

Informative synthesis

[Linguistics](#), [English](#)



This paper attempts to discuss strategies for intellectually challenged and visually impaired children, which help them with the text-readings and challenges with regard to education. The motivation for this sort of study was derived from the fact that these children are in a state of misery and life is already difficult for them, let alone acquiring education and reading books. Strategies like shortening and summarizing texts would prove handy with accelerated reading of a text, consequently, reducing the educational challenges for these children. In the same manner, teachers need to develop more strategic reading tools to scaffold their reading potential. Moreover, disabled children's transition from home to school is another factor to be considered. This transition is, often smoothed, with the help of social groups in school. Transitioning also addresses the issue of seclusion of these disabled children in the classrooms. Thus, Para-educators frequent training is essentially important in training teachers to assist these visually impaired children. In short, the speed-breaker on the road to academic success for these intellectually challenged and visually impaired children, is never disability, but the lack of help provided. Education for disabled children is challenging, yet possible by effectively implemented well-researched strategies.