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- 1.1 *Inclusive Education - Meaning, Concept and Importance*
- 1.2 *Inclusive Education- Strategies & Teaching techniques*
- 1.3 *Trends in Special Education*

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INCLUSIVE EDUCATION

STRUCTURE

- 1.1.1 Introduction
- 1.1.2 Objectives
- 1.1.3 Meaning and Concept of Inclusive Education
- 1.1.4 Role of Teachers
- 1.1.5 Teaching Strategies for Inclusive Education
- 1.1.6 Creating conducive environment for Inclusive Schools
- 1.1.7 Difference between special and integrated education
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1.1.1 Introduction :

Inclusion is an approach that seeks to address the learning needs of all children youth and adults with specific focus on those who are vulnerable, marginalized and excluded. The principle of Inclusive Education was adopted at Salamanca World Conference on Special Education Needs (UNICEF 1994) and was restated at Dakar World Education Forum (UNESCO 2004).

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning community. The basic concept of Inclusive education hinges on understanding diverse needs of children in the education system, and how responsive is the education system to meet these needs of learners in a given community.

1.1.2 Objectives :

After reading this chapter the students will be able :-

1. To know meaning of Inclusive education.
2. To know strategies for teaching Inclusive education.
3. To differentiate between special and integrated education.

1.1.3 Meaning and Concept of Inclusive Education :

Inclusion is an approach that seeks to address the learning needs of all children youth and adults with specific focus on those who are vulnerable, marginalized and excluded. The principle of Inclusive Education was adopted at Salamanca World Conference on Special Education Needs (UNICEF 1994) and was restated at Dakar World Education Forum (UNESCO 2004).

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning community. The basic concept of Inclusive education hinges on understanding diverse needs of children in the education system, and how responsive is the education system to meet these needs of learners in a given community.

Meaning of Inclusive Education

Inclusive education means all children, young people and adults, who are disabled, nondisabled and disaffected (a learning problem arising due to social issues), being able to learn together in regular education setting from child hood to adulthood or in community education settings, with appropriate networks of support. IE, in the Indian context, is either casual inclusion or inclusion by default or both in many rural schools. There seems to be general perception among parents “if my child is not in the neighborhood school, where else can I send her /him?”

The focus, in the concept and meaning of Inclusive Education, is on the:

- Child
- Education System and
- Community

The Child

It is becoming more and more clear that a number of groups remain particularly vulnerable, not least children with disabilities and others who for a variety of reasons experience barriers to learning within the existing arrangements. These may include:

- Children with special needs
- Children with severe special needs requiring additional support, who may be already in schools, but might not achieve adequately; and

- Children who are not enrolled in school, but could participate, if alternative forms of schooling in their community were made available.

The immense variety of regional, cultural and social contexts in which learning has to be facilitated for all learners represents a challenge, which defies a single solution. It necessitates the need for determining differing modalities for inclusion. The concern is to make schools effective for ALL children.

Looking into Diversity

Inclusive Education is more than including the child with special needs in a regular school. It also implies examining the many other exclusionary practices within society and its schools. The issue of inclusion is not concerned with how a relatively small group of pupils might learn along with others, but it lays the foundation for an approach that could lead to the transformation of the system and the society. Inclusion enables effective teaching practice for all.

Inclusive education is concerned with providing quality education, with special emphasis on all marginalized groups who experience barriers to learning and participation. They include not only those within the system who have not received the kind of education required to meet their unique learning needs, but many who are outside the system who have no access to education and require support to unfold their potentials.

Who forms this diverse group will clearly vary from time to time, from location to location. Scattered population of CWSN in a community is a major challenge for Inclusion. It is observed that in a classroom on an average, there are 4-6 children with special educational needs. There are CWSN who are included in the classroom with least resource support, but there may be more severely disabled children who may require additional support. Generally, children with disabilities are considered by many, as lacking the required potential to learn. They are judged by their physical appearance or their mode of communication. They are also excluded because of a lack of resources. Inclusion is a broader team involving attitudinal transformation, so that teachers and all the others involved are motivated to provide the required input and support services.

Education System - Taking Education to All

Formal and informal education, though overtly designed to facilitate learning, comprises a range of barriers to learning and participation for CWSN. These could be structural, pedagogical, temporal, conceptual, epistemological, professional, financial or attitudinal.

The barriers can be located within the learners, within the education system, within the families and within the broader social, economic and political context.

These barriers manifest themselves in different ways and only become obvious when learning breakdown occurs, when learners drop out of the system or do not join it.

Equally important is to recognize taking education to all. There might be a situation when the child cannot reach the school. How does education reach this child? It is important to consider that often the indigenous solutions have come about through efforts of parents, educators, policy makers etc., while trying to demolish barriers to learning.

1.1.4 Role of Teachers :

Teachers are the backbone for developing Inclusive practices. They can make or mar inclusion. Teachers need to develop the capacity to improve and adjust the curriculum to deliver educational programs, which are appropriate for all children. A shift in philosophy is needed from a focus on deficits to an understanding that all children are capable of learning. Rather than placing responsibility for failure on the child or the environment, the task is to specify the conditions under which diverse students can achieve optimal learning success.

The school and the classroom provide space to the teachers to carry out inclusive practices, such as class-room transactions which includes pedagogical processes and instructional material used for effective teaching, besides a friendly environment. Often in the past, schools tended to ignore the diverse needs of learners. The practice of inclusive education hinges on an understanding of this diversity among learners and planning sustainable educational provisions responding to specific situations.

a. Community

Often, the education system is unable to respond to the life style of the community, barriers to learning, thus arise.

b. Empowering Parents

At times, parent's and community involvement poses to be a barrier, since the parents and community members might themselves often experience marginalization due to living in poverty, or in isolated communities, or as members of ethnic and linguistic minorities. Most often, they are uneducated and feel they have nothing to contribute to the schooling process. While legislative protection is an important basis for parents involvement, it is not enough in itself. If, however, education is seen as entirely the province of professionals, then parents and the wider community have little to contribute and school-family-community partnerships are likely to be little more than token gestures, if they exist at all.

Building partnerships, therefore, depends on an acceptance that parents and the community are heterogeneous and have a real contribution to make. It is essential to understand the local issues and their needs and develop parents and community participation towards bringing about the change in the education of CWSN. Any change may be possible through empowering the communities and the parents. There are examples of developing accessibility for schools through community participation like ramps made by School Development and Management Committee (SDMC) in the State of Karnataka.

In different parts of the country, especially in the large majority of rural area, the system is not hindered by a legacy of segregation, there is more community solidarity, and over the years developed ways of utilizing existing resources. Examples of good policy and practices in inclusive education exist and excellent initiatives are taking place at the community level. There is evidence of 'spontaneous inclusion' in many rural areas where the issue often is that if the child is not taken in the only existing government school, then where else would the child go? Children are being educated in multi-grade classrooms, large classes, in AIE/EGS etc. A movement gaining momentum is the 'child friendly school', which imparts education using child-centred methods and processes by creating learning situations appropriate for each child and making learning a joyful experience. A number of experiments have already helped develop the basic fabric of child friendly inclusion, which needs to be fostered further for Education for All.

Meaning of Inclusion clearly states that it is not the children who ought to change; we have to change; it is the education that need to respond to the needs of the children and their communities.

Special Services

Thus, far the needs of mildly disabled children have been dealt with. Some children may have more severe problems requiring special services of a resource or an itinerant teacher to assist the regular teacher classroom. To illustrate a moderately or severely hearing impaired child will need to be taught language in a special way, also requiring a specific therapy. The resource teacher can teach the regular classroom teacher how to do this or where necessary, can take the children out in a special room or even seat them under a tree to teach them lip-reading and other techniques of learning language. The only disadvantage in seating the hearing-impaired children in the open ground is that the ambient noise may prevent them from using their hearing aids efficiently. Therefore, in some cases, the schools may have to reserve a special room where children with disabilities can be taken for their lessons.

The same applies to visually impaired children who may need to be taught Braille, use of special mathematical frame and a special drawing device to cover the entire curriculum. For them too, a special room would be advisable. Inclusive education cannot be effective without appropriate support services. Therefore, schools must be prepared to obtain the services of special teachers to teach special skills.

Such teachers can be obtained from nearby special schools or they can be appointed at a block or cluster level. Many children with disabilities require special equipment for their education. The school system must identify sources of supply so that no child's education is affected for want of an assistive device. In fact, the PWD Act envisages the provision of equipment to children with special needs free of charge. Moreover, it becomes all the more important, if the Constitutional Guarantee of Education for All children between 6-14 years of age is to be fulfilled. It will be advisable to provide equipment and other assistance to children with disabilities for good quality inclusion.

Preparing Teaching-Learning Material

It may be re-iterated that the need to concretize every concept is very crucial. This can best be done by preparing special teaching learning material (TLM). For

example, if the concept of an elephant is to be taught to a blind child, it can be done by preparing a toy model of an elephant out of the locally available clay, wood or any other low cost/no cost material. Similarly, if the map of India is to be taught to a blind or a visually impaired child, an embossed map should be made available in the class. On the same principle, the concept of an elephant is to be clarified to a deaf child. It may be useful to prepare a flash card with the picture of an elephant and the word elephant written beside. The foregoing are only a few examples of TLM that could be prepared to teach children with disabilities. An imaginative teacher can prepare a great deal of TLM to teach children with different needs. It may be advisable to prepare special illustrated textbooks to make teaching more interesting and enjoyable. This has been tried out in some States. By making books more interesting, the children focus and retain better. Concepts also become much more clear.

1.1.5 Teaching Strategies for inclusive education

At times, inclusion teachers work with the whole class, small groups, and individual students. Baseline levels inform teachers which students need direct skill instruction, practice, remediation and/or enrichment. Inclusion at its finest involves general and special education teachers and related staff forming collaborative respectful partnerships that honor all students' levels. Overall, the most important thing to remember is to always have high expectations for your students and to highlight their strengths.

Inclusion Strategies

1. Establish prior knowledge.
2. Pre-plan lessons with structured objectives, but also allow for inter/post planning.
3. Proceed from the simple to the complex by using discrete task analysis, which breaks up the learning into its parts.
4. Use a step-by-step approach, teaching in small bites, with much practice and repetition.
5. Reinforce abstract concepts with concrete examples, such as looking at a map while learning compass directions or walking around a neighborhood to read street signs.

6. Think about possible accommodations and modifications that might be needed such as using a digital recorder for notes, reducing the amount of spelling words, and having enrichment activities prepared.
7. Incorporate sensory elements: visual, auditory, and kinesthetic ones, like writing letters in salt trays or creating acute, right, and obtuse angles with chopsticks.
8. Teach to strengths to help students compensate for weaknesses such as hopping to math facts, if a child loves to move about, but hates numbers.
9. Concentrate on individual children, not syndromes.
1. Provide opportunities for success to build self-esteem.
11. Give positives before negatives.
12. Use modeling with both teachers and peers.
13. Vary types of instruction and assessment, with multiple intelligences and cooperative learning.
14. Relate learning to children's lives using interest inventories.
15. Remember the basics such as teaching students proper hygiene, social skills, respecting others, effectively listening, or reading directions on a worksheet, in addition to the 3R's: Reading, writing and arithmetic.
16. Establish a pleasant classroom environment that encourages students to ask questions and become actively involved in their learning.
17. Increase students' self-awareness of levels and progress.
18. Effectively communicate and collaborate with families, students and colleagues, while smiling; it's contagious.

1.1.6 Creating conducive environment in inclusive schools

Physical and socio-cultural environments affect students' learning for better or worse. It is in the hands of an effective teacher to turn environmental disadvantages into advantages. However adverse the physical, social and cultural environment may be, teachers can make a substantial difference in creating a conducive learning environment in the classroom for all children.

Every school and classroom environment consists of two aspects - physical and socio-cultural. Often not equipped with adequate physical environment, schools in the country, except may be those corporate schools targeting the super-rich, find themselves in the lurch when teachers also fail in creating a conducive atmosphere

for learning in classrooms. To enhance the learning of students, improve the quality of education and produce vibrant minds of high-level proficiency, what we need today are dedicated and motivated teachers who can change the course of traditional classroom setup and promote conducive environments of learning. While teachers cannot exercise any control over certain aspects of the physical environment of a classroom, there are ample characteristics that impact the learning climate, which they can control and create.

a. Accessibility to resources:

Given that there are only limited resource materials needed for instruction in a classroom, teachers must ensure that chalks, charts, models, equipment for demonstration etc are made available to students in every session. How these resource materials are accessible and used in instruction will determine whether a classroom environment is facilitative or not. All along, ensuring the accessibility of resource materials teachers must also ensure that teaching-learning activities conducted in the classroom is visible and audible to all. The spatial arrangement of the classroom must be taken care of in order to achieve the goals of accessibility, audibility and visibility.

b. Dissuading biases:

Researches show that teachers can create a positive difference in the lives of those students who are socio-culturally disadvantaged. Students who like their classrooms and perform well in their studies are those who experience their teachers to be caring and supportive. Several times, teachers prejudge their students on the basis of their socio-cultural background and fail to communicate the message that cultural difference is not cultural deficit. It would be a good idea for teachers to make an analysis about their socio-cultural biases and make a conscious effort to guard against them.

c. Inclusive setting:

Disability is never a deficiency, it becomes so when society fails to create a favourable environment for them to learn and progress. Teachers must never put up an attitude of deficiency before the students, particularly to the disabled. They must rather create an inclusive environment in the classroom in which all students feel at home, gather in self-confidence and be able to develop on their innate

talents. Teachers must nurture the students' talents to bloom rather than diminish their enthusiasm in the initial stages.

d. Instructional techniques:

Teachers should use adequate instructional techniques in line with the socio-cultural characteristics of learners, which in turn will influence their learning. Instructional strategies that favour the learning needs of children should be acquired and implemented as part of the curriculum to boost their academic performance.

Different instructional methods like cooperative learning, peer tutoring, mastery learning etc. can be included as per the learning requirements of students. Depending on the need and temperament of each student, teachers must be flexible with their instructional tactics so as to set all the students equally on the path of learning.

e. Acceptance and tolerance:

Creating a positive atmosphere of learning in schools and classrooms will also depend a lot on the ability of teachers to establish a culture of mutual respect and understanding among the students. It is important that the students are trained in the academy of acceptance and tolerance for one another. They are to be taught not to laugh at or make fun of those making mistakes. Class schedules and activities are to be planned in such a way as to promote mutual respect and appreciation among the students. Mutual appreciation and tolerance go a long way in defining a healthy and constructive classroom environment.

f. Social relationships:

Another feature of a conducive classroom environment is proactive and encouraging social relationship. Students should be able to work with others in group to complete tasks, engage with others in project works and get along with everyone else in an easy manner enhancing and nourishing the learning experience of every other student.

A positive and conducive atmosphere can be created by a teacher in the classroom only when he/she respects his/her students, knows one's students and arrange learning experiences for them to meet great expectations and accomplish realistic goals. Making things clear for the students from the very beginning and on a

regular basis is important to earn their cooperation and set them on the path of knowledge.

1.1.7 Difference between Special Education and Integrated Education :

In the course of educating the disabled children, these two very terms i.e. special education and integrated education, are very important. Both of these terms can be distinguished from each other in the following way :

Special Education	Integrated Education
<ol style="list-style-type: none"> 1. It is an educational service, over and above the regular school programme which is established outside the ordinary school system. 2. This system of education is based on segregation. This system isolates the disabled children from the normal children. 3. Special education for exceptional or disabled children is an old notion towards their education. 4. The underlying principle of special education is the principle of discrimination. 5. Special education is some how clinical in nature. 6. This system of education is more beneficial for severely handicapped children. 7. Special education is not considered as an integral part of total educational programme. 8. Special education provides vocational training and prevocational guidance etc. 	<ol style="list-style-type: none"> 1. It is an educational programme by which the disabled children receive education along with the normal children in the general schools.

9. Special education is truly special in every aspect i.e.	
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1.1.8 Conclusion

In order to understand Inclusive Education it is essential to know the difference between Integration and Inclusion in the context of the education of children with disabilities. In integration, children with disabilities are perceived as having problems, while in inclusion the onus is shifted to regular schools, which have to be redesigned and restructured to meet the needs of all children, including CWSN. Hence, it is a need based approach. In conclusion, it will be appropriate to state that the major goal of inclusive education is to mainstream disabled children in the community and the society as a whole. Inclusive education should do all that necessary to achieve this overriding goal.

1.1.9 Suggested Questions

1. Write in detail the difference between special and integrated education.
2. How an Conducive environment can be created for Inclusive Education.
3. Write about Teaching Stratigies of Inclusive Education.

1.1.10 Suggested Books

1. Sekhon.S (2007). Education of Exceptional Children with Special Needs. Kalyani Publishers, New Delhi.
2. Gallagher. K (2006). Educating Exceptional Children, Houghton Mifflin Company, U.S.A.
3. Hallahan. K (1991). Exceptional Children: Introduction to Special Education, Prentice-Hall, Inc.

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Teaching Strategies for inclusive education, creating conducive environment in schools

Structure

- 1.2.1 Objectives
- 1.2.2 Introduction
- 1.2.3 Inclusive Education
- 1.2.4 Inclusive Teaching Strategies
 - 1.2.4.1 Why to use Inclusive Teaching
 - 1.2.4.2 Benefits of Inclusive Teaching
- 1.2.5 Teaching strategies for Inclusive Education
- 1.2.6 Creating Conducive Environment In Schools
- 1.2.7 Summary
- 1.2.8 Key concepts
- 1.2.9 Suggested Readings and Web Sources
- 1.2.10 Suggested Questions
- 1.2.11 Self – Check Exercise

1.2.1 Objectives

After going through this lesson students will be able to –

1. Understand the concept of Inclusive Education.
2. Describe various teaching strategies used for IE
3. Apply various teaching strategies in the real classrooms.
4. Understand the importance of creating conducive environment in inclusive classrooms.
5. Apply various techniques for creating conducive environment in schools.

1.2.2 Introduction

Every child in the lap of mother earth is exceptional, special and remarkably unique. No two individuals are alike, they differ from each other in a variety of ways. This difference may be physical, intellectual, social, emotional, cultural, etc. Each child has his own peculiarities which separates him from others. Although most persons resemble with the average in many traits, there are others who have wide range of deviations from the average. Thus the children who exhibit wide deviations from the average individuals may be termed as exceptional ones. When students with disabilities receive special education services in the general education classroom it is called *inclusive education*.

1.2.3 Inclusive Education

Within educational literature, inclusion is described in many different ways. Schwarz states, “The strategy behind inclusion is to design supports—innovative

approaches to learning, differentiated instruction, curricular adaptations—for every student in the classroom, to include the entire spectrum of learners.” In addition to the design of supports and strategies that allow for a successful inclusive classroom, inclusion is also a philosophy where all students are valued and supported to participate meaningfully with each other. Clearly inclusion is about a set of best practice strategies coupled with the moral view that all students bring value to the general education classroom. Inclusive education is an approach that looks into how to make education responsive to all children. It is about ‘enabling schools to serve all children’ (UNESCO, 1994). UNESCO's action in the field of inclusive education has been set explicitly within the 'inclusive education' framework adopted in 1994: "... Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions." (Article 3, Salamanca Framework for Action)

"Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system." (Article 2, Salamanca Statement)

It is a process of education in which challenged children put into normal classes for education and get education along with normal children. This simply means that exceptional/challenged children should not be segregated from the normal ones but they should also be included into ordinary classroom. This will help them to develop their potentialities up to their maximum and remove their complexes. This will enhance the development of social qualities among the normal and disabled students. Inclusion of disabled children in the normal classes will not only help them to keep pace with the normal students but also help them to develop positive self-concept.

1.2.4 Inclusive Teaching Strategies

Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued.

1.2.4.1 Why use inclusive teaching strategies?

Even though some of us might wish to conceptualize our classrooms as culturally neutral or might choose to ignore the cultural dimensions, students cannot check their socio-cultural identities at the door, nor can they instantly transcend their current level of development. Therefore, it is important that the pedagogical strategies we employ in the classroom reflect an understanding of social identity development so that we can anticipate the tensions that might occur in the classroom and be proactive about them.

1.2.4.2 Benefits of inclusive teaching:

- We can connect with and engage with a variety of students.
- It prepares for “spark moments” or issues that arise when controversial material is discussed.
- Students connect with course materials that are relevant to them.
- Students feel comfortable in the classroom environment to voice their ideas/thoughts/questions.
- Students are more likely to experience success in the course through activities that support their learning styles, abilities, and backgrounds.

1.2.5 Teaching strategies for Inclusive Education

While creating inclusive classrooms, teachers should consider multiple factors, including the syllabus, course content, class preparation, their own classroom behaviour, and their knowledge of students’ backgrounds and skills. Behaviour, social and/or emotional problems are the most challenging within the area of inclusion of pupils. Dealing with differences or diversity in the classroom forms one of the biggest problems. Following are the strategies which address these factors and aid to improve the learning climate for all students. The following **conditions** seem to play a central role for inclusive classroom practices:

1. **Teachers’ attitudes towards pupils:** Inclusion depends on teachers’ attitudes towards pupils with special needs, on their capacity to enhance social relations, on their view on differences in classrooms and their willingness to deal with those differences effectively.
2. **Skilled Teachers:** Teachers need a repertoire of skills, expertise, knowledge, pedagogical approaches, adequate teaching methods and materials and time if they are to address diversity effectively within their classrooms.
3. **Role Of Community And School:** Teachers need support from inside and outside the school. Leadership on the level of the head teacher, school districts, communities and governments is crucial.
4. **Co-operation between school and parents:** Regional co-operation between agencies and parents is a prerequisite for effective inclusion.
5. **Co-operation between school and community and parents:** To deal with the students with special needs co-operation between parents, school and community is very essential for making inclusion effective.
6. **Adequate conditions:** Governments should express a clear view on inclusion and provide adequate conditions, which allows a flexible use of resources.
7. **Classroom practices:** The following classroom practices are useful for effective inclusive education:

(a) Co-operative teaching

Teachers need support from, and to be able to cooperate with, a range of colleagues within the school and professionals outside the school.

(b) Co-operative learning

Peer tutoring or co-operative learning is effective in cognitive and affective (social-emotional) areas of pupils' learning and development. Pupils who help each other, especially within a system of flexible and well-considered pupil grouping, profit from learning together.

(c) Collaborative problem-solving

Particularly for teachers who need help in including pupils with social/behavioural problems, a systematic way of approaching undesirable behaviour in the classroom is an effective tool for decreasing the amount and intensity of disturbances during the lessons. Class rules should be made clear to all the pupils. A clear set of borders, agreed with all the pupils (alongside appropriate incentives) prove very effective.

(d) Heterogeneous grouping

To deal with a diversity of pupils in the classroom heterogeneous grouping should be made and a differentiated approach in education should be followed so as to make teaching in inclusive classroom effective. Targeted goals, alternative routes for learning, flexible instruction and the abundance of homogenous ways of grouping enhance inclusive education.

(e) Effective teaching

The above mentioned arrangements should take place within an overall effective school/teaching approach where education is based on assessment and evaluation, high expectations, direct instruction and feedback. Systematic monitoring, assessment, planning and evaluation of the work can improve the performance of all students. The curriculum should run according to individual needs and additional support can be introduced adequately through the Individual Educational Plan.

Following are some strategies which can be used for the education of disabled children.

1. Inclusion: In this approach, students with special needs spend most or all of their time with students who do not have special educational needs. Students with special needs are educated in regular classes for nearly all of the day, or at least half of the day. Most specialized services are provided outside a regular classroom, particularly if these services require special equipment or might be disruptive to the rest of the class (such as speech therapy). In this case, the student occasionally leaves the regular classroom to attend smaller, more intensive instructional sessions in a resource room, or to receive other related services, such as speech and language therapy, occupational and/or physical therapy, and social work.
2. Mainstreaming refers to the practice of educating students with special needs in regular classes during specific time periods based on their skills. Students are segregated in separate classes for the rest of the time.
3. Normalization: Normalization is the process of creating a learning and social environment as normal as possible for the exceptional child and adult. It means that the individual's total environment should be as close as possible to that of non-handicapped person's environment. The introduction of the term 'Normalization' signaled the

beginning of a challenge to educators to provide normalized services in normalized settings.

4. Least Restrictive Environment: ‘The Education for All Handicapped Children Act 1975’, introduced the term of least restrictive environment. It was declared as a right of the handicapped children to receive education in the environment which offers least restriction to their education.

Let us have a glance look on the teaching strategies to be followed in inclusive classrooms.

1. Establish prior knowledge.
2. Pre-plan lessons with structured objectives, but also allow for inter/post planning.
3. Proceed from the simple to the complex by using discrete task analysis, which breaks up the learning into its parts.
4. Use a step-by-step approach, teaching in small bites, with much practice and repetition.
5. Reinforce abstract concepts with concrete examples, such as looking at a map while learning compass directions or walking around a neighborhood to read street signs.
6. Think about possible accommodations and modifications that might be needed such as using a digital recorder for notes, reducing the amount of spelling words, and having enrichment activities prepared.
7. Incorporate sensory elements: visual, auditory, and kinesthetic ones, like writing letters in salt trays or creating acute, right, and obtuse angles with chopsticks.
8. Teach to strengths to help students compensate for weaknesses such as hopping to math facts, if a child loves to move about, but hates numbers.
9. Concentrate on individual children, not syndromes.
10. Provide opportunities for success to build self-esteem.
11. Give positives before negatives.
12. Use modeling with both teachers and peers.
13. Vary types of instruction and assessment, with multiple intelligences and cooperative learning.
14. Relate learning to children’s lives using interest inventories.
15. Remember the basics such as teaching students proper hygiene, social skills, respecting others, effectively listening, or reading directions on a worksheet, in addition to the 3R’s: Reading, wRiting and aRithmetic.
16. Establish a pleasant classroom environment that encourages students to ask questions and become actively involved in their learning.
17. Increase students’ self-awareness of levels and progress.
18. Effectively communicate and collaborate with families, students and colleagues, while smiling; it’s contagious.

1.2.6 Creating Conducive Environment In Schools

In inclusive classrooms students have a variety of ways to access information and demonstrate what they know. When teachers and families come together to plan for inclusion they often ask, “What does a successful inclusive classroom look like?”

Teachers of successful inclusive classrooms utilize student strengths, incorporate creative teaching strategies, and support peer interaction.

1. Inclusive classrooms should focus on utilizing strengths

Educators should remain focused on the strengths of the child instead of areas of weakness. He should be aware of the skills and strengths the child has that will help him to learn and develop social relationships which can be utilized in the classroom.

2. Inclusive classrooms should create a sense of belonging

The teacher should ensure that every child in the inclusive classroom should get the same supplies and books that his peers have. In order to create a sense of belongingness in the child with disabilities following points should be always kept in mind:

1. Communication to the student with disabilities should not be in a loud and condescending tone. Speak to a student with disabilities in the same way you would any student.
2. Maintain respect and dignity at all times. Do not talk about the student in front of them as if they were not there.
3. Peers should be taught to respect and support the students with disabilities.
4. Students with disabilities should be given a chance to share their ideas and answers in similar ways to their peers. Remember to call on the student with a disability too.
5. Students with disabilities should not sit next to each other and should not be in the same group for activities. Spread students out in the class and create heterogeneous groups.
6. Transitions should happen with other students. Students with disabilities should not leave early for recess, the end of the day, or for other activities.

3. Successful Instructional Support in the Inclusive Classroom

Teacher or a team of teachers should have a shared vision of what the student's school day will look like and who will be supporting the student's learning. This is their collective responsibility. Successful instructional support in the inclusive classroom can be made up of many different approaches including providing adaptations, accommodations, paraprofessional support, collaborative planning and co-teaching. Teachers/Educators through collaborative problem solving, can design the instructional support strategies that maximize the success of the individual student in the general education classroom.

4. Providing Accommodations and Modifications

As educators respond to the needs of the learners in diverse classrooms they work to provide instruction that is accessible and challenging to all students. When students with disabilities are included in the general education classroom, their presence is often a catalyst to examine how instruction is taking place. In the process of working to meet the need of all students' teachers will need to ensure that they are adhering to a Universal Design for Learning model (UDL). UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one size-fits-all solution but rather flexible approaches that can be customized and adjusted for

individual needs. In this process, students were able to take in information in multiple ways (through visuals, manipulating objects, and reading/listening to the information in the book), process the information in multiple ways (working in small groups and experimenting with different objects to create their timeline), and share their knowledge in multiple ways (through creating a legend, teaching a novice from another class, or presenting their timeline to the class). Universal design is the first step in instructional design and will often provide enough instructional support through responding to student learning strengths that all students can be successful many students with disabilities will need further accommodations and modifications in order to access and participate in the lesson.

(i) Accommodations are changes in how a student accesses information and demonstrates learning. Accommodations do not substantially change the instructional level, content, or performance criteria. The changes are made to provide a student with equal access to learning and equal opportunity to show what he or she knows and can do. Providing a student with a digital audio version of a novel, written or visual step-by-step directions for how to complete his model of a cell, raised-line paper, or a modified timeline activity focusing on the three big ideas from the Civil War are all examples of accommodations

(ii) Modifications are changes in what a student is expected to learn. The changes are made to provide a student with opportunities to participate meaningfully and productively along with other students in classroom and school learning experiences.

5. Providing Effective Paraprofessional Support

In order to effectively include all students in the general education setting, paraprofessional support can be considered and it is essential that they are being used wisely. Paraprofessionals should be well-trained, Provide only minimal support necessary, Work to connect students with disabilities to their peers, utilized as a resource for the entire classroom— not only supporting one student, but bounce around the room and help all students in the class.

6. Co-Teaching and Collaboration

The focus of IDEA(Individuals with Disabilities Act)was that when students receive special education services there should be a focus on the collaboration between general and special education. The intent of the law is that once a student begins to receive special education services the relationship between special and general education should be strengthened as a way to ensure that the student participation in the general education curriculum is enhanced (IDEA, 2004). The practice of general and special educators planning and teaching together to support the needs of students with and without disabilities in the general education classroom can take on many forms. When co-teaching happens it is most important that all teachers involved utilize their strengths, share roles, and are both seen as leaders in the classroom. Teachers should maximize the benefits of reducing the student-teacher ratio by using co-teaching models such as parallel instruction, station teaching, and teaming and should minimize the “one teach

one assist” model or other arrangements that place one of the teachers in the role of the assistant.

1.2.7 Summary

Teachers play a central role in determining the placement of students with disabilities. Teaching is not an easy activity and all teachers should be focused on sharing what is working and constructively problem solving around challenges. Inclusive placements continue to be a goal for many families and are increasingly a goal for many educators. As research on the success of inclusive placements continues to show greater gains in achievement for students with and without disabilities, the drive for inclusive placements will continue to rise. It is essential that teams work together to purposefully create successful placements so that students with disabilities have full access to the curriculum alongside their peers without disabilities. Where a child is educated is one of the most important educational decisions a team can make. As teams work together to design and implement inclusive placements for students, it is essential that they do so using collaborative strategies that include the expertise of all of the team members.

1.2.8 Key concepts

1. Teaching Strategy : any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities.
2. Inclusion : When students with disabilities receive special education services in the general education classroom.
3. Mainstreaming : An integration of regular and exceptional children in a school setting where all children share the same resources and opportunities for learning on a full time basis.
4. IDEA : Individuals with Disability Act
5. Deinstitutionalization: Removal of retarded persons from institutions and placing them in other environments or in local community.
6. Normalization : It is a process of creating a learning and social environment as normal as possible for the exceptional children and adults.

1.2.9 Suggested Readings and Web Sources:

1. Inclusive Education- AgyavJit Singh and Jaswant Kaur Virk
2. Inclusive Education- Dr Sneha Bansal

Web Sources:

1. <http://www.unesco.org/education/sne/> retrieved on 14.10.15
2. <http://unesdoc.unesco.org/images/0018/001868/186807e.pdf>

1.2.10 Suggested Questions:

- Q 1. Define inclusive education. Discuss various teaching strategies for making inclusive education effective.
- Q 2. Discuss the strategies for creating conducive inclusive environment in the schools. Give examples.

1.2.11 Self – check exercise

Fill in the blanks:

1. For Inclusive classrooms we needand teachers.
2. In teaching, teachers need support from their colleagues also.
3. To deal with diversity in classroom.....grouping should be made.
4. In inclusive classrooms teachers should give.....before negatives.
5. Teacher should create.....classroom environment that.....students to ask questions and actively involve in their learning.
6. Teachers should effectively.....and collaborate with the families of students.
7. There should be the provision of effective.....support in the inclusive classroom.

Answers - 1. Special , trained 2. Cooperative 3. Heterogeneous 4. Positives 5. Pleasant , encourages 6. Communicate 7. Paraprofessional

SPECIAL EDUCATION : TRENDS IN SPECIAL EDUCATION

STRUCTURE OF THE LESSON

1.3.1 Objectives

1.3.2 Introduction

1.3.3 Trends

1.3.3.1 Mainstreaming

1.3.3.2 Community – based rehabilitation

1.3.3.3 Individualized education programme (IEP)

1.3.3.4 Inclusion

1.3.3.5 Deinstitutionalization

1.3.4 Suggested Questions

1.3.5 Suggested Books and Web sources

1.3.1 Objectives:

After reading this lesson, the students will be able to:

1. Understand the trends in special education.
2. Explain the concept of mainstreaming.
3. Describe the trend of inclusion in special education.
4. Differentiate between deinstitutionalization and community – based rehabilitation

1.3.2 Introduction

For many years the field of special education simply did not exist. Of course, exceptional children – those who are handicapped and those who are gifted – have always been with us. But attention has not always been paid to their special needs. The integration of exceptional children into regular schools and classes is a relatively recent phenomenon. The full extension of educational services to exceptional children has involved immense changes – for special educators, regular educators, parents and many other people.

Through the efforts of special educators, parents, exceptional persons, legislators and other advocates, continual improvement has taken place in the range of students being served: the quality of the personal special education and related services and the methodology, curriculum and technology for educating exceptional children. For most exceptional students of school age, special educational opportunity is now a right and progress continues in guaranteeing this most fundamental right for all students who need it . (Weintraub, 1986)

1.3.3 Trends

1.3.3.1 Mainstreaming :- The word **mainstreaming** has been popularly used to describe the process of integrating exceptional children into regular schools and classes. Much discussion and controversy and many misconceptions have arisen regarding whether all handicapped children must now attend regular classes - the so-called mainstream of our public school system. Some people view mainstreaming as placing all exceptional children into regular classrooms with no additional supportive services. Whereas others have the idea that mainstreaming can mean completely segregated placement of handicapped children. As long as they interact with non-handicapped peers in a few activities (perhaps at lunch or on the playground). Many parents have strongly supported the placement of their exceptional children in regular classes; others have resisted it just as strongly, feeling that the regular classroom does not offer the intense, individualized education that their children need.

What the law does call for is the education of the handicapped child in the least restrictive appropriate educational setting, removed no further than necessary from the regular public school program. As Turnbull and Turnbull (1986) note, the least restrictive environment principle prevents the unwarranted segregation of students with disabilities from their nondisabled peers. Heron and Skinner (1981) describe the least restrictive environment as

that educational setting which maximizes the ... student's opportunity to respond and achieve, permits the regular education teacher to interact proportionally with all the students in the classrooms and fosters acceptable social relations between non-handicapped and [handicapped] students.

As Gresham (1982) points out, simply placing a handicapped child in a regular classroom does not mean that the child will learn and behave appropriately or that she will be socially accepted by non-handicapped children. It is important for special educators to teach appropriate social skills and behavior to the handicapped child and to educate non-handicapped children about the differences in their handicapped classmates. But these challenges should not mean that handicapped children are denied the right to participate in a regular classroom for all or part of the school day. Sapon - Shevin (1978) suggests that mainstreaming not be interpreted to mean "changing the special child so that he will fit back into the unchanged regular classroom, but rather as changing the nature of the regular classroom so that it is more accommodating to all children.

According to Stephens, Blackhurst and Magliocia (1983) :- "Mainstreaming is the education of mildly handicapped children in the regular classrooms. It is a concept that is compatible with the least restrictive environment .. All the handicapped can be educated with their normal peers whenever possible. It is

based on the philosophy of equal educational opportunity that is implemented through individual planning to promote appropriate learning, achievement and social normalization."

According to Wang(1981):- "The term mainstreaming is used to mean an integration of regular and exceptional children in a school setting where all children share the same resources and opportunities for learning on a full time basis."

Thus, a simple perusal of above definitions makes it clear that the process of mainstreaming is placement of the mildly retarded children or mildly handicapped children in the regular classroom environment that suits their requirements. Even, it can be a regular classroom for a part of the day. Sometimes, it may not include a regular classroom but a special class in the regular setting and co-curricular activities determined by consideration of how best we may promote learning, achievement and social normalization.

1.3.3.2 Community – based rehabilitation :- The aim of community – based rehabilitation (CBR) is to help people with disabilities, by establishing community based programs for social integration, equalization of opportunities, and rehabilitation programs for the disabled. The strength of CBR programs is that they can be made available in rural areas with limited infrastructure, as program leadership is not restricted to professions in healthcare, education, vocational or social services. Rather, CBR programs involve the people with disabilities themselves, their families and communities, as well as appropriate professionals. Like normal children, handicapped children, too need socialization, as they are also a part of the society and they will have to live in the same. Thus, they should be provided with opportunities to mix up with the normal children and share their views with them. This is possible only by integrated education. By means of integrated Education, the handicapped children can be brought into the mainstream of the education of the normal children. So they can be related to the community by the processes such as inclusion, normalization, mainstreaming and deinstitutionalization.

In today's changing scenario, the attitude of people towards disabled have changed significantly. Now emphasis is laid on the employment of the disabled. It is based on the fact that no doubt in certain tasks the disability of the individual may become an obstacle but there may be some other tasks in which he may be able to perform better than the normal individual. Thus, the handicapped children no longer require sympathy or mercy but they require co-operation from the society. Hence, it is the duty of the society to provide them proper employment which in turn facilitates their rehabilitation.

The constitution of India has made provisions for the rehabilitation of the disabled . It directs the states to make effective provisions in securing the right to education, work and public assistance . There are basically three legislation in India dealing with the interests of the disabled. There are :

- The Rehabilitation Council of India Act, 1992
- The persons With Disability (Equal opportunities, protection of rights and full participation) Act, 1995.
- The National Trust for the welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act-1999.

1) The Rehabilitation Council of India Act, (R.C.I.): This act, passed by the government of India in 1992 gave statutory status to the Rehabilitation Council which is working for the rehabilitation of the disabled. It regulates the programmes and institutions for various categories of professionals in the area of disabilities.

2) The Persons with Disability Act (P.W.D.) :- This act is the most comprehensive act, which takes holistic view of the disabled and strives for their rehabilitation . This act has made the following provisions:-

- a) Three percent (3%) reservation for the disabled in the government jobs.
- b) Providing incentives for public and private sector organizations that employ the disabled, at least to the extent of five persons of the total workforce.
- c) States shall progressively ensure that every disabled child has access to free education till the age of 18 years.
- d) There shall be preferential allotment of land at concessional rates to the disabled persons for the construction of house , setting up of business or factories and for the establishment of special recreational centers, schools and research institutes .
- e) There shall be establishment of special employment exchanges, special insurance policy and unemployment allowance for them.
- f) There shall be chief commissioner for the persons with disability who is :
 - to co-ordinate the works of state commissioners for the persons with disabilities .
 - to monitor utilization of funds disbursed by central government .

- to take steps to safeguard rights and facilities made available to persons with disabilities.

- to look into complaints with respect to denial of rights of persons with disabilities.

Thus, this legislation is only for the welfare of the disabled and their rehabilitation in the society.

- 3) **National Trust for the welfare of Persons with Autism, Cerebral Palsy : Mental Retardation and Multiple Disabilities Act:** This legislation led to the setting up of a trust, which works to strengthen family guardianship of those suffering from autism, cerebral palsy, mental retardation and multiple disabilities . It also looks after the disabled with no family support.

Thus, all the above mentioned legislations were a step for the rehabilitation of the disabled. Besides these acts, the government of India, has opened about hundred Special employment information and Registration Centers all over the country, keeping in view the abilities and employment of the disabled , “ Vocational Rehabilitates Centers’ have also been opened to provide special employment training to the handicapped according to their physical, social and vocational needs . The employment and Rehabilitation on Department of Human Resource Development has opened Vocational Rehabilitation Centers in the metropolitan cities like Mumbai, Hyderabad, Delhi, Kanpur, Chennai etc. The main purpose of all these centers is to help rehabilitation of the disabled so that they may become productive members of the society.

- 1.3.3.3 Individualized education programme (IEP):-** In the united states an individualized Education Program (IEP) is mandated by the Individuals with Disabilities Education Act (IDEA). An IEP defines the individualized objectives of a child who has been found with a disability, as defined by federal regulations. The IEP is intended to help children reach educational goals more easily than they otherwise would . In all cases the IEP must be tailored to the individual student’s needs as identified by the IEP evolution process , and must especially help teachers and related service providers understand the students disability and how the disability affects the learning process.

The IEP describes how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively. Developing an IEP requires assessing students in all areas related to the known disabilities , simultaneously considering ability to access the general curriculum, considering how the disability affects the student’s learning , forming goals and objectives that correspond to the needs of the student and

choosing a placement in the least restrictive, environment possible for the student.

As long as a student qualifies for special education, the IEP is mandated to be regularly maintained and updated up to the point of high school graduation , or prior to the 21st birthday .

An IEP is meant to ensure that students receive an appropriate placement , not “only” special education classrooms or special schools . It is meant to give the student a chance to participate in “normal” school culture and academics as much as is possible for that individual student. In this way, the student is able to have specialized assistance only when such assistance is absolutely necessary , and otherwise maintains the freedom to interact with and participate in the activities of his or her more general school peers.

1.3.3.4 Inclusion: -_The practice of educating all children in the same classroom, including children with physical, mental and developmental disabilities . Inclusion classes often require a special assistant to the classroom teacher. In a fully inclusive school or classroom, all of the children follow the same schedules; every one is involved in the same filled trips, extra-curricular activities, and assemblies.

It is a process of integrated education in which exceptional children enter into normal classes for education. This simply means that the exceptional children should not be segregated from the normal ones but they should also be included into ordinary classroom. They should be provided education along with the normal students. This will help them to develop their potentialities upto their maximum. This will help to remove their complexes . By being in the same class. The disabled students will learn, how to compete with the normal students. They will try to compensate for their disability. They will strive hard and which in turn , will increase their confidence. On the other hand, normal students will also realize that the disabled children are in no way inferior to them. They will also try to help them. This will enhance the development of social qualities among the students. Inclusion of disabled children in the normal classes will not only help them to keep pace with the normal students but also help them to develop positive self concept.

1.3.3.5 Deinstitutionalization:- Deinstitutionalization as a process of integrated education means the removal of retarded persons from institutions and placing them in other environments. In other words, it is the process of releasing as many exceptional children and adult as possible from the confinement of residential institutions into their local community.

Deinstitutionalization is a trend which emerged as protest against institutionalization . The disabled children were dumped in special institutions .

In those institutions, disabled children were considered physically or mentally ill and they were provided with only treatment for their illness but they were deprived of care and education. Around 1800 such institutions sprouted and as these grew in size, these institutions became less cost effective and housed people without much of treatment either. In the late nineteenth century special institutes became dumping grounds for all kinds of misfits. The same trend continued for several decades. In the 1950's and 1960's a number of social movements were started. These movement emphasized the needs of the retarded and these raised voice to help the retarded. After 2nd world war, the support provided by **President Kennedy and President Johnson** to the education of retarded, opened new vistas for their education. Kennedy's approach to mental illness led to the establishment of community centres which provided in-patient and out-patient care, treatment, consultation and education. This marked a beginning for the era of deinstitutionalization by which the retarded children were brought back to live with their own community.

Deinstitutionalization includes three processes:

1. The process of **reversing** institutionalization by finding alternative placement.
2. The process of returning to the community of all the resident when have development the skills which are necessary for successful transition.
3. The process of establishing residential environments that protect rights and leads to a rapid transition to the community.

Thus, the process of deinstitutionalization was a step to make the retarded children, a part of the community and providing them with as equal rights as they would have enjoyed if they would have been normal.

At the initial stages this process of deinstitutionalization was subjected to criticism on the following grounds:

1. The placement of retarded children in nursing homes was not beneficial as these nursing homes usually did not have quality of care as that of special institutes.
2. In such types of homes, primarily medication was the only treatment and they were not provided with any education or training.
3. In some cases, it led to readmission to the institutions since community facilities were not available for their education.
4. This led to poor medical diagnosis.

5. It led to regression in adaptive behavior.
6. The staff employed in the special institutions was competent and specially trained but the staff of community centres was incompetent to deal with the retarded.

1.3.4 Suggested Questions

Q.1. What is Individualized education programme (IEP)? What points should be kept in mind for the success of this programme?

Q.2. Write short note on:

- a) Inclusion
- b) Deinstitutionalization

Q.3. What do you mean by mainstreaming?

1.3.5 Suggested Books and web sources:

1. Heward, William L. and Orlansky, Michael D. (1992). Exceptional children. Fourth Edition. New York : Macmillan Publishing Company.
2. Gearheart, Bill R., Weishahn, Mel W. and Gearheart, Carol J. (1992). The Exceptional student in the regular classroom. Fifth Edition. New York: Macmillan Publishing Company.
3. Kotwal, Parijit. (2008). Special Education. Delhi : Authors press Jawahar Park Laxmi Nagar
4. Kaur, Rajpal. (2005) Special Education. Delhi : Deep and Deep Publications.
5. www.scilearn.com/blog/2015-special-education-trends
6. study.com/academy/lesson/current-trends-in-special-education
7. education.stateuniversity.com/.../special-Education-current-trends