

# **Teaching the Visually Handicapped in Regular Classes**

Bashir Masoodi and John R. Barr

The problems of visually handicapped students, long excluded from the public schools, have begun to command increasing sympathy and attention in the regular classroom. Legal pressures for more equitable treatment, as well as the enlightened attitude of educators, have now brought more than two-thirds of the country's blind or partially sighted students into the normal school routine—with more to follow as state and federal laws are implemented.

The law now demands that handicapped children be educated not only at public expense, but also, if possible, in the same environment as regular students. And while the already arduous task of public education may be complicated by the special needs of these students, administrators and teachers are discovering simple, effective ways to cope. They are learning that the introduction of a visually

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*Teachers are discovering simple, effective ways to help blind and partially sighted students ease into the mainstream of regular classroom learning.*

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handicapped child need not, indeed must not, interrupt class routine. In addition, they are finding the presence of handicapped pupils may have a markedly beneficial effect on their fellow students. Many teachers report the behavior and motivation of sighted pupils often improve after observing first hand what blind classmates can achieve.

Another major benefit for the public schools is that it is far less expensive to educate a blind child in a public school than at a residential school or special institution. In some states the cost is from four to six times less.

As for the handicapped students themselves, early exposure

# Teaching The Visually Handicapped

**Anne Lesley Corn, Kathleen Mary  
Huebner, Phil Hatlen, Mary Ann  
Siller, Frank Ryan**

## **Teaching The Visually Handicapped:**

Teaching Visually Impaired Children Virginia E. Bishop,2004 A glossary of terms completes the book **BOOK JACKET**

**Teaching the Visually Handicapped** Kenneth A. Hanninen,1975 *Reach Out and Teach* Kay Alicyn Ferrell,2011

Packed with important information for today's parents and professionals this new edition of a groundbreaking work presents the latest research on how visually impaired children learn and develop at different ages and in the various developmental domains sensory development communication movement manipulation and comprehension Clear practical and reassuring and full of suggested activities this book provides a guide to teaching young visually impaired children the important life skills they need to know skills that other children may learn simply by observation and imitation and preparing them to enter school ready to learn with their peers From early intervention services to the full range of educational placements Reach Out and Teach is the ultimate guide to helping a visually impaired child learn and grow

**Methods and Materials in the Education of the Visually Handicapped** Association for Education of the Visually Handicapped (U.S.),1972 **When You Have a Visually Impaired Student with Multiple Disabilities in Your Classroom** Jane N. Erin,Susan Jay Spungin,2004

When You Have a Visually Impaired Student with Multiple Disabilities in Your Classroom A Guide for Teachers *Visual Handicaps and Learning* Natalie Barraga,1983

**The Visually Handicapped Child in School** Berthold Lowenfeld,1973

*Foundations of Education for Blind and Visually Handicapped Children and Youth* Geraldine T. Scholl,1986 This comprehensive overview of educational theory and practice designed for special education students and teachers also constitutes a basic reference tool for administrators supervisors of support services school psychologists and health care professionals Twenty two chapters each written by a specialist in the field present material related to historical background information about visually impaired children and youths the components of educational systems and the special concerns of school curriculum Includes bibliography student questions and index *Education of the Visually Handicapped* ,1981

The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities Anne Lesley Corn,Kathleen Mary Huebner,Phil Hatlen,Mary Ann Siller,Frank Ryan,1995 The result of a

remarkable national effort to define essential educational services for students who are blind or visually impaired and may have additional disabilities The National Agenda outlines eight critical goals and the ways to achieve them This important blueprint includes strategies and key contact people focused on implementing each goal

*Foundations of Rehabilitation Teaching with Persons who are Blind Or Visually Impaired* Paul E. Ponchillia,Susan Kay Vlahas Ponchillia,1996 This book details the background on the history and development of rehabilitation teaching and provides practical information and instructional strategies Proven techniques are described for working with individuals with adventitious or congenital visual impairments as well as strategies for teaching basic living skills Included are chapters on each of the skill areas taught by rehabilitation teachers detailed step by step lesson plans for specific skills in each area and valuable sample forms for

assessing and planning the needs and course of instruction for new clients

**Teaching Social Skills to Students with Visual Impairments** Sharon Sacks, Karen E. Wolffe, 2006 This book expands upon the knowledge base and provides a compendium of intervention strategies to support and enhance the acquisition of social skills and children and youths with visual impairments Part 1 addresses social skills from a first person perspective The second part examines how theory seeks to explain social development and influences assessment and practice Part 3 ties personal perspectives and theory to actual practice Finally Part 4 offers numerous examples and models for teaching social skills to students who are blind or visually impaired including those with additional disabling conditions

**Introduction**

**Handbook for Teachers of the Visually Handicapped** Grace D. Napier, Mel W. Weishahn, 1970

**A Report to the Nation** Anne Lesley Corn, Kathleen Mary Huebner, 1998 A Report to the Nation documents the dramatic ongoing efforts of a vital coalition to achieve essential improvements in education for students with visual impairments Detailing the accomplishments of more than 150 local schools agencies and vision related organizations who have endorsed the eight goals of the National Agenda and committed themselves to achieving these goals on the local and state levels this book presents data and related essential materials designed to be invaluable tools for advocates working to improve educational services

**Understanding Education for the Visually Impaired** Ronél Ferreira, Maximus M. Sefotho, 2020-12-31 The contribution that this book makes to scholarship is regarded as ground breaking as it is based on recent research conducted with teachers on the ground level as well as on research and experiences of practitioners gained over many years In this volume Understanding education for the visually impaired the focus falls on understanding visual impairment within the South African context more specifically on what the education of these learners entails In addition to the contribution to existing literature in the fields of inclusive education and visual impairment the publication has practical application value for teachers and practitioners who work with and support such learners

**Education of the Visually Handicapped**, 1988

**Teaching Visually Handicapped** National Learning Corporation. Teachers Division, 1971

**Visual Impairment** Heather Mason, Stephen McCall, Christine Arter, Mike McLinden, Juliet Stone, 2013-05-24 First published in 1998 This book embodies the positive philosophy that children with a visual impairment are entitled to access to the full national curriculum during their school years In the UK education placements for pupils and students with special needs range across a continuum from special schools and colleges with day or residential attendance to specialist units or individual integration into mainstream provision Placement results from interdisciplinary assessment and consultation and requires parental agreement Lack of sight and measurably impaired vision constitute special needs in educational terms The writers who have contributed to this major text are teachers and lecturers from both the specialist and mainstream areas of provision and have considerable first hand experience in teaching pupils and students with a visual impairment

**Teaching Children with Visual Impairments** Anthony Bernard Best, 1992 This is a practical handbook about how to involve parents in schools It faces both the problems and the opportunities The author

traces the background to parental involvement since the 1960s discusses the current balance of power and explores ways of making schools organizations which work for rather than against parent teacher partnerships She argues that a whole school approach is important but that it will not work unless the interaction between individual teachers and parents is successful She examines ways of improving communication between parents and teachers particularly teachers listening skills and how to manage in school meetings with parents to visit parents at home and how to facilitate the running of parents groups

*The Visually Handicapped Child in Your Classroom* Elizabeth K. Chapman, Juliet M. Stone, 1988

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