Abstract

Spacial resources, both material and technological, are measuring indicators of the socioeducational inclusion/exclusion of physically or mentally handicapped students. In such cases and, particularly with the students with visual deficiencies, who are the main goal of this article, the above mentioned resources are essential for the success of the educational participation, with some certain time-space and tiflotechnological adaptors, that must be born in mind and which justify the importance of this project.

Keywords

School integration, organization of contextual and school space, technological and adapting resources.