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Itinerant Teacher Programs and the Development of Inclusive Education
for Children with Visual Impairments in Taiwan

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Abstract

In Taiwan, since the end of the 1960's, itinerant teacher programs, as the only inclusive education for children with visual impairments, developed independently, and were not offered to children with other disabilities. Later, these programs were changed into itinerant resource rooms. The present study explores the establishment and evolution of the itinerant teacher programs, and describes the background of the change from itinerant teacher programs for visually impaired children into itinerant resource rooms. Effects of itinerant teacher programs in Taiwan are discussed.

Keywords : itinerant teacher programs; itinerant resource rooms; inclusive education; Taiwan; children with visual impairments