

Course 1.4.10

Unit 1

(Introduction to inclusive education)

Special education....

According to Hallahan and Kaufman (1973)

Special education means training of special children by specially designed means. For this, special means, teaching techniques, equipment and other facilities are required.

According to Cancer.....

The term special education refers to those aspects of education which are done for handicapped and gifted children but are not used in the case of average children.

Characteristics of special education.....

- 1) Special education helps to meet the needs of special children whether the child is gifted or backward.
- 2) Special education helps in the adjustment of the special children to the society.
- 3) Special education helps in identification and diagnosis of special children.
- 4) The nature of special education is development.
- 5) Special education material, special curriculum and special teachers are required to provide special education
- 6) Through special education, backward children can be made self-reliant by giving them Vocational training according to their level.
- 7) This education is given keeping in mind the capabilities, abilities, interests and aptitude of the children.
- 8) Every citizen has the right to get general education. Therefore, special children have the right to special education.

Objectives of special education.....

- 1) To assess the teaching learning and skills of children in the classroom.
- 2) To identify physical and academic adaptations for systematic reading and writing of children with disabilities in regular classes.
- 3) To identify the strengths and weaknesses of school children with disabilities.

- 4) To provide opportunities for children with disabilities to visit regular classes.
- 5) To make children a participant in the planning of activities to bring them into the mainstream.
- 6) Participation in parent and community orientation programs.
- 7) Formulation of programs for admission of children with special needs in the main stream class.
- 8) To prepare the teachers and students of general classes mentally to take care of children with disabilities.
- 9) To assess the present activities of each disabled child.
- 10) To determine the educational goals of children with disabilities.

Integrated education.....

Namgayel (1985)

Integrated education refers to meaningful involvement of children with disabilities into on-going regular education program to the extent feasible and beneficial in a given instance with the ultimate goal being optimal, academic, social as well as personal learning of each child.

Characteristics of integrated education.....

- 1) Integrated education provides mainstream facilities for all disabled children.
- 2) It is a viable approach for achieving the objective of providing equality of educational opportunity to the disabled children
- 3) It provides broader scopes to the disabled to live in a social world.
- 4) It helps to develop the individually experience.
- 5) It emphasises on the special needs of disabled children.
- 6) The integrated education involves both the handicapped and non handicapped children in its system.

Objectives of integrated education.....

- 1) To promote the children for early stimulation.
- 2) To promote the educational provision to meet the social and cultural needs.
- 3) To alert the children to be independent in their daily living skills and abilities.

- 4) To facilitate community education for healthy attitude.
- 5) To diagnose the disabilities of the children easily and as early as possible.
- 6) To prevent the childhood disabilities.
- 7) To prepare the children for economic independent.
- 8) To develop democratic values in the children.
- 9) To develop self-confidence and courage to meet the challenges of life.
- 10) To make education more meaningful and useful for all.

Inclusive education.....

"Inclusive Education is defined as a learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, colour, gender, disability, sexual preference, learning styles and language."

Inclusion is for all students, regardless of their difficulties.

The needs of all students must be met within the regular classroom, including through compensatory or even specialized measures.

Inclusion aims to promote the child's participation in social and cultural life within the community.

Inclusion characteristics

Inclusion is based on differentiation and requires the establishment of an individual and inclusive educational project as well.

The education system must adapt to the particular needs of learners and not the other way around.

The pupil must be placed in a class corresponding to his chronological age and in his neighborhood school.

Importance of inclusive education.....

- 1) Development of skills
- 2) Development of confidence
- 3) Development of society
- 4) Development of nation
- 5) Development of self concept
- 6) Universalisation of education
- 7) To achieve social equality

Advantages of inclusive education.....

- 1) All the children away from education will be benefited.
- 2) Disabled students may get a support and help from normal students.
- 3) All the students excluded from school because of some reason may get chance to enjoy school life with normal students.
- 4) Disabled students get motivated for learning.
- 5) They may get a confidence and can learn to face problems and challenges because of peer helps.
- 6) Develop individual strengths and gifts, with high and appropriate expectations for each child.

Dis advantages of inclusive education....

- 1) The disabled children can be disruptive.
- 2) There is a problem with bullying.
- 3) The teacher tends to be impatient towards the disabled child or simply don't want to be bothered with these students.
- 4) The teacher might talk over the disabled child's head thus leaving the child bored.
- 5) The teacher has to slow down to teach the disabled child thus creating boredom among the other students.

Advantages of inclusive education for the individual & society.....

Inclusive classrooms are a fairly new, educational concept. In the inclusive classroom, children with mild to moderate forms of disabilities are included in the regular classroom with children that do not have disabilities. As the practice has become more widely used, we have begun seeing a number of benefits from it. The most distinct advantages of inclusive classrooms can be described as the following:

- **Non-Disabled Teach Disabled-** In the inclusive classroom, one of the chief advantages of having mild to moderately disabled children in the traditional classroom is that these disabled children are able to learn vast amounts from their non-disabled peers. In one way, the disabled child can learn from the other children by seeing their methods of study, retention, and development. Likewise, this close proximity allows the disabled child an intimate look at proper and improper behaviour in non-disabled children. This particularly helps in children with emotional or psychological disabilities.
- **Disabled Teach Non-Disabled-** The inverse of the above advantage to inclusion is also true in that non-disabled children can stand to learn a great deal from their disabled peers. With all of the misconception regarding disability in our society, one of the best ways to learn about it as well as those with disabilities is by being close to and interacting with them on a regular basis. This learning experience may be equal to if not greater than the above in its ethical and educational value.
- **Building Community-** Provides a good rundown as to the community-forming benefits of inclusion in the classroom. As stated, children learn more from each other than adults. They also form bonds and the fruits of young friendships and relationships. The differences between students are then acknowledged and respected within the group, diversity in team and community identity is accepted and even enjoyed. Teachers can also stand to learn a great deal in sociological and psychological aspects when a part of such a communion of students.

- **Studies Back Inclusion-** Anyone with an agenda can certainly just state that educational inclusion practices are better than non-inclusion and that we should just therefore accept that as fact. However, now that inclusion is no longer a newborn concept, research has had time to analyze and interpret the results. So far, the overwhelming evidence suggests that classroom inclusion yields much better academic and behavioural results in their disabled attendees than do non-inclusive approaches. Results like these are tough to go against.
- **Inexpensive Efficacy-** In times past, children were split up with the disabled going to separate classrooms from the non-disabled. Each disabled child in attendance would then entitle the school to additional funding in order to cover the increased difficulty in teaching through that disability. Schools still receive this additional funding for the disabled in attendance but can now include them in the regular, less costly classroom. While additional teacher's aides and other resources of cost may be needed in the classroom at this point, there is still a massive savings experienced via the pricey. specialized classroom's extinction. The resulting surplus funding and resources can then be utilized in other areas of the school in need.
- **Differentiated Instruction-** All students learn differently. This is a principal of inclusive education. One key teaching strategy is to break students into small groups. By using small groups, teaching can be tailored to the way each student learns best. This is known as differentiated instruction. Teachers meet everyone's needs by presenting lessons in different ways and using Universal Design for Learning (UDL). For example, they may use multisensory instruction. In math, that may mean using visual aids and manipulative like cubes or coloured chips to help kids learn new concepts. Some classrooms may have an interactive whiteboard. On it, kids can use their fingers to write, erase and move images around on the large screen. This teaching tool can also be used to turn students work into a video, which can be exciting for kids and help keep them engaged.

- **Supportive Teaching Strategies-** In an inclusive classroom, teachers weave in specially designed instruction and support that can help students make progress. Kids may be given opportunities to move around or use fidgets. And teachers often put positive behavioural interventions and supports (PBIS) in place. These strategies are helpful for all students not only for students with learning and attention issues.
- **Reduced Stigma-** Inclusive classrooms are filled with diverse learners. That lets kids talk about how everyone learns in their own way. They may find that they have more in common with other kids than they thought. This can go a long way in reducing stigma for kids with learning and attention issues. It can also help kids build and maintain friendships.
- **Effective Use of Resources-** In more traditional special education settings, many kids are "pulled out" for related services, like speech therapy or for other specialized instruction. An inclusion class often brings speech therapists, reading specialists and other service providers into the classroom. These professionals can provide information and suggestions to help all students. If your child isn't eligible for special education, but still needs some extra support, it can provide him with some informal support

High Expectations for All If your child has an Individualized Education Program (IEP), his goals should be based on the academic standards for your state. Those standards lay out what all students are expected to learn in math, reading, science and other subjects by the end of the school year.

- **Families' visions of a typical life** -All parents want their children to be accepted by their peers, have friends and lead "regular" lives. Inclusive settings can make this vision a reality for many children with disabilities.

Positive understanding When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity.

Respect and understanding grow when children of differing abilities and cultures play and learn together.

- **Friendships develop**-Schools are important places for children to develop friendships and learn social skills. Children with and without disabilities learn with and from each other in inclusive classes.
 - **Important academic skills**-In inclusive classrooms, children with and without disabilities are expected to learn to read, write and do math. With higher expectations and good instruction children with disabilities learn academic skills.
 - **Being together**-Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at their own pace and style within a nurturing learning environment.
- The benefits of inclusive education are numerous for both students with and without disabilities.
 - Benefits of Inclusion for Students with Disabilities
 - Friendships
 - Increased social initiations, relationships and networks
 - Peer role models for academic, social and behaviour skills
 - Increased achievement of IEP goals

- Greater access to general curriculum
- Enhanced skill acquisition and generalization
- Increased inclusion in future environments
- Greater opportunities for interactions
- Higher expectations
- Increased school staff collaboration
- Increased parent participation
- Families are more integrated into community.
- Benefits of Inclusion for Students without Disabilities
- Meaningful friendships
- Increased appreciation and acceptance of individual differences
- Increased understanding and acceptance of diversity
- Respect for all people

- Prepares all students for adult life in an inclusive society
- Opportunities to master activities by practicing and teaching others
- Greater academic outcomes
- All students' needs are better met, greater resources for everyone

- **Barrier of inclusive education....**

- Inclusive education is important as it provides value to each and every child. It accepts all children regardless of their differences in interests, skills intellectual level, beliefs, values, cultural background etc.
- It ensures that each child get equal opportunity to develop.
- **Lack of facilities.....**It is one of the major barriers to inclusive education. There are no proper facilities are available in school that fulfil the basic needs of students. It has been seen that disabled children have to face many difficulties in school due to the inability to access basic service such as transportation facility, medical assistance, special equipment's etc.

2) **Lack of awareness...** According to Union Nation report, 75% of CWSN in India do not attend

any school in their lifetime. It

indicates that most of people are not aware of inclusive education. Moreover, they are not aware of the schemes and policies launched by the state and Central government for disabled children.

3) **Prejudice and discrimination...** There are still a lot of Prejudice and discrimination against children with disabilities. They often experience discrimination in everyday life which extend to the educational setting.

4) **Negative attitude of society...**The conservative mentality of society is also one of the barriers to inclusive education. There is a common belief in society that educating disabled children is useless, they can't contribute much to the society and nation, disabled children should not allow being integrated into mainstream school.

5) **Untrained teaches....**

Teaches are not trained properly. They have no idea what kinds of methods and instructional strategies they should employ while teaching students who have disabilities. They don't know how to handle disabled students. They are not able to assist these students.

6) **No financial support...**Inclusive education program require additional resources such as modern technology, special teaches, special equipment etc. Therefore they are costly to run. But many schools in India are struggling to afford funds for inclusive education programs.

7) **Non availability of resource room....**

A resource room is a separate classroom in the school building which is designed to provide remedial instruction to disabled learners. But most of the schools Lack resource rooms and resource teachers.

8) **Non flexible curriculum...**Inflexible curriculum is also a hurdle in the success of inclusive education. Inflexible curriculum does not cater to the needs and interests of children with special needs. It does not allow disabled students to find their potential and strengths.

Idealism in inclusive education.....

- * Idealism is the oldest philosophical thought.
- * The word idealism is derived from two distinct sources...the idea and the ideal.
- * Human life has two dimensions.... spiritual and material
- * The metaphysical and epistemological doctrine that ideas or thoughts make up fundamental reality.
- * A philosophy which argues that the only thing actually knowable is consciousness.

Aims of inclusive education according to idealism....

- 1) In idealism settings emphasis is on the development of the mind.
- 2) Education should aim for the truth.
- 3) This truth cannot be found in matter because matter is impermanent ever changing.
- 4) truth is to be sought in ideas which are lucid, unchanging and permanent.
- 5) Education does not have to be interesting to the learner.

Idealists' thoughts on inclusive education....

- 1) Stress on spiritual environment
- 2) Education is based on spiritualism
- 3) self-realization is the aim of life
- 4) emphasis on mental capacities
- 5) teacher and curriculum are central aspects of education. Relatively unimportant place for the child.
- 6) development of the child in accordance with adult standard
- 7) emphasis on book learning
- 8) both individual and society are valued

9) Definite and specific ideology maintained

10) Stress on disciplining the child

Curriculum.... Idealism gives more importance to thoughts, feelings, ideals and values than to the child and his activities. Experiences can be imbibed by two ways namely a) from the physical environment and b) from contacts with other fellow men. In this way, in an Idealistic curriculum, both the scientific subjects as well as the humanities are included.

Qualities of Teacher..... In reality and idealist teacher is imbued fully with high degree of self-knowledge, self-dynamism and essential qualities of spiritualism. By his own model of life, he tries to shape the individuality of the child to life of purity, virtue and great achievements he creates a whole some conducive atmosphere by own his activities and planned experiences for the child. He guides the child with such genuine love, affection and sympathy that he attains his full mental and spiritual development.

Role of teacher

- * Teacher has a very crucial role in idealism
- * Teacher's personality is of vital influence on the education of the child
- * Teacher is the centre of the education process
- * Most important function of a teacher is to guide the student toward perfection
- * Teacher is role model

Teaching method.....

- * Provide the learners with opportunities to think.
- * Apply criteria of moral evaluation in lessons
- * Encourage the acquisition of facts.

School.....

School is a place where the capacities of logical thinking reasoning and evaluating of the child are progressively sublimated and developed by teachers and the school environment into desirable channels so that high spiritual ideals and values are gained. Idealists consider school and its impressionistic environment as greatly essential.

Discipline.....

- * Idealism believes in inner discipline
- * Freedom of child should be restricted
- * Freedom doesn't mean license; it implies responsibility and should be the result of discipline
- * Discipline should be impressionist i.e., teacher should give good personal examples of behaviour and conduct
- * Human behaviour should have internal control rather than external once like praise and punishment.

Evaluation....

- * Idealistic methods of teaching emphasize cramming and rote memory. In modern education, these methods are given little importance.
- * Idealistic education humanities are given greater importance for the spiritual development of the child, while the present age of science lays great stress upon scientific subjects in the curriculum.

Naturalism in inclusive education.....

Nature is everything, there is nothing beyond it. Naturalism is a type of philosophy according to which nature is the ultimate reality. It believes that nature contains all the answer to all philosophical problems. There is nothing beyond nature, behind nature and other than nature. Nature is also termed as materialism. It doesn't believe in sentimentalism, spiritualism and supernatural power.

Definition..... Naturalism is opposed to idealism, subordinate mind to matter and holds that ultimate reality is material world, not spiritual world...Thomas and Lang

Principles....

- * Child centric education
- * Freedom of the child
- * it gives emphasis on the training of senses as are the gateway of knowledge.

Aims of education according to naturalism.....

- * Attainment of present and future happiness
- * Struggle for existence
- * Protection of human machine
- * Adaptation to environment
- * Improvement of racial gains
- * Autonomous development
- * Education according to nature

Curriculum for inclusive education according to nature.....

- * Naturist do not advocate a fixed curriculum.
- * Curriculum must be child cantered.
- * It gives place for skills and other useful educational activities.
- * It considers literary subjects as useless and gives no place in the curriculum.
- * Curriculum should contain games, sports, language, history, geography and other allied subjects
- * It lay stress on physical education and health training and home science also.

Role of teacher.....

- * Teacher as a protector
- * Teacher as a stage setter
- * Teacher as a observer
- * Teacher's role is secondary according to Naturalism
- * Teacher as an inclusive

Inclusive school environment according to naturalism....

- * The school environment should be completely free and flexible
- * It should be in the lap of nature
- * No fixed time tables
- * No foundation of examination
- * No provision for punishment
- * It should be helpful for the free and natural development of the child

Discipline....

- * They want to give full freedom to the child
- * Nature by itself is a teacher that gives lesson of discipline to man. If the child makes mistake, he will get punishment from nature itself.
- * No physical punishment
- * Full freedom to child
- * Free society

Pragmatism in inclusive education....

- * Derived from Greek word pragma which means work, practice, action or activity.
- * It is the philosophy of practical experience
- * It is a typical American philosophy practical in approach.

Aims of inclusive education according to pragmatism....

- * Education as a social necessity
 - * Progressive education
 - * Education is a continuous process
 - * Education for freedom and worth of the individual
 - * Education is life
 - * Education is growth
 - * All round development of an individual

Curriculum....

Pragmatic curriculum is framed according to the following principles

- * Principles of dynamism and flexibility
- * Principle of utility...subjects like language, literature, psychical education, hygiene, history, geography, civics, sociology, psychology etc. Priority is given to social sciences to make the students good, cooperative and useful citizen. Natural science comes next.
- * Principle of activity and experience, agriculture, wood craft and industrial science
- * Principles of integration

Role of teacher inclusive education according to pragmatism....

- * As a friend, philosopher and guide
- * Not a dictator but only a leader of a group
- * Should have knowledge of student's interest and provide them social environment
- * Should believe in democratic values
- * Should have knowledge of social conditioning
- * Should not overshadow the personality of the pupil

Teaching method....

- * Gives importance to child than books or teachers
- * Avoid outdated and rigid method of learning
- * Method includes: learning by doing, provision of real-life situation, project method, discussion, questioning and inquiry

Discipline....

- * Pragmatism holds that discipline should be social through free, purposeful and cooperative activities organized in the school that lead to social discipline as well as self-discipline
- * Such activities create values like interactive, self-relations tolerance, sympathy
- * These values help in building the morals and training the character

Sociological & humanitarian dimension

Convention on rights of the child....

- * Life, survival, and development
- * Protection from violence, abuse or neglect
- * An education that enables children to fulfil their potential
- * Be raised by, or have a relationship with, their parents
- * Express their opinions and be listened to
- * Ensure children under the age of 18 are not forcibly recruited into their armed forces

Principles of equal

- * Provide access of education for all
- * Eliminate discrimination in education
- * Distribute resources, opportunities, and success for every student fairly

UNESCO.....It is through this dialogue that the world can achieve global vision of sustainable development encompassing observance of human rights, mutual respect and the alleviation of poverty by:

- * Attaining quality education for all and lifelong learning
- * Mobilizing science knowledge and policy for sustainable development
- * Addressing emerging social and ethical challenges
- * Fostering cultural diversity, intercultural dialogue and a culture of peace
- * Building inclusive knowledge societies through information and communication

Education for all....

- * Ensure that by 2015 all have access to and complete, free and compulsory primary education of good quality
- * Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs
- * Achieve 50% improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults
- * Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality
- * Improve all aspects of the quality of education and ensure that excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Inclusion policy...

- * Responsiveness to rights
- * Realize DepEd comments: quality, equitable, culture based and complete
- * Right based app (RBA) recognition, promotion and protection
- * Sensitivity and responsiveness to context recognizing and valuing diversity of learners, schools and communities
- * Recognize and respects learners' rights to relevant and responsive to their contexts
- * No learner left behind

History of Special Education in India

<u>PLACE</u>	<u>TIME</u>	<u>SPECIAL EDUCATION</u>
1. Banaras	1828	Raja Kali Shankar Ghoshal established an asylum for the blind
2. Chennai	1841	Asylum for mentally retarded
3. Mumbai	1884	Institute for the deaf & dumb
4. Ambala, (Punjab)	1886	Started teaching with the Braille system
5. Kurseong	1918	Special school for physically & mentally handicapped
6. Ranchi	1938	Psycho-medical Retardation Centre
7. Chennai	1939	Special school for MR by the government mental hospital, Madras

History of Special Education

<u>PLACE</u>	<u>NAME</u>	<u>TIME</u>	<u>SPECIAL EDUCATION</u>
Spain	Dom Pedroponce Deleon	1555	School for H.I.
France	Juan Pablo Bonet	1620	Finger Spelling Method for Deaf and Dumb.
England	Jhon Bulwer	1644	Book for H.I.
England	George Dalgamo	1680	Instructional Process for Deaf and Dumb.
Britain	Thomas Braidwood	1767	School and Sign Language for Deaf and Dumb.
Germany	Samuel Heinicæe	1778	Lip Reading and School for Deaf and Dumb.
New York	Graham Bell	1874	Teaching for Adult, Deaf, and Dumb.

<u>PLACE</u>	<u>NAME</u>	<u>TIME</u>	<u>SPECIAL EDUCATION</u>
Paris	Charles Michael De Lepee	1950	Public school for deaf and dumb
Paris	Valentin Haüy	1764	National residential institute for blind
USA	Samuel Grindley Howe	1829	School for blind
France	Louis Braille	1829	Founder of Braille system
France	Jean Marc Gaspard Itard	1866	Treatment by psychological method of a MR child
France	Alfred Binet	1905	First practical IQ test
America	Thomas Hopkins Gallaudet	1817	First permanent educational institution for deaf and dumb in north America
America	-	1784	America asylum for the education and instruction of the deaf
Paris	-	1784	National institute for young blind people
America	-	1829	New England asylum for the blind
Germany	-	1859	Special class