

MUGBERIA GANGADHAR MAHAVIDYALAYA

DEPARTMENT OF PHYSICAL EDUCATION

B. P. Ed. Semester - II

CC-201: YOGA EDUCATION AND INCLUSIVE EDUCATION

Inclusive Education

[B.D.]

UNIT -3: Introduction to Inclusive Education.

3.1 Concept and history of special education, integrated education and inclusive education and their relationship

- **Special Education:**

Special Education is a separate system of education for disabled children outside the mainstream education.

Special education is the practice of educating students in a way that addresses their individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings.

It was based on the assumption that children with disability had some special needs that could not be met in mainstream Schools therefore; they need to study in a separate school with other children having similar needs. Special schools exist all over the world in the form of day or residential schools, and also special classes are attached to the mainstream schools.

In 1947, India had a total of 32 schools for the blind, 30 for the deaf and 3 for mentally retarded (Disability in India.

Special education came into existence almost exclusively within the last 50 years. Taking a moment to learn about special education history in the U.S. will help you understand where the families of your students are coming from and help give you a clearer picture of where the industry has been—and where it has yet to go.

- **Integrated education:**

Integrated Education is the educational programme in which exceptional children attend classes with normal children on either a part or full time basis.

It is placement of the disabled children in ordinary schools with some specialised educational help and services.

It does not necessarily integrate all the students who are away from the education for any reason like physically, mentally, socially deprived or because of any cast, creed, gender, race, ability, disability, life style etc.

Lagan College Since its foundation in 1921, Northern Ireland's education system has largely consisted of state controlled schools, mainly attended by protestant pupils, and catholic maintained schools, almost exclusively attended by Catholics. Gradually, communities came to lead essentially separate lives. This polarisation was increased by the outbreak of violence in 1969.

- **Inclusive Education:**

Inclusive education is education that includes everyone, with non-disabled and disabled people learning together in mainstream schools, colleges and universities.

This means the system must adapt to include Disabled people – they should not have to adapt to the system (see models of disability). The education system must recognise that it creates barriers for Disabled learners, for instance if parts of the school are inaccessible. Disabled pupils and students may require adaptations and support to access the curriculum.

Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

Relationship between Special, Integrated and Inclusive education:

Special Education is a separate system of education for disabled children outside the mainstream education. It was based on the assumption that children with disability had some special needs that could not be met in mainstream Schools therefore; they need to study in a separate school with other children having similar needs.

Integrated Education is the educational programme in which exceptional children attend classes with normal children on either a part or full time basis. It is placement of the disabled children in ordinary schools with some specialised educational help and services. Integrated Education is the first stage of Inclusive Education

Inclusive education is education that includes everyone, with non-disabled and disabled people learning together in mainstream schools, colleges and universities. Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

EXTRA:::::::::: Relationship between Integrated and Inclusive education

Integrated education

- Main aim is not integrating all the children who are away from education. So not very broad concept.
- Children with some disability are integrated in normal school only.
- No formal planning is required.
- No special infrastructure, trained staff, special curriculum is required.
- All the students away from education are not necessarily included in mainstream schools.

Inclusive education

- Main aim is including all the children who are away from education. So broader concept.
- Children with some disability are included in normal schools but with some special facilities for them.
- Formal planning is required.
- Special infrastructure, trained staff, and special curriculum is designed for them. Ex- Ramps for physically handicapped children. Specially designed classes.
- All the students away from education are included in the mainstream schools.

3.3 Advantages of inclusive education for the individual and society:

1. Children learn to respect their own individuality and also that of others.
2. Students enhance their emotional quotient as they develop patience, tolerance and compassion for their peers.
3. They learn to accept the strengths and weaknesses of others.
4. When children involve in helping their peers they not only derive immense satisfaction out of it but often strike lifelong friendships with them.
5. Inclusive school provides opportunities for playing together, learning together, being together and growing together with diverse communities.
6. Children learn team work and collaboration in inclusive schools.
7. 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.
8. It provides better opportunities for learning. Children with varying abilities are often better motivated when they learn in classes surrounded by other children.
9. The expectations of all the children are higher. Successful inclusion attempts to develop an individual's strengths and gifts.
10. It allows children to work on individual goals while being with other students their own age.
11. It encourages the involvement of parents in the education of their children and the activities of their local schools.
12. It fosters a culture of respect and belonging. It also provides the opportunity to learn about and accept individual differences.

13. It provides all children with opportunities to develop friendships with one another. Friendships provide role models and opportunities for growth.

EXRTA ::::: Advantage of Inclusive Education:

The benefits of Inclusive Education are numerous for both students with and without disabilities.

Advantage of Inclusion for Students with Disabilities

1. Friendships
2. Increased social initiations, relationships and networks
3. Peer role models for academic, social and behaviour skills
4. Increased achievement of IEP goals
5. Greater access to general curriculum
6. Enhanced skill acquisition and generalization
7. Increased inclusion in future environments
8. Greater opportunities for interactions
9. Higher expectations
10. Increased school staff collaboration
11. Increased parental participation
12. Families are more integrated into community

Advantage of Inclusion for Students without Disabilities

1. Meaningful friendships
2. Increased appreciation and acceptance of individual differences
3. Increased understanding and acceptance of diversity
4. Respect for all people
5. Prepares all students for adult life in an inclusive society
6. Opportunities to master activities by practicing and teaching others
7. Greater academic outcomes
8. All students' needs are better met, greater resources for everyone

3.4 Factors affecting inclusion

Inclusion could be influenced either positively or negatively by factors such as:

1. Skill of Teachers
2. School and the surrounding environment,
3. Teaching/learning resources,
4. Attitudes towards Inclusion and disability among teachers, Administrator, Parents, Peers, and Policy Planners.
5. Lack of Awareness about Children with disabilities among general teachers.
6. Improper Curriculum.
7. School environment and other facilities.
8. Support Service among others.
9. Family Collaboration.
10. Insufficient and Improper Teacher's training method.
11. Negative self-perception of children with disabilities.
12. ICT availability and related competencies.
13. Financial support is critical in the process of implementing inclusive education.
14. Awareness on various disabilities makes them have positive attitudes towards the learners.
15. Community attitude and participation.

UNIT -4: Inclusion in Operation & Teacher preparation for inclusive school:

4.1 Class room management and organizations, curricular adaptations, learning designing and development of suitable Teaching Learning Method:

- **Class room management and organizations:**

Inclusion is about how we structure our schools, our classrooms and our lessons so that all our students learn and participate together. An inclusive classroom is one that creates a supportive environment for all learners, including those with learning differences and one that can also challenge and engage gifted and talented learners by building a more responsive learning environment.

Every classroom environment has some elements that have a great influence on the teaching and learning process. The inclusive class is never like a general class, there are many types of changes and modifications are needed. These are as follows -

1. For inclusion in the class, teachers will organize the **class room** of the class in a scientific and rational manner,
2. Most educators have emphasized the need to reduce the **size** (Less than twenty) **of the classes** for inclusion.
3. Students with disabilities will have the opportunity to sit in the front desk, So that they can stay **close to the teacher**.
4. In case of sitting in the classroom, **hearing impairments students** will be given in the front desk.
5. For **wheelchair user students** can easily enter the classroom, there will be necessary arrangements of **ramp and Stairs**.
6. The class rooms of the **room will be big** for their free entry. There will be a class room allocation for them to sit.
7. To work with children with extra learning disabilities, one hour **extra time** is required.
8. There must be a **separate department** for Inclusive education in schools. In this section, there will be special examination facilities for determining the level and nature of disability children.
9. Psychologist, Psychiatrist and **Trained staff** will be employed in this work and recorded information.
10. In the inclusive classroom, there will be a variety of necessary **aids for teaching** students with learning disabilities

In Short:

1. *Classroom size,*
2. *Teaching aids,*
3. *Arrangement of light,*
4. *Restriction of time,*
5. *Attention to physical needs,*
6. *Special attention to disabled children,*
7. *Seating arrangement,*
8. *Position of the teacher in class,*
9. *Student teacher ratio.*

- **Curricular adaptations, learning designing and development of suitable Teaching Learning**

Method:

1. In order to create an inclusive curriculum at the primary level, it is **important for children to participate** and develop their own sporting programs and this will ensure their highest level of development.
2. Students of different nature need **mutual interaction, Coordination and consolidation** or integration.
3. The **age limits** of the students play an important role in the inclusive education program, forming a **team of students in the mixed age range**, they participate in inclusive education efficiently.
4. The inclusive education course curriculum will be **child-centric**, which will give priority to children's personal needs.
5. Must be sure that the curriculum that can meet the learning **objectives of SOMA** (Specific, Observable, Measurable and Achievable)
6. The inclusive education course curriculum should be **flexible**.
7. When students participate in various programs in **small groups**, they develop inclusive teaching learning process.
8. The inclusion curriculum process promotes the participation of children as well as the **participation of parents**. No curriculum can be composed without the parents' participation and consent.

4.2 Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc.

- **Cooperative learning strategies in the class room:**

Inclusive education promotes diversity in teaching learning and devoted human development. This education promotes cooperative learning process. -

1. Creates awareness about the **right to education for all children** at local, regional and national levels.
2. Children's education **ensures parents about social** and sometimes medical needs.
3. The teachers wrote **this inclusive training program**.
4. In keeping with the inclusion, the teacher's administration creates a **combination of students and parents**.
5. The inclusive class meets the **diverse needs** of students and there the students **cooperate with each other on their own goals**.
6. Teachers work as **consultants and facilitator** in cooperative learning process.

- **Peer Tutoring:**

1. **Learning by the student** is an important part of the teaching learning process in inclusive education.
2. When a **student works as a teacher**, the disabled and less intelligent students are able and beneficial in contact with ordinary students.
3. When a student performs the duties of a teacher in a group of students and helps the teammate to learn, it is called **Peer Tutoring**.
4. There are two type of peer tutoring process a) Incidental Peer Tutoring and b) Structured Peer Tutoring.

5. **Incidental Peer tutoring:** An unstructured learning programmes in classroom and play field.
6. **Structured Peer Tutoring:** A structured learning programme in classroom and play field.

- **Social learning:**

There is a need for comprehensive social learning for inclusion. The society that builds up with teachers, guardians, friends, School Administration and Neighbourhood should develop teaching and learning moreover, no result of the inclusion process can be found. Social learning refers to changes in social behaviour. To speed up social learning, it is necessary to take some programs in group form at different group level. –

1. Every child in the classroom is independent from either direction, to create this idea among all the people of the society, it is necessary to **organize workshops and discussion rounds** at the group in school level.
2. The child will have to be educated in a **stress-free and friendly environment**.
3. If the teacher is not **patient and creative**, then the adaptive classroom cannot be adapted.
4. It is necessary to organize the **motivational discussion** rounds for the students.
5. Another important method of increasing social awareness is to **organize meetings with parents**.

- **Buddy system:**

‘Buddy’ means **close friend**. One of the main priorities of inclusive education is to enable capable children to be created in such a way that they can help disabled children. **In buddy system ordinary students helps the Disabled students** in different ways. According to Buddy System, visually impaired, less vision and less intelligent students benefit most.

- **Reflective teaching:**

Reflected teaching is really a self-observation, Self-realization and self-study methods. Collecting information about the behaviour of the children in their classroom situation a teacher can analyse and evaluate the information and removing his mistakes he improves the learning methods and theories.

The Following are the Function of Teachers –

Pre work:-

1. Maintain the Teacher's diary.
2. Friends and peer Observation.
3. Recording lessons
4. Collect feedback from students

Post work: -

1. Think about the subject.
2. Talking to the students.
3. Study about the related topics.
4. Ask students and other teacher's questions and analyse their answers.

- **Multisensory teaching:**

Multi-Sensory Teaching is very useful teaching methods for disabled children, which are much more effective than the blackboard, pencil and lecture method. Even some sensible learning programs are very useful for normal students.

The word multi-sensory is composed of two different words. **Multi means many and sensory means senses, so Multi-Sensory learning means that at the same time and simultaneously, teaching using many sensory organs**. These are Auditory- hear and tell, visual- Show up to see, Kinaesthetic/Tactile- touch, movement, work. Multi-Sensory Teaching is very important in Inclusive Education.

When the teacher is teaching simultaneously using different learning methods, the learning process for the children is very interesting.

At the time of learning, if the students use the different sensory organs at the same time then he/she got a quick learning experience and then that learning is very effective for the students.

4.3 Problems in inclusion in the real class room situations; ways for overcoming the problems.

- **Problems in inclusion in the real class room situations:**

Problems and barriers of inclusive education are as follows-

1. **Lack of Physical resources:**

Indian schools have a lack of proper natural resources, which are a major obstacle in the inclusion. Natural resources mean physical facilities such as **ramp, proper lighting, wheelchairs availability** and other facilities that help in the integration of traditional education for disabled children. The problem is more difficult in the schools located in the remote areas and rural areas.

2. **Lack of Human Resources:**

In addition to the usual resources, there is a lack of human resources of special education in schools. These are **Special education teachers, Assistant teacher, physical therapist and occupational therapist.**

3. **Class size:**

Small size of class is a **bigger obstacle** in the form of inclusive education in the Indian subcontinent.

4. **Teaching practice:**

The success of inclusive education depends on teachers' expertise. As the class teachers participate in the inclusion, the adaptation of their teaching methods succeeds in inclusive education.

5. **Lack of supportive leadership:**

In order to be successful in the inclusive program, there is a need for patronizing leadership at the school level. The headmaster of the school, administration, teachers and non-teaching staff are the leader of this leadership.

- **Ways for overcoming the problems of real class room situations:**

1. From birth to Six-year-old children need to be more focused on early childhood education and care. 'Anganwadi' workers should be trained. Parents of children should be advised.

2. In the case of the school:

- i. **Natural barriers must be overcome.**

- ii. To **simplify the access policy in government**, government-owned and non-government sectors.

- iii. **Adaptive teachers** should be appointed in the field of inclusive education.

- iv. The **curriculum will be flexible.**

- v. There will be a need for **preparing suitable curriculum** for different types of children.

- vi. Get help from **ICT.**

- vii. Use **associate and adaptive tools.**

- viii. All parents, family and **society must be included in education.**

3. To develop a class of inclusive education, a **skilled teacher** must be created. For this reason, the opportunities for training of trained teachers will be increased.

4. **Equality** will be provided in the learning process for students of all levels.

5. Special schools should be used as an inclusive education **resource centre.**

6. To ensure the participation of disabled children at all levels of education, the **coordination of higher education institutions, government, NGOs should be increased.**
7. There will be a maximum of **twenty students in the class** of inclusive education.

4.4 Teacher preparation for inclusive education. Skills and competencies of teachers:

- **Skills and competencies of teachers in inclusive education:**

1. The ability to identify disabled students among students staying in the class room.
2. The teacher must acquire the skills to determine the cause, nature and degree of obstruction of disabled students.
3. The meritorious students of the class and their special skills should be identified.
4. Teaching will be arranged according to the personal needs of meritorious and disabled students.
5. If there is a need for media to manage the education program, then it will have to be arranged.
6. The teacher should pay careful attention to each student's full development, If needed, talk to the parents.
7. The teacher should be cautious for any student not to suffer from depression
8. Teachers need to be active in the student to develop cooperation, sympathy, idealism, democratic consciousness.
9. Meritorious students will have to develop a better teaching environment while on the other hand, there will be a special coaching class for the backward students.
10. Teachers will be given special training to increase the effectiveness of teachers in the inclusive education system.