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 students 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.
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.