TEACHERS' INSTRUCTIONAL BEHAVIOURS TOWARDS INCLUSION OF CHILDREN WITH VISUAL IMPAIRMENT IN THE TEACHING LEARNING PROCESS

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Abstract:

In a more visual based instructional environment in today's classrooms, the regular education teachers' instructional behaviors are critically important in educating children with visual impairment (CVI) in order to reduce the impact of impairment of CVI and disadvantages of the curriculum related aspects in inclusive e setup. However, the issues in the current education system and teachers' professional competencies may impact on their instructional behaviors in a negative manner. Therefore, this study intended to explore the teachers' instructional behaviors towards CVI in the regular classroom teaching learning process with the objectives such as; to identify the views of teachers and to what extent teachers were supported by others in this attempt and to examine strategies used to get the involvement of CVI. The purposive sampling method was used to select 3 teachers who cater CVI; one from each 3 Educational Secretariats of Gampaha District in Sri Lanka within the qualitative case study design. Classroom observation and semi structured interviews were the main means of data collection and descriptive analysis methods was used to analyze the data. It was found that, all three teachers who cater to the needs of CVI were untrained and inexperienced. However, the instructional behaviors of teachers were different from one to another which may determine various factors such as teachers' views, support from others, performance of CVI and nature of the current education system such as the examination oriented education system, particularly the 5th standard scholarship examination and large class size. The final outcome of this study would provide a foundation to introduce in-service teacher training program on inclusive education and to develop a team approach to cater the needs of CVI in the regular classroom.

Keywords: children with visual impairment, inclusive education, regular classroom teachers

1. Introduction

Educating children with special educational needs in inclusive set up has become an emerging trend and a new movement in the world educational system resulting from different international conventions and declarations (Sharma et al, 2013) As a result, a large number of countries, including developing countries in the world have started to formulate their policies to accept the concept of inclusive education (Sharma et al, 2013; Vislie, 2003; Rouse, 2008). However, most countries, particularly developing countries were not able to translate these policies into practice due to different issues in their respective socioeconomic contexts (Sharma et al, 2013; Smith, 2003). The issues, particularly could be seen in the current education system of developing countries (Sharma et al, 2013) which limits children with Special Educational Needs (SEN) from having a meaningful and proper educational experience. For example, the whole education process in Sri Lanka has been basically driven by examinations for over a century within rigid and uniform curricular (Dhanapala, 2009). Since a proper system has not been implemented by the local educational authority to monitor the education provided for children with SEN in regular school, they do not receive effective education from the regular education teachers who are responsible for teaching all students (Furuta, 2006). Moreover, the prevailing issues in the education system create significant barriers for inclusive education to succeed. Some of the issues evident through the studies were general lack of awareness about disability and the low priority given to children with disabilities, lack of special schools (Arbeiter & Hartley, 2002) overcrowded classrooms (Arbeiter & Hartley, 2002; Hallahan & Kaufman, 2006; Mongwaketse, 2011) untrained teachers (Tungaraza, 2014; Hallahan & Kaufman, 2006; Mongwaketse, 2011; Mackey, 2014, Haider, 2008) , inadequate teaching techniques and lack of resources and facilities (Tungaraza, 2014; Arbeiter & Hartley 2002), lack of collaborative support (Mongwaketse, 2011; Melekoglu, 2015) in the education system in some of the countries. In such a context, regular education teachers are supposed to educate all children in the regular classroom without specific training to cater to the children with special educational needs (Sharma et al, 2013; Mason, Davidson & Mcnerney, 2000).

This is particularly relevant to the regular classroom teachers who cater to the needs of children with visual impairment. According to the Census Report of Non Formal and Special Education Unit of the Ministry of Education in 2009, about 10,367 CVI learn in regular classrooms. It implies that a large number of teachers are involved in educating CVI in the regular classrooms. This calls for more work for regular education teachers to adjust their instructional behaviors, according to the needs of CVI. However, most of regular education teachers do not have sufficient knowledge regarding adaptive instructions (Mwakyeja, 2013) which may influence for ineffective instructional behaviors of regular classroom teachers towards CVI. Therefore, this study was expected to explore teachers' instructional behaviors towards CVI in order to provide an insight regarding the one aspect of inclusive education.

2. Research Problem

Studies have shown that regular classroom teachers have not maintained a good interaction with CVI and are reluctant to include them in their classroom due to their lack of knowledge, usage of poor teaching methods and teaching aids and their negative attitudes, financial and resources related issues and the examination focused education system (Agesa, 2014; Weerakoon, 2000; Gray, 2005). Moreover a real inclusion for CVI was not evident in regular classroom due to teacher related factors such as less use of adaptation methods, lack of training, limited support from teachers (Knouwds & Tanya 2010; Sahin & Yorek, 2009). In such a context, the direct result of this is that CVI who have been admitted into regular schools do not get a quality education and have a risk drop out from the regular classroom (ICIVE, 2005) in the absence of more appropriate education. Moreover, in Sri Lanka there are very few studies related to inclusive education, particularly teachers' instructional behaviors in relation to the inclusion of children with CVI. This study was expected to make a contribution to fulfill the knowledge gap in relation to the inclusion of children with CVI from the perspective of teachers.

Thus, this study attempted to investigate the regular education teachers' instructional behaviors towards educating CVI in the inclusive primary classroom setup.

2.1 Research Objectives

The study was designed to fulfill the following objectives.
1. To identify the views of regular education teachers regarding the education of children with visual impairment which influence their instructional behaviors towards children with visual impairment.
2. To what extent did regular classroom teachers were supported to carry on their instructional process?
3. To examine the strategies used by teachers to involve the children with VI in the teaching learning process.

3. Methodology

The researcher adopted the qualitative case study method to study complex phenomenon within their real life context (Baxter & Jack, 2008, p.544). The sample consists three primary classrooms from schools coded as A, B and C as three cases from the Gampaha Educational Zone, in the Western Province of Sri Lanka as the sample for the present study. Since the census report did not mention the severity of the visual impairment, personal visits to schools were done with the advice of the relevant director of special education at the Zonal Education office of the Gampaha District of the Western province in Sri Lanka. The purposive sampling method was used to select

the two classrooms at grade 5 and 1 classroom at grade 2 where regular education teachers dealt with at least one child with profound visual impairment according to the educational classification of visual impairment (Mnyanyi, 2008).

Table 1.1: Details of the Sample

School	School A	School B	School C
Class Teacher (CT)	**CTA**	**CTB**	**CTC**
Children with VI	**CVIA**	**CVIB**	**CVIC**
Grade	5	5	2
Age	12	10	7
Special Education teacher	One common visiting teacher for 3 schools		

All three teachers in the sample had National Teacher Education certificates offered by National Colleges of Education which produce teachers for primary and secondary level schools in Sri Lanka. All three classrooms were provided one visiting special education teacher who is supposed to support teachers to cater to the needs of students. Data collection occurred over a period of three weeks with five visits in two consecutive periods in each of the classrooms. Observations and semi structured interviews were used as the main means of collecting data in order to capture more qualitative data. Observations were mainly used to get a comprehensive idea about teachers' instructional behaviors. Field notes maintained throughout the data collection period. Secondly, interviews were used to get the data from the regular education teachers regarding certain aspects in line with the objectives of the study.

Data were analyzed descriptively in line with the themes that emerged from the data to develop a complete picture about the teachers' behaviors towards children with visual impairment. Finally, the data were triangulated to get an overall idea about the participation of CVI in the normal classroom.

4. Finding and Discussion

4.1 The Views of Teacher towards Inclusion of Children with Visual Impairment

Views of classroom teachers regarding inclusion of children with disabilities were analyzed in this study under the themes derived from the data as follows.

Views regarding teachers' preparation, acceptance, personal preference and expectations regarding children with visual impairments.

4.1.1 Preparation

Regular education teachers' knowledge, views towards catering to the diverse needs of students and behaviors in the instructional process is a critical factor in order to provide meaningful learning experiences for children with visual impairment (CVI). The educational qualifications that teachers possessed did not support to address the classroom diversity. Because all three teachers possessed the Teaching Diploma from the National Colleges of Education, which was a general teacher preparation

programme. Even though they are supposed to cater to CVI in the inclusive setup, the most visible fact was that none of the teachers had any professional knowledge, skills or had undergone any training on how to deal with children with visual impairment. This finding conforms the finding of the studies conducted by Mongwaketse (2011), which highlighted that participants of the study in Botswanian schools had problems with professional competencies in catering to children with learning disabilities. Several other studies have (Sharma et al, 2013; Mackey, 2014; Agesa, 2014; Knouwds & Tanya, 2010 ; Gray, 2005; Sahin & Yorek, 2009; Weerakoon, 2000) also found the similar finding in this regard. However, it is necessary to provide some training programes or teacher education programmes to empower regular education teachers (Flem, Moen & Gudmundsdottir, 2007) to address the diversity. It is particularly important in providing specific training, in advance, for teachers who will be involved in the teaching of children with special educational needs, including CVI before their formal placement in a particular grade in the regular school.

4.1.2 Acceptance

Significant differences could be seen regarding the acceptance of the students with disabilities among classroom teachers. Both CTA and CTC were not in a position to accept the CVI in their classrooms and initially they were frustrated and shocked in this regard.

CTA stated that *"I was so upset when I got to know that that child with disability was included in my class. Then I ran to the office and cried not to do this.........."*

Finally, she had to accept the child as per the decision made by school authorities. CTC pointed out that everything in the school was new to her and it was difficult to make up her mind to teach this type of student. CTC stated, *"I'm new to this school and I was so frustrated when I firstly saw the classroom....."*

But the view of CTB is different compared with other teachers. She stated *"..mmm had bit of a challenged feeling, but I don't know... I wanted to help this child somehow even though I don't know anything regarding these types of students...."*

The CTB did not have any qualification and training regarding catering to children with special educational needs but she wanted to assist children with visual impairment.

4.1.3 Personal Preference

Two teachers out of 3 didn't have a personal preference for educating CVI in the regular classroom. The class teacher in school A pointed out personally, she didn't like to have these types of students who needed additional help to continue their education because of the scholarship examination in grade 5.

"This is a scholarship oriented classroom and we have to show our performance through the results of students. So in such a situation I don't like to waste the time of the majority".

She thought that teaching these types of student a kind of time wasting experience for other students who run fast towards to the goal of get through the scholarship examination which has becomes one of the essential norms in the Sri Lankan school system (Sedara, Karunarathne, Karunanithy & Mudalige , 2016).

The class teacher of school C expressed an idea which contradicts the concept of inclusive education and the regular education teacher's role in the inclusive set up. She stated that the regular classroom is not the place where these types of students should be included.

"They need special instruction which we cannot provide in the regular classroom, He should be included in a special unit or special school". The most highlighted fact was that, even though a child with special educational needs was included in regular classrooms, she did not have any idea or awareness about inclusive education and her responsibility as a teacher.

This finding is compatible with the finding of Singh (2016) who highlighted that regular education teachers have less accountability towards diverse needs of students suggested the suitability of special schools for children with special educational needs instead of inclusive education.

But in school B, the class teacher had a very favorable view on this matter. *"Why have we been appointed to this profession? To teach all students. I give my special attention not only to CVI but also to backward children in the class.*

Her viewpoints reflected her positive ideas regarding addressing not only the CVI but also the diverse needs of students.

4.1.4 Expectation of Teachers

Teachers' expectations towards development of students are the driving factor for the successful educational journey with students. Their expectation of children with disabilities also differed from one teacher to another. The CTA and CTC had not much expectation regarding the child with disabilities. Then they stated that academic and social development of children with visual impairment cannot be supported by including them in the regular classroom. This view can be confirmed with the observed behaviors of the class teachers. The CTA had not paid much attention to students' needs; the only additional thing that she used was seating the child beside the teachers' table to facilitate him to access the content through listening. Instead of coping up with the child with disability, CTC asked the child's mother to be present in the classroom to avoid the responsibility regarding the child with disability. But the CTB held positive views in this regard. She stated that her main aim was to get the child through the scholarship examination. Further, she pointed out that she made much effort on this student because the particular child has exceptional talent compared with other sighted children and he did not have any problem with social interaction. She was able to cope up with the child with disabilities, but it took a long time because all the intervention she made was basically using trial and error methods. The interaction with the child

opened ways to identify the child's needs, strengths and limitations and she planned the teaching learning experiences according to that.

When analyzing the teachers' views regarding inclusion of children with visual impairment, overall two teachers out of 3 held somewhat negative views on placing CVI in the regular classroom. The data that related to the teachers' acceptance, personal preference and expectation regarding the child reflected clearly in the classroom behaviors of teachers. None of teachers of school A and C take much additional effort to get the participation of the students in the teaching learning process. But the positive view of CTB facilitated all children in the classroom, including CVI and backward children. Even though training regarding addressing diversity is a critical aspect of successful inclusive practice, the most important factor is positive views of teachers with regard to diversity (Downing & Peckham-Hardin, 2007) which are clearly shown through the behaviors of CTB.

4.2 Support obtained by teachers

This section examined the nature of support obtained from teachers in the process of inclusion under the themes; support from school personals and collaboration.

4.2.1. Support from school personals

All 3 teachers stated that support from school personnel, especially from the principal and other teachers is not sufficient for CVI.

> CTA: *"Principal and parents are worried only about the pass rate of the scholarship examination. So we have to work on that, no steps are taken by the principal to send teachers who are free to support this child...."*
>
> CTB: *"The support of the principal is neutral, but I believe the support of other teachers is essential, otherwise the child will be in trouble in my absence..."*
>
> CTC: *"could not see any support from the principal....."*

The data indicated that teaching children with disabilities becomes a sole responsibility of the particular classroom teacher and the support from the administration, particularly from the principal was not sufficient. If the principal is positive in relation to inclusive education, he will take the leading role to empower teachers through in service teacher training programme. Further, it is easy to be flexible in the curriculum and access the resources, if school administrators are supportive (Humphery et al, 2006). For inclusive education to be successful, teamwork is important in facilitating to manage problems at the school level (Flem, Moen, Gudmundsdottir, 2007). But such team work was not visible in all 3 schools. However, this finding contradicts the finding of the study conducted by Flem et al. who found that administrative support for implementing inclusive education was at a satisfactory level, which had a positive influence on students.

4.2.2 Collaboration

If a child with visual impairment is included in a classroom, the collaborative support from the special education teacher and teacher assistant is critical, especially in classrooms where a large number of students are included. Further, it could be done by curricular and instructional adaptation through collaboration to provide the basis for successful inclusive programmes (McLeskey & Waldron, 2002). In terms of inclusion of children with Visual Impairment, the support received by the classroom teacher depends on the nature and severity of the visual impairment (Davis & Hopwood, 2004).It means if CVI who are categorized as educationally blind need constant support from the special education teacher and teacher assistant.

Collaborative teaching between the special and the regular education teacher is important in creating a meaningful instructional environment for children with special educational needs (Janney & Snell, 2006). Even though the support from the special education teacher, who works in an advisory capacity, is critical to access the main curriculum, the finding highlighted that the role of the special education teacher was not sufficient to improve teachers' instructional behaviors. The special education teacher (visiting teacher) appointed for all schools in the particular zone visits once a week, there was no close communication between the special education teacher and regular classroom teacher to facilitate CVI in the teaching learning process. It can be highlighted that the special education teacher has focused only on teaching Braille and not for providing his expertise to adapt to the teaching learning process.

Though collaborative consultation and cooperation in teaching is an essential factor in teaching CVI in regular classrooms (Hallahan & Kaufman, 2006), such a relationship had not been developed by themselves because of the busy work schedules of regular education teachers who are unaware about their role with each other.

For Example class teacher of school A stated, *"Even the support of the special education teacher is there, I don't have the time to talk with him".*

It was found that the role of the special education teacher was not sufficient to improve teachers' instructional behaviors. This finding is compatible with the finding of Mackey's (2014) which highlighted that the insufficient collaboration between the special education teacher and the regular education teacher.

Having better collaboration with the teacher assistant is important (Hamphery, 2006) as the latter facilitates the regular classroom teachers by supporting to produce teaching materials and supplementary inputs and work with CVI and non-disabled peers to provide a fully inclusive learning environment (Davis & Hopwood, 2004).

Both classrooms of school A and B were gearing towards the scholarship examination while facing problems with managing workload and time with a large number of students without any assistance.

The classroom teacher of school A stated,

"Everybody is looking at us to have good results from students in the scholarship examination, So imagine how we can do all the things without any assistance. If

something bad happens with respect to the exam results we are blamed.. Nobody is concerned about our workload...I think a teacher assistant should be there if they want us to teach children with disabilities...."

Class teacher of School C:

"If we are provided a teacher assistant we can easily teach children who are different from others, If not, it is difficult to pay individual attention to these types of students while teaching others. So what I have done to solve this problem is I ask his mother to be present in the classroom....."

Even though the average student number of all three classrooms was approximately 35, no classroom provided a teacher assistant or any other support personnel to carry out the teaching and learning process effectively and collaboratively.

The context of the classrooms itself demands a teacher assistant to manage the workload of teachers while accommodating the demands of the school community, grade level demands and demand from the education system with the highest average number of diverse students (Mongwaketse, 2011). But still it has not become a reality in government schools like these. Thus, teachers find it difficulties in carrying out the task with the diverse needs of students while meeting the demands of the parents, curriculum, examination and school and other educational authorities.

It was evident through the data that teachers are continuing their work without any teacher assistants. In order to fulfill the shortage of a teacher assistant CTC adopted the strategy of obtaining assistance from the mother of the child with visual impairment. However, it was evident through the observation that the presence of mother instead of a teacher assistant or peer buddy had a negative impact on the child with visual impairment in school C such as dependency on the mother, causing to distract the child's attention from the main teaching learning process, impede the direct input from the class teacher and social interaction with peers (Davis & Hopwood, 2001) because it created a parallel teaching and learning process in the classroom and the teacher got away from the responsibility of the CVI. The other alternative that regular education teachers used was appointing buddy/ies which is a common method for students who face different difficulties in learning (Ysseldyke & Algozzine, 1998).

Overall collaboration and teamwork is an integral part in inclusive education to be successful, but the studies (Maclesky & Waldron, 2002) have shown that this collaboration and team working are not properly worked out in schools.

4.3 Strategies Related to the Instructional Process

The study found that a variety of strategies was used by regular classroom teachers to get the participation of children with visual impairment in the teaching learning process. This can be realized by using adapted curriculum which provide was to access to the curriculum through auditory, visual, tactile and kinesthetic ways and means

(Shinali, Mnjokara & Thinguri, 2014). However, significant differences could be seen between schools in using the strategies. Some strategies used by the teacher were identified as accommodation which can be divided into different categories such as environmental, support, instructional, and assessment accommodation.

4.3.1 Environmental Accommodation

This includes the management of the physical space and seating arrangement inside the classroom. A safe and risk free environment is a critical factor in including children with visual impairment in any set up because they have obvious problems with mobility in the absence of visual ability. But it was observed that school A and B were not concerned about the physical safety of CVI. But if teachers were aware and concerned about these aspects he/she can do better influence to the school authority. However, it was found that no teacher was concerned about creating a risk free environment for children with visual impairment. The class teacher of the CVIA whose class was on the 2nd floor of a two storied building stated, *"He doesn't have much problem in reaching the ground floor because other children are helping. They are mobilizing him by holding two ends of a stick; the first end by the supporter and the other by the CVIA...."*

But it was seen that the particular child remained in the classroom the whole day of school without moving anywhere. Secondly, Classroom B was situated next to the wall of the playground which always brought risk for the mobility of CVI.

Appropriate seating arrangements would facilitate social as well as academic development of CVI. The space of all 3 classrooms was not sufficient to educate a large number of students. The space between the groups was not sufficient to move here and there which negatively affected CVI to fulfill their mobility requirements.

The seating arrangements organized by the CTB had facilitated social interaction and peer learning, whereas such an impact was not visible in relation to CTA and CTC. The arrangement made by the CTA was totally confined to the social interaction of SVI with other sighted children because he was seated separate from his peer groups. Similarly the child with visual impairment seated separately by CTC, which impeded the social interactions with peers, but encouraged the interaction with his mother.

4.3.2 In Class Support Accommodation

It was found that the class teachers of schools A and B had used peer buddies as support accommodation for children with visual impairment. The class teacher of school A has appointed a buddy for SV1 while the class teacher of school B has appointed a number of buddies to assist SV2.

> *"I don't ask all students to be a buddy for this child, but I always encourage students who are willing to support others to be buddies. Now I have around 15 students who agreed with me to do that. They like to work with this child because he is so talented......"*

It was found that appointing a number of buddies had more positive impact on the child because it facilitated the child with visual impairment to broaden social contacts and minimize the dependency on one buddy. This finding can be conformed with the finding of Humphery et al (2006) which highlighted that making purposeful opportunities for peer interaction, particularly with unknown peers out of the friendship group had positive influences to broaden the social contact of the children with special educational needs.

However the class teacher of School A appointed a talented female student in the classroom, which did not have much positive impact on the child, basically because of gender and age differences between the child with visual impairment and the sighted buddy. On the other hand, much dependency on one student put the child into difficulties, in the absence of the peer buddy and did not broaden the social contact with others.

The class teacher of school C didn't appoint even a single buddy for the child and all the responsibility of the child with VI had been given to his mother. It influenced negatively on the child independence and social interaction.

4.3.3 Accommodations in the Instructional Process

The adaptive curriculum is enormously important for CVI in ensuring effective education in the regular classrooms. Teachers should provide accommodations as a means of auditory, tactile and kinesthetic to participate in the general classroom teaching learning process (Shinali, Mnjokara & Thinguri, 2014). The instructional behaviors of the class teachers in terms of accommodation are presented in the table below.

Table 1.2: Accommodation strategies used by teachers

Item No.	Strategy	Class teacher of school A	Class teacher of school B	Class teacher of school C
Instructional and assessment accommodation				
1	Clarity of presentation	Not at all	Most of the time	Not at all
2	Peer related learning	Sometimes	Most of the time	Not at all
3	Individualize instruction	Not at all	Most of the time	Not at all
4	Extra time to completion of task	Not at all	Not at all	Not at all
5	Tactile teaching aids	Not at all	Not at all	Not at all
6	Verbal assessment method	Sometimes	Most of the time	Not at all
7	Braille question papers	Not at all	Not at all	Not at all

The use of instructional and assessment accommodation was different from one school to another which depends to a great extent on teacher related factors. In the presence of the child with a visual impairment, the way of delivering instructions should be significantly changed according to the needs of the student. But it was found that the instructional behavior of the CTA and CTC had not facilitated the effective learning of CVI. The data in the table revealed that the CTB used a comparatively higher number of

strategies and CTA used a moderate amount, but CTC did not use even a single strategy to get the participation of CVI in the teaching and assessment process.

CTA presented visually based instruction without being concerned about CV1, though the appropriate practice is to avoid such words. *i.e." Here, can you see there are some plants in your text book. What are the other plants like these that can be seen in your garden?"*

The fact that teachers understand that children with visual impairment will not understand what they hear in the same way as the typical peers get understanding by putting together visual and auditory inputs. Therefore clarifying visual base phenomena is a must in the instructional process when educating children with visual impairment.

Further, when examining the behaviors of the class teacher of school A, learning of CVI was not facilitated at a satisfactory level. For instance, the teacher had written something on the blackboard while reading without turning back to the classroom. The CTA was always with a cane to control the classroom and the teacher dominant nature of the instructional process was evident which did not facilitate much the CVI to freely engage with the teacher's talk and classroom discussion. This approach offers less opportunities in accessing the curricular (Mongwaketse, 2011).

But the class teacher of School B was able to manage the accessibility for visual based materials by using the buddies, tactile teaching learning materials and mediating instructions and collaborative learning experiences. She made a great effort to get the participation of CVI in the teaching learning process mainly because of child related factors. *i.e "He is a talented child and sometimes the questions he asked are little bit challenging for us also, my final target is to get him through the scholarship examination..."*

Because of the talents of the child with visual impairment, CTB used mediating instruction which could be used to remove barriers of learning. Similarly, whole class instruction, peer tutoring and cooperative learning were used to get the participation of CVI.

But CTA and CTC did not use a collaborative learning situation which was not facilitated by the seating arrangement of Classroom A and the mother's presence in classroom C. The most highlighted fact was that none of the teachers used tactile teaching aids and extra time to complete tasks which reflect the teachers' lower competency in teaching children with visual impairment.

Some adaptations in assessment such as giving additional time, getting answers verbally, recording the answers and omitting questions which are not accessible should be used in assessing CVI (Carney et al, 2003). Some of those methods were used by the CTA and CTB, except CTC. The CTA has administered the assessment with the support of the mother (who has a competency in Braille) of CVI at home but, there may be problems of reliability and credibility of assessment data due to the mother's involvement. On the other hand, there was no opportunity to assess the child in the instructional process because the class teacher didn't pay much attention to formative

assessment with regard to the particular child which confined in getting immediate feedback from the teacher.

But the assessment strategies used by CTB were more effective and the CVI was able to involve in the teaching learning process in an active manner through immediate feedbacks due to the involvement of the class teacher and sighted buddies who did not have competency in Braille. The class teacher of school B stated,

"I don't know anything about Braille, but I somehow wanted to give opportunities for CVI in the classroom assessment. Most of the time I used a verbal questioning method. When it comes written questions I ask the student to write the answer in Braille and I correct it on his own book by asking the answer for the question. When I'm doing classroom monthly tests sometimes I read the questions to the child while others are engaging in answering questions and give additional time to CVI to complete it."

When it comes to formal assessment, both teachers have sought assistance from the Zonal Education Office. The class teacher of school C didn't use any assessment method in relation to SV3 and all the responsibilities of the child were given to his mother.

The regular education teachers' role in the instructional process is one of the decisive factors for successful inclusive practice because she has the power to administer the instructional elements to facilitate learning of all students including CVI.

The CVI who is the focus of inquiry in this study could be facilitated by curriculum adaptation, particularly accommodation and other routing strategies (Flem et al, 2007; Janney & Snell, 2006) from which CVI would be able to get optimal benefits from the teaching learning process. The adaptation, such as environmental and instructional adaptation enables CVI to involve in the teaching learning process physically, cognitively and emotionally (Sahin & Yorek, 2009). However the finding of this study indicates that the environmental accommodation made by teachers is not up to the satisfactory level because of the above average student number in a limited space, teachers' lack of knowledge and concern regarding individual needs and lack of resources available to cater to the needs of the students.

It was found that appointing a number of buddies was more effective than appointing one buddy because it helps the child with visual impairment to broaden his social contacts and reduce dependency. Moreover, the finding indicated that the buddy method is not so effective if there are gender and age differences.

It can be confirmed that through the findings, various ways of accommodation in assessments are especially important if CVI are to be effectively included in the classroom.

It was found that one teacher out of the three, created a positive instructional climate for all children including CVI. Even though she used trial and error methods due to the absence of any in-service teacher training or any other assistance, she was able to create a positive instructional environment by utilizing environmental, support,

instructional and other routing strategies at a comparatively higher level. This finding was compatible with the Flems et al (2007) study which highlighted that the teacher created a positive classroom climate in the classroom with a comprehensive understanding about the children by inculcating positive values in students. It was found that teacher education is one of the critical factors for effective inclusion, but not the only factor which was evident from the behavior of the CTB who influenced learning by her positive values and child related factors.

However, when analyzing the overall scenario, teacher education with the emphasis on special education or inclusive education is still important to empower teachers (Flem et al, 2007, Hyunjeong et al, 2015)

5. Conclusion and Suggestions

This study investigated the teachers' instructional behaviors towards CVI in inclusive setup. It was found that, none of the teachers in the sample has any type of training regarding the inclusive education. Therefore, they didn't have a required knowledge and skills to adapt the curriculum according to the needs of CVI. Thus teacher tend to use trial and error methods to cater CVI. This in agreement with the finding of Spratt & Florian (2014) and Alwis (2012) asserted that regular education teachers are unable to cater to the requirements of children with disabilities. Further, the teachers' behaviors in the teaching and learning process towards CVI were different from one to the other. The views of teachers, support from others, particularly from the special education teacher and performance of CVI and the nature and requirements of the current education system are critical factors which determined teachers' behaviors towards CVI. It was evident that the exam driven education system, particularly, scholarship examination in Grade 5 and overcrowded classroom without any teacher assistant brought significant limitations for teachers' instructional behaviors towards diversity. Presence of mother as an alternative to teacher assistant did not positively influenced to succeed the inclusive education towards CVI. Findings indicated that the inclusive education practiced in the schools in the sample is at different levels, which could be conformed with the study of Lopez (1999) who asserts that inclusive education is practiced in Sri Lanka in different levels. This calls for more demand to develop a policy on inclusive education as a long term measure which is not developed yet in Sri Lanka (Dhanapala, 2009). If there is a policy on inclusive education, the education sector will be legally bound to follow the requirements of inclusive education. Further, it will influence teachers' accountability and teacher empowerment. One of the important points which emerged from this study was that the different requirements of the current education system which limit teachers' capacity to address diversity. Since the curriculum in the current education system brings significant limitation for CVI, measures should be taken to provide adaptive curriculum for CVI (Shainali, Mnjokara & Thinguri, 2014). If inclusion should be succeeded in countries like Sri Lanka where, a large number of diverse students are placed in an overcrowded classroom with a

scarcity of resources, it is necessary to re-visit the whole education system to address the issues derived in relation to diversity and curriculum. Until then, as short term measures, it is necessary to develop specific programmes for training regular education teachers so that they can effectively respond to the needs of all students with positive attitudes. Thus, it is necessary to develop a mechanism to improve collaborative consultation, which was lacking in the selected school. For instance, the work of regular education teachers and special education teachers should be monitored closely and a formal time could be established to meet regular education teacher and the special education teacher to plan and share expertise. The role of the special education teacher should be changed to a facilitator who visits the school frequently. Further, the support of a multidisciplinary team is important to facilitate teachers' work in the inclusion of CVI.

This study used qualitative case study method with a very small sample. Thus, there is a problem regarding generalization of the finding as a methodological limitation. Further research studies should be conducted to explore the other aspects of the practice of inclusive education from the perspective of CVI and family and then it should be extended to other categories of children with special educational needs.

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