

# **INCLUSIVE EDUCATION**

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## **1.0 INTRODUCTION**

“Inclusive education is a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education” (UNESCO, 1994). This means that all children have the right to quality education that caters to their individual needs. Inclusion, in other words, is the educational practice of educating children with disabilities in classrooms with children who do not have disabilities. It means that all

students, regardless of their abilities or deficiencies, will be included in mainstream education. Through inclusive education, all community members – teachers, students, and other functionaries – build a sense of belonging. The use of special schools or classrooms to separate kids with disabilities from students without impairments is rejected by inclusion. It is a process towards access, participation and achievement for all in education.

In this Unit you will read more about this concept and develop in-depth understanding of inclusive education.

## **1.1 OBJECTIVES**

After reading this Unit, you will be able to:

- define inclusive education
- explain the importance of inclusion
- describe the aims and objectives of inclusive education
- identify the principles of inclusive education
- summarize the problems of inclusive education
- differentiate among impairment, disability and handicap
- define various types of disability.
- differentiate the various strategies of inclusive education
- define concept of inclusive teacher education
- illustrate the goals of inclusive teacher education

## **1.2 Concept of Inclusive education**

Human beings, by nature, have considerable misgivings about others who appear to diverge significantly from them in one or more personality characteristics, regardless of whether these differences are bad or favorable. So, from the time immemorial, the exceptional children have a long history of being intimidated, harassed, isolated and segregated from the mainstream of the society. The roots of earlier special education efforts, such as placing exceptional children in residential institutions, special schools, and special classes, can thus be traced and seen as a repetition and reminder of earlier practices of isolation, segregation, and separation, which were prevalent in most societies for the care and education of exceptional or disabled children.

The concept of integrated or inclusive education represents the latest trend in the provision of placement or alternative programs suggested in the field of education to the exceptional and disabled children. It runs against to the principles and philosophy of institutionalization, separation, or segregation, which were developed to meet the needs of constructing institutions and special schools for the care and teaching of children with special needs. Inclusive education is achieved by enrolling all of society's children in the same school. Here the school has to experience changes to include all of its students to be a part of it. So, inclusive education is the act of ensuring all children, regardless of their differences, have the opportunity to be in the same classroom as other children of their age and, as a result, have the best possible exposure to the curriculum. Inclusion has emerged as an educational reform in the education of children with disabilities that gained momentum since 1994. The concept of inclusive education

conveys the message 'every one belongs to the school and that everyone is welcome to the school'.

Over the last three to four decades, a variety of terms have been used for calling a halt to the institutionalization and isolation of exceptional children and directing resources toward educating them together with their non-disabled peers. The most often used terms are deinstitutionalization, normalization, least restrictive environment, integration, main streaming and inclusion.

### **De- institutionalization**

It is antithesis of the term institutionalization and in fact it was a signal for calling a halt to the practice of institutionalizing a disabled child in the name of catering and treating him for his disability. As a term it means removing the disabled person from the institutions and places them in other environments. The idea of de-institutionalization was responsible for the beginning of normalization movement.

### **Normalization**

This refers to a process or attempts for making the education and living environment of the exceptional or disabled as close to normal as possible. Normalization is a philosophy that gave rise to the notions of least restrictive environment and mainstreaming.

## **Least restrictive environment**

Least restrictive environment as a term means reducing or minimizing the restrictions imposed by the environment on the learning and living of an exceptional/disabled child to the maximum extent possible.

## **Integration**

The idea of integration emerged as a philosophical concept in opposition to segregation. Instead of subjecting the disabled child to a form of segregation by placing them in separate special schools for their education, this new integration philosophy aimed to achieve their integration with the non-disabled population of their peers.

## **Mainstreaming**

Mainstreaming is the education of mildly handicapped children in the regular class room. It is based on the philosophy of equal opportunity that is employed through individual planning to encourage suitable learning, achievement and social normalization.

### **1.2.1 Importance of Inclusion**

The Indian Constitution guarantees equality, freedom, justice, and dignity to all individuals and mandates an inclusive society that comprises people with disabilities. An inclusive school aims to meet everyone's educational needs by having them supported by their peers and other members of the school community. The importance of inclusive education can be clearly evident through its benefits to students, teachers and the society at large.

Some of the benefits of inclusion are listed below.

- Children with disabilities demonstrate high level of social interaction with non-disabled peers in an inclusive setting compared to segregated settings
- Children with diverse abilities improve their social competence and communication skills in an inclusive setting
- Children with disabilities in inclusive settings often have more vigorous educational program resulting in improved skill acquisition and academic gains
- Normal children get benefit from improved instructional technologies in the classroom, as, children with diverse abilities will require the use of technology to help them learn and hence these can be utilized by the normal children when they are not required by the differentially abled children
- All children are enriched by the opportunity in which they learn and care for each other and hence gain the right attitudes, skills and values needed for community living
- Inclusive education promotes the social value of equality
- Inclusive setting lead to independent thoughts, positive competency and improved self esteem

In the present scenario hence, we need schools that promote inclusive education, the wider dimension of social acceptance.

### **1.2.2 Aims and Objectives of Inclusive Education**

Inclusive education aims at education for all and equal opportunities for every child. Every child has the right to education in a democratic country like ours. The main objectives of inclusive education are to identify and enroll children with disabilities in regular schools and to provide them with effective academic support. All children should be given an equal chance to learn to the best of their abilities. We have to devise a classroom for all children with and without disabilities, which meets all the special educational needs. Hence, this system can prepare students to participate as full and contributing members of society. Major aims and objectives of inclusive education are the following.

- To welcome with open mind everybody to school where pains and sorrows are shared with others as joy and happiness
- To strengthen the human dignity and to remove many stereotypes from each other's mind and accept the fact that nobody is perfect
- To give an opportunity to non-disabled pupils to share with peers who are different in one way or another and to learn, to accept and respect their differences
- To give disabled pupils the opportunity to become part of the school community and get a realistic idea of what a multiform and competitive society looks like as their own possibilities and limitations
- To create ample opportunities to develop self-esteem needed for human beings to live a dignified life.

### **1.2.3 Principles of Inclusive Education**

The underlying principles of inclusive education are as follows

- Every child has the right to learn and play together
- Children should not be discriminated because of their disability
- There are no valid reasons to separate children for the period of their schooling.
- No student is excluded from or discriminated within education on grounds of race, colour, sex, language, religion, political, national, ethnic or social origin, disability, birth, poverty or any other status
- All students can learn and reward from education
- Schools adapt to the needs of students, rather than students adapting to the need of the school
- Student's views are listened to and taken seriously
- Individual differences among students are a source of richness and diversity, not a source of conflict.

### **1.2.4 Inclusive Education Policies**

The past few decades have seen many new policies being launched by the government of India both in terms of legislation, policies and schemes in order to address the educational needs of children with disabilities. In 1974 Government of India launched the integrated education for disabled children scheme (IEDC) in 1987 the Project Integrated Education (PIED) for the disabled, the district primary education

program (DPEP) with aims to move towards “universalization of elementary education” and Sarva Shiksha Abhiyan (SSA) in 2001 for meeting the EFA goals.

### **Integrated Education for Disabled Children Scheme (IEDC)**

The objective of the integrated education for disabled children scheme (IEDC scheme) was to a) provide educational opportunities for disabled children in common schools to facilitate their retention in the school system (b) to integrate the disabled children with the general community at all levels as equal partners, and (c) to prepare them for normal growth and to face life with courage and confidence. The categories covered under the scheme are (i) orthopedically handicapped (ii) Blind and visually impaired (iii) Hearing impaired (iv) mentally retarded (educable) (v) cerebral palsy.

Under the IEDC scheme the benefits extended to the disabled children for books and stationary allowance, uniform allowance, transport, escort allowance, reader allowance and actual cost of equipment subject to maximum of Rs 2000/- per child for a period of five years.

### **Project Integrated Education for the Disabled**

This scheme was launched in 1987 by ministry of Human Resource Development along with UNICEF. In this scheme there lies shift in strategy (in comparison to IEDC) from school-based approach to a composite area approach. Accordingly in this scheme, a cluster of schools is taken as the project area. All the schools in the area are expected to control children with disabilities. All the essential facilities pooled for a cluster or block, can be made available for all the included schools and disabled children in that cluster.

## **District Primary Education program (DPEP)**

District primary education program was launched, as a centrally sponsored scheme by the ministry of human resource development in 1994 in 42 disabilities of seven states for providing access to primary education to all children regardless of their disability or non- disability. This scheme has been founded jointly by the World Bank, European commission (EC) UK department of international development, government of Netherlands and UNICEF. This program has made a significant contribution to inclusive education. Through its support service, DPEP is aiming to contribute in the manner as follows.

- Supporting community mobilization and early disability detection
- Providing in-service teacher training
- Making provision for resource support
- Making provisions for educational aids appliances
- Making provisions for the removal of architectural barriers.

## **Sarva Shiksha Abhiyan**

Sarva Shiksha Abhiyan a project launched by the department of elementary educational and literacy of the ministry of human resources development, Government of India has exclusive provisions for inclusive Education to all children with special needs (including disabled) for achieving its target of universalization of elementary education in the age group of 6-14 years by 2010. In this project as a policy matter it has been expected that the educational necessities of the children with special needs can be met by providing suitable resources to support them in regular schools, and giving

them an chance to have education in the most appropriate milieu, i.e., inclusive set up of the regular schools. This project is founded by the Government of India and centrally administered through the Department of Elementary Education and Literacy of the Ministry of Human Resource Development. For its implementation it is going to take the help of the relevant central ministries, Government of states and union territories, central and state level institutes and organizations, non-governmental agencies and organizations working in the field of spreading elementary education, literacy and engaging in the field of providing education and training to the disabled children and special education teachers and professionals.

The Indian constitution guarantees all citizens equality, freedom, justice, and dignity, as well as a society that includes those with disabilities. India is a signatory to the declaration on the full participation and equality of people with disabilities in the Asia pacific region and Biwako millennium frame work for action towards an inclusive, barrier free and rights-based society. A national policy for persons with disabilities has also been framed in 2006 – We have a comprehensive national action plan for the Education of children and youth with disabilities in place since 2006. Inclusive Education of the Disabled at the Secondary Stage (IEDSS) has been launched in January 2009; as also universalization of secondary Education is the mandate of Government of India. Further the eleventh five-year plan of India (Go I 2008) has marked “Inclusive Growth” as its focus and has earmarked substantial financial provisions to make this inclusion a reality.

### **1.2.5 Understanding Exceptionalities**

In linguistic term exceptionalism is the trait or attribute of being exceptional. Someone is branded exceptional in one or more fields or traits of their personality because they hold some exceptionalism. In its simple meaning exceptional children may be described as the children in possession of an exceptionalism of some positive, negative or multiple natures. Because of such exceptionalism, they seem to deviate significantly from other average children of their age and grade.

It is such a deviation whether on the positive or negative side that may create adjustment and developmental problems before them in one way or the other and that is why some kind of distinct provisions in the form of special education and rehabilitation actions are employed for their adequate welfare.

#### **Defining exceptional children**

“The term ‘atypical’ or ‘exceptional’ is applied to a trait or to a person possessing the trait up to the extent of deviation from normal, possession of the trait is so great that because of it the individual warrants or receives special attention from his fellows and his behavior responses and activities are thereby affected” (Crow & Crow,1973)

‘The term exceptional children refer to those children who deviates from the normal in physical, mental, emotional or social characteristics to such a degree that they require special social and educational services to develop their maximum capacity’(Telford & Swarey,1977)

## **Typical features or characteristics of exceptional children**

Exceptional children are deviant, distinct and different from the children of their age group including those considered as normal children. Their differences from normal youngsters are so clear that they can readily be identified and separated. This deviation of the exceptional children from the average children may fall on any side, positive or negative of their exceptionality. As a result of such vast deviations on both sides of their exceptionality, they either outperform the norm in one or more parts of their personality. The term exceptional children is thus a broad term that encompasses children who excel or fail in practically every element of their growth and development-physical, mental, social, emotional, moral, and behavioral. These children require special care and education as they may have rare problems adjusting to themselves and their environment because of their exceptionality.

## **Classification of exceptional children**

- a. Mentally or intellectually exceptional children
  1. Mentally retarded
  2. Gifted
  3. Creative
- b. Sensory exceptional children
  1. Visually impaired or handicapped
  2. Hearing impaired
- c. Non-sensory physically exceptional children
  1. Orthopedically impaired

- d. Communicationally exceptional children
  - 1. Children with communication disorder
- e. Learning or academically exceptional children
  - 1. Learning disabled
  - 2. Slow learners
- f. Socially and emotionally exceptional children
  - 1. Emotionally disturbed
  - 2. Socially handicapped
  - 3. Socially disadvantaged
- g. Multiple disabled and severely affected exceptional children
  - 1. Children with cerebral palsy
  - 2. Children with autism
  - 3. Children with multiple disabilities

**a. Mentally or intellectually exceptional children**

*1. Mentally retarded children*

Mentally retarded people, as the name implies, have a delay in the normal development, growth, and functioning of their mental capacities. There are various definitions for mental retardation or mental weakness. Mental deficiency is a condition of subnormal mental developments, present at birth or early childhood and characterized mainly by limited intelligence and social inadequacy.

Mental deficiency is a state of incomplete mental development of such a kind and degree that the individual is capable of adapting himself to the normal environment of

his fellows in such a way as to keep an existence independently of supervision and external supports.

There are different curriculum approaches for various challenged children. These include

a. Developmental skill acquisition

It aims at gradual development of sequential skills.

b. Cognitive strategy approach

It aims at cognitive development of MR. Attention training is given to students and appropriate rehearsal focused on development of memory.

c. Academic basic skill approach

It emphasizes the three fundamental ie, reading, writing and arithmetic. DISTAR reading and DISTAR writing programs are fine examples.

d. The functional survival approach

Here the students are given some specific vocational skills along with normal children by taking them in to field. It is done with the help of teachers, parents and community as well. Here purpose is to make them self-depend.

e. Task Analysis

Here task is divided in to small parts and the children learnt according to their speed.

f. Multisensory approach

The more senses are used in learning, the more learning becomes stable.

## 2. *Gifted children*

“The talented or gifted child is one who shows consistent remarkable performance in any worthwhile line of endeavour”.

Gifted children learn rapidly and easily. Reason thing out, think clearly, recognize relationship comprehend meanings and possess the ability of making strong judgements and generalizations. They feel difficulty in confirming to the ideas and thinking of others and demonstrate ability to perform difficult mental task.

Education of the gifted, if planned and carried properly may result into the proper nourishment and utilization of giftedness or talent of children. The educational provision for gifted children includes establishment of separate schools, provision of grouping or separate classes, acceleration and enrichment programs

The former two are characterized with getting them separated from other non-gifted peers. The latter two are worked for providing education to gifted in the existing set-up of our school system. Acceleration advocates for children to be given the option of bypassing one or more grades based on their academic skills. Enrichment calls for the enrichment, enlarging or making richer the existing curriculum experiences and its delivery mode for providing the gifted what is required by them for meeting their special or exceptional needs.

## 3. *Creative children*

A person's ability to develop, discover, or produce a new or innovative concept or thing, including the rearranging or reshaping of what he already knows, is referred to as creativity. Universality, the application of creative thought, purposefulness and appropriateness, flexibility, sensitivity, and intrinsic motivation are some of the distinguishing features of creativity. Creativity may be stimulated through the practices like freedom to respond, opportunity for ego involvement, removal of hesitation and fear, developing healthy habits among children, teaching self-responsibility, teaching children to face and learn from their mistakes, making judicious use of blame and praise, providing appropriate opportunities and atmosphere for creative expression, avoidance of block to creative thinking, proper organization of the curriculum, reform in the evaluation system, making use of creative resources in the society, use of special techniques like brain storming, use of gaming technique, use of creative promotion activities etc.

## **b Sensory exceptional children**

Visually impaired and hearing impaired come under this category

The educationally blind are those persons whose vision is so defective that they can't be educated by print material and can be taught only with Braille. Partially sighted children require adoption of visual materials and special methods of instruction. Multisensory approach should be used as they learn through touch and hearing. Blind needs Braille script and partially sighted should be provided large printed materials, modifying glasses and adjustable furniture. The changes like use of equipments, special skills, daily living skills and sensory training

Educationally “hearing impairment is such a disability which obstructs child in taking education by verbal expression”. Total communication approach is a curriculum approach for hearing impaired. It includes child devised gestures, speech, formal sign language, finger spelling, speech reading and writing, proper hearing devices are provided to the children. Speech training is given to them captioned videos, and films can also help the children in regular classes. Printed or written presentation should follow oral presentation.

**c. Non – sensory physically exceptional children**

Physically handicapped are those who suffer from a defect that is accompanied by one or another type of deformity that inhibits the normal exercise of his or her muscles, joints or bones. Task Analysis, computer assisted instruction, communication skills and language, self-care, vocational training, career awareness and work adjustment are sources of the curricular approaches for orthopedically impaired.

**d Communicationally exceptional children**

Communication disorders come under two wide categories viz, speech disorder and language disorders. Speech disorders interfere with one’s ability to speak. These are mainly classified as (i) articulation disorder (ii) fluency disorder (iii) voice disorders. Language disorders refer to the impairment in one’s ability to understand and/or use words in content, both verbally and non-verbally.

Inclusion of speech impaired provides a good language model through communicating able peers. For language teaching in the mainstream classes the

approach SCORE [ S – Situation, C – Contrast, O – Order R – Regulation, E – Encouragement] can be used.

**e Learning or academically exceptional children**

Learning or academically exceptional children are may be learning disabled or slow learners

National commission on handicapped (U.S.A) defined that learning disabled children are those who exhibit disorder in one or more psychological functions involved in understanding and in using spoken or written language. The disorders are manifested in language, thinking, reading, writing, spelling and arithmetic. They include conditions which are referred to as per conceptual problems. Different approaches for the learning disabled are multisensory approach, self-instruction training and process gaining approach.

Slow learners refer to all those children of different abilities, who by one or the other reasons, when compared to the children of their age or grade suffer from the retardation of backwardness in terms of rate of learning and academic performance. Educational provisions for slow learners include provision of special curriculum, special coaching proper individual attention, checking truancy and non-attendance, provision of co-curricular activities, maintenance of proper progress record and, rendering guidance service.

**f. Socially and emotionally exceptional children**

Emotionally disturbed children are those that, in terms of their emotional make-up and behavior, depart significantly and persistently from the majority of children of their age and social groups, negatively influencing their adjustment to their self and social surroundings.

The emotionally disturbed children require specific provisions for the treatment of behavioral problems. Various approaches or models like biogenic model, psychoanalytic model, ecological model, behavioral model and environment-cum behavioral management model are suggested for helping these children.

**g. Multiple disabled and seriously affected disabled children.**

Children with multiple disabilities are those children who suffer from two or more obvious and not so obvious disabilities at a time related to one or the other areas of aspects of their growth and development.

Children with multiple disabilities need proper education for their adequate adjustment and progress in life. An attempt for the planning and organization of education for them essentially requires the decisions about their placement, nature of curriculum and mode and methods of teaching. Necessary adaptations in the teachings learning environment and support system should be organized for meeting the individual needs of the disabled children. Special attention should be paid to the learning of essential functional skills, mobility and communication, behavior management tasks with an eye to make them capable of functioning in the integrated

set-up of the school, home and community settings including the use of sophisticated assistive technology as effectively as possible.

**Check your progress**

1. Explain the concept of Inclusive education

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2. List out any three principles of Inclusive education

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3. Who are exceptional children?

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**1.3 Meaning of Impairment, Disability and Handicap**

The World Health Organization (WHO) has made distinctions between the definitions of impairment, disability and handicap.

**Impairment:** Impairment is any loss or abnormality of psychological, physiological or anatomical structure or function generally taken to be at organ level. Damage to tissue caused by disease or trauma is referred to as impairment.

**Disability:** A disability is any restriction or lack of ability, which is resulting from an impairment, to perform an activity in the manner or within the range considered normal for a human being.

**Handicap:** A handicap is a disadvantage for an individual, resulting from impairment or disability that limits or prevents fulfillment of a role that is normal (depending on age, sex and socio-cultural factors) for that individual. Handicap is a condition or burden, which is imposed on the person confronted with the disability.

#### **1.4 Definitions and Types of Disability**

The Persons with Disabilities (PWD) Act, 1995 has given the following seven types of disability.

- Blindness
- Low vision
- Leprosy-cured
- Hearing impairment
- Loco motor disabilities
- Mental retardation, and
- Mental illness

Each category of disability is defined under the Act as follows.

**Blindness:** Blindness is defined as the complete loss of vision or a visual acuity of less than 6/20 or 20/200 in the better eye with correcting lenses, or a limitation of the field of vision extending an angle of 20 degrees or greater.

***Low vision:*** A person with low vision uses or is theoretically capable of using vision for the planning or execution of a task with the help of an appropriate assistive technology, even after treatment or standard refractive correction.

***Leprosy cured:*** People who have been cured of leprosy but still have residual difficulties from the disease are classified as leprosy cured. These can range from a loss of sensation in the hands or feet to physical abnormalities and paralysis that allow the person to engage in some economic activity to significant physical deformity and/or old age that renders the person unfit for job.

***Hearing impairment:*** In the conversational range of frequencies, hearing impairment is defined as a loss of sixty dB or more in the better ear. Hearing impairment is a broad term that refers to a spectrum of hearing impairments ranging from minor to severe. It encompasses both deaf and hard-of-hearing people. With or without a hearing aid, *a deaf person* is someone whose hearing impairment prevents them from successfully processing linguistic information through audition. *A hard of hearing* individual is someone who has enough residual hearing to absorb linguistic information through audition, usually with the help of a hearing aid.

***Loco motor disability:*** Loco motor disability refers to any form of cerebral palsy in which the bones, joints, and muscles are disabled, resulting in a significant restriction of limb movement. *Physical disabilities* are people who have non-sensory physical restrictions or health problems that make it difficult for them to attend school or learn, requiring special services, training, equipment, materials, or facilities. *Cerebral palsy* is a term used to describe a collection of non-progressive conditions in which a person's

motor control posture is defective as a result of a brain insult or injury that occurs during the prenatal, perinatal, or newborn phase of development.

***Mental retardation:*** Mental retardation is a term used to describe a condition in which a person's mind development is halted or incomplete, and is characterized by low IQ. Cerebral palsy also falls under this category. This category also includes those who have lost motor control as a result of brain damage sustained during the prenatal, perinatal, or neonatal stages of development.

***Mental illness:*** Mental illness includes any mental disorder other than mental retardation.

## **1.5 Concept of Learning disability**

Learning disability refers to a group of disorders that affect a broad range of academic and functional skills including the ability to speak, listen, read, write, spell, reason and organize information. Learning disability is not included in the PWD Act, 1995. It is a commonly found problem in school children. The specific types of learning disabilities are *dyslexia, dysgraphia, dyscalculia, dyspraxia, and nonverbal learning disability*.

### *Dyslexia*

Dyslexia is the reading disability. It is a disability that affects any part of the reading process, including difficulty with accurate and/or fluent word recognition, word decoding, reading rate, oral reading with expression (prosody) and reading comprehension.

### Dysgraphia

Dysgraphia refers to difficulties with handwriting.

### Dyscalculia

It is the disability in dealing with mathematics. The child has difficulties in learning math concepts like quantity, place value, time, difficulty in memorizing mathematics facts, and difficulty in organizing numbers.

### Dyspraxia

Dyspraxia is a term that describes a range of issues with motor abilities. They have problems in combing hair, waving good bye, brushing teeth or getting dressed.

### Non-verbal learning disability

Nonverbal learning disability often manifest in motor clumsiness, poor visual – spatial skills, problematic social relationships and poor organizational skills.

## Check your progress

4. Differentiate the three terms- impairment, disability and handicap.

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### 1.6 Characteristics of children with special needs

In schools a teacher has to perform multifarious tasks for all round development of children. It is the responsibility of the teacher to handle children with special needs effectively in classrooms. Children with special needs may act and behave differently based on their disabilities. If the teacher can identify the various categories of children with special needs, they can plan their instructional activities effectively.

#### *1.6.1 Characteristics of children with hearing impairment*

The important characteristics of children who have hearing impairments are the following

- Very limited vocabulary
- Mis-articulations and improper consonant production
- Lack of comprehension of complex words, words with multiple meaning, concepts etc
- Difficulty in sentence construction, use of verb with the subject, understanding abstract concepts etc

- Difficulty in understanding complex structure of language
- Monotonous voice
- Distorted vowels
- High pitched voice with slow and labored speech.

### ***1.6.2 Characteristics of children with physical impairment***

The following are the characteristics of children with physical impairment

- Difficulties with hand-eye coordination
- Problems with attending and concentrating
- Hyperactivity and distractibility
- Spatial and perceptual difficulties
- Problems with rhythm, sequencing and organization
- Lack of easy movement, poor body awareness and understanding of action words.

### ***1.6.3 Characteristics of children with mental retardation***

Mental retardation may range from mild (IQ:50-70), moderate (IQ:40-50), severe (IQ:25-40), and profound (IQ:25) levels. The following are the main characteristics of mental retardation:

- Deficient ability in adaptive skills for daily functioning- poor sensory and motor coordination, perceptual motor skills, self-care, social skills, communication, self-direction etc

- Intellectual deficiency leading to impairment in the learning process, memory, attention and reduced ability to generalize and conceptualize
- Low academic achievement
- Delayed speech and language development and limited vocabulary
- Low tolerance
- Inability to cope with strict and rigid setting
- Self-destructive traits
- Low motivation.

#### ***1.6.4 Characteristics of Children with Learning Disabilities***

Children with learning disabilities make a very heterogeneous group. One or more of the following traits are used to identify people with learning disabilities.

##### ***Learning Characteristics***

- Average or above average intelligence
- Persistent academic difficulties in one or more areas
- Discrepancy between the student potential and actual performance
- Difficulties in both reading or writing language
- Poor language performance in the areas of handwriting, spelling etc.
- Difficulties in oral expression, listening and comprehension, math performance, calculation reasoning, memory and meta-cognition.

##### ***Behavioral Characteristics***

- Hyperactivity with problem of sitting in their seats for long periods

- Aggressive or withdrawn
- Hypo-activity or reduced activity level.
- In-coordination in motor activities
- Over-attention or attention fixation.

### ***Social Characteristics***

- Misinterpret social cues
- Exhibit inappropriate behaviors/socially unacceptable behaviors in certain situations
- Unable to predict consequences of behavior difficulty in anticipating the behavior of others
- Difficulty in adapting their behavior
- Poor verbal and non-verbal skills
- Low self esteem
- Difficulty in deciding/selecting from alternatives

### ***1.6.5 Characteristics of gifted children***

Some notable characteristics of gifted children are the following.

- Very observant
- Great intellectual curiosity, wanting to know everything about everything
- Absorb information rapidly
- Excellent memory
- Long attention span compared to other same age children

- Excellent reasoning and problem-solving skills
- Intense interests
- Unusual imagination
- Learn quickly with less practice and repetition
- Usually intrinsically motivated to learn
- Enjoy learning new things, seeking information for its own sake as much as for its usefulness
- Enjoy intellectual activity
- Interested in philosophical and social issues
- Energetic
- Perfectionistic

### **1.7 What to be done for effective Inclusion**

The requisite changes to be incorporated into the curriculum, pedagogy, academic organization, staffing, professional development, parental involvement and external support are like in the following manner.

***Curriculum:*** what is taught should be with reference to establishing a balance between offering a mainstream curriculum framework and taking account of individual needs.

***Pedagogy:*** how it is taught should be with reference to providing specialist support without isolating pupils from peers.

**Academic organization:** the school organizes itself to deliver the curriculum effectively to the heterogeneous group of pupils by means of appropriate pupil grouping, arrangements for supplementary teaching and timetable construction.

**Staffing:** teachers and the other supporting staffs, all to be deployed flexibly, with a shared dynamic focus on achieving a 'school for all'.

**Professional development:** essential underpinning of any school reform is to encompass attitude change, increased understanding and skill development.

**Parental involvement:** collaboration to include sharing of information, involvement in curriculum delivery, parent support and liaison with professional agencies.

**External support:** special schools and support agencies to provide essential input viz., training, assessment, curriculum-planning, therapy without usurping the school's principal responsibility.

To teach in an inclusive class demands a new role for the teacher and the school.

Schools have the capacity

- to welcome disabled children
- to raise inclusive education process to school and community
- to prepare inclusive school development plans
- to adapt teaching and learning resources for specially abled children
- to enroll disabled children
- to promote parent support in schools
- to create IE school committee

- to give adequate training to the teachers to educate disabled children in their classes
- to provide technical support to teaching staff
- to select and use child centered teaching methodologies
- To develop inclusive curriculum in Teacher Training Colleges and Universities
- To arrange Teachers exchange visits to special and mainstream schools - national/international level
- To develop a sustainable training system for pre service and in service teachers in schools, teacher training colleges and universities
- To develop inclusive education teacher training modules

### **1.7.1 Means for Integration**

Following are the different means for integrating specially abled children in the main stream education.

#### **a. Special class in regular school**

The teacher of this class is specialized in special education, the curriculum is individualized for each child, but the class is a part of the regular school. Integration is developed by each school, and the children meet and play with their regular schoolmates. There are two possibilities for integration.

Individual integration- Individual integration means special curriculum for one or more pupils from this class. Exceptional children join the regular class during regular subject

teaching. Teamwork between the teachers is needed to create continuity between the regular and special teaching.

Group integration- School team works out a special integrative program for one regular class, which is at the same age level as the special class. It is curriculum based and run by both teachers.

**b. Integrated regular class**

Mildly handicapped children can learn in regular class if they get support. These classes are built in a ratio of three regular students to one mildly handicapped child. It is a regular class in all senses, but has two teachers- one from the regular subsystem and the other from the special one. Teachers develop a co-teaching pattern of work and both take responsibility for all the pupils of the class.

**c) One teach one support method**

The pupils in this approach sit in rows in front of the blackboard and the teacher in a fairly conventional and traditional classroom setup. The supporting teacher stations himself/ herself off to the right or left of the students in order to provide extra help and support as needed. In this model, all the participants follow the main teacher's instructions, ensuring that no learner is left out. Any student who requires more assistance or education can get it from the supporting teacher.

**d) Collaborating teaching**

Co-teaching, collaborating planning, co-operative learning, group process skills, collaborative evaluation of students etc can be utilized in the classrooms.

## **1.7.2 Common strategies for dealing children with special needs**

### **Vision Impairment**

- Be aware of the room's physical layout. It would be easier for blind students if room lay out was predictable and kept the same.
- Inform the students if seating arrangements are changed or the furniture is moved.
- Describe visual information clearly.
- Provide alternative format.
- Help students to record sessions
- Talk to the students using their name
- Organize reading in advance so that recorded versions can be available.

### **Students with dyslexia**

- Adopt a structured multi-sensory teaching style.
- Provide a clear, concise frame work
- Give an overview of the topic at the beginning of areas that you will cover.
- Present information in small chunks-breakdown processes into steps, with opportunity for feedback to check understanding and develop language skills.
- Present materials in different ways-from particular example to general concepts and from general concepts to particular examples.
- Build in repetition and reinforcement-when introducing new concepts, give concrete examples and explain points in different ways before moving on to a

new topic, sum up what you have covered so far, encourage questions, stress importance of practice.

- Present information in a visual format—create a mind map or a pattern plan to provide an overview of a subject
- Motivate pupils to make their own meaningful connections to what they are learning.
- Suggest memory tricks
- Speak directly to the class and avoid ambiguous language.
- Minimize the amount of information to be transcribed during a lecture.
- Use hand outs
- Use board for illustrations and elaborations
- For handouts, not put too much information on one sheet.
- Provide concrete tasks.
- Avoid activities such as written group work
- Minimize background noise.

### **Hearing difficulties**

- Permit one person to talk at a time.
- Try not to talk when your back is turned.
- Try not to feel embarrassed if you do not understand a deaf student. It is preferable to ask them to repeat their comments than to pretend you have heard.
- Repeat questions from the group in case the deaf students miss them.
- Write important announcement for unfamiliar words on a board.

- Control background noise.

**Check your progress**

5. List out the characteristics of children with physical impairment.

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1. Explain the strategies for dealing students with dyslexia.

**1.8 Inclusive Education Strategies**

Inclusive education strategies refer to the different strategies and techniques to meet the diversity of children’s needs and abilities- including differences in their ways and pace of learning. Inclusive practices involve collaborative team work, a shared frame work, family involvement, regular educator ownership, clear role relationship among paraprofessionals, effective use of support staff, meaningful individualized educational plans and procedure for evaluating effectiveness.

**Collaborative Instructions**

In order for inclusion to be successful, collaboration should occur at all levels including collaboration with teachers and other professionals, and with families and members of the broader school community. Collaborative organizational structures support a school climate of team work, cohesion, shared responsibility and sense of purpose. A variety of collaborative structures have emerged that support and enhance professional

collaboration including peer collaboration, collaborative consultation and cooperative teaching.

The question about how instruction might be provided effectively and flexibly to the diverse range of students in our classroom has generated a number of alternative instructional strategies. Competition, individualism, and collaboration can all be used to structure schools. In competitive and individualistic structure, students typically compete with each other for better grades awarded for submitted work or performance on examinations. Only a small percentage of pupils obtain high grades under this system. Pupils are more likely to work alone, and teamwork among students is discouraged. Collaborative learning benefits students in many ways, including higher academic achievement, self-esteem and peer relationship, and positive relationship between students and teachers. Collaborative instruction enables students to develop important peer relationship that contribute to social development.

There are many advantages of collaborative instruction and they can be summarized as

- Interactive and cooperative rather than competitive and individualistic
- Individualized learning goals and individual accountability
- Structured and positive leaning in heterogeneous group
- Active participation and higher levels of engaged time compared with teacher mediated instruction
- Improvement in self-esteem and attitude towards academic task.

- Increased participation of all students in classroom learning.
- Higher academic achievement and retention
- Ideal learning content for teaching practicing and reinforcing pro-social behaviors
- Increased respect for diversity

A number of collaborative instructional strategies that are simple to implement can increase teacher's effectiveness in teaching the diverse range of students in their classroom. Cooperative learning, peer tutoring, reciprocal teaching etc are examples of collaborative instructional strategies that structure student's interaction in heterogeneous groups, encourage mutual independence and provide individual accountability.

### ***Cooperative learning***

Cooperative learning promotes collaboration in small groups through regulated contact. One of the goals of cooperative learning is to enhance individual students understanding and retention of whatever is being taught through group work. Another is to develop positive attitude towards subject matter and towards learning in general. Face to face interaction, positive group interdependence, individual accountability, emphasis on task, responsibility, appropriate use of interpersonal and small group skills and group processing are the characteristics of cooperative learning.

The strategies to enhance effectiveness of cooperative learning group are the following.

- Assign students to heterogeneous group

- Assign students to small group
- Decide on a group composition that will result in high level of participation and cohesiveness in the group
- Review and modify group composition regularly
- Arrange seating in wide so that all students can see each other and no one person is seated in a position of authority.
- Select a task that students are willing to do and that is effective in engaging students in the content to be learned.
- Use manipulative tools to stimulate participation and provide a focal point for group activities.
- Specify both the academic and collaborative objectives
- Create rules for peer involvement in groups
- Teach students the group interaction skills
- Monitor student interactions
- Practice acting in the role of facilitator
- Provide adequate spacing between group to minimize distraction
- Promote independence along with individual responsibility
- Provide feedback to students on both the task and the process
- Include students' evaluation and reflection of group performance.

### ***Peer Mediated Instruction***

Peer mediated instruction is the collective name to the various teaching alternatives that involve student's working together to support each other's learning.

Students peer teaching roles vary from providing direct instruction and modeling to encouraging and monitoring performance. These activities can have a variety of goals, including interpersonal, cognitive, and academic goals, and they can also be integrated with self-management. Peer Mediated Instruction can be used with individuals and small groups, cross age or on a class wide basis. It included peer modeling, peer initiation training, peer networking, and peer tutoring.

The advantages of peer mediated instruction are :

- Creates learner friendly instructional environment
- Increases student on-task time and response
- Reduce teacher student ratios as students are in effect the tutors for one another
- Increases opportunity for students to receive feedback and encouragement.

### **Reciprocal Teaching**

Reciprocal teaching was developed as an instructional strategy to improve reading comprehension in small group of students. Reciprocal Teaching activities support student's participation through the practice of specific comprehension strategies with peers. Successful implementation of Reciprocal Teaching like all collaborative arrangements depends on careful ongoing monitoring of the learning group. The teacher should pay close attention to student interactions and individual progress and be ready to intervene when necessary. Altering group membership and providing explicit teaching or modeling may be required. It is also important for teachers to ensure that the specific academic goals are achieved.

Reciprocal Teaching Steps:

Step I Establish a foundation for Reciprocal Teaching by reading using Reciprocal Teaching in the class room.

Step II Teach the whole class the four comprehension strategies- Predicting, Clarifying, Questioning, and Summarizing.

Step III Form groups of approximately six numbers with a range of reading abilities and within the group form pairs of students with similar reading abilities.

Step IV Start remedial teaching groups with direct and scaffold instruction. The level of teacher directedness and the amount of scaffolding will depend upon the student's level of skill with each of the four strategies.

Step V Increase reciprocal teaching group independence by reducing level of teacher scaffolding and change the teacher's role to one of facilitator.

Step VI Introduce writing into each reciprocal teaching steps

Step VII Access student's comprehension by asking higher level comprehension questions

### **Modelled reading**

Modelled reading is an example of a pair reading, cross-age peer-tutoring program. MR has typically been used successfully with grade 5 and 6 students working with students in grades 1 through 3 or with year 10 tutors supporting readers in grades 7 or at the secondary school level. Modelled reading provides a number of structured steps that tutors are trained to implement each time they meet with their partner. The steps are designed to scaffold learning, then allowing students to read at a higher level

than they would be capable of if felt entirely alone. To ensure that the reader's attention is focused on the appropriate word or words at all times, the reader is engaged by using their finger to track and search. Modelled reading provides a positive learning environment where tutors are trained to systematically respond with a variety of positive verbal statements about their partner efforts. Partners meet a minimum of four times per week for approximately 15 minutes.

**Check your progress**

7. How will you enhance the effectiveness of cooperative learning.?

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8.. What is peer mediated instruction?

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**1.9 Problems in Inclusive Education**

The educators at all levels are confused as to how to meet their responsibilities in the light of:

- Overcrowded classrooms
- Teachers who are unprepared to deal with and teach disabled children
- Absence of adequate preparation for children's education
- Inappropriate rules and regulations regarding school admission and evaluation

— Absence of infrastructure for meeting the new responsibilities

For the successful implementation of inclusive education, the whole school approaches and curriculum are to be modified.

### **1.10 Inclusive Teacher Education**

The World Conference on Education for All (1990) states that the learning needs of the disabled demand special attention. As an inherent element of the educational system, steps must be taken to offer equal access to all categories of disabled people. The Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) requires member states to provide education for persons with disabilities as an integral part of the system. The Salamanca Statement and framework for Action on Special Needs Education (1994) stipulates that disabled children should attend neighborhood schools. It declares that regular school with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.

The 93<sup>rd</sup> amendment to Constitution, which makes primary education a fundamental right, is a major step taken in the right direction to achieve the goals of inclusion. Providing quality education for all students in inclusive setting has been identified as the most challenging issue in education (Putnam et al.1995; Ferguson, 1995). To be ready for the future we must prepare teacher who can teach settings that are inclusive meeting the needs of all students. This setting demands a different model of teacher education.

### **1.10.1 Goals of inclusive teacher education**

Inclusive teacher education has two aspects. The first one is preparation of teachers for inclusive education and the second one is teacher preparation that is inclusive in nature, though both are complementary. The goal of inclusive teacher education is to create a work in which all people are knowledgeable about and supportive of all other people. One of the most significant impediments to accomplishing this goal is teacher preparation at the pre-service level. At present the capacity of teacher education program to take care of disabled and disadvantaged children in inclusive setting is quite limited. To do justice to inclusive education and to provide it to the challenged learners in the manner it was conceived, teacher education program have to be suitably strengthened incorporating relevant components.

### **1.10.2 Issues to consider for an inclusive approach**

- Think about through preparation of process as well as content.
- Recognize why you created your syllabus in the manner that you did.
- Reflect diverse background on your syllabus and in other materials such as visual aids.
- Check the physical environment.
- Ensure arrangements are made ahead of time with appropriate staff.
- Make sure course work requirements and deadlines are clear.
- Make your course goals clear to all students and give continuous feedback.
- Ensure you have spoken with everyone who has specific requirements regarding disability and that these are being followed up.

- Ensure students know how when they can contact you.
- Do not cover your mouth. Lip reading may actually help the students with a hearing impairment.
- Aid emotion or feeling by gestures or facial expression.
- Get to know your students and be approachable.
- Get to know your pupils as individuals, rather than as members of specific groups.
- Learn to be a good listener.
- Try to learn names and try to pronounce them correctly
- Summaries key points and repeat key phrases and write notes on the board.
- Spell out new or unusual vocabulary.
- Allow silent time of students to look at visual aids and handouts of new information to be discussed.
- Accommodate different learning styles and promote collaborate between students.
- Monitor classroom dynamics to ensure some are not over dominant.

### **1.10.3 Role of teachers in meeting the special needs of children with disabilities in the inclusive schools**

For inclusive education to succeed, it is important that teachers should maintain a positive attitude towards inclusion. They must be inflexibly convinced of the benefits that inclusive practices bring to all children. Even if it is enforced by law, inclusive education will not flourish without the enthusiastic support of its practitioners. Teachers'

roles in fulfilling the particular needs of children with disabilities differ depending on the disability. However, there are certain common roles. They are

1. Identification of the children with disabilities in the classroom.
2. Referring the identified children to the experts for further examination and treatment.
3. Accepting the children with disabilities.
4. Developing positive attitude between normal children and disabled children.
5. Placing the students in the right places in the classroom so that they are comfortable and benefit from the classroom interaction.
6. Enabling children with disabilities to use the services provided under the IED program.
7. Removing architectural barriers wherever possible so that children with disabilities move independently.
8. Involving the children with disabilities in almost all the activities of the classroom.
9. Making suitable adjustments to the curriculum so that children with disabilities can learn at their own pace.
10. Preparation of teaching aids/adaptation of teaching aids, which will help the children with disabilities, learn.
11. Providing Parental guidance and counselling and public awareness program through school activities.

12. Acquiring competencies that are essential in meeting the needs of the children with disabilities.
13. Cooperating with resource teachers if resource rooms are available.
14. Collaborating with medical and physiological personnel, social workers, parents and special teachers.
15. Providing scope for cooperative learning among disabled and normal children.
16. Conducting case studies and action research related to the specific problem of children with special needs.
17. Construction of achievement and diagnostic tool.
18. Adaptation in evaluation for children with special needs.
19. Nurturing the talent among children with disabilities.
20. Providing remedial instruction to the children who require it.

Only until essential competencies are created among instructors will be able to perform the above duties. This necessitates intensive teacher preparation with a sufficient practical component. Organize teacher training programs on broad inclusive education strategies, particularly those that demonstrate how such techniques can benefit all children by boosting overall teaching quality. Classroom teacher engages non-disabled student in group work with her disabled peers. Increasing awareness about inclusive education advances the confidence of teachers in their ability to teach students with diverse learning needs.

## 1.11 LET US SUM UP

In the unit, you have learned about the meaning and concept of various terms like inclusive education, children with special needs and disability. Inclusive education brings all children under the same roof irrespective of their abilities. It is mainly used for children with special needs or those who are different from the group or those who are disabled. Various types of disabled like blindness, person with low vision, leprosy cured category, hearing impairment - deaf and hard of hearing, locomotor disability – cerebral palsy; mental retardation and mental illness as defined in the PWD Act, 1995 have been discussed. We also discuss the learning disabilities, a problem commonly present in the classrooms.

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**Answers to check your progress**

1. Inclusive education is the act of ensuring that all children despite their differences, receive the opportunity of being part of the same classroom as other children of their age, and in the process get the opportunity of being exposed to the curriculum to their optimal potential.
2. The following are the principles of inclusive education. Your answer must include at least three among them.
  - All children have the right to learn and play together
  - Children should not be devaluated or discriminated against by being excluded or sent away because of their disability
  - There are no legitimate reasons to separate children for the duration of their schooling. They belong together rather than need to be protected from one another.
  - No student is excluded from or discriminated within education on grounds of race, colour, sex, language, religion, political, national, ethnic or social origin, disability, birth, poverty or any other status
  - All students can learn and benefit from education
3. Exceptional children refer to those children who deviates from the normal in physical, mental, emotional or social characteristics to such a degree that they require special social and educational services to develop their maximum capacity'

4. Impairment is any loss or abnormality of psychological, physiological or anatomical structure or function generally taken to be at organ level. It involves damage to tissue due to disease or trauma. Disability is any restriction or lack of ability, which is resulting from an impairment, to perform an activity in the manner or within the range considered normal for a human being. Handicap is a disadvantage for an individual, resulting from impairment or disability that limits or prevents fulfillment of a role that is normal (depending on age, sex and socio-cultural factors) for that individual. Handicap is a condition or burden imposed on the person confronted with the disability.
5. Difficulties with hand-eye coordination, Problems with attending and concentrating, Hyperactivity and distractibility, Spatial and perceptual difficulties, Problems with rhythm, sequencing and organization etc
6. Adopt a structured multi-sensory teaching style, provide a clear and concise frame work, give an overview of the topic at the beginning, present information in small chunks-breakdown processes into steps, opportunity for feedback to check understanding and develop language skills, present materials in different ways-from particular example to general concepts and from general concepts to particular examples etc.
7. Assign students to heterogeneous group, assign students to small group, decide on a group composition which will result in high level of participation and cohesiveness, review and modify group composition regularly, arrange seating so that all students can see each other and no one person is seated in a position

of authority, select a task that students are willing to do and effective in engaging students in the content to be learned etc

8. Peer mediated instruction is the collective name to the various teaching alternatives that involve student's working together to support each other's learning. Students peer teaching roles vary from providing direct instruction and modeling to encouraging and monitoring performance.

