

ABSTRACT

A Visually Impaired Student's Perception of Primary School Life in the St. George East District

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This study sought to describe and interpret the experiences of a visually impaired student at a primary school in the St. George East Education District of Trinidad and Tobago. Data were collected through interviews, observations, document analysis, and audiovisual materials. It was found that the school studied was not equipped with the necessary resources and infrastructure, nor were the teachers properly equipped to deal with the needs of students of varying abilities, like the visually impaired student. Recommendations are offered on the support structures and services required to assist in the successful integration/inclusion of visually impaired students into primary schools in Trinidad and Tobago.

Keywords: Student sociology; Visually impaired students; Special needs students; Perceptions; Primary school students; Student attitudes; Case studies; Mainstreaming; Inclusive education; Educational experience; Trinidad and Tobago