

mainstream students will move on to high and higher secondary school, those students with intellectual disability 'included' up to the end of middle school / eighth grade level will need to move on to the development of adult living and vocational skills.

Conclusion

The evolution of education has been long and tortuous, from the verbal transfer of cultural necessities to more specialized learning. It was only in the last two centuries that education, as we know it today, began to take shape. Learning theories were enunciated when psychologists began to make their contributions.

Greater awareness resulted in stating educational aims for all persons. The education of persons with special education needs took on a greater impetus from the second decade of the last century and several methods have since been developed. Newer and more innovative methods are constantly evolving, which augurs well for the future. It is hoped that the model proposed in this paper can be field tested and thus add another fruitful dimension to the education of students with special education needs.

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Perceived Social Support of Visually Impaired

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Thematic analysis is the ways individuals make meaning of their experiences and in turn the ways the broader social context impinges on those meanings, while retaining focus on the material and other limits of 'reality'. It works both to reflect reality and to unpick or unravel the surface of reality. Thematic analysis is a suitable method in under researched area or with participants whose views on the topic are not known in which a more detailed and nuanced account of one particular theme or group of themes exist within the data. That is, it is a method of identifying, analysing, and reporting themes or patterns within data.

It is evident that the presence of parents, their support and involvement are key to child development, their academic success and their occupational aspirations. Together with family, the social support has significant effect on child development. The meaning of support is that the aid/assistance or addition of strength to that which cannot stand on its own. (Le, Smith, Perry, and Smylie, 1999). Social support means the support provided by parents, peers, teachers, and significant others. Social support creates motivation among

individuals, builds confidence and sense of self which are significant determinants of achievement and development of the individual.

The task of a visually impaired child is two folded in nature—one dimension being the tasks needed for the development of the individual as the case of the normal children and the other being tasks needed to cope with the learning in a sighted person's world. Studies show that one serious issue among blind is loneliness. In normal school, the blinds are reported to have fewer friends, fewer opportunities to socialise and less chance to develop their interpersonal skills. Perceptions of those around them and their own perceptions make the blind socially isolated.

A survey by Royal National Institute for the Blind (RNIB, 2001) has revealed that the blind and partially sighted people are feeling difficulty in leading an independent successful life due to lack of support. Visual impairment centre for teaching and research at the University Birmingham identified the issues experienced by visually impaired people and the major issues are regarding employment and employability, education, life experiences, and long term health difficulties and their perceptions. Cox (2008) found that a recurring problem of the blind is lack of emotional support at the time of diagnosis.

Present study is a thematic analysis of social support perceived by the visually impaired students about the material, emotional, financial, educational, and transport facilities.

Research Questions

1. What is the nature of social support perceived by the visually impaired?
2. To what extent they are satisfied with the support received from various sources: family, peer, school, and significant others?
3. What is the theme in the perceived social support of visually impaired?

Method

Thematic analysis was used for the present study to find out the common theme in the perceived social support of visually impaired. The steps followed in thematic analysis are,

1. Familiarising with data.
2. Generating initial codes
3. Searching for themes
4. Reviewing themes and generating a theme map
5. Defining and naming themes
6. The report

The data was collected from the participants through interview. An interview schedule was prepared for the purpose with items regarding support of parents peers teachers/schools and significant others. The dimensions considered are material support, emotional support, educational support, financial support and facilities for movement. Data was collected from five visually impaired students of B.Ed course.

Analysis

The information collected through interview were analysed to find out the similarities and form the relevant themes.

1. Parental support is very remarkable in the successful completion of the tasks of visually impaired.
2. Peer support is remarkable in the educational and emotional development as well as the facilities for transportation.
3. School and teachers are sympathetic but students need more support from the material, educational, and financial aspects.
4. Certain organizations are assisting the visually impaired in all aspects but they are not reachable the majority.

Visually impaired perceive that they are not receiving sufficient emotional and educational support from family. Those who perceive their support as significant, express the strength they got from them. But in the case of ignorant parents they are not sufficiently supporting their wards leading to dissatisfaction.

Hence it is necessary to give special orientation to parents about the needs, emotions, and hurdles of visually impaired immediately after diagnosis.

Visually impaired are almost satisfied with the support they receive from peers. But they observe that the assistance is always given by a specific group and not universal. The normal children are to be made more co-operative and empathetic towards the visually impaired. For this film shows, role play, drama, orientation programmes are to be organized in our school as part of social functions.

The support receive from school is satisfactory to some extent but it is the responsibility of the school to arrange enough facilities for easy movement, and educational support like audio, recordings, books etc.

Organizations and sponsors are very peculiar to the needs of visually impaired but many are unaware of these organizations except the common ones. They feel that these organizations are not reachable in many situations.

Conclusion

The life of visually impaired are miserable even though they have support from the society. These people are leading their life with the help of others. The family, the peers, the teachers and institution and significant others are playing remarkable role in the development of these people. For the successful independent life of visually impaired the hands of all members of society should join together.

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Mid Brain Empowerment: Enhancing the Brain Activities of Children with Absence Seizure

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Affecting about two of every 1,000 people, absence seizures (formerly called "petit mal" seizures) are caused by abnormal and intense electrical activity in the brain. Normally, the brain's nerve cells (neurons) communicate with one another by firing tiny electric signals. But with a seizure, these signals become abnormal. Seizures may affect an isolated part of the brain or may involve abnormal activity in the whole brain (called generalized seizures). Absence seizures are one form of generalized seizure. In classrooms teachers may come across students with absence seizure but unnoticed (Mayo Clinic Staff, 2015). In children, absence seizures may interfere with learning and are often misinterpreted as impertinence or inattention. In order to get focussed on this area more studies are required though some studies are reported from pre-service teachers. (Nasiewicz, 2009)

In this paper I try to answer the following questions.

- What is absence seizure? And what are the major symptoms of the disease?