# Management of visually impaired: How are they managed in the Classrooms?

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**Abstract:** Managing the visually impaired is one of the great challenges that the teachers face in the institutions of learning and research including schools. It is evident that most of the teachers focus on the traditional method of training their visually impaired students. However, there are various studies put forth for the development of visually impaired students on achieving academic performance along with the benefit of their carrier development. It is undoubted to say that there is a barrier that most of the teachers are unaware of the method of teaching various problem driven subjects such as mathematical graphics inclusively. Besides, for an effective inclusive education classroom management, improving the teachers' self-efficacy might lead to the factors of establishing new strategies and methods on teaching, especially understanding the factors that influence students with special needs. This paper summarises the policies of various nature on managing the disabilities, especially that of visual impairment. Moreover, certain study-based strategies are also summarized. The paper has wider implications in the management of visual impairment in the classroom frameworks.
**Keywords:** visual impairment, management of visusal impairment, classroom strategies, teaching visually impaired.

## 1. Visual impairment and related concerns in the educational milieu

It is a known fact that visual impairment considers as blindness; however, it defines the multiple degrees of vision losses, from low to blindness, where some parts of the eyes get damaged due to the issue occurs inside and outside the body. Furthermore, low vision explores the term that can be cured using regular eyeglasses, though, legally blind displays the vision loss, and blind explores those who perceive no light (Bailey & Hall, 1989; Scheiman et al., 2011; Arslantaş, 2017). Besides, the educational system has developed in a way that represents a broader society on the acceptance of students with disabilities to be included as per the international policy of educating students with disabilities, and that led to the top priority 'inclusion' (Tisdall & Riddell, 2006; Powell, 2013).

However, UNESCO made an essential movement to rearrange them worldwide to provide sufficient financial resources and in thi connection the United Nations also build an opportunity of inclusive education in the elimination of sexes in education along with ensuring equality, and equal access for the persons with disabilities, providing policies that address social, economic, cultural, and political factors to promote inclusive education, also attempt to eliminate the social exclusion of ethnicity, social class, religion, ability and gender, and race. Although, inclusive education mostly focusses on the welfare of all people, the transformation of schools into organizations, and learning to live together (Barton, 2012; Papakitsos et al., 2017).

## 2. Policies and global trends

The Special education needs (SEN) of part of treating all unique same, though visual impairment considered as a special educational needs and the educational provisions for the needs, as in the mainstream of UK education, SEN on inclusive teaching has been portrayed and grasped the practice (Lowe, 2016). Besides, the policies of national and international much effective as its awareness establish the way to move forward, though most of them lack the existing policies and opportunities for development.

As per the study of Acuña & Cárdenas, they explored inclusive policies and teaching of English as a foreign language in Colombia and they define inclusive education, it is a process of learning, participation, and presence at the same time, though, the national policy-The National Program of Bilingualism and the Basic Standards for Competences in English as a Foreign Language in Columbia has failed to facilitate inclusive practices (2017). Similarly, as per the parliament of Danish passed legislation that requires 96 % of students to attend public education, and later in the year 2014, they focused on inclusive education as their significant property in the education system. As per the research of Ydesen & Andersen, at first, it became a challenge to

the civil servants, school principals, and teachers, though they are confused about developing the goal, adapting the mental process of students through inclusion or creation of opportunities with the help of practitioners. However, in the perspective of politics, including a large number of students participating in regular education (2020). With the help of 4-A Framework that consists the inclusive education should be accessible, available, adaptable and, acceptable worldwide, Ramaahlo, Tönsing, & Bornman have gone through the international policy to establish an inclusive education in South Africa.

They have reframed it and operationalized for higher education, including a fifth marker' affordability', though lack of proper policy to guide higher education policies, and including affordability and economically accessible to inclusive education. However, the promotion of University policy on inclusive education, affordability is considered to be lost (2017).

Additionally, there are many policies and frameworks for inclusive education internationally. United Nations Convention on the Rights of the Child (1989) mainly covers the rights of children with disabilities and promotes education by enabling inclusive education in the education system. Furthermore, World Declaration on Education for All (1990) developed inclusive education with the help of UNESCO, UNICEF, and UN Development Program, and 155 countries have adopted and provided education for all children with disabilities.

The Salamanca Framework for Action (1994) focused on Special Needs Education that contributes to the education of children with disabilities in the system of general education. However, in 2006 United Nations Convention on the Rights of Persons with Disabilities displayed the international legal framework, right to inclusive education that supports the educational rights of children with disabilities, providing free education of primary and secondary level and that should not be discriminated, though; they considered the accommodation, learning methods. Especially students with disabilities have the accessibility to tertiary, vocational, and adult education. Moreover, the Sustainable Development Goals (2015) focuses on the elimination of gender disparities and assure equal access to all levels of vocational training and education for the persons with disabilities, although providing a safe, non-violent, inclusive and effective learning environment for all, notable, persons with disability (UNESCO, 1990; 1994; Gupta & Vegelin, 2016; Hayes & Bulat, 2017).

### 3. Strategies of Teaching and Managing Visually Impaired Students in the Classroom

In the technology-driven era, everything comes much closer, even though, as, in the inclusive classrooms, most of the teachers focus on the traditional method of training their visually impaired students. However, there are various studies put forth for the development of visually impaired students on achieving academic performance along with the benefit of their carrier development. Notably, Susanto & Nanda developed a study regarding the teaching and learning English of visually Impaired students in Indonesia using the social constructivist framework of disability. Nevertheless, the traditional mode of teaching-learning made it difficult for them, though, the impact of modern assistive technology; Non-Visual Desktop Access (NVDA) and Job Access with Speech (JAWS) assisted them on learning. Moreover, a role-play pedagogy, though, students with both visual and hearing impairment benefit from using braille, though, the use of braille for those with visual impairment found it problematic that they can memorize each vocabulary (2018). However, for the reading purpose identifying the purpose of the text, skimming, scanning, vocabulary analyzing using e-text and auditory strategy with game-based teaching became much useful for the learner (Kartikasari & Lestiono, 2017).

Furthermore, the difficulty of solving mathematical problems frequently considered among visually impaired students, especially in understanding information in math graphics. However, there is a barrier that most of the teachers are unaware of the method of teaching mathematical graphics inclusively. Moreover, Rosenblum, Cheng, Beal explored the experiences and advice of teachers of visual impairment in Florida, USA, and explored that low contrast, massive visual information, label placement, and types are the prior matter that denies access to gain information in graphics. However, it can be resolved using visually distinctive lines and points, the variation of contrasts colors. Highlighting the vital part in the print material for the low vision, and emphasized tactual and lines clarity, definite textures, and removing similar lines that connect a meaning for the braille using students, and proposed the use of Typoscopes, graph papers, and Wikki Stix. Notably, the combination of visual, tactual, and auditory methods became more valuable and influential among the students.

Still, identifying the sensory strengths of each student and providing the best method according to their sensory strength produce many significant results in learning Mathematics, especially graphics (2018). Similarly, the use of Raised Line Drawing Kit, Verbalization, and practical software and technology might help them understand the information (Meehan et al., 1993).

Besides, for an effective inclusive education classroom management, improving the teachers' self-efficacy might lead to the factors of establishing new strategies and methods on teaching, especially understanding the factors that influence students with special needs. However, SEN students have more behavioral problems and require absorbed attention from their teachers, and the high self-efficacy teachers manage the situation on finding new strategies to cope with that inspire their learners. As a result, they

overcome difficulty and develop learning achievements (Fox & Lentini, 2006; Dellinger et al., 2008; Bruce et al., 2010; Chao et al., 2017).

Technology integration, and one-to-one teaching, participatory learning manuals, individualized instruction, used of multi-media in the lesson framework, self-initiated learning, mediated plasfroms, cooperative learning, and blended models are also proven successful in managing the visual impairment in the schools and institution of higher learning.

## 4. Conclusion and Implications

Considering the diffucluties the visually impaired students face in the classrooms, they have to be supported and motivated well by the related others- teachers, resource teachers, and the co-learners. As the prime custodians of the mentioned group in the schools and classrooms, teachers have to have specified and integrated measures, strategies, and design to address the peculiar needs of the students with visual impairement. A participatory plans has to be emerged and contextually based on regular discussions with the students and their parents monthly plans have to be evolved. It will be meaningless if teachers have a common framework to everyone. The paper suggests for devising specific plans for managing the visually impaired in the classrooms.

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