



SUPPORT EDUCATION PROGRAM FOR INDIVIDUALS WITH VISUAL IMPAIRMENT

Ministry of National Education
Directorate General for Special Education and Guidance Services

Full translation of the Turkish original; all tables have been preserved.

FOR INDIVIDUALS WITH VISUAL IMPAIRMENT

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A. Introduction

1. What Are Support Education Programs?

Individuals with visual impairment are classified into two groups: blind and low-vision. These groups are defined in two different ways, legally and educationally, according to their level of impact from visual impairment and their visual acuity. According to the legal definition, blind covers “individuals who, with all corrections, have one tenth of the ordinary visual power of the seeing eye, that is, a visual acuity of 20/200 or less, or whose field of vision does not exceed 20 degrees. The legal definition of low vision is “the individual's ordinary visual acuity in the better-seeing eye being between 20/70 and 20/200 with all possible corrections”. According to the educational definition, the blind are individuals who are very severely affected by visual impairment and need the Braille alphabet or the use of talking books. Individuals who can read printed material with the help of magnifying devices or in large print are classified as “low-vision” according to the educational definition. The general aim of the Support Education Program for Individuals with Visual Impairment is to support individuals with visual impairment in cognitive, social, societal, academic and developmental areas and to increase their independence, to ensure their participation in community life at the same level as sighted individuals, to jointly overcome the limitations created by visual impairment, and to support the visual skills of individuals with residual vision. To this end, the Support Education Program for Individuals with Visual Impairment aims at: 1. Supporting the cognitive skills of individuals with visual impairment through early-age identification

2. Supporting the academic skills of school-age individuals with visual impairment
 3. Supporting skills in self-care, independent movement, social, language and communication areas at the earliest possible age
 4. Supporting low-vision individuals so as to enable them to use their existing residual vision functionally
 5. Providing independent living skills to adult blind individuals by supporting their societal and daily living skills
 6. Providing blind individuals with the movement and orientation skills that will enable them to move independently in different environments (indoors and outdoors).
- While the support education programs were being re-prepared with the broad participation of academics, experts and teachers, in an individual-centred manner that guides the teacher, in the light of new methods and techniques as well as developments in the field of special education, the following processes were followed:

Curricula of different countries that have been renewed and updated in recent years for similar reasons were examined, Academic studies on special education and support education programs were reviewed, Relevant legislation, above all our Constitution, was examined, Focus group meetings were held with teachers and experts working in special education and rehabilitation centres and serving in guidance and research centres, in which their views on the content and implementation of support education programs were obtained, Four separate workshops of an average of four days each, attended by all stakeholders, were organised for structuring and preparing the support education programs and evaluating the process. In line with all these studies, all opinions, suggestions, criticisms and expectations were evaluated by working groups composed of expert staff, teachers and academics from the relevant units of the Ministry of National Education. In line with the findings, the support education programs were reviewed, updated and renewed.

2. Aims of Support Education Programs

The general aims of the Support Education Programs, prepared on the basis of the “General Aims of Turkish National Education” and the “Basic Principles of Turkish National Education” expressed in Article 2 of Basic Law of National Education No. 1739 and the “Basic Principles of Special Education” contained in Decree Law No. 573 on Special Education, are as follows:

1. Supporting the cognitive skills of individuals with visual impairment through early-age identification
2. Supporting the academic skills of school-age individuals with visual impairment
3. Supporting skills in self-care, independent movement, social, language and communication areas at the earliest possible age
4. Supporting low-vision individuals so as to enable them to use their existing residual vision functionally
5. Providing independent living skills to adult blind individuals by supporting their societal and daily living skills
6. Providing blind individuals with the movement and orientation skills that will enable them to move independently in different environments (indoors and outdoors)

3. Perspective of Support Education Programs

The basic aim of our education system is to provide the individual with knowledge, skills and behaviours integrated with our values and competences. While knowledge, skills and behaviours are imparted through curricula, our values and competences establish the integrity among these knowledge, skills and behaviours. Values are the core heritage that has reached our day from the national and spiritual sources of society and will be passed on to future generations. Competences are the transfer of this heritage into life. In this respect, values and competences are inseparably addressed together with the knowledge, skills and behaviours imparted through learning and teaching processes, and form the perspective of the program.

a. Our Values

Values are the common ideas, aims, basic moral principles or beliefs accepted as right and necessary by the majority of the members of a social group or society in order to establish and maintain its existence, unity, functioning and continuity. Values are unifying phenomena adopted by

society or individuals. At the same time, values are criteria believed to meet the social needs of society and to be for the good of individuals. One of the basic aims of values education is to enable individuals to develop a healthy, consistent and balanced personality. Values have an important role in shaping people's attitudes and behaviours. The education system is not merely a structure that is academically successful and imparts certain defined knowledge, skills and behaviours. Raising individuals who have adopted core values is the essential duty of the education system; educational activities must be able to influence the values, habits and behaviours of the new generation. The education system fulfils its function within the framework of imparting values through an education program that also covers the curricula. The education program is formed by taking into account all elements of the education system such as curricula, learning-teaching environments, educational tools and materials, extracurricular activities and legislation. The support education programs aim to develop the ten root values envisaged by the Ministry of National Education for education programs. These values are justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism and helpfulness. These values will be addressed in learning-teaching processes both on their own and together with their related sub-values and the other root values. The Support Education Program for Individuals with Visual Impairment aims to develop these ten root values and their related sub-values.

With this understanding, in the support education programs our values are not regarded as a separate program or learning area, unit, topic, section, etc. On the contrary, our values, which are the ultimate purpose and spirit of the entire educational process, are included in each of the support education programs.

b. Competences

Our education system aims to raise individuals of character who possess knowledge, skills and behaviours integrated in competences. Competences, the range of skills individuals will need in their personal, social, academic and working lives at both national and international level, have been determined in the Turkish Qualifications Framework (TQF). Eight key competences have been determined in the TQF: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science/technology, digital competence, learning to learn, social and civic competences, initiative-taking and entrepreneurship, and cultural awareness and expression. Within the framework of special education, competences relating to communication in foreign languages have not been addressed in the support education programs. The competences addressed in the Support Education Program for Individuals with Visual Impairment are explained below together with their definitions:

1) Communication in the mother tongue: Expressing and interpreting concepts, thoughts, opinions, feelings and facts both orally and in writing (listening, speaking, reading and writing); interacting linguistically in an appropriate and creative way in all kinds of social and cultural contexts such as education and training, the workplace, home and leisure. In the Cognitive Skills Module of the Support Education Program for Individuals with Visual Impairment, individuals with visual impairment are expected to acquire cognitive skills. Competence in communication in the mother tongue is included in this module. In the Language and Communication Module, individuals with visual impairment are expected to acquire pre-verbal and verbal period skills among language and

communication skills. Competence in communication in the mother tongue is addressed in this module in terms of all components of language. In the Reading and Writing Module, the aim is to enable individuals with visual impairment to succeed in early literacy, initial reading and writing, grammar, reading comprehension, listening comprehension and written expression skills. In this module, competence in communication in the mother tongue is included in the grammar, reading comprehension, listening comprehension and written expression sections. 2) Mathematical competence and basic competences in science/technology: Mathematical competence is developing and applying a mathematical mode of thinking to solve a range of problems encountered in daily life. Emphasis is placed on process, activity and knowledge built on a sound arithmetic skill. Mathematical competence involves the skill and willingness to use, to differing degrees, mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs and tables). Competence in science refers to the ability and desire to make use of the body of knowledge and methodology directed at explaining the natural world in order to identify questions and produce evidence-based conclusions. Competence in technology is viewed as the application of knowledge and methodology in the context of meeting perceived human wants and needs. Competence in science and technology covers the power to grasp the changes arising from human activity and the responsibilities of each individual as a citizen. In the Early Mathematics Module of the Support Education Program for Individuals with Visual Impairment, the aim is to enable individuals with visual impairment to learn the basic skills of mathematics and to increase their readiness levels for advanced mathematics skills. In the Mathematics Module, the aim is to enable individuals with visual impairment and low-vision individuals to learn the most basic skills of mathematics in the school period and to succeed in advanced mathematics skills. Through these two modules, the mathematical competences of individuals with visual impairment are to be developed. Basic competences in science/technology are to be supported respectively in the Mathematics, Reading and Writing, Cognitive Skills, Social Skills and Societal Living Skills Modules.

3) Digital competence: Covers the safe and critical use of information and communication technologies for work, daily life and communication. This competence is supported through basic skills such as the use of computers to access, assess, store, produce, present and exchange information, and also to participate in and communicate through collaborative networks via the internet. Through the Societal Living Skills Module of the Support Education Program for Individuals with Visual Impairment, individuals with visual impairment are expected to acquire, among societal living skills, shopping skills, skills for using public spaces, skills for benefiting from public institutions, transport skills, technology use skills, health and medical assistance skills and safety skills. Digital competence is to be supported in the technology use skills section of this module. 4) Learning to learn: The competence of pursuing learning and persisting in it so that the individual can organise his/her own learning activity, individually or in a group, in a way that also covers effective time and information management. This competence covers the individual's awareness of his/her learning needs and processes by recognising available opportunities, and the ability to cope with difficulties for a successful learning activity. It also means seeking and making use of guidance support, as much as acquiring, processing and adapting new knowledge and skills. Learning to learn mobilises learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts such as home, workplace, and education and training settings. Through the daily life planning section of the Daily Living Skills Module of the Support Education Program for Individuals with Visual Impairment, the competence of learning to learn is to be supported 5) Social and civic competences: These competences include personal, interpersonal and intercultural competences and cover all forms of behaviour that equip individuals with the qualities enabling them to participate

effectively and constructively in a diversifying society and working life and to resolve conflicts where necessary. Civic competence equips individuals to participate fully in civic life on the basis of knowledge of social and political concepts and structures and a commitment to democratic and active participation. Through the Social Skills Module of the Support Education Program for Individuals with Visual Impairment, individuals with visual impairment are expected to perform social skills. Social competences are supported in all sections of this module. Civic competences are to be supported through the topics and texts to be given to individuals in the initial reading and writing, reading comprehension, written expression, listening comprehension and grammar sections of the Reading and Writing Module.

6) Cultural awareness and expression: Appreciation of the importance of the creative expression of opinions, experiences and emotions through a range of media, including music, performing arts, literature and the visual arts. In the Support Education Program for Individuals with Visual Impairment, expression competences are to be supported in the basic social skills, interaction skills, and recognising, understanding and expressing emotions sections of the Social Skills Module. In addition, this competence can be supported through the topics and texts to be given to students in the reading comprehension, written expression, listening comprehension and grammar sections of the Reading and Writing Module. 7) Initiative-taking and entrepreneurship: Refers to the individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve goals. This competence provides a basis for individuals to be aware of the context and conditions of their work, not only at home and in society, and to seize business opportunities. It also covers the specific knowledge and skills needed by those who launch or contribute to social and commercial activities. In the Support Education Program for Individuals with Visual Impairment, initiative-taking and entrepreneurship are to be supported through the shopping, use of public spaces, benefiting from public institutions, transport, technology use and safety sections of the Societal Living Skills Module. In addition, this competence can be supported through the social problem skills section of the Social Skills Module.

4. Structure of Support Education Programs

A modular approach has been adopted in the support education programs. A module literally means a divisible part of a whole. In other words, it is a small unit with its own coherence of meaning. In this context, a module is a written material containing the definition and aims of the relevant module, the activities required to reach these aims and the measurement tools. The support education programs were created taking into account the needs of individuals in the relevant impairment group. These modules consist of teaching experiences based on individual instruction, having a beginning and an end, showing coherence in themselves and organised within a systematic framework. The support modules have been prepared in a structure that is coherent in itself and functionally complementary, so as to allow an individualised education program to be prepared and implemented. The goals in the modules consist of the knowledge,

skills and attitudes to be imparted to the individual. In addition to guiding the practitioner, the modules bring a standard to the education to be delivered by special education and rehabilitation centres and also facilitate the measurement-assessment process. In planning instruction with the modules, individual instruction is taken as a basis as far as possible. When determining the aims of modular education programs, the characteristics of the individual, society and subject area are taken into account. It has been adopted as a principle to prepare a program that is appropriate to the level of individuals with special needs, meets the needs of society and in which topics are updated according to scientific and technological developments. The support education programs consist of

various modules that will enable the targeted aims to be reached and of sections related to these modules. In each module, the goals expected to be reached by individuals, the target behaviours, and special explanations taking into account the proficiency status of the individuals in practice in order to reach the goals are included. The explanations may concern sub-dimensions of the program such as the nature of the goal, prerequisite learning, teaching method, material and measurement. The modules consist of sections within themselves. The sections within the modules have been addressed as a linear and spiral approach according to the characteristics of the areas. In this sense, the support education programs are linear because in some modules there are sections in which gradual progression and prerequisite learning are compulsory. That is, one cannot move on to the next goal before a goal is achieved. Some modules, on the other hand, have a spiral character as a content approach, because the sections within the modules can from time to time expand in scope and be repeated at different times. In conclusion, the support education modules consist of sections that are individual-oriented, structured around clearly stated goals, coherent in themselves and allowing individual performance to be assessed. Furthermore, each of the support education modules, which are oriented towards individual learning, covers a particular skill and/or knowledge. The support education modules prepared have a character that takes into account the individual's interests, wishes and abilities, brings a different understanding to educational practice and provides the opportunity to move between modules. The modules give teachers the opportunity for continuous assessment throughout the teaching process. The assessments have been created through facts or the solution of problems selected from the real environment.

Codes The following systematics have been followed in the support education programs in coding sections, goals and target behaviours. 1 1.1 1.1.1 1.1.1.1

Module Number Section Number Goal Number Target Behaviour Number 2 2.1 2.1.1 2.1.1.1

Module Number Section Number Goal Number Target Behaviour Number

5. Learning-Teaching Approach of Support Education Programs

The support education programs have been prepared according to learner-centred program designs. Learner-centred program designs are based on progressivist and pragmatist educational philosophy. In learner-centred program designs, the needs of the individual are determined in advance and the program is prepared accordingly. The program content consists of common interests and learning is a part of the individual's life experience. Learner-centred program designs may be individual-centred or experience-centred. In learner-centred designs, the individual's interests and needs are important. In this respect, the two resemble each other. However, while in learner-centred designs the need is determined in advance, in experience-centred designs the learner's needs are determined by the teacher in school life and social life. In this sense, the support education programs were prepared in a learner-centred way, but teachers implementing the programs are advised to also take experience-centred practices as a basis. In this sense, the teacher's momentary attitudes and decisions and his/her competence in program implementation are extremely important. In learner- and

experience-centred programs, when planning the learning and teaching process, the individual's performance level, characteristics and learning styles must be taken into account. Taking into account the individual's current and future educational needs and including behaviours directed at the knowledge, skills and attitudes required by the educational needs to be determined have been the focal point of the support education programs. The modular curricula have been prepared so as to support lifelong learning based on individual-centred active learning, with the teaching methods,

strategies and techniques recommended in practice and with individual performance assessments. Furthermore, the cooperation of the family and the teacher, who are supportive and guiding elements throughout the individual's life, is also very important for this program. For all individuals in need of special education, an "Individualised Education Program (IEP)" must be prepared and implemented on the basis of the support education programs in line with their individual characteristics, performance and needs. In determining the goals to be included in the IEP, in organising the learning-teaching process and in assessing achievement, that individual's readiness and cognitive, social and physical characteristics may differ. For this reason, when planning the learning-teaching process, individual differences (current performance, readiness levels, learning styles and needs, socio-cultural differences, etc.) must be taken into account. In line with these explanations, an IEP for the individual and a lesson plan based on the IEP must be prepared. The "Lesson Plan Preparation Format" is given on the following page.

Lesson Plan Preparation Format

Section 1

Module Name:

Section Name:

Section 2

Goal:

Target Behaviour:

Prerequisite Behaviours:

Teaching Methods and The teaching methods and techniques recommended in the modules Techniques: are taken as a basis with priority.

Instructional Technologies and Materials:

Before starting the lesson, the seating arrangement, the position of the Environmental Arrangements: tools and materials to be used, and the setting in which the teaching, generalisation and follow-up sessions will be conducted must be explained.

Section 3

When planning instruction, the type of behaviour to be taught, attention-securing cues, tools and materials, trial presentation format, setting, teaching Teaching-Learning arrangements (one-to-one or group teaching arrangement), cues, Process: the stimuli to be presented after the behaviour must be determined, the recording system must be determined and, in addition to all this, the stages of learning must be included in the plan.

Section 4

Measurement and The measurement and assessment approach recommended in the modules is taken as a basis, Assessment: applied, and the results of implementation are evaluated.

B. Support Education Program for Individuals with Visual Impairment

1. General Aim of the Support Education Program for Individuals with Visual Impairment

Through this program, for individuals with visual impairment, the following are aimed at: 1. Developing perception and memory skills, 2. Developing motor planning skills, 3. Developing language and communication skills, 4. Imparting self-regulation strategies, 5. Imparting social adaptation skills, 6. Supporting academic skills in the areas of early literacy, early mathematics, mathematics, initial reading and writing, fluent and accurate reading, reading comprehension, written expression, listening comprehension and grammar.

2. Structure of the Support Education Program for Individuals with Visual Impairment

The Support Education Program for Individuals with Visual Impairment consists of eleven modules. These modules are shown in the diagram below.

Program Modules and Sections

Module	Sections in the Module
COGNITIVE SKILLS	Auditory Perception and Memory, Visual Perception and Memory, Tactile Perception and Memory, Early Cognitive Skills, Readiness for Learning General Explanations Regarding the Module This module has been prepared for pre-school students with visual impairment (low-vision/blind) in the 0-6 age group. However, in the school period
LANGUAGE AND COMMUNICATION SKILLS	Pre-verbal Period, Verbal Period General Explanations Regarding the Module
READING AND WRITING	Early Literacy, Initial Reading and Writing, Fluent Reading and Reading Comprehension, Listening Comprehension, Written Expression, Grammar General Explanations Regarding the Module
EARLY MATHEMATICS	Object Attributes and Readiness for Measurement, Spatial Relations, Numbers, Part-Whole Relationship, Early Addition and Subtraction, Geometry, Measurement, Data General Explanations Regarding the Module
MATHEMATICS	Numbers and Operations, Geometry, Measurement, Data Processing General Explanations Regarding the Module
INDEPENDENT MOVEMENT	Sensory Skills in Orientation, Orientation Skills, Movement Skills, Route Following General Explanations Regarding the Module
SELF-CARE SKILLS	Personal Care and Hygiene Skills, Toilet Control and Toilet Skills, Dressing and Undressing Skills, Eating and Drinking Skills General Explanations Regarding the Module
SOCIAL SKILLS This module aims for individuals with visual impairment to acquire, among social skills, basic social skills, interaction skills,	Basic Social Skills, Interaction Skills, Recognising, Understanding and Expressing Emotions, Emotion and Behaviour Management, Social Problem Skills, Displaying Behaviours Acceptable to Society General Explanations Regarding the Module
DAILY LIVING SKILLS	Kitchen Skills, Using Household Appliances and Tools, Clothing Order and Care, Home Order and Care, Planning Daily Life General Explanations Regarding the Module
SOCIAL LIFE SKILLS This module aims for individuals with visual impairment to acquire, among social life skills, shopping skills, skills of	Shopping Skills, Skills of Using Public Places, Skills of Benefiting from Public Institutions, Transport Skills, Technology Use Skills, Health and Medical Aid Skills, Safety Skills General Explanations Regarding the Module
FUNCTIONAL VISION SKILLS	Near Vision Skills, Visual Field, Distance Vision Skills General Explanations Regarding the Module

Support Education Program for Individuals with Visual Impairment

Modules, Sections and Lesson Hours

Module	Sections in the Module	Total
Cognitive Skills	1.Auditory Perception and Memory 35 lesson hours 2.Visual Perception and Memory 35 lesson hours 3.Tactile Perception and Memory 35 lesson hours 4.Early Cognitive Skills 35 lesson hours 5. Readiness for Learning 35 lesson hours	Total: 175 lesson hours
Language and Communication	1. Pre-verbal Period 60 lesson hours 2. Verbal Period 60 lesson hours	Total: 120 lesson hours

Module	Sections in the Module	Total
Reading and Writing	1. Early Literacy 50 lesson hours 2. Initial Reading and Writing 60 lesson hours 3. Fluent Reading and Reading Comprehension 60 lesson hours 4. Listening Comprehension 20 lesson hours 5. Written Expression 30 lesson hours 6. Grammar 30 lesson hour	Total: 250 lesson hours
Early Mathematics	1. Object Attributes and Readiness for Measurement 25 lesson hours 2. Spatial Relations 25 lesson hours 3. Numbers 25 lesson hours 4. Part-Whole Relationship 20 lesson hours 5. Early Addition and Subtraction 45 lesson hours 6. Geometry 10 lesson hours 7. Measurement 15 lesson hours 8. Data 10 lesson hours	Total: 175 lesson hours
Mathematics	1. Numbers and Operations 100 lesson hours 2. Geometry 30 lesson hours 3. Measurement 40 lesson hours 4. Data Processing 30 lesson hours	Total: 200 lesson hours
Independent Movement	1. Sensory Skills in Orientation 45 lesson hours 2. Orientation Skills 45 lesson hours 3. Movement Skills 45 lesson hours 4. Route Following 40 lesson hours	Total: 175 lesson hours
Self-Care Skills	1. Personal Care and Hygiene Skills 45 lesson hours 2. Toilet Control and Toileting Skills 45 lesson hours 3. Dressing and Undressing Skills 40 lesson hours 4. Eating and Drinking Skills 45 lesson hours	Total: 175 lesson hours
Social Skills	1. Basic Social Skills 20 lesson hours 2. Interaction Skills 20 lesson hours 3. Recognising, Understanding and Expressing Emotions 20 lesson hours 4. Emotion and Behaviour Management 20 lesson hours 5. Social Problem Skills 20 lesson hours 6. Displaying Socially Acceptable Behaviours 25 lesson hours	Total: 125 lesson hours
Daily Living Skills	1. Kitchen Skills 45 lesson hours 2. Using Household Tools and Appliances 40 lesson hours 3. Clothing Organisation and Care 40 lesson hours 4. Home Organisation and Care 45 lesson hours 5. Planning Daily Life 30 lesson hours	Total: 200 lesson hours

Module	Sections in the Module	Total
Societal Living Skills	1. Shopping Skills 20 lesson hours 2. Skills for Using Public Spaces 25 lesson hours 3. Skills for Benefiting from Public Institutions 20 lesson hours 4. Transport Skills 20 lesson hours 5. Technology Use Skills 20 lesson hours 6. Health and Medical Assistance Skills 20 lesson hours 7. Safety Skills 25 lesson hours	Total: 150 lesson hours
Functional Vision Skills	1. Near Vision Skills 20 lesson hours 2. Visual Field 20 lesson hours 3. Distance Vision Skills 20 lesson hours	Total: 60 lesson hours

11 Modules Total 1805 lesson hours

NOTE: Pursuant to paragraph 3 of Article 31 of the Ministry of National Education Regulation on Special Education Institutions, module repetition may be recommended on a one-off basis.

3. Teaching-Learning Process of the Support Education Program for Individuals with Visual Impairment

The implementation features of some of the teaching methods, techniques and strategies that can be used to achieve the target behaviours in the program are explained below.

Direct Instruction Method: The basic aim of the method is to make the individual independent by gradually withdrawing cues in the content being taught. Through the continuous assessments made at these stages, the teacher decides whether to reduce or increase the cues, or whether to present the topic again. In this teaching method, when instruction begins, all responsibility initially lies with the teacher, but as instruction progresses, responsibility passes from the teacher to the individual. At times when the responsibility belongs to the teacher, the teacher presents the content in small steps. At times when the responsibility belongs to the individual, the individual applies the content presented by the teacher on his/her own, and the teacher supports the individual with cues, corrections and feedback. Care must be taken that responsibility passes from the teacher to the individual gradually and slowly. The Direct Instruction Method is applied in five teaching stages. These are listed below. In the daily review stage, before starting the lesson the teacher checks the individuals' homework and reviews the relevant previously taught skills and prerequisites. In the modelling stage, the responsibility for instruction lies entirely with the teacher. If what is to be imparted to the individual is a skill, the teacher models how the skill is performed. If it is a concept, the teacher shows examples of the concept. If presenting knowledge, the teacher explains the knowledge. In the guided practice stage, the responsibility for learning passes gradually from the teacher to the individual. For this, the individual must do exercises in which the cues are gradually withdrawn under the teacher's guidance. In the guided practice and modelling stages, it is important to give feedback on, or apply corrections to, the practices and answers of the individuals. In the independent practice stage, responsibility is transferred entirely to the individual. Individuals are given new exercises requiring them to use the knowledge, skill or concept they have learned independently. At this stage, the skill the individual is asked to perform must be of the same difficulty as the skill that was modelled and practised through guided practice. For this reason, the material to be worked on must also have the same characteristics. In the weekly and monthly review stage, the knowledge, skills and concepts taught must be reviewed frequently. Teachers are advised to review the work of the previous week and month again.

Cumulative Repetition Strategy: Means repeating the items presented in sequence together with the previous items. For example, when a story is being told, first the first part is read and told, then the second part is read and told. Then the first and second parts are told together. The same practice continues until the story ends. **Increasing Practice:** Increasing the individual's opportunities to respond is extremely important for academic improvement. Making newly acquired knowledge permanent and fluent successfully through repetition is directly linked to the number of trials in many academic areas. Increasing practice can be done in various ways. Having a text read repeatedly, having a taught sound read within different structures, or increasing the number of texts read are ways of increasing practice. **Multisensory Method:** A method applied to support individuals with advanced-level reading and writing difficulties in learning the letters/sounds and words they have difficulty learning or confuse. It is based on activating the visual, auditory, tactile and movement senses together. It is used especially in teaching letters or words that are frequently confused. In this method, the individual hears the letter/word said by the teacher, repeats it, hears it while repeating, traces over the letter/word with the fingers, feels his/her own muscle movements, receives tactile input, follows the hands, and while doing all this also voices the letter/word and hears himself/herself. Thus, the aim is for individuals to encode information about the letter they confuse with information

coming from many sources, and therefore to recall it more easily. It requires highly structured instruction with a large number of repetitions and practice. Model Reading/Writing - Repeated Reading/Writing - Reading/Writing Error Correction: These techniques may be applied separately or together. In using these techniques, grouped as skill-based techniques, modelling is done according to the target skill (for example, reading the text to the individual). The target skill is practised repeatedly (for example, having the individual read the text repeatedly), and then the individual's errors during these practices are identified and error correction is applied either immediately or after the skill ends (for example, the teacher reads the words misread in the text, then has the individual read them). During error correction, the individual is expected to perform the skill after being modelled again. Self-Monitoring: Self-monitoring is determining and recording how frequently or for how long a particular behaviour occurs. Self-monitoring has two components. These are self-evaluation and self-recording. Self-evaluation is determining how frequently or for how long a behaviour occurs. Self-recording is the person recording his/her own performance using a recording tool. As recording tools, recording charts containing the task stages or recording charts containing the qualities targeted in the product may be used.

In self-monitoring, the behaviours to be monitored can basically be divided into two: sustaining attention on task and monitoring performance. The aim of sustaining attention on task is to increase the individual's attention span and to direct the individual to the task. Performance monitoring can be applied to monitor various types of product and process of the individual. The product can be monitored in terms of fluency or accuracy. The process can be monitored as the stages of performing a skill or the stages of applying task steps. Goal Setting: Goal setting can serve two purposes: to develop individuals' existing skills or to increase their fluency. The following procedures must be applied when setting goals. 1. Establishing the individual's current performance: The individual's performance regarding the skill to be developed must be established. The individual's performance can be established through work he/she has done previously or can be determined directly. 2. Determining the goals: When determining goals, increases should generally be calculated between 10% and 30%. If error reduction is targeted, the same rate should be adopted. At the same time, the time set for reaching the goal also plays a role in determining these rates. 3. Planning for achieving the goal: At this stage, it is planned with which materials, how often and when the work will be done in order to achieve the goal. 4. Implementing the plan: The plan prepared is implemented and it is observed whether there is a problem in the implementation or in the goals determined. Changes can be made if necessary. 5. Monitoring and feedback: The individual's performance is monitored at certain intervals and feedback is given about his/her progress. When giving feedback, column charts can be chosen to make progress concrete. Planned Conversation: In planned conversation, a teaching technique of social interaction theory, the teacher must first select the topic of conversation and either bring individuals into the discussion or provide individuals with prior knowledge about the topic in question. During this conversation, the teacher must provide direct instruction for skills or concepts when necessary. The teacher must encourage individuals to develop their language and expression and support individuals in speaking within the framework of the selected topic. Activity-Based Instruction: A teaching method in which instruction is organised in natural settings but antecedent and consequent stimuli related to the target skill to be taught are presented, and in which, taking the individual's interests into account, the aims are intended to be achieved within daily routines and planned games. When organising activity-based instruction, care must be taken to select activities taking the individual's interests into account, to teach the individual's individual aims embedded within routines or planned activities, to teach functional and generalisable target

skills, and to use antecedent and consequent stimuli that are in a natural and meaningful relationship with the environment and the behaviour. **Print-Enriched Games:** An important way of increasing print awareness skills is the use of adult-mediated print-enriched games. Print-enriched games are games in which individuals are offered opportunities that will make it easier for them to understand the features and function of written language and enable them to behave like literate people. Print-enriched games, like picture and text story books, create a rich context for making written language noticed. In addition, print-enriched play environments also offer opportunities that make it easier for individuals to understand the features and function of written language. During these games, individuals achieve important attainments such as showing the reading direction of print with regard to the features of written language, or becoming aware of the function of print by understanding how a shopping list is used. For print-enriched games, print elements can be added to any kind of game appropriate to individuals' age and developmental characteristics. What matters is that during the game the teacher draws attention to print and models and guides the individual towards the print awareness goals determined in advance. For example, the *Patisserie game*. The general aim of this game is to play the roles of waiter and customer in turn, with the customer ordering from the menu booklet and the waiter bringing the order given. In this game, toy kitchen utensils, models of food and drinks such as cake, pastry and a milk carton, and a picture-and-text menu are used. During the game, in the process of reading the picture-and-text menu, the individual's attention is drawn to the print and the targeted print awareness skills are taught at that time. Print awareness skills such as showing the left-to-right reading direction of print or pointing out a word within the print can be taught within the game. Thus, individuals are enabled to rehearse early literacy roles and routines within the game. **Interactive Book Reading:** A widespread practice in which the parent or the teacher reads a book with the individual in order to support language and early literacy skills. These are widely recommended reading practices such as a parent reading a picture book with the child or a teacher reading a book to the individuals in the class. The term interactive book reading is used to describe the interaction that arises between the adult and the individual or individuals while looking at or reading a book. Interactive book reading practices are an effective method for imparting print awareness, phonological awareness, listening comprehension, vocabulary and letter knowledge skills, which are important learning areas of early literacy, and also for developing language and communication skills. **Picture Book Viewing:** According to the target behaviour, it is applied by showing the individual the pictures in the book and asking questions to get the individual to talk about the pictures. While doing this, modelling must be provided when necessary and a response must be requested from the individual. If the development of target behaviours such as recounting events, predicting and reasoning is aimed at,

these target behaviours must first be modelled by discussing the pictures. In subsequent sessions, the individual must be enabled to predict, reason, etc. by giving cues with the pictures. **Graphic Organisers:** Graphic organisers are tools that visualise content and the relationships within the content. In this visualisation, schemes are used according to the structure of the content. Thus, the relationships in the content are encoded within the framework of certain schemes. The content to be taught may be knowledge, skills, concepts, facts and principles. Graphic organisers are the best tool for presenting information in groups. Graphic organisers can be used before, during and after instruction. The aim of use before instruction is to show the organisational arrangement of the information to be presented. They can be used to build prior knowledge or to activate previous knowledge. During instruction they are used to group information, and at the end of instruction to assess whether the individual has learned the information and its relationships and to have the information summarised. Graphic organisers have varieties according to the types of content to be

presented. Content types may be sequencing, description, cause-effect, comparison, problem-solution, chronology. Various examples of graphic organisers can be reached by typing the words “graphic organizer” into search engines on the internet. Strategy-Based Written Expression Instruction: The writing process is completed in five basic stages. These stages include planning, drafting, revising, checking and sharing. In the planning stage, options are given and individuals are asked to choose a topic and to determine for what purpose they will write and their audience. They are asked to list what they know about the topic they have chosen with the help of brainstorming and to organise it according to the order of writing. At this stage, the strategies of setting a purpose for writing, determining the audience, activating prior knowledge about the topic and grouping this knowledge are used. In the drafting stage, individuals are asked to put into writing the ideas produced and ordered in the planning stage. At this stage the strategy of converting the draft into written form is used. In the revising stage, individuals are asked to examine, using revision strategies, whether what they have written is appropriate to their writing purposes and to the readers, and to make the necessary corrections. In the checking stage, individuals are asked to check and organise their sentences in terms of word choice, punctuation marks, spelling rules and sentence structures. Finally, individuals share what they have written with their classmates and create a book from the texts they have written. After determining the text type, the teacher must model the strategies used at these stages by thinking aloud, and must have the strategies applied in a guided and independent manner. Each teaching stage must be applied at least three times. Teaching of Reading Comprehension Strategies: Before strategy instruction, text structure must be taught to individuals. Every text type has its own particular structure. When this structure is

made noticeable to individuals, it will be easier for individuals to understand the information units in the text. Schemes can be used in teaching text structure. In strategy instruction, pre-reading, during-reading and post-reading strategies are applied. The aim of pre-reading strategies is basically to build prior knowledge about the text to be read and to motivate the individual towards reading. Talking about the title and pictures, asking questions, and making predictions about the content of the text can be given as examples of pre-reading strategies. The aim of during-reading strategies is to understand the information units in the text, to understand the text by establishing relationships between these units, and to establish relationships between existing knowledge and the information in the text while reading. During reading, strategies such as underlining information units and placing them in a scheme, recounting the part read and predicting can be used. After reading, strategies are applied in order to understand the whole text by integrating it and to review the parts not understood. Some of the post-reading strategies are summarising what has been read, retelling the text and answering questions. How these strategies are applied is modelled on a few texts with the selected text type, then guided practice is carried out by giving texts to the individual and the individual's application of the strategy is supported, and finally independent practice is carried out and the individual's strategy application and comprehension development are observed. Text comprehension skill is not a skill to be achieved in one lesson. For this reason, practice must continue as recommended above until the individual becomes independent in text comprehension. If, in comprehension instruction, a text type is selected and strategy instruction is applied until the individual becomes independent in applying the strategies, it must be checked whether the individual generalises his/her comprehension skill to other text types. Generally, when strategy instruction is worked on with one text type, the individual can understand the text by applying the strategy to other text types as well. In order to ensure this generalisation, the individual must have an idea about the structure of each text type. For this reason, a text type is selected and text structure and strategy instruction are carried out. In other text types, comprehension performance can be determined by

introducing only the text structure without strategy instruction. However, for some individuals, when the text type is changed, it may be necessary to model the strategy once or several times along with the introduction of the text structure. Process-Based Mathematics Problem Solving Instruction: In the problem-solving process, the teacher must model problem solving by thinking aloud and including interactional dialogues. In order to overcome the existing problem situation, not only what the individual must do but also how he/she must do it must be modelled. The four most basic steps regarding how a mathematics problem will be solved are the steps of understanding the problem, making a plan, implementing the plan and checking. While these steps are being imparted, the individual must be enabled to express the problem in his/her own sentences before solving the problem. While solving the problem, the individual must be enabled to visualise the problem with a scheme or his/her own drawings in order to conceptualise it. In the problem-solving process, individuals must be modelled at the stages of reading the problem aloud, explaining it in their own sentences, converting it into a visual, making a prediction, performing the operation and checking the process.

4. Measurement and Assessment in the Support Education Program for Individuals with Visual Impairment

Individuals in need of special education learn more easily when different and multiple learning techniques are used in the learning process and practices appealing to more than one sense are carried out. For each individual affected by impairment, the type and degree of impact of the impairment, the time of onset of the impairment, the services provided and individual characteristics differ from one another. Accordingly, their learning levels also differ considerably from one another. For this reason, an IEP must be prepared appropriate to each individual's individual characteristics. The IEP is a written document developed to meet the educational needs of the individual affected by impairment in appropriate educational settings with the necessary support services. An IEP must be developed for each individual determined to be affected by impairment. Developing the IEP before starting special education is necessary so that the special education service to be provided is organised in accordance with the individual's needs. The IEP must include the current performance level of the individual affected by impairment, the goals expected to be achieved by the individual at the end of the year/term, the educational services and the duration of these services. It must also cover the transition services to be provided for the individual between educational settings or levels, and the measurement of progress. When preparing the IEP, assessments must be carried out at the beginning of the teaching process, during the teaching process, at the end of it and at the end of the year in order to determine the individual's needs. In this process, it is particularly important that coarse and detailed assessments at the beginning are carried out in a way that reflects the individual's actual performance. While measurement and assessment practices are being carried out, formative (process assessment) and summative assessment (end-of-year general assessment) processes must be followed as a basic principle, and different data collection methods and measurement tools must be used. The measurement and assessment practices of the Support Education Program for Individuals with Visual Impairment consist of the stages of determining the individual's needs, pre-instruction (initial) assessment, post-instruction (final) assessment and progress monitoring, and end-of-year assessment. The implementation process of these assessment stages is explained below.

1. Determining the Individual's Needs

A coarse assessment is carried out in order to determine individuals' needs. At the guidance and research centre (GRC), which of the modules included in the relevant support education program and which of the sections within the modules individuals will take is determined as a result of the coarse assessment. At the same time, at the special education and rehabilitation centre, the

coarse assessments determined by the GRC for the modules and sections must be carried out and the individual's needs must be determined in more detail. As a result of the coarse assessment, the individual's areas of need must be determined and goals and target behaviours (short- and long-term aims) must be set. Thus the individual's IEP is prepared. In the coarse assessment, when needs are determined and put in order of priority, individuals' age, grade level, individual characteristics, learning characteristics and the functionality of the skills in daily and school life must be taken into account. For individuals' coarse assessments, the data collection process at the special education and rehabilitation centre must be carried out in three dimensions. I) Conducting interviews: More than one data source must be used for interviews. These are: a) The individual's family b) His/her teachers at school (pre-school teacher, class teacher, guidance counsellor, etc.) c) The individual himself/herself If an interview is to be conducted with the individual, the individual's age and performance level are important. An interview with the individual will be meaningful in that it supports and enriches the interviews conducted with the individual's family and teachers. II) Making observations: At this stage, the teacher/specialist should particularly make the observation himself/herself. When observing, structured or naturalistic observation must be preferred according to the individual and the setting to be observed. Observation results must be related to the interviews conducted. III) Applying checklists and rubrics: After the interviews and observations, individuals must be measured on a one-to-one basis using checklists and rubrics.

2. Pre-Instruction (Initial) Assessment

Pre-instruction (initial) assessment is the detailed assessment to be carried out in order to determine, before beginning instruction, at which step (level) the individual is with regard to the goals and target behaviours selected for the individual's IEP as a result of the coarse assessment. In pre-instruction assessments, data are collected by carrying out one-to-one applications for each individual. At this stage, the Criterion-Referenced Test (CRT), (see sample form Appendix 1), the Checklist containing skills broken down into small steps (see sample form Appendix 2), and the Rubric (see sample form Appendix 3) may be used. The data obtained from the measurement tools used must be recorded on the Performance Record Form (Appendix 4).

3. Post-Instruction (Final) Assessment and Progress Monitoring

Post-instruction assessment is the assessment carried out in order to see to what extent the individual has acquired or grasped the behaviour after the instruction of the relevant target behaviours is completed. At this stage, the detailed assessment tools used before instruction must be used. The data obtained from the measurement tools at the end of instruction must again be marked on the Performance Record Form (Appendix 4). It is important for the effectiveness and efficiency of instruction that measurement and assessment practices are carried out together with instruction during the teaching process, that is, while the relevant target behaviours are being imparted. For this reason, assessments must be made during instruction and at the end of the sessions in order to monitor the individual's progress, and the assessment results must be recorded on a graph or on recording charts. In addition, the individual's progress must be monitored by looking at the individual's products, and if the expected responses are not at the desired level, the necessary instructional arrangements must be made to the method used, the tools and materials, the setting, the number of

exercises, etc. Furthermore, recording charts, graphs and individual products (worksheets, homework, etc.) must be examined at certain intervals during the term and the effectiveness and efficiency of instruction must be evaluated. As a result of this, the individual's portfolio must be created. A portfolio is an individual development file. It is a type of assessment in which the individual's performance records and work are kept in a planned and orderly manner for a purpose throughout a year, in which samples of the work are found, and through which the individual's development can easily be monitored. The basic aim of assessment with portfolios is to determine what kind of development the individual is showing by assessing the individual's learning process and outcome together. Individual development files created as a result of the systematic collection of the work done by the individual provide the opportunity to assess as a whole the individual's different abilities and levels, strengths, achievements and development over a process. Portfolios differ according to the goals we will apply in the education and teaching process. Portfolio types can be classified as working portfolio, showcase portfolio and assessment portfolio. Of these, the assessment portfolio contains all the records the teacher needs in order to assess the individual. This type of portfolio shows the individual's development in line with the goals determined in the curricula. In this type of portfolio, the aim is to assess the individual's achievement by scoring each piece of work placed in the file. These portfolios can be used for level-determining assessment and contain sample and best work showing that most of the goals and behaviours in the curriculum have been attained. For this reason, it is important that products focused on individuals' development and strongest aspects are placed in portfolios and that individual and teacher comments about the products are written.

In this context, individuals' portfolios must contain the graphs, record forms, videos and audio recordings obtained during the assessment process and the products showing the different skills in which the individual is strongest. In portfolio practice, keeping the individual's products, the individualised education program, the IEP Development Monitoring Summary Form (Appendix 5), samples of measurement tools, performance record forms, recording charts and video and audio recording samples showing the individual's work will allow the process to be monitored better. A holistic approach is adopted in assessing this type of portfolio. Ethical principles must be observed regarding the sharing of portfolios; portfolios must not be shared with persons or institutions other than the individual's family, teacher and the GRC.

4. End-of-Year Assessment

The steps to be followed in this assessment are given below: a) All of the individual's performance indicators (the individual's products, teacher observations, interviews, recording charts, graphs, the Performance Record Form showing the individual's performance in a section or module) are examined from a holistic point of view. b) As a result of this examination, individuals' performance is transferred to the IEP Development Monitoring Summary Form (Appendix 5). c) The portfolio content is completed. d) The Portfolio Checklist (Appendix 6) showing the contents of the portfolio is filled in. e) The Portfolio Rubric (Appendix 7) is sent to the GRC together with the individual's file. The portfolio file must consist of three sections. The following documents must be in each section. First Section: Portfolio Checklist, Portfolio Rubric (two of each will be placed; one will be filled in by the special education and rehabilitation centre, the other will be left blank and filled in at the GRC.), IEP, IEP Development Monitoring Summary Form (two will be placed, one to remain at the GRC), Performance Record Forms in which the initial and final assessments are recorded by the teachers Second Section: Samples of the measurement tools used, samples of the record forms and graphs used in progress monitoring, audio recording and video samples showing the individual's

performance Third Section: The work done by the individual during the teaching process; homework samples, worksheet samples, video and audio recording samples showing the individual's work, etc. must be included.

GRC End-of-Year Assessment

The GRC monitoring process is carried out by assessing the individual's development within the framework of the goals and target behaviours defined in the IEP and by examining the information and data presented in the portfolio. The steps to be followed in the GRC's assessment are given below: a) The individual's portfolio is examined and it is checked whether the documents specified in the Portfolio Checklist are present. This form is filled in and taken to be archived. b) The individual's IEP, the IEP Development Monitoring Summary Form, and the recording charts and graphs showing the individual's performance are examined. c) The individual's performance is assessed. d) The individual's IEP, the recording charts and graphs showing the individual's performance, and video and audio recordings if any are examined and the Portfolio Rubric (Appendix 7), which is in the file in two copies, is filled in. e) Explanations regarding the strong aspects of the portfolio and the aspects needing improvement are written. It is arranged so that one remains at the special education and rehabilitation centre and the other at the GRC. f) As a result of the assessments and examinations made, education is planned again according to the individual's development. The GRC takes a copy of the IEP Development Monitoring Summary Form, the Portfolio Rubric and the Portfolio Checklist in the individual's portfolio and archives them.

Measurement Tools and Record Forms Within the Scope of the Support Education Program for Individuals with Visual Impairment

The measurement tools given below can be used in order to assess the individual's performance. Measurement Tools Used to determine the individual's performance before, during and at the end of instruction. Interview Forms: Semi-structured measurement tools used especially in the coarse assessment process in interviews conducted with families, with the individual's teachers at school and with the individual himself/herself. Observation Forms: Measurement tools used in the process of observing individuals on a one-to-one basis in coarse assessment, initial assessment, assessment during the teaching process and final assessment. Observation forms are mostly semi-structured forms.

Criterion-Referenced Test (CRT): A measurement tool used through direct observation in order to determine whether persons possess predetermined qualities and on which topics instruction should be provided to individuals. The CRT is prepared according to the goals and target behaviours in the curriculum. It shows where instruction will begin and provides information about whether the individual is making progress during instruction and whether the aims have been achieved after instruction. In the CRT, individual performance is mostly compared with a predetermined criterion. CRTs are teacher-made tests and make instructional aims more distinct and specific. They draw the boundaries of the instructional content. Checklist: A measurement tool used mostly during the observation of individuals' target behaviours in various processes, in which two-category responses are marked as (+) if the individual performs a behaviour and (-) if he/she does not. Rubric: Tools in which various criteria and the performance level for each criterion are defined in order to measure individual performance in line with a particular aim. These tools require it to be determined in advance which score will be given in which case. There are two types of rubric: analytic and holistic. Holistic rubrics are used to reach a general judgement about the individual's performance, while analytic rubrics are used to assess performance in detail. Rating Scale: Rating scales are measurement tools

that define performance regarding the measured attribute at various levels and show to what extent the criteria are met. Rating scales have two forms. One of these is attitude scales containing response categories such as “strongly agree”, “agree”. The other is performance rating scales that allow raters to classify the individual's performance according to a certain criterion as “poor”, “fair”, “good”, “very good”. Portfolio Rubric: Developed in order to examine the adequacy of the individual's portfolio at the GRC and to provide guidance to the special education and rehabilitation centre.

Record Forms Performance Record Form: A form in which the initial and final assessment results of each target behaviour are marked. It gives information about the individual's status in performing the goals and target behaviours in the relevant section. Portfolio Checklist: A checklist showing the contents of the portfolio. IEP: An individual-specific education program containing the individual's needs, goals and target behaviours.

IEP Development Monitoring Summary Form: This form has columns for the numbers of the target behaviours the individual performed according to the initial assessment result, the numbers of the target behaviours aimed to be taught, the target behaviours worked on, the target behaviours targeted but not attained, the reason for non-attainment and recommendations. The “target behaviours worked on” column must include the numbers of the target behaviours taught during the term, the “target behaviours targeted but not attained” column the numbers of the target behaviours that could not be taught, the “reason for non-attainment” column detailed explanations such as insufficient time, insufficient equipment or absenteeism, and the “recommendations” column recommendations for each section (the suitability of the section for the individual, the suitability of the target behaviours for the individual, re-working on the target behaviours not attained, etc.).

5. Points to Consider When Implementing the Support Education Program for Individuals with Visual Impairment

The Support Education Program for Individuals with Visual Impairment has been created for blind and low-vision individuals as defined above. For this reason, the target behaviours of some modules such as reading and writing and mathematics have been written separately for blind and low-vision individuals. The functional vision module, on the other hand, has been arranged only for low-vision individuals. In this context, the modules must be implemented taking into account the educational diagnoses of individuals with visual impairment. Individuals diagnosed as blind according to the legal definition may sometimes, when individual differences are also taken into account, be using their existing residual vision functionally. For these individuals, the target behaviours of the modules prepared for low-vision individuals must be used. The Support Education Program for Individuals with Visual Impairment has been developed to meet these needs of individuals with visual impairment of all ages who have needs from birth onwards, to support their development and to increase their independence. At the beginning of each module, a general explanation about the module, the teaching methods to be used, the measurement method and/or materials are written. Explanations regarding the goals or target behaviours are given within the modules. Since there are different practices or adaptations for blind and low-vision individuals, attention must be paid to the explanations. Although the modules in the Support Education Program for Individuals with Visual Impairment are presented in a certain order, they are not prerequisites for one another. According to individuals' needs, more than one module can be included in the program at the same time.

The independent movement module has been prepared not only for blind individuals but also for low-vision individuals. Even if low-vision individuals move by seeing, there may be situations in which they cannot benefit from their vision depending on variables such as light, setting, etc. For this

reason, the parts of the independent movement module they need must also be given to low-vision individuals. The Support Education Program for Individuals with Visual Impairment must be implemented taking into account the sociocultural characteristics and beliefs of individuals and their families and the individuals' health, safety and privacy. Support education can be provided at any age range (0-99).

1. Module Name	COGNITIVE SKILLS
1. Module Aim	In this module, individuals with visual impairment are expected to acquire the cognitive skills they should possess in the pre-school period.
1. Sections in the Module	Auditory Perception and Memory, Visual Perception and Memory, Tactile Perception and Memory, Early Cognitive Skills, Readiness for Learning General Explanations Regarding the Module This module has been prepared for pre-school students with visual impairment (low-vision/blind) in the 0-6 age group. However, in the school period

General Explanations Regarding the Module

- This module has been prepared for pre-school students with visual impairment (low-vision/blind) in the 0-6 age group. However, this module must also be given to students who are in the school period (after age 7) and do not possess the skills in the module. The visual perception and memory section must be given to low-vision students. The tactile perception and memory section must be given to students who cannot use the sense of vision. The multisensory, object and tactile books recommended for use in the target behaviours are prepared especially for blind students. Multisensory books consist of at most 6-7 pages, and on each page there is a short sentence written in Braille and an object or part of an object that can make that sentence tactile/auditory. The book must be read with the student interactively. Object books are books in which there is one object and a word/short sentence written in Braille on each page. They are mostly created around a theme (winter clothes, classroom materials, etc.) Tactile books; on each page of tactile books there are tactile pictures that can be felt by touch, appropriate to the important element described. Their difference from multisensory books is that they appeal only to the sense of touch. Their difference from object books is that on the pages of the book there are tactile pictures instead of objects, and beneath them there is a text of at least one paragraph instead of a single word or one sentence.
- Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 1.1. Auditory Perception and Memory	1.1.1. Responds to the sounds he/she hears.	1.1.1.1. Gives a non-verbal response to the sounds he/she hears. 1.1.1.2. Gives a verbal/vocal response to the sounds he/she hears.	The responses in target behaviour 1.1.1.1. may be pricking up the ears, becoming quiet, stopping what he/she is doing, etc. Blind individuals in particular may not turn their face towards the sound or make an orienting movement.
Section 1.1. Auditory Perception and Memory	1.1.2. Discriminates sounds.	1.1.2.1. Discriminates the tones of a sound. 1.1.2.2. Responds to the source of a sound coming from any direction. 1.1.2.3. States the source of the sound. 1.1.2.4. States the characteristics of the sound source. 1.1.2.5. Discriminates the sound that is different among 3-4 sounds.	In target behaviour 1.1.2.1. he/she discriminates tones of voice involving scolding, praising and soothing. For target behaviour 1.1.2.1., different sound tones such as the sound of wind, the sound of a hairdryer and the sound of a car can be used. Target behaviour 1.1.2.2. includes work discriminating whether the sound source is a solo or multiple sound, the hardness/softness of the material producing the sound, and the type of the material (metal, wood, etc.). For target behaviour 1.1.2.2., the individual is expected to look, move or reach towards the source of a sound coming from any direction. For target behaviour 1.1.2.3., one of the sounds played must belong to a source different from the other sounds (sound of rain, sound of wind, sound of a vehicle). For target behaviour 1.1.2.4., one of the two sounds played must be in the background and the other the dominant sound. For example, for an ambulance travelling in the rain, the sound of rain is the background sound while the ambulance is the dominant sound.
Section 1.1. Auditory Perception and Memory	1.1.3. States the digits, words and sentences he/she listens to.	1.1.3.1. Repeats in order the words he/she listens to. 1.1.3.2. Repeats in order the digits he/she listens to. 1.1.3.3. Repeats in order the sentences he/she listens to.	In target behaviours 1.1.3.1., 1.1.3.2. and 1.1.3.3., one should begin with one word/digit/sentence and the number should be increased according to the individual's cognitive characteristics.
Section 1.1. Auditory Perception and Memory	1.1.4. States the differences in word groups.	1.1.4.1. States the extra word said in word groups. 1.1.4.2. States the word left out in word groups. 1.1.4.3. Gives a verbal response when he/she hears a word repeated within word groups.	For target behaviour 1.1.4.1., the teacher says a certain word group (kiraz-armut-kavun), then repeats the word group adding one word (kiraz-armut-elma-kavun), and asks the individual to state the extra word in the last word group said. For target behaviour 1.1.4.2., the teacher waits for the individual to state the word not said (missing) in the word group. Example: "kiraz-armut-viřne-elma", "kiraz-viřne-elma", etc. For target behaviour 1.1.4.3., the individual is asked to find the words said more than once in word groups. Example: "kalem-silgi-defter-silgi", etc.

Section	Goals	Target Behaviours	Explanations
Section 1.1. Auditory Perception and Memory	1.1.5. Discriminates words according to their phonological features.	1.1.5.1. States the words that begin with the same sound among words. 1.1.5.2. States the word that ends with a different sound among words. 1.1.5.3. States what remains after dropping the first sound of a word. 1.1.5.4. States what remains after dropping the last sound of a word. 1.1.5.5. States what remains after dropping the middle sound of a word. 1.1.5.6. States the sound that is similar in words. 1.1.5.7. States the requested sound within the words said. 1.1.5.8. States the new word he/she forms by changing the initial or final sound of a word. 1.1.5.9. Produces and says rhyming words. 1.1.5.10. Says a word by separating it into its sounds. 1.1.5.11. States which of a pair of words is the correct pronunciation of the word. 1.1.5.12. Says a word backwards.	Examples for these target behaviours are given below. For target behaviour 1.1.5.1. "taş, tarak, kat", etc. For target behaviour 1.1.5.2. "mat, yat, kapı", etc. For target behaviour 1.1.5.3. "silgi-ilgi, kova-ova", etc. For target behaviour 1.1.5.4. "balon-balo, maça-maç", etc. For target behaviour 1.1.5.5. "kapla-kala", etc. For target behaviour 1.1.5.6. "saç-güç", etc. For target behaviour 1.1.5.7. "u" "muz, yaz, kış", etc. For target behaviour 1.1.5.8. "kere-tere-bere", etc. For target behaviour 1.1.5.9. "maç, taç, saç", etc. For target behaviour 1.1.5.11. "çabuk-çapuk", etc. For target behaviour 1.1.5.12. "para-arap", etc.
Section	Goals	Target Behaviours	Explanations
Section 1.2. Visual Perception and Memory	1.2.1. Responds to visual stimuli.	1.2.1.1. Notices light. 1.2.1.2. Blinks at objects approaching his/her eyes rapidly. 1.2.1.3. Responds to familiar and unfamiliar people. 1.2.1.4. Responds to coloured objects. 1.2.1.5. Tracks moving stimuli. 1.2.1.6. Searches by looking for objects that fall on the floor.	For target behaviour 1.2.1.1., the individual's responses when the room light is on and off must be observed. For target behaviour 1.2.1.3., responses such as smiling at familiar people, looking at unfamiliar people by focusing on their face, and moving away must be observed.
Section 1.2. Visual Perception and Memory	1.2.2. Gives motor responses to visual stimuli.	1.2.2.1. Reaches/tries to reach for objects in front of him/her. 1.2.2.2. Catches/tries to catch moving objects. 1.2.2.3. Examines by looking at the objects he/she takes in hand.	For the target behaviours in goal 1.2.2., it must be ensured that the individual responds by looking.
Section 1.2. Visual Perception and Memory	1.2.3. Responds to visuals.	1.2.3.1. Looks at pictures/photographs. 1.2.3.2. Labels the people or objects he/she recognises in pictures/photographs.	The word labels in target behaviour 1.2.3.2. covers the individual saying the name of the object or pointing to the object.
Section 1.2. Visual Perception and Memory	1.2.4. Matches objects of the same colour and size among different objects.	1.2.4.1. Matches objects of the same colour. 1.2.4.2. Matches objects of the same size.	

Section	Goals	Target Behaviours	Explanations
Section 1.2. Visual Perception and Memory	1.2.5. Matches those of the same colour and size among different object pictures and semi-abstract object pictures.	1.2.5.1. Matches the object picture of the same colour. 1.2.5.2. Matches the object picture of the same size. 1.2.5.3. Matches the semi-abstract picture that is the same.	The semi-abstract pictures in target behaviour 1.2.5.3. cover line/drawing pictures.
Section 1.2. Visual Perception and Memory	1.2.6. Matches object pictures and semi-abstract object pictures according to their position and details.	1.2.6.1. Matches the object picture in the same position. 1.2.6.2. Matches the object picture with the same detail. 1.2.6.3. Matches the object picture with the same missing detail. 1.2.6.4. Matches the object picture whose detail is in the same position. 1.2.6.5. Matches the semi-abstract picture with the same detail. 1.2.6.6. Matches the semi-abstract picture with the same missing detail. 1.2.6.7. Matches the semi-abstract picture in the same position. 1.2.6.8. Matches the semi-abstract picture whose detail is in the same position.	
Section 1.2. Visual Perception and Memory	1.2.7. Matches an object with its picture, drawing and shadow.	1.2.7.1. Matches an object with its picture. 1.2.7.2. Matches an object with its drawing. 1.2.7.3. Matches the picture of an object/being with its shadow.	
Section 1.2. Visual Perception and Memory	1.2.8. Points to the object that is different among objects.	1.2.8.1. Points to the object of a different kind. 1.2.8.2. Points to the object of a different colour. 1.2.8.3. Points to the object of a different size.	
Section 1.2. Visual Perception and Memory	1.2.9. Points to the pictures that are different among identical object pictures and semi-abstract pictures.	1.2.9.1. Points to the object picture that is different. 1.2.9.2. Points to the object picture of a different colour. 1.2.9.3. Points to the object picture of a different size. 1.2.9.4. Points to the semi-abstract picture that is different. 1.2.9.5. Points to the semi-abstract picture of a different colour. 1.2.9.6. Points to the semi-abstract picture of a different size.	
Section	Goals	Target Behaviours	Explanations
Section 1.2. Visual Perception and Memory	1.2.10. Points to the pictures whose positions and details are different among identical object pictures and semi-abstract pictures.	1.2.10.1. Points to the object picture in a different position. 1.2.10.2. Points to the object picture whose detail is different. 1.2.10.3. Points to the object picture with a different missing detail. 1.2.10.4. Points to the object picture the position of one	

Section	Goals	Target Behaviours	Explanations
		detail of which is different. 1.2.10.5. Points to the semi-abstract picture in a different position. 1.2.10.6. Points to the semi-abstract picture whose detail is different. 1.2.10.7. Points to the semi-abstract picture with a different missing detail. 1.2.10.8. Points to the semi-abstract picture the position of one detail of which is different.	
Section 1.2. Visual Perception and Memory	1.2.11. Groups objects/object pictures of the same kind.	1.2.11.1. Groups objects according to their kind. 1.2.11.2. Groups objects according to their colours. 1.2.11.3. Groups objects according to their sizes. 1.2.11.4. Groups object pictures according to their kind. 1.2.11.5. Groups object pictures according to their colours. 1.2.11.6. Groups object pictures according to their sizes. 1.2.11.7. Groups object pictures according to their positions.	
Section 1.2. Visual Perception and Memory	1.2.12. Continues a pattern.	1.2.12.1. Forms the same pattern beneath the given pattern. 1.2.12.2. Completes the item left missing in the given pattern. 1.2.12.3. Finds the extra item/the item breaking the pattern in the given pattern. 1.2.12.4. Continues the given pattern.	When working on goal 1.2.12., one may start with a two-element pattern formed from two different objects and work on three- and four-element patterns by increasing the number of objects. After working with objects, patterns must be worked on with object pictures.
Section 1.2. Visual Perception and Memory	1.2.13. Points to the differences between two given pictures.	1.2.13.1. Points to the differences between two object pictures. 1.2.13.2. Points to the differences between two event pictures.	
Section 1.2. Visual Perception and Memory	1.2.14. Points to the objects hidden in a picture and the errors.	1.2.14.1. Points to the object/being hidden in a complex picture. 1.2.14.2. Points to the objects in a complex drawing. 1.2.14.3. Points to the errors in the picture.	
Section	Goals	Target Behaviours	Explanations
Section 1.2. Visual Perception and Memory	1.2.15. Establishes the part-whole relationship in object pictures of parts and wholes.	1.2.15.1. Finds the part left missing in a picture. 1.2.15.2. Predicts the object in an object picture half of which is shown. 1.2.15.3. Finds the parts belonging to the object picture whose whole is given. 1.2.15.4. Forms the whole by combining the parts of an object picture.	

Section	Goals	Target Behaviours	Explanations
		1.2.15.5. Forms the whole by combining the parts of an action/event picture.	
Section 1.2. Visual Perception and Memory	1.2.16. States the names of objects or the events in objects and pictures that are covered or hidden after being shown.	1.2.16.1. States the names of objects after the objects shown one after another are hidden/covered. 1.2.16.2. States the names of the objects in the pictures after the object pictures shown one after another are hidden/covered. 1.2.16.3. States the objects and events he/she saw in the picture after a picture containing various events is shown and hidden/covered.	When working on goal 1.2.16., one should start with two objects and increase the number of objects.

Section	Goals	Target Behaviours	Explanations
Section 1.3. Tactile Perception and Memory	1.3.1. Matches the objects he/she touches.	1.3.1.1. Matches objects of the same size among the objects he/she touches. 1.3.1.2. Matches objects of the same shape among the objects he/she touches. 1.3.1.3. Matches objects with the same texture among the objects he/she touches.	When working on goal 1.3.1., matching exercises must be done using the texture features (hard-soft, rough-smooth, furry-smooth, etc.), size features (large, small, etc.) and shape features (triangle, circle, square, etc.) of objects.
Section 1.3. Tactile Perception and Memory	1.3.2. Discriminates the objects he/she touches.	1.3.2.1. Discriminates the object of the requested size among the objects of different sizes he/she touches. 1.3.2.2. Discriminates the object of the requested shape among the objects of different shapes he/she touches. 1.3.2.3. Discriminates the object with the requested texture among the objects with different textures he/she touches.	In imparting goal 1.3.2., one must start with three objects two of which are the same, and continue working by increasing the number of objects. Discrimination exercises must be done using the texture features (hard-soft, rough-smooth, furry-smooth, etc.), size features (large, small, etc.) and shape features (triangle, circle, square, etc.) of objects.
Section 1.3. Tactile Perception and Memory	1.3.3. Groups objects according to their tactile features.	1.3.3.1. Groups the objects of the same size he/she touches. 1.3.3.2. Groups the objects of the same shape he/she touches. 1.3.3.3. Groups the objects with the same texture he/she touches.	
Section 1.3. Tactile Perception and Memory	1.3.4. States the objects he/she touches in the requested order.	1.3.4.1. States the objects he/she touches in the order touched from beginning to end. 1.3.4.2. States the objects he/she touches in order from end to beginning.	In imparting goal 1.3.4., one must start with two objects and continue working by increasing the number of objects.
Section 1.3. Tactile Perception and Memory	1.3.5. States the features and the name of the object he/she touches.	1.3.5.1. States the features of the objects he/she touches. 1.3.5.2. States the name of the object he/she touches.	

Section	Goals	Target Behaviours	Explanations
Section 1.4. Early Cognitive Skills	1.4.1. Searches for an object or person that disappears in the setting.	Low-Vision: 1.4.1.1. When the object he/she tracks with the eyes disappears, looks for 2-3 seconds at the place where the object disappeared. 1.4.1.2. Shows that he/she recognises familiar objects or people. 1.4.1.3. Looks after a familiar person when that person leaves the setting. 1.4.1.4. Searches for an object hidden in front of his/her eyes. 1.4.1.5. When asked about a person not present in the setting, searches for that person with his/her gaze. 1.4.1.6. When he/she cannot find the object he/she wants, searches for the object in more than one place. Blind: 1.4.1.7. When the object he/she touches disappears, searches for the object tactilely. 1.4.1.8. Shows that he/she recognises familiar objects or people. 1.4.1.9. Reacts when a familiar person leaves the setting. 1.4.1.10. Searches for the object he/she touches when it is hidden. 1.4.1.11. When asked about a person not present in the setting, shows that he/she is looking for the person. 1.4.1.12. When he/she cannot find the object he/she wants, searches for the object in more than one place.	In target behaviour 1.4.1.2., the individual is expected to show that he/she recognises the object/person by trying to reach for it and by making a sound. In target behaviour 1.4.1.8., when blind individuals show that they recognise familiar objects or people, the individual's physical responses must be observed carefully; it must be observed whether he/she shows this through behaviours such as a change in breathing, turning the body towards the object/person, pricking up the ears, smiling, etc. In target behaviour 1.4.1.9., when the individual reacts to a familiar person leaving the setting, behaviours such as calling out to the person, pricking up the ears, trying to search, crying, etc. must be observed carefully. In target behaviour 1.4.1.10., for the behaviour of the individual searching for the object he/she touches when it is hidden, searching with the hand alone may not be expected. Some blind individuals may also search with their feet for objects that disappear, fall or move away from them.
Section 1.4. Early Cognitive Skills	1.4.2. Establishes the cause-effect relationship between events and actions.	1.4.2.1. Uses objects with a cause-effect relationship in accordance with their function. 1.4.2.2. Establishes a relationship between the actions he/she performs on objects and the results. 1.4.2.3. Establishes the cause-effect relationship regarding events in his/her daily life.	For target behaviour 1.4.2.1., work must be done with examples such as pressing the switch to turn on the light or pressing the button to start the toy. For target behaviour 1.4.2.2., he/she tries to operate the mechanism that makes a wind-up toy produce sound. In target behaviour 1.4.2.3., in situations such as getting hungry, getting wet in the rain or being ill, the individual is expected to answer questions such as "Why did you get wet?" with answers such as "Because it rained."
Section	Goals	Target Behaviours	Explanations
Section 1.4. Early Cognitive Skills	1.4.3. Establishes joint attention with an adult in order to indicate his/her interest and wishes.	Low-Vision 1.4.3.1. Shifts his/her gaze between the object and the adult in order to share interest or attention. 1.4.3.2. Listens to the speech of the person he/she focuses on in a noisy setting. 1.4.3.3. Uses gestures to indicate his/her wishes.	In target behaviour 1.4.3.3., gestures such as pointing, reaching and showing must be observed. It must not be forgotten that blind individuals also have gestures. Blind individuals generally display touch-based gestures and gestures such as turning with the body.

Section	Goals	Target Behaviours	Explanations
		1.4.3.4. Looks at a book or pictures together with an adult for a certain period. 1.4.3.5. Looks at a distant object shown or pointed at by the adult. Blind 1.4.3.6. Touches in turn the object in his/her hand and the adult in order to share interest or attention. 1.4.3.7. Listens to the speech of the person he/she focuses on in a noisy setting. 1.4.3.8. Uses gestures to indicate his/her wishes. 1.4.3.9. Examines multisensory books, object books and tactile books together with an adult for a certain period. 1.4.3.10. Turns towards the object the adult has him/her touch or gives attention to the sound the adult points out.	
Section 1.4. Early Cognitive Skills	1.4.4. Imitates words, facial expressions, gestures, behaviours and speech.	1.4.4.1. Repeats the movements or sounds he/she makes. 1.4.4.2. Imitates simple hand or body movements. 1.4.4.3. Imitates words, facial expressions and gestures. 1.4.4.4. Imitates single-step behaviours performed with objects. 1.4.4.5. Imitates different sounds/words/sentences. 1.4.4.6. Imitates behaviours/speech he/she has seen before, after some time.	In target behaviour 1.4.4.2., the blind individual is expected to imitate gestures made by touching his/her body. For example, he/she may be expected to perform on the adult's hand the palm game "bir kuş konmuş biri tutmuş biri yakalamış". In target behaviour 1.4.4.4., the blind individual's hand may be held over the adult's hand and the on-off button of the toy may be pressed. Afterwards it may be observed whether the individual imitates this.
Section 1.4. Early Cognitive Skills	1.4.5. Plays various games with or without objects.	1.4.5.1. Plays non-functional games with objects. 1.4.5.2. Plays games appropriate to the function of objects. 1.4.5.3. Plays symbolic games.	In target behaviour 1.4.5.1., as an example of a non-functional game, the individual may be expected to shake, hit or throw a toy car. In target behaviour 1.4.5.2., as an example of a functional game, the individual may be expected to place containers of different sizes inside one another by trial. In target behaviour 1.4.5.3., as an example of a symbolic game, the individual may be expected to play by pretending that a non-existent object is present.
Section	Goals	Target Behaviours	Explanations
Section 1.5. Readiness for Learning	1.5.1. Becomes aware of the visual relationships between objects.	1.5.1.1. Points to the large or small one among objects. 1.5.1.2. Points to the long or short one among objects. 1.5.1.3. Points to the thick or thin one among objects. 1.5.1.4. Compares objects according to their visual features.	In target behaviour 1.5.1.4., the individual is expected to make comparisons regarding objects and point to the object and/or its picture that is "larger/smaller/longer/shorter/thicker/thinner".

Section	Goals	Target Behaviours	Explanations
Section 1.5. Readiness for Learning	1.5.2. Matches objects according to their different features.	1.5.2.1. Matches objects that are the same. 1.5.2.2. Matches objects with their pictures. 1.5.2.3. Matches geometric shapes. 1.5.2.4. Matches colours. 1.5.2.5. Matches animals' sounds with their pictures.	For target behaviours 1.5.2.1. and 1.5.2.2., the number of objects must be increased according to the individual's cognitive level. In target behaviour 1.5.2.2., blind individuals are expected to match objects with tactile pictures. Target behaviour 1.5.2.4. must be worked on with low-vision individuals.
Section 1.5. Readiness for Learning	1.5.3. Classifies objects according to their different features.	1.5.3.1. Classifies objects according to their shapes. 1.5.3.2. Classifies objects according to their colours. 1.5.3.3. Classifies objects according to their tactile features. 1.5.3.4. Classifies objects according to their sizes.	For target behaviour 1.5.3.3., the tactile features are rough-smooth, soft-hard, etc. For target behaviour 1.5.3.4., the individual is expected to classify objects as large-small, long-short, thick-thin, etc.
Section 1.5. Readiness for Learning	1.5.4. Becomes aware of the spatial relationships between objects.	1.5.4.1. Uses the concepts "on/under" according to the position of objects. 1.5.4.2. Uses the concepts "above/below" according to the position of objects. 1.5.4.3. Uses the concepts "in front of/behind" according to the position of objects. 1.5.4.4. Uses the concepts "to the right of/to the left of" according to the position of objects.	
Section 1.5. Readiness for Learning	1.5.5. Forms a pattern according to the features of objects.	1.5.5.1. Makes the same as a simple pattern by looking at/touching the model. 1.5.5.2. Continues the pattern from where it left off. 1.5.5.3. Completes the missing part of a pattern. 1.5.5.4. Forms a pattern independently.	In target behaviours 1.5.5.2., 1.5.5.3. and 1.5.5.4., one should start with two objects and increase the number of objects in the pattern.
Section 1.5. Readiness for Learning	1.5.6. Estimates the quantity of objects.	1.5.6.1. Points to the group that has fewer among groups of objects. 1.5.6.2. Points to the group that has more among groups of objects. 1.5.6.3. Points to the group that has "the most" among at least three groups of objects. 1.5.6.4. Points to the group that has "the fewest" among at least three groups of objects.	In goal 1.5.6., work should begin with identical groups of objects and continue with different groups of objects.
Section	Goals	Target Behaviours	Explanations
Section 1.5. Readiness for Learning	1.5.7. Distinguishes objects according to their non-visual physical features.	1.5.7.1. Points to the heavy one among objects. 1.5.7.2. Points to the light one among objects. 1.5.7.3. Points to the group that is "the heaviest" among at least three objects. 1.5.7.4. Points to the group that is "the lightest" among at least three objects. 1.5.7.5. Points to the hard one among objects.	

Section	Goals	Target Behaviours	Explanations
		1.5.7.6. Points to the soft one among objects. 1.5.7.7. Points to the group that is “the hardest” among at least three objects. 1.5.7.8. Points to the group that is “the softest” among at least three objects.	
Section 1.5. Readiness for Learning	1.5.8. Uses counting skills.	1.5.8.1. Raises one or two fingers when asked to show one or two. 1.5.8.2. Gives as many objects as the quantity requested. 1.5.8.3. Counts rhythmically by ones from 1 to 10, skipping at most three numbers. 1.5.8.4. Counts objects up to at most five one by one. 1.5.8.5. Estimates without counting how many objects there are by looking at/touching at most five objects.	In target behaviours 1.5.8.4. and 1.5.8.5., the numbers of objects must be between 3 and 5.
Section 1.5. Readiness for Learning	1.5.9. Uses simple non-standard measuring tools.	1.5.9.1. Measures the quantity of objects using non-standard tools. 1.5.9.2. Measures the lengths of objects using non-standard tools and techniques. 1.5.9.3. Measures the weights of objects using non-standard tools and techniques. 1.5.9.4. Measures the temperatures of objects using non-standard tools and techniques. 1.5.9.5. Measures the positions of objects relative to one another using non-standard tools and techniques.	In target behaviour 1.5.9.1., the individual is expected to use tools such as “a glass, a spoon, a ladle, etc.” as non-standard measuring tools. In target behaviour 1.5.9.2., the individual is expected to use tools such as “a span, a foot, a step, etc.” as non-standard measuring tools. In target behaviour 1.5.9.3., the individual is expected to use tools such as “the hand, a bag, etc.” as non-standard measuring tools. In target behaviour 1.5.9.4., the individual is expected to measure temperature “by touching” as a non-standard measuring tool. In target behaviour 1.5.9.5., body parts such as “at shoulder height” can be used. In addition, individuals who use a cane are expected to use the cane as a measuring tool as well.
Section 1.5. Readiness for Learning	1.5.10. Uses concepts related to time.	1.5.10.1. States the names of the different time periods of the day. 1.5.10.2. States the days of the week in order. 1.5.10.3. Uses the words yesterday, today, tomorrow in the appropriate context. 1.5.10.4. Discriminates weekend and weekday days.	
Section	Goals	Target Behaviours	Explanations
Section 1.5. Readiness for Learning	1.5.11. Gives information about himself/herself and his/her surroundings.	1.5.11.1. Introduces himself/herself and his/her family. 1.5.11.2. Explains the physical similarities and differences between individuals. 1.5.11.3. States the name of his/her school and class.	

Section	Goals	Target Behaviours	Explanations
		1.5.11.4. Explains the basic physical features of the home and school setting. 1.5.11.5. Describes the objects in the home and school setting. 1.5.11.6. Describes the activities in the home and school setting.	
Section 1.5. Readiness for Learning	1.5.12. Participates in daily events.	1.5.12.1. Participates in the activities carried out during the day. 1.5.12.2. Fulfils the individual responsibilities given to him/her. 1.5.12.3. Participates in group activities. 1.5.12.4. Fulfils simple responsibilities in group activities.	

2. Module Name	LANGUAGE AND COMMUNICATION SKILLS
2. Module Aim	In this module, individuals with visual impairment are expected to acquire pre-verbal and verbal period skills among language and communication skills.
2. Sections in the Module	Pre-verbal Period, Verbal Period General Explanations Regarding the Module

General Explanations Regarding the Module

- Even though they have no additional impairment, individuals with visual impairment may experience some language and communication problems such as echolalia, delayed speech and verbalism due to lack of life experience and insufficient experience being provided. These problems displayed by individuals with visual impairment may continue even in adulthood. To this end, the language and communication skills module is recommended for individuals with visual impairment.
- Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 2.1 Pre-verbal Period	2.1.1. Uses his/her voice purposefully.	2.1.1.1. Makes various sounds. 2.1.1.2. Vocalises in various tones. 2.1.1.3. Produces a different word for the words given. 2.1.1.4. Makes sounds similar to the sound given. 2.1.1.5. Expresses his/her wishes by vocalising.	In target behaviour 2.1.1.1., the aim is the production of sounds in the developmental process such as cooing/babbling. In imparting target behaviour 2.1.1.5., the aim is for the individual to express his/her wishes purposefully by using his/her voice as a means of communication.
Section 2.1 Pre-verbal Period	2.1.2. Responds to the person he/she communicates with.	2.1.2.1. Responds to sounds. 2.1.2.2. Responds to his/her name. 2.1.2.3. Directs his/her attention to the person speaking. 2.1.2.4. Shows with gestures and facial expressions that he/she is listening to the person speaking.	In imparting target behaviour 2.1.2.1., the status of responding to the voices of the people communicated with must be taken into account. The aim is for the individual to respond first to the voices of familiar people, then of unfamiliar people.
Section 2.1 Pre-verbal Period	2.1.3. Follows instructions.	2.1.3.1. Carries out instructions indicating a single action. 2.1.3.2. Carries out instructions indicating two actions. 2.1.3.3. Carries out instructions indicating three or more actions.	The prerequisite skill for goal 2.1.3. is that the attainment "Responds to the person he/she communicates with." has been achieved.
Section 2.1 Pre-verbal Period	2.1.4. Takes turns in communication.	2.1.4.1. Takes turns by giving a vocal response. 2.1.4.2. Takes turns by using a gesture. 2.1.4.3. Takes turns by using a single word.	

Section	Goals	Target Behaviours	Explanations
Section 2.1. Pre-verbal Period	2.1.5. Establishes joint attention.	2.1.5.1. Takes an interest in another item in the setting during mutual communication. 2.1.5.2. Draws the attention of the person he/she communicates with to an item for the purpose of requesting. 2.1.5.3. Draws the attention of the person he/she communicates with to an item for the purpose of sharing interest. 2.1.5.4. Takes an interest in an item someone else is interested in. 2.1.5.5. Focuses on an item the person he/she communicates with is interested in. 2.1.5.6. Directs his/her attention to another item when the person he/she communicates with directs attention to that item.	The prerequisite skill for goal 2.1.5. is the development of object permanence and the concept of self. Since joint attention involves giving attention to a third item, the individual must position himself/herself relative to the environment and the items in the environment relative to one another, and must also be aware that beings other than himself/herself exist in the environment and do not disappear. Therefore, this goal must be considered together with the cognitive skills module. While imparting all the target behaviours in goal 2.1.5., the means of communication (gesture, sound, word, etc.) the individual uses in accordance with his/her development and performance must be accepted.
Section 2.1. Pre-verbal Period	2.1.6. Displays imitative behaviours.	2.1.6.1. Imitates tongue movements. 2.1.6.2. Imitates lip movements. 2.1.6.3. Imitates sounds. 2.1.6.4. Imitates syllables. 2.1.6.5. Imitates words.	In imparting target behaviour 2.1.6.3., environmental sounds such as animal sounds and vehicle sounds must be worked on.

Section	Goals	Target Behaviours	Explanations
Section 2.1. Pre-verbal Period	2.1.7 Expresses himself/herself with deictic gestures.	2.1.7.1. Indicates the object/person by touching. 2.1.7.2. Indicates the object/person/sound from a distance. 2.1.7.3. Tries to reach the object/person/sound. 2.1.7.4. Produces a gesture to draw attention.	Gesture: Behaviours produced for the purpose of communication, generally known as the use of the fingers, hands and arms, but also including facial features (for example, smacking the lips to mean food) and body movements (for example, jumping to play horse riding). Since individuals with visual impairment cannot see gestures or see them to a limited extent, they may be at a disadvantage in grasping and using their forms. Gestures are divided into two basic groups: deictic and representational.
Section 2.1. Pre-verbal Period	2.1.8. Expresses himself/herself with representational gestures.	2.1.8.1. Symbolises the message he/she wants to convey by using an object. 2.1.8.2. Symbolises the message he/she wants to convey without using an object. 2.1.8.3. Claps. 2.1.8.4. Gives a high five. 2.1.8.5. Waves bye-bye. 2.1.8.6. Makes a "come" sign with the hand. 2.1.8.7. Makes a "hush" sign with the finger. 2.1.8.8. Shakes the head from side to side to mean no. 2.1.8.9. Moves the head back and forth to mean "yes".	The representational gestures expressed in goal 2.1.8. are gestures used to symbolise a particular object, situation, event, person, etc. For example, making the hand into the shape of a glass as if drinking water is a gesture meaning to want water. Likewise, flapping the hands to mean a bird, moving the head back and forth to mean yes, or waving the hand to mean goodbye are among the examples of these gestures. All the target behaviours between target behaviours 2.1.8.3. and 2.1.8.9. must be worked on with varied examples. For example, shrugging the shoulders to mean I do not want, or pursing the lower lip to mean I do not know.
Section 2.1. Pre-verbal Period	2.1.9. Displays purposeful behaviours appropriate to communication functions.	2.1.9.1. Requests an object. 2.1.9.2. Refuses an object. 2.1.9.3. Requests a service. 2.1.9.4. Refuses a service. 2.1.9.5. Requests information. 2.1.9.6. Refuses information. 2.1.9.7. Gives information. 2.1.9.8. Establishes social interaction.	All the target behaviours in goal 2.1.9. must be worked on in accordance with the means of communication (gesture, sound, word, etc.) the individual possesses.
Section 2.1. Pre-verbal Period	2.2.1. Expresses himself/herself with words.	2.2.1.1. Expresses himself/herself using a single word. 2.2.1.2. Expresses himself/herself using a sentence of two words. 2.2.1.3. Expresses himself/herself using a sentence of three or more words.	

Section	Goals	Target Behaviours	Explanations
Section 2.2. Verbal Period	2.2.2. Uses word types appropriately	2.2.2.1. Uses nouns appropriately. 2.2.2.2. Uses verbs appropriately. 2.2.2.3. Uses adjectives appropriately. 2.2.2.4. Uses pronouns appropriately. 2.2.2.5. Uses words indicating time appropriately. 2.2.2.6. Uses question words appropriately. 2.2.2.7. Uses words indicating possession appropriately.	The words expressed in target behaviour 2.2.2.5. should be considered as morning, noon, evening, night, daytime, before, now, after, in a moment, yesterday, today, tomorrow, etc.

Section	Goals	Target Behaviours	Explanations
		2.2.2.8. Uses words indicating place appropriately. 2.2.2.9. Uses conjunctions appropriately. 2.2.2.10. Uses postpositions appropriately.	
Section 2.2. Verbal Period	2.2.3. Uses affixes appropriately.	2.2.3.1. Uses tense affixes appropriately. 2.2.3.2. Uses question affixes appropriately. 2.2.3.3. Uses negation affixes appropriately. 2.2.3.4. Uses plural affixes appropriately. 2.2.3.5. Uses possessive affixes appropriately.	
Section 2.2. Verbal Period	2.2.4. Uses words in accordance with their meaning.	2.2.4.1. Uses the appropriate word/words for what he/she wants to express. 2.2.4.2. Uses the appropriate word/words for answering. 2.2.4.3. Uses the word whose meaning he/she has learned in the correct place in the sentence. 2.2.4.4. Forms sentences appropriate to the topic being talked about.	Verbalism is the use of words without knowing their meaning, particularly by blind individuals. This is the situation in which individuals with visual impairment use words whose meaning they do not know in their verbal communication although they have not experienced them with their own senses. For example, a blind individual may talk about a basketball hoop. He/she may even describe it with the correct words, but may never have had any experience with a basketball hoop.
Section 2.2. Verbal Period	2.2.5. Uses sentence structures.	2.2.5.1. Uses simple-structured sentences. 2.2.5.2. Uses sequential sentences. 2.2.5.3. Uses complex-structured sentences.	
Section 2.2. Verbal Period	2.2.6. Forms sentences appropriate to advanced communication functions.	2.2.6.1. Forms sentences for the purpose of labelling. 2.2.6.2. Forms sentences for the purpose of requesting a service. 2.2.6.3. Forms sentences for the purpose of requesting information. 2.2.6.4. Forms sentences for the purpose of predicting. 2.2.6.5. Forms sentences for the purpose of reflecting.	
Section 2.2. Verbal Period	2.2.7. Converses.	2.2.7.1. Starts a conversation. 2.2.7.2. Sustains the conversation in line with the conversation topic. 2.2.7.3. Joins a conversation already started. 2.2.7.4. Converses using spoken language and gestures simultaneously. 2.2.7.5. Ends the conversation at the appropriate time.	
Section 2.2. Verbal Period	2.2.8. Talks about a specified topic.	2.2.8.1. Describes a day of his/hers. 2.2.8.2. Describes an event/game/film, etc. he/she has seen/experienced. 2.2.8.3. Conveys his/her thoughts about a given topic.	

3. Module Name	READING AND WRITING
3. Module Aim	In this module, low-vision and blind individuals are expected to acquire reading and writing skills.
3. Sections in the Module	Early Literacy, Initial Reading and Writing, Fluent Reading and Reading Comprehension, Listening Comprehension, Written Expression, Grammar General Explanations Regarding the Module

General Explanations Regarding the Module

- In the early literacy section, the direct instruction method can be selected as the teaching method. The target behaviours must also be developed effectively and permanently through games and enjoyable activities. In addition, through incidental teaching, target behaviours relating to the skills must be embedded within daily routines (feeding, free time, book reading, etc.) and repetitions must be made. The grammar section has been classified by topic. An order from easy to difficult has not been followed. The teacher can select the goals according to the curriculum and the individual's performance. Schemes must be used for target behaviours requiring classification and sequencing. In the reading comprehension section, text comprehension questions can be asked to the individual in three types. These are questions whose answer is in the text, inferential questions, and knowledge and experience questions. Questions found in the text: Questions whose answer is expressed clearly in one sentence in the text. Inferential questions: Questions whose answer is not expressed clearly in one sentence in the text and which require the reader to use various parts of the text and to establish relationships between events. Questions based on knowledge and experience: Questions requiring the reader to answer by combining his/her own knowledge and experience with the events in the text. For low-vision individuals, arrangements such as font size, typeface, contrast, etc. must be made in reading and writing materials. Font size and typeface: When assessing the individual or providing instruction, a font size and typeface appropriate to the individual's vision must be selected. The font size the individual can read must be determined and written materials must be prepared in this size. Otherwise the individual will not be able to read publications such as the books, tests and notes given. Contrast: Contrast is basically the colour difference between the object and the background. Visuals that the individual can easily make out and whose shape he/she can distinguish must be used. Visuals must be as plain as possible, free from complexity, and appropriate in figure-ground and colour contrast. Seating arrangement, lighting: While some low-vision individuals prefer the setting they are in to be bright, others want dim lighting. The reason for this preference is that eye conditions and vision levels differ. The type of lighting in which the individual sees more easily and feels more comfortable must be determined and the settings used must be arranged according to these criteria. The low-vision individual must be seated with his/her back to the window so that sunlight comes from behind, rather than in the bright part of the classroom.
- Textbooks, notebook and pencil, page layout, reading-writing work: Low-vision individuals may want to bring the material they read close to their eyes in order to see it better. The most important point to note here is that the page is brought close to the eye, not that the head is bent over the page. Working bent over the page causes fatigue in the neck and back, and also makes seeing difficult because the shadow of the head falls on the page. Reading stands or thick folders can be used in order to bring the material to be read close to the eye. The page layout of textbooks may be such as to create visual confusion for the individual. In such cases, the parts other than those the individual is working on can be covered with a sheet of paper. If the individual frequently loses

the line while reading, or returns to the beginning of the line where he/she should continue reading on the next line, a reading window made from dark-coloured card can be used. The notebook the individual uses must be marked out with dark-coloured lines. So that he/she can see and read what he/she writes, a B or 2B pencil that writes darkly, and sometimes a felt-tip pen (teacher observation), must be used. Brightly coloured grips must be used so that he/she can hold the pencil in the right place and more comfortably. In order to write more easily, a lined notebook or one whose lines are marked out with dark-coloured lines must be used instead of a squared notebook. More writing readiness work may be needed than for peers. Including as much of this work as necessary ensures that individuals' handwriting is legible when they move on to writing.

Presentation of objects and visuals and distance: Visuals must be positioned appropriately for the individual's visual field and at a distance at which the individual can see.

Adaptations in reading and writing tools: It is important that the colour of the typeface contrasts with the background. In addition, so that the text can be read comfortably, the inner spaces of letters and the spaces within words must be made normal, line spacing must be such as to make following easier, and the blank line rules and dots on which writing is requested within an activity must be thickened. Furthermore, the lines in the writing material must also be thickened, and if necessary it may be required to use two lines as a single line. The letters and words used in the target behaviours under the heading Blind must be written in the Braille alphabet.

Section	Goals	Target Behaviours	Explanations
Section 3.1. Early Literacy	3.1.1. Discriminates the sound features of words.	Low-Vision/Blind 3.1.1.1. States whether the pairs of words said are the same/different. 3.1.1.2. States whether the words said rhyme (sound similar). 3.1.1.3. States the ones that rhyme (sound similar) among the words said. 3.1.1.4. Produces a word that rhymes with (sounds similar to) a word said.	Direct instruction can be provided for all the target behaviours in goal 3.1.1., and these skills must also be developed effectively and permanently through games and enjoyable activities. In addition, through incidental teaching, aims relating to the targeted skills must be embedded within daily routines (feeding, free time, book reading, etc.) and repetitions must be made. Poems/rhymes/riddles/songs containing rhyming words must be used to develop rhyme awareness; the rhyming words must be emphasised and repeated. In goal 3.1.1., when teaching these behaviours with poems/rhymes/songs; 1. The poems/rhymes/songs must be said together with the individuals. 2. After you say it, the individual must be asked to repeat it. 3. The individual must be asked to say it independently. 4. The individual must be asked to say the rhyming words rhythmically. 5. The individual must be asked to produce words that sound similar to the rhyming words. 6. The individual must be asked to say the emphasised sound in the rhyming words. You can also apply this goal with stories containing rhyming words. Rhyming words must be defined as words that sound similar. Care must be taken that rhyming words resemble one another by at least 2 sounds. Short words are more suitable for working on rhyme. For target behaviour 3.1.1.1., pairs of words that are identical (bing-bing) or similar but different (bing-ding) must be given to the individual. These words may be meaningful words (çok-koç) or nonsense words (pit-nit). For target behaviour 3.1.1.2., work must be done with two words. For target behaviour 3.1.1.3., three words are given. Two of these rhyme with one another while one does not rhyme. The individual is expected to discriminate which two rhyme.

Section	Goals	Target Behaviours	Explanations
			For target behaviour 3.1.1.4., words suitable for producing rhyming words must be used and care must be taken that they are short words (for example baş-taş-kaş-yaş, etc.).
Section 3.1. Early Literacy	3.1.2. Discriminates the syllable features of words.	Low-Vision/Blind 3.1.2.1. Separates the words said into their syllables. 3.1.2.2. States the first syllable of a word said. 3.1.2.3. States the last syllable of a word said.	Direct instruction can be provided for all the target behaviours in goal 3.1.2., and these skills can also be developed effectively and permanently through games and enjoyable activities. In addition, through incidental teaching, aims relating to the targeted skills must be embedded within daily routines (feeding, free time, book reading, etc.) and repetitions must be made. For target behaviour 3.1.2.1., work must initially be done with short words. It is important to model first during the work. When separating into syllables, the syllables must be emphasised by clapping the hands, tapping the table with the hand or stamping the foot on the floor at each syllable.
Section	Goals	Target Behaviours	Explanations
Section 3.1. Early Literacy	3.1.3. Discriminates the phoneme features of words.	Low-Vision/Blind 3.1.3.1. States whether the two words said begin with the same sound. 3.1.3.2. States whether the two words said end with the same sound. 3.1.3.3. States the words that begin with the same sound among the three words said. 3.1.3.4. States the words that end with the same sound among the words said. 3.1.3.5. Says a word beginning with the same sound as the word said. 3.1.3.6. States the first sound of the word said. 3.1.3.7. Says a word ending with the same sound as the word said. 3.1.3.8. States the last sound of the word said. 3.1.3.9. States what remains after dropping the first or last sound of a word said. 3.1.3.10. States the new word he/she forms by adding a sound to the beginning or end of a word said. 3.1.3.11. States the new word he/she forms by changing one sound in the word said with another sound. 3.1.3.12. Says a short word that is said separated into its sounds. 3.1.3.13. Separates a short word said into its sounds.	Direct instruction can be provided for all the target behaviours in goal 3.1.3., and these skills can also be developed effectively and permanently through games and enjoyable activities. In addition, through incidental teaching, aims relating to the targeted skills must be embedded within daily routines (feeding, free time, book reading, etc.) and repetitions must be made. In teaching all the target behaviours in goal 3.1.3., modelling must first be provided without fail so that individuals understand the content of the task expected of them. When assessing, what is required in the relevant item must be explained through sample items. In teaching and assessing all the target behaviours in goal 3.1.3., it is necessary to work with words the individuals are familiar with. Words whose meaning they do not know prevent them from understanding the task and focusing on the sound features of the words. In all the target behaviours in goal 3.1.3., the distinction between sound and letter must be borne in mind. When teaching and assessing, sounds are emphasised, not letters. In addition, some letters have more than one sound. For example, the letter "k" is voiced differently as in the words "kar and kel". Likewise, the letter "g" is voiced differently as in the words "gel and gol". In all the target behaviours in goal 3.1.3., work must be done first with one-syllable words and then with two-syllable words. Words of three or more syllables must not be worked on. When working, work must first be done with the sounds of consonants.

Section	Goals	Target Behaviours	Explanations
			For target behaviours 3.1.3.3. and 3.1.3.4., three words are given. Two of these begin/end with the same sound while one begins/ends with a different sound. The individual is expected to discriminate which two begin/end with the same sound. For target behaviour 3.1.3.9., the example “taş-aş” can be given for saying what remains after dropping the first sound, and the example “taş-ta” for saying what remains after dropping the last sound. For target behaviour 3.1.3.10., the examples “aç-taç; ev-dev; çim-içim” can be given for forming a new word by adding a sound to the beginning of the word, while the examples “su-sus; bu-bul; dev-deve; gez-gezi” can be given for forming a new word by adding a sound to the end of the word. In addition, in this target behaviour, so that the word expected to be formed is also a meaningful word, the sound to be added must be given together with the word. For target behaviour 3.1.3.11., one must proceed by first changing the first sounds, then the last sounds and then the middle sounds. As examples, “baş-taş; baş-bal; baş-beş” can be given. In addition, in this target behaviour, so that the word expected to be formed is also a meaningful word, the sound to be changed and the sound to replace it must be given together.
Section 3.1. Early Literacy	3.1.4. Says the written word shown.	Low-Vision 3.1.4.1. Matches the given picture-and-text item with the written word. 3.1.4.2. Matches the given picture with the written word. 3.1.4.3. Points to the requested written word among the written words given. 3.1.4.4. Says the written word shown. Blind 3.1.4.5. Matches the Braille text paired with a tactile symbol with the word written in Braille. 3.1.4.6. Matches the given object/embossed picture with the word written in Braille. 3.1.4.7. Points to the requested word among the words written in Braille that are given. 3.1.4.8. Says the given word written in Braille.	For target behaviour 3.1.4.5., two sets are prepared on a topic (for example fruits, clothes, etc.), one consisting of pictures/text/objects and one consisting only of text (Braille text). The number of cards in these sets must be arranged according to the individual's cognitive characteristics. The individual must be asked to match the texts with the appropriate picture-and-text word.
Section	Goals	Target Behaviours	Explanations
Section 3.1. Early Literacy	3.1.5. Discriminates the features of print.	Low-Vision/Blind 3.1.5.1. Shows the left-to-right direction of print.	For all the target behaviours in goal 3.1.5., the word and letter examples used must be presented in the Braille alphabet for blind individuals.

Section	Goals	Target Behaviours	Explanations
		3.1.5.2. Shows the downward flow direction of the lines in the print. 3.1.5.3. States the number of words in a sentence given in writing containing 2-5 words. 3.1.5.4. Points to letters among other letter-like shapes. 3.1.5.5. States the number of letters in a word given in writing containing 2-6 letters. 3.1.5.6. Points to a capital letter within the print. 3.1.5.7. Points to a lower-case letter within the print. 3.1.5.8. States the number of sentences in a short text given in writing containing 2-4 sentences. 3.1.5.9. Points to the basic punctuation marks within the print. 3.1.5.10. Points to the word that is the same as the word shown among the words presented in writing. 3.1.5.11. Points to the letters that are identical within a word. 3.1.5.12. Points to the word said among the written forms of words of different lengths.	Direct instruction can be provided for all the target behaviours in goal 3.1.5., and these skills can also be developed effectively and permanently through games and enjoyable activities. In addition, through incidental teaching, aims relating to the targeted skills must be embedded within daily routines (feeding, free time, book reading, etc.) and repetitions must be made. For all the target behaviours in goal 3.1.5., it is important that individuals encounter written materials frequently and are able to access them. In all activities, and especially during book reading activities, print awareness must be developed by emphasising the features of print (for example, the left-to-right direction of print can be emphasised by pointing to the print on the page, saying "I am starting to read from here." and following the print with the finger for a while). For blind individuals, object books/tactile books written in Braille appropriate to individuals' cognitive levels must be prepared without fail For target behaviour 3.1.5.3., following with the finger from time to time on written materials and pointing with the finger to the written form of the word said are important for individuals to develop the concept of the word. For target behaviour 3.1.5.4., assessment must be made by presenting 3-4 visuals, one of which is a letter and the others letter-like shapes (?, <, ±, ∞, f, l, etc.). For blind individuals, since all the dot numbers represent a letter, the individual may be asked to discriminate letters among tactilely embossed shapes. Target behaviours 3.1.5.6. and 3.1.5.7. must be exempted for blind individuals (In the Braille alphabet a separate symbol is used for capital letters. Since these symbols are not taught in the early literacy period, the capital-lower case distinction must not be expected of the individual). For target behaviour 3.1.5.10., the individual must be asked to discriminate the identical word by presenting the target word (for example kömür) together with 2-3 words similar in spelling but different (kemer, körük, küme, etc.) and an identical copy of the target word. For blind individuals, words with similar Braille dot numbers must be used. For target behaviour 3.1.5.12., a word with a long (for example sandalye) or

Section	Goals	Target Behaviours	Explanations
			short (for example su) pronunciation is said to the individual and he/she is asked which of the 2-3 words shown to him/her it might be. As an example, two cards on which the words “sandalye” and “su” are written are shown to the individual and, by giving an instruction such as “Which one do you think says sandalye?”, it is assessed whether the individual is aware that a word with a long pronunciation must also be long in its written form.
Section 3.1. Early Literacy	3.1.6. Says the names and sounds of letters.	Low-Vision 3.1.6.1. Points to the letter said to him/her among four capital letters. 3.1.6.2. Points to the letter said to him/her among four lower-case letters. 3.1.6.3. Says the name of the capital letter shown to him/her. 3.1.6.4. Says the name of the lower-case letter shown to him/her. 3.1.6.5. Points to the sound said to him/her among four capital letters. 3.1.6.6. Points to the sound said to him/her among four lower-case letters. 3.1.6.7. Says the sound of the capital letter shown to him/her. 3.1.6.8. Says the sound of the lower-case letter shown to him/her. Blind 3.1.6.9. Points to the letter said to him/her among four letters. 3.1.6.10. Says the name of the letter he/she touches. 3.1.6.11. Points to the sound said to him/her among four letters. 3.1.6.12. Says the sound of the letter he/she touches.	In goal 3.1.6., letter knowledge and phonological awareness activities must be presented together. When presented together, both phonological awareness and letter knowledge develop faster, and the subsequent process of learning to read is carried on more successfully. Presenting them together requires emphasis on both the names and the sounds of letters. Direct instruction can be provided for all the target behaviours in goal 3.1.6., and these skills can also be developed effectively and permanently through games and enjoyable activities. In addition, through incidental teaching, aims relating to the targeted skills must be embedded within daily routines (feeding, free time, book reading, etc.) and repetitions must be made. For all the target behaviours in goal 3.1.6., it is important that individuals encounter written materials frequently and are able to access them. In all activities, and especially during book reading activities, letter knowledge must be developed by emphasising letters (for example, “Look, there are lots of the letter ‘s’ on this page. Let’s count them. Now let’s count only the lower-case ones.”, and letter knowledge is thus supported). For blind individuals, object books/tactile books written in Braille appropriate to individuals’ cognitive levels must be prepared without fail.

Section	Goals	Target Behaviours	Explanations
Section 3.2. Initial Reading and Writing	3.2.1. Uses the appropriate reading and writing tool.	3.2.1.1. Uses the sense of touch in his/her daily tasks. 3.2.1.2. Uses the sense of hearing in his/her daily tasks. 3.2.1.3. Uses the sense of vision in his/her daily tasks. 3.2.1.4. Uses print as a reading and writing tool. 3.2.1.5. Uses Braille as a reading and writing tool.	For the target behaviours in goal 3.2.1., a sensory channels observation form must be used in order to determine which sensory channel the individual uses more dominantly.
Section	Goals	Target Behaviours	Explanations
Section 3.2. Initial Reading and Writing	3.2.2. Discriminates the sound introduced.	Low-Vision 3.2.2.1. Points to the visuals of the words beginning with the sound introduced.	Target behaviours 3.2.2.1., 3.2.2.3, 3.2.2.5. and 3.2.2.6. can be achieved through sound matching and discrimination skills. One must start with matching first. For matching, for example, the visuals (tactile symbols) of two words

Section	Goals	Target Behaviours	Explanations
		3.2.2.2. States the sound with which the words beginning with the sound introduced begin. 3.2.2.3. Points to the visuals of the words ending with the sound introduced. 3.2.2.4. States the sound with which the words ending with the sound introduced end. Blind 3.2.2.5. Points to the tactile symbols of the words beginning with the sound introduced. 3.2.2.6. States the sound with which the words beginning with the sound introduced begin. 3.2.2.7. Points to the tactile symbols of the words ending with the sound introduced. 3.2.2.8. States the sound with which the words ending with the sound introduced end.	beginning/ending with the sound introduced and of words beginning/ending with a different sound must be shown, the words must be said, and then the individual must be asked to point to those beginning/ending with the same sound (the sound introduced). For discrimination, the individual must be presented with a set consisting of the visuals (tactile symbols) of two words beginning/ending with the same sound and the visual (tactile symbol) of one word beginning/ending with the sound introduced. For each application, words consisting of at least four sets and their visuals (tactile symbols) must be used. For target behaviours 3.2.2.5. and 3.2.2.7., the instruction, with the sound introduced pronounced, must be "Show the one that begins with ...!" (discrimination) "Show the ones that begin with ...!" (matching), and for discrimination "Which word does not begin with ...? Show it!". These target behaviours can be arranged as a choice from three visuals or four visuals according to the individual's cognitive level (The individual with visual impairment is expected to examine the Braille text by touch and then to point to it.). For target behaviours 3.2.2.6. and 3.2.2.8., the words must be presented to the individual together with their visuals (objects or tactile symbols) and said. When saying them, the sound to be taught must be emphasised. Although the teaching order of the sound groups is determined in the curriculum, the sounds the individual can produce must be taken into account in the ordering of the sounds to be introduced.
Section 3.2. Initial Reading and Writing	3.2.3. Adjusts the reading position.	Low-Vision 3.2.3.1. Sits upright. 3.2.3.2. Positions the material he/she will read appropriately to the reading distance and to his/her need. Blind 3.2.3.3. Sits upright. 3.2.3.4. Holds the paper flat and in such a way as to be able to follow the line with both hands.	For target behaviour 3.2.3.4., while the individual recognises the Braille dots with the fingertip of one hand, he/she follows the letters coming up on the same line with the fingertip of the other hand.
Section	Goals	Target Behaviours	Explanations
Section 3.2. Initial Reading and Writing	3.2.4. Reads the sound introduced.	Low-Vision 3.2.4.1. Reads the lower-case letter of the sound introduced. 3.2.4.2. Reads the capital letter of the sound introduced. Blind 3.2.4.3. Reads the sound introduced.	Together with the work done for all the target behaviours in goal 3.2.4., care must be taken that the individual sits upright while reading and holds the book/notebook at a distance appropriate to his/her own field of vision. When a sound is introduced, a link must be established without fail with what was done at the stage of discriminating the sound introduced.

Section	Goals	Target Behaviours	Explanations
		3.2.4.4. States the dot numbers of the letter of the sound introduced. 3.2.4.5. States that a letter written using the capital letter sign is a capital letter.	For target behaviour 3.2.4.5., while different symbols are used for capital and lower-case writing of letters in print, in Braille a symbol (dot 6) is written before the letter in order to indicate that the letter is a capital. Thus the individual understands that the letter is written as a capital. The individual must be expected to state whether the letter is written as a capital or a lower-case letter.
Section 3.2. Initial Reading and Writing	3.2.5. Points to the sound introduced among the other letters.	Low-Vision 3.2.5.1. Points to the lower-case letter of the sound introduced among the other sounds. 3.2.5.2. Points to the lower-case letter of the sound introduced within words. 3.2.5.3. Points to the capital letter of the sound introduced among the other sounds. 3.2.5.4. Points to the capital letter of the sound introduced within words. Blind 3.2.5.5. Points to the letter of the sound introduced among the other letters. 3.2.5.6. Points to the letter of the sound introduced within words. 3.2.5.7. Points to the sounds written with the capital letter sign among lower-case letters. 3.2.5.8. Points to the sounds written with the capital letter sign within words.	For all the target behaviours in goal 3.2.5., using the letters/words written in different typefaces as well serves generalisation (use of different typefaces can be used for low-vision individuals).
Section 3.2. Initial Reading and Writing	3.2.6. Adjusts the writing position.	Low-Vision 3.2.6.1. Sits upright. 3.2.6.2. Holds the paper and pencil appropriately for writing. Blind 3.2.6.3. Sits upright. 3.2.6.4. Opens the Braille slate and places the paper in it. 3.2.6.5. Holds the Braille stylus appropriately. 3.2.6.6. While following the cells with one hand, prepares to write from right to left with the other hand. 3.2.6.7. Places paper in the Braille writer. 3.2.6.8. Places his/her fingers appropriately on the keys of the Braille writer.	For all the target behaviours in goal 3.2.6., no prerequisite or order of priority has been considered. According to the individual's need, guidance must be given towards the use of a Braille slate and/or Braille writer.
Section	Goals	Target Behaviours	Explanations
Section 3.2. Initial Reading and Writing	3.2.7. Writes the sound introduced.	Low-Vision 3.2.7.1. Writes the lower-case letter of the sound introduced by looking at the model. 3.2.7.2. Writes the capital letter of the sound introduced by	For all target behaviours in goal 3.2.7., care must be taken that the individual sits so as to lean properly towards the notebook and write comfortably, and holds the notebook at a distance suited to their own viewing and writing range (For blind individuals, the writing position on the Braille slate or typewriter must

Section	Goals	Target Behaviours	Explanations
		looking at the model. 3.2.7.3. Writes the sound introduced when it is said. Blind 3.2.7.4. Writes the letter of the sound introduced by touching the model. 3.2.7.5. Writes the sound introduced by touching its model written with the capital letter sign. 3.2.7.6. Writes the introduced sound when it is said.	be observed.). For target behaviours 3.2.7.2. and 3.2.7.3., modelling of how the letter the individual is asked to write is formed must be provided as many times as the individual needs. Writing the letter properly between the lines matters as much as writing it in line with the letter's stroke direction and rules. For this reason, the drawing of the letter must be verbalised each time it is modelled. Then the letter the individual is asked to write must be written in their notebook as a sample. The individual must be asked to write by looking at this model. If, after modelling, the individual cannot fit the letter between the lines, writes in the wrong direction, or cannot place the start and end points correctly, visual cues such as highlighting the line for writing the letter, tracing dots forming the letter, marking start and end points, and indicating direction with an arrow must be used. In addition, adaptations such as contrast and line spacing width must be made in the writing materials for low-vision individuals. For target behaviours 3.2.7.4. and 3.2.7.5., the individual must be asked to examine the letter written in Braille carefully by touch, and then to write that letter on the slate themselves. When the individual confuses dot numbers, they must be asked to examine the model again and be supported while writing on the slate when needed. The letters the individual writes correctly must be shown and reinforced with "You wrote it very well!", while incorrectly written letters must not be dwelt upon. For target behaviour 3.2.7.5., if the individual cannot write the sound when it is said, the symbol of the said sound must be shown briefly, then covered, and the sound must be said again with a request to write it. After writing, the letter written must be compared with the model by uncovering it.
Section	Goals	Target Behaviours	Explanations
Section 3.2. Initial Reading and Writing	3.2.8. Reads the introduced sound within syllables and words.	Low-Vision 3.2.8.1. Reads syllables formed from the introduced sounds. 3.2.8.2. Reads words formed from syllables containing the introduced sounds. 3.2.8.3. Points to the pictures of the words read. Blind 3.2.8.4. Reads syllables formed from the introduced sounds. 3.2.8.5. Reads words formed from syllables containing the	For target behaviours 3.2.8.1. and 3.2.8.4., reading the introduced sound with elongation and blending it with the other sound is a strategy that eases decoding. For target behaviours 3.2.8.1. and 3.2.8.2., the introduced sound must be combined with previously taught sounds to form syllables and words that are as meaningful as possible, and these must be read and written. For target behaviour 3.2.8.2., when reading words the stages split-into-syllables, read, blend, read must be followed. For example, the

Section	Goals	Target Behaviours	Explanations
		introduced sounds. 3.2.8.6. Points to the tactile symbols of the words read.	individual must be asked to read a word formed from known syllables (tulip, hazel, etc.). For target behaviours 3.2.8.3. and 3.2.8.6., matching the words read with their pictures (tactile symbols) is preparation for reading comprehension skills.
Section 3.2. Initial Reading and Writing	3.2.9. Writes the introduced sound within syllables and words.	Low-Vision/Blind 3.2.9.1. Writes syllables formed from the introduced sounds by looking/touching. 3.2.9.2. Writes syllables formed from the introduced sounds when they are said. 3.2.9.3. Writes words formed from syllables containing the introduced sounds by looking/touching. 3.2.9.4. Writes words formed from syllables containing the introduced sounds when they are said.	For target behaviours 3.2.9.2. and 3.2.9.4., writing on dictation is an important stage in the individual's decoding of sounds. This stage must not be skipped. For target behaviours 3.2.9.1. and 3.2.9.3., the phrase "writes by looking" means, for blind individuals, writing the sample sound/letter/sentence by touching a model written in Braille.
Section 3.2. Initial Reading and Writing	3.2.10. Reads the sound within sentences and texts.	Low-Vision/Blind 3.2.10.1. Reads sentences formed from the introduced sounds. 3.2.10.2. Reads texts formed from the introduced sounds.	For all target behaviours in goal 3.2.10., sentences and texts must be formed from words containing the introduced sound and previously taught sounds. To make the sentences and texts meaningful, pictures (tactile symbols and objects) may be used for words made up of sounds the individual has not yet learned. For target behaviour 3.2.10.2., having texts read repeatedly serves both the development of reading speed and reading comprehension.
Section 3.2. Initial Reading and Writing	3.2.11. Writes the sound within sentences.	Low-Vision/Blind 3.2.11.1. Writes sentences containing the introduced sounds by looking/touching. 3.2.11.2. Writes sentences containing the introduced sounds when they are said.	For all target behaviours in goal 3.2.11., during instruction the individual's attention must be drawn to spelling rules, and which rule it is and for what purpose it is used must be taught. In target behaviour 3.2.11.1., the phrase "by looking" means "by touching" for blind individuals.
Section	Goals	Target Behaviours	Explanations
Section 3.2. Initial Reading and Writing	3.2.12. Writes neatly.	Low-Vision 3.2.12.1. Writes while tracking the line. 3.2.12.2. Writes sentences leaving appropriate space between words. 3.2.12.3. Writes words leaving appropriate space between letters. 3.2.12.4. Writes texts leaving appropriate space between sentences. Blind 3.2.12.5. Writes while tracking the line. 3.2.12.6. Writes on the Braille slate/typewriter leaving one cell of space between words. 3.2.12.7. Writes on the Braille slate/typewriter without	For all target behaviours in goal 3.2.12., notebook adaptations (marking lines in red, splitting a line in two with colour, etc.) may be made. While teaching these target behaviours, samples of neat handwriting must first be shown to the individual, the individual must be motivated, and how to write must be modelled (These adaptations may be made for low-vision individuals.).

Section	Goals	Target Behaviours	Explanations
		skipping cells between letters. 3.2.12.8. Writes texts leaving appropriate space between sentences.	
Section 3.2. Initial Reading and Writing	3.2.13. Answers questions asked about the sentence and text containing the introduced sound.	Low-Vision/Blind 3.2.13.1. Answers simple questions about the sentence after reading sentences containing the introduced sounds. 3.2.13.2. Answers simple questions about the text after reading texts containing the introduced sounds.	In target behaviour 3.2.13.1., the questions you will ask for sentence comprehension must be prepared according to each element of the sentence. For target behaviour 3.2.13.2., having a picture that depicts the text and talking about the picture before the text is read eases comprehension (For blind individuals, an object related to the text or embossed pictures may be examined.). Questions must be formed about the actions, people and objects in the text and must target the information units in the text. To make the sentences and texts meaningful, pictures may be used for words made up of sounds the individual has not yet learned.
Section 3.2. Initial Reading and Writing	3.3.1. Reads the text aloud accurately and fluently.	3.3.1.1. Reads without syllabifying. 3.3.1.2. Reads the words in the text correctly. 3.3.1.3. Reads fluently.	For target behaviour 3.3.1.1., reading without syllabifying means reading without dwelling on sounds and syllables. To determine the number of correct words read without syllabifying, the unit must be "number of words read without syllabifying in the whole text". For target behaviour 3.3.1.3., fluent reading has three components: accurate reading, reading speed, and reading with stress and intonation (prosody). For individuals who read accurately and without syllabifying, fluent reading and reading with stress and intonation may also be targeted. To determine fluent reading performance, the unit must be "number of words read per minute". For goal 3.3.1., the model reading-repeated reading or model reading-repeated reading-error correction technique may be used as a strategy package, or selected from among these strategies, to develop the target behaviours in this goal.

Section	Goals	Target Behaviours	Explanations
Section 3.3. Fluent Reading and Reading Comprehension	3.3.2. Identifies the elements in text structures.	Low-Vision/Blind 3.3.2.1. Identifies the main character/characters of the fictional text. 3.3.2.2. Identifies the supporting characters of the fictional text. 3.3.2.3. Identifies the place where the event in the fictional text occurs. 3.3.2.4. Identifies the time when the event in the fictional text occurs. 3.3.2.5. Identifies the main events in the fictional text. 3.3.2.6. Identifies the description sections in the	Fictional text includes genres such as fables, stories, tales and novels. Informational text includes genres such as texts in course books (description, cause-effect, problem-solution, comparison, sequencing), articles, columns, etc. For goal 3.3.2., text structure instruction must be provided so that the student can identify text structure elements. In text structure instruction only one genre must be taught, and only then should another text genre be moved on to. In text structure instruction, the sections of the text must be introduced in a diagram suited to the text genre, a text must be read and the text elements filled into the diagram, the placement into the diagram must be repeated with several texts of the same genre in different sessions, and then another text of the same genre

Section	Goals	Target Behaviours	Explanations
		informational text. 3.3.2.7. Identifies the sections with cause-effect relationships in the informational text. 3.3.2.8. Identifies the comparison sections in the informational text. 3.3.2.9. Identifies the sequencing sections in the informational text. 3.3.2.10. Identifies the problem-solution sections in the informational text.	must be given and the student guided in filling in the diagram. This process must continue for several sessions with different texts of the same genre. This instruction must be maintained until the student becomes independent in filling in the diagram, answers comprehension questions correctly, or retells the text in order including all important information units. At the end of the sessions, text comprehension questions must be asked of the student. In text structure instruction, the student must also be made aware of which genre the text whose structure is taught belongs to, by being given texts of various genres.
Section 3.3. Fluent Reading and Reading Comprehension	3.3.3. Applies pre-reading text comprehension strategies.	Low-Vision/Blind 3.3.3.1. Determines the purpose of reading before reading. 3.3.3.2. Makes predictions about the content of the text based on the picture in the text. 3.3.3.3. Makes predictions about the content of the text based on the title of the text.	Text comprehension is a dynamic process. Pre-reading, during-reading and post-reading strategies must be used together (see goals 3.3.3., 3.3.4. and 3.3.5.). The process must be applied by reading the explanations written for these goals. After the process is applied, text comprehension questions must be asked of the individual. For target behaviour 3.3.3.1., the purpose for which the text will be read must be discussed together with the individual (for example, to learn about lions, to make a summary, to answer questions, to learn how a task is done, etc.). Thus you can ensure that the individual reads purposefully. This affects the individual's reading style. For target behaviours 3.3.3.2. and 3.3.3.3., the individual's predictions about the text to be read must be elicited from the visual (embossed picture/tactile symbol) and the title, by having them preview the text for 1-2 minutes. Previewing must be done by reading the headings in the text, if any, and the opening sentences of the text. The predictions you receive from the individual must be written down and compared with what is in the text once reading begins. For target behaviour 3.3.3.2., what is in the picture related to the text is described to the individual. For example, an individual is sitting on the grass, petting the head of the dog lying beside them. After describing, the individual is asked to make a prediction about the content of the text based on this description. In target behaviour 3.3.3.2., after the picture in the text is described, the individual makes predictions about the content of the text based on the description. Based on the embossed picture in the text, the individual makes predictions about the content of the text.

Section	Goals	Target Behaviours	Explanations
Section 3.3. Fluent Reading and Reading Comprehension	3.3.4. Applies during-reading text comprehension strategies.	Low-Vision/Blind 3.3.4.1. Distinguishes important information in the text from unimportant information. 3.3.4.2. Makes a prediction about the content of the next paragraph after reading each paragraph. 3.3.4.3. Rereads the parts not understood by slowing down.	For target behaviour 3.3.4.1., what is meant by important information varies by text genre. Important information units make up the structure of the text. For example, the important information units of story-genre texts are setting, time, character, problem, attempts made to solve the problem, outcome, and the protagonist's reaction to the event. For the individual to distinguish important information from unimportant information, they need text structure awareness. In addition, the teacher must model how important information is identified by thinking aloud. While important information is identified, it must either be underlined or placed into a diagram suited to the text structure (story map, comparison chart, concept map, flow chart, etc.). Blind individuals may be asked to take notes of the important information. For target behaviour 3.3.4.2., eliciting the individual's predictions at each paragraph before moving to the next and comparing them with earlier predictions plays a role in the individual's combining prior knowledge with what is in the text, and thus in comprehending the text. For this reason, pre-reading, during-reading and post-reading strategies must be used together. For target behaviour 3.3.4.3., modelling and guidance must be provided to teach the individual this target behaviour. At the same time, the teacher must explain why they are doing this.
Section 3.3. Fluent Reading and Reading Comprehension	3.3.5. Applies post-reading text comprehension strategies.	Low-Vision/Blind 3.3.5.1. Discusses the text. 3.3.5.2. Compares their own predictions with the text content. 3.3.5.3. Generates questions about the text. 3.3.5.4. Retells the text orally. 3.3.5.5. Writes a summary of the text.	For target behaviour 3.3.5.2., the predictions made before and during reading must be compared with the text content after reading. For target behaviours 3.3.5.3., 3.3.5.4. and 3.3.5.5., the individual's knowing the text structure is a prerequisite. For target behaviour 3.3.5.5., cumulative retelling must be used when teaching text retelling. The individual must be made to read the first section of the text and retell it, then read the second section and retell it, and then be asked to retell the first and second sections together. This work must be carried on cumulatively for the rest of the text. Text comprehension questions must be asked of the individual. To help the individual retell the text orally, work must be done using texts with important information underlined and diagrams showing important information units, and by asking questions. For target behaviour 3.4.4.5., in order to help the individual summarise the text in writing, work must be done using texts with important information underlined and diagrams showing important information units, by asking questions and by using structured summary forms.

Section	Goals	Target Behaviours	Explanations
Section 3.3. Fluent Reading and Reading Comprehension	3.3.6. Uses visuals to comprehend what is read.	Low-Vision 3.3.6.1. Uses the graphs in the text. 3.3.6.2. Uses the tables in the text. 3.3.6.3. Uses the figures in the text. Blind 3.3.6.4. Uses the embossed graphs in the text. 3.3.6.5. Uses the tables written in Braille in the text. 3.3.6.6. Uses the embossed figures in the text.	For target behaviours 3.3.6.1., 3.3.6.2. and 3.3.6.3., texts with graphs, tables and figures must be used. How these reference sources are used to comprehend the text must be modelled. For example, the relevant section referring to the graph must be read, the graph reviewed, and the relevant section compared with the graph. Text comprehension questions must be asked of the individual.
Section 3.3. Fluent Reading and Reading Comprehension	3.3.7. States the main idea and the subject of the text.	Low-Vision/Blind 3.3.7.1. States the subject of the text. 3.3.7.2. States the supporting ideas that back up the main idea. 3.3.7.3. States the main idea of the text.	In informational texts each paragraph may have a main idea. In fictional texts, however, the main idea can be found by making inferences from the whole text. When finding the main idea in fictional texts is taught, the supporting ideas are underlined. These are placed into a diagram or a visual (for example, a table may be drawn with the supporting ideas written on the table legs and the main idea on the tabletop). The main idea must be reached by talking about the supporting ideas. Embossed diagrams may be used for blind individuals. How the individual will place the supporting ideas into this diagram and how they will examine the embossed borders of the diagram is modelled.
Section 3.3. Fluent Reading and Reading Comprehension	3.3.8. Uses the words and phrases newly learned in the text in line with their meaning.	Low-Vision 3.3.8.1. Marks the words whose meaning they do not know. 3.3.8.2. Predicts the meanings of words/phrases they do not know from the visual. 3.3.8.3. Predicts the meanings of words/phrases they do not know from the relevant paragraph. 3.3.8.4. Finds the meanings of words/phrases they do not know in the dictionary. 3.3.8.5. Uses the words/phrases newly learned in line with their meaning. Blind 3.3.8.6. Takes notes of the words whose meaning they do not know. 3.3.8.7. Predicts the meanings of words/phrases they do not know from the embossed visual/figure/object symbol. 3.3.8.8. Predicts the meanings of words/phrases they do not know from the relevant paragraph. 3.3.8.9. Finds the meanings of words/phrases they do not know in the dictionary. 3.3.8.10. Uses the words/phrases newly learned in line with their meaning.	Words and phrases include idioms, proverbs, terms and figurative meanings. Different teaching methods may be used when teaching unknown concepts, idioms, terms, words, etc. One of these is "Direct Instruction". Words must be defined using simple explanations, examples, synonyms and antonyms. Another is "Diagram Management". One of the graphic organisers most used in vocabulary instruction in particular is semantic networks, which help learners understand relations between words. In this strategy a particular word is written in the middle of the page/board; then other related words, expressions, features or examples related to that word are written on the rest of the page and connected to the central word. Thus the meaning of the word is defined together with its related features. For target behaviour 3.3.8.3., context clues, that is reading the sentence containing an unknown word and the sentences before and after it, is an important strategy for inferring the meaning of the word. The aim of this strategy is to find a clue in the sentence that provides some information about the word's meaning, such as an example, a contrast, a comparison or an analogy, a definition or a restatement that builds the word's meaning. Individuals must be shown a model of how they can find the context clues given within the text. For target behaviour 3.3.8.5., the individual must be enabled to use the words/phrases they have newly learned in their written expression, their speech, and the sample sentences they give

Section	Goals	Target Behaviours	Explanations
Section 3.4. Listening Comprehension	3.4.1. Follows listening rules.	Low-Vision/Blind 3.4.1.1. Listens to the speaker quietly. 3.4.1.2. Makes eye contact with the speaker while listening. 3.4.1.3. Gives attention to what the speaker says. 3.4.1.4. Sustains attention to what the speaker says. Blind 3.4.1.5. Listens to the speaker quietly. 3.4.1.6. Turns towards the speaker while listening. 3.4.1.7. Gives attention to what the speaker says. 3.4.1.8. Sustains attention to what the speaker says.	For target behaviour 3.4.1.4., a self-monitoring strategy may be used to sustain attention. When applying this strategy, the individual's attention span is first determined. A goal is set to increase this span. The individual is given a chart with two columns prepared as I am paying attention and I am not paying attention. Together with the individual, states of paying and not paying attention are defined (what they are doing when they pay attention, what they are doing when they do not). A warning tone is given at varying intervals between 10 and 90 seconds, and the individual is asked to mark the "I am paying attention" column if attending at that moment and the "I am not paying attention" column if not. When "I am paying attention" is marked at a rate of 80%, the individual is given the reward they chose beforehand. This practice is ended when they sustain attention for the targeted duration. For blind individuals, an "I am paying attention" box and an "I am not paying attention" box are arranged. A warning tone is given at varying intervals between 10 and 90 seconds, and the individual is asked to drop the given symbols into the "I am paying attention" box if attending at that moment and into the "I am not paying attention" box if not. When the "I am paying attention" box is 80% full, the individual is given the reward they chose beforehand. To ensure the permanence of target behaviours and increase their duration, it is important to reinforce the target behaviours the individual displays correctly. At this point the most suitable and effective reinforcer for the individual must be chosen, and the individual's appropriate listening behaviours must be described and reinforced.
Section 3.4. Listening Comprehension	3.4.2. Points to the described object, object picture, action picture and event picture.	Low-Vision 3.4.2.1. Points to the described object. 3.4.2.2. Points to the described object picture. 3.4.2.3. Points to the described action picture. 3.4.2.4. Points to the described event picture. Blind 3.4.2.5. Selects the described object from among different objects in front of them. 3.4.2.6. Points to the embossed drawn picture of the described object. 3.4.2.7. Points to the embossed drawn picture depicting the described action. 3.4.2.8. Points to the embossed drawn picture depicting the described event.	For all target behaviours in goal 3.4.2., the individual must be asked to point to the described one from among at least two examples. In all target behaviours, the skill may be made harder by making the common elements in the described picture and the pictures chosen as negative examples resemble one another. The description sentences to be used for the object, action or event picture must also be determined in line with the individual's performance. "Planned conversation" must be used as the teaching method to establish the target behaviours.
Section	Goals	Target Behaviours	Explanations
Section 3.4. Listening Comprehension	3.4.3. Carries out instructions given within the daily routine.	Low-Vision/Blind 3.4.3.1. Carries out instructions given to them within the	For all target behaviours in goal 3.4.3., care must be taken that instructions are given once. If individuals cannot do it, the instructions must be simplified.

Section	Goals	Target Behaviours	Explanations
		daily routine. 3.4.3.2. Carries out instructions given to the group within the daily routine.	For target behaviour 3.4.3.1., work must begin with simple instructions. Care must be taken to use concepts the individual knows in the chosen instructions (for example "Walk two steps forward! Then turn around! Jump three steps!"). The number of words in the instruction sentences and the number of instructions must be determined according to the individuals' performance. For target behaviour 3.4.3.2., care must be taken that instructions given to the group are read or said so that the individuals can hear them comfortably.
Section 3.4. Listening Comprehension	3.4.4. Carries out instructions requiring listening and following skills in the order given.	Low-Vision 3.4.4.1. Carries out instructions involving gross motor skills in the order given. 3.4.4.2. Carries out instructions involving drawing skills in the order given. Blind 3.4.4.3. Carries out instructions involving gross motor skills in the order given. 3.4.4.4. Carries out instructions involving fine motor skills in the order given.	According to the individual's performance, instructions must be increased starting from single instructions towards multiple instructions. The individual must know the concepts in the instructions given. For target behaviour 3.4.4.1., an example is "Hold the ball, move three steps forward, throw it into the box!" For target behaviour 3.4.4.2., the individual must be given instructions involving skills such as writing, colouring, drawing and marking. Example: "Draw two apples on the picture of the tree!" For target behaviour 3.4.4.3., the individual must be given instructions in which they can use their fine motor muscles. Example: "Drop 3 beads into the box in front of you!"
Section 3.4. Listening Comprehension	3.4.5. Retells narratives of various genres whose pictures are shown, after listening to them.	Low-Vision/Blind 3.4.5.1. Retells fictional narratives after listening to them. 3.4.5.2. Retells informational narratives after listening to them.	For target behaviour 3.4.5.1., you may use sequenced cards depicting an event or a single picture containing several events. In this target behaviour, for blind individuals, cards made of embossed pictures or cards made of objects arranged in event order that individuals can examine by touch and understand the plot must be used. For target behaviour 3.4.5.2., informational narratives may be describing an entity or a place, comparing two entities or places, explaining a problem, its cause and solution, or recounting the order of an activity carried out in sequence. For example, a picture of a cat is shown (For blind individuals, a realistic toy cat is given for them to examine.) and the cat's features are talked about; then the picture is shown and the individual is asked to retell what you have described. Short narratives of a few sentences must be started with first. In long narratives of five to ten sentences, breaks must be taken and the individual asked to retell what has been narrated up to that moment. Then narration must continue and, pausing again, the individual asked to retell what has been narrated from the beginning up to that moment, thus using the "cumulative retelling" technique.

Section	Goals	Target Behaviours	Explanations
Section 3.4. Listening Comprehension	3.4.6. Answers related questions after listening to narratives of various genres whose pictures are shown.	Low-Vision/Blind 3.4.6.1. Answers related questions after listening to fictional narratives. 3.4.6.2. Answers related questions after listening to informational narratives.	For all target behaviours in goal 3.4.6., the "planned conversation" teaching method must be used. Pictures or picture books may be used as materials (For blind individuals, objects, tactile symbols and embossed pictures must be used as materials.). When conducting a planned conversation, the narratives in question must first be delivered by the teacher together with the pictures/objects. Individuals' language and expression must be developed and their speech supported. Then questions must be posed without removing the pictures/objects/tactile symbols from in front of the individual. For target behaviour 3.4.6.1., fictional text genres include stories, fables, tales, etc. For target behaviour 3.4.6.2., informational genres may take description, sequencing, cause-effect, problem-solution or comparison structures. Example of the sequential type: Planting a flower. Example of the descriptive type: Describing a place, an occupation, an entity. Example of the cause-effect type: Carelessness and its consequences. Example of the problem-solution type: Falling out with a friend. Example of the comparison type: Comparing two places (a grocer's and a supermarket).
Section 3.4. Listening Comprehension	3.4.7. States the differences between the sentences and texts they listen to.	Low-Vision/Blind 3.4.7.1. States the differences between the two sentences they listen to. 3.4.7.2. States the differences between the two short 3-4 sentence texts they listen to.	For target behaviour 3.4.7.1., one difference must be set between the two sentences (For example "My mother is knitting me a cardigan." and "My mother is knitting me a jumper."). For target behaviour 3.4.7.2., elements such as characters, actions and features in the texts may be varied. The number of differences must be arranged according to the individual's performance.
Section	Goals	Target Behaviours	Explanations
Section 3.4. Listening Comprehension	3.4.8. Uses pre-listening strategies.	Low-Vision 3.4.8.1. Determines the purpose of listening. 3.4.8.2. Makes a prediction about the text to be listened to based on the visuals. 3.4.8.3. Makes a prediction about the text to be listened to based on the title. Blind 3.4.8.4. Determines the purpose of listening. 3.4.8.5. Makes a prediction about the text to be listened to based on the objects/embossed figures/tactile symbols examined. 3.4.8.6. Makes a prediction about the text to be listened to based on the title.	Listening comprehension is a dynamic process. Pre-listening, during-listening and post-listening strategies must be used together (see goals 3.4.8., 3.4.9. and 3.4.10.). The process must be applied by reading the explanations written for these goals. After the process is applied, the text listened to must either be retold or questions must be asked. For target behaviour 3.4.8.1., discuss with the individual for what purpose they will listen to the text (for example, to learn about lions, to learn how a task is done, etc.). Thus the individual's purposeful listening must be ensured. For target behaviours 3.4.8.5. and 3.4.8.6., the individual's predictions about the text you will have them listen to must be elicited from the visual (for blind

Section	Goals	Target Behaviours	Explanations
			individuals, the object or embossed figure they are asked to examine) and the title. A break must be taken after part of the text has been narrated or read. The extent to which the predictions they developed match what they heard must be discussed.
Section	Goals	Target Behaviours	Explanations
Section 3.4. Listening Comprehension	3.4.9. Uses during-listening strategies.	Low-Vision/Blind 3.4.9.1. Responds appropriately to the speaker's non-verbal messages. 3.4.9.2. States the important information units by following the cues about the structure of the information presented. 3.4.9.3. Answers questions asked about the emphasised information by attending to verbal stress. 3.4.9.4. Makes predictions about how events will develop based on what they listen to. 3.4.9.5. Makes predictions about the outcome of events based on what they listen to. 3.4.9.6. Predicts the meaning of words they do not know in the narratives they listen to. 3.4.9.7. Takes notes of the main outline of the narrative they listen to.	For target behaviour 3.4.9.1., you can tell appropriate responding from behaviours such as the individual giving you their attention, raising a hand, taking notes, etc. This target behaviour must be waived for blind individuals, as they cannot notice the facial expressions and gestures of the person speaking to them. For target behaviour 3.4.9.2., connective expressions (first, then, compared to, firstly, etc.) and attention expressions (this is important, now we will learn something else) must be used in the narratives. The individual must be asked to listen to you by following these expressions. For target behaviour 3.4.9.2. Teaching method 1: Before the narration, by asking questions suited to the text structure/measuring the important information units in the text, or by giving the questions in writing, the instruction "Listen to this narrative in order to answer these questions!" must be given. Teaching method 2: When teaching all target behaviours, the teacher must first choose the appropriate diagram. While reading the text/giving a fictional or informational narration, they must place into the diagram pictures (tactile symbols) depicting the text elements or the information in the text. Then they must read the narrative to the individuals again. Individuals must be asked to answer the questions. This instruction must be repeated with several text samples for each target behaviour. Then the diagram must be given to the individual and they must be asked to place the pictures (tactile symbols) or information units into the diagram independently while listening. For target behaviour 3.4.9.4., a break must be taken after part of the text you have them listen to has been narrated or read. The individual must be asked to make predictions about what comes next. Then reading and narrating the text must continue, and the extent to which the individual's predictions match what they heard must be discussed. For target behaviour 3.4.9.6., the individual must be asked to predict words they

Section	Goals	Target Behaviours	Explanations
			do not know from the context. They must be guided to find the words they cannot predict in the dictionary. For target behaviour 3.4.9.7., the individual must be taught note-taking strategies such as writing in abbreviated form and leaving blanks where they cannot keep up. In addition, note-taking strategies must be taught to individuals by providing guide notes and fill-in-the-blank notes/diagrams.
Section 3.4. Listening Comprehension	3.4.10. Uses post-listening strategies.	Low-Vision/Blind 3.4.10.1. States the subject of the narrative they listened to. 3.4.10.2. States their views about what they listened to. 3.4.10.3. Retells a summary of what they listened to.	If the individual takes notes while listening, they must be taught to perform the target behaviours by making use of their notes/diagrams. If they do not take notes, the teacher must enable the individual to reach these target behaviours through questions.
Section 3.4. Listening Comprehension	3.5.1. Writes by forming sentences.	Low-Vision 3.5.1.1. Writes by forming a sentence suited to the given visual. 3.5.1.2. Writes by forming a well-formed and meaningful sentence from the given words. 3.5.1.3. Writes the incorrectly given sentence by correcting it so that it is well-formed and meaningful. 3.5.1.4. Writes the incomplete sentence by completing it so that it is well-formed and meaningful. Blind 3.5.1.5. Writes by forming a sentence suited to the given object. 3.5.1.6. Writes by forming a well-formed and meaningful sentence from the given words. 3.5.1.7. Writes the incorrectly given sentence by correcting it so that it is well-formed and meaningful. 3.5.1.8. Writes the incomplete sentence by completing it so that it is well-formed and meaningful.	For target behaviour 3.5.1.1., a picture showing an action or an entity must be shown and talked about; then the individual must be asked to write a sentence describing the picture, and the sentence must be corrected together with the individual through interactive dialogue. For target behaviour 3.5.1.3., an example of an incorrectly formed sentence is "From the greengrocer my father bought strawberries." For target behaviour 3.5.1.4., the individual must be asked to write the missing refrains in a song they know, the missing dialogues in a text created from a picture book looked at repeatedly, and the appropriate words in the blanks in sentences about what they did in a day. The blanks left in the sentence must be for high-frequency words of various kinds; they must include not only nouns and verbs but also word classes such as adjectives, adverbs and pronouns. For target behaviour 3.5.1.5., an object/part of an object/tactile symbol relating to an action or entity is given to the individual to examine. Then the object must be talked about and the individual asked to write a sentence describing that object. The sentence written must be corrected together with the individual through interactive dialogue.
Section	Goals	Target Behaviours	Explanations
Section 3.5. Written Expression	3.5.2. Writes meaningful, well-formed sentences making use of visuals.	Low-Vision 3.5.2.1. Writes simple well-formed sentences describing the event when given a picture card containing an event. 3.5.2.2. Writes one or more sentences describing each card when given picture cards depicting activities that follow a certain order of application. 3.5.2.3. Writes one or two sentences describing each card	For target behaviour 3.5.2.1., a picture must first be shown and talked about, then the individual must be asked to write sentences describing the picture, and the sentence must be corrected together with the individual through interactive dialogue. For target behaviour 3.5.2.2., "The bread is cut in half. Butter is spread inside. Cheese is put inside."

Section	Goals	Target Behaviours	Explanations
		when given picture cards containing a simple single-event story. 3.5.2.4. Writes in simple sentences the features of the place/entity etc. given in the picture when a picture card of a place/entity etc. is given. 3.5.2.5. Writes one or two sentences describing each card when given picture cards depicting cause and effect in sequence. 3.5.2.6. Writes one or two sentences describing each card when given picture cards depicting a problem, solution and outcome. Blind 3.5.2.7. Writes simple well-formed sentences about the event when a picture card containing an event is described. 3.5.2.8. Writes one or more sentences describing each card when picture cards depicting activities that follow a certain order of application are described. 3.5.2.9. Writes one or two sentences describing each card when picture cards containing a simple single-event story are described. 3.5.2.10. Writes in simple sentences the features of the place/entity etc. given in the picture when a picture card of a place/entity etc. is described. 3.5.2.11. Writes one or two sentences describing each card when picture cards depicting cause and effect in sequence are described. 3.5.2.12. Writes one or two sentences describing each card when picture cards depicting a problem, solution and outcome are described.	For target behaviour 3.5.2.3., "Ayşe saw the apples. Ayşe climbed the tree. She picked the apples. She took them to her mother. Her mother stroked Ayşe's head." For target behaviour 3.5.2.4., (A picture of a cow is given). "The cow eats grass. The cow gives us milk." For target behaviour 3.5.2.5., "Ali was very hungry. Ali finished all the biscuits." For target behaviour 3.5.2.6., "Sevgi cut her hand. She put on a plaster. Her hand is no longer bleeding." To increase syntactic maturity and the length of the sentences written, the "sentence combining" technique must be used. This technique helps individuals use kernel sentences effectively, rewrite them, understand, review and develop these sentences. When kernel sentences are given, care must be taken that they can be expanded. So that the individual can expand the kernel sentence, questions such as "Who?", "Where?", "When?", "How?", "Why?" must be posed, and the individual must be asked to add their answer to their sentence and write it. For blind individuals, if the picture cards can be prepared tactilely in a suitable way, these tactile cards must be used instead of describing the card.
Section	Goals	Target Behaviours	Explanations
Section 3.5. Written Expression	3.5.3. Plans the text before writing.	Low-Vision/Blind 3.5.3.1. Chooses a subject. 3.5.3.2. Determines the purpose of writing. 3.5.3.3. Determines the audience.	Written expression is a dynamic process. Before written expression, the individual needs to know the structure of the text genre they will write. For this reason, the structure of the text genre they will write must first be taught to the individual. Pre-writing, during-writing and post-writing strategies must be used together (see goals 3.5.3., 3.5.4., 3.5.5., 3.5.6. and 3.5.7.). For target behaviour 3.5.3.1., subject choice plays an important role in the individual's developing a positive attitude towards writing and completing the writing process successfully. The individual must be allowed to choose the subject. Merely saying "Choose a subject!" to individuals is not a good instruction. Individuals must be guided as to what to consider in choosing a

Section	Goals	Target Behaviours	Explanations
			subject. While letting individuals choose the subject, the purpose of writing must be made apparent to the individual. In subject choice, care must also be taken to choose subjects suited to the individual's daily life. For example, if a descriptive text is wanted, they may be asked to write a piece introducing an animal, a person or a place they like; if a problem-solution text is wanted, subjects such as a quarrel with a friend or forgetting homework at home may be given. In some genres such as stories, choosing a subject may be difficult for individuals, or the subject they choose may not be suitable for creating a story. In such cases, lists of subjects individuals can choose from must be provided. Another technique in choosing a story subject may be to show a picture and ask individuals to write a story about that picture. To offer individuals options, pictures must be varied, and one of three different pictures suitable for creating at least three different stories must be chosen by the individual, who is then asked to write a story about that picture. These pictures must be ones that give the individual cues for producing an initiating event, an attempt and an outcome. For example, pictures such as a child shopping or a child on the school bus are pictures suitable for creating a story. Each individual can produce very different stories from one picture. For target behaviour 3.5.3.3., although the audience is determined at the planning stage, it is also a strategy applied while drafting and revising. The writer needs to keep asking themselves these questions: "How accurately have I expressed my ideas?" "Will my reader understand this?" Asking these questions throughout the whole writing process and the teacher modelling this play a role in the individual's revising their writing.
Section 3.5. Written Expression	3.5.4. Creates a draft for the text they will write.	Low-Vision/Blind 3.5.4.1. Determines the ideas they will write. 3.5.4.2. Groups the ideas according to the structure of the text they will write.	For target behaviour 3.5.4.1., the ideas to be written must be determined through brainstorming. The ideas produced by brainstorming must be written one under another on a sheet of paper. For target behaviour 3.5.4.2., with this strategy the ideas produced by brainstorming are grouped, labelled according to the features of each group, and put in order according to the structure of the text to be written. For example, if we want to write a story, we decide in which order each planned story element will appear in the story. Diagrams are used in organising ideas. Diagrams must be created according to the text structure.
Section	Goals	Target Behaviours	Explanations
Section 3.5. Written Expression	3.5.5. Writes the text.	Low-Vision/Blind 3.5.5.1. Orders the ideas by looking at their draft. 3.5.5.2. Initiates, develops and concludes the event.	For target behaviour 3.5.5.3., words such as "but", "first", "then", "compared to", "firstly", "however", etc. may be given as examples of connective expressions.

Section	Goals	Target Behaviours	Explanations
		3.5.5.3. Uses opening, transition and connective expressions to ensure coherence in the text. 3.5.5.4. Writes sentences that conform to syntax. 3.5.5.5. Writes in line with the elements found in the structure of the text. 3.5.5.6. Writes a title related to the subject for the text.	For target behaviour 3.5.5.4., syntax is made up of the subject, complement and predicate elements together with the derivational and inflectional suffixes added to the word (the same feature is attended to in inverted sentences as well).
Section 3.5. Written Expression	3.5.6. Revises the text they wrote.	Low-Vision/Blind 3.5.6.1. Adds the ideas missing in the text. 3.5.6.2. Removes the ideas that break coherence in the text. 3.5.6.3. Relocates the ideas that break coherence in the text. 3.5.6.4. Finds writing errors. 3.5.6.5. Corrects writing errors.	For target behaviour 3.5.6.4., writing errors include spelling, meaning, syntax, etc. errors. So that they can find writing errors, texts written with errors must be given to the individual and how they are corrected must be modelled.
Section 3.5. Written Expression	3.5.7. Shares the text they wrote.	Low-Vision/Blind 3.5.7.1. Reads the text to the audience they targeted. 3.5.7.2. Shares the text in line with the purpose of writing.	For target behaviour 3.5.7.2., the text may be shared by posting it on a board, turning it into a book, sharing it electronically, or sending it by post.
Section 3.5. Written Expression	3.5.8. Writes texts of various genres.	Low-Vision/Blind 3.5.8.1. Writes fictional texts. 3.5.8.2. Writes informational texts.	Informational texts are the texts found in course books that describe an entity or a place, compare two entities or places, recount the order of an event, or explain the cause and solution of a problem. Fictional texts, on the other hand, are texts such as fables, stories, etc. When having both fictional and informational texts written, the structure of the text genre to be written must first be taught, and then the target behaviours between goal 3.5.3. and goal 3.5.7. must be taught.

Section	Goals	Target Behaviours	Explanations
Section 3.6. Grammar	3.6.1. Distinguishes letters and the phonological features of letters.	Low-Vision/Blind 3.6.1.1. States the number of letters in the word. 3.6.1.2. States the letters of the alphabet in order. 3.6.1.3. Puts the given words in alphabetical order. 3.6.1.4. States that letters consist of vowels and consonants. 3.6.1.5. States the vowels. 3.6.1.6. States the consonants. 3.6.1.7. Classifies vowels as back and front vowels. 3.6.1.8. States the back vowels. 3.6.1.9. States the front vowels. 3.6.1.10. Classifies consonants as voiceless and voiced consonants.	For target behaviours 3.6.1.1., 3.6.1.2., 3.6.1.4., 3.6.1.6., 3.6.1.7., 3.6.1.8., 3.6.1.9., 3.6.1.11. and 3.6.1.12., mnemonics such as acronyms or acrostics must be used to help the individual remember. Acronym: Making a word from the initial letters of the information to be remembered (for example fıstıkçı şahap). Acrostic: Making a sentence from the initial letters of the words to be remembered.

Section	Goals	Target Behaviours	Explanations
		3.6.1.11. States the voiceless consonants. 3.6.1.12. States the voiced consonants. 3.6.1.13. Identifies the correctly spelled words among the given word pairs.	
Section 3.6. Grammar	3.6.2. Distinguishes vowel harmonies.	Low-Vision/Blind 3.6.2.1. States that the vowel harmonies in the word are major and minor vowel harmony. 3.6.2.2. States the features of major vowel harmony. 3.6.2.3. Points to the words in the sentence that conform to major vowel harmony. 3.6.2.4. Gives examples of words that conform to major vowel harmony. 3.6.2.5. States the features of minor vowel harmony. 3.6.2.6. Points to the words in the sentence that conform to minor vowel harmony. 3.6.2.7. Gives examples of words that conform to minor vowel harmony.	For goal 3.6.2., distinguishing the phonological features of letters is a prerequisite.
Section 3.6. Grammar	3.6.3. Distinguishes phonological processes.	Low-Vision/Blind 3.6.3.1. Classifies phonological processes. 3.6.3.2. States the features of the requested phonological processes. 3.6.3.3. Points to the requested phonological process within a sentence. 3.6.3.4. States the name of the phonological process pointed out within a sentence.	For goal 3.6.3., distinguishing the phonological features of letters is a prerequisite. Phonological processes: Consonant assimilation, consonant voicing, sound elision, sound epenthesis, vowel narrowing, liaison, contraction and stress. For target behaviour 3.6.3.4., the individual must first be asked to read the sentence, then the phonological process within the sentence must be pointed out to the individual and the individual asked to state which phonological process it is. For target behaviour 3.6.3.4., you can work on phonological processes using the individual's own sentences or the sentences they form while talking about a picture/object.
Section 3.6. Grammar	3.6.4. Distinguishes syllable features.	Low-Vision/Blind 3.6.4.1. Writes a given word by dividing it into syllables. 3.6.4.2. States the number of syllables in a given word. 3.6.4.3. Gives examples of one-, two-, three- and four-letter syllables.	
Section	Goals	Target Behaviours	Explanations
Section 3.6. Grammar	3.6.5. Distinguishes word classes in the sentence.	Low-Vision/Blind 3.6.5.1. Defines the requested word classes.	For target behaviour 3.6.5.4., work must be done after at least two word classes have been taught. While all word classes are taught, they must be ordered by

Section	Goals	Target Behaviours	Explanations
		3.6.5.2. Points to the requested word class within a sentence. 3.6.5.3. Writes the requested word class by using it within a sentence. 3.6.5.4. Fills the blanks in the sentence with the appropriate word class. 3.6.5.5. Classifies word classes.	difficulty level and this order observed in instruction. Word classes: Nouns, verbs, adjectives, pronouns, conjunctions, adverbs, postpositions, interjections.
Section 3.6. Grammar	3.6.6. Distinguishes the suffixes in words.	Low-Vision/Blind 3.6.6.1. Classifies suffixes as inflectional and derivational suffixes. 3.6.6.2. States the inflectional suffixes. 3.6.6.3. States the derivational suffixes. 3.6.6.4. States the function of inflectional suffixes in the word. 3.6.6.5. States the function of derivational suffixes in the word. 3.6.6.6. Points to inflectional suffixes within a word. 3.6.6.7. Points to derivational suffixes within a word. 3.6.6.8. Produces words using inflectional suffixes. 3.6.6.9. Produces words using derivational suffixes. 3.6.6.10. Completes the words in the sentence with the appropriate inflectional suffixes. 3.6.6.11. Completes the words in the sentence with the appropriate derivational suffixes. 3.6.6.12. Uses inflectional suffixes appropriately in written expression. 3.6.6.13. Uses derivational suffixes appropriately in written expression.	
Section 3.6. Grammar	3.6.7. Distinguishes words according to their structure.	Low-Vision/Blind 3.6.7.1. Classifies words according to their structure. 3.6.7.2. Defines words according to their structure. 3.6.7.3. Points to the word of the requested structure in the given sentence. 3.6.7.4. States the structure of the given word. 3.6.7.5. Gives examples of words matching the requested structure.	Goal 3.6.7. covers simple, derived and compound words. After ordering at the knowledge level has been worked on, each word structure must be taught and practice included.
Section	Goals	Target Behaviours	Explanations
Section 3.6. Grammar	3.6.8. Distinguishes words in terms of meaning.	Low-Vision/Blind 3.6.8.1. Classifies words in terms of their meaning features.	

Section	Goals	Target Behaviours	Explanations
		3.6.8.2. States word classes in terms of semantic relations between words. 3.6.8.3. States the types of phrases. 3.6.8.4. States the meaning feature carried by the words pointed out within a sentence. 3.6.8.5. States the semantic relation feature carried by the words pointed out within a sentence. 3.6.8.6. States the type of the phrase pointed out within a sentence. 3.6.8.7. Points to the words carrying the requested meaning features within a sentence. 3.6.8.8. Points to the words carrying the requested semantic relations within a sentence. 3.6.8.9. Points to the requested phrases within a sentence. 3.6.8.10. States the meaning of the word given in a figurative sense. 3.6.8.11. States the meaning of the given phrases.	
Section 3.6. Grammar	3.6.9. Distinguishes the elements of the sentence.	Low-Vision/Blind 3.6.9.1. Classifies the elements of the sentence as core elements and secondary elements. 3.6.9.2. States the core elements of the sentence. 3.6.9.3. States the secondary elements of the sentence. 3.6.9.4. Defines the core elements of the sentence. 3.6.9.5. Defines the secondary elements of the sentence. 3.6.9.6. Points to the requested core element within a sentence. 3.6.9.7. Points to the requested secondary element within a sentence. 3.6.9.8. Builds a sentence using the given secondary element. 3.6.9.9. Parses the sentence into its elements.	For goal 3.6.9., the individual must be asked to build sentences orally and in writing. The instruction "Write or say a sentence containing!" must be given. Core elements of the sentence: Overt subject, covert subject, predicate. Secondary elements of the sentence: Object, oblique complement, adverbial complement. Starting from the individual's individual needs, types of subject, object and complement may be used.
Section	Goals	Target Behaviours	Explanations
Section 3.6. Grammar	3.6.10. Distinguishes sentence types.	Low-Vision/Blind 3.6.10.1. Classifies sentence types. 3.6.10.2. States sentence types according to the type of their predicate. 3.6.10.3. States sentence types according to the position of their predicate. 3.6.10.4. States sentence types according to their meanings.	Sentences by type of predicate: Nominal sentences, verbal sentences. Sentences by position of predicate: Regular sentences, inverted sentences. Sentences by meaning: Affirmative sentence, negative sentence, interrogative sentence, exclamatory sentence. Sentences by structure: Simple sentence, complex sentence, sequential sentence, coordinate sentence. Classification and ordering at the knowledge level must first be worked on with

Section	Goals	Target Behaviours	Explanations
		3.6.10.5. States sentence types according to their structure. 3.6.10.6. Defines the features of sentence types. 3.6.10.7. States the type of the given sentence according to the type of its predicate. 3.6.10.8. States the type of the given sentence according to the position of its predicate.	the individual. Then practice must be included along with the teaching of each sentence type.
Section 3.6. Grammar	3.6.11. Follows spelling rules in their writing.	Low-Vision/Blind 3.6.11.1. Writes capital letters in line with spelling rules. 3.6.11.2. Writes numbers in line with spelling rules. 3.6.11.3. Writes compound words in line with spelling rules. 3.6.11.4. Writes abbreviations in line with spelling rules. 3.6.11.5. Writes the conjunctions "de, da, ki, ne...ne" in line with spelling rules. 3.6.11.6. Writes the question particle "mi" in line with spelling rules. 3.6.11.7. Writes reduplications and intensifiers in line with spelling rules.	Spelling rules include where capital letters are used, the writing of numbers, the writing of compound words, and the writing of abbreviations. Blind individuals are expected to write in line with Braille writing rules.
Section 3.6. Grammar	3.6.12. Follows punctuation marks in their writing.	Low-Vision/Blind 3.6.12.1. Lists the punctuation marks. 3.6.12.2. States the function of punctuation marks. 3.6.12.3. Completes the blanks in the given text with the appropriate punctuation marks. 3.6.12.4. Uses the appropriate punctuation marks when writing a text. 3.6.12.5. Uses the letters and punctuation marks used in the Braille alphabet.	In target behaviour 3.6.12.3., blind individuals are expected to state which punctuation marks will go in the blanks in the given text. For target behaviour 3.6.12.5., the capital sign, number sign, poetry sign, italic sign, etc. in the Braille alphabet may be given as examples
Section 3.6. Grammar	3.6.13. Writes in line with contraction rules in the Braille alphabet.	Low-Vision/Blind 3.6.13.1. Writes words that have contractions using the contraction. 3.6.13.2. Writes using one-letter contractions. 3.6.13.3. Writes using two-letter contractions. 3.6.13.4. Writes using syllable contractions. 3.6.13.5. Writes using word-root contractions. 3.6.13.6. Writes using word-part contractions. 3.6.13.7. Writes the conjunctions "de, da, ki, ne...ne" in line with spelling rules.	The target behaviours in goal 3.6.13. may also be applied with low-vision individuals, since Braille is taught to some low-vision individuals.

4. Module Name	EARLY MATHEMATICS
4. Module Aim	This module aims to enable individuals with visual impairment to learn the basic skills of mathematics and to increase their readiness level for advanced mathematics skills.
4. Sections in the Module	Object Attributes and Readiness for Measurement, Spatial Relations, Numbers, Part-Whole Relationship, Early Addition and Subtraction, Geometry, Measurement, Data General Explanations Regarding the Module

General Explanations Regarding the Module

- This module has been prepared for individuals with visual impairment (low-vision/blind) aged 5 and above. However, this module must also be given to individuals of school age (after 7 years) who do not possess the skills in the module. For individuals who cannot succeed even in this module, it will be appropriate to provide the Cognitive Module. In the target behaviours of the module, tactile cards must be used with blind individuals instead of the object pictures recommended for low-vision individuals. A Tactile Card is created by rendering objects or pictures on a card in embossed form. Two-dimensional tactile shapes are obtained using Braille dots or string/silicone. Cards on which the blind individual can feel shapes or pictures two-dimensionally and tactilely are created.
- Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 4.1. Object Attributes and Readiness for Measurement	4.1.1. Matches objects/object pictures according to their measurable attributes.	4.1.1.1. Matches quantities that are of the same amount. 4.1.1.2. Matches objects/object pictures that are of the same size. 4.1.1.3. Matches objects/object pictures that are of the same length. 4.1.1.4. Matches objects/object pictures that are of the same thickness. 4.1.1.5. Matches objects/object pictures that are of the same width. 4.1.1.6. Matches objects that are of the same weight.	In teaching all target behaviours in goal 4.1.1., work must be done with objects first and then with object pictures for low-vision individuals. For blind individuals, work must be done with objects only.
Section 4.1. Object Attributes and Readiness for Measurement	4.1.2. Groups objects/object pictures according to their measurable attributes.	4.1.2.1. Groups quantities according to their amount. 4.1.2.2. Groups objects/object pictures according to their size. 4.1.2.3. Groups objects/object pictures according to their length. 4.1.2.4. Groups objects/object pictures according to their thickness. 4.1.2.5. Groups objects/object pictures according to their width. 4.1.2.6. Groups objects/object pictures according to their weight.	In teaching all target behaviours in goal 4.1.2., work must be done with objects first and then with object pictures for low-vision individuals. For blind individuals, work must be done with objects only. In ordering activities, the words expressing the attributes must be emphasised. Care must be taken that individuals carry out grouping actions using target words such as long-short, narrow-wide, empty-full, light-heavy.
Section 4.1. Object Attributes and Readiness for Measurement	4.1.3. Compares objects/object pictures according to their measurable attributes.	4.1.3.1. States which of two quantities is fewer. 4.1.3.2. States which of two quantities is more. 4.1.3.3. States which of two objects/object pictures is big. 4.1.3.4. States which of two objects/object pictures is small. 4.1.3.5. States which of two objects/object pictures is long. 4.1.3.6. States which of two objects/object pictures is short. 4.1.3.7. States which of two objects/object pictures is thick. 4.1.3.8. States which of two objects/object pictures is thin. 4.1.3.9. States which of two objects/object pictures is wide. 4.1.3.10. States which of two objects/object pictures is narrow. 4.1.3.11. States which of two objects/object pictures is heavy. 4.1.3.12. States which of two objects/object pictures is light. 4.1.3.13. States which of two objects/object pictures is full inside. 4.1.3.14. States which of two objects/object pictures is empty inside.	In teaching all target behaviours in goal 4.1.3., work must be done with objects first and then with object pictures for low-vision individuals. For blind individuals, work must be done with objects only. In ordering activities, the words expressing the attributes must be emphasised. Care must be taken that individuals carry out comparison actions using target words such as long-short, narrow-wide, empty-full, light-heavy. After many examples relating to one concept have been given, the next concept must be moved on to. Otherwise the likelihood of the concepts being confused with one another is high. In teaching all target behaviours, the individual is expected to say it. However, with individuals who do not possess speaking skills, the pointing behaviour must be worked on.

Section	Goals	Target Behaviours	Explanations
Section 4.1. Object Attributes and Readiness for Measurement	4.1.4. Orders objects/object pictures according to their measurable attributes.	4.1.4.1. Orders more than two quantities according to their amount. 4.1.4.2. Orders more than two objects/object pictures according to their size. 4.1.4.3. Orders more than two objects/object pictures according to their length. 4.1.4.4. Orders more than two objects/object pictures according to their thickness. 4.1.4.5. Orders more than two objects/object pictures according to their width. 4.1.4.6. Orders more than two objects/object pictures by using their weight.	In teaching all target behaviours in goal 4.1.4., work must be done with objects first and then with object pictures for low-vision individuals. For blind individuals, work must be done with objects only. In teaching all target behaviours, the expressions "more, most, according to" must be used. The individual must also be asked to order using these words. In ordering activities, the words expressing the attributes must be emphasised. Care must be taken that individuals carry out ordering actions using target words such as long-short, narrow-wide, empty-full.

Section	Goals	Target Behaviours	Explanations
Section 4.2. Spatial Relations	4.2.1. States the position of an object in space.	4.2.1.1. States that one object is inside another object. 4.2.1.2. States that one object is outside another object. 4.2.1.3. States that one object is on top of another object. 4.2.1.4. States that one object is under another object. 4.2.1.5. States that one object is far from another object. 4.2.1.6. States that one object is near another object. 4.2.1.7. States that one object is in front of another object. 4.2.1.8. States that one object is behind another object. 4.2.1.9. States that one object is to the right of another object. 4.2.1.10. States that one object is to the left of another object. 4.2.1.11. States that one object is beside another object.	In teaching all target behaviours in goal 4.2.1., work must be done with objects first and then with object pictures for low-vision individuals. For blind individuals, work must be done with objects only. In teaching all target behaviours, the individual is expected to say it. However, with individuals who do not possess speaking skills, the pointing behaviour must be worked on.
Section 4.2. Spatial Relations	4.2.2. Orders objects/object pictures according to their positions.	4.2.2.1. Orders objects/object pictures according to their distance. 4.2.2.2. Orders objects/object pictures according to their nearness. 4.2.2.3. Orders objects/object pictures according to their height. 4.2.2.4. Orders objects/object pictures according to their lowness.	In teaching all target behaviours in goal 4.2.2., work must be done with objects first and then with object pictures for low-vision individuals. For blind individuals, work must be done with objects only. In teaching all target behaviours, the expressions "more" and "most" must be used. The individual must also be asked to order using these words.
Section	Goals	Target Behaviours	Explanations
Section 4.2. Spatial Relations	4.3.1. Counts rhythmically.	4.3.1.1. Counts rhythmically forwards by ones from 1 to 10. 4.3.1.2. Counts rhythmically backwards by ones starting from 10.	For goal 4.3.1., teaching practices involving rhythm such as clapping, finger snapping, shaking maracas, etc. must be included in rhythmic counting activities.

Section	Goals	Target Behaviours	Explanations
		4.3.1.3. Counts rhythmically forwards by ones up to 10, starting from a given number between 1-10. 4.3.1.4. Counts rhythmically backwards by ones starting from a given number between 1-10.	
Section	Goals	Target Behaviours	Explanations
Section 4.3. Numbers	4.3.2. Counts objects/object pictures, sounds and movements.	4.3.2.1. Counts one by one 1-10 objects/object pictures lined up side by side. 4.3.2.2. Counts one by one 1-10 objects/object pictures arranged in a scattered order. 4.3.2.3. States the number of a particular sound (such as a drumbeat, a bell stroke, a clap) repeated 1-10 times. 4.3.2.4. States the number of a particular movement (such as a jump, a step) repeated 1-10 times.	In target behaviours 4.3.2.1. and 4.3.2.2., for blind individuals, work must be done with tactile cards on which objects are prepared in embossed form instead of object pictures. With low-vision individuals, work will be done with both. For goal 4.3.2., counting strategies such as touching the objects or pictures one by one, moving the objects from one place to another, crossing off the object pictures as they are counted, following a vertical or horizontal row, etc. must be taught to individuals.
Section 4.3. Numbers	4.3.3. Expresses the quantity corresponding to a number up to 10 as items.	4.3.3.1. States the number of 1-10 objects/object pictures without counting. 4.3.3.2. States the number of a group of objects by counting them. 4.3.3.3. States the number of the objects in the picture by counting them. 4.3.3.4. Separates the requested number of objects from within a group of objects by counting. 4.3.3.5. States that the number of objects/object pictures does not change when 1-10 objects/object pictures are positioned differently. 4.3.3.6. States that the number of objects is zero when there are no objects.	In all target behaviours in goal 4.3.3. where the expression object pictures appears, work must be done for blind individuals with tactile cards on which objects are prepared in embossed form. With low-vision individuals, work will be done with both objects and object pictures. For target behaviour 4.3.3.1., the expression "without counting" means the individual instantly stating how many objects there are without resorting to the counting skill. Once this skill is acquired, stating how many objects there are without counting 5-10 objects/object pictures must be worked on. Dominoes, dice and dice-like number cubes with dots in a set arrangement are suitable visual materials to be used to develop individuals' ability to grasp the number of objects at a glance without counting (subitizing). Target behaviour 4.3.3.4. concerns the principle of number conservation. While counting objects and object pictures, it is emphasised that the last number said expresses the quantity of objects.
Section 4.3. Numbers	4.3.4. Reads and writes digits.	4.3.4.1. Reads digits. 4.3.4.2. Points to the requested digit among other digits. 4.3.4.3. Writes digits by looking at/after touching a model. 4.3.4.4. Writes a digit said between 0-9.	For goal 4.3.4., work will be done using Braille with blind individuals and print with low-vision individuals. For low-vision individuals, a font size suited to the individual's visual characteristics must be used; for blind individuals, tools such as a peg-cube case and a Braille typewriter must be used in line with their development. In teaching digits in print, a start must be made with 1 and the digit zero must be taught last. Care must be taken with the stroke direction of the digits. With Braille digits, this order may change according to the similarity of the symbols.

Section	Goals	Target Behaviours	Explanations
Section 4.3. Numbers	4.3.5. Expresses numbers with symbols.	4.3.5.1. Writes the number of a group of objects up to 4 in digits. 4.3.5.2. Shows/draws as many objects/shapes/pictures as the number to express a number between 1-4.	For target behaviour 4.3.5.2., work must be done using objects with blind individuals. With low-vision individuals, work must be done both using objects and by drawing.
Section 4.3. Numbers	4.3.6. Orders the numbers from 1 to 4.	4.3.6.1. Writes the numbers from 1 to 4 in order. 4.3.6.2. Writes the number that comes after a given number between 1-4. 4.3.6.3. Writes the number that comes before a given number between 1-4. 4.3.6.4. Writes the missing number among the ordered numbers given from 1 to 4. 4.3.6.5. Orders the numbers from 1 to 4 given in mixed order. 4.3.6.6. Completes the missing number/numbers in the number sequence given from 1 to 4 with the numbers provided. 4.3.6.7. Writes the missing number/numbers in the number sequence given from 1 to 4.	In goal 4.3.6., large-print writing must be used with low-vision individuals and Braille writing with blind individuals. In teaching target behaviours 4.3.6.2., 4.3.6.3., 4.3.6.4. and 4.3.6.7., the individual is expected to write. However, with individuals who do not possess writing skills, the saying behaviour must be worked on.
Section 4.3. Numbers	4.3.7. Compares the object numbers of two object groups by matching them one to one.	4.3.7.1. States that two object groups with the same number between 1-4 are equal by matching them one to one. 4.3.7.2. States, with the help of one-to-one matching of two object groups with different numbers between 1-4, that one object group is fewer than the other. 4.3.7.3. States, with the help of one-to-one matching of two object groups with different numbers between 1-4, that one object group is more than the other.	In all target behaviours, two groups of objects (for example bottle caps and beans) are matched one to one. The concepts of "more", "fewer" and "equality" must be worked on by doing matching activities with two object groups. During matching activities, individuals must be enabled to express the result of comparing two groups of objects and object pictures as "4 pencils are more than 2 pencils." or "1 flower is fewer than 3 flowers." In matching activities, the expressions one more/two more, one fewer/two fewer must be worked on, with the difference between the two object groups being one or two.
Section 4.3. Numbers	4.3.8. Compares two numbers between 1-4.	4.3.8.1. States that the two numbers are equal by comparing two numbers between 1-4. 4.3.8.2. States the greater one by comparing two numbers between 1-4. 4.3.8.3. States the smaller one by comparing two numbers between 1-4.	For goal 4.3.8., work must be done with Braille digits with blind individuals and print with low-vision individuals.

Section	Goals	Target Behaviours	Explanations
Section 4.4. Part-Whole Relationship	4.4.1. Establishes a part-whole relationship.	4.4.1.1. Points to the object/picture that is whole. 4.4.1.2. Points to the object/picture that is a half. 4.4.1.3. Points to the object/picture that is a quarter. 4.4.1.4. Divides a whole into two equal parts. 4.4.1.5. Forms a whole by joining two halves.	In teaching goal 4.4.1., work must be done using objects only with blind individuals. All target behaviours must be worked on in connection with the goals and target behaviours about the part-whole relationship in the Learning Support module.

Section	Goals	Target Behaviours	Explanations
		4.4.1.6. States that one of the two equal parts of a whole is a half. 4.4.1.7. States that two halves form a whole. 4.4.1.8. States that a whole consists of two halves. 4.4.1.9. Divides a whole into four equal parts. 4.4.1.10. Forms the whole by joining 4 quarters. 4.4.1.11. States that one of the 4 equal parts of a whole is a quarter. 4.4.1.12. States that a whole consists of 4 quarters. 4.4.1.13. Forms a half from two quarters. 4.4.1.14. States that two quarters form a half.	

Section	Goals	Target Behaviours	Explanations
Section 4.5. Early Addition and Subtraction	4.5.1. Performs addition with numbers whose sum does not exceed 4.	4.5.1.1. Adds the stated number of objects to an object group. 4.5.1.2. States that the number of the group to which they added objects has increased/grown. 4.5.1.3. Performs additions whose sum does not exceed 4 by modelling them with real objects. 4.5.1.4. Performs additions whose sum does not exceed 4 mentally. 4.5.1.5. Solves verbal problems requiring addition whose sum does not exceed 4 by modelling with objects/object pictures. 4.5.1.6. Solves verbal problems requiring addition whose sum does not exceed 4 by adding mentally.	For goal 4.5.1., the meanings of addition as bringing together objects of the same kind, adding, growing and increasing must be made apparent through modelling activities. For target behaviour 4.5.1.4., work must be done using objects only with blind individuals. In addition, while working on this target behaviour, the individual must be given the reading of the operation. For example, expressions such as "2 and 3 more makes how many?", "If we add 2 and 3, how many does it make?", "If we add 3 to 2, how many does it make?" must be used. In establishing the target behaviours, examples from daily life must be given while adding and solving problems. During problem solving, key words relating to addition such as "increased", "grew", "adding", "total", etc. must be used. Addition strategies such as making up to 3, making up to 4, etc. must be taught.
Section	Goals	Target Behaviours	Explanations
Section 4.5. Early Addition and Subtraction	4.5.2. Performs subtraction.	4.5.2.1. States the name of an object removed from an object group consisting of at least three different objects. 4.5.2.2. Separates the stated number of objects from a group containing the same objects. 4.5.2.3. States that the number of the group from which they removed objects has decreased/reduced. 4.5.2.4. Performs subtraction by modelling with real objects corresponding to numbers between 1-4. 4.5.2.5. Performs subtraction mentally with numbers between 1-4.	After target behaviour 4.5.2.3. has been worked on, cases where the number of objects does not change through adding and removing the stated number of objects from the same object group must also be worked on. For target behaviour 4.5.2.6., during problem solving, key words relating to subtraction such as "decreased", "came out", "what is left over", "remainder", "was left", etc. must be used.

Section	Goals	Target Behaviours	Explanations
		4.5.2.6. Solves verbal problems requiring subtraction with numbers between 1-4 by modelling with objects/object pictures. 4.5.2.7. Solves verbal problems requiring subtraction with numbers between 1-4 by subtracting mentally.	

Section	Goals	Target Behaviours	Explanations
Section 4.6. Geometry	4.6.1. Distinguishes geometric shapes.	4.6.1.1. Matches geometric shapes. 4.6.1.2. Points to the requested geometric shape among geometric shapes. 4.6.1.3. States the name of the geometric shape shown.	In goal 4.6.1., the geometric shapes square, circle, triangle and rectangle take priority. Activities aimed at relating real objects/object pictures and geometric shapes must be carried out. Objects and object pictures must be used with low-vision individuals, and objects with blind individuals.

Section	Goals	Target Behaviours	Explanations
Section 4.7. Measurement	4.7.1. Measures with non-standard measuring tools.	4.7.1.1. Chooses the non-standard measuring tool suitable for measuring a length. 4.7.1.2. Chooses the non-standard measuring tool suitable for measuring a weight. 4.7.1.3. Chooses the non-standard measuring tool suitable for measuring the amount of a liquid. 4.7.1.4. Measures the stated length with non-standard measuring tools. 4.7.1.5. Measures the stated weight with non-standard measuring tools. 4.7.1.6. Measures the stated liquid amount with non-standard measuring tools. 4.7.1.7. Estimates a length in terms of non-standard units. 4.7.1.8. Estimates a weight in terms of non-standard units. 4.7.1.9. Estimates the amount of a liquid in terms of non-standard units. 4.7.1.10. Compares the measurement results with the results they estimated.	For goal 4.7.1., care must be taken while measuring that a starting point is taken and that the units are placed in the same line, with no gaps between them and without overlapping. Materials such as string, pencils, Lego, books, stones, cups and spoons, and natural measuring tools such as the step, foot, fathom, span and finger, palm, must be used as non-standard measuring tools. During instruction it must be emphasised that the length, weight and volume of these tools are taken as the basis.

Section	Goals	Target Behaviours	Explanations
Section 4.8. Data	4.8.1. Distinguishes that time is a measurable attribute.	4.8.1.1. States short and long duration events within the day. 4.8.1.2. Groups events/event pictures with different durations. 4.8.1.3. Compares two different events/event pictures according to whether they are short or long.	For goal 4.8.1., comparison of duration between the stated events must be worked on with blind individuals. In this goal, the individual must be enabled to use the concepts "short" and "long" when describing the duration of events. For events/event pictures with different durations, examples such as going to school by bicycle, eating dinner and brushing teeth must be given. Comparisons must be made in the form "Eating dinner takes longer than brushing teeth."

Section	Goals	Target Behaviours	Explanations
		4.8.1.4. Orders events/event pictures with different durations.	
Section 4.8. Data	4.8.2. Uses concepts expressing time in speech in line with the context.	4.8.2.1. Uses the concepts expressing the parts of a day (morning, noon, evening, night, daytime, etc.) in speech in line with the context. 4.8.2.2. Uses the concepts "yesterday", "today" and "tomorrow" in speech in line with the context. 4.8.2.3. Uses expressions denoting time (before, now, after, in a moment, etc.) in speech in line with the context.	For target behaviour 4.8.2.1., the expression "in line with the context" conveys that words denoting time must be used with their real-life counterpart. For example, the use "I go to school at night." or "Yesterday I will go to school." is not in line with the context.
Section 4.8. Data	4.8.3. Reads simple tables with at most two data groups.	4.8.3.1. Reads simple tables created using symbols. 4.8.3.2. Reads simple tables created using digits. 4.8.3.3. Answers questions asked about simple tables with at most two data groups.	For goal 4.8.3., tables that individuals frequently encounter, such as daily nutrition, behaviour, rule and activity tables, must be used in table-reading activities. Symbols (star, smiley face, etc.) must be used. Tactile tables must be prepared for blind individuals. The data must be limited to the numbers 1-4.
Section 4.8. Data	4.8.4. Creates simple tables with at most two data groups.	4.8.4.1. Fills in illustrated behaviour/activity tables using symbols. 4.8.4.2. Fills in illustrated behaviour/activity tables using digits. 4.8.4.3. Answers questions asked about the simple tables with at most two data groups that they created.	For goal 4.8.4., tables that individuals frequently encounter, such as daily nutrition, behaviour, rule and activity tables, must be used in table-creating activities. Tactile tables must be prepared for blind individuals. Stars, smiley faces, objects and pictures must be used as symbols. The data must be limited to the numbers 1-4.

5. Module Name	MATHEMATICS
5. Module Aim	This module aims to enable individuals with visual impairment and low-vision individuals to learn the most basic skills of mathematics during the school period and to succeed in advanced mathematics skills.
5. Sections in the Module	Numbers and Operations, Geometry, Measurement, Data Processing General Explanations Regarding the Module

General Explanations Regarding the Module

- This module has been created on the basis of the MoNE Mathematics Curriculum. The module contains four sections, namely "Numbers and Operations, Geometry, Measurement and Data Processing", and the goals belonging to these sections. The target behaviours have been created at four separate levels, namely Level 1, Level 2, Level 3 and Level 4. The table of the vertical ordering within the levels and the horizontal ordering across levels is found at the end of the module. Instructional goals must be determined for individuals by taking into account their performance in mathematics skills and the levels in the module. Individuals must move on to the next level after performing the goals and target behaviours at one level. For blind individuals, a Braille slate/typewriter and a peg-cube case must be used in reading and writing digits. 3. The Braille symbols for mathematical expressions such as addition, subtraction, multiplication, division, equals, fraction, angle, line, line segment and ray must be taught. The "Braille Mathematics Guide (MoNE, 2017)" may be used for these symbols. For blind individuals, the number line must be prepared in embossed and tactile form. Sufficient repetitions must be included for blind individuals.
- Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.1. Counts rhythmically.	Level 1 5.1.1.1. Counts rhythmically forwards by ones from 1 to 100. 5.1.1.2. Counts rhythmically forwards by ones starting from a given number between 1-20. 5.1.1.3. Counts rhythmically forwards by tens from 1 to 100. 5.1.1.4. Counts rhythmically forwards by fives from 1 to 100. 5.1.1.5. Counts rhythmically forwards by twos up to 20. 5.1.1.6. Counts rhythmically backwards by ones starting from 20. 5.1.1.7. Counts rhythmically backwards by twos starting from 20. Level 2 5.1.1.8. Counts rhythmically backwards by twos from 100. 5.1.1.9. Counts rhythmically forwards by threes from 1 to 30. 5.1.1.10. Counts rhythmically backwards by threes from 30 to 1. 5.1.1.11. Counts rhythmically forwards by fours from 1 to 40. 5.1.1.12. Counts rhythmically backwards by fours from 40 to 1. 5.1.1.13. Counts rhythmically forwards by threes starting from a given number between 1-30. 5.1.1.14. Counts rhythmically backwards by threes starting from a given number between 1-30. 5.1.1.15. Counts rhythmically forwards by fours starting from a given number between 1-40. 5.1.1.16. Counts rhythmically backwards by fours starting from a given number between 1-40. Level 3 5.1.1.17. Counts rhythmically forwards by sixes from 1 to 60. 5.1.1.18. Counts rhythmically forwards by sevens from 1 to 70. 5.1.1.19. Counts rhythmically forwards by eights from 1 to 80. 5.1.1.20. Counts rhythmically forwards by nines from 1 to 90. 5.1.1.21. Counts rhythmically forwards by hundreds from 100 to 1000.	In all rhythmic counting activities, teaching practices involving rhythm and physical movement such as clapping, finger snapping, shaking maracas, etc. must be included. For target behaviour 5.1.1.5., rhythmic counting forwards by twos must be extended up to 100. Number lines, number strips and hundred charts must be used in counting activities.

Section	Goals	Target Behaviours	Explanations
		5.1.1.22. Counts rhythmically backwards by hundreds from 1000. 5.1.1.23. Counts rhythmically forwards by tens starting from a given number between 1-1000. 5.1.1.24. Counts rhythmically forwards by hundreds starting from a given number between 1-1000. Level 4 5.1.1.25. Counts rhythmically by thousands up to 10,000.	
Section 5.1. Numbers and Operations	5.1.2. Counts objects/object pictures.	Level 1 5.1.2.1. Counts one by one 1-20 objects/object pictures lined up side by side. 5.1.2.2. Counts one by one 1-20 objects/object pictures arranged in a scattered order. Level 2 5.1.2.3. Counts one by one the objects/object pictures in a group with up to 100 objects. 5.1.2.4. Counts by tens the objects/object pictures in a group with up to 100 objects. 5.1.2.5. Counts by fives the objects/object pictures in a group with up to 100 objects. 5.1.2.6. Counts by twos the objects/object pictures in a group with up to 100 objects. 5.1.2.7. Counts by threes the objects/object pictures in a group with up to 30 objects. 5.1.2.8. Counts by fours the objects/object pictures in a group with up to 40 objects.	Goals 5.1.2. and 5.1.3. must be taught together. Especially at Level 1, individuals must be enabled to grasp that, when counting the objects in object groups of a certain number, the last number they say is the number of objects in the object group. For blind individuals, tactile pictures must be used instead of object pictures. In target behaviours 5.1.2.1. and 5.1.2.2., individuals must be taught counting strategies such as touching the objects or pictures one by one, moving the objects from one place to another, crossing off the object pictures as they are counted, and following a vertical or horizontal row while counting, when counting objects/object pictures/tactile pictures. In establishing target behaviours 5.1.2.4., 5.1.2.5., 5.1.2.6., 5.1.2.7. and 5.1.2.8., the individual must first group the objects/object pictures/tactile pictures themselves, and then work must be done with objects/object pictures/tactile pictures given already grouped.
Section 5.1. Numbers and Operations	5.1.3. Expresses the quantity corresponding to a number up to 100 as items.	Level 1 5.1.3.1. States the number of a group of 1-20 objects by counting them. 5.1.3.2. States the number of a group of 1-20 objects in the picture by counting them. 5.1.3.3. Separates the requested number of objects from within a group of 1-20 objects by counting. 5.1.3.4. Counts two groups of 1-10 objects. Level 2 5.1.3.5. States the number of a group of 20-100 objects in the picture by counting them.	While goal 5.1.3. is worked on, the difference between digit and number must be emphasised. It must be emphasised that in counting objects and object pictures the last number said expresses the quantity of objects.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.4. Writes natural numbers.	Level 1 5.1.4.1. States that a quantity of 10 entities of the same	Digits appear as a goal in the Early Mathematics Module. For this reason, natural numbers are targeted as 10 and above in this module. Should the

Section	Goals	Target Behaviours	Explanations
		kind is one set of ten. 5.1.4.2. States that a quantity of 12 entities of the same kind is one dozen. 5.1.4.3. Separates a group of 10-20 objects/object pictures (10 and 20 included) into tens and ones. 5.1.4.4. States the number of tens and ones of a group of 10-20 objects/object pictures. 5.1.4.5. Writes the number corresponding to the group of 10-20 objects they separated into tens and ones. 5.1.4.6. Reads the number corresponding to the group of 10-20 objects they separated into tens and ones. 5.1.4.7. Reads the numbers between 1-20. 5.1.4.8. Writes in digits a number said between 1-20. Level 2 5.1.4.9. Separates a quantity of fewer than 100 objects into tens and ones using a model. 5.1.4.10. States the number of tens and ones of the quantity they separated into groups of tens and ones. 5.1.4.11. Writes the number corresponding to a quantity between 20-100 they separated into tens and ones. 5.1.4.12. Reads the number corresponding to a quantity between 20-100 they separated into tens and ones. 5.1.4.13. Reads two-digit natural numbers. 5.1.4.14. Writes in digits two-digit natural numbers that are said. Level 3 5.1.4.15. Separates a quantity of 100-1000 objects into hundreds, tens and ones using a model. 5.1.4.16. States the number of hundreds, tens and ones of the quantity they separated into hundreds, tens and ones. 5.1.4.17. Writes the number corresponding to a quantity between 100-1000 they separated into hundreds, tens and ones. 5.1.4.18. Reads the number corresponding to a quantity between 100-1000 they separated into hundreds, tens and ones. 5.1.4.19. Reads three-digit natural numbers. 5.1.4.20. Writes in digits three-digit natural numbers that are said. Level 4 5.1.4.21. Reads 4-, 5- and 6-digit natural numbers. 5.1.4.22. Writes in digits 4-, 5- and 6-digit natural numbers that are said.	individual have a need regarding digits, digit reading and writing activities must be done first. In teaching digits, digits must be worked on in relation to number. While goal 5.1.4. is worked on, base-ten blocks and base-ten block visuals must be used as models. While goal 5.1.4. is worked on with blind individuals, the necessary adaptations (size of digit font, etc.) must be made, the use of suitable materials must be included (Braille slate/typewriter and peg-cube case), and sufficient repetitions must be made.

Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.5. Writes the place names and place values of natural numbers.	Level 2 5.1.5.1. Writes the place names of natural numbers smaller than 100 on models. 5.1.5.2. Writes the place values of natural numbers smaller than 100. Level 3 5.1.5.3. Writes the place names of three-digit numbers on models. 5.1.5.4. Writes the place values of three-digit numbers on models. 5.1.5.5. Decomposes three-digit numbers. Level 4 5.1.5.6. Writes the place names of 4-, 5- and 6-digit natural numbers. 5.1.5.7. States/writes the place values of 4-, 5- and 6-digit natural numbers. 5.1.5.8. Separates 4-, 5- and 6-digit numbers into their periods. 5.1.5.9. Decomposes 4-, 5- and 6-digit numbers.	While goal 5.1.5. is worked on, base-ten blocks and base-ten block visuals must be used as models. In teaching target behaviours 5.1.5.1., 5.1.5.2., 5.1.5.3., 5.1.5.4., 5.1.5.5. and 5.1.5.6., the individual is expected to write. However, with individuals who do not possess writing skills, the saying behaviour must be worked on.
Section 5.1. Numbers and Operations	5.1.6. Orders natural numbers.	Level 1 5.1.6.1. Writes the numbers from 1 to 20 in order. 5.1.6.2. Writes the number that comes after a given number between 1-20. 5.1.6.3. Writes the number that comes before a given number between 1-20. 5.1.6.4. Orders the numbers from 1 to 20 given in mixed order according to counting order. 5.1.6.5. Writes the missing number/numbers in the number sequence given from 1 to 20. Level 2 5.1.6.6. Writes the number that comes after a given number between 1-100. 5.1.6.7. Writes the number that comes before a given number between 1-100. 5.1.6.8. Orders at most 4 natural numbers given in mixed order between 1-100 according to counting order. 5.1.6.9. Writes the missing numbers in a number sequence formed of natural numbers smaller than 100.	While goal 5.1.6. is worked on, grasping the consecutiveness relation between numbers must be ensured by using the expressions "before", "after" and "between". In teaching target behaviours 5.1.6.2., 5.1.6.3., 5.1.6.5., 5.1.6.6., 5.1.6.7. and 5.1.6.9., the individual is expected to write. However, with individuals who do not possess writing skills, the saying behaviour must be worked on.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.7. Compares the object numbers of two object groups by matching	Level 1 5.1.7.1. States that two object groups with the same	In teaching all target behaviours, two groups of objects (for example bottle caps and beans) must be matched one to one. The concepts of "more", "fewer" and

Section	Goals	Target Behaviours	Explanations
	them one to one.	number between 1-20 are equal by matching them one to one. 5.1.7.2. States that one object group is fewer than the other by matching one to one two object groups with different numbers between 1-20. 5.1.7.3. States that one object group is more than the other by matching two object groups with different numbers between 1-20.	"equality" must be worked on by doing matching activities with two object groups. During matching activities, individuals must be enabled to express the result of comparing two groups of objects and object pictures as "12 pencils are more than 5 pencils." or "8 flowers are fewer than 11 flowers."
Section 5.1. Numbers and Operations	5.1.8. Compares natural numbers.	Level 1 5.1.8.1. States that the two numbers are equal by comparing two numbers between 10-20. 5.1.8.2. States the greater one by comparing two numbers between 10-20. 5.1.8.3. States the smaller one by comparing two numbers between 10-20. Level 2 5.1.8.4. States the greater/greatest one by comparing at most four natural numbers smaller than 100. 5.1.8.5. States the smaller/smallest one by comparing at most four natural numbers smaller than 100. 5.1.8.6. Orders at most four natural numbers smaller than 100 from greatest to smallest/smallest to greatest. Level 3 5.1.8.7. States which is greater/greatest by comparing at most five natural numbers smaller than 1000. 5.1.8.8. States which is smaller/smallest by comparing at most five natural numbers smaller than 1000. 5.1.8.9. Orders at most five natural numbers smaller than 1000 from greatest to smallest/smallest to greatest using the ">" and "<" symbols. Level 4 5.1.8.10. Orders natural numbers of at most six digits using the greater-than/less-than symbol.	While target behaviours 5.1.8.1., 5.1.8.2. and 5.1.8.3. are worked on, comparison of numbers between 1-20 may also be included. While target behaviour 5.1.8.6. is worked on, greater-than/less-than symbols must not be used in number orderings; ordering must be done using a comma between the numbers. For blind individuals, ordering must be done by leaving one cell of space in the peg-cube case. While target behaviour 5.1.8.10. is worked on, ordering activities using symbols must first be done with four-digit natural numbers, then with five-digit and six-digit natural numbers. Lastly, ordering activities must be done by giving four-, five- and six-digit numbers in mixed order. While goal 5.1.8. is worked on with blind individuals, the necessary adaptations (size of digit font, etc.) must be made, the use of suitable materials must be included (Braille slate/typewriter and peg-cube case), and sufficient repetitions must be made for the individual.
Section 5.1. Numbers and Operations	5.1.9. Uses numbers to denote order.	Level 1 5.1.9.1. States the position of objects/object pictures within an ordered sequence. 5.1.9.2. Points to the object/object picture whose position is stated within an ordered sequence. 5.1.9.3. Reads an ordinal number. 5.1.9.4. Writes an ordinal number.	While goal 5.1.9. is worked on, an ordered sequence must consist of 1-20 objects/object pictures. As a number sequence, visuals arranged within a context (a car race, a running race, etc.)/tactile pictures must be used.

Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.10. Creates an increasing/decreasing number pattern according to a certain rule.	Level 2 5.1.10.1. States the rule of a number pattern with a constant difference between its terms. 5.1.10.2. Writes the missing element of a number pattern with a constant difference between its terms. Level 3 5.1.10.3. Continues a number pattern with a constant difference between its terms for at most 4 steps. 5.1.10.4. Creates a single-rule number pattern that increases or decreases according to a certain rule. Level 4 5.1.10.5. Creates a double-rule number pattern that increases or decreases according to a certain rule. 5.1.10.6. States the rules of the number pattern they created according to a double rule.	Before the number patterns in goal 5.1.10. are worked on, the pattern goals in the Visual Perception and Memory section of the Learning Support module and the goals about geometric patterns in the Geometry section of the Mathematics module (Levels 1 and 2) must be worked on. While activities about number patterns are carried out, the individual must be enabled to relate each term (element) to the step number in a pattern that increases or decreases with a constant difference. For example, in the pattern 2, 5, 8, 11 ... the first term is 2, the second term is 5, and so on. While target behaviours 5.1.10.1. and 5.1.10.2. are worked on, at least 3 elements from the start must be given so that the rule can be found in the patterns. For example, 5, 10, 15, ..., 25, ..., 35. For target behaviour 5.1.10.2., number patterns with at most two elements not given must be used. In teaching target behaviour 5.1.10.2., the individual is expected to write. However, with individuals who do not possess writing skills, the saying behaviour must be worked on.
Section 5.1. Numbers and Operations	5.1.11. Rounds natural numbers to the nearest ten/hundred/thousand.	Level 2 5.1.11.1. States the ten to which a natural number smaller than 100 is near. 5.1.11.2. Rounds a natural number smaller than 100 to the ten it is near. Level 3 5.1.11.3. States the ten/hundred to which a three-digit natural number is near. 5.1.11.4. Rounds a three-digit natural number to the ten/hundred it is near. Level 4 5.1.11.5. States the ten/hundred/thousand to which a four-digit natural number is near. 5.1.11.6. Rounds a four-digit natural number to the ten/hundred/thousand it is near.	
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.12. Distinguishes natural numbers according to whether they are odd or even.	Level 3 5.1.12.1. States that the number of objects is odd or even by grouping objects/object pictures. 5.1.12.2. States whether the given numbers are odd or even. 5.1.12.3. States that the sum of two odd natural numbers is even.	The addition carried out within the scope of target behaviours 5.1.12.3., 5.1.12.4. and 5.1.12.5. must be examined with models (objects, ten blocks, etc.).

Section	Goals	Target Behaviours	Explanations
		5.1.12.4. States that the sum of two even natural numbers is even. 5.1.12.5. States that the sum of an odd and an even natural number is odd.	
Section 5.1. Numbers and Operations	5.1.13. Expresses numbers in Roman numerals.	Level 3 5.1.13.1. Reads Roman numerals up to 20. 5.1.13.2. Writes numbers up to 20 in Roman numerals.	In goal 5.1.13., the Braille symbols of Roman numerals must be used for blind individuals.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.14. Performs addition with natural numbers.	Level 1 5.1.14.1. States that the number of the group has increased/grown by adding the stated number of objects to an object group. 5.1.14.2. Performs additions whose sum does not exceed 20 by modelling them with real objects/object pictures. 5.1.14.3. Performs the addition shown with objects/object pictures whose sum does not exceed 20 by converting it into numbers. 5.1.14.4. Uses the equals symbol. 5.1.14.5. Uses the addition symbol (+). 5.1.14.6. Performs addition with numbers whose sum does not exceed 20. 5.1.14.7. Performs addition with three one-digit numbers whose sum does not exceed 20. 5.1.14.8. States that the sum does not change when the places of the addends change in addition. 5.1.14.9. Writes the missing addend in an addition performed with numbers whose sum does not exceed 20. 5.1.14.10. Performs mental addition with numbers whose sum does not exceed 20. Level 2 5.1.14.11. Performs addition without carrying with two numbers whose sums do not exceed 100. 5.1.14.12. Performs addition with carrying with two numbers whose sums do not exceed 100. 5.1.14.13. Finds the missing addend in the sum of two numbers whose sums do not exceed 100. 5.1.14.14. Estimates the sum of two numbers whose sums do not exceed 100. 5.1.14.15. Compares their estimate for the sum of two numbers whose sums do not exceed 100 with the result of the operation.	In goal 5.1.14., at the first level additions must be done side by side first and then one under the other. In addition done one under the other, it must be emphasised that the operation line carries a meaning similar to the equals sign. After enough work has been done on additions whose sum does not exceed 10, additions whose sum does not exceed 20 must be worked on. Addition with/without carrying activities must be done by enabling the individual to form the addition themselves (with symbols). While goal 5.1.14. is worked on, the meanings of addition as bringing together objects of the same kind (that can be added), adding, increasing and growing must be made apparent through modelling activities, and conceptual understanding must be emphasised with daily life situations. In target behaviours 5.1.14.2. and 5.1.14.3., work must be done with objects only for blind individuals. Target behaviours 5.1.14.4., 5.1.14.5. and 5.1.14.6. must be handled together in instruction. At this stage, the individual must be enabled to read aloud the addition they perform (for $2+3=5$, such as "The sum of 2 and 3 is equal to 5.", "When we add 3 to 2, it is equal to 5."). The meanings of the terms "addend", "sum" and "addition" must be emphasised. For target behaviours 5.1.14.4. and 5.1.14.5., activities must be done in the dimensions of pointing to, saying and writing the relevant symbol. For target behaviour 5.1.14.6., addition with 0 must be included. The individual must be enabled to understand and justify the difference of adding 0 from adding other numbers. For target behaviour 5.1.14.9., subtraction must not be performed; the result must be reached by adding on. In teaching target behaviour 5.1.14.9., the individual is expected to write. However, with individuals who do not possess

Section	Goals	Target Behaviours	Explanations
		5.1.14.16. Performs mental addition with two numbers whose sums do not exceed 100. Level 3 5.1.14.17. Performs addition without carrying with two numbers whose sums do not exceed 1000. 5.1.14.18. Performs addition with carrying with two numbers whose sums do not exceed 1000. 5.1.14.19. Finds the missing addend in the sum of two numbers whose sums do not exceed 1000. 5.1.14.20. Estimates the sum of two numbers whose sums do not exceed 1000. 5.1.14.21. Compares their estimate for the sum of two numbers whose sums do not exceed 1000 with the result of the operation. 5.1.14.22. Adds mentally two numbers whose sums do not exceed 1000. Level 4 5.1.14.23. Performs addition with/without carrying with numbers of at most four digits. 5.1.14.24. Estimates the sum of two numbers whose sums have at most four digits. 5.1.14.25. Compares their estimate for the sum of two numbers whose sums have at most four digits with the result of the operation. 5.1.14.26. Adds mentally numbers of at most four digits with multiples of 100.	writing skills, the saying behaviour must be worked on. While target behaviour 5.1.14.10. is worked on, addition strategies such as making up to 10, number doubles (such as 4+4), adding on, one more/two more, etc. must be taught. Within the scope of target behaviour 5.1.14.12., the meaning of carrying in addition must be explained by modelling with real objects, base-ten blocks and base-ten block visuals, etc. Within the scope of target behaviour 5.1.14.13., counting on, counting back strategies or subtraction must be used while finding the missing addend. For target behaviours 5.1.14.18. and 5.1.14.20., the individual must be enabled to use estimation strategies (rounding, number doubles (such as 50+50), place values, adding on and decomposing numbers). For target behaviour 5.1.14.20., mental additions of two two-digit numbers whose sums do not exceed 100, of a three-digit and a one-digit number, and of two numbers that are multiples of 100 and of 10 must be performed.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.15. Solves problems requiring addition.	Level 1 5.1.15.1. Solves problems requiring one addition with numbers whose sum does not exceed 20. 5.1.15.2. Poses problems requiring one addition with numbers whose sum does not exceed 20, in line with the given data. Level 2 5.1.15.3. Solves problems requiring at most two operations with numbers whose sums do not exceed 100. 5.1.15.4. Poses problems requiring two operations with numbers whose sum does not exceed 100, in line with the given data. Level 3 5.1.15.5. Solves problems requiring at most three operations with three-digit numbers whose sums do not exceed 1000. 5.1.15.6. Poses problems requiring at most two operations, in line with the given data. Level 4	In goal 5.1.15., during the problem-solving process the problem must be visualised with diagrams or with the individuals' own drawings. For blind individuals, problem diagrams must be created using tactile symbols/objects. During the problem-solving process, individuals must be modelled the stages of reading the problem aloud, explaining it in their own words, converting it into a visual, making an estimate, performing the operation and checking the process. For blind individuals, tactile materials must be used while converting into a visual.

Section	Goals	Target Behaviours	Explanations
		5.1.15.7. Solves problems requiring at most four operations with numbers of at most four digits. 5.1.15.8. Poses problems requiring three operations, in line with the given data.	
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.16. Performs subtraction with natural numbers.	Level 1 5.1.16.1. States that the number of the group has decreased/reduced by removing the stated number of objects from an object group. 5.1.16.2. Performs subtractions with numbers up to 20 by modelling them with real objects/object pictures. 5.1.16.3. Performs the subtraction shown with objects/object pictures between 0-20 by converting it into numbers. 5.1.16.4. Uses the subtraction symbol (-). 5.1.16.5. Performs subtraction with numbers up to 20. 5.1.16.6. Performs mental subtraction with numbers up to 20. Level 2 5.1.16.7. Performs subtraction without regrouping with numbers up to 100. 5.1.16.8. Performs subtraction with regrouping with numbers up to 100. 5.1.16.9. Finds the missing minuend in a subtraction performed with numbers up to 20. 5.1.16.10. Finds the missing subtrahend in a subtraction performed with numbers up to 20. 5.1.16.11. Estimates the result of a subtraction performed with two numbers up to 100. 5.1.16.12. Compares their estimate for the result of a subtraction performed with two numbers up to 100 with the result of the operation. 5.1.16.13. Subtracts mentally two numbers that are multiples of 10 within 100. Level 3 5.1.16.14. Performs subtraction without regrouping with numbers of at most three digits. 5.1.16.15. Performs subtraction with regrouping with numbers of at most three digits. 5.1.16.16. Finds the missing minuend in a subtraction performed with numbers up to 100. 5.1.16.17. Finds the missing subtrahend in a subtraction performed with numbers up to 100.	For goal 5.1.16., at the first level subtractions must be done side by side first and then one under the other. In subtraction done one under the other, it must be emphasised that the operation line carries a meaning similar to the equals sign. After enough work has been done on subtractions up to 10, subtractions up to 20 must be worked on. Subtraction with and without regrouping activities must be done by enabling the individual to form the subtraction themselves (with symbols). It must be emphasised that subtraction is "finding the unknown addend". Target behaviours 5.1.16.3. and 5.1.16.4. must be handled together in instruction. At this stage, the individual must be enabled to read aloud the subtraction they perform (for $5-3=2$, "5 minus 3 is equal to 2."). In addition, the meanings of the terms "minuend", "subtrahend" and "difference" must be emphasised. Within the scope of target behaviour 5.1.16.5., subtractions where 0 is the subtrahend and the difference, and the meaning of zero in the operation, must be included. While mental subtractions are worked on, strategies such as adding on, decomposing numbers, one fewer/two fewer, counting back towards a number, number doubles, making up to 10, etc. must be taught.

Section	Goals	Target Behaviours	Explanations
		5.1.16.18. Estimates the result of a subtraction performed with three-digit numbers. 5.1.16.19. Compares their estimate for the result of a subtraction performed with three-digit numbers with the result of the operation. 5.1.16.20. Subtracts mentally a two-digit number that is a multiple of 10 from a two-digit number. 5.1.16.21. Subtracts mentally a two-digit number that is a multiple of 10 from a three-digit number that is a multiple of 100. Level 4 5.1.16.22. Performs subtraction without regrouping with two numbers of at most four digits. 5.1.16.23. Performs subtraction with regrouping with two numbers of at most four digits. 5.1.16.24. Finds the missing minuend in a subtraction performed with numbers of at most four digits. 5.1.16.25. Finds the missing subtrahend in a subtraction performed with numbers up to 100. 5.1.16.26. Estimates the result of a subtraction performed with numbers of at most four digits. 5.1.16.27. Compares their estimate for the result of a subtraction performed with numbers of at most four digits with the result of the operation. 5.1.16.28. Subtracts mentally a two-digit number that is a multiple of 10 from a three-digit number. 5.1.16.29. Subtracts mentally three-digit numbers that are multiples of 100.	
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.17. Solves problems requiring subtraction.	Level 1 5.1.17.1. Solves problems requiring one subtraction with numbers between 1-20. 5.1.17.2. Poses problems requiring one subtraction with numbers between 1-20, in line with the given data. Level 2 5.1.17.3. Solves problems requiring at most two operations involving addition and subtraction with numbers between 0-100. 5.1.17.4. Poses problems requiring at most two operations involving addition and subtraction with numbers between 0-100, in line with the given data. Level 3	In goal 5.1.17., during the problem-solving process the problem must be visualised with diagrams or with the individuals' own drawings. For blind individuals, problem diagrams must be created with tactile symbols/objects. During the problem-solving process, individuals must be modelled the stages of reading the problem aloud, explaining it in their own words, converting it into a visual, making an estimate, performing the operation and checking the process. For blind individuals, converting into a visual must be achieved with tactile materials/objects.

Section	Goals	Target Behaviours	Explanations
		5.1.17.5. Solves problems requiring at most three operations involving addition and subtraction with numbers between 0-1000. 5.1.17.6. Poses problems requiring at most two operations involving addition and subtraction with numbers between 0-1000, in line with the given data. Level 4 5.1.17.7. Solves problems requiring at most four operations involving addition and subtraction with numbers of at most four digits. 5.1.17.8. Poses problems requiring at most three operations involving addition and subtraction with numbers of at most four digits, in line with the given data.	
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.18. Performs multiplication with natural numbers.	Level 2 5.1.18.1. Models multiplication with numbers up to 20 as repeated addition with real objects/object pictures. 5.1.18.2. States that multiplication is repeated addition. 5.1.18.3. Converts the multiplication shown with objects/object pictures into numbers. 5.1.18.4. Uses the multiplication symbol (x). 5.1.18.5. Multiplies numbers up to 10 by 1, 2, 3, 4, 5 and 10. 5.1.18.6. Creates the multiplication table up to 5 (5 included). Level 3 5.1.18.7. Multiplies numbers up to 10 by 5, 7, 8, 9. 5.1.18.8. Creates the multiplication table. 5.1.18.9. Multiplies numbers up to 100 by numbers up to 10 without carrying. 5.1.18.10. Multiplies numbers up to 100 by numbers up to 10 with carrying. 5.1.18.11. Multiplies a two-digit number by a two-digit number. 5.1.18.12. Multiplies a three-digit number by a one-digit number. 5.1.18.13. Performs multiplication by 10 and 100 up to 1000 by the short method. 5.1.18.14. States the change in the result when one of the factors is increased or decreased in multiplication. Level 4	For goal 5.1.18., it must be emphasised that the product does not change when the places of the factors change. While target behaviour 5.1.18.1. is worked on, the groups must be formed in twos, threes, fours, fives and tens. The total number of objects must be 20 when working in twos, 30 in threes, 40 in fours, 50 in fives and 100 in tens. While target behaviour 5.1.18.2. is worked on, real objects must be included. For target behaviours 5.1.18.1. and 5.1.18.2., multiplication activities must be included first side by side and then one under the other. While multiplication is being established, individuals must be enabled to express the "times" meaning of multiplication. While the "times" meaning is worked on, for example in the operation $4 \times 2 = 8$ it may be expressed as "2 times 4 is equal to 8.", "4 times 2 is equal to 8." In addition, repeated addition must be related to the "times" meaning. For target behaviour 5.1.18.5., the individual must be enabled to understand the difference of multiplying by 1 from multiplying by other numbers and to justify it with the repeated addition meaning of multiplication. Similarly, the difference of multiplying by 0 from multiplying by other numbers must be conveyed by making use of the addition-multiplication relation (for example $0+0+0=0$, $3 \times 0=0$). In target behaviours 5.1.18.6. and 5.1.18.8., blind individuals may create the multiplication table by writing it on the Braille slate or typewriter.

Section	Goals	Target Behaviours	Explanations
		5.1.18.15. Multiplies two-digit numbers by three-digit numbers. 5.1.18.16. States that changing the places of the factors in a multiplication of three natural numbers does not change the result. 5.1.18.17. Multiplies natural numbers of at most three digits by numbers that are at most nine times 10, 100 and 1000 by the short method. 5.1.18.18. Multiplies natural numbers of at most two digits by 5, 25 and 50 by the short method. 5.1.18.19. Multiplies numbers of at most three digits by 10, 100 and 1000 mentally. 5.1.18.20. Estimates the product of a natural number of at most two digits and a one-digit natural number. 5.1.18.21. Compares their estimate for the product of a natural number of at most two digits and a one-digit natural number with the result of the operation.	While target behaviour 5.1.18.14. is worked on, the numbers in the multiplication table up to 5 (5 included) must be used. It must be shown with examples that as one of the factors increases by 1 the product increases by the value of the other factor, or as one of the factors decreases by 1 the product decreases by the value of the other factor.
Section 5.1. Numbers and Operations	5.1.19. Solves problems related to multiplication.	Level 2 5.1.19.1. Solves problems requiring one multiplication with numbers between 1-100. Level 3 5.1.19.2. Solves problems requiring two operations, one being multiplication, with numbers between 1-100. 5.1.19.3. Poses problems requiring multiplication. Level 4 5.1.19.4. Solves problems requiring at most three operations, one being multiplication, with numbers of at most three digits. 5.1.19.5. Poses problems requiring at most two operations, one being multiplication, with numbers of at most three digits.	In goal 5.1.19., during the problem-solving process the problem must be visualised with diagrams or with the individuals' own drawings. For blind individuals, problem diagrams must be created with tactile symbols/objects. During the problem-solving process, individuals must be modelled the stages of reading the problem aloud, explaining it in their own words, converting it into a visual, making an estimate, performing the operation and checking the process.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.20. Performs division with natural numbers.	Level 2 5.1.20.1. Models division with numbers up to 20 by grouping/sharing out real objects/object pictures. 5.1.20.2. Models division with numbers up to 20 as repeated subtraction by grouping/sharing out real objects/object pictures. 5.1.20.3. Converts the division without a remainder shown with objects/object pictures between 0-20 into numbers. 5.1.20.4. Uses the division symbol ($\div$). 5.1.20.5. States the role of 1 in division. Level 3	For target behaviour 5.1.20.1., activities relating division to the actions of separating into equal groups or sharing out must be carried out. The numbers of objects and object pictures/tactile pictures must be limited to 20 at most. The operations must be planned so as to divide by at most 5 without a remainder. While target behaviour 5.1.20.2. is worked on, modelling division with numbers up to 20 as repeated subtraction by grouping/sharing out real objects/object pictures/tactile pictures must also be included. Target behaviours 5.1.20.3. and 5.1.20.4. must be handled together in

Section	Goals	Target Behaviours	Explanations
		5.1.20.6. Divides numbers up to 100 by numbers up to 10 without a remainder. 5.1.20.7. Divides numbers up to 100 by numbers up to 10 with a remainder. 5.1.20.8. Divides a natural number up to 100 whose ones digit is zero by 10 by the short method. Level 4 5.1.20.9. Divides three-digit natural numbers by natural numbers of at most two digits. 5.1.20.10. Divides a number of at most four digits by a one-digit number. 5.1.20.11. Divides mentally by 10, 100 and 1000 natural numbers of at most five digits whose last three digits are zero. 5.1.20.12. Estimates the result of a division. 5.1.20.13. Compares their estimate for the result of a division with the result of the operation. 5.1.20.14. States the relationship between multiplication and division. 5.1.20.15. Determines the missing value in one of two mathematical expressions in an equality relation and states that the equality holds. 5.1.20.16. Explains the operations needed to make two mathematical expressions that are not in an equality relation equal.	instruction. At this stage, the individual must be enabled to read aloud the division they perform (for example, for $20 \div 5 = 4$, "20 divided by 5 is equal to 4."). In a given division, the meanings of the dividend, divisor, quotient and the division line must be emphasised. At the same time, the Braille symbols must be taught. At Level 3, the individual must be enabled to relate the dividend, divisor, quotient and remainder in division conceptually through suitable problem situations. In addition, it must be shown through modelling and operations that in division the dividend is equal to the product of the divisor and the quotient plus the remainder. For target behaviours 5.1.20.6. and 5.1.20.7., besides modelling done with concrete objects, models such as the number line, base ten, etc. must also be used. In addition, in teaching target behaviour 5.1.20.7., it must be stated that the operation is not continued when the remainder in the division is smaller than the divisor.
Section 5.1. Numbers and Operations	5.1.21. Solves problems requiring division.	Level 2 5.1.21.1. Solves problems requiring division by dividing by 2, 3, 4, at most 5, using numbers between 1-20. Level 3 5.1.21.2. Solves problems requiring two operations, one being division, with numbers up to 100. 5.1.21.3. Poses problems requiring division with numbers up to 100. Level 4 5.1.21.4. Solves problems requiring at most three operations, one being division, with numbers of at most four digits. 5.1.21.5. Poses problems requiring two operations, one being division, with numbers of at most four digits.	In goal 5.1.21., during the problem-solving process the problem must be visualised with diagrams or with the individuals' own drawings. For blind individuals, problem diagrams must be created with tactile symbols/objects. During the problem-solving process, individuals must be modelled the stages of reading the problem aloud, explaining it in their own words, converting it into a visual, making an estimate, performing the operation and checking the process. For blind individuals, converting into a visual must be done with tactile symbols/objects.
Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.22. Uses fraction notation by relating the whole, half and quarter	Level 1 5.1.22.1. Points to the object/object picture that is whole.	While the target behaviours at Level 1 in goal 5.1.22. are worked on, the relationship between the half and the whole must be examined on models (for

Section	Goals	Target Behaviours	Explanations
	models.	5.1.22.2. Points to the object/object picture that is a half. 5.1.22.3. States that one of the two equal parts of a whole is a half. 5.1.22.4. Relates the whole and the half. Level 2 5.1.22.5. Points to the object/object picture that is a quarter. 5.1.22.6. States that one of the four equal parts of a whole is a quarter. 5.1.22.7. States that one of the two equal parts of a half is a quarter. 5.1.22.8. Relates the quarter and the half. 5.1.22.9. States that a whole consists of one half and two quarters. Level 3 5.1.22.10. Shows the whole, half and quarter models in fraction form. 5.1.22.11. States the fraction expressing the half, the quarter and the whole. 5.1.22.12. States the part-whole meaning of the fraction. Level 4 5.1.22.13. Reads a fraction.	example, two halves forming a whole, a whole consisting of two halves). In target behaviours 5.1.22.1., 5.1.22.2. and 5.1.22.3., fraction notation must not be entered into. In addition, for target behaviour 5.1.22.3., activities on dividing a whole into two equal parts must be carried out. While target behaviour 5.1.22.5. is worked on, activities on dividing a whole into four equal parts must be carried out. In target behaviour 5.1.22.8., activities relating the quarter and the half must be done using models (for example, a half consisting of two quarters). In addition, for this target behaviour, dividing a half into two equal parts must be worked on. While target behaviour 5.1.22.10. is worked on, it must be stated, for example for the fraction $\frac{1}{4}$, that a whole is divided into 4 and one part is taken. The numerator, denominator and fraction line (the Braille symbols must be provided) must be explained on the examples used. While target behaviour 5.1.22.12. is worked on, the part-whole relationship between the numerator and the denominator must be established. Expressions that emphasise the part-whole relationship must be used in reading fraction notations (for example, the fraction $\frac{1}{4}$ must be read as "one fourth").
Section 5.1. Numbers and Operations	5.1.23. Distinguishes unit fractions.	Level 3 5.1.23.1. Shows each of the equal parts of a whole in fraction form. 5.1.23.2. States that each of the equal parts of a whole is a unit fraction. 5.1.23.3. States the unit fractions of fractions with denominators 10, 100. 5.1.23.4. States by modelling the stated unit fraction of a quantity. Level 4 5.1.23.5. Compares unit fractions according to the greater-smaller relation. 5.1.23.6. Orders unit fractions according to the greater-smaller relation.	In goal 5.1.23., activities on dividing a whole into equal parts must be included. Tactile symbols/objects must be used for blind individuals, and Braille symbols must be used. For target behaviours 5.1.23.5. and 5.1.23.6., work must be done on fractions with denominators of at most 20.
Section 5.1. Numbers and Operations	5.1.24. Distinguishes improper and mixed fractions.	Level 3 5.1.24.1. Points to fractions whose numerator is greater than their denominator. Level 4 5.1.24.2. States by modelling the proper, improper and mixed fraction.	For target behaviour 5.1.24.1., work must be done on paper, fraction blocks, pattern blocks and the number line.

Section	Goals	Target Behaviours	Explanations
Section 5.1. Numbers and Operations	5.1.25. Distinguishes the stated proper fraction of a quantity.	Level 3 5.1.25.1. States by modelling fractions whose numerator is smaller than their denominator. Level 4 5.1.25.2. States by modelling the stated proper fraction of a quantity.	For target behaviour 5.1.25.1., work must be done with fractions whose numerator is smaller than their denominator, using various models such as paper, fraction blocks, pattern blocks and the number line. For target behaviour 5.1.25.2., the number line, area model, etc. must be used. In addition, in modelling the stated proper fraction of a quantity, the quantity number must have at most three digits. The multiplication of a natural number and a fraction must not be entered into.
Section 5.1. Numbers and Operations	5.1.26. Compares fractions.	Level 3 5.1.26.1. Shows a given fraction on the number line. Level 4 5.1.26.2. Compares at most three fractions with equal denominators according to the greater-smaller relation.	At Level 4, besides length and area models, work must also be done on the number line. For goal 5.1.26., fractions must be compared in terms of greater-smaller according to the magnitudes they represent. Activities on stating which is greater and which is smaller, and stating the greatest and smallest number, must be carried out. Greater-than/less-than symbols must be used in comparison. Activities comparing a given fraction with zero, a half and the whole on the number line must be included.
Section 5.1. Numbers and Operations	5.1.27. Performs addition and subtraction with fractions having equal denominators.	Level 4 5.1.27.1. Performs addition and subtraction with fractions having equal denominators. 5.1.27.2. Solves problems requiring addition and subtraction with fractions having equal denominators.	While goal 5.1.27. is worked on, the action of adding the numerators among themselves while the denominator remains constant in addition and subtraction must be justified.

Section	Goals	Target Behaviours	Explanations
Section 5.2. Geometry	5.2.1. Distinguishes geometric shapes and solids.	Level 1 5.2.1.1. Names geometric shapes by classifying them according to their number of corners and sides. 5.2.1.2. Models the triangle, square, rectangle, disc and circle. 5.2.1.3. Relates simple solids used in daily life to geometric shapes by classifying them according to their features. Level 2 5.2.1.4. States the similarities and differences of the triangle, square, rectangle, disc and circle. 5.2.1.5. Distinguishes geometric solids on models. 5.2.1.6. States the name of the geometric solid shown. Level 3 5.2.1.7. States the faces, corners and edges of geometric solids. 5.2.1.8. States the similarities and differences of the cube, square prism and rectangular prism. 5.2.1.9. Draws a square, rectangle and triangle using a ruler.	For target behaviour 5.2.1.1., the concepts "side" and "corner" must first be defined. The side and corner features of the circle, square, rectangle and triangle must be examined. While target behaviour 5.2.1.1. is worked on, work must be done by modelling on shapes with at most four sides and on the circle. First classifying the shapes, then defining and then naming them must be worked on. For target behaviour 5.2.1.2., modelling activities must be carried out using tools such as a geoboard, string, elastic, sticks, etc. For target behaviour 5.2.1.3., the objects to be used must be chosen from geometric solids (prism, sphere, etc.). Without naming the geometric solids, the features by which objects such as boxes, unit cubes, plastic bottles, camping tents and ping-pong balls will be classified (round, cornered, with a rectangle on top, etc.) must be listed and classifications made accordingly. Activities relating objects in the shape of geometric solids from daily life to geometric shapes must be carried out by having their faces examined. In teaching target behaviour 5.2.1.7., the individual is expected to say it.

Section	Goals	Target Behaviours	Explanations
		5.2.1.10. Points to the diagonals on the square and the rectangle. 5.2.1.11. States that shapes are named according to their number of sides. Level 4 5.2.1.12. Names the sides and corners of the triangle, square and rectangle. 5.2.1.13. States the side features of the square and the rectangle. 5.2.1.14. Classifies triangles according to their side lengths. 5.2.1.15. Forms the cube whose net is given.	However, with individuals who do not possess speaking skills, the pointing behaviour must be worked on. While target behaviours 5.2.1.5. and 5.2.1.6. are worked on, the square prism, rectangular prism, triangular prism, cylinder, sphere and cube must be worked on as geometric solids. It must be emphasised in instruction that the formal features of geometric solids and shapes do not change when their direction, position or size changes. In addition to the geometric solids handled at Level 2, the cone must also be worked on at Level 3. For target behaviour 5.2.1.7., the concepts "face", "corner" and "edge" must first be explained to the individual by showing them on models. For target behaviour 5.2.1.8., geometric shapes must be compared in terms of their corner, face and edge features. For target behaviour 5.2.1.10., it must be emphasised that the triangle has no diagonal. For target behaviour 5.2.1.12., the quadrilateral, pentagon, hexagon and octagon must be introduced. For target behaviour 5.2.1.14., activities on naming the sides and corners of a triangle as side A, corner A must be carried out.
Section	Goals	Target Behaviours	Explanations
Section 5.2. Geometry	5.2.2. Expresses spatial relations.	Level 1 5.2.2.1. States spatial (position, place, direction) relations. Level 2 5.2.2.2. Uses mathematical language to denote place, direction and movement. 5.2.2.3. Distinguishes symmetrical shapes in their surroundings. 5.2.2.4. Draws a line of symmetry so as to divide the given symmetrical shape into two equal parts. 5.2.2.5. Draws lines of symmetry on shapes that have more than one line of symmetry. 5.2.2.6. Completes by drawing the symmetrical shape of which one part is given, according to a horizontal or vertical line of symmetry. Level 4	For target behaviour 5.2.2.1., the place or direction of an object with respect to another object (under-over, around-left-right-between-in front-behind, high-low, far-near, inside-outside) must be worked on. Activities aimed at their use in daily life situations must be carried out. For target behaviour 5.2.2.2., work must be done on spatial plans such as a simple sketch, map or school plan. For blind individuals, a tactile map or sketch plan must be used. While target behaviour 5.2.2.4. is worked on, the line of symmetry drawn according to the given shape may be horizontal or vertical. Even if the given shape has more than one line of symmetry, it is sufficient for the individual to draw one line of symmetry. That there may be more than one line of symmetry must be worked on at the next level.

Section	Goals	Target Behaviours	Explanations
		5.2.2.7. Draws a line of symmetry on shapes whose mirror symmetry is given. 5.2.2.8. Draws the symmetry of the given shape with respect to a line.	In goal 5.2.2., embossed drawing materials must be used for blind individuals in target behaviours requiring drawing.
Section 5.2. Geometry	5.2.3. Creates geometric patterns.	Level 1 5.2.3.1. Creates a pattern with at most three elements using geometric solids or shapes. 5.2.3.2. States the rule in a pattern made up of geometric shapes or objects resembling geometric solids. 5.2.3.3. Completes the pattern by determining the missing elements in the pattern. Level 2 5.2.3.4. Completes the pattern by determining the missing elements in a repeating geometric pattern. 5.2.3.5. Creates new patterns with the same relationship using different materials by using the relationship in a geometric pattern. Level 3 5.2.3.6. Draws a design with a certain pattern on dotted or squared paper using shape models.	For target behaviour 5.2.3.4., work must be done on patterns with at most four elements. For blind individuals, patterns are created using embossed/tactile shapes.
Section 5.2. Geometry	5.2.4. Distinguishes the basic concepts in geometry.	Level 3 5.2.4.1. Names the point by showing it with a symbol. 5.2.4.2. States the line, the ray and the angle. 5.2.4.3. Forms vertical and slanted line segments with line models. Level 4 5.2.4.4. States the plane. 5.2.4.5. Shows the angle with symbols by naming it. 5.2.4.6. Identifies angles as acute, right, obtuse and straight by measuring them with standard angle measuring tools. 5.2.4.7. Forms the angle whose measure is given using standard angle measuring tools.	In goal 5.2.4., concepts such as "point", "line" and "ray" need to be worked on through embossed models for blind individuals. It must be emphasised that the concept of point used in geometry is different from the full stop used at the end of a sentence. While target behaviour 5.2.4.2. is worked on, examples from the surroundings must be given. In teaching target behaviours 5.2.4.2. and 5.2.4.4., the individual is expected to say it. However, with individuals who do not possess speaking skills, the pointing behaviour must be worked on. For target behaviours 5.2.4.6. and 5.2.4.7., it must be made apparent, with the help of tools for measuring angles (protractor, set square, etc.), that an angle is formed by rotating a ray around its starting point.

Section	Goals	Target Behaviours	Explanations
Section 5.3.Measurement	5.3.1. Measures length.	Level 1 5.3.1.1. Compares objects in terms of their length. 5.3.1.2. Orders objects in terms of their length.	In the Measurement section, the limits taken into account in the Numbers and Operations section by level must be kept to in the related four operations and problem solutions. While comparison work is carried out, expressions such as

Section	Goals	Target Behaviours	Explanations
		5.3.1.3. Chooses the suitable non-standard measuring tool to measure a length. 5.3.1.4. Measures with the suitable non-standard measuring tool to measure a length. 5.3.1.5. Solves problems in which non-standard length units are used. Level 2 5.3.1.6. Makes repeated measurements with the parts of a non-standard unit divided into two and four (for example with a pencil, then with its half). 5.3.1.7. States the standard length measurement units. 5.3.1.8. States where the standard length measurement units are used. 5.3.1.9. States the result by measuring with standard length measurement units. 5.3.1.10. Estimates lengths in standard units of measure. 5.3.1.11. Compares the length they estimated with the measurement result. 5.3.1.12. Creates length models with standard or non-standard length measurement units. 5.3.1.13. Solves problems in which standard length units are used. Level 3 5.3.1.14. Creates a non-standard measurement for one metre, half a metre, 10 cm and 5 cm. 5.3.1.15. Measures using the non-standard measuring tools they created for one metre, half a metre, 10 cm and 5 cm. 5.3.1.16. Relates the standard length measurement units and writes them in terms of one another. 5.3.1.17. Solves problems requiring at most two operations about the metre and the centimetre among standard units of measure. Level 4 5.3.1.18. States that the smallest unit of standard length measurement is the millimetre. 5.3.1.19. States where the millimetre, the smallest unit of standard length measurement, is used. 5.3.1.20. Relates the standard length measurement units. 5.3.1.21. Makes estimates according to a suitable unit for lengths they can measure directly. 5.3.1.22. Solves problems in which standard units of	"longer" and "shorter" must be used. Objects and object pictures not exceeding five objects must be ordered. For target behaviour 5.3.1.7. only metres and centimetres are used. When standard tools are used to measure lengths, measurements should be made in metres and centimetres. In target behaviour 5.3.1.9. an embossed ruler should be used for blind individuals. For target behaviour 5.3.1.11. models in which unit repetition can also be seen should be created using coloured strips (tactile differences for blind individuals). The number line should be introduced with its basic features, used in activities and associated with the ruler.

Section	Goals	Target Behaviours	Explanations
		measure are used.	
Section 5.3.Measurement	5.3.2. Measures perimeters.	Level 3 5.3.2.1. Shows the perimeters of objects. 5.3.2.2. Measures the perimeter of shapes using standard and non-standard units. 5.3.2.3. Calculates the perimeter of shapes. 5.3.2.4. Solves problems about the perimeters of shapes. Level 4 5.3.2.5. Relates the perimeters of squares and rectangles to their side lengths. 5.3.2.6. Creates different geometric shapes having the same perimeter. 5.3.2.7. Solves problems about calculating the perimeters of shapes. 5.3.2.8. Poses problems about calculating the perimeters of shapes.	Within goal 5.3.2., a geoboard, dotted or squared paper should be used in perimeter calculations. Within goal 5.3.2., the perimeters of squares, rectangles or shapes formed by their combination given on a geoboard or on dotted or squared paper should be calculated. The circumference of the circle should not be included. For blind individuals, a pinned page should be used instead of squared paper. Within target behaviour 5.3.2.1., non-standard units should be worked with first. In target behaviour 5.3.2.5., the relationship between perimeter and side lengths should be examined through activities of finding one side of a rectangle whose perimeter and one side length are given, or one side of a square whose perimeter is given. It should be discovered that the perimeter of a square is four times the length of one side. In such work, squared or dotted paper should be used (relating it to the number of units).
Section 5.3.Measurement	5.3.3. Measures areas.	Level 3 5.3.3.1. Measures the area of shapes by covering them with suitable non-standard material. 5.3.3.2. Estimates a given area with non-standard area measurement units. Level 4 5.3.3.3. States that the area of shapes is the number of unit squares covering that area. 5.3.3.4. Relates the area of squares and rectangles to addition and multiplication operations.	In target behaviour 5.3.3.1., equally sized coloured paper, plastic and similar materials may be used as covering material. Particular care should be taken that the surface to be covered is a single piece. The importance of the number of units and unit repetition in area measurement should be emphasised. Work in which individuals count and state the number of units should be included. Work on measuring two different shapes by covering them with non-standard units of the same kind and comparing their areas should be carried out. In this work, care should be taken that the objects used for the blind individual are large enough to give area information when grasped with two hands. Very large/very small objects should not be preferred In target behaviour 5.3.3.4., the areas of squares and rectangles should be calculated by counting unit squares. Area calculation work should be done through counting, repeated addition and multiplication. In this work, the row-column relationship should be used.
Section	Goals	Target Behaviours	Explanations
Section 5.3.Measurement	5.3.4. Distinguishes concepts related to money.	Level 1 5.3.4.1. Distinguishes coins of 1, 5, 10, 25, 50 kuruş and notes of 1, 5, 10, 20, 50 TL. Level 2 5.3.4.2. Relates kuruş and lira. 5.3.4.3. Compares different amounts of money not exceeding 100 lira in terms of greater-lesser. 5.3.4.4. Solves problems about money.	For target behaviour 5.3.4.2., operations are done with values not exceeding 100 lira. Real money should be introduced to blind individuals and a “money identifying device” should be used so that they can distinguish the money. If there is no money identifying device, the skill of distinguishing coins by their size should be taught. In target behaviour 5.3.4.2., it should be exemplified that ten 10-kuruş coins, four 25-kuruş coins and two 50-kuruş coins make 1 lira. Decimal notation

Section	Goals	Target Behaviours	Explanations
		Level 3 5.3.4.5. Relates kuruş and lira. 5.3.4.6. Solves problems about money. 5.3.4.7. Poses problems about money.	should not be included. 100 and 200 TL should be introduced. For target behaviour 5.3.4.5., examples such as 325 kuruş, 3 lira 25 kuruş should be included. Decimal notation should not be included.

Section	Goals	Target Behaviours	Explanations
Section 5.3. Measurement	5.3.5. Distinguishes concepts related to time.	Level 1 5.3.5.1. Reads full hours. 5.3.5.2. Reads half hours. 5.3.5.3. States the day, week and month on a calendar. 5.3.5.4. Makes temporal orderings by taking certain events and situations as reference. Level 2 5.3.5.5. Reads quarter hours. 5.3.5.6. Relates units of time measurement. 5.3.5.7. Solves problems about units of time measurement. Level 3 5.3.5.8. States the time in minutes and hours. 5.3.5.9. Relates units of time measurement. 5.3.5.10. Compares the durations of events. 5.3.5.11. Solves problems using units of time measurement. Level 4 5.3.5.12. Relates units of time measurement. 5.3.5.13. Solves problems using units of time measurement. 5.3.5.14. Poses problems using units of time measurement.	In teaching target behaviour 5.3.5.8., the individual is expected not only to state the time in minutes and hours but also to read and write it. For target behaviour 5.3.5.4., the words “before/after”, “first/last”, “today/yesterday/tomorrow”, “morning/noon/evening”, “night/day” should be used. For Level 2 the units of time measurement are minute-hour, hour-day, day-week, day-week-month, month-season, season-year. For Level 3 the units of time measurement are year-week, year-day, minute-second. For Level 4 the units of time measurement are hour-minute, minute-second, year-monthweek, month-week-day. In target behaviours 5.3.5.6. and 5.3.5.9., conversion between units of time measurement should not be undertaken. In target behaviour 5.3.5.12., conversions between hour-minute and minute-second should be done. Conversions between year-month-week and month-week-day should be done. While converting, the topic of the leap year should also be mentioned. For teaching the clock to blind individuals, a clock model with embossed/Braille numerals should be prepared. Calendars prepared in Braille should be used for blind individuals. The use of these calendars in daily life may be monitored.

Section	Goals	Target Behaviours	Explanations
Section 5.3. Measurement	5.3.6. Distinguishes concepts related to weighing.	Level 1 5.3.6.1. Compares objects in terms of their mass. 5.3.6.2. Orders objects in terms of their mass. Level 2 5.3.6.3. Compares objects by weighing them in kilograms using standard tools. 5.3.6.4. Solves problems about the unit of mass measurement. Level 3 5.3.6.5. Measures objects in grams/kilograms. 5.3.6.6. Estimates the mass of an object.	For target behaviour 5.3.6.1., two objects are compared first. Comparison results are expressed using phrases such as “heavier”, “lighter”, “heaviest”, “lightest”. At least three objects are ordered by mass and the relationship between them is interpreted. Phrases such as “heaviest”, “lightest” are used. For target behaviour 5.3.6.1., phrases such as “heavier”, “lighter”, “heaviest”, “lightest” should be used. In target behaviour 5.3.6.7., problems requiring conversion should not be

Section	Goals	Target Behaviours	Explanations
		5.3.6.7. Checks the accuracy of the mass estimated by measuring. 5.3.6.8. Solves problems about the kilogram/gram. Level 4 5.3.6.9. Expresses half and quarter kilograms in grams. 5.3.6.10. Uses kilogram and gram together when measuring mass. 5.3.6.11. States where the ton and the milligram are used. 5.3.6.12. Relates the units ton-kilogram, kilogram-gram, gram-milligram. 5.3.6.13. Converts ton-kilogram, kilogram-gram, gram-milligram into one another. 5.3.6.14 Solves problems about the ton, kilogram, gram and milligram. 5.3.6.15. Poses problems about the ton, kilogram, gram and milligram.	included. For target behaviour 5.3.6.10., the notation of the ton and the milligram using abbreviations should be included. Braille symbols should be included for blind individuals. For target behaviour 5.3.6.11., conversions not requiring decimal notation should be done. For goal 5.3.6., talking scales and talking labels may be used with blind individuals.
Section	Goals	Target Behaviours	Explanations
Section 5.3. Measurement	5.3.7. Measures liquids.	Level 1 5.3.7.1. Measures liquids using non-standard units. 5.3.7.2. Compares the amount of liquid in at least three identical containers. 5.3.7.3. Orders the amount of liquid in at least three identical containers. Level 2 5.3.7.4. Compares the amounts of liquids by measuring them using non-standard units of liquid measurement. 5.3.7.5. Solves problems about non-standard units of liquid measurement. Level 3 5.3.7.6. Explains the necessity of standard liquid measuring tools and units and makes measurements in litres or half litres. 5.3.7.7. Estimates the amount of liquid in a container in litres and half litres. 5.3.7.8. Checks the accuracy of the estimated amount of liquid by measuring. 5.3.7.9. Solves problems about the litre. Level 4 5.3.7.10. States the areas of use of the millilitre. 5.3.7.11. Relates the litre and the millilitre and converts them into one another. 5.3.7.12. Uses the litre and the millilitre together to state an amount. 5.3.7.13. Estimates the amount of liquid in a container in litres/millilitres.	For target behaviour 5.3.7.2., phrases such as "full/empty", "more/less", "half full" should be used in comparison work. In measuring liquids, liquid level measuring devices may be used for blind individuals. Talking liquid measuring devices may be preferred. Tactile symbols may be written on standard liquid measuring containers (1-litre, half-litre measuring cups).

Section	Goals	Target Behaviours	Explanations
		5.3.7.14. Checks the estimated amount of liquid by measuring. 5.3.7.15. Solves problems about the litre and the millilitre. 5.3.7.16. Poses problems about the litre and the millilitre.	

Section	Goals	Target Behaviours	Explanations
Section 5.4. Data Processing	5.4.1 Makes interpretations and estimations by examining simple tables and graphs.	Level 1 5.4.1.1. Reads simple tables created using symbols and digits. 5.4.1.2. Reads simple tables having at most two data groups. Level 2 5.4.1.3. Answers questions asked about the simple tables having at most two data groups that they created. Level 3 5.4.1.4. Explains the information shown in figure and object graphs and converts from the graph to a tally/frequency table. 5.4.1.5. Reads simple tables having at most three data groups. Level 4 5.4.1.6. Makes interpretations and estimations by examining a bar graph.	For goal 5.4.1., comparison of different parts of the data should be ensured in reading tables. Table reading should also include interpreting the table. For target behaviours 5.4.1.1. and 5.4.1.2., tables that individuals frequently encounter, such as daily nutrition, behaviour, rule and activity tables, should be used in table reading work. Objects and pictures of objects should be used first. Symbols (star, smiley face etc.) should be preferred. For target behaviours 5.4.1.1. and 5.4.1.2., the data should be limited to the numbers 1-20.

Section	Goals	Target Behaviours	Explanations
Section 5.4. Data Processing	5.4.2. Creates a tally, frequency table, object, figure and bar graph.	Level 1 5.4.2.1. Fills in illustrated behaviour/activity tables using symbols. 5.4.2.2. Fills in illustrated behaviour/activity tables using digits. Level 2 5.4.2.3. Collects data by asking questions on any problem or topic, classifies it and organises it as a tree diagram, tally or frequency table. 5.4.2.4. Answers questions asked about the tree diagram, tally or frequency table having at most two data groups that they created. 5.4.2.5. Collects data by asking questions on any problem or topic, classifies it and creates an object and figure graph. 5.4.2.6. Answers questions asked about the object and figure graph having at most two data groups that they created. Level 4	For goal 5.4.2. level 1, tables that individuals frequently encounter, such as daily nutrition, behaviour, rule and activity tables, should be used in table creation work. Objects and pictures of objects should be used first. Symbols (star, smiley face etc.) should be used. The data should be limited to the numbers 1-20. The table should belong to at most two data groups. For target behaviours 5.4.2.1. and 5.4.2.2., two or more attributes should be used. For target behaviour 5.4.2.6., when creating the graph, care should be taken that the data can be organised into at most four categories, that one object is used for each datum, and that the objects are placed side by side or on top of each other. For target behaviour 5.4.2.9., an object or figure graph should be used. Tally and frequency tables may also be used.

Section	Goals	Target Behaviours	Explanations
		5.4.2.7. Creates a bar graph suitable for the data collected by asking questions on any problem or topic. 5.4.2.8. Uses different representations in order to present the data obtained. 5.4.2.9. Makes estimations based on bar graphs, tables and other graphs.	
Section 5.4. Data Processing	5.4.3. Solves problems about daily life using the information shown in bar graphs, tables and other graphs.	Level 3 5.4.3.1. Solves problems requiring addition/subtraction using the given graphs. 5.4.3.2. Creates a graph using the information given in the problem. 5.4.3.3. Solves problems requiring addition/subtraction using the graphs they created. 5.4.3.4. Solves problems requiring addition/subtraction by making use of graphs. Level 4 5.4.3.5. Uses bar graphs, tables and other graphs in problem solving.	For goal 5.4.3., individuals should answer questions such as “How much more? How much less?” in the problems. The graphs should belong to at most four data groups.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.1. Counts rhythmically.	5.1.1.1. Counts rhythmically forward by ones from 0 to 100. 5.1.1.2. Counts rhythmically forward by ones starting from a given number between 1-20. 5.1.1.3. Counts rhythmically forward by tens from 0 to 100. 5.1.1.4. Counts rhythmically forward by fives from 0 to 100. 5.1.1.5. Counts rhythmically forward by twos up to 20. 5.1.1.6. Counts rhythmically backward by ones starting from 20. 5.1.1.7. Counts rhythmically backward by twos starting from 20.	5.1.1.8. Counts rhythmically backward by twos from 100. 5.1.1.9. Counts rhythmically forward by threes from 0 to 30. 5.1.1.10. Counts rhythmically backward by threes from 30 to 0. 5.1.1.11. Counts rhythmically forward by fours from 0 to 40. 5.1.1.12. Counts rhythmically backward by fours from 40 to 0. 5.1.1.13. Counts rhythmically forward by threes starting from a given number between 1-30. 5.1.1.14. Counts rhythmically backward by threes starting from a given number between 1-30. 5.1.1.15. Counts rhythmically forward by fours starting from a given number between 1-40. 5.1.1.16. Counts rhythmically backward by fours starting from a	5.1.1.17. Counts rhythmically forward by sixes from 0 to 60. 5.1.1.18. Counts rhythmically forward by sevens from 0 to 70. 5.1.1.19. Counts rhythmically forward by eights from 0 to 80. 5.1.1.20. Counts rhythmically forward by nines from 0 to 90. 5.1.1.21. Counts rhythmically forward by hundreds from 100 to 1000. 5.1.1.22. Counts rhythmically backward by hundreds from 1000. 5.1.1.23. Counts rhythmically forward by tens starting from a given number between 1-1000. 5.1.1.24. Counts rhythmically forward by hundreds starting from a given number between 1-1000.	5.1.1.25. Counts rhythmically by thousands up to 10,000.

Section	Goals	Level 1	Level 2	Level 3	Level 4
			given number between 1-40.		

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.2. Counts objects/pictures of objects.	5.1.2.1. Counts one by one 1-20 objects/pictures of objects lined up side by side. 5.1.2.2. Counts one by one 1-20 objects/pictures of objects arranged in mixed order.	5.1.2.3. Counts one by one the objects/pictures of objects in a group of up to 100 objects. 5.1.2.4. Counts by tens the objects/pictures of objects in a group of up to 100 objects. 5.1.2.5. Counts by fives the objects/pictures of objects in a group of up to 100 objects. 5.1.2.6. Counts by twos the objects/pictures of objects in a group of up to 100 objects. 5.1.2.7. Counts by threes the objects/pictures of objects in a group of up to 30 objects. 5.1.2.8. Counts by fours the objects/pictures of objects in a group of up to 40 objects.		
	5.1.3. Expresses the quantity corresponding to a number up to 100 as a count of items.	5.1.3.1. States the number of a group of 1-20 objects by counting them. 5.1.3.2. States the number of a group of 1-20 objects in a picture by counting them.	5.1.3.4. States the number of a group of 20100 objects in a picture by counting them.		

Section	Goals	Level 1	Level 2	Level 3	Level 4
		5.1.3.3. Separates the requested number of objects from a group of 1-20 objects by counting.			

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.4. Writes natural numbers.	5.1.4.1. States that a quantity of 10 items of the same kind is one "deste" (set of ten). 5.1.4.2. States that a quantity of 12 items of the same kind is one dozen. 5.1.4.3. Separates a group of 10-20	5.1.4.9. Separates a quantity of fewer than 100 objects into tens and ones using a model. 5.1.4.10. States the number of tens and ones of the quantity they separated into groups of tens and ones.	5.1.4.15. Separates a quantity of 100-1000 objects into hundreds, tens and ones using a model. 5.1.4.16. States the number of hundreds, tens and ones of the quantity they separated into hundreds, tens and ones.	5.1.4.21. Reads 4-, 5- and 6-digit natural numbers. 5.1.4.22. Writes in digits stated 4-, 5- and 6-digit natural numbers.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		objects/pictures of objects (10 and 20 included) into tens and ones. 5.1.4.4. States the number of tens and ones of a group of 10-20 objects/pictures of objects. 5.1.4.5. Writes the number corresponding to the group of 10-20 objects that they separated into tens and ones. 5.1.4.6. Reads the number corresponding to the group of 10-20 objects that they separated into tens and ones. 5.1.4.7. Reads the numbers 1-20. 5.1.4.8. Writes in digits a stated number between 1-20.	5.1.4.11. Writes the number corresponding to a quantity between 20-100 that they separated into tens and ones. 5.1.4.12. Reads the number corresponding to a quantity between 20-100 that they separated into tens and ones. 5.1.4.13. Reads two-digit natural numbers. 5.1.4.14. Writes in digits stated two-digit natural numbers.	5.1.4.17. Writes the number corresponding to a quantity between 100-1000 that they separated into hundreds, tens and ones. 5.1.4.18. Reads the number corresponding to a quantity between 100-1000 that they separated into hundreds, tens and ones. 5.1.4.19. Reads three-digit natural numbers. 5.1.4.20. Writes in digits stated three-digit natural numbers.	

Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.1.5. Writes the place and place values of natural numbers.		5.1.5.1. Writes the place names of natural numbers smaller than 100 on models. 5.1.5.2. Writes the place values of natural numbers smaller than 100.	5.1.5.3. Writes the place names of three-digit numbers on models. 5.1.5.4. Writes the place values of three-digit numbers on models.	5.1.5.5. Writes the place names of 4-, 5- and 6-digit natural numbers. 5.1.5.6. Writes the place values of 4-, 5- and 6-digit natural numbers. 5.1.5.7. Separates 4-, 5- and 6-digit numbers into periods. 5.1.5.8. Decomposes 4-, 5- and 6-digit numbers.
Section 1. Numbers and Operations	5.1.6. Orders natural numbers.	5.1.6.1. Writes the numbers from 1 to 20 in order. 5.1.6.2. Writes the number that comes after a given number between 1-20. 5.1.6.3. Writes the number that comes before a given number between 1-20. 5.1.6.4. Orders the numbers from 1 to 20 given in mixed order according to counting order. 5.1.6.5. Writes the number/numbers left missing in a given number sequence from 1 to 20.	5.1.6.6. Writes the number that comes after a given number between 1-100. 5.1.6.7. Writes the number that comes before a given number between 1-100. 5.1.6.8. Orders at most 4 natural numbers between 1-100 given in mixed order according to counting order. 5.1.6.9. Writes the numbers left missing in a number sequence formed with natural numbers smaller than 100.		

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.7. Compares the number of objects in two groups by matching them one to one.	5.1.7.1. States that two groups with the same number of objects between 1-20 are equal by matching them one to one. 5.1.7.2. States that one group of objects is fewer than the other by matching one to one two groups with different numbers of objects between 1-20. 5.1.7.3. States that one group of objects is more than the other by matching two groups with different numbers of objects between 1-20.			
	5.1.8. Compares natural numbers.	5.1.8.1. States that two numbers between 10-20 are equal by comparing them. 5.1.8.2. States the greater one by comparing two numbers between 10-20. 5.1.8.3. States the smaller one by comparing two numbers between 10-20.	5.1.8.4. States the greater/greatest one by comparing at most four natural numbers smaller than 100. 5.1.8.5. States the smaller/smallest one by comparing at most four natural numbers smaller than 100. 5.1.8.6. Orders at most four natural numbers smaller than 100 from greatest to smallest/smallest to greatest.	5.1.8.7. States which one is greater/greatest by comparing at most five natural numbers smaller than 1000. 5.1.8.8. States which one is smaller/smallest by comparing at most five natural numbers smaller than 1000. 5.1.8.9. Orders at most five natural numbers smaller than 1000 from greatest to smallest/smallest to greatest using the ">" and "<" symbols.	5.1.8.10. Orders natural numbers of at most six digits using the greater/less than symbol.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.1.9. Uses numbers for the purpose of stating order.	5.1.9.1. States the position of objects/pictures of objects within an ordered sequence. 5.1.9.2. Shows the object/picture of an object whose position is stated within an ordered sequence. 5.1.9.3. Reads an ordinal number. 5.1.9.4. Writes an ordinal number.			
Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.10. Creates an increasing/decreasing number pattern according to a certain		5.1.10.1. States the rule of a number pattern with a constant difference.	5.1.10.3. Continues a number pattern with a constant difference for at most 4 steps.	5.1.10.5. Creates an increasing or decreasing double-rule number pattern according to a certain rule.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	rule.		5.1.10.2. Writes the missing element of a number pattern with a constant difference.	5.1.10.4. Creates an increasing or decreasing single-rule number pattern according to a certain rule.	5.1.10.6. States the rules of the number pattern they created according to a double rule.
	5.1.11. Rounds natural numbers to the nearest ten/hundred/thousand.		5.1.11.1. States the ten to which a natural number smaller than 100 is close. 5.1.11.2. Rounds a natural number smaller than 100 to the ten it is close to.	5.1.11.3. States the ten/hundred to which a three-digit natural number is close. 5.1.11.4. Rounds a three-digit natural number to the ten/hundred it is close to.	5.1.11.5. States the ten/hundred/thousand to which a four-digit natural number is close. 5.1.11.6. Rounds a four-digit natural number to the ten/hundred/thousand it is close to.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.12. Distinguishes natural numbers according to whether they are odd or even.			5.1.12.1. States whether the number of objects is odd or even by grouping objects/pictures of objects. 5.1.12.2. States whether the given numbers are odd or even. 5.1.12.3. States that the sum of two odd natural numbers is even. 5.1.12.4. States that the sum of two even natural numbers is even. 5.1.12.5. States that the sum of an odd and an even natural number is odd.	
	5.1.13. Expresses numbers in Roman numerals.			5.1.13.1. Reads Roman numerals up to 20. 5.1.13.2. Writes numbers up to 20 in Roman numerals.	
	5.1.14. Performs addition with natural numbers.	5.1.14.1. States that the number of a group increases/grows by adding the stated number of objects to the group.	5.1.14.11. Performs addition without carrying with two numbers whose sum does not exceed 100.	5.1.14.17. Performs addition without carrying with two numbers whose sum does not exceed 1000.	5.1.14.23. Performs addition with/without carrying with numbers of at most four digits.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations		5.1.14.2. Performs additions whose sum does not exceed 20 by modelling them with real objects/pictures of objects. 5.1.14.3. Performs the addition	5.1.14.12. Performs addition with carrying with two numbers whose sum does not exceed 100. 5.1.14.13. Finds the missing addend in the sum of two numbers	5.1.14.18. Performs addition with carrying with two numbers whose sum does not exceed 1000. 5.1.14.19. Finds the missing addend in the sum of two numbers	5.1.14.24. Estimates the sum of two numbers whose sum has at most four digits. 5.1.14.25. Compares their estimate of the sum of two numbers whose

Section	Goals	Level 1	Level 2	Level 3	Level 4
		shown with objects/pictures of objects whose sum does not exceed 20 by converting it into numbers. 5.1.14.4. Uses the equals symbol. 5.1.14.5. Uses the addition symbol (+). 5.1.14.6. Performs addition with numbers whose sum does not exceed 20. 5.1.14.7. Performs addition with three one-digit numbers whose sum does not exceed 20. 5.1.14.8. States that the sum does not change when the places of the addends are changed in addition. 5.1.14.9. Writes the missing addend in an addition performed with numbers whose sum does not exceed 20.	whose sum does not exceed 100. 5.1.14.14. Estimates the sum of two numbers whose sum does not exceed 100. 5.1.14.15. Compares their estimate of the sum of two numbers whose sum does not exceed 100 with the result of the operation. 5.1.14.16. Performs mental addition with two numbers whose sum does not exceed 100.	whose sum does not exceed 1000. 5.1.14.20. Estimates the sum of two numbers whose sum does not exceed 1000. 5.1.14.21. Compares their estimate of the sum of two numbers whose sum does not exceed 1000 with the result of the operation. 5.1.14.22. Mentally adds two numbers whose sum does not exceed 1000.	sum has at most four digits with the result of the operation. 5.1.14.26. Mentally adds numbers of at most four digits to multiples of 100.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		5.1.14.10. Performs mental addition with numbers whose sum does not exceed 20.			
	5.1.15. Solves problems requiring addition.	5.1.15.1. Solves problems requiring one addition with numbers whose sum does not exceed 20. 5.1.15.2. Poses problems, suitable for the data given, requiring one addition with numbers whose sum does not exceed 20.	5.1.15.3. Solves problems requiring at most two operations with numbers whose sums do not exceed 100. 5.1.15.4. Poses problems, suitable for the data given, requiring two operations with numbers whose sum does not exceed 100.	5.1.15.5. Solves problems requiring at most three operations with three-digit numbers whose sums do not exceed 1000. 5.1.15.6. Poses problems, suitable for the data given, requiring at most two operations.	5.1.15.7. Solves problems requiring at most four operations with numbers of at most four digits. 5.1.15.8. Poses problems, suitable for the data given, requiring three operations.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.16. Performs subtraction with natural numbers.	5.1.16.1. States that the number of a group decreases/diminishes by removing the stated number of objects from the group. 5.1.16.2. Performs subtractions with numbers up to 20 by modelling	5.1.16.7. Performs subtraction without regrouping with numbers up to 100. 5.1.16.8. Performs subtraction with regrouping with numbers up to 100. 5.1.16.9. Finds the missing	5.1.16.14. Performs subtraction without regrouping with numbers of at most three digits. 5.1.16.15. Performs subtraction with regrouping with numbers of at most three digits.	5.1.16.22. Performs subtraction without regrouping with two numbers of at most four digits. 5.1.16.23. Performs subtraction with regrouping with two numbers of at most four digits.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		them with real objects/pictures of objects. 5.1.16.3. Performs the subtraction shown with objects/pictures of objects between 0-20 by converting it into numbers. 5.1.16.4. Uses the subtraction symbol (-).	minuend in a subtraction performed with numbers up to 20. 5.1.16.10. Finds the missing subtrahend in a subtraction performed with numbers up to 20.	5.1.16.16. Finds the missing minuend in a subtraction performed with numbers up to 100. 5.1.16.17. Finds the missing subtrahend in a subtraction performed with numbers up to 100.	5.1.16.24. Finds the missing minuend in a subtraction performed with numbers of at most four digits. 5.1.16.25. Finds the missing subtrahend in a subtraction performed with numbers up to 100.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations		5.1.16.5. Performs subtraction with numbers up to 20. 5.1.16.6. Performs mental subtraction with numbers up to 20.	5.1.16.11. Estimates the result of a subtraction performed with two numbers up to 100. 5.1.16.12. Compares their estimate of the result of a subtraction performed with two numbers up to 100 with the result of the operation. 5.1.16.13. Mentally subtracts two numbers that are multiples of 10 within 100.	5.1.16.18. Estimates the result of a subtraction performed with three-digit numbers. 5.1.16.19. Compares their estimate of the result of a subtraction performed with three-digit numbers with the result of the operation. 5.1.16.20. Mentally subtracts a two-digit number that is a multiple of 10 from a two-digit number. 5.1.16.21. Mentally subtracts a two-digit number that is a multiple of 10 from a three-digit number that is a multiple of 100.	5.1.16.26. Estimates the result of a subtraction performed with numbers of at most four digits. 5.1.16.27. Compares their estimate of the result of a subtraction performed with numbers of at most four digits with the result of the operation. 5.1.16.28. Mentally subtracts a two-digit number that is a multiple of 10 from a three-digit number. 5.1.16.29. Mentally subtracts three-digit numbers that are multiples of 100.
	5.1.17. Solves problems requiring subtraction.	5.1.17.1. Solves problems requiring one subtraction with numbers between 1-20. 5.1.17.2. Poses problems, suitable for the data given, requiring one subtraction with numbers between 1-20.	5.1.17.3. Solves problems of at most two operations requiring addition and subtraction with numbers between 0-100. 5.1.17.4. Poses problems, suitable for the data given, of at most two operations requiring addition and subtraction with numbers between 0-100.	5.1.17.5. Solves problems of at most three operations requiring addition and subtraction with numbers between 0-1000. 5.1.17.6. Poses problems, suitable for the data given, of at most two operations requiring addition and subtraction with numbers between 0-1000.	5.1.17.7. Solves problems of at most four operations requiring addition and subtraction with numbers of at most four digits. 5.1.17.8. Poses problems, suitable for the data given, of at most three operations requiring addition and subtraction with numbers of at most four digits.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.18. Performs multiplication with natural numbers.		5.1.18.1. Models multiplication with numbers up to 20 as repeated addition with real objects/pictures of objects. 5.1.18.2. States that multiplication is repeated addition.	5.1.18.7. Multiplies numbers up to 10 by 6, 7, 8, 9. 5.1.18.8. Creates the multiplication table. 5.1.18.9. Multiplies numbers up to 100 by numbers up to 10 without	5.1.18.15. Multiplies two-digit numbers by three-digit numbers. 5.1.18.16. States that changing the places of the factors in a multiplication with three natural numbers does not change the

Section	Goals	Level 1	Level 2	Level 3	Level 4
			5.1.18.3. Converts the multiplication shown with objects/pictures of objects into numbers. 5.1.18.4. Uses the multiplication symbol (x). 5.1.18.5. Multiplies numbers up to 10 by 1, 2, 3, 4, 5 and 10. 5.1.18.6. Creates the multiplication table up to 5 (5 included).	carrying. 5.1.18.10. Multiplies numbers up to 100 by numbers up to 10 with carrying. 5.1.18.11. Multiplies a two-digit number by a two-digit number. 5.1.18.12. Multiplies a three-digit number by a one-digit number. 5.1.18.13. Performs short-cut multiplication by 10 and 100 up to 1000. 5.1.18.14. States the change in the result when one of the factors is increased or decreased in multiplication.	result. 5.1.18.17. Multiplies natural numbers of at most three digits by numbers that are at most nine times 10, 100 and 1000 using the short-cut method. 5.1.18.18. Multiplies natural numbers of at most two digits by 5, 25 and 50 using the short-cut method. 5.1.18.19. Mentally multiplies numbers of at most three digits by 10, 100 and 1000. 5.1.18.20. Estimates the product of a natural number of at most two digits and a one-digit natural number. 5.1.18.21. Compares their estimate of the product of a natural number of at most two digits and a one-digit natural number with the result of the operation.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.1.19. Solves problems about multiplication.		5.1.19.1. Solves problems requiring one multiplication with numbers between 1-100.	5.1.19.2. Solves problems requiring two operations, one being multiplication, with numbers between 1-100. 5.1.19.3. Poses problems requiring multiplication.	5.1.19.4. Solves problems requiring at most three operations, one being multiplication, with numbers of at most three digits. 5.1.19.5. Poses problems requiring at most two operations, one being multiplication, with numbers of at most three digits.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 1. Numbers and Operations	5.1.20. Performs division with natural numbers.		5.1.20.1. Models division with numbers up to 20 by grouping/sharing real objects/pictures of objects. 5.1.20.2. Models division with numbers up to 20 as successive subtraction by grouping/sharing real objects/pictures of objects.	5.1.20.6. Divides numbers up to 100 by numbers up to 10 without remainder. 5.1.20.7. Divides numbers up to 100 by numbers up to 10 with remainder. 5.1.20.8. Divides a natural number up to 100 whose ones digit is zero	5.1.20.9. Divides three-digit natural numbers by natural numbers of at most two digits. 5.1.20.10. Divides a number of at most four digits by a one-digit number. 5.1.20.11. Mentally divides natural numbers of at most five digits

Section	Goals	Level 1	Level 2	Level 3	Level 4
			5.1.20.3. Converts the division without remainder shown with objects/pictures of objects between 0-20 into numbers. 5.1.20.4. Uses the division symbol (+).	by 10 using the short-cut method.	whose last three digits are zero by 10, 100 and 1000. 5.1.20.12. Estimates the result of a division. 5.1.20.13. Compares their estimate of the result of a division with the result of the operation.

Section	Goals	Level 1	Level 2	Level 3	Level 4
			5.1.20.5. States the role of 1 in division.		5.1.20.14. States the relationship between multiplication and division. 5.1.20.15. Determines the missing value in one of two mathematical expressions having an equality relationship and states that the equality holds. 5.1.20.16. Explains the operations needed for two mathematical expressions without an equality relationship to become equal.
Section 1. Numbers and Operations	5.1.21. Solves problems requiring division.		5.1.21.1. Solves problems requiring division by 2, 3, 4, at most 5, using numbers between 1-20.	5.1.21.2. Solves problems requiring two operations, one being division, with numbers up to 100. 5.1.21.3. Poses problems requiring division with numbers up to 100.	5.1.21.4. Solves problems requiring at most three operations, one being division, with numbers of at most four digits. 5.1.21.5. Poses problems requiring two operations, one being division, with numbers of at most four digits.
	5.1.22. Uses fraction notation by relating whole, half and quarter models.	5.1.22.1. Shows the object/picture of an object that is a whole. 5.1.22.2. Shows the object/picture of an object that is a half. 5.1.22.3. States that one of the two equal parts of a whole is a half.	5.1.22.5. Shows the object/picture of an object that is a quarter. 5.1.22.6. States that one of the four equal parts of a whole is a quarter. 5.1.22.7. States that one of the two equal parts of a half is a quarter.	5.1.22.10. Shows whole, half and quarter models in fraction form. 5.1.22.11. States the fraction expressing a half, a quarter and a whole. 5.1.22.12. States the part-whole meaning of a fraction.	5.1.22.13. Reads a fraction.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		5.1.22.4. Relates the whole and the half.	5.1.22.8. Relates the quarter and the half. 5.1.22.9. States that a whole consists of one half and two		

Section	Goals	Level 1	Level 2	Level 3	Level 4
			quarters.		
Section 1. Numbers and Operations	5.1.23. Distinguishes unit fractions.			5.1.23.1. Shows each of the equal parts of a whole in fraction form. 5.1.23.2. States that each of the equal parts of a whole is a unit fraction. 5.1.23.3. States the unit fractions of fractions whose denominator is 10, 100. 5.1.23.4. States the stated unit fraction of a quantity by modelling it.	5.1.23.5. Compares unit fractions according to the greater-lesser relationship. 5.1.23.6. Orders unit fractions according to the greater-lesser relationship.
	5.1.24. Distinguishes improper and mixed fractions.			5.1.24.1. Shows fractions whose numerator is greater than their denominator.	5.1.24.2. States proper, improper and mixed fractions by modelling them.
	5.1.25. Distinguishes the stated proper fraction of a quantity.			5.1.25.1. States fractions whose numerator is smaller than their denominator by modelling them.	5.15.25.2. States the stated proper fraction of a quantity by modelling it.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.1.26. Compares fractions.			5.1.26.1. Shows a given fraction on the number line.	5.1.26.2. Compares at most three fractions with equal denominators according to the greater-lesser relationship.
Section 1. Numbers and Operations	5.1.27. Performs addition and subtraction with fractions having equal denominators.				5.1.27.1. Performs addition and subtraction with fractions having equal denominators. 5.1.27.2. Solves problems requiring addition and subtraction with fractions having equal denominators.
Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 2. Geometry	5.2.1. Distinguishes geometric shapes and solids.	5.2.1.1. Names geometric shapes by classifying them according to their number of corners and sides. 5.2.1.2. Models the triangle, square, rectangle, disc and circle. 5.2.1.3. Relates simple objects used in daily life to geometric	5.2.1.4. States the similarities and differences of the triangle, square, rectangle, disc and circle. 5.2.1.5. Distinguishes geometric solids on models. 5.2.1.6. States the name of the geometric solid shown.	5.2.1.7. States the faces, corners and edges of geometric solids. 5.2.1.8. States the similarities and differences of the cube, square prism and rectangular prism. 5.2.1.9. Draws a square, rectangle and triangle using a ruler.	5.2.1.12. Names the sides and corners of the triangle, square and rectangle. 5.2.1.13. States the side properties of the square and the rectangle. 5.2.1.14. Classifies triangles according to their side lengths.

Section	Goals	Level 1	Level 2	Level 3	Level 4
		shapes by classifying them according to their properties.		5.2.1.10. Shows the diagonals on a square and a rectangle. 5.2.1.11. States that shapes are named according to their number of sides.	5.2.1.15. Forms the cube whose net is given.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.2.2. Expresses spatial relationships.	5.2.2.1. States spatial (position, place, direction) relationships.	5.2.2.2. Uses mathematical language to state place, direction and movement. 5.2.2.3. Distinguishes symmetrical shapes in their surroundings. 5.2.2.4. Draws a line of symmetry dividing a given symmetrical shape into two equal parts.	5.2.2.5. Draws lines of symmetry on shapes having more than one line of symmetry. 5.2.2.6. Completes a symmetrical shape of which one part is given by drawing it according to the horizontal or vertical line of symmetry.	5.2.2.7. Draws a line of symmetry on shapes given in mirror symmetry. 5.2.2.8. Draws the symmetry of a given shape with respect to a line.
Section 2. Geometry	5.2.3. Creates geometric patterns.	5.2.3.1. Creates a pattern having at most three elements with geometric solids or shapes. 5.2.3.2. States the rule in a pattern made of geometric shapes or objects resembling geometric solids. 5.2.3.3. Completes the pattern by determining the elements left missing in the pattern.	5.2.3.4. Completes the pattern by determining the elements left missing in a repeating geometric pattern. 5.2.3.5. Creates new patterns having the same relationship with different materials by using the relationship in a geometric pattern.	5.2.3.6. Draws a design having a certain pattern on dotted or squared paper using shape models.	
	5.2.4. Distinguishes basic concepts in geometry.			5.2.4.1. Names the point by showing it with a symbol. 5.2.4.2. States the line, the ray and the angle. 5.2.4.3. Forms vertical and slanted line segments with line models.	5.2.4.4. States the plane. 5.2.4.5. Shows the angle with symbols by naming it.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 2. Geometry					5.2.4.6. Determines angles as acute, right, obtuse and straight by measuring them with standard angle measuring tools. 5.2.4.7. Forms the angle whose measure is given using standard

Section	Goals	Level 1	Level 2	Level 3	Level 4
					angle measuring tools.
Section 3. Measurement	5.3.1. Measures length.	5.3.1.1. Compares objects in terms of their lengths. 5.3.1.2. Orders objects in terms of their lengths. 5.3.1.3. Chooses a suitable non-standard measuring tool to measure a length. 5.3.1.4. Measures with a suitable non-standard measuring tool to measure a length. 5.3.1.5. Solves problems using non-standard units of length.	5.3.1.6. Makes repeated measurements with the parts of a non-standard unit divided into two and four (for example with a pencil, then with its half). 5.3.1.7. States the standard units of length measurement. 5.3.1.8. States the places of use of the standard units of length measurement. 5.3.1.9. States the result by measuring with the standard units of length measurement. 5.3.1.10. Estimates lengths with standard units of measurement. 5.3.1.11. Compares the length they estimated with the measurement result. 5.3.1.12. Creates length models with standard or non-standard units of length measurement.	5.3.1.14. Creates non-standard measures for one metre, half a metre, 10 cm and 5 cm. 5.3.1.15. Measures using the non-standard measuring tools they created for one metre, half a metre, 10 cm and 5 cm. 5.3.1.16. Relates the standard units of length measurement and writes them in terms of one another. 5.3.1.17. Solves problems requiring at most two operations about the metre and centimetre among the standard units of measurement.	5.3.1.18. States that the smallest unit of standard length measurement is the millimetre. 5.3.1.19. States the places of use of the millimetre, the smallest unit of standard length measurement. 5.3.1.20. Relates the standard units of length measurement. 5.3.1.21. Makes estimations according to a suitable unit for lengths they can measure directly. 5.3.1.22. Solves problems using standard units of measurement.

Section	Goals	Level 1	Level 2	Level 3	Level 4
			5.3.1.13. Solves problems using standard units of length.		
Section 3. Measurement	5.3.2. Measures perimeters.			5.3.2.1. Shows the perimeters of objects. 5.3.2.2. Measures the perimeter of shapes using non-standard and standard units. 5.3.2.3. Calculates the perimeter of shapes. 5.3.2.4. Solves problems about the perimeters of shapes.	5.3.2.5. Relates the perimeters of squares and rectangles to their side lengths. 5.3.2.6. Creates different geometric shapes having the same perimeter. 5.3.2.7. Solves problems about calculating the perimeters of shapes. 5.3.2.8. Poses problems about calculating the perimeters of shapes.
Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.3.3. Measures areas.			5.3.3.1. Measures the area of shapes by covering them with	5.3.3.3. States that the area of shapes is the number of unit

Section	Goals	Level 1	Level 2	Level 3	Level 4
				suitable non-standard material. 5.3.3.2. Estimates a given area with non-standard area measurement units.	squares covering that area. 5.3.3.4. Relates the area of squares and rectangles to addition and multiplication operations.

Section	Goals	Level 1	Level 2	Level 3	Level 4
	5.3.4. Distinguishes concepts related to money.	5.3.4.1. Distinguishes coins of 1, 5, 10, 25, 50 kuruş and notes of 1, 5, 10, 20, 50 TL.	5.3.4.2. Relates kuruş and lira. 5.3.4.3. Compares different amounts of money not exceeding 100 lira in terms of greater-lesser. 5.3.4.4. Solves problems about money.	5.3.4.5. Relates kuruş and lira. 5.3.4.6. Solves problems about money. 5.3.4.7. Poses problems about money.	
Section 3. Measurement	5.3.5. Distinguishes concepts related to time.	5.3.5.1. Reads full hours. 5.3.5.2. Reads half hours. 5.3.5.3. States the day, week and month on a calendar. 5.3.5.4. Makes temporal orderings by taking certain events and situations as reference.	5.3.5.5. Reads quarter hours. 5.3.5.6. Relates units of time measurement. 5.3.5.7. Solves problems about units of time measurement.	5.3.5.8. States the time in minutes and hours. 5.3.5.9. Relates units of time measurement. 5.3.5.10. Compares the durations of events. 5.3.5.11. Solves problems using units of time measurement.	5.3.5.12. Relates units of time measurement. 5.3.5.13. Solves problems using units of time measurement. 5.3.5.14. Poses problems using units of time measurement.
	5.3.6. Distinguishes concepts related to weighing.	5.3.6.1. Compares objects in terms of their mass. 5.3.6.2. Orders objects in terms of their mass.	5.3.6.3. Compares objects by weighing them in kilograms using standard tools. 5.3.6.4. Solves problems about the unit of mass measurement.	5.3.6.5. Measures objects in grams/kilograms. 5.3.6.6. Estimates the mass of an object. 5.3.6.7. Checks the accuracy of the mass estimated by measuring. 5.3.6.8. Solves problems about the kilogram/gram.	5.3.6.9. Expresses half and quarter kilograms in grams. 5.3.6.10. Uses kilogram and gram together when measuring mass. 5.3.6.11. States where the ton and the milligram are used.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 3. Measurement					5.3.6.12. Relates the units ton-kilogram, kilogram-gram, gram-milligram. 5.3.6.13. Converts ton-kilogram, kilogram-gram, gram-milligram into one another. 5.3.6.14. Solves problems about the ton, kilogram, gram and milligram. 5.3.6.15. Poses problems about the

Section	Goals	Level 1	Level 2	Level 3	Level 4
					ton, kilogram, gram and milligram.
	5.3.7. Measures liquids.	5.3.7.1. Measures liquids using non-standard units. 5.3.7.2. Compares the amount of liquid in at least three identical containers. 5.3.7.3. Orders the amount of liquid in at least three identical containers.	5.3.7.4. Compares the amounts of liquids by measuring them using non-standard units of liquid measurement. 5.3.7.5. Solves problems about non-standard units of liquid measurement.	5.3.7.6. Explains the necessity of standard liquid measuring tools and units and makes measurements in litres or half litres. 5.3.7.7. Estimates the amount of liquid in a container in litres and half litres. 5.3.7.8. Checks the accuracy of the estimated amount of liquid by measuring. 5.3.7.9. Solves problems about the litre.	5.3.7.10. States the areas of use of the millilitre. 5.3.7.11. Relates the litre and the millilitre and converts them into one another. 5.3.7.12. Uses the litre and the millilitre together to state an amount. 5.3.7.13. Estimates the amount of liquid in a container in litres/millilitres. 5.3.7.14. Checks the estimated amount of liquid by measuring.

Section	Goals	Level 1	Level 2	Level 3	Level 4
Section 3. Measurement					5.3.7.15. Solves problems about the litre and the millilitre. 5.3.7.16. Poses problems about the litre and the millilitre.
	5.4.1. Makes interpretations and estimations by examining simple tables and graphs.	5.4.1.1. Reads simple tables created using symbols and digits. 5.4.1.2. Reads simple tables having at most two data groups.	5.4.1.3. Answers questions asked about the simple tables having at most two data groups that they created.	5.4.1.4. Explains the information shown in figure and object graphs and converts from the graph to a tally/frequency table. 5.4.1.5. Reads simple tables having at most three data groups.	5.4.1.6. Makes interpretations and estimations by examining a bar graph.
Section 4. Data Processing	5.4.2. Creates a tally, frequency table, object, figure and bar graph.	5.4.2.1. Fills in illustrated behaviour/activity tables using symbols. 5.4.2.2. Fills in illustrated behaviour/activity tables using digits.	5.4.2.3. Collects data by asking questions on any problem or topic, classifies it and organises it as a tree diagram, tally or frequency table. 5.4.2.4. Answers questions asked about the tree diagram, tally or frequency table having at most two data groups that they created.		5.4.2.7. Creates a bar graph suitable for the data collected by asking questions on any problem or topic. 5.4.2.8. Uses different representations in order to present the data obtained. 5.4.2.9. Makes estimations based on bar graphs, tables and other graphs.

Section	Goals	Level 1	Level 2	Level 3	Level 4
			5.4.2.5. Collects data by asking questions on any problem or topic,		

Section	Goals	Level 1	Level 2	Level 3	Level 4
			classifies it and creates an object and figure graph. 5.4.2.6. Answers questions asked about the object and figure graph having at most two data groups that they created.		
Section 4. Data Processing	5.4.3. Solves problems about daily life using the information shown in bar graphs, tables and other graphs.			5.4.3.1. Solves problems requiring addition/subtraction using the given graphs. 5.4.3.2. Creates a graph using the information given in the problem. 5.4.3.3. Solves problems requiring addition/subtraction using the graphs they created. 5.4.3.4. Solves problems requiring addition/subtraction by making use of graphs.	5.4.3.5. Uses bar graphs, tables and other graphs in problem solving.

6. Module Name	INDEPENDENT MOVEMENT
6. Module Aim	This module aims to teach individuals with visual impairment sensory skills in orientation, orientation skills, movement skills and route following skills.
6. Sections in the Module	Sensory Skills in Orientation, Orientation Skills, Movement Skills, Route Following General Explanations Regarding the Module

General Explanations Regarding the Module

- Independent movement skills consist of two parts: orientation and movement skills. For this purpose 4 sections have been prepared in this module: Sensory Skills in Orientation, Orientation Skills, Movement Skills and Route Following. Orientation skills are not a prerequisite for movement skills. Therefore, while orientation skills are being worked on with an individual, independent movement skills can be worked on at the same time. Teaching route following requires orientation and movement skills to be used together. When an individual begins to achieve goals from orientation and independent movement skills, it is appropriate to move on to teaching route following. If the individual can name the object concepts in the area where they will move and can perform right-left turns and basic independent movement skills independently, route teaching is begun. The goals in Section 3 may be selected as aims not only for totally blind individuals but also for low-vision individuals according to their needs. Low-vision individuals may use protective techniques, cane skills and other movement skills in moving around the environment as support for their vision skills. In some cases, teaching these skills is also necessary for individuals who cannot benefit from night vision.
- Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 6.1. Sensory Skills in Orientation	6.1.1. Uses the hearing skill.	6.1.1.1. Finds the way by following the sound. 6.1.1.2. Uses object perception. 6.1.1.3. Determines sound shadows. 6.1.1.4. Uses echo perception.	For target behaviour 6.1.1.2., work should be done in which the individual identifies sounds first while stationary, then while in motion. For teaching target behaviour 6.1.1.3., examples similar to the following should be included. For example, the individual may be asked to find the location of a sound-making toy placed in a closed box by listening to its sound. For example, they may be asked to find the location of a person speaking behind a closed door by listening to their voice. Later, by standing next to a parked truck in an outdoor setting, it is shown how the truck prevents the sounds of cars from reaching them. For target behaviour 6.1.1.4., work should be done first indoors, then outdoors.
Section 6.1. Sensory Skills in Orientation	6.1.2. Distinguishes tactile stimuli.	6.1.2.1. Distinguishes the materials of items. 6.1.2.2. States the material of items.	In teaching goal 6.1.2., the individual is asked to distinguish the materials of items naturally found in the environment such as a chair, door or waste bin and to state what they are. The materials should be varied as glass, wood, metal, fabric etc.
Section 6.1. Sensory Skills in Orientation	6.1.3. Distinguishes visual stimuli.	6.1.3.1. States the environmental and architectural concepts inside the building. 6.1.3.2. Determines the location of doors, the location of corners and the position of windows. 6.1.3.3. Determines the width of the corridor. 6.1.3.4. Determines the locations of lifts and open doors in the corridor. 6.1.3.5. Estimates the ceiling height. 6.1.3.6. Detects obstacles at head level. 6.1.3.7. Detects light sources. 6.1.3.8. Determines whether the windows are open/closed. 6.1.3.9. Distinguishes items (desk, board etc.) by their colours. 6.1.3.10. Determines the locations of items. 6.1.3.11. Enters and exits through automatic revolving doors. 6.1.3.12. Identifies the pavement and the street and distinguishes the two from each other. 6.1.3.13. Determines the obstacles on the pavement. 6.1.3.14. Correctly estimates the width/depth of the pavement. 6.1.3.15. Determines where the street begins. 6.1.3.16. Determines one-way and two-way roads.	Goal 6.1.3. should be worked on with low-vision individuals using their vision skills. It should be supported with the other senses when necessary. For target behaviour 6.1.3.1., environmental and architectural concepts such as corner, corridor, radiator, window, door etc. should be worked on.

Section	Goals	Target Behaviours	Explanations
Section 6.1. Sensory Skills in Orientation	6.1.4. Distinguishes smell-based stimuli.	6.1.4.1. States the smells that are the same. 6.1.4.2. Distinguishes the smells that are different. 6.1.4.3. States the entity/object the smells belong to.	Work should start with examples such as spices placed in bags and be broadened towards the smells encountered in the environment while moving.
Section 6.1. Sensory Skills in Orientation	6.1.5. Distinguishes kinaesthetic stimuli.	6.1.5.1. Distinguishes differing floor surfaces. 6.1.5.2. States differing floor surfaces.	In teaching goal 6.1.5., the individual is asked to distinguish the floor surfaces naturally found in the environment and to state what they are. The floors worked on should be varied as glass, parquet, concrete, marble, soil etc.
Section 6.1. Sensory Skills in Orientation	6.1.6. Distinguishes environmental stimuli.	6.1.6.1. States the environmental and architectural concepts inside the building. 6.1.6.2. Determines the location of doors, the location of corners and the position of windows. 6.1.6.3. Determines the width of the corridor. 6.1.6.4. Determines the locations of lifts and open doors in the corridor. 6.1.6.5. Estimates the ceiling height. 6.1.6.6. Determines whether the windows are open/closed. 6.1.6.7. Determines the locations of items. 6.1.6.8. Identifies the pavement and the street and distinguishes the two from each other. 6.1.6.9. Determines the obstacles on the pavement. 6.1.6.10. Correctly estimates the width/depth of the pavement. 6.1.6.11. Determines where the street begins. 6.1.6.12. Determines one-way and two-way roads.	Goal 6.1.6. should be worked on with blind individuals using auditory and tactile perception. For target behaviour 6.1.6.1., environmental and architectural concepts such as corner, corridor, radiator, window, door etc. should be worked on.
Section 6.1. Sensory Skills in Orientation	6.2.1. Uses cues.	6.2.1.1. Uses the visual stimuli around them while moving. 6.2.1.2. Uses the tactile stimuli around them while moving. 6.2.1.3. Uses the auditory stimuli around them while moving. 6.2.1.4. Uses the smell stimuli around them while moving. 6.2.1.5. Uses the kinaesthetic stimuli around them while moving. 6.2.1.6. Chooses the cue/cues they need to use to reach their destination. 6.2.1.7. Walks to their destination by orienting towards the cue/cues.	The visual stimuli in target behaviour 6.2.1.1. should be thought of as the sunlight coming into the room, distinguishing items by their colours, the objects around etc. This target behaviour should be worked on with low-vision individuals. The tactile stimuli in target behaviour 6.2.1.2. should be thought of as a waste bin, coffee table, chair etc. The auditory stimuli in target behaviour 6.2.1.3. should be thought of as the sound of an escalator, the keyboard sound coming from the secretary's room, the sound of a cash register etc. The smell stimuli in target behaviour 6.2.1.4. should be thought of as the smell of food, the smell of detergent etc. The kinaesthetic stimuli in target behaviour 6.2.1.5. should be thought of as grass floor, soil floor, wind, air current, kerb height etc.

Section	Goals	Target Behaviours	Explanations
Section 6.2. Orientation Skills	6.2.2. Uses landmarks.	6.2.2.1. Converts previously existing cues into landmarks. 6.2.2.2. Reaches their destination by using landmarks on different routes in indoor/outdoor settings.	In target behaviour 6.2.2.1., by identifying the cues that exist constantly, they can later use the cues as landmarks to reach their destination. For example, they can later use the sound and smell cues coming from the canteen as landmarks in order to reach their destination.
Section 6.2. Orientation Skills	6.2.3. Uses indoor/outdoor numbering systems.	6.2.3.1. Goes to their destination inside the building by using the numbering system. 6.2.3.2. Goes to their destination outside the building by using the numbering system.	Goal 6.2.3. should be worked on first on a sketch map prepared tactilely or visually, then in the real setting. For goal 6.2.3., the sketch maps should be prepared by the teacher in accordance with a setting that actually exists.
Section 6.2. Orientation Skills	6.2.4. Uses measurement skills.	6.2.4.1. Decides on the unit of measurement they will use while heading to the determined destination. 6.2.4.2. Uses measurement skills while heading to the determined destination. 6.2.4.3. Uses measurement skills with the cane in examining objects.	Target behaviours 6.2.4.1. and 6.2.4.2. should be worked on with individuals who have learned to measure with natural units of length in the mathematics lesson. In target behaviours 6.2.4.1. and 6.2.4.2., counting by steps, counting by feet, counting objects-doors should be considered. Target behaviour 6.2.4.3. should be taught before target behaviour 6.3.3.6. "Examines objects with the cane." included in goal 6.3.3.
Section 6.2. Orientation Skills	6.3.1. Uses searching skills.	6.3.1.1. Finds the object with the circular search method. 6.3.1.2. Finds the object with the parallel search method. 6.3.1.3. Finds the object with the grid search method. 6.3.1.4. States the position of items according to clock direction through environmental searching. 6.3.1.5. Performs a zigzag search.	Target behaviours 6.3.1.3., 6.3.1.4. and 6.3.1.5. should be worked on with individuals who can perform lower-upper arm protective techniques, cane skills and hand trailing of walls in indoor searches. Teaching the target behaviours included in goal 6.3.1. may be worked on in settings such as a table top, floor, wall, inside a room etc. Target behaviours 6.3.1.1. and 6.3.1.2. are methods of searching by hand on a surface. Target behaviours 6.3.1.4. and 6.3.1.5. are search methods used while walking together with movement skills indoors. Target behaviour 6.3.1.3. is used both as a hand search and as an indoor search method.

Section	Goals	Target Behaviours	Explanations
Section 6.3. Movement Skills	6.3.2. Walks by hand trailing a wall (object).	6.3.2.1. Walks by hand trailing a wall (object) on rough surfaces. 6.3.2.2. Walks by hand trailing a wall (object) on smooth (flat) surfaces. 6.3.2.3. Walks by trailing a row.	Target behaviour 6.3.2.3. involves trailing objects such as rows of chairs, tables etc.

Section	Goals	Target Behaviours	Explanations
Section 6.3. Movement Skills	6.3.3. Walks using protective techniques.	6.3.3.1. Walks using the upper arm protective technique. 6.3.3.2. Walks using the lower arm protective technique.	Target behaviour 6.3.3.1. may also be used together with cane skills and hand trailing skills.
Section 6.3. Movement Skills	6.3.4. Uses cane skills.	6.3.4.1. Walks by trailing a wall/edge with the diagonal cane technique. 6.3.4.2. Walks with the two-point touch cane technique. 6.3.4.3. Goes down stairs with the cane. 6.3.4.4. Goes up stairs with the cane. 6.3.4.5. Examines objects with the cane. 6.3.4.6. Passes through a door with the cane. 6.3.4.7. Uses the cane with a guide. 6.3.4.8. Uses an escalator with the cane. 6.3.4.9. Uses a lift with the cane. 6.3.4.10. Passes through a revolving door with the cane. 6.3.4.11. Crosses the road in traffic with the cane.	The cane skills included in goal 6.3.4. should be worked on with individuals who have fluency in walking and can walk with an object in their hand. Teaching cane skills should be worked on from the earliest possible age. In goal 6.3.4., a cane suitable for the individual's height should be chosen. A ball-tipped cane should be used for individuals newly learning cane skills.
Section 6.3. Movement Skills	6.3.5. Moves with a guide.	6.3.5.1. Walks with a guide. 6.3.5.2. Corrects the guide's incorrect grip. 6.3.5.3. Changes sides with the guide. 6.3.5.4. Passes through a narrow place with the guide. 6.3.5.5. Goes up/down stairs with the guide. 6.3.5.6. Sits on a chair/armchair with the guide. 6.3.5.7. Enters/exits through a door with the guide.	

Section	Goals	Target Behaviours	Explanations
Section 6.4. Route Following	6.4.1. Finds their destination safely on routes inside and outside the building.	6.4.1.1. Finds their destination in indoor settings. 6.4.1.2. Finds their destination in outdoor settings.	In target behaviour 6.4.1.1., indoor settings should be thought of as the toilet, canteen, dormitory, going from the school gate to the classroom, going from the classroom to different classrooms at school etc. In target behaviour 6.4.1.2., outdoor settings should be thought of as the garden, playground, market, going home from school etc.

7. Module Name	SELF-CARE SKILLS
7. Module Aim	This module aims for individuals with visual impairment to perform their self-care skills independently.
7. Sections in the Module	Personal Care and Hygiene Skills, Toilet Control and Toilet Skills, Dressing and Undressing Skills, Eating and Drinking Skills General Explanations Regarding the Module

General Explanations Regarding the Module

- While carrying out the skill analysis, steps should also be created for individuals to display their personal care and hygiene skills in a way and at a frequency appropriate to the context.
- Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 7.1. Personal Care and Hygiene Skills	7.1.1. Performs personal care and hygiene skills.	7.1.1.1. Washes their hands. 7.1.1.2. Washes their face. 7.1.1.3. Washes their feet. 7.1.1.4. Brushes their teeth. 7.1.1.5. Cleans their nose. 7.1.1.6. Combs their hair. 7.1.1.7. Washes their hair. 7.1.1.8. Takes a bath. 7.1.1.9. Cuts their fingernails. 7.1.1.10. Cuts their toenails. 7.1.1.11. Shaves their beard. 7.1.1.12. Changes a sanitary pad. 7.1.1.13. Uses deodorant/perfume. 7.1.1.14. Removes body hair.	In order to work on goal 7.1.1., the individual must have the awareness to perform this goal. For example, they must be aware that they need to brush their teeth after eating. In teaching the target behaviours included in this goal, care should be taken to work in real settings. In teaching target behaviours 7.1.1.8., 7.1.1.12. and 7.1.1.14., work should be done on a model or in simulated settings, taking the individual's privacy into account
Section 7.1. Personal Care and Hygiene Skills	7.2.1. Achieves toilet control.	7.2.1.1. Expresses the need to use the toilet with gestures, facial expressions and physical movements. 7.2.1.2. States the need to use the toilet.	Before starting the toilet training aimed to be taught in Section 7.2., a record of the individual's daytime and night-time dryness should be kept in cooperation with the family. Taking these records into account, it should be evaluated whether the individual is ready for toilet training. In addition, for the target behaviours included in the goals of Section 7.2., the individual's

Section	Goals	Target Behaviours	Explanations
Section 7.2. Toilet Control and Toilet Skills	7.2.2. Performs the toilet skill.	7.2.2.1. Uses the toilet with the help of an adult. 7.2.2.2. Uses the toilet. 7.2.2.3. Cleans their body after using the toilet. 7.2.2.4. Cleans the toilet after use.	health condition and muscle development should be taken into consideration in deciding whether these goals will be worked on. Intensive toilet training may also be used for individuals who cannot show the desired performance in traditional toilet training.

Section	Goals	Target Behaviours	Explanations
Section 7.3. Dressing and Undressing Skills	7.3.1. Takes off their clothes.	7.3.1.1. Takes off their socks. 7.3.1.2. Takes off their trousers. 7.3.1.3. Takes off their jumper. 7.3.1.4. Takes off their T-shirt. 7.3.1.5. Takes off their skirt. 7.3.1.6. Takes off their cardigan. 7.3.1.7. Takes off their jacket. 7.3.1.8. Takes off their waistcoat. 7.3.1.9. Takes off their sweater. 7.3.1.10. Takes off their anorak/overcoat/parka. 7.3.1.11. Takes off their shoes/ankle boots/boots. 7.3.1.12. Takes off their hat. 7.3.1.13. Takes off their gloves. 7.3.1.14. Takes off their scarf.	While working on the target behaviours included in goal 7.3.1., especially when working on taking off and putting on trousers, teaching should begin with elasticated trousers and later work should be done with zipped and buttoned trousers. In addition, since the skill analyses for taking off and putting on an anorak, overcoat and parka show similar features, they have been handled together as one target behaviour. The teaching process should be planned according to the garment the individual uses. In teaching the target behaviours included in goal 7.3.1., the necessary arrangements should be made taking the individual's privacy into account. Along with this, the features of the season should be taken into account. For example, while putting on and taking off boots is worked on in winter, putting on and taking off a T-shirt, hat etc. should be worked on in summer. In addition, cooperation with the family should be established in order to ensure

Section	Goals	Target Behaviours	Explanations
		7.3.1.15. Takes off their vest. 7.3.1.16. Takes off their underpants. 7.3.1.17. Takes off their bra. 7.3.1.18. Takes off their tights. 7.3.1.19. Takes off their dress.	permanence and generalisability. In teaching skills such as fastening-unfastening buttons, opening-closing zips, tying a tie etc., work should be done on the individual themselves, not on a model
Section 7.3. Dressing and Undressing Skills	7.3.2. Puts on their clothes.	7.3.2.1. Puts on their socks. 7.3.2.2. Puts on their trousers. 7.3.2.3. Puts on their jumper. 7.3.2.4. Puts on their T-shirt. 7.3.2.5. Puts on their skirt. 7.3.2.6. Puts on their cardigan. 7.3.2.7. Puts on their jacket. 7.3.2.8. Puts on their waistcoat. 7.3.2.9. Puts on their sweater. 7.3.2.10. Puts on their anorak/overcoat/parka. 7.3.2.11. Puts on their shoes/ankle boots/boots. 7.3.2.12. Puts on their hat. 7.3.2.13. Puts on their gloves. 7.3.2.14. Ties their scarf. 7.3.2.15. Puts on their vest. 7.3.2.16. Puts on their underpants. 7.3.2.17. Puts on their bra. 7.3.2.18. Puts on their tights. 7.3.2.19. Puts on their dress.	
Section 7.3. Dressing and Undressing Skills	7.3.3. Undoes the fastenings on clothes.	7.3.3.1. Undoes press studs. 7.3.3.2. Undoes Velcro. 7.3.3.3. Opens a zip. 7.3.3.4. Unbuttons a button. 7.3.3.5. Undoes a hook. 7.3.3.6. Undoes a clip. 7.3.3.7. Unties a lace.	
Section 7.3. Dressing and Undressing Skills	7.3.4. Fastens the fastenings on clothes.	7.3.4.1. Fastens press studs. 7.3.4.2. Fastens Velcro. 7.3.4.3. Closes a zip. 7.3.4.4. Buttons a button. 7.3.4.5. Fastens a hook. 7.3.4.6. Fastens a clip. 7.3.4.7. Ties a lace.	

Section	Goals	Target Behaviours	Explanations
Section 7.3. Dressing and Undressing Skills	7.3.5. Uses accessories complementing the outfit.	7.3.5.1. Uses a belt. 7.3.5.2. Uses a tie. 7.3.5.3. Uses jewellery.	
Section 7.3. Dressing and Undressing Skills	7.3.6. Dresses appropriately for the place, time and situation.	7.3.6.1. Dresses appropriately for the seasons. 7.3.6.2. Dresses appropriately for the setting.	

Section	Goals	Target Behaviours	Explanations
Section 7.4. Eating and Drinking Skills	7.4.1. Performs eating skills.	7.4.1.1. Eats using their fingers. 7.4.1.2. Eats using a spoon. 7.4.1.3. Eats using a fork. 7.4.1.4. Eats using a fork and knife together.	Goals 7.4.1. and 7.4.2. should be planned according to the individual's needs at meal and snack times. In addition, cooperation with the family should be established in order to ensure the permanence and generalisability of eating skills. In teaching eating skills, starting with the foods and drinks the individual likes or offering the individual options will contribute to the individual's motivation.
Section 7.4. Eating and Drinking Skills	7.4.2. Performs drinking skills.	7.4.2.1. Drinks liquid using a straw. 7.4.2.2. Drinks liquid from a glass. 7.4.2.3. Drinks liquid from a bottle.	
Section 7.4. Eating and Drinking Skills	7.4.3. Performs appropriate eating behaviours.	7.4.3.1. Takes as much food onto their plate as they will finish. 7.4.3.2. Eats without talking while there is food in their mouth. 7.4.3.3. Uses a napkin at the table.	

8. Module Name	SOCIAL SKILLS This module aims for individuals with visual impairment to acquire, among social skills, basic social skills, interaction skills,
8. Module Aim	recognising, understanding and expressing emotions, emotion and behaviour management, social problem skills, and displaying behaviours acceptable to society.
8. Sections in the Module	Basic Social Skills, Interaction Skills, Recognising, Understanding and Expressing Emotions, Emotion and Behaviour Management, Social Problem Skills, Displaying Behaviours Acceptable to Society General Explanations Regarding the Module

General Explanations Regarding the Module

- If the individual does not have verbal skills, the target behaviours in the social skills module may be taught through sign language, gestures and facial expressions, body language etc. In teaching the target behaviours in the social skills module, adaptations should be made depending on the individual's gender, age and the culture they are in. Target behaviours may be varied according to the individual's needs. After the target behaviours in the social skills module are acquired, generalisation work should be done to different settings, people and skills.
- Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 7.4. Eating and Drinking Skills	8.1.1. Displays greeting/farewell behaviours.	8.1.1.1. Greets appropriately. 8.1.1.2. Says farewell appropriately.	

Section	Goals	Target Behaviours	Explanations
Section 8.1. Basic Social Skills	8.1.2. Displays introducing and meeting behaviours.	8.1.2.1. Introduces themselves. 8.1.2.2. Introduces their family. 8.1.2.3. Introduces their teacher. 8.1.2.4. Introduces their friends. 8.1.2.5. Behaves in accordance with the rules of meeting. 8.1.2.6. Introduces people they know to others.	In teaching target behaviour 8.1.2.5., the steps "Holds out their hand, introduces themselves, says 'Pleased to meet you.'" should be taken into consideration.
Section 8.1. Basic Social Skills	8.1.3. Displays sharing behaviours.	8.1.3.1. Shares their belongings. 8.1.3.2. Shares their food/drinks. 8.1.3.3. Shares their knowledge.	
Section 8.1. Basic Social Skills	8.1.4. Cooperates.	8.1.4.1. Takes on duties and responsibilities in joint work. 8.1.4.2. Cooperates with their work partner/partners in joint work. 8.1.4.3. Fulfils their duties and responsibilities.	
Section 8.1. Basic Social Skills	8.1.5. Uses expressions in accordance with the rules of courtesy.	8.1.5.1. Says thank you. 8.1.5.2. Apologises. 8.1.5.3. Wishes success. 8.1.5.4. Says "Please". 8.1.5.5. Says "Enjoy your meal". 8.1.5.6. Says "Get well soon".	
Section 8.1. Basic Social Skills	8.1.6. Behaves in accordance with the rules of courtesy.	8.1.6.1. Queues in places such as the canteen, dining hall etc. 8.1.6.2. Obeys table rules. 8.1.6.3. Offers refreshments to their guests.	

Section	Goals	Target Behaviours	Explanations
Section 8.2. Interaction Skills	8.2.1. Displays appropriate behaviours in interpersonal interaction.	8.2.1.1. Shows with gestures and facial expressions that they are listening to the speaker. 8.2.1.2. Waits until the person speaking has finished speaking. 8.2.1.3. Pays attention to taking turns in a conversation. 8.2.1.4. Expresses whether or not they agree with what the speaker says. 8.2.1.5. States their preference among the options offered to them. 8.2.1.6. Asks others for help when necessary.	

Section	Goals	Target Behaviours	Explanations
		8.2.1.7. Helps others when necessary. 8.2.1.8. Accepts an offer of help made to them when needed. 8.2.1.9. Adjusts their physical contact/distance/position according to the situation (closeness, position, gender etc.) of the person they are interacting with socially.	

Section	Goals	Target Behaviours	Explanations
Section 8.3. Recognising, Understanding and Expressing Emotions	8.3.1. Expresses their emotions and thoughts.	8.3.1.1. Expresses the emotion appropriate to the situation. 8.3.1.2. Expresses the emotion they feel in the face of the situation experienced. 8.3.1.3. Expresses their thoughts about a topic. 8.3.1.4. Is aware of their own and others' emotions and thoughts. 8.3.1.5. Expresses the emotions (positive/negative) of the person opposite them.	

Section	Goals	Target Behaviours	Explanations
Section 8.4. Emotion and Behaviour Management	8.4.1. Behaves appropriately for the situation, emotions and thoughts they experience.	8.4.1.1. Controls their gestures and facial expressions in accordance with the emotions in the setting. 8.4.1.2. Reacts appropriately to the emotions of the person opposite them. 8.4.1.3. Displays behaviour appropriate to the emotions they experience. 8.4.1.4. Controls the emotions they experience. 8.4.1.5. Expresses the emotions they experience to the person opposite them within the framework of the rules of courtesy. 8.4.1.6. Expresses to the person opposite them ways of resolving the emotions they experience.	In teaching target behaviour 8.4.1.1. to blind individuals, teaching should be done by having them touch another person's face, tactile (embossed) facial expression cards or the individual's own face; at the same time, descriptions of facial expressions (for example "My eyebrows are frowning.", "My eyes are narrowed." etc.) should be included.

Section	Goals	Target Behaviours	Explanations
Section 8.5. Social Problem Skills	8.5.1. Produces solutions in the face of the social problems they experience.	8.5.1.1. Identifies the problem. 8.5.1.2. Expresses what they feel in the face of problem situations. 8.5.1.3. Produces alternative solutions for resolving the problem situation. 8.5.1.4. Chooses the alternative solution suitable for the	In goal 8.5.1., in the social problems the individual experiences, for example in situations such as coping with anger, causing damage, using belongings without permission, the skill of producing solutions may be taught to the individual by applying the target behaviours in order.

Section	Goals	Target Behaviours	Explanations
		problem. 8.5.1.5. Applies the solution. 8.5.1.6. Evaluates the solution.	
Section 8.5. Social Problem Skills	8.6.1. Displays behaviours appropriate to the setting.	8.6.1.1. Displays appropriate behaviours at school. 8.6.1.2. Displays appropriate behaviours on public transport. 8.6.1.3. Displays appropriate behaviours in the settings they visit. 8.6.1.4. Displays appropriate behaviours in public areas. 8.6.1.5. Displays body posture appropriate to the setting they are in. 8.6.1.6. Pays attention to their appearance in accordance with the setting they are in.	Among the skills intended to be taught to blind individuals in target behaviour 8.6.1.5. are turning their face towards the person speaking, adjusting their distance from the person speaking, and continuing the interaction by standing upright without displaying blindisms (for example rocking back and forth). What is intended to be taught to blind individuals in target behaviour 8.6.1.6. are the skills of dressing appropriately for the setting they enter and being clean and tidy in their physical appearance.

Section	Goals	Target Behaviours	Explanations
Section 8.6. Displaying Behaviours Acceptable to Society	8.6.2. Displays behaviour appropriate to the group.	8.6.2.1. Expresses that they want to join the group. 8.6.2.2. Evaluates an offer to join a group. 8.6.2.3. Expresses their decision to join the group. 8.6.2.4. Invites others to the group. 8.6.2.5. Respects the rights of their group mates. 8.6.2.6. Obeys the group rules.	
Section 8.6. Displaying Behaviours Acceptable to Society	8.6.3. Displays behaviours appropriate to the level of interaction.	8.6.3.1. Behaves appropriately for child-family interaction. 8.6.3.2. Behaves appropriately for peer interaction. 8.6.3.3. Behaves appropriately for student-teacher interaction. 8.6.3.4. Behaves appropriately for tradesperson-customer interaction.	

9. Module Name	DAILY LIVING SKILLS
9. Module Aim	This module aims for individuals with visual impairment to perform their daily living skills independently.
9. Sections in the Module	Kitchen Skills, Using Household Appliances and Tools, Clothing Order and Care, Home Order and Care, Planning Daily Life General Explanations Regarding the Module

General Explanations Regarding the Module

- While the goals and target behaviours in Section 9.1. are being worked on, they should be worked on with a holistic approach taking into account the safety skills in the Social Life Skills module. The skills in the Daily Living Skills module should be worked on taking safety rules into account, since they require the use of sharp, electrical and similar tools. For sharp tools (knife, scissors etc.), work should first be done with examples that are not very sharp (plastic knife, blunt-tipped scissors etc.) and, as the individual becomes proficient in the skill, teaching should continue with sharper tools. The target behaviours in the Daily Living Skills module may be varied according to the individual's needs. In the Daily Living Skills module, goals and target behaviours should be worked on by relating them to each other. For example, in teaching the skill of making a cake, the skills of using a mixer and using an oven should be worked on. In the Daily Living Skills module, goals and target behaviours should be worked on taking safety skills into account. For example, while working with electrical household appliances, teaching of precautions against possible risks should be included. Teaching should be provided about the routine maintenance and cleaning of the small household appliances and tools used in teaching the target behaviours in the Daily Living Skills module. While the goals in Section 9.1. are being worked on, assistive attachments should be used in order to enable individuals to perform the skills independently and without any accident. For example, a finger guard may be used for chopping skills.

Section	Goals	Target Behaviours	Explanations
Section 8.6. Displaying Behaviours Acceptable to Society	9.1.1. Performs pre-food-preparation skills.	9.1.1.1. Washes food. 9.1.1.2. Chops food. 9.1.1.3. Grates food. 9.1.1.4. Peels food.	While goal 9.1.1. is being worked on, the use of personal protective equipment such as gloves, hairnet, apron and mask should be included for hygiene.
Section 8.6. Displaying Behaviours Acceptable to Society	9.1.2. Prepares simple food.	9.1.2.1. Makes a sandwich. 9.1.2.2. Makes a salad. 9.1.2.3. Makes a toasted sandwich.	

Section	Goals	Target Behaviours	Explanations
Section 9.1. Kitchen Skills	9.1.3. Cooks food.	9.1.3.1. Cooks eggs. 9.1.3.2. Boils food. 9.1.3.3. Makes soup. 9.1.3.4. Makes pasta. 9.1.3.5. Makes pudding. 9.1.3.6. Makes a cake.	For target behaviour 9.1.3.3., work should begin with instant soup at first, and teaching of different types of soup should be included according to the individual's performance.
Section 9.1. Kitchen Skills	9.1.4. Prepares drinks.	9.1.4.1. Prepares a powdered drink. 9.1.4.2. Prepares fruit juice. 9.1.4.3. Makes ayran. 9.1.4.4. Brews tea. 9.1.4.5. Makes Turkish coffee.	In teaching target behaviour 9.1.4.1., teaching should be varied by using hot and cold water. In teaching target behaviour 9.1.4.2., skills such as squeezing by hand, using a juicer etc. should be included, taking the individual's life experience into account.
Section 9.1. Kitchen Skills	9.1.5. Serves.	9.1.5.1. Serves food. 9.1.5.2. Serves drinks.	
Section 9.1. Kitchen Skills	9.1.6. Sets and clears the dining table.	9.1.6.1. Prepares the appropriate utensils according to the types of food to be consumed. 9.1.6.2. Places the utensils on the table according to the number of people following the rules of table setting. 9.1.6.3. Clears the dining table.	
Section	Goals	Target Behaviours	Explanations
Section 9.1. Kitchen Skills	9.1.7. Applies safety precautions in the kitchen.	9.1.7.1. Applies safety precautions related to the hob/oven. 9.1.7.2. Applies safety precautions related to cutting/piercing tools. 9.1.7.3. Applies safety precautions related to items made of fragile material. 9.1.7.4. Applies safety precautions related to extremely hot and cold materials.	In target behaviour 9.1.7.1., situations such as checking whether the hob is on or off, checking whether there is a flammable substance near the hob while it is on etc. should be considered. While target behaviour 9.1.7.2. is being worked on, it should be taught to pay attention to the cutting parts of tools such as knives, forks etc. while placing them in a drawer or dishwasher. In target behaviour 9.1.7.3., items made of fragile material should be thought of as plates, glasses, porcelain etc.

Section	Goals	Target Behaviours	Explanations
			While target behaviour 9.1.7.4. is being worked on, situations such as holding a hot pot with an oven glove, avoiding the steam of boiling water etc. should be considered.
Section 9.1. Kitchen Skills	9.2.1. Uses white goods.	9.2.1.1. Uses a television. 9.2.1.2. Uses a hob. 9.2.1.3. Uses a refrigerator. 9.2.1.4. Uses a dishwasher. 9.2.1.5. Uses a washing machine. 9.2.1.6. Uses an oven. 9.2.1.7. Uses a microwave oven.	

Section	Goals	Target Behaviours	Explanations
Section 9.2. Using Household Appliances and Tools	9.2.2. Uses small household appliances.	9.2.2.1. Uses a kettle. 9.2.2.2. Uses a food processor. 9.2.2.3. Uses a mixer. 9.2.2.4. Uses a sandwich toaster. 9.2.2.5. Uses a hair dryer. 9.2.2.6. Uses a vacuum cleaner. 9.2.2.7. Uses an iron. 9.2.2.8. Uses a coffee machine.	
Section 9.2. Using Household Appliances and Tools	9.2.3. Uses personal electronic/electrical devices.	9.2.3.1. Uses a telephone. 9.2.3.2. Uses a mobile phone. 9.2.3.3. Uses a tablet. 9.2.3.4. Uses a computer. 9.2.3.5. Uses a digital music player. 9.2.3.6. Uses a camera. 9.2.3.7. Uses a hair styler. 9.2.3.8. Uses a shaver. 9.2.3.9. Uses an epilator.	

Section	Goals	Target Behaviours	Explanations
Section 9.3. Clothing Order and Care	9.3.1. Keeps clothes in order.	9.3.1.1. Folds clothes. 9.3.1.2. Puts clothes in the wardrobe. 9.3.1.3. Organises their wardrobe by classifying clothes according to their seasons.	In target behaviours 9.3.1.1. and 9.3.1.2., cooperation with the family should be established in order to ensure permanence and generalisation. In target behaviour 9.3.1.3., tactile adaptations serving to classify clothes according to their colour and their match with each other should be included for blind individuals.

Section	Goals	Target Behaviours	Explanations
Section 9.3. Clothing Order and Care	9.3.2. Takes care of clothes.	9.3.2.1. Sews on a button. 9.3.2.2. Sews a rip. 9.3.2.3. Polishes shoes. 9.3.2.4. Brushes clothes.	

Section	Goals	Target Behaviours	Explanations
Section 9.4. Home Order and Care	9.4.1. Maintains cleanliness and order in the kitchen.	9.4.1.1. Washes the dishes by hand. 9.4.1.2. Washes the dishes in the dishwasher. 9.4.1.3. Arranges the refrigerator. 9.4.1.4. Cleans the refrigerator. 9.4.1.5. Cleans the hob. 9.4.1.6. Cleans the oven. 9.4.1.7. Cleans the extractor hood. 9.4.1.8. Cleans small kitchen appliances. 9.4.1.9. Puts the cleaned utensils back in their places.	
Section 9.4. Home Order and Care	9.4.2. Maintains cleanliness and order in the bedroom.	9.4.2.1. Makes the bed. 9.4.2.2. Tidies the bed. 9.4.2.3. Changes the duvet cover.	In teaching target behaviours 9.4.2.1. and 9.4.2.2., teaching should be structured taking the features of the individual's bed into account.
Section 9.4. Home Order and Care	9.4.3. Maintains cleanliness and order in the home.	9.4.3.1. Washes laundry. 9.4.3.2. Hangs up laundry. 9.4.3.3. Folds laundry. 9.4.3.4. Irons. 9.4.3.5. Cleans the cupboard. 9.4.3.6. Tidies the cupboard. 9.4.3.7. Dusts. 9.4.3.8. Sweeps the floor. 9.4.3.9. Mops the floor. 9.4.3.10. Cleans the windows. 9.4.3.11. Cleans the washbasin. 9.4.3.12. Cleans the toilet. 9.4.3.13. Washes the balcony. 9.4.3.14. Takes out the rubbish.	In teaching target behaviour 9.4.3.4., care should be taken to order the laundry to be ironed from easy to difficult when it is selected.

Section	Goals	Target Behaviours	Explanations
Section 9.5. Planning Daily Life	9.5.1. Plans their daily life.	9.5.1.1. Plans their daily/monthly/yearly routine. 9.5.1.2. Makes a time plan in accordance with the order in the routines. 9.5.1.3. Completes the activities within the routine on time.	In teaching target behaviour 9.5.1.1., cooperation with the family should be established so that individuals generalise the skills to natural settings. In addition, the transfer of these skills to the school setting should be ensured by cooperating with the individuals' teachers.

10. Module Name	SOCIAL LIFE SKILLS This module aims for individuals with visual impairment to acquire, among social life skills, shopping skills, skills of
10. Module Aim	using public places, skills of benefiting from public institutions, transport skills, technology use skills, health and medical aid skills and safety skills.
10. Sections in the Module	Shopping Skills, Skills of Using Public Places, Skills of Benefiting from Public Institutions, Transport Skills, Technology Use Skills, Health and Medical Aid Skills, Safety Skills General Explanations Regarding the Module

General Explanations Regarding the Module

- The skill of asking staff for help when necessary may be used in teaching all the goals and target behaviours in this module. However, in some situations blind individuals may need to ask people they do not know for help, for example in skills such as crossing the road, boarding a bus, withdrawing money etc. In such situations, individuals should be taught to be careful to communicate at a distance for safety precautions.
- Goals Explanations Target Behaviours

Section	Goals	Target Behaviours	Explanations
Section 10.1. Shopping Skills	10.1.1. Prepares for shopping.	10.1.1.1. Prepares the shopping list. 10.1.1.2. Decides where the products on the list will be bought from. 10.1.1.3. Plans their budget.	In teaching target behaviour 10.1.1.1., the individual may prepare the shopping list by writing it or by recording it on a voice recorder (mobile phone, mp3 etc.) according to their vision status. In teaching target behaviour 10.1.1.2., the individual is expected to decide where to meet their need, such as the butcher, greengrocer, supermarket, hardware store, shopping mall departments. For teaching the behaviour of target behaviour 10.1.1.3., it is a prerequisite that the individual has the four operations skill and can recognise and distinguish money.
Section 10.1. Shopping Skills	10.1.2. Does the shopping.	10.1.2.1. Finds the department/shelf where the product they will buy is located. 10.1.2.2. Chooses the product they will buy. 10.1.2.3. Checks the product. 10.1.2.4. Pays for the product they bought. 10.1.2.5. Checks the payment.	In teaching target behaviour 10.1.2.2., features such as size, colour, brand, taste, freshness etc. should be taken into account in product selection. In teaching target behaviour 10.1.2.3., features such as expiry date, price etc. should be taken into account in checking the product. In teaching target behaviour 10.1.2.5., features such as the invoice, receipt, change etc. should be taken into account in checking the payment. For teaching target behaviours 10.1.2.4. and 10.1.2.5., it is a prerequisite that the individual has the four operations skill and can recognise and distinguish money.
Section 10.1. Shopping Skills	10.2.1. Uses cultural venues.	10.2.1.1. Chooses the cultural event they will attend. 10.2.1.2. Buys their ticket. 10.2.1.3. Goes to the event. 10.2.1.4. Behaves in accordance with the rules of the cultural venues they visit. 10.2.1.5. Shares the events they hear about with their friends.	In target behaviour 10.2.1.4., cinema, theatre, concert, museum etc. should be considered as examples of cultural venues. Cultural venues may be varied according to the individual's needs.

Section	Goals	Target Behaviours	Explanations
Section 10.2. Skills of Using Public Places	10.2.2. Uses food/drink venues.	10.2.2.1. Chooses the venue they will go to. 10.2.2.2. Chooses where they will sit inside the venue. 10.2.2.3. Chooses the food/drink they want from the menu/list. 10.2.2.4. Places their order. 10.2.2.5. Makes the payment. 10.2.2.6. Behaves in accordance with the rules of the food/drink venues they visit.	In target behaviour 10.2.2.1., restaurant, café, dining hall, canteen etc. should be considered as examples of food/drink venues. Food/drink venues may be varied according to the individual's needs. In teaching target behaviour 10.2.2.2., the target behaviours in the Social Skills module, goal "Section 2 Interaction Skills", are a prerequisite.

Section	Goals	Target Behaviours	Explanations
Section 10.2. Skills of Using Public Places	10.2.3. Uses other venues.	10.2.3.1. Chooses the venue they will go to. 10.2.3.2. Prepares appropriately for the venue they will go to. 10.2.3.3. Makes the payment at the entrance/exit according to the venue they visit. 10.2.3.4. Behaves in accordance with the rules of the venue they visit.	In target behaviour 10.2.3.1., park, garden, swimming pool, hotel, sports hall etc. have been considered as examples of other venues. These venues may be varied according to the individual's needs.

Section	Goals	Target Behaviours	Explanations
Section 10.3. Skills of Benefiting from Public Institutions	10.3.1. Benefits from public institutions.	10.3.1.1. Decides which public institution to go to according to the transaction they will make. 10.3.1.2. Takes an appointment/queue number. 10.3.1.3. Prepares the documents appropriate for the transaction. 10.3.1.4. Carries out the transactions in accordance with the procedure. 10.3.1.5. Checks the documents after the transaction.	In target behaviour 10.3.1.1., hospital, civil registry office, police, post office, bank etc. have been considered as examples of public institutions. Public institutions may be selected according to the individual's needs.

Section	Goals	Target Behaviours	Explanations
Section 10.4. Transport Skills	10.4.1. Uses public transport vehicles.	10.4.1.1. Decides on the means of transport according to where they will go. 10.4.1.2. Goes to the point where they will board the means of transport. 10.4.1.3. Boards the appropriate means of transport according to where they want to go. 10.4.1.4. Makes the payment. 10.4.1.5. Gets off when they arrive at the stop they determined.	In target behaviour 10.4.1.1., bus, metro, minibus, tram etc. have been considered as examples of public transport vehicles. Public transport vehicles may be selected according to the individual's needs.

Section	Goals	Target Behaviours	Explanations
Section 10.5. Technology Use Skills	10.5.1. Uses technological devices.	10.5.1.1. Gets the technological device they will use ready for use. 10.5.1.2. Brings the technological device to a position/level suitable for their own vision/hearing/touch. 10.5.1.3. Uses the technological device in accordance with its purpose	In target behaviour 10.5.1.1., getting the technological device ready for use should be thought of as switching it on, starting it, picking it up etc. In target behaviour 10.5.1.2., technological devices such as a magnifier, telescopic device, CCTV, interactive whiteboard, tablet, computer, mobile phone, navigation device, smart watch etc. should be considered.

Section	Goals	Target Behaviours	Explanations
Section 10.6. Health and Medical Aid Skills	10.6.1. Uses first aid knowledge.	10.6.1.1. States the necessary intervention for simple injuries.	In target behaviour 10.6.1.1., simple interventions such as dressing a wound, using a plaster/bandage etc. should be included within the necessary

Section	Goals	Target Behaviours	Explanations
		10.6.1.2. States the intervention to be made in cases of choking, fainting, fracture, poisoning and burns. 10.6.1.3. Makes the necessary intervention for simple injuries. 10.6.1.4. States that they must call 112 in emergencies.	intervention. In target behaviour 10.6.1.2., what is mainly aimed at should be demonstration on a model. In cases where this aim cannot be applied, the aim of “states” should be worked on. Material: For target behaviours 10.6.1.1., 10.6.1.2. and 10.6.1.3., first aid mannequin and first aid kit materials should be used.
Section 10.6. Health and Medical Aid Skills	10.6.2. States what needs to be done regarding their health.	10.6.2.1. Determines the institutions they can go to for health problems. 10.6.2.2. Plans the health service they will receive. 10.6.2.3. States what needs to be done to protect their health.	In teaching target behaviour 10.6.2.2., making an appointment, preparing the necessary documents etc. should be considered. In teaching target behaviour 10.6.2.3., skills such as healthy nutrition, doing sports, bedtime etc. should be considered.

Section	Goals	Target Behaviours	Explanations
Section 10.7. Safety Skills	10.7.1. Applies safety precautions against people they do not know/trust.	10.7.1.1. Refuses offers of food and drink from people they do not know/trust. 10.7.1.2. Refuses to open the door to people they do not know/trust. 10.7.1.3. Refuses to be touched by people they do not know/trust. 10.7.1.4. Refuses offers to go somewhere from people they do not know/trust. 10.7.1.5. Takes care not to share their private information with people they do not know/trust.	In target behaviour 10.7.1.5., private information should be thought of as passwords, identity information etc.
Section 10.7. Safety Skills	10.7.2. Applies safety precautions against home accidents.	10.7.2.1. Applies safety precautions in the use of dangerous materials. 10.7.2.2. Applies safety precautions on slippery floors. 10.7.2.3. Applies safety precautions while using stairs. 10.7.2.4. Applies safety precautions while using electrical household appliances. 10.7.2.5. Applies safety precautions that could lead to simple injury.	In target behaviour 10.7.2.1., dangerous materials should be thought of as bleach, limescale remover, detergent, spirit etc. For blind individuals, arranging the bottles with tactile markers, teaching their smells etc. should be considered as safety precautions. In target behaviour 10.7.2.5., blind individuals should be taught the skill of paying attention, within the home arrangement, to not leaving objects that could cause injuries such as bumping, falling etc. lying about, to windows/doors being closed etc.
Section	Goals	Target Behaviours	Explanations
Section 10.7. Safety Skills	10.7.3. Applies safety precautions in traffic.	10.7.3.1. Uses safe roads in traffic. 10.7.3.2. Applies safety precautions while passing in front of and behind stationary vehicles.	In target behaviour 10.7.3.1., the pavement, overpass-underpass, traffic lights, pedestrian crossing etc. should be considered as safe roads.

Section	Goals	Target Behaviours	Explanations
		10.7.3.3. Pays attention to the sounds of vehicles while crossing the road. 10.7.3.4. Applies in-vehicle safety precautions.	In target behaviour 10.7.3.3., blind individuals in particular should be taught the skill of paying attention to traffic density, the direction vehicles come from, their closeness/distance etc. according to the sounds of the vehicles in traffic. In target behaviour 10.7.3.4., wearing a seat belt, not talking to the driver etc. should be taught.
Section 10.7. Safety Skills	10.7.4. Pays attention to safety rules against emergencies.	10.7.4.1. Applies safety precautions against fire. 10.7.4.2. Applies safety precautions in the event of an earthquake.	In goal 10.7.4., target behaviours may be increased by varying emergencies according to the features of the region lived in (such as flood, storm).

11. Module Name	FUNCTIONAL VISION SKILLS
11. Module Aim	This module aims for individuals with visual impairment to acquire, among functional vision skills, near vision, visual field and distance vision skills.
11. Sections in the Module	Near Vision Skills, Visual Field, Distance Vision Skills General Explanations Regarding the Module

General Explanations Regarding the Module

- The functional vision skills module should be provided for low-vision individuals who have light perception and more residual vision. Since the acquisition of the goals in the module will facilitate the acquisition of the next goal, all goals should be worked on from simple to complex. While the functional vision skills module is being worked on, natural objects/materials representing daily life should be used. These materials may be chosen from among beads, buttons, pulse grains, Lego bricks, play cubes etc. In addition, in choosing the materials, attention should be paid to features such as the individual's age, grade level etc. Since individuals' functional vision performance will be assessed, care should be taken to choose materials that do not make sound and have no audio feature. Teaching activities should be made gradually more difficult in order to improve the individual's functional vision performance. For example, a graded sequence should be followed as individual stationary-object stationary, individual stationary-object moving, individual moving-object stationary, individual moving-object moving. As the individual's functional vision performance improves, fading should be applied in the skills. For example, adaptations should be reduced from large to small, from glossy to matt, from full contrast to low contrast, from near to far etc. The skills in the functional vision module should be varied so as to cover skills such as contrast sensitivity, colour vision, light sensitivity etc. While vision skills in motion are being worked on, the individual's psychomotor development level should be taken into consideration. For example, the goal of going up and down stairs should not be included for an individual who does not have the walking skill.

Section	Goals	Target Behaviours	Explanations
Section 10.7. Safety Skills	11.1.1. Focuses on a stationary object.	11.1.1.1. Focuses on the object standing still in the centre. 11.1.1.2. Focuses on the object standing still on the right side. 11.1.1.3. Focuses on the object standing still on the left side. 11.1.1.4. Focuses on the object standing still below. 11.1.1.5. Focuses on the object standing still above.	In order for goal 11.1.1. to be worked on, the individual must have visual attention and light perception. While this goal is being worked on, activities such as seeing the light reflected on the wall, focusing on the light, finding and pressing the light switch, labelling pictures, recognising money may be carried out. These activities may be varied with different materials.

Section	Goals	Target Behaviours	Explanations
Section 11.1. Near Vision Skills	11.1.2. Sustains focus with a single object.	11.1.2.1. Focuses on the object moved from left to right. 11.1.2.2. Focuses on the object moved from top to bottom. 11.1.2.3. Focuses on the object moved from top right to bottom left. 11.1.2.4. Focuses on the object moved from top left to bottom right.	While goal 11.1.2. is being worked on, activities such as colouring a limited area, finding the crayon of the requested colour, finding the requested picture/shape in a magazine or newspaper, pressing telephone keys, pressing the requested keys on a keyboard may be applied. These activities may be varied with different materials.
Section 11.1. Near Vision Skills	11.1.3. Sustains focus with two objects.	11.1.3.1. Sustains focus on the objects moved from left to right. 11.1.3.2. Sustains focus on the objects moved from top to bottom. 11.1.3.3. Sustains focus on the objects moved from top right to bottom left. 11.1.3.4. Sustains focus on the objects moved from top left to bottom right.	While goal 11.1.3. is being worked on, activities such as focusing from one light to another, searching for and finding beads and dropping them into a jar, joining Lego pieces, buttoning buttons, threading beads on a string, putting a straw into a fruit juice, fastening a zip, using a key, finding a place on a map, colouring pictures given with different numbers according to the numbers, saying what is missing in a picture may be used. These activities may be varied with different materials.
Section 11.1. Near Vision Skills	11.1.4. Tracks a moving object.	11.1.4.1. Tracks the object moved from left to right. 11.1.4.2. Tracks the object moved from right to left. 11.1.4.3. Tracks the object moved from top to bottom. 11.1.4.4. Tracks the object moved from bottom to top. 11.1.4.5. Tracks the object moved from top left to bottom right. 11.1.4.6. Tracks the object moved from bottom left to top right. 11.1.4.7. Tracks the object moved from top right to bottom left. 11.1.4.8. Tracks the object moved from bottom right to top left.	In order for goal 11.1.4. to be worked on, the individual must have focusing skills. In goal 11.1.4., activities such as tracking a moving toy, tracking a ping-pong ball, tracking marbles, catching a thrown ball, scanning a book, following a maze, completing a shape by joining dots, cutting out a picture may be used. These activities may be varied with different materials.

Section	Goals	Target Behaviours	Explanations
Section 11.2. Visual Field	11.2.1. Labels objects in the near visual field.	11.2.1.1. Labels objects in the peripheral visual field. 11.2.1.2. Labels objects in the central visual field. 11.2.1.3. Labels objects in the upper left visual field.	All the target behaviours included in goal 11.2.1. may be assessed through one activity/material. For example, data on all target behaviours may be obtained by assessing with materials placed in front of the individual so as to be in their

Section	Goals	Target Behaviours	Explanations
		11.2.1.4. Labels objects in the lower left visual field. 11.2.1.5. Labels objects in the upper right visual field. 11.2.1.6. Labels objects in the lower right visual field.	central and peripheral visual field. For goal 11.2.1., activities such as describing a large picture placed on the table, searching for and finding an object on the table, labelling objects or pictures of objects on the table, counting documents/pictures etc. hung on a board, finding the pictures on both pages of supermarket leaflets may be suggested. These activities should be varied with different materials.
Section 11.2. Visual Field	11.2.2. Labels objects in the distance visual field.	11.2.2.1. Labels objects in the peripheral visual field. 11.2.2.2. Labels objects in the central visual field. 11.2.2.3. Labels objects in the upper left visual field. 11.2.2.4. Labels objects in the lower left visual field. 11.2.2.5. Labels objects in the upper right visual field. 11.2.2.6. Labels objects in the lower right visual field.	All the target behaviours included in goal 11.2.2. may be assessed through one activity/material. For example, data on all target behaviours may be obtained by assessing with materials at distance vision range so as to be in the individual's central and peripheral visual field. In goal 11.2.2., activities such as stepping/jumping onto the requested sheet among circular numbered cards, collecting the tools/Lego bricks/toys/beads on the floor, labelling supermarket products/prices written in A4 size may be applied. These activities should be varied with different materials.

Section	Goals	Target Behaviours	Explanations
Section 11.3. Distance Vision Skills	11.3.1. Labels objects at distance vision range.	11.3.1.1. Labels objects from three metres and more. 11.3.1.2. Labels objects from two metres. 11.3.1.3. Labels objects from one metre.	For goal 11.3.1., activities such as following lights reflected on the wall with a torch, responding to light sources of different colours placed at 4 different points in the classroom, going up and down a kerb, walking in a straight line, walking in a crowded setting, recognising who the friend at the indicated place is, determining the location of a lost object, describing the teacher's body movements, reading the writing on the board, reading a sign/poster, reading a vehicle number plate, reading classroom names, reading a door number may be done. These activities may be extended with different objects and activities.
Section 11.3. Distance Vision Skills	11.3.2. Searches for objects or people.	11.3.2.1. Searches for objects or people from three metres and more. 11.3.2.2. Searches for objects or people from two metres. 11.3.2.3. Searches for objects or people from one metre.	In teaching goal 11.3.2., the aim is for the individual to find the requested object or person by using distance vision skills in a setting where there is more than one object or person.
Section 11.3. Distance Vision Skills	11.3.3. Avoids objects/obstacles.	11.3.3.1. Avoids objects/obstacles by noticing them at one and a half metres away. 11.3.3.2. Avoids objects/obstacles by noticing them at one metre away. 11.3.3.3. Avoids objects/obstacles by noticing them at half a metre away.	In teaching goal 11.3.3., the work should be carried out in a structured setting for the individual's safety. As the individual becomes proficient in the skill, generalisation work to the real setting should be done.

Section	Goals	Target Behaviours	Explanations
Section 11.3. Distance Vision Skills	11.3.4. Walks without bumping into people going in the same direction.	11.3.4.1. Walks without bumping into people by noticing people going in the same direction at one and a half metres away. 11.3.4.2. Walks without bumping into people by noticing people going in the same direction at one metre away. 11.3.4.3. Walks without bumping into people by noticing people going in the same direction at half a metre away.	In teaching goal 11.3.4., the work should be carried out in a structured setting for the individual's safety. As the individual becomes proficient in the skill, generalisation work to the real setting should be done.
Section 11.3. Distance Vision Skills	11.3.5. Walks without bumping into people coming from the opposite direction.	11.3.5.1. Walks without bumping into people by noticing people coming from the opposite direction at one and a half metres away. 11.3.5.2. Walks without bumping into people by noticing people coming from the opposite direction at one metre away. 11.3.5.3. Walks without bumping into people by noticing people coming from the opposite direction at half a metre away.	In teaching goal 11.3.5., the work should be carried out in a structured setting for the individual's safety. As the individual becomes proficient in the skill, generalisation work to the real setting should be done.

Goals Explanations Target Behaviours

Section 11.3. Distance Vision Skills	11.3.6. Goes down/up stairs.	11.3.6.1. Goes down the stairs fluently by noticing the stairs beforehand. 11.3.6.2. Goes up the stairs fluently by noticing the stairs beforehand. 11.3.6.3. Goes down the stairs in a controlled way by noticing the stairs beforehand. 11.3.6.4. Goes up the stairs in a controlled way by noticing the stairs beforehand. 11.3.6.5. Goes down the stairs by noticing the stairs with their foot/cane. 11.3.6.6. Goes up the stairs by noticing the stairs with their foot/cane.	
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annexes annexes

ANNEX-1 CRITERION-REFERENCED TEST (CRT)

Individual's Name and Surname Teacher's Name : _____ : _____ Academic Year Date :
 _____/_____/_____: Module Name Initial assess. : _____ Section No: _____ : ____/____/____ Interim assess. :
 ____/____/____ Final assess. : ____/____/____ Yes/No Target Behaviours Materials/Questions Instruction Criterion Interim assess. Final assess. Initial assess.

1.

2.

- 3.
- 4.
- 5.
- 6.
- 7.

assess.: Assessment

CHECKLIST ANNEX-2 Individual's Name and Surname Teacher's Name : _____ : _____
 Academic Year Date : _____/_____/_____ : Module Name Initial assess. : _____ Section No: _____ :
 ____/____/____ Interim assess. : ____/____/____ Final assess. : ____/____/____

Final assess. Initial assess. Interim assess. Target Behaviours Materials/Questions Explanations Yes (+)/No (-) Yes (+)/No (-) Yes (+)/No (-) 1. 2. 3. 4. 5. 6. 7. 8. 9.
 10. 11. 12. 13. 14. 15. assess.: Assessment

RUBRIC ANNEX-3

Individual's Name and Surname : _____ Education Start and End Date : ____/____/____ Assessment Date : ____/____/____
 Module - Section Name : ____/____/____ Goal/Target Behaviour :

Performance Level and Descriptions

Criteria Insufficient (3) Fair (2) Good (1)

Note: It may be prepared as a 3-, 4- or 5-point scale according to the skill to be measured.

PERFORMANCE RECORD FORM ANNEX-4

Individual's Name and Surname : _____ Teacher's Name : _____

Pre-Assessment Date : ____/____/____ Final Assessment Date : ____/____/____

Target Behaviour Number Assessment Goals Sections 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Pre x x x x x x x x x x x x x x x x Goal 1.1.1 Final + + + + + + + + + + + + + + + +

Pre x x x x x Section 1.1 Goal 1.1.2 Final + + + + +

Pre x x x x x x x x x x Goal 1.1.3 Final + + + + + + + + + +

Pre x x x x x x x x x Goal 2.1.1 Final + + + + + + + Section 2.1 Pre x x x x x x x x x x x x x x x Goal 2.1.2 + + + + + + + + + + Final

x x x Pre Goal 3.1.1 + + + Final

x x Pre Goal 3.1.2 Section 3.1 + + Final

x x Pre Goal 3.1.3 + + Final

Note: The Performance Record Form is filled in separately at the beginning and at the end of the teaching process for each module.

x: Target behaviour aimed to be reached

+: Target behaviour reached

IEP PROGRESS MONITORING SUMMARY FORM ANNEX-5

Individual's Name and Surname Teacher's Name : _____ :

Academic Year : _____ / _____

Final Assessment Date Pre-Assessment : ____/____/____ : ____/____/____

Date

In the Module In the IEP Achieved To Be Taught Worked On Not Reached

Reasons for

Modules Included Included Goal Goal Suggestions Goal Targeted Goal

Not Reaching

Behaviours Behaviours Behaviours Behaviours Sections Goals

Note: The IEP Progress Monitoring Summary Form is filled in on the basis of the data obtained from the assessments made during the IEP implementation process, during teaching and at the end of teaching.

The data in this form are taken into account for the rough assessments to be made in the following academic year.

		Goal 1.1.1						
		Goal 1.1.2						
	Section 1.1 (Section							
	Name)	Goal 1.1.3						

(Module Name) Module 1								
		Goal 1.1.4						
		Goal 1.2.1						
	Section 1.2 (Section							
	Name)	Goal 1.2.2						
		Goal 2.1.1						
(Module Name) Module 2	Section 2.1 (Section							
	Name)	Goal 2.1.2						

PORTFOLIO CHECKLIST Private Education Institution Guidance and Research Centre (GRC)

Explanation Explanation Works/Products Individual's Name and Surname :
_____ _____ _____ _____ _____ _____ _____ _____ :
_____ / _____ Date : ____/____/____ Academic Year :
_____ / _____ Module Name : _____ This

form has been prepared in order to check the portfolio content before the portfolios individuals prepare after completing any module or at the end of the academic year are sent to the GRC. It has also been prepared in order to give information at the beginning of the education process about what should be put into the content of the portfolios to be prepared. When the portfolio is submitted, the following products/works will first be checked by the private education institution, and when the file reaches the GRC it will be checked by the GRC and the relevant columns will be filled in. Note: Two copies of this form will be filled in. One will be kept on record at the relevant private education institution and the other at the GRC. ANNEX-6

This form has been prepared in order to check the portfolio content before the portfolios individuals prepare after completing any module or at the end of the academic year are sent to the GRC. It has also been prepared in order to give information at the beginning of the education process about what should be put into the content of the portfolios to be prepared. When the portfolio is submitted, the following products/works will first be checked by the private education institution, and when the file reaches the GRC it will be checked by the GRC and the relevant columns will be filled in.

PORTFOLIO CHECKLIST ANNEX-6

Individual's Name and Surname Date : _____ : ____/____/____

Academic Year Module Name : _____/_____ : _____

Private Education Institution Guidance and Research Centre (GRC) Works/Products Explanation Explanation

Note: Two copies of this form will be filled in. One will be kept on record at the relevant private education institution and the other at the GRC.

	The Individual's IEP		
	IIP (Individual Instruction Program)		
	IEP Progress Monitoring Summary Form (2 Copies)		
	Performance Record Forms		
	IIP Sample		
	Sample Progress Monitoring Record Form		
	Sample Progress Monitoring Graph		
	Sample Measurement Tools (Tests)		
	Samples of Homework Done During the Teaching Process		
	Samples of Worksheets Done by the Individual During the Teaching Process		
	Sound Recording and Video Samples Containing the Individual's Work (May Be Included If Permission Is Obtained from the Family)		

PORTFOLIO RUBRIC ANNEX-7

Individual's Name and Surname Assessment Date : _____ : ____/____/____

Education Start Date Module Name : _____/_____ : _____

EXPLANATION: This tool has been prepared in order to assess the portfolios in which the various products our individuals have prepared according to the relevant module or modules during the academic year are brought together with the various measurement tools applied by teachers for their teaching and progress. In scoring the individual portfolios prepared, examine and score each of the following criteria separately.

Fair (2) Needs Improvement (1) Good (3) Very Good (4)

Content	Almost none of the works that should be included within Section 1, Section 2 and Section 3 are present in the portfolio. Only the individual's IEP is present. The record form and/or progress graphs showing the individual's progress are also not included.	The individual's IEP and Performance Record Form within Section 1 are present in the portfolio. The works that should be included within Section 2 and Section 3 are not present. The record form and/or progress graphs showing the individual's progress are partly present but give very superficial information.	A significant part of the works that should be included within Section 1, Section 2 and Section 3 are present in the portfolio. The sample products match the information in the performance record form and the record form and/or progress graphs showing the individual's progress are included.	All of the works that should be included within Section 1, Section 2 and Section 3 are present in the portfolio. The sample products match the information in the performance record form and the record form and/or progress graphs showing the individual's progress are included.
Achievement Status of the Goals	When the products, forms and performance record form in the portfolio are examined, it is seen that none of the goals set before teaching have been reached, or that only one or two of them have been reached.	When the products, forms, performance record form etc. in the portfolio are examined, it is seen that about half of the goals set before teaching have been reached.	When the products, forms, performance record form etc. in the portfolio are examined, it is seen that a significant part of the goals set before teaching have been reached.	When the products, performance record forms etc. in the portfolio are examined, it is seen that the goals set before teaching have been fully reached.

Fair (2) Needs Improvement (1) Good (3) Very Good (4)

Measurement Tools	The measurement tools included in the portfolio as samples generally do not match the individual's goals and the target behaviours in the modules. In addition, they need to be improved technically (the features and variety they should have) and in quality (content).	The measurement tools included in the portfolio as samples generally match the individual's goals and the target behaviours in the modules. However, they need to be improved in quality (in terms of content)	Although the measurement tools included in the portfolio as samples match the individual's goals and the target behaviours in the modules, they need to be improved somewhat further technically (the features and variety they should have).	The measurement tools included in the portfolio as samples have been prepared appropriately in terms of broad coverage, number of questions, technique etc. so as to measure the individual's goals and the target behaviours in the modules.
Reporting Progress	There is no tool in the portfolio reflecting the individual's progress process.	The sample record charts/graphs presented in the portfolio do not reflect the individual's progress process. Or they are not fully related to the goals.	Although the sample record charts/graphs presented in the portfolio generally reflect the individual's progress process, they do not give detailed information.	The sample record charts/graphs presented in the portfolio give detailed information about the individual's performance.
Variety of Products	Only one type of sample from the work done for the individual's goals is given in the portfolio.	Two or three types of samples from the work done for the individual's goals are also present in the portfolio.	Two or three types of samples from the work done for the individual's goals are also present in the portfolio. The number of type-specific samples is also at a sufficient level.	Various samples from the work done for the individual's goals (test samples, worksheets, videos, sound recordings, homework, activities) are presented in the portfolio. The samples presented

				are both sufficient in number and reflect the individual's different characteristics in quality.
Order	The documents and products in the portfolio have been filed randomly without conforming to Section 1, Section 2, Section 3. The file appears quite disordered.	The documents and products in the portfolio have been filed in conformity with Section 1, but the other sections have been filed in a confused way.	The documents and products in the portfolio have been filed appropriately according to Section 1 and Section 2 and are generally orderly.	The documents and products in the portfolio have been filed in conformity with Section 1, Section 2, Section 3. The file is quite good in terms of order.

Needs Improvement (1) Fair (2) Good (3) Very Good (4)

Explanation	Strengths of the File:			
	Aspects of the File That Need Improvement:			

SUPPORT EDUCATION PROGRAM FOR INDIVIDUALS WITH VISUAL IMPAIRMENT