

PAPER 3: CREATING AN INCLUSIVE SCHOOL

1. Trace out scope and history of special education.

SPECIAL EDUCATION:

Special Education in its simple meaning stands for a type of education that is quite specific and special in nature.

DEFINITION OF SPECIAL EDUCATION:

According to Kirk & GALLAGHER (1986): "When youngsters in the same class room are remarkably different, it is difficult for the teacher to help them reach their educational potential without some kind of assistance. The help that the schools devise for children who differ significantly from the norm is called special education".

OBJECTIVES OF SPECIAL EDUCATION:

- * For all round development in their personality.
- * To make familiar with their abilities and capacities.

- * Guidance for parents
- * Bring educational opportunities at the doorstep.
- * Make independent.
- * Help in adjustment in environment
- * Change the attitude towards them.

NATURE AND CHARACTERISTICS OF SPECIAL EDUCATION:

- * All children attend their neighbourhood school.
- * Schools and districts have a 'Zero-rejection' policy when it comes to registering and teaching children in their religion.
- * All children are welcomed and valued.
- * All children learn in regular, heterogeneous classrooms with same-age peers.
- * All children follow substantively similar programs of study, with curricula that can be adapted and modified if needed.

HISTORY OF SPECIAL EDUCATION!

* The concept "Children with Special Education needs" is of British origin.

* Prior to 1944 provision of education was made on the basis of a specific handicap i.e., usual hearing impairment, essentially through charitable initiatives.

* The emphasis was more on training than on education.

* Originally, provision for children with sensory and physical disabilities and mental handicaps was made and subsequently extended to those with emotional and behavioural problems.

* Juan Pablo Bonet, 1620, developed one-handed manual name alphabet used even today.

* Helen Keller and Graham Bell worked tirelessly for the deaf.

A PRE - INDEPENDENCE OVERVIEW OF EDUCATION FOR THE HANDICAPPED!

* Historically, organised attempts to educate blind children were made in India when Christian missionaries established schools.

* The first school for blind children was established by an English missionary known as Annie Sharp in Amritsar in 1887.

* Priscilla Chapman remarked on a blind girl in Calcutta in 1826 who 'from listening to the other children got by heart the gospel'.

* In 1944 in England, the Education Act or the Butler Act was passed universalizing education.

* At about the same time in India, in 1944, the Central Advisory Board of Education (CABE)

published a comprehensive report on the post-war educational development of the country, popularly known as the **Sang** report.

THE KOTHARI COMMISSION, 1964 - 1966 :

* In 1964, the Kothari Commission was the first education commission which brought up the issue of children with special needs in the plan of Action (Gupta, 1984 ; Jangira, 1995) and again gave strong recommendations for including children with special needs into ordinary schools.

* The education of handicapped children has to be organised not merely on humanitarian grounds of utility.

* It must be remembered that the constitutional directive on compulsory education includes handicapped children as well.

SCOPE OF SPECIAL EDUCATION IN THE SOCIETY:

- * Every special child receives an appropriate and free public education
- * Special education can also provide the child with related services such as transportation, occupational and physical therapy, and psychotherapy.
- * Child with a learning disability needs a little extra time, care which is been provided in special education programs that are so important to the health of children's educational future.
- * These children's feel left out in the society, special education helps them to regain their confidence and build trust that they have the ability to compete with rest of the world.
- * These programs encourage them that they can also have the possibility of having a bright future

* It helps them to be independent and not depending on someone.

* It also helps them to develop themselves so that they are no more burden on their families and the on the society.

* Facilitate Academic Progress.

* Teach life skills. Some special education programs are geared toward teaching life skills, such as dressing, personal hygiene, safety, handling money and day to day decision making.

* Modify student behavior. Special education programs also teach behavior that is appropriate and acceptable by society.

* It is need of the time to expand the special education services so that the maximum number of special population may be benefited.

2. Discuss in detail about various types of learning disabilities and how they could be treated.

LEARNING DISABILITIES:

MEANING:

* It is a neurological disorder which causes difficulty in the various aspects of learning.

* Although the exact causes of learning disability are unknown, it is thought to be caused by the brain in the way it receives and processes the information.

* Due to this, the children may have difficulty in the natural development of the skills such as speaking, reading, writing, computational skills and to participate in classroom learning activities like the peers.

* Learning disability is not due to deficiency of intelligence.

* Learning disabilities are lifelong.

* The way in which they are

expressed may vary over an individual's life time, depending on the interaction between the demands of the environment and the individual's strengths and needs.

* It is not due primarily to hearing, and/or vision problems, socio-economic factors, cultural or linguistic differences, lack of motivation or ineffective teaching although these factors may further complicate the challenges faced by the individuals with learning disabilities.

* It may co-exist with various conditions including attentional, behavioural and emotional disorders, sensory impairments or other medical conditions.

DEFINITION:

* It refers to a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal information.

* These disorders affect learning in

individuals who otherwise demonstrate at least average abilities essential for thinking and reasoning.

* Hence learning disabilities are distinct from global intellectual deficiencies.

TYPES OF LEARNING DISABILITIES AND THEIR

CHARACTERISTICS:

Four types of learning disabilities have been identified. They are

Dyslexia - Difficulty reading problems reading, writing, spelling, speaking.

Dyscalculia - Difficulty with math problems doing math problems, understanding time, using money.

Dysgraphia - Difficulty with writing problems with handwriting, spelling, organizing ideas.

Dyspraxia (Sensory Integration Disorder) - Difficulty with fine motor skills problems with hand-eye coordination.

balance, manual dexterity.

Dysphasia / Aphasia - Difficulty with language problems understanding spoken language, poor reading comprehension.

Auditory Processing Disorder - Difficulty hearing differences between sounds problems with reading, comprehension, language.

DYSLEXIA:

* It is a brain-based type of learning disability that specifically impairs a person's ability to read.

* These individuals typically read at levels significantly lower than expected, despite having normal intelligence.

* Although the disorder varies from person to person, common characteristics among people with dyslexia are difficulty in

- spelling
- Phonological processing (the manipulation of sounds)

- Rapid visual
- Verbal responding.

* In adults, dyslexia usually occurs after a brain injury, or in the context of dementia.

* It can also be inherited in some families and recent studies have identified a number of genes that may predispose an individual to developing dyslexia.

DYSGRAPHIA :

* Children with this kind of learning disability find it difficult to recognise certain letters and write them properly.

* They will write words with wrong spellings, write letters improperly.

Writing by
normal children
teapot

Writing by
dyslexia
taadot

DYS CALCULIA:

* It is difficult in learning or comprehending steps in arithmetic problems, difficulty in understanding numbers, learning how to manipulate numbers and learning mathematical concepts such as quantity, place, value and time and memorizing mathematical facts.

* Dyscalculics are often referred to as having "poor number sense".

DYS PRAXIA:

* It is a form of Developmental Co-ordination Disorder (DCD).

* It affects fine and/or gross motor coordination in children.

* It may also affect speech.

* DCD is a lifelong condition.

* DCD is different from other

motor disorders such as cerebral palsy and stroke and occurs across the range of intellectual abilities.

DYSPHASIA:

* Some children may find difficulty in pronouncing words correctly.

* They continue to display difficulty in hearing the words pronounced correctly and also may not be able to reproduce the correct pronunciation of words.

* This is called phonological disorder known as Dysphasia.