

Developmental Stages of Reading Processes in Children who are Blind and Sighted

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Abstract

This article compares the development of print and braille reading in children who are blind and sighted in relation to Chall's stage model of reading development. Chall's model includes a prereading period, in which concepts are developed; middle stages, in which skills that are necessary for decoding text are developed; and later stages, which distinguish skilled readers on the basis of their highly developed schemata and cognitive skills that are necessary for effective comprehension and integration. The relevance of a developmental theory for directing training methods that facilitate braille literacy instruction is discussed.

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