

# Mentor's Introduction

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# *Mentor's Introduction*

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Ms. Becci's study has grown out of her teaching situation in Junior High School. The State of Michigan, as in many others, promotes the mainstreaming of impaired children into as many regular classrooms as possible. Usually art classes, because of the nature of their structure and content, are the most easily accessible to impaired students.

General Art classes in Ms. Becci's Junior High School are comprised of sixth, seventh and eighth grade students. These classes meet one hour each day through out the school year. In two of these General Art classes Ms. Becci had a visually impaired student. One student has been classified as blind from birth, the other classified as visually impaired with a visual accuity of 20/200. The blind student was in grade six, the visually impaired student was in grade eight at the time of the study.

Ms. Becci's study would attempt to discern the differences, if any, between the art behaviors and social behaviors of the blind child and the visually impaired child, as well as their sighted peers in the two art classes.

An evaluation scale for each art unit comprising the school year was developed. The scale utilized criteria based on student effort, skill with process/media, creativity and socialization factors. These were measured against the student's peer group as a whole, a particular sighted peer and the student's prior performance. Both two-dimensional and three-dimensional art experiences were provided. The duration of the study was to be for one school year.