

## Abstract

As a starting point, the present study is concerned with the relevance of reading as a cultural skill for visually impaired readers in an inclusive society, matching general educational sciences with the specific curriculum for visually impaired pupils. While acknowledging the physiology and psychology of reading and the historic development of writing fonts in connection with typographical text layout, the study compares and extensively discusses reading for normally sighted people and people with vi.

The focus of the study is the widespread belief in German-speaking countries that visually impaired pupils need sans serif-style forms of type as a comfortable and efficient way of reading. This point of view can be discarded on the basis of reading research, particularly since the exclusive use of specific forms of type in reading texts would inevitably exclude visually impaired readers. The areas of reading researched in this investigation concern four distinct forms of testing with different text varieties and type presentations, such as:

- texts for reading with different type fonts and sizes,
- tachiscope (t-scope) image projection,
- comprehensive reading, and
- influence of emotional factors.

The subjects of the reading tests were visually impaired pupils of the 4<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> forms, and visually impaired adolescent trainees, as well as students of Hamburg University as a control group who made use of spectacles simulating visual impairment.

Based on these findings, this study has developed an instrument for reading improvement and diagnostics. From these results, the study further suggests and develops the appropriate adaptation of texts for reading which takes into account the individual needs posed by inclusive schooling of visually impaired pupils which can be obtained and followed up through amended texts, visual diagnostic forms and documentation sheets.