

## UNIT- 4: IDENTIFICATION AND INCLUSION

Early Detection of Disability -Issues--Challenges and Parameters of Inclusive Education -- Parental Attitude -- community Awareness --Models of Inclusion --Wang's Adoptive Environment Model -- Team Teaching Inclusionary Model - - SAALE Model -- Role of Parent, Community, Peers, Headmasters, Teachers in Inclusion.

### EARLY DETECTION OF DISABILITY

Prevention is better than cure. According to World Health Organization (WHO), 70% of disabilities can be prevented if proper care is taken during pregnancy, infancy and early childhood. If the communities and families follow good mother and child care practices like timely immunization, breast feeding, introducing weaning foods at the right time, diarrhoea management, and nutrition care, regular check-ups, among others, many diseases and disabling conditions could be averted from happening. The first step that any community and family can take towards preventing disabilities is adopting positive caring practices.

If any impairment has happened, it becomes most important to detect it as early as possible, so that mitigating measures could be taken so that the impact of the impairment could be reduced and impairment does not become a full blown disability/handicap. Normally a society wakes up when confronted with an adult disabled, whose disability is full blown and the early years when the effect of the loss could have been substantially minimized have been lost.

Early years are important because development is most rapid during this time; hence as caregivers, it becomes important to provide best opportunities to the child at this stage. It would be interesting to note that by the time a child six years old, 90 per cent of motor development is complete, 85 per cent of Language

skills have been acquired, 90 per cent of brain is formed and 60 per cent of logical abilities have already developed. This underscores the importance of early detection and early intervention in disabilities, so that crucial childhood years when learning happens at the most rapid pace are not lost and corrective steps are taken on time.

Early years for all children have a transformational power. Brains are built over time, neural circuits are wired in a bottom-up sequence, and the capacity for change decreases with age. In the first few years of life, our brains are creating 700 new synapses every second. The interaction of a child's experiences with his or her genetic predisposition is what determines which synapses are used and which are not. The more they are used, the stronger the architecture of the developing brain. New data from neuroscience, genetics and biological sciences indicate that early enriched environments can mitigate effects of disadvantage on later cognitive outcomes, mental health, and executive functioning.

Positive experiences, such as exposure to rich learning opportunities, and negative influences, such as malnutrition or environmental toxins, leave a **chemical signature** on the genes, which can be temporary or permanent. This process is called epigenetic modification. Hence, the role early detection and early intervention can play in stimulating the brain and promoting development is now being proved by research in neurosciences.

#### **Prevention and early detection of disabilities:**

In order to prevent the occurrence of disabilities, the appropriate government authorities

have to (within their economic capacity and development):

- undertake surveys, investigations and research concerning the cause of occurrence of disabilities

- promote various methods of preventing disabilities
- screen all the children at least once in a year for the purpose of identifying "at risk" cases
- provide facilities for training to the staff at the primary health centres
- sponsor awareness campaigns and disseminate information on general hygiene, health and sanitation,
- take measures for pre-natal and post-natal care of mother and child;
- educate the public through the pre-schools, schools, primary health centres, village level workers and anganwadi workers;
- create awareness amongst the masses through television, radio and other mass media on the causes of disabilities and the preventive measures to be adopted.

## **Education**

- In order to provide equal opportunities for the disabled in education, the appropriate government and local authorities have been entrusted with:
- Ensuring that every child with disabilities have access to free education in an appropriate environment till 18 years of age.
- Promoting the integration of students with disabilities in normal schools.
- Promoting setting up of special schools in government and private sector in such a manner that children with disabilities living in any part of the country have access to such schools and equip these schools with vocational training facilities.
- Conducting part-time classes in respect of children with disabilities who having completed education up to class fifth and could not continue their studies on a whole-time basis;

- Conducting special part-time classes for providing functional literacy for children in the age group of sixteen and above;
- Imparting non-formal education by utilizing the available manpower in rural areas after giving them appropriate orientation;
- Imparting education through open schools or open universities;
- Conducting class and discussions through interactive electronic or other media;
- Providing every child with disability free of cost special books and equipments needed for his education.

### **Rehabilitation of Disabilities:**

Rehabilitation measures can be classified into three distinct groups:

- (i) Physical rehabilitation, which includes early detection and intervention ,counseling & medical interventions and provision of aids & appliances. It will also include the development of rehabilitation professionals.
- (ii) Educational rehabilitation including vocational education and
- (iii) Economic rehabilitation for a dignified life in society.

#### **(i) Physical Rehabilitation Strategies:**

##### **Early Detection and Intervention:**

Early detection of disability and intervention through drug or non-drug therapies helps in minimization of impact of disability. Therefore, there will be emphasis on early detection and early intervention, and necessary facilities will be created towards this end. Government will take measures to disseminate information regarding availability of such facilities to the people especially in rural areas.

##### **Counseling & Medical Rehabilitation:**

Physical rehabilitation measures including counseling, strengthening capacities of persons with disabilities and their families, physiotherapy, occupational therapy, psychotherapy, surgical correction and intervention, vision assessment, vision stimulation, speech therapy, audiological rehabilitation and special education shall be extended to cover all the districts in the country by active involvement and participation of State Governments, local level institutions, NGOs including associations of parents and persons with disabilities.

**Assistive Devices:**

The Government of India has been assisting persons with disabilities in procuring durable and scientifically manufactured, modern aids and appliances of ISI standard that can promote their physical, social and psychological independence by reducing the effect of disabilities.

**(ii) Education for Persons with Disabilities:**

Education is the most effective vehicle of social and economic empowerment. In keeping with the spirit of the Article 21A of the Constitution guaranteeing education as a fundamental right and Section 26 of the Persons with Disabilities Act, 1995, free and compulsory education has to be provided to all children with disabilities up to the minimum age of 18 years. According to the Census, 2001, fifty-one percent persons with disabilities are illiterate. This is a very large percentage. There is a need for mainstreaming of the persons with disabilities in the general education system through Inclusive education.

**(iii) Economic Rehabilitation of Persons with Disabilities:**

Economic rehabilitation of Persons with disabilities comprise of both wage employment in organized sector and self-employment. Supporting structure of services by way of vocational rehabilitation centres and vocational training centres

will be developed to ensure that disabled persons in both urban and rural areas have increased opportunities

### **ISSUES —CHALLENGES AND PARAMETERS OF INCLUSIVE EDUCATION**

The following are the **Issues of Inclusive Education**:

- **Inclusive Education alone cannot build an inclusive society.** Inclusive education refers to a goal as much as a gradual process; it serves as a gateway to the fulfillment and enjoyment of other rights.
- **Inclusive Education should be viewed as a moral issue.**
- **Policies must take a rights-based approach,** supported by appropriate legislation.
- **There is no strong consensus on how to implement inclusion at the classroom level**  
(Differentiated teaching within a regular school or separation between regular and special schools)
- **Policies should provide a basis for the development of citizenship skills in students and for assuring quality.**

The following are the **Challenges of Inclusive Education**:

- **Provide resources to prepare and support teachers and professional educators** who play a fundamental role in achieving quality education.
- The key role of the state in **promoting inclusive education as a public good,** which contrasts with the trend towards the privatization of educational services.
- **Public policies on inclusive education must be accompanied by and in accordance with other social, cultural and language policies, etc.**
- The wide dissemination and sharing of public policies on inclusive education as a way to **strengthen a global partnership committed to inclusion**

The following are the **Parameters of Inclusive Education**:

- **Increased readiness of the general education system** to accept responsibility for the education of children with disabilities.
- **Increased Community Support** for including children with disabilities in local schools.
- **Increased Awareness among parents of children** with disabilities that their children can be enrolled in local schools, and increased willingness to send their children to local schools.
- **Increased awareness among General Classroom Teachers** of the basic educational requirements of children with disabilities
- **Admission of an increasingly wide range of children with disabilities**, including the full range of visual impairments, in local schools.
- **Increased retention of children with disabilities in schools.**
- **Increased ability of the general classroom teachers** to modify teaching learning strategies to teach children with disabilities.
- **Increased availability of support front peer-group to children** with disabilities and vice-versa in teaching-learning processes.
- **Reliable provision of support materials** such as aids and appliances and books.
- **Academic attainment of children with disabilities** in curricular, plus curricular, and co-curricular activities that is comparable to other children and reflects their true capabilities.
- **Availability of additional support to the regular classroom teachers** from an advisor with specialist knowledge.

#### **PARENTAL ATTITUDE :**

Certain Parental Attitude towards their disabled kids to be included in regular life are as Follows:

1. The Parent should *accept their children* first whatever may be the disability.
2. They should have the *optimistic perspective towards their actions and performances* of their kids.
3. They *should find opportunities to fit in their kids* with the regular and as well normal stream of leading life.
4. They should *decide the optimal degree of their kids to adjust* with the ongoing life.
5. They should *ignore their disability and encourage* their children to move ahead of it.

### **COMMUNITY AWARENESS:**

Since Community has a major impact with the disabled children, the members of the family (includes relatives also), school (includes general teachers, special teachers and the Headmaster), and neighbours of the home (includes neighbours and their relatives), the peer group of their kids (friends and classmates) etc. all these should see the disabled child to be included one among the member of the society and provide ample possible opportunities for their upliftment.

### **MODELS OF INCLUSION**

Models of Inclusion ascertain the collaboration between General and Special Education teachers. It indicates the sharing of the responsibilities of the needs of all students by both General and Special Education Teachers. Certain models on Adoption (Wang's Adoptive Environment Model and SAAL Model) , models on Inclusion (Team Teaching Inclusionary Model, Circle of Inclusion and Conceptual Model of Differentiated Studies) and one model on Intervention (Strategies Intervention Model and) are identified and described.



## I. WANG'S ADAPTIVE LEARNING ENVIRONMENT MODEL (WALEM)

Wang's Adaptive Learning Environment Model (W.ALEM) is to integrate special education students into the general classroom, in order to create a normal school learning environment, in which all students can learn the basic academic skills and increase their confidence in their ability to cope with the social and intellectual demands of school.

(Learn the basic Academic skills)

→ (Increase Confidence)

→ (Social and Intellectual demands of the school)

**The WALEM combines a prescriptive learning component** consisting of highly structured and hierarchically organized learning activities with **an exploratory learning component** consisting of a variety of learning activities **aimed at increasing school's capabilities to accommodate individual learning needs.**

The WALEM is designed to provide instruction that is responsive to student needs and to provide school staff with ongoing professional development and school-based program implementation support to achieve student success.

Instruction in this model is based on diagnostic test results and informal assessments by the teacher. Every student is expected to make steady progress in meeting the curricular standards. Learning tasks are broken down into incremental steps, providing frequent opportunities for evaluation.

## **II. SYSTEMATIC APPROACH FOR ADOPTING THE LEARNING ENVIRONMENT (SAALE)**

SAALE Model was founded by Prof. W. Judy Wood of Virginia Commonwealth University, Virginia in 2009. This model insists on '**Reaching the hard to teach**'.

In this model, the Content and Students' Interact are analyzed in three major environments.

They are (i) The learning Environment, (ii) The Teaching Environment and (iii) The Evaluation and Grading Environment. Each of three environments is ongoing and includes technology.

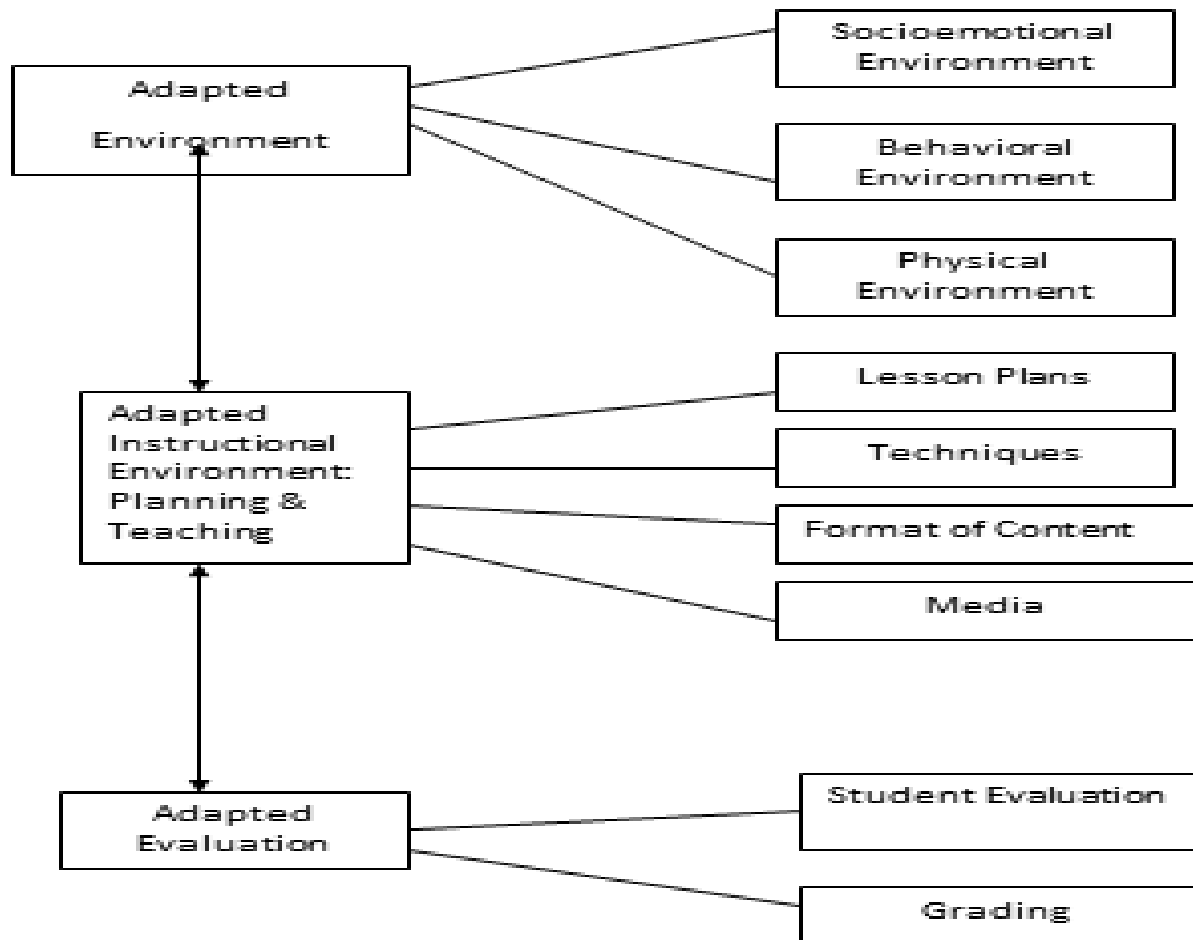
At any point a student may experience a mismatch. When a mismatch occurs and then the point of interventions are to be identified and the appropriate research based strategy has to be implemented. Therefore, understanding the mismatch is crucial when using the SAALE Model.

A mismatch is simply a point where the child cannot succeed because the teacher has expectations that are not compatible with the student's abilities. Children are not going to adjust to the environment must be adjusted to the student.

### **SAALE MODEL**

Diagrammatic Representation of SAALE

# Model SAALE



### III. TEAM TEACHING INCLUSIONARY MODEL (TTIM)

Team Teaching Inclusionary Model (TTIM) was introduced by Walther in 1996. This model is by means of Team Teaching. The General Education and Special Education teachers join together and teach all students in one class as partners.

Effective co-teaching occurs when the teachers are equal partners and to include all students as in their partnership. They must both contribute to every phase of the class work, including planning and evaluation.

Successful team teaching needs to be effectively planned and supported with needed resource materials. Time is also a key factor. Changing to a team teaching approach does not happen in one year. It is a developmental process that needs adjusting by trial and error.

One of the Longitudinal Study of Walther-Thomas (1996) reported that learning by disabled students benefits in improved self-esteem and motivation along with enhanced academic performance and also general education students increase their academic performance and social skills.

#### **IV. CIRCLE OF INCLUSION MODEL (CIM)**

The Circle of Inclusion Model (CIM) is primarily used in the education of children up to eight years. The Circle of Inclusion model has been adapted in various settings from Montessori to Traditional public elementary settings. Frequent meetings are held to review the progress and needs of each child in a Circle of Inclusion classroom.

The Circle of Inclusion model also assures ample opportunity for the development of social, emotional and interpersonal skills of the disabled student. Another element of this model addresses this social objective of optimizing the special abilities of the students' abilities.

#### **V. CONCEPTUAL MODEL OF DIFFERENTIATED STUDIES (CMDs)**

Conceptual Model of Differentiated Studies (CMDS) secures an inclusive approach at the first Stage of basic education. This model was developed by Guseva and Paulina (2012)

In this model, the inclusive approach is viewed as a manifestation of a sustainable education. The needs of all learners are highlighted in three contexts of a sustainable societal development: (i) Legal, (ii) Social and (iii) Cognitive.

This model of differentiated learning can be used as the grounds for designing school strategies aimed to include learners with special educational needs in the mainstream of first-stage basic education.

## **VI. STRATEGIES INTERVENTION MODEL (SIM)**

Strategies Intervention Model (SIM) is based on the belief that all students should develop their potential as independent and strategic learners across learning, social, motivational and executive domains Tralli, Columbo, Deshler and Schumaker, were the founders in 1996 for this model.

Directly correlated with this belief is a three step strategy intervention curriculum. The curriculum serves as a support system that helps adolescents with learning disabilities transition into the secondary general education environment.

- The first strategy intervention allows an ineffective learner with poor processing skills, to develop a coping technique by using one or several of these in combinations.
- The Second Strategy intervention is aimed at enhancing the teaching routine in the general education classroom. Enhancing the routine entails using

graphic organizers, relating information to student's prior knowledge and previewing the content before instruction.

- The Third Intervention Strategy is to teach social interaction skills and motivational skills.

These strategies are designed to give the students a roadmap he or she can use to successfully meet the demands of learning in secondary classes.

### **Models of Inclusive Education:**

The following are some the models of inclusive education or the special education service models.

#### **Full Inclusion Model:**

The student is placed in a regular education classroom 100 % of the day. The special education staff provides support to the regular education teacher by team-teaching and collaboration. Support in discovering the comprehensive curriculum is also provided to students through accommodations and assistive technology.

#### **Pull-Out (Resource) Model:**

Although law requires that students with disabilities be placed in the least restrictive environment, it is not mandated that students be in a full inclusion setting. For example, a full inclusion model may be restrictive for a student that requires intense remediation in reading. It is for this reason that a variety of service options must be made available to a disabled student. The special education staff may provide instruction and support to the student on a one-to-one/small group basis outside the regular education classroom for no more than 40% of the instructional day. This small group would be directed toward the minutes on the students IEP; regular students may not be included during this time. This model is supported by the inclusion teachers to close the academic gaps presented by the

students on her/his class roll. The primary goal is to address the comprehensive curriculum. The parent's must be involved in this decision. It is the school systems responsibility to provide Inclusion opportunities for students with disabilities.

**Social Mainstreaming Model:**

The student is included during regular education classroom instruction to provide him or her with appropriate interaction with non-disabled peers. This student may have shortened assignments. Materials may be adapted for this student. Alternate assessment students are the students that benefit the most from this model.

**Non-academic Model:**

The student participates only in nonacademic class activities such as art, music, physical education, and other electives. This model may be more appropriate for our lower functioning, alternate assessment students.

**Self-contained Model:**

The student stays in the special education classroom for more than 60% of the instructional day. These classrooms are now addressing the comprehensive curriculum through the extended standards.

**Home - bound program:**

A student with a medically diagnosed physical condition that restricts him/her to the home for a significant amount of time and has receive a medical referral form signed by a physician qualifies for a homebound teacher to come to their home and provide instruction.

**Community-based program:**

As a student reaches the age for moving from school to the work force, the transition facilitators will assist with community-based vocational instruction. Upon receiving a written agreement between the community business and

**Role of the parent, community, peers, resource person, itinerant teacher, shadow teacher, head master and teachers in Inclusion:**

As a system, inclusive education should be flexible. Its principle should be education in the regular classroom whenever possible. This need for flexibility must be reflected in the methods and materials used to give these children the widest possible access to the regular curriculum. When discussing the kind of service needed, the starting point should always be what is best for the particular child. Emphasizing inclusive education does not rule out special schools or centres. They would still be required to cater to children with profound and complex difficulties in need of more specialised and extensive help, including e.g. many deaf children. This alternative should, however, not be considered, unless classroom placement cannot meet their needs. In line with the new policy of inclusive education, special schools begin to function more and more as resource centres. They involve in outreach programmes, where they draw on their vast experience and knowledge. They link their activities with those of the regular schools, the families, and the communities. For fulfilling the primary objectives of inclusive education system each of the stakeholders should work on it. Each stakeholders having some role and responsibilities for fulfilling the primary objectives of inclusive education system. In this section focus on the role and responsibilities of the parent, community, peers, resource person, itinerant teacher, shadow teacher, head master and teacher in inclusive education.

**Role and responsibilities of Parents:**

Parents can encourage the child to participate in activities where he can meet children of same age with different abilities. They can also search the internet for activities or organisations that a child may want to join. Children should be encouraged by them to develop friendship with classmates or other



neighbourhood children. Parents can discuss their goals, expectations and preferences for a child with their teachers, therapists etc, before going to school and deciding upon the education plan for them. Parents should also be fully aware of rights of their child to have an inclusive education. Sometimes schools do not support a family's desire for inclusion, parents as well as family should try to explain that why they believe in inclusive education for their child. Parents can take the help to bring in an expert to share information about benefits of inclusive education. At the school level parents can attempt to facilitate inclusion in many ways including the modification in child's curriculum, helping them in a classroom and can provide materials on their children disability to teachers. Parents can play the key role to promote inclusion for their child. The following are some of the role and responsibilities of parents in the inclusive education setup.

- be consulted about the placement of their children with special needs.
- be involved in the planning, development, and implementation of their children's education program.
- be informed of a student's attendance, behavior and progress in school
- receive annual reports about the effectiveness of educational programs in the school district.
- examine all records kept by the school board pertaining to their children.
- register their children in an educational program through a school district, independent school, home school, or regional correspondence program.
- be informed and involved in education decisions that affect their children.
- be consulted, and to give consent, regarding the type and nature of all assessments and to be informed of their results.
- have concerns listened to, and responded to, promptly and respectfully.

- have access to personnel such as teachers, teaching assistants, principals, board administrators, and board trustees for information and collaboration.
- have concerns treated with confidentiality.
- be able to observe their children in the classroom.
- receive progress reports that can be understood.
- be involved in the planning process and review of their children's Individual Education Plan (IEP).
- educate their children at home.
- be aware of school policies, programs, rules, and routines

#### **Role and responsibilities of Community:**

Schools and communities cannot be isolated from each other. In order to have sustainable impact and to enable effective policy-level advocacy there is a need to model inclusive thinking and implementation both in schools and communities. Planning for improved schools and developing effective school-community partnerships are the first steps towards inclusion. Schools and communities need to understand each other and reinforce each other's role towards comprehensive school improvement and a more inclusive, diversity-friendly society. Children belong to families and communities. Communities are as much places of learning as schools. An inclusive approach to education recognizes that the community have a real contribution to make to children's learning and they have the right to be involved in the decision making process. Schools and communities need to understand each other and reinforce each other's role. Communities may not be aware of the difficulties schools face and to what extent certain children have education related problems that could be solved through increased support from families and communities. The following are some of the roles and responsibilities of community towards inclusive education.

- Community motivate to promote girls' access to education
- Community should insist the parents to registration of births
- Community should take initiative to controlling illness and hunger
- Community should motivate the parents for promoting the inclusive education
- Community should take steps to make a unity in the surroundings

### **Role and responsibilities of Peers:**

Partner learning and peer tutoring systems are not new. Think of all of the learning that goes on during informal activities when children are playing games or when they engage in sporting activities. Student interactions will be even more effective with quality peer training and ongoing support. Peer tutor programs can involve same-age or cross-age connections among students. They can involve students in a single class, paired classes or across an entire school. Positive results in school climate have been one of the many benefits. Effective peer tutoring programs require organization and a significant time commitment from teachers. Schools have found that the initial investments are well worth the time and effort. "Student tutors experience benefits similar to those of their partners...they develop interpersonal skills and may enhance self-esteem. Inclusive schools promote respectful and supportive relationships, avoid the bullying epidemic, and build the attributes of positive peer-to-peer interactions. Due to the current state of our national economy and shrinking education budgets, schools and businesses alike are striving for both efficient and effective ways to maximize resources. One very powerful resource that is often over-looked, underutilized and perhaps not well understood is literally right in front of us: peers supports. Peer modeling is another support that can be used to help students learn academic, processes and

classroom routines. It also provides the classroom teacher opportunities to use peers to assist with instruction, clarifying directions and give social reminders with little or no disruption to the lesson cycle. It is an excellent way for peers to provide appropriate behavioral models of students who need to improve their social skills. The following are some of the roles and responsibilities of peers towards the inclusive classroom settings.

- Peer should develop Friendships with all
- Peer should be increased social initiations, relationships and networks
- Peer should create a greater opportunities for interactions
- Peer should be increased their appreciation and acceptance of individual differences
- Peer should be understanding and acceptance of diversity
- Peer should respect for all people
- Peer should do the work with group
- All students needs are better met, greater resources for everyone

The power of peers as shown here has a cumulative effect, which makes issues such a

Bullying incompatible. Rather, we have peers helping peers become more integrated into

the school culture.

### **Role and responsibilities of Resource Person / Resource Teacher:**

In some schools certain teaching staffs provide valuable support to the classroom teacher. These teachers aren't usually responsible for a classroom of students. They're often referred to as "non-enrolling teachers." The most common

support teachers are the learning assistance teacher and resource teacher. They may have distinct roles, or their roles may vary as they share the workload in the school. They may be assigned to a school full-time or part-time, depending on the school's need. Support teachers and resource teachers usually have some specialized training or experience that enables them to provide teacher and student support. Their duties include the following:

- suggesting strategies to school and family to support student learning
- providing service to students with special needs in a particular area of their education
- providing ongoing curriculum adaptation and/or intervention for physical or behavioural needs
- coordinating the team of professionals who work with your child
- assisting classroom teachers
- coordinating release time for staff involved in planning
- coordinating the Individual Education Plans (IEP)

The resource room sometimes functions as a home room for high school students. Some students receive support for specific subjects in the resource room, while the rest of their program is in regular classrooms. The beliefs and skills of the teachers who support students in these classrooms shape the success of an inclusive program.

### **Role and responsibilities of itinerant teacher:**

This is a special education teacher employed by an agency hired to visit various schools in several districts and work with children with disabilities. This provides each child with the required auxiliary services and allows a district to

meet requirements without having a program of their own. In this type of setting the special educator may be faced with a variety of responsibilities including but not limited to the following:

**Roles and Responsibilities of the itinerant teacher or Special Education Teacher:**

- Curriculum modification: here the itinerant teacher assists the classroom teacher in modifying the curriculum to meet the learning style and needs of the child with a disability
- Organizing Parent conferences
- Educational evaluator: in some cases the itinerant room teacher is asked to do the educational evaluations. If this is the case the district will usually pay the agency a fee for this service.
- Conducting Pre-and post-testing using group standardized tests
- Involvement at the annual review-an annual meeting held by the IEP Committee to discuss the progress of each child with a disability and to plan the next year's Individual Education Plan
- Involvement in the triennial evaluation process-an evaluation that takes place every three years to determine if the conditions for the original classification are still present or need to be modified. The requirement here would be limited to either discussion of test results or to update the progress of the student and recommendations for the following year.

**Role and responsibilities of shadow teacher / Teaching assistants:**

Shadow teacher / Teaching assistants work with teachers as part of the classroom team and play key roles in the education of students with special needs. They're usually assigned to work in a specific classroom and may work primarily with one child or they may work with several children. They are responsible for

performing duties under the direct supervision of the teacher, principal, or vice-principal. Their duties include the following:

- personal care (personal assistance with toileting, positioning, mobility, feeding, grooming, dressing, etc.)
- safety and supervision
- communication and technical aids
- classroom observation
- assisting individual students or small groups with learning activities
- following behaviour management programs as set out by the teacher or other specialists
- following therapy programs as set out by the therapist
- facilitating social interactions among students
- data collection and record keeping as requested by the classroom teacher and/or principal

Due to the diversity of tasks and student needs, pre-service training for teacher assistants is very desirable. School districts should ensure that appropriate job descriptions are in place for the various functions being performed and that in-service training is provided.

**Role and responsibilities of head master:**

The Headmaster / principal or vice-principal may be involved with planning for students with special needs. The principal's roles and responsibilities include the following:

- selecting special education staff who embrace the philosophy of inclusion
- recognizing the need for program and staff development
- supporting the school's responsibility for the education of all students
- recognizing that all students benefit from inclusion

- recognizing the extra support needs of special needs students, and advocating for the supports

**Role and responsibilities of teacher:**

Their roles and responsibilities, which may be shared with a resource teacher or learning assistance teacher, include the following:

- evaluating and reporting on students' progress
- collaborating with students and their parents to plan, create, and sustain a safe learning environment
- collaborating with other professional and auxiliary personnel
- planning instruction for the class and for individual students
- implementing the goals and objectives of the Individual Education Plan and making revisions as necessary
- communicating with parents about their children's education
- coordinating and managing information provided by support personnel (speech therapists, social workers, etc.)
- supervising and coordinating the work of teaching assistants
- adapting their teaching style, activities, and curriculum to facilitate each student's success.