

GUIDELINES TO SUCCESSFUL INTEGRATION

1. **GUIDELINE: Classroom teacher's style and philosophy of teaching affects the academic and social gains of student with visual impairment.**

- Provide a structured and organized environment so the student knows where things are and what to expect.
- Enhance social experiences by providing seating arrangements that facilitate student's entry into a peer group. For example, have 4-6 students in cooperative learning groups.
- Change seating assignments frequently throughout the school year so the student has opportunity to meet a work with a variety of classmates.
- Provide opportunities where the student has a chance to select a partner during group and free-play activities.

2. **GUIDELINE: Involvement of the teacher of students with visual impairments during in-class and withdrawal instruction/support; and cooperation and willingness of the classroom teacher to provide a positive integrated environment.**

- Develop a positive atmosphere and communication style with the regular classroom teacher so questions and concerns can be addressed.
- Observe and participate in the regular classroom as much as possible on a consistent, on-going basis.
- Provide in-service training workshops for classroom teachers who will have a student with visual impairments in their class. Emphasis should be placed on the effects of a vision loss on learning and appropriate adaptations and accommodations needed.
- Provide opportunities for the classmates who are sighted to ask questions about visual impairment.
- Meet regularly with classroom teachers. Help the student who is visually impaired understand his/her visual loss and how to communicate his/her needs effectively.

3. **GUIDELINE: Integration of students with visual impairment must be evaluated against both academic standards and social criteria specific to the grade level the student is enrolled.**

- Does student with visual impairment play with and communicate with peers similar in frequency to those who are sighted?
 - Assist the student in selecting a peer to be a buddy in the classroom, during recess, and while traveling throughout the school as a class.
 - Have the student invite a classmate to share in a project or activity that is being worked on in the resource room.
 - Provide opportunities that promotes the cooperation and sharing between the student with visual impairment and classmates.
 - When working with a student with visual impairment in the classroom design activities which include his/her peers.

- Create activities in the classroom environment that both visually impaired and sighted can do together.
- b.** Do peers talk to and play with the student with visual impairment in the classroom, on the playground or invited to after school or weekend activities?
- Encourage parents of students with visual impairment to invite the student's classmates into the home for birthday parties, over-nights, outing etc.
 - Provide opportunities for the student to become involved in recreational activities by discussing the topics, concepts, and language others are using around games, clothing, activities, and organized sports.
 - Provide opportunities for parents in the school community to become aware of the program for students with visual impairment.
- c.** Does the student with visual impairment show affection and preference for particular classmates?
- Identify the student's friends in the class
 - Encourage the student to express positive feelings toward classmates.
 - Encourage sharing of materials, toys, games and choosing partners when required in the classroom.
 - Encourage the student to help classmates.
 - Facilitate discussions regarding friendships and becoming aware of the feelings of others.
 - Encourage the student to express his/her needs in simple terms to teachers and classmates.
- d.** Does the student with visual impairment interact with others during recess times; do educators, when necessary, intervene so the student does not become isolated?
- Suggest recess games the student can participate in with his/her classmates who are sighted (Simon Says).
 - Adapt games so student can participate (beeper balls).
 - Have student choose a buddy to play with at recess.
 - Provide toys the student can play with at recess that will attract the attention of others.
 - Provide opportunities for the student to try and select the above strategies in real situations.
- e.** During the school year, how does the student's social status change and develop with his/her classmates.
- Allow opportunities for classmates who are sighted to learn about the visual impairment.
 - Help classmates come up with activities that will include a student with visual impairment.
 - Brainstorm activities and methods with the classroom teacher that will maximize the inclusion of the student with visual impairment.

- Help the classroom teacher solve social problems related to the student with visual impairment, as they arise during the school year; and allow the teacher to communicate his/her frustrations and feelings.

4. GUIDELINE: The classroom environment needs to promote the social well being of all students in the class.

- Attempt to find placements in the classroom so affective education is emphasized for all students.
- Look for situations in the classroom that fosters the development of a positive self-esteem.
- At the primary level select classrooms that stress equally academic and social competence.
- Opportunities to meet and discuss in a relaxed manner with the regular classroom teacher the differences between the social, physical, and emotional aspects between students who are visually impaired and sighted.
- Help all students recognize the strengths and limitations of all classmates through discussions and activities within the curricular framework.