



Department of Distance Education
Punjabi University, Patiala

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Lesson No.

2.1 : Creating and sustaining inclusive practices: Role of teachers, parents and community

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Creating and sustaining inclusive practices: Role of teachers, parents and community

Structure of the Lesson:

- 2.1.1 Objectives
- 2.1.2 Inclusive practices
- 2.1.3 Role of teacher
- 2.1.4 Role of Parents
- 2.1.5 Role of community
- 2.1.6 Summary
- 2.1.7 Suggested Questions
- 2.1.8 Suggested Readings

2.1.1 OBJECTIVES

After going through this lesson learners will be able to:

- I. Recall the term inclusive practices.
- II. Recall the component of inclusive practices
- III. Explain the role of teacher.
- IV. Explain the role of parents.
- V. Explain the role of community.
- VI. Apply the knowledge in their day to day life and help the persons with disability.

2.1.2 Inclusive practices

Inclusive practice is an approach to teaching that recognizes the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment. Inclusive practice values the diversity of the student as a resource that enhances the learning experience.

Inclusive practice refers to the principle that a service must be responsive to the needs of all users and that diversity will be acknowledged and respected. Inclusive practice means the service will not discriminate against people or treat them unfairly on the basis of these differences, and negative stereotypes will be challenged.

There are three broad components of inclusive practices.

Physical inclusion is certain in a setting in which all students have equitable access to all facilities, services and activities. Students with disabilities are members of their neighbourhood school, community and of the general education classroom.

Academic inclusion engages diverse students in the teaching-learning process of the general education classroom. Precise curriculum standards, research-based instructional

strategies and high expectations characterize academic inclusion. Success is measured through high levels of achievement for all students.

Social inclusion ensures that all students have the opportunity for the development of reliable friendships with a broad range of their peers in a variety of settings. Acceptance and belonging are considered civil rights for all students within the context of social justice.

There are mainly two types of inclusive practices:

i) Accommodation ii) support services

i) Accommodation: Accommodation is defined as necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms. Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and state assessments.

Different Categories of Accommodations are as follows:

- **Presentation Accommodations:** Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.
- **Response Accommodations:** Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.
- **Timing and Scheduling Accommodations:** Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.
- **Setting Accommodations:** Change the location in which a test or assignment is given or change the conditions of the assessment setting.

In other words accommodation is defined as changing the location of the class; providing different forms of in- class communication; enlarging print or providing all handouts in Braille, allowing students to use assistive techniques in class or during exams; to take exams in private room if necessary and access to all structures, processes, goods, public services and information meant for helping students with disabilities in higher education.

ii) Support Services:

Support Services is another important part of inclusive practices. It is defined as making support services available in the form of technology (including ICT), appropriate teaching- learning materials and availability of trained specialists according to the need of the disabled students. With increasing diversity of students

entering higher education institutions it was found that most influential factors in the provision of quality education were the quality of lecturers and availability of student support services. Another reason for need of support services is the drop-out rate among students with disabilities. Number of support services that are being used by students are child care, financial aid, pastoral care, English language support services, counselling services, health services, library support facilities, employment, study skills assistance, student union clubs, sports and catering facilities help them in attaining academic and self- independence. Support services helps in fulfilling emotional and social needs of the disabled students. Overall, it contributes towards students' learning experience, educational achievement and addresses gaps between knowledge and understanding.

2.1.3 Role of teacher

Inclusion largely depends on teachers' attitudes towards students with special needs, on their view on differences in classroom and their willingness to deal with those differences effectively. Generally the attitude of teachers has been put forward as a decisive factor in making schools more inclusive. If class teacher do not accept the education of all students as an integral part of their job, they will try to ensure that someone else like specialist teacher takes responsibility for students and will organise special classes.

Teachers play the most important role in inclusion of children with special needs in all aspects of life in the following ways:

- (i) In order to guarantee a minimum of positive teacher attitude, the teacher has to accept having a disable student in his class.
- (ii) Teachers also need adequate methods and material but also the time available for instruction and knowledge and skills acquired through training and experience.
- (iii) An important issue at the teacher and classroom level is a teacher's sensitivity and skills in order to enhance significant social relations between students. Particularly for students with special educational needs, meaningful interactions with non disabled peers are of the utmost importance. The teacher should have the right attitude, but also needs a good understanding of how to develop these interaction and relationships.

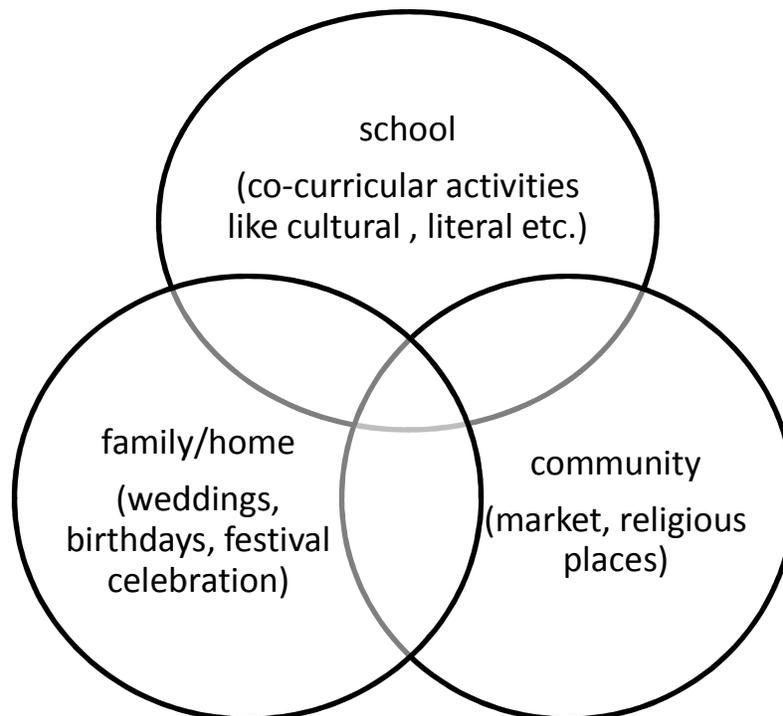
Benefits for teacher

- (I) exchanging information about instructional activities and teaching strategies, thus expanding the skills of both general and special educators
- (II) developing teamwork and collaborative problem solving skills to creatively address challenges regarding student learning
- (III) Promoting the recognition and appreciation that all students have strengths and are contributing members of the school community.

2.1.4 Role of Parents

Parents play the most important role in inclusion of children with special needs in all aspects of life in the following ways:

- i) parents must know the right of her/his child with disability
- ii) parents must explore national laws and policies to find out how they protect and serve her/his child
- iii) parents can guide and gain the goodwill of other parents and the local community
- iv) parents understand that their child needs assistance and support to benefit from the same environment as other child
- v) parents must understand that a child with disability deserves the same dignity as other children
- vi) parents must understand the concept of human rights and social justice
- vii) parents must visit the school to observe their children during classroom therapy sessions and must participate in meetings



Parents must ensure “visibility” of their children in all areas.

Benefits for family/parents

- (I) Feeling positive about themselves and their children by seeing their children accepted by others, successful in the inclusive setting and belonging to the community where they live.
- (II) Feeling positive about themselves and their children by seeing their children appreciate the value of diversity in others.
- (III) Extending opportunities beyond the school community by fostering school friendships in neighbourhood activities and social events.

2.1.5 Role of community

Communities are as diverse as schools, and in order to promote their involvement we need to become aware that difference and diversity is normal and should be respected. Community includes the parents, guardians and their extended families, neighbours and all who live in the catchment area. A community may also include religious leaders, businessmen, shopkeepers, government workers and many others.

Depending on where the school is situated (urban, rural, semi rural, urban slum settings) the community may be defined somewhat differently. We need to work with communities to make them aware of the implications of equal rights and opportunities. In an inclusive system of education there is a need to recognize their role, and value and respect their views and opinions.

The community needs to believe that the right to education is a basic human right. Practice reveals that if we want to mobilize the resources needed to improve the quality of our schools, learning for ALL children and achieve sustained, lasting change, we need to involve the community and work together.

Communities also play the important role in inclusion of children with special needs in all aspects of life in the following ways:

- i) Communities can help build awareness and create positive attitudes towards child rights by conducting sensitization programs with active participation of people with disabilities
- ii) The community can be involved in monitoring the media for negative portrayal of people with disabilities.
- iii) The involvement of various associations working for drama and cultural events done on a regular basis has proved to be useful in monitoring how characters and stories project disability and preparing pro-active perceptions of the community including those of parents.

2.1.6 Summary

Children belong to families and communities. Communities are as much places of learning as schools. An inclusive approach to education recognizes that the community

have a real contribution to make to children's learning and they have the right to be involved in the decision making process. Teacher, parents and communities need to understand each other and reinforce each other's role. Communities may not be aware of the difficulties schools face and to what extent certain children have education related problems that could be solved through increased support from parents and communities. A great challenge is to get the parents of the most marginalized students involved. It becomes necessary to give them the confidence and self worth.

2.1.7 Suggested Questions

- Q1. What do you mean by inclusive practices?
- Q2. What is role of teacher in creating and sustaining inclusive practices?
- Q3. What is role of parents in creating and sustaining inclusive practices?
- Q4. What is role of community in creating and sustaining inclusive practices?

2.1.8 Suggested Readings

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