However, there are implications that are completely different and those lead to the following conclusions: On the one hand the way in which caregivers and professionals perceive a behaviour might impact on how they respond to it and on the other, they could learn from each other by altering their perceptions to benefit the children. The question of whether or not a RB is socially acceptable, or it constitutes a social taboo, occurs in multiple occasions. It emerges that the difficulty in dealing with a RB stems from people's perceptions about the RBs that are demonstrated by children.

Castleberry, A. and A. Nolen (2018). "Thematic analysis of qualitative research data: Is it as easy as it sounds?" *Currents in Pharmacy Teaching and Learning* 10(6): 807-815.

Creswell, J. W. and C. N. Poth (2017). *Qualitative inquiry and research design: Choosing among five approaches*, Sage publications.

Davis, A., et al. (2006). Effectiveness of requirements elicitation techniques: Empirical results derived from a systematic review. 14th IEEE International Requirements Engineering Conference (RE'06), IEEE.

Hopp, W. (2011). *Perception and knowledge: A phenomenological account*, Cambridge University Press.

Pat, B. (2007). *Qualitative data analysis with NVivo*. London, Sage.

Somekh, B. and C. Lewin (2005). *Research methods in the social sciences*, Sage.

Van Mazijk, C. (2015). "Walter Hopp, *Perception and Knowledge: a Phenomenological Account*." *Phenomenology and the Cognitive Sciences* 14(4): 1185-1191.

Participant's name	Hilde van der Aa
Institution	Robert Coppes Foundation
Topic	The impact of visual impairment and comorbid mental disorders on functioning in essential life domains based: outcomes of a qualitative Delphi study
Key words	mental disorders visual impairment impact
Abstract	

The impact of visual impairment and comorbid mental disorders on functioning in essential life domains based: outcomes of a qualitative Delphi study

Hilde PA van der Aa(1,2), Marjolein LA Onnink(1), Lisanne BA Teunissen(1), Ruth MA van Nispen(2), Peter FJ Verstraten(1)

1. Robert Coppes Foundation, Vught, The Netherlands

2. Amsterdam UMC, Vrije Universiteit, Ophthalmology and the Amsterdam Public Health research institute, Amsterdam, The Netherlands

Background: The impact of visual impairment (VI) and comorbid mental disorders (MDs) on people's daily functioning has been barely investigated. Therefore, the aims of this study were to: 1) determine the impact of VI and comorbid MD on functioning in essential life domains, (2) gain insight into best-practices to support people with this combination of impairments, and (3) determine strategies to optimize care that is provided for them.

Methods: A qualitative Delphi method, based on four steps, was used to obtain input from Dutch professionals (e.g. psychiatrists, psychologists, social workers, group counsellors, n=31) who have extensive experience in working with this target group, i.e. experts. Based on the Self-Sufficiency Matrices they were asked to determine the impact of VI and MD on various aspects of daily functioning.

Results: Experts indicate that anxiety, depression, fatigue and sleep disturbances are often experienced in this target population. Also, many tend to neglect self-care and substance abuse is common. Because of communication restrictions (e.g. no facial recognition) and difficulty in trusting others, social interaction and relationships are complicated. Experts advise using evidence-based treatment options to support this target group and offer multidisciplinary care. They stress the importance of building a trustful relationship, showing patience and empathy, building on positive experiences and involving the informal network.

Conclusion: Experts describe a frail population, in which the VI and comorbid MD have a cumulative negative influence on people's mental and physical health and provide insight into best-practices to support them. More research is needed to determine the best treatment options and clients' perspectives should be included.

Participant's name	Andrea Hathazi
Institution	Babeş-Bolyai University in Cluj-Napoca, Romania
Topic	Needs of parents and professionals in early intervention
Key words	Early intervention, MDVI, Assessment, Needs of families, Transdisciplinary team
Abstract	
<p>Individual Family Service Plans are more effective when they prioritize the needs of the beneficiaries and their family context. The present study is focused on the needs of families who have children with MDVI. Relevant data were obtained through a questionnaire which was developed by the authors and is based on relevant literature review and similar case studies. The questionnaire consisted of 33 items and aimed to describe various needs of children with disabilities in early childhood and their families' needs. The items of the questionnaire were structured in the following subscales: information referring to the development of child and his or her disability, child-centred interventions, family centred- interventions and support and therapies for parents. The findings indicated that the needs in question are nested in being informed, services, infrastructure, support, and professionals' training. The list of needs that were identified can be improved by the respondents with various needs they propose and the measures can be used with professionals and parents of young children with disabilities. The current study presents the steps made in the construction of the instrument, as well as the structure and psychometric properties of the measure. The utility of the instrument for both research and practice in the field of early intervention is discussed and further improvements are being underlined.</p>	

Participant's name	Costea-Barluti Carmen
Institution	Babes Bolyai University
Topic	Early intervention
Key words	needs, early intervention, MDVI, families, professionals
Abstract	
<p>The needs of children with MDVI and their families are very complex and their identification and approach are essential for the effectiveness of therapeutic services. Both professionals and families are exposed to a high degree of strain in order to prioritize these needs and the decision concerning the most important of these needs is usually taken based on available resources, but not always adjusted to the reality of families. A number of parents and professionals from various European countries (Romania, Greece, Germany, Croatia, Cyprus, Turkey) completed a measure regarding the needs of parents, children and professionals. Several differences in respondents' perceptions were found and will be discussed, whereas cultural similarities and differences encountered in the respondents' scores and the implications for practice, research and training in early intervention will be emphasized.</p>	

Participant's name	Edine van Munster
Institution	Robert Coppes Foundation
Topic	Identification of depression and anxiety in adults with visual impairment (the patient's perspective)
Key words	depression, anxiety, detection, adults, qualitative research
Abstract	
<p>Introduction</p> <p>Symptoms of depression and anxiety are common in adults with visual impairment (VI) and have a major impact on daily life. However, half of them do not receive any psychological help. So far, no in-depth research into recognition and discussion of depression and anxiety has been done from the clients' perspective. Therefore, this study aimed to explore barriers and facilitators in identifying and discussing mental health problems in adults with VI.</p> <p>Method</p> <p>Semi-structured interviews with clients (n=16) from three Dutch low vision service organizations were performed. The I-Change model was used as a theoretical framework to analyze the data.</p> <p>Results</p> <p>Clients seemed to experience several barriers in recognizing and discussing depression and anxiety, i.e. their focus on VI, lack of knowledge about mental health problems and misattributing symptoms. Moreover, their VI seems to limit their willingness to discuss mental health problems. In turn, the clients' social environment could facilitate them to recognize and discuss symptoms of depression and anxiety. However, clients expressed a potential lack of knowledge, skills and attitude in healthcare providers to create opportunities to discuss mental health.</p> <p>Conclusions</p> <p>This study provided insights into detection and discussion of mental health from the clients' perspective, and suggests that adults with VI experience, compared to peers without VI, additional barriers in identifying and discussing mental health problems. Training healthcare providers may help them to reduce these barriers by identifying and discussing mental health with their clients more often.</p>	

Participant's name	Martina Malotová
Institution	Department of Natural Sciences, Faculty of Physical Culture, Palacky University
Topic	Children's with visual impairment Gait analysis
Key words	children with visual impairment, gait analysis, focus of attention, motor control
Abstract	

Walking children with visual impairment (VI) provides an interesting opportunity to study how the lack of a critical sensory channel affects the acquisition and automation of dynamic control mechanisms involved in this motor skills. Visual impairment in children negatively impacts their motor development (Aki et al., 2007; Haibach, 2014; Uysal & Düger, 2011), leads to lower motor competence (Navarro et al., 2004; Houwen et al. 2007) and degrades motor skill acquisition, as compared to children without VI (Bakke et al., 2019; Wagner et al., 2013). Previous studies have shown that the pattern of walking of children with VI is characterized by lower speed, cadence heigher, shorter step cycle length, longer double support time (Hallemans et al., 2011; Karami et al, 2020), as well as a wider support base compared to children without VI (Missiuna et al., 2003). It has been suggested that abnormal walking patterns in children with VI are the result of limited visual inputs to the CNS, which cause a change in predictive motor control and impair adaptive motor control mechanisms in interaction with the external environment (online control and repair) (Warren, 1990; Whittall, 2006). The abnormal pattern of walking in children with VI may also be the result of impaired postural control, since impaired vision is an important predictor of imbalance (Cheung et al., 2008; Ray a., 2008). One factor that plays an important role for the efficiency and efficiency of movements is the focus of the attention.

The main goal is to verify the effect of focusing attention on the performance of walking children with disabilities evaluated using spatiotemporal parameters and gaining deeper theoretical knowledge about sensory processes in controlling the walking of these people.

The practical results of the research optimize and expand the methodological and teaching procedures of teachers and other professions in leading the physical activities of children with disabilities.

The initial research was to determine the clinical validity of the evaluation of the gait pattern using the mobile optoelectronic device Optogait and the sensory inertial system Gyko (Microgate, Bolzano, Italy), to identify spatiotemporal indicators of gait function in visually impaired children, and to verify the practical feasibility of gait test in children with VI.

Participant´s name	Mariska Stokla – Wulfse Yvonne Kruithof
Institution	Bartémius
Topic	"My CVI"
Key words	CVI
Abstract	
The presentation is about: "My CVI"; a serious game that can be used in psycho-education for children with CVI, developmental age 6-12 years.	

Participant's name	Minette Roza, Katinka Bakker
Institution	Bartémius
Topic	My child has CVI, handbook for parents of a young child with CVI
Key words	CVI
Abstract no supplied	

Participant's name	Eardly Warnakulasoorija
Institution	The lanka foundation for the blaind
Topic	To work for the welfare of blind and rehabilitate the lives of the blind peoples irrespective of the nationality, religion of socio-economic provinces.
Key words	
Abstract	
<p>Rehabilitation for the blind</p> <p>Abstract</p> <p>There has been a process in changing attitudes regarding the disabled and blindness around the globe. Currently we note there is a positive attitude towards the disabled including the blind and this becomes more important considering the fact that country incurs a huge expenditure directly in supporting and indirectly through loss of economic productivity of the disabled.</p> <p>The subject tries to review the concept of rehabilitation for the disabled keeping a focus on the blind. This of course concludes by reiterating the importance of need assessment and mentioning new initiatives proposed on Low Vision services in the planned period</p> <p>The source of information has been indicated with key words like rehabilitation, disability, assistive devices, low vision aids, and/or blind person through the mode of Internet.</p> <p>Concept on disability and rehabilitation</p> <p>Medicine is encouraged to restore health when it is impaired and to minimize suffering and distress. These goals are embodied in the word prevention. Successful prevention depends upon knowledge of causatio, dynamics of transmission, identification of risk factors and risk groups, availability of prophylactic or early detection and treatment measures, an organization for applying</p>	

these measure to appropriate persons or groups and continuous evaluation and development of procedures applied. For better understanding of the subject, it is necessary to have clarity of sequence of events leading to disability and handicap.

Disability is any restriction or lack (resulting from impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.

Handicap is a disadvantage for a given individual resulting from an impairment or disability that limits or prevents the fulfillment of a role that is normal (depending on age, sex, social and cultural factors) for that individual. The concept of handicap also includes the role of the society in creating barriers and limiting opportunities for people with disabilities.

Rehabilitation

Rehabilitation involves combined and coordinated use of medical, social, educational, and vocational measures for training or retraining the individual to the highest possible level of functional ability. The three main strategies for rehabilitation of disabled are institution-based, outreach, and community-based. In general, rehabilitation encompasses the following: Early detection, diagnosis, and intervention

- Improve, facilitate, stimulate and/or provide services for people with disabilities, their families and attendant
- Medical rehabilitation i.e., management of curable disability and lessening the disability to the extent possible
- Social, psychological, and other types of counseling and assistance
- Training in self-care activities including social graces, etiquette, mobility, communication, and daily living skills with special provisions as needed
- Provision of technical, mobility and other devices
- Specialized education services
- Vocational rehabilitation services including vocational guidance, training, open placement, and self-employment
- Certification of degree of disability and provision of available concessions/benefits
- Community awareness, advocacy, empowerment
- Follow-up

The welfare of the disabled

The State should ensure equality, freedom, justice, and dignity of all individuals and implicitly mandates an inclusive society for all including persons with disabilities (PWDs). It is interesting to note in the recent years, there have been vast and positive changes in the perception of the society towards PWDs. It has been realized that a majority of PWDs can lead a better quality of life if they have equal opportunities and effective access to rehabilitation measures.

Institutional framework

The public health depends on law and science and it is also true that without the coercive power of the state, public health and modern society would be impossible. Law has to prohibit individuals who create situations for suffering for others. For this reason, public health must maintain the balance between individual autonomy and community protection. The public health should ensure not to punish but to improve and monitor the health status in the community. To achieve the fundamental goals of protection, promotion and growth of individuals, groups and vulnerable population for which legislation and policies are put in place. Policy is a system that provides logical framework and rationality of decision making for the achievement of intended objectives. In short, policies set priorities and guide allocation of appropriate resources through establishment of an institutional framework.

POSTERS Presentation

Name	Petra Górná
Institution	Society for Early Care
Topic	Presentation of the early care service - Society for Early Care (focused on children with visual impairments) - in the form of leaflets, rollup posters, promotional materials.

Name	Kateřina Kroupová Veronika Růžičková
Institution	Faculty of pedagogy, Palacky University
Topic	Development of imagination through typhlographic representations as a facilitating element in independent independent movement and spatial orientation

Jméno	Martin Vrabel
Institution	Faculty of pedagogy, Masaryk University
Topic	Accessibility of primary schools for visually impaired pupils

Participant 's name	Helena Štrofová
Institution	Department of Special pedagogy, Faculty of pedagogy, Charles University in Prague
Topic	Design and evaluate the reliability and the usability of a tool for the early detection of visual disorders at the level of the visual apparatus in children with cognitive deficits for special pedagogues