



Department of Distance Education

Punjabi University, Patiala

Class : M.A. (Education)-II

Semester : 4

Paper : IV (i) (Inclusive Education)

Unit : I

Medium : English

Lesson No.

- 1.1 : Inclusive Education: Concept, Meaning and Importance, Difference between special, integrated and inclusive education.
- 1.2 : Teaching Strategies for Inclusive Education
- 1.3 : Teaching Strategies: Multisensory, Learning and social Learning
- 1.4 : Special Education: Trends in Special Education

Department website : www.pbidde.org

INCLUSIVE EDUCATION- CONCEPT, MEANING AND IMPORTANCE

Structure of the Lesson

1.1 Objectives

1.2 Introduction

1.3 Concept and meaning of Inclusive Education

1.4 Importance of Inclusive Education

1.5 Difference between Special, Integrated and Inclusive Education

1.6 Summary

1.7 Suggested Question

1.8 Suggested Readings

1.1 Objectives

After going through the lesson learners will be able to:

- i. Know the concept of Inclusive Education.
- ii. Recall the meaning of Inclusive Education.
- iii. Describe the importance of the Inclusive Education.
- iv. Differentiate between Special, Integrated and Inclusive Education.

1.2 Introduction

The purpose of education is to ensure that all students gain access to knowledge, skills, and information that will prepare them to contribute to Indian community and workplaces. The central purpose becomes more challenging as schools accommodate students with increasingly diverse backgrounds and abilities. As we strive to meet these challenges, the involvement and cooperation of educators, parents, and community leaders is vital for the creation of better and more inclusive schools.

In 1980s the educationists of the world took an initiative in USA and realized that dichotomous nature of educational system, namely general education and special education is harmful for children and society. Segregated educational provision separates children from their peers and families and may not be cost- effective. So the proponents of inclusion advocated for the dismantling of this artificial barrier, which separates education for different kinds of students.

Today it is widely accepted that inclusion maximizes the potential of the vast majority of students, ensures their rights, and is the preferred educational approach for the 21st century. Unfortunately, the philosophy has not always been widely held. Our

thinking and acceptance has evolved rapidly over the last century, and continues to evolve, along with our changing social and political beliefs.

CONCEPT AND MEANING OF INCLUSIVE EDUCATION

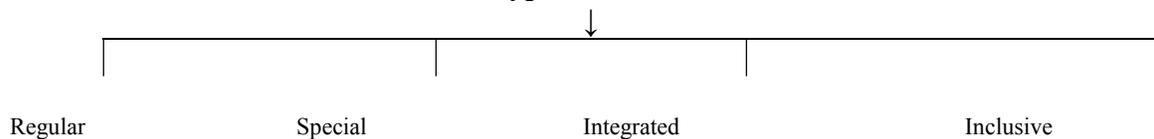
The concept of inclusion was conceived in 1948 with the declaration adopted by the UN General Assembly on the “International Bill of Rights” which recognises that all human beings are born free and equal in dignity and rights.

This declaration fundamentally seeks to deal with the issue of discrimination at all levels in every fact of society.

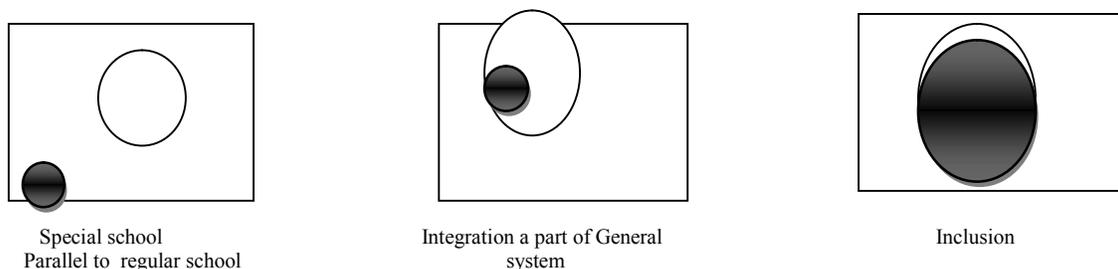
According to the Children’s Act, 1998, children with disabilities have the right to be educated with their non-disabled counterparts of their own age. The Act also states that children should have access to the same general curriculum taught to children without disabilities. Inclusive education, therefore, is when children with disabilities are placed in the same classroom environment as other children of their age who do not have disabilities.

The idea is for these children to attend school in their neighbourhood with the same children whom they play with. This, it is believed, will enable these disabled children to make friends with their non-disabled counterparts and love school.

Types of School



At present there is a growing need among educators and sociologists to accept the inclusive education pattern. Inclusive education is a step forward from integrated or special school system. Inclusive education goes one step further. In this approach the special education is an integral part of the general education system.



Theoretically, inclusion is the creation of an enabling environment that provides for the acceptance of children with and without disabilities to play and interact every day without any prejudices whatsoever, even if these children are receiving therapeutic services. And for inclusion to succeed, it must be a passion that is shared by all the

protagonists involved, including agencies, teachers, families, non-governmental organization (NGOs), Chiefs and the whole community.

Within inclusive education, there are two main branches of thinking: mainstreaming and full inclusion. Mainstreaming is a process that allows children with special needs to enter certain standard classrooms after they show the ability to keep up with the rest of their peers.

Full inclusion puts students with special needs in standard classroom environments without testing or demonstration of skills. Individuals that support full inclusion believe that all children belong in the same classroom environment no matter what.

It is clear that inclusive education differs from previous notions of 'integration' and 'mainstreaming', which intended to concern principally with disability and special educational needs, and implied changing or becoming ready for accommodation by the mainstream.

According to Antia , "Inclusion denotes a student with a disability unconditionally belonging to and having full membership of a regular classroom in a regular school and its community. They contrasted this with 'integration', or 'mainstreaming', both of which imply that the student with a disability has the status of a visitor, with only conditional access to a regular classroom, but primary membership of a special class or resource room".

A succinct definition of inclusive education is provided by **Lipsky & Gartner**, "Described it as students with disabilities having full membership in age-appropriate classes in their neighbourhood schools, with appropriate supplementary aids and support services".

According to National Commission on Special Needs in Education and Training (NCSNET, 1997, South Africa), "Inclusive education is defined as a learning environment that promotes the full personal, academic, and professional development of all learners irrespective of race, class, gender, disability, religion, culture, learning style and language.

According to Skrtic, "Inclusive education goes far beyond physical placement of students with disabilities in general classrooms, but should involve schools meeting the needs of all their students within common, but fluid, environments and activities."

According to Stainback, "Inclusion facilitates integration in school system when general and special education personal, as well as curriculum and instructional procedures are combined to provide educational experiences to meet the needs of the students in an integrated setup."

This broadened conceptualisation of inclusive education was recently articulated in the meeting at the forty-eighth session of the **UNESCO International Conference on Education, held in Geneva in November 2008**, where it was acknowledged that 'inclusive education is an ongoing process aimed at offering quality education for all while

respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination’.

So one can well understand the meaning of inclusive education with the help of ingredients of successful **inclusion**, which can be explained as:

- I Infrastructure**
- N National Level policies**
- C Capacity Building**
- L Legislation- Reforms**
- U Understanding**
- S Sensitization**
- I Initiative**
- O Organization**
- N Networking – Central, State, Govts. and NGOs etc**

Inclusion is about putting the right to education into action by reaching out to all learners, respecting their diverse needs, abilities and characteristics and eliminating all forms of discrimination in the learning environment. It should guide education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society.

Inclusion is both a principle and process, arising from a clear recognition that exclusion happens not only from education but also within education; it requires adapting and or transforming the education systems at large, notably the way in which schools and other learning settings adapt their learning and teaching practices to cater for all learners with respect to diversity. This requires attention to a wide range of interventions, among them the curriculum, the nature of teaching and the quality of the learning environment. It means schools and learning settings should not only be academically effective but also friendly, safe, clean and healthy and gender responsive.

Inclusion requires adopting a holistic approach to education from early childhood onwards to incorporate the learning concerns of marginalized and excluded groups and addresses the four pillar of learning (learning to know, to do, to live together and to be).

1.3 IMPORTANCE OF INCLUSIVE EDUCATION

Inclusive education is the need of the Indian society of today as it intends to bridge the gap between special education, integrated education and general system of education.

1. Inclusive education is an attempt to fulfill the constitutional responsibility by giving equality to every child, the right to get education in the school of his choice regardless of his/her differences in physical, psychological and socio-cultural characteristics.
2. All children are able to be part of their community and develop a sense of belonging and become better prepared for life in the community as children and adults.
3. It provides all children with opportunities to develop friendships with one another. Friendships provide role models and opportunities for growth

4. It provides better opportunities for learning. Children with varying abilities are often better motivated when they learn in classes surrounded by other children.
5. The expectations of all the children are higher. Successful inclusion attempts to develop an individual's strengths and gifts.
6. It allows children to work on individual goals while being with other students their own age.
7. It encourages the involvement of parents in the education of their children and the activities of their local schools.
8. It fosters a culture of respect and belonging. It also provides the opportunity to learn about and accept individual differences.
9. Accepting unconditionally all children into regular classes and the life of the school.
10. Providing as much support to children, teachers and classrooms as necessary to ensure that all children can participate in their schools and classes.
11. Looking at all children at what they can do rather than what they cannot do.
12. Teachers and parents have high expectations of all children.
13. Developing education goals according to each child's abilities. This means that children do not need to have the same education goals in order to learn together in regular classes.
14. Designing schools and classes in ways that help children learn and achieve to their fullest potential (for example, by developing class time tables for allowing more individual attention for all students).
15. Having strong leadership for inclusion from school principals and other administrators.
16. Having teachers who have knowledge about different ways of teaching so that children with various abilities and strengths can learn together.
17. Having principals, teachers, parents and others work together to determine the most affective ways of providing a quality education in an inclusive environment.

1.4 DIFFERENCE BETWEEN SPECIAL, INTEGRATED AND INCLUSIVE EDUCATION

Special: Disabled people of all ages and/or those learners with 'Special Educational Needs' labels being placed in any form of special education setting. This tends to force disabled people to lead a separate life.

For example: separate special school or college, separate unit within school/college or separate special courses within special education settings.

Integration – means disabled children or children with learning difficulties attending mainstream school. The child is accepted into the ordinary school, but is often taught in a separate classroom. The school makes minimal attempts to address any specific academic or social needs a child might have and the child must adapt them self to the environment. The child has little or no contact with his/her non disabled peers.

For example: the child is required to "fit in" to what already exists in the school.

Inclusion – means that the whole school considers what measures it must take for the school to be accessible to all children (including disabled children and children with learning difficulties). The school evaluates its existing capacities and from the outcome creates an inclusive improvement plan. This could be in collaboration with local education authorities, parents, disabled and non disabled children and communities. Inclusion takes a systematic approach to change.

For example: Education for ALL

1.5 Summary

The unit discuss the meaning, concept and importance of Inclusive Education. How Inclusive Education different from Integration and Special Education? Inclusive systems provide a better quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a child’s first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together. Special education and inclusion classrooms run along a continuum. Inclusion (which is also referred to as “general education” or “mainstreaming”) refers to environments where typically developing students are in classes alongside students with Individual Education Plans (IEP’s).

On the other end of the continuum are more restrictive environments, like home and hospital instruction or segregated classes (“special class services”) where there are six to 15 students with one teacher and up to four paraprofessionals.

1.6 Suggested Questions

1. Define the term Inclusive Education.
2. Give the need and importance of Inclusive Education.
3. How will you promote the Inclusive Education in schools?
4. Differentiate between special, integrated and inclusive schools.

1.7 Suggested Reading

Ambrose, S. A., Bridges, M.W., DiPietro, M. & Lovett, M.C. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey Bass.

Armstrong, M.A. (2011). Small world: Crafting an inclusive classroom (no matter what you teach). *Thought and Action*, Fall, 51-61.hooks, b. (1994). *Teaching to Transgress*. New York, NY: Routledge Press.

Bagree Sunil(2003), Teachers For All: Inclusive Teaching For Children With Disabilities. Centre for Studies on Inclusive Education (CSIE) (2004a) *Ten Reasons for Inclusion*, <http://inclusion.uwe.ac.uk/csie/10rsns.htm> (accessed 31 July 2004).

Centre for Studies on Inclusive Education (CSIE) (2004b) *What is Inclusion?*, <http://inclusion.uwe.ac.uk/csie/csiefaqs.htm> (accessed 17 September 2004).

Kaplan, M. & Miller, A. T. (Eds.). (2007). Special Issue: Scholarship of multicultural teaching and learning. *New Directions for Teaching and Learning*, (111)

- Mittler, P. (2000) *Working Towards Inclusive Education: social contexts*, London, David Fulton.
- Mangal, S.K.(2009), *Educating Exceptional Children: An Introduction, to Special Education to Special Education*, PHI Learning Private Limited; New Delhi.
- Norwich, B. (2002). Education, inclusion and individual differences: recognising and resolving dilemmas. *British Journal of Educational Studies*, 50(4), 482-502.
- NSW Public Education Inquiry. (2002). *Schools, communities and social disadvantage*.
- OECD (1999). *Sustaining inclusive education: Including students with special needs in mainstream schools*. Paris: Author
- Udvari-Solner, A. & Thousand, J.S. (1996). Creating a responsive curriculum for inclusive schools. *Remedial and Special Education*, 17, 245-254.
- United Nations (1975). *Declaration on the Rights of Disabled Persons*. New York: Author.
- UNESCO (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. Paris: Author.
- UNESCO (1996). *Learning: The Treasure within, Report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris: UNESCO Publishing.
- UNESCO (1998). *Report of the World Commission on Culture and Development: Our Creative Diversity*. Paris: Author.
- UNESCO (2009). *Defining an inclusive education agenda: Reflections around the 48th session of the International Conference on Education*. Geneva: UNESCO IBE.
- U.S. Department of Education (2000). *Questions and answers about provisions in the Individuals with Disabilities Education Act amendments of 1997 related to students with disabilities and state and district-wide assessments*. Washington DC: Office of Special Education Programs, Office of Special Education and Rehabilitative Services.

TEACHING STRATEGIES FOR INCLUSIVE EDUCATION

Structure of the Lesson

- 1.2.1 Objectives
- 1.2.2 Introduction
- 1.2.3 Teaching Strategies for Inclusive Education
- 1.2.4 Differentiated Instruction
 - 1.2.4.1 Origin of Differentiated Instruction
 - 1.2.4.2 Meaning of Differentiated Instruction
 - 1.2.4.3 Principles of Differentiated Instruction
 - 1.2.4.4 Different ways of Differentiated Instruction
 - 1.2.4.5 Benefits of Differentiated Instruction.
- 1.2.5 Co-Operative Learning
 - 1.2.5.1 Benefits of cooperative learning
 - 1.2.5.2 Principles of Co operative learning
 - 1.2.5.3 Role of teacher
- 1.2.6 Peer Tutoring
 - 1.2.6.1. Characteristics of peer tutoring
 - 1.2.6.2. Types of Peer Tutoring
 - 1.2.6.3. Advantages of Peer Tutoring
- 1.2.7 Summary
- 1.2.8 Suggested Questions
- 1.2.9 Suggested Readings

1.2.1 OBJECTIVES

After going through this lesson learners will be able to:

- i. Know the concept of teaching strategies in inclusive education.
- ii. Make a list of ways of differentiated Instruction
- iii. Describe principles of cooperative learning
- iv. Summarize different teaching strategies for inclusive Education.

1.2.2 INTRODUCTION

Inclusive Education denotes that all children irrespective of their strengths and weaknesses will be part of the mainstream education. The feeling of belongingness among all community members – teachers, students and other functionaries is developed through inclusive education. [Inclusive education is for all, irrespective of any social community, caste, class, gender and (dis-) ability of the child.] Children with disabilities who

experience difficulties in learning are often marginalized and moreover excluded from the school system. This is in spite of the fact that there have been number of attempts to create awareness about inclusion through many of the major governmental programmes. If children with special needs are included in an ordinary class, it is the responsibility of the teacher to ensure that all children have access to the curriculum. To make the curriculum accessible to Children with Special Needs, teacher can either modify the material or adapt the strategy. Either individualization of instruction will have to be done or the strategy may have to be adopted so that all children are taught at their level. There are a number of teaching strategies, which can employ or choose to teach particular task depends on the teacher's discretion, the degree of learning and characteristics of the learner.

The many hats that you wear on any given day depend upon the students, subjects, and topics you teach. Schools and families collaborate to assist students of all ability levels to achieve many skills, while co-teachers and all staff collaborate together to teach and reach each student. Planning for successful inclusion includes allocating the time, resources, strategies, interventions, appropriate student supports, and of course, can do attitudes!

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. Some of inclusive teaching strategies/ experiences into classroom performances are:

1.2.3 Teaching Strategies in Inclusive Education: In a classroom, different ways are adopted by the teacher. But their are some important strategies, which are useful in every type of situations such as differentiated Instruction, Cooperative learning and Peer tutoring.

1.2.4 Differentiation Instruction:

A teacher must have the information that students come from different backgrounds such as different culture, classes, languages, races, capacitor and incapacities.

1.2.4.1 Origin of Differentiated Instruction

Different instruction is one of the oldest types of instructive or teaching strategies. In this type of strategies, needs of all students are fulfilled by the same teacher in the same classroom. Basically this type of teaching is student centered.

1.2.4.2 Meaning of Differentiated Instruction

This strategy is a type of teaching method. In this, it is the responsibility of the teacher to understand their students and accordingly provide them various experiences of learning. So, that their learning can be enhanced.

1.2.4.3 Principles of Differentiated Instruction:

- i) **Continuous and Formative Evaluation:** Teachers should continuously evaluate about the needs and capacities of their students. So, that they can help them at about the right time.
- ii) **To know different learner in the classroom:** Every individual is an expert and has experiences in different fields . For example In reading, writing, thinking, speaking and can solve any kind of problem.
- iii) **Cooperative Work:** With this strategy , learner can work cooperatively by sharing their thoughts.
- iv) **Problem Solving Skills:** Apart from books, Students should be trained to focus on various issues/concept. With this thinking power of the students will be enhanced and they can easily have many solution to only one problem.
- v) **Decision Making Skill/ Right to make decision:** Only a teacher can develop decision-making power in his/her students. This skill will develop curiosity among students towards different kinds of work will be improve their talent.

1.2.2.4 Different Ways of Differentiated Instruction

Instruction : According to Tomilson, differentiation instruction can be represented in four ways:

1. Content
2. Process
3. Product
4. Learning Environment

1. **Content:** Content can be presented with the help of power point presentation (PPT)
2. **Process:** Books to be provided to visually and speech impaired students.
3. **Product:** Visually and Speech impaired students can report their content/ assignments according to their own feasibility.
- 4 **Learning Environment:** Accordingly to the requirement of the students, learning environment should be provided. For Example: Team Work or Individual learning by the Student.

1.2.4.5 Benefits of Differentiated Instruction:

- 1) From Research, it has been found that differentiated instruction is beneficiate for gifted as well as for slow learners.
- 2) When students are provided with different ways to understand the concept. This helps in enhancing their learning.
- 3) Problem of Indiscipline is also solved with this type of teaching strategy.

1.2.5 CO-OPERATIVE LEARNING

Without the cooperation of its members society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible.... It was not an advantageous individual here and there who did so, but the group. In human

societies the individuals who are most likely to survive are those who are best enabled to do so by their group.

How students interact with each another is a neglected aspect of instruction. Much training time is devoted to helping teachers arrange appropriate interactions between students and materials (i.e., textbooks, curriculum programs) and some time is spent on how teachers should interact with students, but how students should interact with one another is relatively ignored. It should not be. How teachers structure student-student interaction patterns has a lot to say about how well students learn, how they feel about school and the teacher, how they feel about each other, and how much self-esteem they have.

Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.

“A set of teaching strategies in which students with differing skills and achievement levels learn together and take responsibility for both individual and group achievement.”

John Medcalf, 1995

Students with disabilities are more engaged in classroom activities in cooperative learning structures as compared to as traditional classroom interventions. Specifically, in inclusive classes that use cooperative learning, students articulate their thoughts more freely, receive confirming and constructive feedback, engage in questioning techniques, receive additional practice on skills, and have increased opportunities to respond. Further, when students are thinking aloud while discussing, teachers are better able to assess student and group needs and intervene if needed.

1.2.5.1 Benefits of cooperative learning

- 1. Shaping Social Perception:** One wonderful benefit of cooperative learning is the opportunity that it affords teachers to help their students by appreciation appreciate what every student has to offer. When a teacher takes the time to notice a unique skill or ability of a quieter learner—say, Harshit—and to point it out to the entire learning group, every member of the group gets the chance to shift their perception of Harshit and of his value to the group—including Harshit himself. It's as simple as saying to the group, for example, “Harshit is good at planning things out step-by-step; your group can use him as a resource and rely on him to help keep your project on track.”
- 2. How to Learn Cooperatively:** As with most new skills, learning, how to learn cooperatively must be trained. Teachers can help by ensuring that all students understand the purpose of cooperative learning and have the knowledge and tools to participate effectively. These points should look for enhancing a classroom's cooperative learning culture:
Knowing what type of instructional grouping is best for achieving the desired goal

3. **Fostering Leadership:** Students who are easily recognized as leaders may not be the only leaders in the classroom—or even the best. Within cooperative learning groups, teachers can, and should, place many different students in leadership positions during group projects.

When a teacher makes the effort to recognize a student with hidden leadership potential and to reframe the learning group's perception of her with a positive statement about her ability, real opportunity can arise for her within the group—even if that student has weaknesses in other areas, such as literacy.

4. **Authenticity is Key:** When his teacher stands up in front of the group and says that Harshit is good at planning step-by-step, you can bet that at least some students are judging that statement. An attempt to manipulate the group's opinion isn't likely to fly. To help reframe a student's status within the group, then, any statement about the student should meet a few basic criteria:
 - Be specific to the student (not generalizable to every student in the class)
 - Be recognizable in the student (others should be able to recognize the trait in the student when they try)
 - Be useful to the group (everyone, including the student, should be able to understand its value)

1.2.5.2. Principles of Co operative learning

1. **Positive Interdependence:** Students perceive that they need each other in order to complete the group's task ("sink or swim together"). Teachers may structure positive interdependence by establishing mutual goals (learn and make sure all other group members learn), joint rewards (if all group members achieve above the criteria, each will receive bonus points), shared resources (one paper for each group or each member receives part of the required information), and assigned roles (summarizer, encourager of participation, elaborator).
2. **Face-to-Face Interaction:** Students promote each other's learning by helping, sharing, and encouraging efforts to learn. Students explain, discuss, and teach to classmates. Teacher structure the groups so that students sit knee-to-knee and talk through each aspect of the assignment.
3. **Individual Accountability:** Each student's performance is frequently assessed and the results are given to the group and the individual. Teachers may structure individual accountability by giving an individual test to each student or randomly selecting one group member to give the answer.
4. **Interpersonal and Small Group Skills:** Groups cannot function effectively if students do not have and use the needed social skills. Teachers teach these skills as purposefully and precisely as academic skills. Collaborative skills include leadership, decision-making, trust-building, communication, and conflict-management skills.

5. Group Processing: Groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. Teachers structure group processing by assigning such tasks as (a) list at least three member actions that helped the group be successful and (b) list one action that could be added to make the group even more successful tomorrow. Teachers also monitor the groups and give feedback on how well the groups are working together to the groups and the class as a whole.

1.2.5.3 Role of teacher

- ✓ Set objectives for lesson – task and skills
- ✓ Assign students to groups
- ✓ Explain the task – what a group want to achieve
- ✓ Explain how group work together, for example, specific roles, sharing of one resource
- ✓ Help groups with task and working together
- ✓ Evaluate students' learning and co-operation

1.2.6 PEER TUTORING

Peer tutoring is one of the accepted strongly research-based, and increasingly popular, teaching technique that has positive impact on both mainstream and Learning Disabled students. Aristotle had used student leaders, known as “archons” to help him. Roman used Peer tutors, they used older pupils to teach and test younger students. Peer tutoring in its simplest form involves a student helping another student learn a skill or task.

The word “**Peer tutoring**” as explained “**peer**” means somebody who is equal to another person or to other people in some respect such as age, class, level. “**Tutor**” means teacher who teaches an individual student or a small group of students. Peer tutoring is defined as “**an educational practice in which a student interact other student to attain educational goal**”.

According to Damon and Phelp “Peer Tutoring is an approach in which one student/child instructs another child in material on which the first is expert and second is novice”. Peer tutoring is an instructional strategy that consists of pairing students together to learn or practice an academic task. The pairs of students can be of the same or differing ability and/or age range.

Peer tutoring is a flexible, peer-mediated strategy that involves students serving as academic tutors and tutees.

1.2.6.1. Characteristics of peer tutoring

- i. It is a widely-researched practice across ages, grade levels, and subject areas.
- ii. The intervention allows students to receive one-to-one assistance.
- iii. Students have increased opportunities to respond in smaller groups.
- iv. It promotes academic and social development for both the tutor and tutee.
- v. Student engagement and time on task increases.
- vi. Peer tutoring increases self-confidence and self-efficacy.

1.2.6.2. Types of Peer Tutoring

1. **Class wide Peer Tutoring (CWPT):** Class wide peer tutoring involves dividing the entire class into groups of two to five students with differing ability levels. Students then act as tutors, tutees, or both tutors and tutees. Typically, CWPT involves highly structured procedures, direct rehearsal, competitive teams, and posting of scores.
2. **Cross-age Peer Tutoring:** Older students are paired with younger students to teach or review a skill. The positions of tutor and tutee do not change. The older student serves as the tutor and the younger student is the tutee. Tutors serve to model appropriate behavior, ask questions, and encourage better study habits. This arrangement is also beneficial for students with disabilities as they may serve as tutors for younger students.
3. **Peer Assisted Learning Strategies (PALS):** PALS, a version of the CWPT model, involves a teacher pairing students who need additional instruction or help with a peer who can assist. Groups are flexible and change often across a variety of subject areas or skills. All students have the opportunity to function as a tutor or tutee at differing times. Students are typically paired with other students who are at the same skill level, without a large discrepancy between abilities.
4. **Reciprocal Peer Tutoring (RPT):** Two or more students acting as the tutor and tutee during each session, with equitable time in each role. Often, higher performing students are paired with lower performing students. Both group and individual rewards may be earned to motivate and maximize learning. Students in RPT may prepare the instructional materials and are responsible for monitoring and evaluating their peers once they have selected a goal and reward as outlined by their teacher.
5. **Same-age Peer Tutoring:** Students may have similar ability levels or a more advanced student can be paired with a less advanced student. Students who have similar abilities should have an equal understanding of the content material and concepts. When pairing students with differing levels, the roles of tutor and tutee may be alternated, allowing the lower performing student to quiz the higher performing student. Same-age peer tutoring, like class wide peer tutoring, can be completed within the students' classroom or tutoring can be completed across differing classes. Procedures are more flexible than traditional class wide peer tutoring configurations.

1.2.6.3. Advantages of Peer Tutoring

The main reasons why peer tutoring is an advantageous teaching strategy are given below.

- A. Children understand easily tutors (who are children), since they are cognitively closer to each other. Usually children find their own ways of communicating with other children and many times they can present a subject to other children better than an adult. Children-tutors can give to their class-mates their own models of understanding a subject, using their personal experience, fresh ideas, examples from children's every-day life, even popular communicating symbols that make learning easier.
- B. Peer tutoring not only ensures a good level of effective and efficient communication and cooperation in favour of the tutees but also acts at the benefit of student-tutors as well.
- C. By spending time in revising the subject matters they have to teach to other students, they result in acquiring deeper and clearer knowledge on the specific subjects they deal with. It is said that we learn 95% of what we teach;
- D. Through tutoring, children tutors develop their ability and skill to teach and guide other students;
- E. Children tutors enjoy a rise in their self-esteem, feeling that they do something useful and seeing their tutees to improve.
- F. Structured peer tutoring improves communication and cooperation among students, enhances the team spirit and helps socialization.

Peer tutoring is an effective educational strategy for classrooms of diverse learners because it promotes academic gains as well as social enhancement. Programs can be successfully implemented at the classroom-level or on a wider scale at the school — or district-level.

Peer tutoring is particularly advantageous in inclusive classrooms because it allows teachers to address a wide range of learning needs and engages all students simultaneously.

1.2.7. Summary

In this chapter, we have learnt about differentiated instructive, cooperative learning and peer tutoring.

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.

co-operative, peer tutoring learning 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.” A teacher of students within an inclusion

classroom, then you are probably a creative, caring, patient, innovative, resourceful, structured, and flexible person.

1.2.8. Suggested Questions

1. What do you understand by the term Inclusive Education?
2. Define different ways of differentiated instruction in your own words?
3. What do you mean by teaching strategies? Explain any one teaching strategies in detail.
4. What do you mean by Cooperative Learning strategy? Discuss its principles and benefits.
5. What are the different types of Peer Tutoring programme. Differentiate between cross-age and reciprocal peer tutoring.

1.2.9 Suggested Readings

Bucalos, A. L., & Lingo, A. S. (2005). Filling the potholes in the road to inclusion: Successful research-based strategies for intermediate and middle school students with mild disabilities. *Teaching Exceptional Children Plus*, 1(4).

Bryant, D. P. (1998). Using assistive technology adaptations to include students with learning disabilities in cooperative learning activities. *Journal of Learning Disabilities*, 31, 41-55.

Fuchs, D., Fuchs, L. S., & Burish, P. (2000). Peer assisted learning strategies: An evidenced-based practice to promote reading achievement. *Learning Disabilities Research and Practice*, 15(2), 85-91.

Fulk, B. M., & King, K. (2001). Classwide peer tutoring at work. *Teaching Exceptional Children*, 34, 49-53.

Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007). Improving comprehension of expository text in students with LD: A research synthesis. *Journal of Learning Disabilities*, 40(3), 210-225.

Garmston, R., & Wellman, B. (2002). *The adaptive school: Developing and facilitating collaborative groups* (4th ed.). El Dorado Hills, CA: Four Hats Seminar.

Gillies, R.M., Ashman, A. F. (2000). The effects of cooperative learning on students with learning difficulties in the lower elementary school. *Journal of Special Education*, 34, 19-28.

Gordon, E. E. (2005). *Peer tutoring: A teacher's resource guide*. Lanham, MD: Scarecrow Education

House, J., Landis, K., & Umberson, D. (1988). Social relationships and health. *Science*, 241, 540-545.

- Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.
- Mastropieri, M. A., & Scruggs, T. E. (2007). *The inclusive classroom: Strategies for effective instruction* (3rd ed., pp. 178-185). Upper Saddle River, NJ: Merrill/Prentice Hall.
- McMaster, K. N., Fuchs, D. (2002). Effects of Cooperative Learning on the Academic Achievement of Students with Learning Disabilities: An Update of Tateyama-Sniezek's Review. *Learning Disabilities Research & Practice*, 17, 107-117.
- Ncube, S. (2011). Peer-collaboration: An effective teaching strategy for inclusive classrooms. *The Journal of International Association of Special Education*, 12(1), 79-81.
- Prater, M. A., Bruhl, S., Serna, L. A. (1998). Acquiring social skills through cooperative learning and teacher-directed instruction. *Remedial and Special Education*, 19, 160-173.
- Stevens, R. J., & Slavin, R. E. (1995). Effects of a cooperative learning approach in reading and writing on academically handicapped and non handicapped students. *Elementary School Journal*, 95(3), 241-262.
- Tate, M. L. (2003). *Worksheets don't grow dendrites: 20 Instructional strategies that engage the brain*. Thousand Oaks, CA: Corwin Press.

TEACHING STRATEGIES: MULTISENSORY LEARNING, SOCIAL LEARNING

Structure of the Lesson

1.3.1 Objectives

1.3.2 Multisensory Learning

1.3.2.1. Who benefits from Multisensory Learning

1.3.2.2. Multisensory Learning Activities

1.3.2.3. Techniques of Multisensory Learning Strategies

1.3.2.4. Benefits of Multisensory Learning Strategies

1.3.3 Social Learning

1.3.3.1. The role of Social Learning at School

1.3.3.2. Strategies to Foster Social Learning in the Inclusion Classroom

1.3.4 Creating a conducive environment in Inclusive Education

1.3.5 Summary

1.3.6 Suggested Questions

1.3.7 Suggested Readings

1.3.1 OBJECTIVES

After going through this lesson learners will be able to:

- v. Know the concept of Social and Multisensory Learning strategies in inclusive education.
- vi. Recall the concepts of Social and Multisensory Learning strategies in inclusive education.
- vii. List the characteristics of Social and Multisensory Learning strategies in inclusive education.
- viii. Give illustrations of different Social and Multisensory Learning strategies in inclusive education.
- ix. Explain factors for creating a conducive environment in Inclusive Education.

1.3.2. MULTISENSORY LEARNING

As a literal definition of **multisensory**, comes from two pieces. The two pieces are “multi” and “sensory.” “**Multi**” means “more than one.” “**Sensory**” “involves or is derived from the senses.” That means **Multisensory** “involves more than one of the bodily senses at a time.”

When teachers teach in two or more ways, their teaching becomes more interesting to the students. When students can express their learning in a variety of ways, they can choose their best skills to show what they know. This is multisensory learning and teaching at its best!

Multisensory teaching is ideal for students of any learning style. Multisensory learning gives the best learning progress when teaching includes activities that use your child's strongest learning styles. They benefit from MORE multisensory learning that is geared to their own needs.

“Albert Einstein said, ‘Learning is experiencing. Everything else is just information.’” We must use our senses while we're teaching and learning. We need to see, touch, taste, feel, and hear the things around us. We use our senses to study the new objects so we can understand them better.

Multisensory instruction is an affective teaching method in the inclusive classroom. General education and special education students can all benefit from multisensory learning. The Multisensory approach is based upon the idea that when children use more than two of their **senses**, they will process and retain information quicker. To insure the success of all learners, this method has children using kinesthetic and tactile stimulation along with using their visual and auditory senses. This is referred to as **VAKT** (Visual-Auditory-Kinesthetic-Tactile).

General education and special education students can all benefit from multisensory learning. Individual students process information differently. Utilizing various senses in the instructional setting helps enable optimal learning for every student in the classroom. Incorporating visual, auditory, tactile, kinesthetic, taste and smell in the instructional setting assist students in learning and retaining classroom material.

1.3.2.1. Who benefits from Multisensory Learning

- I. **Everyone:** We learn with our whole body.
We have a multisensory brain.
We all have different learning styles.
- II. **Student with learning disabilities:** Students with dyslexia have trouble with language skills involving speech sound (phonological) and print (orthographic) processing and in building pathways that connect speech with print.
- III. **Student with sensory integration challenges:** Children with sensory integration challenges sense information normally but have difficulty perceiving and processing that information because it is analyzed in their brains in a different way.
- IV. **Young children:** In order for a child to be able to sit still, pay attention, and visually remember the shapes of letters and numbers, the child first needs to have developed his or her perception system, a sense of the body in space. (kinesthetic, perception)

1.3.2.2. Multisensory Learning Activities

- Students watch films.
- The students read in classroom textbooks aloud.
- Students sing mathematical equations and spelling words.
- Groups of students perform mini plays in front of the class.
- Objects are passed around for the students to touch or taste or smell. (Depending on the object.)
- Students mimic the movement of an object.
- The teacher assigns a student a subject to pantomime in front of the class while the other students guess the subject.
- Students bring an item to school for show and tell, based on a subject the teacher. The student explains the item to the classroom and passes it around for their fellow students to investigate.

A good example activity for a group like this would be: Students are given an orange. Each student touches, smells and tastes the orange. The students write descriptive words for the orange on a piece of paper. Although the students write descriptive words with varying degrees of difficulty, they are able to complete the activity together. Allowing special education and general education students to complete activities together enables important social interaction between special education and general education students in the inclusive classroom.

Multisensory learning is an interactive experience for students. Interactive classroom activities create an enjoyable learning environment for students. Students that enjoy learning are more successful in school.

1.3.2.3. Techniques of Multisensory Learning Strategies

When students are taught using techniques consistent with their learning styles, they learn more easily, faster and can retain and apply concepts more readily to future learning. Most students, with a difficulty or not, enjoy the variety that multisensory techniques can offer. Some of the multisensory techniques which could be used to assist a student in their learning.

I Stimulating Visual Reasoning and Learning

Multisensory techniques often include visual teaching methods and strategies such as using:

- Text and/or pictures on paper, posters, models, projection screens, or computers;
- Film, video, multi-image media, augmentative picture communication cards or devices, finger spelling and sign language;
- Adaptive Reading Materials;
- Use of color for highlighting, organizing information, or imagery;
- Graphic organizers, and outlining passages; and
- Student-created art, images, text, pictures, and video.

II Auditory Techniques

Multisensory techniques that focus on sound and stimulate verbal reasoning are called auditory techniques. Auditory techniques include strategies such as using:

- Computerized text readers, augmentative communication devices; auditory trainers; hearing aids; books on tape, podcasts, and peer-assisted reading;
- Video, film, or multi-image media with accompanying audio; and
- Music, song, instruments, speaking, rhymes, chants, and language games.

III Tactile Teaching Methods

Multisensory techniques that involve using the sense of touch are called tactile methods. Tactile methods include strategies such as:

- Using small objects, called math manipulative, to represent number values to teach math skills such as counting, addition, subtraction, multiplication, and division;
- Use of modeling materials such as clay and sculpting materials, paper mache to create models; and
- Use of sand trays, raised line paper, textured objects, sensory putty, and finger paints, and puzzles to develop fine motor skills.

IV Kinesthetic Methods

Multisensory methods that use body movement are called kinesthetic methods. These involve fine and gross motor movement such as:

- Preschool and primary games involving jumping rope, clapping, stomping or other movements paired with activities while counting, and singing songs related to concepts;
- All tactile activities mentioned above; and
- Any large motor activity for older students involving dancing, beanbag tossing, basketball, or other such activities involving concepts, rhythmic recall, and academic competition such as current events quizzes, flashcard races, and other learning games.

1.3.2.4. Benefits of Multisensory Learning Strategies

1. But multisensory learning can be particularly helpful for students with learning and attention issues.
2. Using multiple senses gives students more ways to connect with what they're learning. This type of hands-on learning can make it easier for students to:
 - Make connections between new information and what they already know
 - Understand and work through problems
 - Use nonverbal problem-solving skills
3. Multisensory instruction helps kids tap into their [learning strengths](#) to make connections and form memories. And it allows them to use a wider range of ways to show what they've learned.

In general, it means presenting all information to students via three sensory modalities: visual, auditory, and tactile. Visual presentation techniques include graphic organizers for structuring writing and pictures for reinforcing instruction; auditory presentation techniques include conducting thorough discussions and reading aloud; tactile presentation techniques include manipulating blocks and creating paragraphs about objects students can hold in their hands.

Overall, implementing a multisensory approach to teaching is not difficult; in fact, many teachers use such an approach. It is important, however, to be aware of the three sensory modes and to plan to integrate them every day.

1.3.3. Social Learning

A significant and continuing challenge in creating and sustaining inclusive schools is building authentic friendships for students with disabilities and their non-disabled peers. Ask almost any parent of a child with disabilities and you will discover a concern for the number and characteristic of their son's or daughter's friends, schoolmates, and teammates. Observe in almost any classroom and discover that students with disabilities typically have fewer friends and interact with them in fewer settings – primarily the boundaries of the school. Ask almost any teacher and discover that while social inclusion is of concern, we possess few practical skills and strategies to bridge this relationship gap.

It is well known that unless adults, teachers and parents do something purposeful, meaningful friendships for students with disabilities are more limited in number and depth. Children with disabilities are targets of bullying more often than their typical peers and this problem appears to grow worse as physical and verbal aggression in schools is being quantified and studied. Parents, students, and educators need support and skills to reverse this long-recognized exclusion from friendships and the social life of the school.

The Inclusive Schools Network works to increase attention to this important civil and ethical right to be included fully and meaningfully in the classroom, in the school, and in shared events and sports. With our current attention on academic inclusion through access to the general education curriculum, quality instruction, core curriculum standards we must make certain that we view 'inclusion' in its broader sense as well. The wish and the right to belong is one that moves all of us on a personal level. Until we establish social inclusion as a characteristic of every school's culture and practice our work is not done! Well-developed social skills can help youth with disabilities develop strong and positive peer relationships, succeed in school, and begin to successfully explore adult roles such as employee, co-worker/colleague, and community member. Social skills also support the positive development of healthy adult relationships with family members and peers. Adequate social skills need to be acquired while students are still enrolled in school and further supported and refined in postsecondary, community, and work settings.

Social relationships are an important aspect of the learning process and the classroom environment. Research has demonstrated that a significant proportion of students

who fail to adjust socially to the classroom environment lack effective in social, problem-solving skills.

Some of the social problems are:

- poor ability to be empathetic to others perspectives
- poor impulse control
- inability to generate multiple and effective solutions to problems faced in the classroom

Deficiencies in cognitive problem solving skills often lead to emotional and behavioral disorders requiring treatment. The teacher in the inclusive classroom needs to address the social-behavioral domain as well as the academic domain. Research on teaching indicates giving training in social-cognitive skills to youth who are at risk of failure in general education classrooms can improve student s social effectiveness, achieving social goals, and reducing problem behaviors

1.3.3.1. The Role of Social Learning at School

Deficits in social skills are key criteria in defining many high-incidence of disabilities that hinder students academic progress, such as specific learning disabilities, attention deficit/hyperactivity disorder (ADHD), mental retardation, and emotional disturbance. Therefore, helping students learn social skills is a proactive approach to minimizing the impact of these types of disabilities on school success. When social skills are absent, educators cannot fully engage students in a variety of learning experiences, especially those that are cooperative. As inclusion classroom teachers increasingly use cooperative learning strategies across their curriculum, the need for students to have strong social skills is evident. To participate fully in cooperative learning, some students with disabilities need training in skills such as giving and receiving feedback, listening, and appropriate self-disclosure.

1.3.3.2. Strategies to Foster Social Learning in the Inclusion Classroom

Any teacher who has tried to improve a student's **Social Learning** knows there are significant challenges to such an endeavor. Problems that interfere with the effectiveness of social skill interventions may include oppositional behavior, conduct problems, negative influences from peer groups, substance abuse, family difficulties, and limited cognitive abilities. In an inclusive classroom setting, teachers may ask students to identify the social skills necessary for achieving goals important to them. Based on such discussions, students and teachers can jointly select one or two skills to work on at a time. One of the components of successful of inclusion is the degree to which the student with a disability feels a part of the general education classroom. The feeling of belonging positively affects the student s self-image and self-esteem, motivation to achieve, speed of adjustment to the larger classroom and new demands, general behavior, and general level of achievement. The impact of the new student on the general classroom is a major consideration for inclusion planners. Fostering positive social relationships between students with disabilities and their peers requires the preparation of nondisabled peers in the classroom so that they

understand the needs of their new classmates. Teachers may use many strategies to help the student achieve a sense of belonging to the class and school.

Strategies to foster a sense of belonging include

- i. Discuss expectations with the student's peers and encourage interaction; the school counselor or psychologist can be helpful in preparing classes for a new student with a disability and in discussing the benefits of positive peer relationships.
- ii. Use cooperative group learning, in which students are teamed for activities or projects and must cooperate, share ideas and materials, and share in the development of project products. Learning teams are also effective when students are required to prepare for classroom demonstrations and exhibitions
- iii. Assign peer advocates, a peer mentor, or a buddy who is responsible for interacting with and helping the student in classroom activities and social situations. The peer advocate provides support and encouragement and enables the student with a disability to solve problems with class activities and generally adjust to the new classroom environment.
- iv. Assign a teacher advocate to the student, with whom the student can consult for guidance, general support, or crisis assistance.
- v. Include the new student in the daily roll call and in all class pictures, and place the student's work on the bulletin boards right along with the work of his or her peers
- vi. Establish a lunch-buddy system (particularly helpful for younger students in the first weeks of class).
- vii. Hold daily classroom meetings each morning to help build a sense of community and provide opportunities for conversation among students.
- viii. Provide unstructured time (e.g., recess) when students can practice their social skills with peers and experience feedback.
- ix. Encourage journal writing to improve self-awareness.
- x. Provide opportunities for students to participate noncompetitively in extracurricular activities. Avoid unnecessary competition among students.
- xi. Provide ways for students to provide feedback regarding their experience at school, and show them that their input is taken seriously.
- xii. Make a point of connecting briefly and informally, over a period of several days, with individual students who are having difficulties. This establishes a relationship that will be helpful if the student's situation requires a more formal discussion at another time.
- xiii. Role playing is a helpful technique for engaging student interest and providing opportunities for practice and feedback. One way to establish motivation and to inject some humor into the learning process is to ask students to role play a situation in which the identified skill is lacking.
- xiv. Role playing allows students to take on roles, provide feedback to one another, and practice new skills. Role playing enables students to simulate a wide range of school, community, and workplace interactions. For students with intellectual

disabilities, role playing can provide an opportunity to practice appropriate small talk, a social skill that is key to acceptance in the inclusion classroom.

Social competence is the degree to which students are able to establish and maintain satisfactory interpersonal relationships, gain peer acceptance, establish and maintain friendships, and terminate negative or pernicious interpersonal relationships. Effective social problem solving requires reading one's own and others feelings, and being able to accurately label and express those feelings. Such skills are aspects of social and emotional learning.

1.3.4. Creating a conducive environment in inclusive education

Despite the fact that socio-economic conditions, gender and culture influence students' learning for good or bad, teachers can play a vital role in creating a positive classroom environment and enhancing the performance of students in inclusive settings.

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.

1. Accessibility to resources

Given that there are only limited resource materials needed for instruction in a classroom, teachers must ensure that chinks, charts, models, equipment for demonstration and supportive devices for disabled students 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.

2. **Dissuading biases**

Researches show that teachers can create a positive difference in the lives of those students who are socio-culturally disadvantaged and disabled. Students who like their classrooms and perform well in their studies are those who experience their teachers to be caring and supportive

3. **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.

4. **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, multisensory 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.

5. **Supportive ambience**

A personal, one-to-one, direct relationship with one's students and rendering them the confidence that their teacher is someone whom they can count on, will go a long way in establishing a positive classroom environment. All along, teachers need to take an extra effort in making the students feel comfortable to ask questions and never entertain labelling students, either by themselves or others.

6. **Sharing expectations**

It is also important that teachers, having known their students and established a positive one-to-one relationship, share their expectations with them on a regular basis and stick to those. Sharing one's expectations as to his/her ward's expected academic performance, routine conduct and overall discipline will play a vital role in setting a positive ambience in the classrooms.

7. **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.

8. **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. Winning the hearts of one's students will play a vital role for teachers to create a conducive and positive environment for learning in the classrooms.

1.3.5 **SUMMARY**

This unit discusses the teaching strategies of inclusive classroom. Inclusive classrooms might contain several students with special needs who are mainstreamed full time into the general classroom, or one or two students who spend time each day in both a special education classroom and a general classroom. Either way, your role as a general education teacher is to [create a community](#) conducive to helping all students meet academic and behavioral goals with the effective teaching strategies; however, teacher should not have to achieve this aim alone. Ongoing communication is essential for locating individuals, services and materials to best support all of students. In addition, some key planning and teaching strategies can make a dramatic difference in reaching students with different abilities and skill bases.

1.3.6 **SUGGESTED QUESTIONS**

1. How Social Learning takes place in inclusive classrooms.
2. Why do educationists consider Social Learning important for children? Discuss.
3. Discuss Multisensory Teaching strategies. How this technique is useful in Inclusive Set-up?
4. How can teacher create a conducive environment in inclusive class room setting.

1.3.7 SUGGESTED READINGS

Bucalos, A. L., & Lingo, A. S. (2005). Filling the potholes in the road to inclusion: Successful research-based strategies for intermediate and middle school students with mild disabilities. *Teaching Exceptional Children Plus*, 1(4).

Bryant, D. P. (1998). Using assistive technology adaptations to include students with learning disabilities in cooperative learning activities. *Journal of Learning Disabilities*, 31, 41-55.

Fuchs, D., Fuchs, L. S., & Burish, P. (2000). Peer assisted learning strategies: An evidenced-based practice to promote reading achievement. *Learning Disabilities Research and Practice*, 15(2), 85-91.

Fulk, B. M., & King, K. (2001). Classwide peer tutoring at work. *Teaching Exceptional Children*, 34, 49-53.

Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007). Improving comprehension of expository text in students with LD: A research synthesis. *Journal of Learning Disabilities*, 40(3), 210-225.

Garmston, R., & Wellman, B. (2002). *The adaptive school: Developing and facilitating collaborative groups* (4th ed.). El Dorado Hills, CA: Four Hats Seminar.

Gillies, R.M., Ashman, A. F. (2000). The effects of cooperative learning on students with learning difficulties in the lower elementary school. *Journal of Special Education*, 34, 19-28.

Gordon, E. E. (2005). *Peer tutoring: A teacher's resource guide*. Lanham, MD: Scarecrow Education

House, J., Landis, K., & Umberson, D. (1988). Social relationships and health. *Science*, 241, 540-545.

Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.

Mastropieri, M. A., & Scruggs, T. E. (2007). *The inclusive classroom: Strategies for effective instruction* (3rd ed., pp. 178-185). Upper Saddle River, NJ: Merrill/Prentice Hall.

SPECIAL EDUCATION : TRENDS IN SPECIAL EDUCATION

STRUCTURE OF THE LESSON

1.4.1 Objectives

1.4.2 Introduction

1.4.3 Trends

1.4.3.1 Mainstreaming

1.4.3.2 Community – based rehabilitation

1.4.3.3 Individualized education programme (IEP)

1.4.3.4 Inclusion

1.4.3.5 Deinstitutionalization

1.4.4 Suggested Questions

1.4.5 Suggested Books and Web sources

1.4.1 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

1.4.2 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)

1.4.3 Trends

1.4.3.1 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 other have the idea that mainstreaming can mean completely segregated placement of handicapped children. As long as the 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; other 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 principal 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 skill 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.

1.4.3.2 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 mainsteam of the education of the normal children. So they can be related to the community by the processes such as inclusion, normalization, mainstreaming ad 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 metropolition 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.

- 1.4.3.3 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 then 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.

1.4.3.4 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.

1.4.3.5 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.

1.4.4 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?

1.4.5 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