

10TH ICEVI - EUROPEAN CONFERENCE

SUPPORTING CHILDREN AND YOUNG ADULTS WITH VISUAL IMPAIRMENT:
What can we do? What can be done?

MAY 15-17, 2025

Town Hall and University of Padova, Italy

ACCEPTED ABSTRACTS

ACCESS, PARTICIPATION AND ENGAGEMENT IN SOCIETY

ORAL PRESENTATION

Tales on the fingers - trees The creative workshop area

Stefano Alfano - Italy

AI brings technologies that transform the daily lives of the blind

Francis Boe - France

Audio description of live performance: a way for young people with visual impairment to participate in society

Laetitia Dumont-Lewi - France

Open spaces - inclusive museum project

Rita Farkasné Gönczi - Hungary

Adaptations in Augmentative and Alternative Communication for individuals with visual impairments and complex needs

Karlién Gauderis - Belgium

Feeding moments for individuals with visual impairments and complex needs

Karlién Gauderis - Belgium

TAKING THE WIND OF INCLUSION : the exciting sea voyage of groups of blind and visually impaired children and teenagers on board of sailboat

Arianna Guzzi - Italy

Closed Eyes & Open Minds: Paintings also for the blind

Chintamani Hasabnis - India

Active modification of spaces by people with visual impairments

Momoka Hirai - Japan

Promoting independence and self-determination in children and adolescents with visual impairment: preliminary results from an European project about Quality of Life

Francesca Incagli - Italy

Promoting awareness and urban accessibility for people with visual impairment: Sensoriabile anch'io, an experiential training intervention

Francesca Incagli - Italy

Community Exploration for Individuals with Intellectual/Developmental Disabilities and Visual Impairments

Stephen Jordan - United States

Longitudinal pathways to successful labour participation: what is the role of a side job, digital tools, family size and gender

Sabina Kef - The Netherland

The influence of loneliness, friendship networksize and gender on the development of self-esteem: results of a longitudinal study covering 15 years.

Sabina Kef - The Netherland

CVI, an experiential tool with simulation exercises, each linked to a short explanation of the visual difficulty and short useful advice

Stefanie Maeghe - Belgium

SEETHIS! Checklist. Attention to the visual aspect in daily life in the design of individual and collective living situations and school contexts

Jessica Moens - Belgium

Challenges faced by learners with visual impairment in leaning. A case study of Blessing School for the Visual Impaired (2023-2024)

Laurent Nizeyimana - Rwanda

Morning circle in the water – transdisciplinary approach using the F words framework

Nives Mrkonjić - Croatia

The Relationship between Individuals' Social Network and their Well-being: The Case of Visually Impaired University Students

Moshe Oved - Israel

Participation in early interactions: Bodily-tactile early intervention for three mothers and their one-year-old children with visual impairment and additional disabilities

Sini Peltokorpi - Finland

Redesigning a Tactile Illustrated Book WITH children with visual impairment. Moving towards accessible, editable and easily findable books.

Enrica Polato - Italy

Quality of Life for braille users: A scoping review of the literature and where to from here?

Aasha Rose - Australia

Parent-reported situations of children with cerebral visual impairment and their families in Germany and Switzerland: what needs to be improved in the support system?

Nicolas Ruffieux - Switzerland

Adapted summercamp for children with CVI (7 - 14y)

Nicole Scheirens - Belgium

The importance of parent meetings for families with a visual impaired child

Elke Spans - Belgium

Promoting independent living skills in adolescence with visual impairment: the importance of involving caregivers in activities of visual deprivation

Laura Tessari - Italy

Visual impairment and autism; how to raise awareness? A training programme for counselors.

Caroline van der Plas - The Netherlands

Multidisciplinary collaboration for adaptations in Augmentative and Alternative Communication for individuals with visual impairments and complex needs

Ann van Hoegaerden - Belgium

Resources and needs that promote autonomy among young adults with visual impairment

Vivianne Visschers - Switzerland

Employment on the Horizon Programme: Ofek Liyladenu's Summer Jobs for Youngsters with Visual Impairments

Yael Weisz-Rind - Israel

Orientation & Mobility in Cairo Egypt: A Model for Creating O&M Personnel Preparation Programs

Jay Whipple - United States

POSTER

Tales on the fingers - trees A multisensory journey into inclusion and nature

Stefano Alfano - Italy

To read Yes! But what to read? (quote Philippe Claudet for Typhlo & Tactus). Tactile books for visual impaired children, promoted by Typhlo & Tactus

Anneke Blok - The Netherlands

Movement is the beginning of all learning.

Febe Bultinck - Belgium

dots4futures: inSights from art-based sustainable development education sessions, AI-art

Tatjana Christelbauer - Austria

Multisensory pictures

Toro Graven - United Kingdom

Exploring the post-school transition outcomes of young people with vision impairment through a longitudinal study

Rachel Hewett - United Kingdom

The sexual development and sexual orientation of people with a visual impairment: Results of a scoping review

Sabina Kef - The Netherlands

In Darkness Immersed, by Immersion Guided

Dominik Levíček - Czech Republic

Adapting Magic: The Gathering Cards for Visually Impaired Players: Braille Notation and Inclusive Gaming

Martino Zavagno - Italy

DEVELOPMENT AND INDIVIDUALIZED ASSESSMENT

ORAL PRESENTATION

Self-assessment of parental behaviors in parents of school-aged children with visual impairments

Sonja Alimovic - Croatia

The importance of orthoptic examinations in diagnosing CVI

Geylan Aysen - Germany

Specifics of Vision Therapy for Premature Infants

Jitka Barlova - Czech Republic

Stereotypical behaviour in children with visual and intellectual disabilities: single case studies

Ellen Broek - The Netherlands

Adaptative Skills of youth with visual impairment: Assessment and intervention

Valerie Caron - Switzerland

Assessing autonomy in visually impaired children and adolescents: Validation of the Visual Impairment Developmental Autonomy (VIDA) scale

Guido Catalano - Italy

The need of time for reflection in the communication of visual functions assessment to parents of children with visual impairment

Chiara Ceccato - Italy

The visual perceptual profile: An overview of individual visual functions to aid CVI therapy and accommodations

Joseph Corazolla - Germany

A technique to measure the visual field in young children

Anna D'ambrosio - Italy

CVI and intelligence: The use of the NEPSY in diagnosing CVI in the context of concepts of intelligence

Ophelia Diop - Germany

Determining the visual age by using the ABCDEF test (Atkinson et al., 2002)

Angelika Dortmann - Germany

Notes and Narratives on Blindness - Celebrating 200 years of blind people's education

Maria Flamich - Hungary

Professional training experience of a dental unit in the treatment of visual impaired children

Claudio Gallo - Italy

Review, update and adaptation to Spanish of the Williams Intelligence Test for Children with Defective Vision

Luis González-García - Spain

A kinematic analysis of motor behaviors in children with visual impairment

Marta Guarischi - Italy

Homes Without Windows - Blind images in blindness-related discourses

Maria Hoffmann - Hungary

Gaze-based Analysis of Scene Perception in Children with CVI, ADHD, and Dyslexia

Marinke Hokken - The Netherlands

Access to Assistive Technology for Individuals with Visual Impairment in Turkey: Barriers and Opportunities

Onder Islek - Turkey

Cortical Visual Impairment: Knowledge and Training Needs of Turkish Special Education Teachers

Onder Islek - Turkey

Bringing Italian early assessment together with Belgian early home intervention: the best of both worlds

Katrien Keppens - Belgium

A clinical tool for a quantitative and stepwise visuomotor integration assessment in pediatric risk groups

Marlou Kooiker - The Netherlands

Developmental trajectories of visual orienting functions in preschoolers born very or extremely preterm

Marlou Kooiker - The Netherlands

Social cognition deficits in visually impaired and blind children as a risk factor for difficulties in socio-emotional functioning

Justyna Korzeniewska - Poland

Developing a checklist to support families of children with CLN3-disease

Yvonne Kruithof - The Netherlands

Adaptation and validation of ITVIC, intelligence test for children with a visual impairment. (Strength and weakness analysis in tactile perception and information processing)

Yvonne Kruithof - The Netherlands

CVI – assessment, diagnosis and the importance of a multiprofessional team. Experiences from The CVI-team Gothenburg

Damien McCarroll - Sweden

Identifying and Developing Perceptual Abilities in Children with Deafblindness and Complex Disabilities

Cedric Moreau - France

Tests of cognitive development in children with visual impairment

Philipp Mülders - Germany

VISION ACTION SCORE: A novel tool for the assessment of motor function in visually impaired children

Roberta Nicotra - Italy

The challenge in teaching consent, relations, intimacy and sexuality to adolescent with visual impairment

Ulrika Norum - Sweden

The Learning through Play Experience Tool For children with visual impairment

Marie Oddoux - France

Practical Applications of AI-empowered Smart Glasses in Learning and Career Settings for Individuals with Visual Impairments: Based on living-lab approach

Jinseok Park - Republic of Korea

Using 3D Models and Tactile Graphics for Students with Visual Impairments in Inclusive School Settings

Jinseok Park - Republic of Korea

Positive outcomes of subretinal gene therapy with voretigene neparvovec in clinical practice

Francesco Parmeggiani - Italy

A Comprehensive Eye Tracking Assessment of Visual Field and Oculomotor Functions in Toddlers with (a risk of) visual impairments

Francesco Parmeggiani - Italy

Modular diagnostics of CVI with the 3-digit score

Merlin Pfeiffer - Germany

Ophthalmological diagnostic challenges in pediatric neuro oncology

Giorgio Porro - The Netherlands

Quality developmental observation in young blind children aged 0 to 3, based on standardized observation scales for this target group and assessment for sighted peers

Marlies Praet - Belgium

A computationally-driven clinical approach to reduce the impact of chromatic aberration in patients with albinism

Caterina Tramontana - Italy

POSTER

Functional vision promotes quality of life and socio-emotional functioning in visually impaired children and adolescents

Guido Catalano - Italy

The parents' group in the residential care model in robert hollman foundation

Roberta Ceroni - Italy

'All children Play'. Parents and their child with a visual impairment: a book for parents and caregivers

Ans Eijden - The Netherlands

SeeMyLife project: the importance of capturing the subjective experience of functioning disability in young people with visual impairment

Martina Lanza - Italy

Assessing adaptational suggestions to the use of Movement Assessment Battery – 2 for children with visual impairment

Borbála Elvira Lőrincz - Hungary

Revolutionizing Math Learning: Utilizing digital tactile graphic devices and web-based drawing software in school settings

Jinseok Park - Republic of Korea

The use of EDA PLAY apps in the development of visual perception and diagnosis in children with CVI

Markéta Skalická - Czech Republic

The relationship between visual perceptual processing skills and measured intelligence

Johanna Stumpf - Germany

The Baby Sopsa Project

Katrin Von Engelhardt - Germany

EDUCATION AND LEARNING

ORAL PRESENTATION

An investigation into the gesture usage of individuals with visual impairment in Turkey

Kubra Akbayrak - Turkey

Learning Through Play with LEGO Braille Bricks

Marc Angelier - France

Let's code with LEGO Braille Bricks!

Marc Angelier - France

De l'éducation spécialisée à l'éducation inclusive

Bouraima Asmanau - Togo

What young students with visual impairment and additional disabilities say about their schooling experiences in an inclusive context

Esther Atlan - France

Importance of adapted educational games for the cognitive development of children and young people with visually impaired: role of associative actors.

Komivi Ayassou - Togo

Assessment and teaching of social-emotional skills for children and adolescents with visual impairments

Alessio Barras - Switzerland

Towards Recognition and the Right to Education: The ICF Core Set for Deafblindness & DbI's Global Education Campaign

Mirko Baur - Switzerland

Visual impairment and profound multiple disabilities: a model for daily consideration of visual aspects

Raphaëlle Bertrand - Switzerland

Hybrid Model for Supporting Families of Visually Impaired Children: A Routine-Based Early Intervention Approach in Ireland

Marta Bielawska - Ireland

Development of a web-based platform for a relationship-based parent-child interaction intervention program with online coaching

Cansu Bilgiç - Turkey

A Flex Picture Ebook to promote to publishers to make schools more inclusive for all children

Sophie Blain - France

TactiFable: Educational box of tactile cards, an inclusive way of discovering children's heritage literature and helping children to start reading

Sophie Blain - France

Tactile Illustrated Books as an inclusive art practice in early childhood and primary teacher education

Roberta Bridda - Spain

Changes in the training of specialist teachers: how to better take into account the pedagogical needs of students with visual impairments and additional disabilities

Treffe Caroline - France

From school to work. Changes in the education of students with blindness and low vision in Spain in the last 40 years

Virginia Castellano - Spain

Luciole, a typeface for readers with low vision

Florence de Saint-Etienne - France

Vision Ireland's Bursary Award: Evaluating students with a visual impairment in Ireland's experiences of inclusive education

Nicholas Collins - Ireland

Luciole, a typeface for readers with low vision

Florence de Saint-Etienne - France

High-quality Alternative Texts in Digital Textbooks: Analysis and Ideas for Solutions

Sven Degenhardt - Germany

Examining the social validity of a multisensory storybook reading intervention package delivered online: a qualitative approach

Pinar Demiryürek - Turkey

Competency based assessment in the eyes of visually impaired teachers

Rodgers Dingili - Kenya

Investigating the implementation of the Curriculum Framework for Children and Young People with Vision Impairment (CFVI) – facilitating collaboration between 'non-specialists' and 'specialists' to support inclusion

Graeme Douglas - United Kingdom

Reflecting on lived-experiences: navigating the UK education system as a person with visual impairment and other needs.

Harriet Dunn - United Kingdom

Everyone Deserves Respect: Preserving Boundaries

Erika Fundelius - Canada

Universal Design Principles for Multimodal Representation in Shared Book Reading for Preschoolers

Erika Fundelius - Canada

Production process in adapting graphic documents for the visually impaired

Mathieu Gaborit - France

English as a second language for vi learners. Training course for british council teachers on the adaptation and accessibility of the classes.

Elena Gaston - Spain

Expanding Accessibility: Artificial Intelligence Tools in the Education of Low Vision and Blind Students. A Systemic Review.

Javier Giménez Conejero - Spain

Hearing and touching tactile information

Toro Graven - United Kingdom

A Study of the Transformation of English Education of the Visually Impaired and Blind at the End of the Last Millennium from Two Perspectives

Simon Hayhoe - United Kingdom

Reading and literacy outcomes in children and young people with vision impairment: a systematic review

Jessica Hayton - United Kingdom

Experiences of young people with vision impairment accessing Careers Education Information and Guidance

Rachel Hewett - United Kingdom

Development of the Curriculum Framework for Children and Young People with Vision Impairment (CFVI) in the UK

Rachel Hewett - United Kingdom

Provision of timely exposure to a learning media platform for visually impaired Irish students completing a transition year programme - a programme led by Vision Ireland

Katelinn Hogan - Ireland

Participation and Social Hierarchies in Specialized Physical Education for Students with Visual Impairment

Brigitta Höger - Austria

A systematic review of studies on object permanence in students with severe and multiple disabilities

Mehmet Emin Kalaylı - Turkey

Space box – A tactile approach for Explaining Constellations to People with Visual Impairment

Aksinja Kermauner - Slovenia

Education of children with congenital dual sensory impairment in France: Case study

Alina Khohklova - France

Empowering Inclusive Education through Multisensory Play-Based Learning

Mandy Lau - Australia

The success of educational support of regular schools in the Netherlands: achievements and future goals

Deborah Lock-van de Wetering - The Netherlands

Emoti'sens: evaluation of emotional abilities in children with visual impairment

Chennaz Lola - Switzerland

Educational project Wandering Dice - multimodal approach to learning

Nikolina Majdak - Croatia

Helping or Hindering? Recollections of experiences with teaching assistants (TAs) by undergraduates with visual impairment in the UK

Linjin Man - United Kingdom

Designing university guidance for the educational inclusion of students with vision impairment in Higher Education: A participatory research approach

Ifigeneia Manitsa - United Kingdom

Sense-Connect: Developing and evaluating a digital educational intervention for children and young people with sensory impairments

Ifigeneia Manitsa - United Kingdom

Towards a more inclusive future in Higher Education: The In-VisIBLe project

Sara Marchesani - Italy

Three teaching aids for stress free testing and enhancing Braille, math and tactile graphics literacy

Boguslaw 'Bob' Marek - Poland

Valorizing artistic expression and accessibility through Rhythm with Signs, collective musical improvisation technique (Project title: DIREZIONE - Direzione Inclusiva di Ritmo con segni)

Sofia Marzolo - Italy

Supporting Learners who are Visually Impaired and Blind in Scotland: Practical guidance to maximise curricular access by supporting the acquisition of essential skills.

Elizabeth McCann - United Kingdom

Germany and Japan's Approaches to Foundational Mathematics for Students with Blindness: A Comparative Study

Hisae Miyauchi - Japan

The curriculum of specialized teachers for visual impairment across Europe

Anna Pilson - United Kingdom

TactiDigitArt Project: exploratory research into the creation of accessible art history resources and tactile image reading for visually impaired young people

Agnès Piquard-Kipffer - France

Learning Through Play: The International Lego Braille Bricks Research Project.

Topics: Braille and Literacy

John Ravenscroft - United Kingdom

Image Accessibility: Evaluating AI-Generated Alt Text for Enhanced Image Accessibility in Publishing

Milena Risi - Italy

The Role and Challenges of Special Educational Needs Teachers for Visually Impaired Pupils in the Czech Republic

Petra Röderová - Czech Republic

Promote the inclusion of students with visual disabilities inside and outside their educational environment through collaboration with entities: awareness-raising, training, accessible resources, methodologies

Maria Teresa Roqueta - Spain

Learning stations and Visual Impairments: an inclusive differentiated instruction strategy for drawing graphics in analytic geometry in middle school.

Antonietta Salemme - Italy

Challenges in learning mathematics for visually impaired children and teenagers: A comparison between traditional visuo-spatial methods and linear computer-based approaches

Valentina Salvagno - Italy

How an intervention on the bodily tactile modality can improve communication

Hellen Shakele - Zambia

Where is the solution? - Structural and methodological transformation in the school for blind children in Hungary

Agnes Somorjai - Hungary

Growing together towards autonomy. Educational experiences for visual impairment.

Guys to improve your life skills about socialization, orienting, self care

Matteo Stefani - Italy

Supporting inclusive education by special schools for visually impaired students in Bulgaria

Emanuela Stoilova - Bulgaria

The Universe in all Senses - Astronomy education with a Multi-sensory, Accessible and Circular Approach

Rachele Toniolo - Italy

The MAPS Project with the theme of Mindfulness, Arts, Physical and Support for visually impaired families to enhance their stress coping skills

Shirley Tsang - Hong Kong SAR

Two more co-authors are: Stanislav Gyoshev and Gabriela Kotseva. Creation and implementation of 3D materials for educational activities of visually impaired students

Mira Tzvetkova-Arsova - Bulgaria

Teaching special programs to visually impaired students in special schools and in inclusive settings: The case of Bulgaria

Mira Tzvetkova-Arsova - Bulgaria

Emoti'sens: development and evaluation of a multisensory emotional program co-created with visual impairment professionals and children through participatory design

Dannyelle Valente - Switzerland

How to improve illustrations in children's books for children with visual impairments?

Dannyelle Valente - Switzerland

Correct mental representations of the world around you are important for inclusion

Dorine Veld - The Netherlands

Assessing Accessibility and Design in Digital Textbooks: Methodological Insights from the Erasmus+ Project DEM - Digital Education Material

Mike Wetzel - Luxembourg

Using Virtual Reality as an Immersive Learning Tool to Enhance Educational Professionals' Understanding of Vision Impairment and Curriculum Access

Karen Wilson - United Kingdom

Me & Ricky, a programme to teach spatial concepts to young children who are blind

Ans Withagen - The Netherlands

Effect of Menstrual Hygiene Module (MHM) on Awareness, Perception, and Practice of Menstrual Hygiene among Visually Challenged Females in selected Residential schools of Uttarakhand: A Quasi-experimental Study

Manjeet Yadav - India

CVI Assessment and Intervention: At Perkins and Around the World

Mary Zatta - United States

Touch, Listen, Learn: Analyzing Self-Managed Storytelling Devices for Visually Impaired Children

Martino Zavagno - Italy

Exploring the Executive Functions of Students with Visual Impairments: Guidance for Teachers

Kim Zebehazy - Canada

Educational and social inclusion starting from a new tool based on the ICF-CY

Roberta Zumiani - Italy

What More Can We Do to Ensure Equal Opportunities in Inclusive Education for Children with Cerebral Visual Impairment in Slovenia?

Dragana Žunič - Slovenia

Draw Along: a learning path for blind children to teach technical and creative drawing skills systematically

Brenda Zwijnenburg - The Netherlands

POSTER

Tacticos Erasmus+ project

Anneke Blok - The Netherlands

Transforming Visual Diagrams into Tactile Models for Visually Impaired Science Education

ChuYu Cheng - Taiwan

Project TVISP: Teachers of students with Visual Impairments and School Psychologists - An Overview of the Project Goals, Successes and Implications for the Future

Christine Clark-Bischke - United States

Creating a Culture of High Expectations for All Students

Erika Fundelius - Canada

Guidelines for downloading and modification of tactile images for the visually impaired from a free database

Mathieu Gaborit - France

Report on vocational education and training (vet) in visual impairment spanish population

Nuria Galan gonzalez - Spain

AI as a support facilitator in care of students with blindness and severe visual impairment

Elena Gaston - Spain

Education, accessibility and empowerment technologies for vi students

Elena Gaston - Spain

Erasmus+ Blended Intensive Programme on adapted physical activity

Judit Gombas - Hungary

Listen, Learn, Help: Parental views on specialist vision impairment provision in the United Kingdom

Jessica Hayton - United Kingdom

The Significance of Special Educational Support for Children with Visual Disabilities from the Perspective of Special Needs Teachers, Preschool Teachers and Parents

Radka Janořková - Czech Republic

The new vocational training at the Sofia School for Visually Impaired Children Louis Braille

Diana Keremedchieva - Bulgaria

Program for psycho-education for parents of a child with a visual impairment: 'Looking forward together'

Yvonne Kruihof - The Netherlands

Experiences of Inclusion and Belonging at School for Youth with Albinism

Maria Lepore-Stevens - United States

Educational assessment as a tool for improving access to literacy for pupils with cerebral visual impairment, CVI – supporting educators in Swedish schools.

Elin Maunder - Sweden

Tactile skills for STEM learners with blindness: Study with data from Asia, America and Europe

Hisae Miyauchi - Japan

The Basic set and it's toolbox of the learning path Draw Along

Noortje Opsteegh - The Netherlands

Practical application of current AI solutions for visually-impaired students

Maria Pérez Casas - Spain

The art of organising a multidisciplinary team diagnosing CVI

Monika Pietsch - Germany

Making Braille accessible for sighted persons who don't know braille.

Dorine Veld - The Netherlands

Roundy: example book Tacticos on how to explain concepts with tactile images

Dorine Veld - The Netherlands

Inclusive models to explain every day life concepts and mathematics

Dorine Veld - The Netherlands

The Swiss Expanded Curriculum for Visual Impairment: A Participatory Research Approach

Vivianne Visschers - Switzerland

Marine Science Camp for Students with Visual Impairments: Accessibility and Social Benefits

Kim Zebehazy - Canada

Balanced Curriculum: Addressing the Expanded Core Curriculum as an Itinerant Teacher of Students with Visual Impairments

Kim Zebehazy - Canada

Transition of a student with blindness to higher education - A case study

Ingrid Źolgar - Slovenia

The priority needs of teachers in French-speaking Switzerland for adapting the various school subjects to pupils with visual impairments

Sophie Zufferey - Suisse

Can a Neuro-Affirming Approach Improve Mental Health and Quality of Life in Children and Young People with Vision Impairment? A Systematic Review

Jessica Hayton - United Kingdom

REHABILITATION / HABILITATION**ORAL PRESENTATION****Using Tales to Enhance Cognitive and Linguistic Skills in Visually Impaired Children**

Louise Balon - France

Amblyopia rehabilitation: a preliminary study on the efficacy of an alternative therapeutic method within Italian patients

Giambattista Bari - Italy

The chiossone foundation's method for the early care of children with visual impairment

Elena Cocchi - Italy

Tracing the history of visual rehabilitation in the Robert Hollman Foundation

Elisa Da Riva - Italy

Multisensory and Meta-Representational Support for Emotional Development in Visually Impaired Children

Astrid de Foucaud - France

Enhancing the Association of Colours in Children with Low Vision: A Multisensory Approach

Alessandro Di Giorgio - Italy

More than Skills. The Importance of Self-awareness and Personal Growth for the Acquisition of Personal and Social Autonomy

Paola Gamberini - Italy

Hearing city soundscapes without vision

Toro Graven - United Kingdom

Examining sleep in children with vision impairment

Jessica Hayton - United Kingdom

Is it CVI? Targeted recommendations for specific visual behaviours

Matea Kasun Luburić - Croatia

Creating an infrastructure for future multicentre register-based research - interprofessional counselling focusing (previously undetected) visual impairment at the interface of health care and education in social pediatric centres in Germany

Verena Kerkmann - Germany

A progressive educational approach to improve the autonomy of young visually impaired individuals: Aniomap's commitment to develop Orientation, Mobility and Independence

Virginia Lombardo - Italy

The effect of aesthetic rehabilitation on the psychological development of children with anophthalmia and congenital microphthalmia

Alessandra Modugno - Italy

Impact of an intense office-based vision therapy program after mild traumatic brain injury: Patients with remaining visual deficits after one-year follow-up

Mona-Lisa Möller - Finland

The efficacy of the Ugandan non-digital banknote identifier

Odette Niyisabwa - Uganda

Visual telerehabilitation in young adults with low vision

Antonella Panizzi - Italy

Supporting Children with Visual Impairment through Early Intervention: Developing Skills from Birth to Six Years

Filipa Periquito - Portugal

Guide Dogs My Time to Play Service

Filipa Periquito - Portugal

Parents and their BVI children-assessment and different approaches - DC:0-5

Filipa Periquito - Portugal

Psycho- education for parents with young children with CVI. An e-learning as intervention

Minette Roza - The Netherlands

How do Visually Impaired children pretend to play? Cross sectional study on a group of VI children and heathy peers using Affect in Play Scale

Ilaria Scognamillo - Italy

Cornerstones of Integrated care: A Qualitative Analysis among Different Health Professionals Working with Visually Impaired Children and Adolescents

Yaël Slaghmuylder - Belgium

Description of two clinical cases of neuroradiological characteristics of achiasmy

Gaia Turra - Italy

Introducing an Intervention Guideline for children and adolescents with Cerebral Visual Impairment (CVI) and profound or severe intellectual and multiple disabilities (PIMD/SIMD)

Truus Van Duijvenboden - The Netherlands

Teaching personal signature to fulfill adult tasks in autonomy: Tools and proceeding

Tania Violin - Italy

Improving functional vision in adolescents with cerebral vision impairment through multidisciplinary habilitation in a residential school and college setting

Jonathan Waddington - United Kingdom

Confocal multisensory stimulation: Concept and practice of a therapy model for visual impairment

Roger Weis - Germany

POSTER

Rehabilitation and school: good practices in starting school career of visually impaired children

Chiara Baghino - Italy

Habilitation Approaches to Orientation, Mobility, and Independence Skills

Jessica Hayton - United Kingdom

Light table playing activities with parents: effects on visual function and eye-hand coordination in children with visual impairment

Simona Leone - Italy

National center for comprehensive rehabilitation of the blind and visually impaired

Eva Škrlec Velkavrh - Slovenia

Psychomotor skills and body awareness in children with Visual Impairment: description of a group-based care path at the Robert Hollman Foundation

Silvia Trentin - Italy

How to develop the multidisciplinary professional team for habilitation of children visually impaired? The Visual Disabilities Rehabilitator Curriculum is flexible and learning outcome oriented

Sonia Agrebbè - Italy

A 3D training program for Theory of Mind (ToM) in congenitally blind children

Astrid de Foucaud - France