

PART-A

2. Principles of Special Education:-

(i) Zero Reject:-

- School must educate all children with disability
- No rejection on the basis of color, native, sex, disability, mother tongue etc..
- Rule against excluding any student
- Cannot exclude no matter how severe the disability is.

(ii) Non Discriminatory Identification and Evaluation

- Rule requiring schools to educate evaluate students fairly to determine if they have a disability & if so what kind of extensive or disability they have
- An appropriate evaluation provides information to be used to determine the child's eligibility for special education and related services & the educational needs of the child

and set the curriculum accordingly.

- Without subjecting a child to unnecessary test and assessments.
- Requires states and logical agencies to evaluate students in such a way that strengths & weakness are revealed.

(iii) Free appropriate Public Education (FAPE)

- Free education of each child with disability must be providing at public expense under the age of 21
- Appropriate education is determined on an individual basis
- Public school system must educate students with disabilities, respond to their individual needs and help them plan for their future.

(iv) Least Restrictive Environment (LRE)

- LRE means students the special needs will be educated with students who are not disabled.

- Rule requiring schools to educate with disabilities with non-disabled students to the maximum extent appropriate.
- One of the most important and controversial element of special education reform
- Schools may not remove student from general education unless he/she cannot be educated successfully there.
- i) Due Process Safeguard :-
 - The rights of children with disabilities & their parents are protected.
 - All information needed to make decisions about the provision of a FAPE of the student is provided to parents.
- ii) Parents and Students Participation :-
 - Equal participation in the decision making process
 - The right to receive notice
 - The right to participate in all meetings

concerning their special education.

TEACHER'S ROLE :-

- Teachers are the key factor to implement special education. Proper knowledge and educational qualification are required for them as well as a high commitment to students' individual needs. Teacher's roles are:-
- * Interaction with family
- * To be able to solve their problems
- * To develop new learning strategies.
- * To be able to develop self-confidence
- * To be able to provide special facilities
- * To be able to look after their special needs
- * To be able to recognise their hidden talents.
- * To inculcate positive attitudes in the children
- * Evaluating and reporting on students' progress
- * Collaborating with students and parents to plan, create, and sustain a safe learning environment.

- * collaborating with other professional and auxiliary personnel
- * planning instruction for class and for individual students implementing goals and objectives of the individual Education Plan and making revisions as necessary.
- * Communicating with parents about their children education.
- * Coordinating and managing information provided by support personnel (special 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.

PART B.

4. Scope of Special education :-

- 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 little extra time, care which is been provided in special education programs that are so important to the health of children's educational 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 on the society.
- * Facilitate academic progress - Special education programs facilitate academic progress by providing the least restrictive environment and training tailoring instruction and assessment to the individual.
- * 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.

- * 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 behaviour. Special education programs also teach behaviour that is appropriate and acceptable by society.
- * It is need of the time to expand the special education services so that the maximum no. of special population may be benefited.

PART-B

5. Challenges in Inclusive Education:

(1) Identification and Screening:-

- Assessment is a multifaceted process of gathering information by using appropriate

tools and techniques in order to make educational decisions about placement and the educational program for a particular child -

- Appropriate adaptations and modifications must be made available to assure valid and reliable findings.
- Since children's needs change from month to month and from year to year, the regular periodic assessment must be conducted.

(ii) Individualised Education Plan:-

- The individualised Education plan is the primary document that outlines specific plans for the eligibility process and any further information collected by multidisciplinary specialists and by both special and regular teachers can assist with the development of the Individualised Educational Plan.
- Realistically, the special education will

have to conduct further curriculum-based assessments to gather the types of instructionally useful data to be able to develop appropriate goals and objectives and to know where to begin instruction.

(iii) Physical Environment of learning :-

- The physical environment (classroom layout and appearance, classroom arrangement, furniture arrangement, etc) contribute a lot to promote the active-learning method.
- The physical environment in the class room can challenge active learning.
- There should be adequate well maintained and furnished classrooms to effectively conduct the teaching-learning process.
- Therefore, the place where the child is positioned in the class, the way classroom materials are arranged, the effects of sound environment and the condition of a building

play a vital role in enhancing or retarding the teaching - learning process of visually impaired children.

(iv) Teaching methods and procedures:-

- Methods are a means of conveying ideas and skills to impart and acquire a certain subject matter in a more concerted and comprehensive way.
- No learning occurs in a student if he/she sits passively.
- The student must respond actively; must participate.
- Because education is a human experience acquired in the process of man's interaction with his physical, and social environment.
- Basically, the method of teaching concerns the way teachers organise and use techniques of teaching, subject matter,

teaching tools, and teaching material to meet teaching objectives.

PART-B

7. Autism :-

Adnan and Chadha (2003) "Autism is a brain disorder that typically affects a child's ability to communicate, form relationships with others and respond appropriately to the environment some children with autism are relatively high functioning, with speech and intelligence intact.

Others are mentally retarded mute or have serious language delays.

* Usually identified by the time child is 30 months old always by 3 years

* primary sources: family members, parents, caregivers by observing hard of hearing

or deaf is not yet began to talk, aside interaction with others.

- * Any community agency or government set up for providing early intervention program for the ^{ti} autistic child may have the provision of the following services for this purpose
 - guidance and counselling of the parents and care givers
 - Home visit and observation of the children's behaviour
 - Provision of special instruction/guidance for coping with the autism
 - Sensory training
 - training in self-help and daily living skills, social relation and adaptive skill
 - Speech language pathology.

PART-B

8. Identification of a child with cerebral palsy are as follows :- The child shows symptoms like
- It ranges from mild to severe. It is identified as the child has a delay in reaching motor skills milestones, such as rolling over, sitting up alone or crawling
 - The child delays in speech development and difficulty in speaking
 - Stiff muscles
 - Abnormal muscle tone
 - A lack of muscle co-ordination
 - Tremors or involuntary movements
 - A lack of muscle co-ordination
 - Tremors or involuntary movements
 - Excessive drooling and problems with swallowing

- Difficulty in / unsteady walking
- Favouring one side of the body, such as reaching with one hand.

- Neurological problems such as seizures, intellectual disabilities and blindness.

CP is a common problem the worldwide incidence being 2 to 2.5 per 1000 live births.

- It may occur before birth, during birth or shortly after birth.
- Symptoms usually appear before a child reaches age 3 or 4.
- These symptoms vary person to person.

PART B:-

10. Norm Referenced Test	Criterion Referenced Test
1.) Cover large domains of learning tasks using a few items for each task	Focus on delimited domains of learning tasks using relatively large no. of items for each task.

Norm Referenced Test	Criterion Referenced test
2.) The test is planned on the basis of general descriptions of subject matter topics and process skills.	The test is typically planned in terms of specific behaviourally stated objectives, each providing the basis for one or several related test items.
3.) Helps to describe pupil performance in terms of the relative position held in some known group	Helps to describe pupils performance in terms of a specified domain of instructionally relevant tasks.
4.) Emphasis discrimination amongst pupils in terms of relative level of learning.	Emphasises description of learning tasks that the pupil can do and cannot perform

Norm referenced test	Criterion referenced test
5.) Prefer items of average difficulty level	Match item difficulty to learning tasks with changing item difficulty
6.) Used all type of items	Used for all type of items with few exceptions
7.) Required clearly defined group for interpretation	Required clearly defined group and delimited achievement domain for interpretation
8.) Percentiles or standard scores are employed	Apt to employ 'percent correct' scores.

→ Tests during instruction could be in the form of criterion reference test and test tests that are used at the end of instruction could be a norm referenced one.

PART-C

11. Factors affecting Inclusion :-

- Expense
- Mis information
- Accessibility
- Educational modification
- Co-operation

(i) Expense :-

- Funding is a major constraint to the practice of inclusion
- Teaching students with disability in general education classroom takes specialist and additional staffs to support students needs
- Co-ordinating services and offering individual supports to children requires additional money that many school districts do not have, particularly

in a tight economy.

- Inadequate funding can hinder ongoing professional development that keeps both specialists and classroom teachers updated on the best practices of inclusion.

(ii) Accessibility:

- Obviously, a student with disability cannot learn in a inclusive room if he cannot enter the room, let alone the school buildings.
- Some schools are still inaccessible to students in wheelchairs as to those other mobility aids and needs elevators, ramps, paved pathways and lifts to get in and around buildings.
- Accessibility can go beyond passageway

stairs and ramps to recreational areas etc.

- Classrooms must be able to accommodate a student's assistive technology devices as well as other furniture to meet individual needs.

12. Features of Disability Discrimination Act (DDA) 1995.

- The DDA enforces, ensures the rights of force in society who have disabilities in areas such as disability employment opportunities, education and training, transport and access to buildings etc.
- It also encourages the public sector to promote equality of opportunity and inclusion of the disabled person.
- The Act was produced after much

consultation and feedback from disability rights groups and ensures they are treated equally by employers as well as service providers in the provision of goods and services -

13. Dyscalculia :-

There are no. of ways to deal a child with dyscalculia:-

Learning disabilities in math is called as dyscalculia

* Supportive tools and tech help the child navigate difficult problems:-

- A calculator he/she knows to use
- Pencils (for erasing)
- Extra time on tests
- A quiet space to work
- Access to the teacher's notes

- Time in the math resource room (if his school offers one)
- The option to record lectures
- In-school tutoring or homework assistance

14. SAALE model:-

This model consists and insists on 'Reaching the hard to learn'

This model, the content and students interact are analysed in 3 major environments they are

- The learning environment
- The teaching environment
- The evaluation and grading environment

Each of these environment is ongoing and includes technology.

15. Practices in Inclusive education are as follows

- Education for all
- Protection of rights
- Identification of skills
- Development of social consciousness
- Prepare for new challenges
- Development of brotherhood
- Improve quality of education
- Provide home base learning
- Proper promotion of distance education
- Ensure that no child is denied admission in mainstream education
- To facilitate the disabled student from remote and rural areas.