

12.03.19. CREATING AN INCLUSIVE SCHOOL

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PART - C.

11. Special Education :

KIRK and Gallagher (1986) "When the youngsters in the same classroom are remarkably different, it is difficult for the teachers to make them reach their educational provision without any significant support. The help that the school devise for the children who differ significantly from the norm is called Special Education".

12. Attention Deficit Hyperactive disorder (ADHD):

* ADHD occurs in the person who ~~has~~ possess psychiatric and neurobehavioural disorder.

* Nearly 5-16% of the children in the classroom are with ADHD.

* They are hyperactive, inattentive and included.

13. Autism:

⇒ Autism is the brain disorder which affects the person brain and central Nervous System.

⇒ Autism people lack communication skills, language development, behaviour with the community and social skills.

14. The benefits of inclusive education for the students without disability are:

* Students develop social skills.

* They develop academic skills thus academic achievement will be in progress.

* They try to help their peer thus helping tendency develops.

* Their social behaviour and mannerism develops.

15. Service programmes for the disabled:

* Sarva Shiksha Abhiyan brought out Zero rejection policy to make all the study to get equal education.

* person with Disability act makes the disabled persons to get some liberty in society.

* Various models are suggested to bring out effective teaching - learning process.

PART - B.

4. Dyslexia:

Dyslexia means difficulty in reading.

characteristic of dyslexia:

⇒ Children are unable to read alphabets.

⇒ unable to produce the words properly.

⇒ Cannot able to name the word.

⇒ Find difficulty in writing some words such as "Should" - They write it as Shud.

⇒ When a prefix and suffix is added to a word, they cannot read it.

How to overcome it?

⇒ Give reading practise daily to the students by the teacher.

⇒ Make sure the students complete their classwork properly.

⇒ Give outline for the class/topic which has been taught so far. Thus the words could be stored from short-term memory to long-term memory.

Dysgraphia:

Dysgraphia means difficulty in writing.

characteristics of Dysgraphia:

⇒ Students donot have good ~~core~~ motor skills.

⇒ Poor legibility.

⇒ They donot follow upper and lower case of alphabets.

⇒ Size of each letter in a word differ.

How to overcome it?

⇒ By consulting with the therapist, simple exercise can be given to the students.

⇒ writing practise should be given regularly.

⇒ four lines note can be practised.

Dyscalculia :

persons with mathematics difficulty. person with this problem find difficult to solve maths problems.

characteristics of dyscalculia :

- ⇒ Difficulty in doing arithmetic problems
- ⇒ Difficulty in memorising formula, rules and concept.
- ⇒ Difficulty in learning addition, multiplication, and division.

How to overcome it?

⇒ This is not an illness. So, it cannot be treated. So, various games can be given to teach mathematics.

⇒ Here examples can be given.

6. Factors affecting the inclusion:-

Following are the factors that affects the inclusion:

Negative Attitude :

- Negative attitude of the parents and the community plays the role of barriers in inclusive education.
- Once the parents and community identify some problems with the children they start to ignore the children and trust that they cannot achieve anything in the society.

physical barriers :-

- Infrastructure of the school and the area and location of the school act as a barrier for inclusion.

- The school buildings with no elevator, and physical resources cannot help the disabled children.

Curriculum:

- Curriculum of the general education students are so rigid that cannot help the disabled students.
- When the curriculum is rigid, then changing the teaching strategy cannot help the students.

Teachers:

- Teachers who are unenthusiastic, unqualified and with no humanity cannot help the inclusive education.
- Teacher must take the extra work to accept inclusion.

Language and Communication:-

Learners who are disabled comes from different state cannot understand the language. Thus it affects inclusion.

Funding:

When the schools accept the disabled learners, it needs to change the infrastructure to make it suitable for them. Thus it requires more money. Hence Funding acts as barrier.

Policy as barriers:

- Various policies followed by the school is not suitable for the disabled learners.
- Thus policy act as barrier.
policy needs to be changed.

Organisation system:

3W Organisation system of the school act as a barrier for disabled students.

7. Various types of models of inclusion:-

Various models has been designed for inclusion. Each models are unique but they follow some common elements like both normal and special students should learn.

All the models require the collaboration of general educators and special educators.

Few models are explained as follows:-

* Wangs Adaptive Learning Environment Model [ALEM]

* This is a multifaceted model which collaborates both general and special teachers.

* The main role of this model is to develop academic skills and develop confidence to improve the ability to cope up with social and educational demands of school.

* Diagnostic test and informal assessment are ~~beg~~ being conducted to select this model.

* Students will achieve their needs, professional development of teachers and academic progress of the schools are achieved.

* Team Teaching Inclusionary Model:

* Here both general and special teachers act as a partner.

* Effective teaching (team) require both the general and special teachers to work collaboratively.

* Both the teacher must engage in all the phases of classwork including planning and evaluation.

* This cannot be occurred in a single year.

* SAALE model [Systematic Approach for Assessing Learning Environment]

* This model is the cornerstone for inclusionary teaching.

* This shows differentiated strategy for teaching different concepts.

* This has three environments: Teaching environment, learning environment and Evaluating environment.

8. Challenges of Inclusion :-

⇒ Inclusive education requires support from the parents. Thus negative attitude of the parents must be eliminated.

⇒ Change the attitude of the community to make them feel that the disabled children can achieve in this society.

⇒ Infrastructure of the schools must be changed, to provide good learning situation of the students.

⇒ Teachers must be qualified to handle both the general and special students.

⇒ Curriculum must be fixed in such a way to include flexibility for the special students.

Parameters of Inclusive Education:-

• Encouragement from the community helps to bring out inclusive education.

• Parents must know the exact meaning of inclusive education and must come forward to educate their child.

• Parents must enable their child to have friendship with their neighbourhood.

• Teachers must be properly trained in order to teach the students.

• Curriculum must be flexible enough to include some changes for the special students.

✓ • Schools must provide various resources to let the students feel at home.

• School must make the students to develop themselves in both curricular and co-curricular activities.

10. Role of parents in inclusion:

⇒ Must make their wards to have friendship with their peer groups and neighbourhood.

⇒ Parents must provide extra care on their wards.

⇒ parents must know their children's goal by consulting with therapist.

Role of Community :

- * Community should never discourage the disabled children.

- * Their negative attitudes must be changed.

- * They must be in the position to accept the disabled children as a part of this society.

Role of peer :

- * peer students should not segregate their disabled classmates.

- * They must help them to find the resource materials and learn.

- * They must help them to learn the social skills, manners and attitude.

Role of Headmaster :

- ⇒ Headmaster must try to fix some flexibilities for disabled students.

- ⇒ Various resources must be allocated for them.

- ⇒ They must give admission for such students.

- ⇒ Retention of such students should be there.

- ⇒ Make sure whether their teachers are having skills and techniques to handle such students.

Role of Teachers :

- ↳ Teachers must prepare weekly plans to inculcate the education in an ^{appropriate} ~~apt~~ way.
- ↳ provide progress in education by monitoring them.
- ↳ change their teaching strategies for the sake of disabled students.
- ↳ Consult with the special teachers to implement various strategies of teaching.

PART - A

1. Special Education:-

Meaning:-

Special education is the education which is given to the physically handicapped and gifted students but not to the most of the average or normal students.

Definition:-

According to Kirk and Gallagher (1986) "when the youngsters in the same classroom are remarkable different, it is difficult for the teacher to help them to reach their educational potential, without any assistance. The help of that the school devise for the children who differ significantly from the norm" is called Special education.

Characteristics of Special Education:

➤ As it is explained in the meeting, it helps the students to meet their special needs and requirements.

➤ It is development in nature, thus it starts from womb to tomb. The parents nourishes and nurture their wards through special education.

➤ It eliminates and prevents all the problems in the way of the child to reach their academic achievements.

➤ It is highly specific and highly specialised in nature.

➤ It is followed based on various research and experimental in nature.

➤ It require technologies to teach the children.

➤ It is highly mobile in the sense the students cannot move to receive it rather it should be moved to the students.

➤ Individual difference is considered.

principles of Special Education:-

Following are the principles of special education:-

(i) principles of zero reject.

(ii) principles of equality and non-discrimination.

(iii) principle of least Restrictive

Environment.

(iv) principle of flexibility.

(v) principle of Co-operation.

- (vi) principle of diverse needs of the children.
- (vii) principle of support and preparation.
- (viii) principle of Active participation.
- (ix) principle of universality in Education
- (x) principle of normal proportion.

Scope of Special Education:-

- Special education follows zero rejection thus no children are rejected to get education.
- Students are included in the general schools thus discriminations are removed, equality is maintained.
- Environment is made least restrictive. So liberation is given but closer to the normal environment.
- Students fill their needs of education. They develop in both curricular and co-curricular activities.
- universality of Education is achieved. Thus their vocational skills are attained.
- Disabled students learn their life skills like eating, bathing, dressing, cleaning themselves etc.
- Social skills are developed.
- They have started to mingle with the general students.
- peer involvement is brought out.
- changes in the community mind has been brought out.

Role of teachers in special Education :-

- Teachers must maintain and prepare weekly lesson plan to facilitate learning of the students.
- Monitor and maintain the progress of the students.
- Teachers must make sure whether their disabled students are developing and involving in both curricular and co-curricular activities.
- Teachers must consult with the special education teachers to follow different but suitable strategies of teaching.
- Teachers must invite para-educators to their classroom to check whether her pattern of teaching is good.
- Teacher must show the progress report and the marks list of the disabled students to the special educators to find how to improve the students' academic skill.
- Teacher must communicate with the students, parents or guardian as well as with the management regarding the students progress.
- Teachers must show special attention and care to the students.
- Teachers must encourage the disabled students to meet their academic needs.
- Teachers must spend extra time

for the students betterment.

- ~~Student~~ Teachers must make their general students to understand the need of special students.

- Teachers must bring out some changes in the classroom in order to make the special students to learn.

- Teachers must provide various activities to the disabled students.

- Planning and evaluation of the teachers must be modified according to the needs of special students.

Thus above are the roles of teachers in special education.