

Teaching the Visually Handicapped in Regular Classes

Bashir Masoodi and John R. Ban

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

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

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

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