

Thesis Title A study of the situation and problems of the
integrated program for visually impaired
secondary school students in the northeast

Author Mr. Chalermchai Saenraksa

Thesis Advisory Committee

.....*Keawta Kanawan*.....Chairman
(Associate Professor. Dr.Keawta Kanawan)

.....*Pranom Pungah*.....
(Associate Professor pranom Pungah)

.....*A. Jintarax*.....
(Assistant Professor Dr.Anukul Jintarax)

ABSTRACT

The objectives of this study were : (1) to study the situations, problems and meaningful solutions of the integrated program for normal students and the visually handicapped students; (2) to study the needs of vocationally orientated activities of the students having visual impairment and (3) to study personal relations among teachers, normal students and visually handicapped ones. The sample consisted of administrators, teachers and normal and visually handicapped students taken from the schools providing integrated program for the blind students at secondary level, in the northeastern region. The tools employed were a set of interview forms consisting of the following aspects: (1) the provision of teaching and learning

activities; (2) provision of remedial programs; (3) organization of co-curriculum activities; (4) measurement and evaluations; (5) guidance; (6) occupational guidance services and (7) relationship among teachers, normal and visually handicapped students.

The findings of the study revealed that in the schools organizing integrated program, the majority of administrators and teachers were not of special educational qualifications. The integrated program was conducted for two semesters mainly. Most of the blind students in the program were over 17 years of age which is older than the age requirement of the regular students. For teaching and learning activities, most of schools did not alter their curriculum to fit in with the situation. The visually impaired students had to join the remedial teaching with the regular groups in the same classroom. Sometime teachers with special education background were asked to give some lessons in the remedial programs. Participation in extra-curriculum activities had been open to the blind students. They were allowed either to participate in some activities fully or as an observer in some others. The special education teachers and the classroom teachers co-operated to do measurement and evaluation of learning achievement of the students. The different methods of evaluation depended on the nature of the subject content. The special educational teachers and the guidance teachers co-ordinated to perform guidance and various services such as providing travelling partners and peer-tutors, while most of the school did not offer special training in vocational education. Personal relations among the teachers, normal students and the blind ones appeared to be congenial. In additions, the normal students recognized the blind students' learning ability and as classroom leader. Regarding a model

of special education for the future, the educational administrators were of the opinion that the special schools should be separated from the regular ones, and the teachers were of a view that special classes should be separately organized for the handicapped students. They should be allowed to attend only some classes together with the normal students.