

A new outlook to Inclusive Education

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As quoted by Dr. Shanne Stokes

“Urging an organization to be inclusive is not an attack. It’s progress.”

“The great aim of education is not knowledge but action”.

Abstract:

We believe that all students with special needs or as they are popularly called SEND (special educational needs and disabilities) can be included in mainstream schools. Children with severe needs get modifications like reduction in portion where certain part of their curriculum is deleted; very few get modified curriculum where about 50% of their curriculum is given. All students get accommodations like more time, using of technology to answer, where they are seated most often if they are modifications in curriculum they get modifications in their assessments the teaching is more sensory based instead of the conventional teacher talking and giving notes method. Children are encouraged to use all mediums available to them to present their work. A lot of emphasis is laid on technology. Everything that the child is offered is at a level that is accessible to the child within the frame work of the curriculum.

Need and importance:

“Normal people have a sort of mental secretary that takes the 99% of irrelevant stuff that crosses their mind, and simply deletes it before they become consciously aware of it. As such, their mental workspace is like a huge clean whiteboard, ready to hold and organize useful information. ADHD people... have no such luxury. Every single thing that comes in the front door gets written directly on the whiteboard in bold, underlined red letters, no matter what it is, and no matter

what has to be erased in order for it to fit”. Medication takes the edge off. It reduces the input, it tones down the fluster, it makes it easier to ignore trivial stuff, and it increases the maximum focustime.

- To include them in the class and curriculum their matter needs to be broken down into smaller and simpler portions to be easily grasped.
- Their study material was not repeated after a long duration of time.
- Their tests were different as per their level of understanding.
- The questions were often read out to them.
- Some tests were taken orally.
- Maximum use of “Figural” representations were used.

Dyslexia-friendly schools:

The section on improving school and classroom practices includes a number of resources. Practical tips for achieving an inclusive dyslexia friendly school are included. **ICT software** that supports dyslexia is examined, together with the question of how pupils can use ICT to help their learning.

Why say it differently for a person with disabilities?

Every person is made up of many characteristics – mental, as well as physical – and few want to be identified only by their ability to play tennis, or by their love for fried onions, or by the mole that’s on their face. Those are just parts of us.

In speaking or writing, remember that children or adults with disabilities are like everyone else – except they happen to have a disability. Therefore, here are a few tips for improving your language related to disabilities and handicaps.

Speak of the person first, then the disability.
Emphasize abilities, not limitations.

Do not label people as part of a disability group – don't say "the disabled", say "people with disabilities."

Don't give excessive praise or attention to a person with a disability; don't patronize them. Choice and independence are important; let the person do or speak for him/herself as much as possible.

Objectives of the Study:

The objectives of the study are:

- To create the awareness of inclusive education
- To analysis the advantages and importance of inclusive education for all educational purposes.
- To find out solutions to the problems in the inclusive education scenario.
- To give some suggestions to increase the acceptance of this inclusive education at large.

Assumptions:

- Inclusive education is a need these days with the rise in demand for education in all spheres of life. (<https://www.opensocietyfoundations.org/explainers/value-inclusive-education>)
- Inclusion will bridge the gaps in the education system. (<http://www.pbs.org/parents/education/learning-disabilities/inclusive-education/the-benefits-of-inclusive-education/>)
- If all the educators and Learners are made aware of this inclusive education it will benefit the nation and world of education. (<https://www.opensocietyfoundations.org/explainers/value-inclusive-education>).

Research questions:

Would the acceptance of inclusive education change the scenario of education?

Would the inclusive education motivate learners and educators to take learning to another level?

Operational Definitions:

Outlook: the prospect for the future.

Education means make or become different.

Inclusive comprehending stated limits or extremes; broad in orientation or scope; covering or intended to cover all items, costs, or services

Methodology:

The researcher used the survey method survey was conducted on 10 school counsellors 10 parents of special children and 10 teachers of various schools in Pune District. Tool used was some discussion, observation, (participant) and a self -constructed questionnaire.

A] In order to create awareness a talk and discussion was held about the inclusive education.

Explanation was done about the use and how beneficial it could be.

The advantages were discussed and how it could make life easier for them and the students were discussed.

B] In order to find out the problems they face or their opinions of the same a self-constructed questionnaire was prepared and administered by the researcher.

Population:

Parents, Teachers and students of Pune city was considered.

Sample:

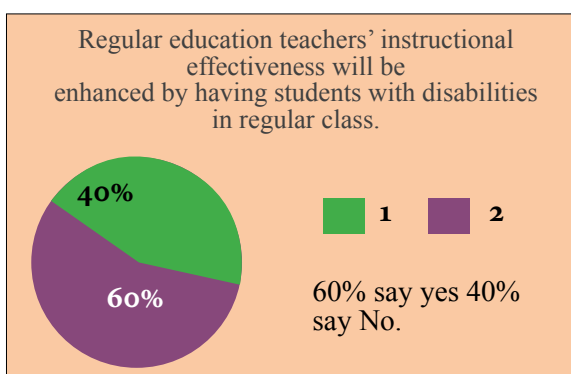
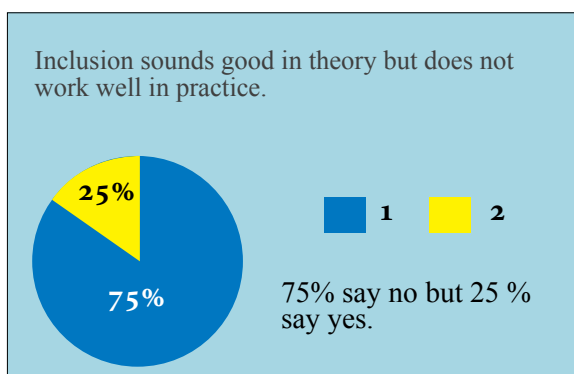
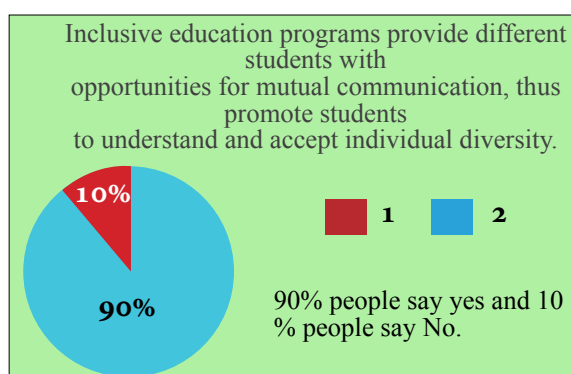
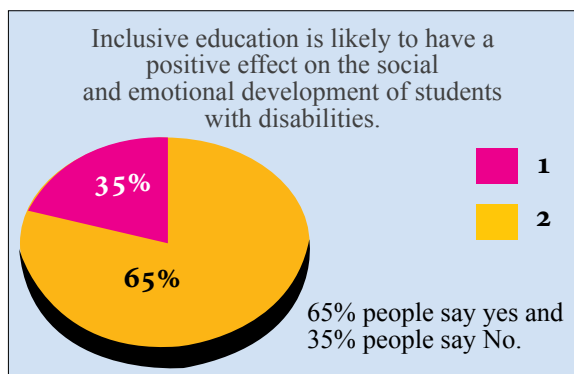
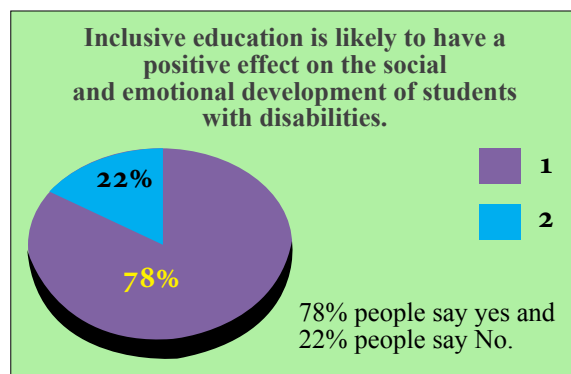
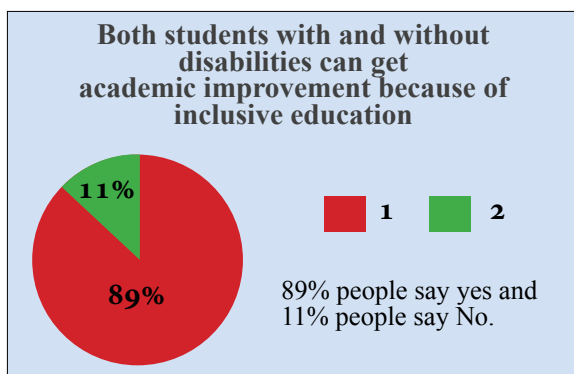
10 special students and their parents.

10 teachers were considered.

10 counsellors were considered.

Numerical Technique:

Average / percentage.



Conclusions and Suggestions:

Characteristics	Teaching Strategies
<ul style="list-style-type: none"> • Difficulty understanding the student • Reluctant to speak • Short sentence length • Limited vocabulary • Difficulty expressing thoughts • Difficulty understanding directions 	<ul style="list-style-type: none"> • Allowing for extended time to respond • Ignoring minor instances • Direct instruction in sound production • Modelling good language at or slightly above the student's level • Not talking for the student

	<ul style="list-style-type: none"> • Allowing extended time • Direct instruction in language concepts
<ul style="list-style-type: none"> • Low cognitive ability • Requiring assistance in daily living activities • Primarily non-academic 	<ul style="list-style-type: none"> • Respect each student's dignity • Learn how they communicate and use it • Teach from current skill level • Repeat and drill • Generalize instruction to all environments
<ul style="list-style-type: none"> • Take more time and repetition to learn • Immaturity • Delay in adaptive skills 	<ul style="list-style-type: none"> • Concrete instruction • Extended practice opportunities • Visual modelling • Teach to independence

Providing Modifications.

Inattention	Impulsivity
<ul style="list-style-type: none"> • Seat the student in a quiet area • Seat the student near a good role model • Set short term goals with the student • Pair written instructions with oral • Give clear, concise directions • Proximity control • Have student repeat directions to you 	<ul style="list-style-type: none"> • Ignore minor behaviors • Increase immediacy of rewards and consequences • Closely supervise transitions • Attend to positive behavior • Acknowledge positive behavior of those in the environment
High Activity Level	Mood/ Motivation.
<ul style="list-style-type: none"> • Provide breaks • Allow movement while working • Closely supervise transitions 	<ul style="list-style-type: none"> • Provide reassurance and encouragement • Frequent compliments

<ul style="list-style-type: none"> • Remind students to check work before turning in 	<ul style="list-style-type: none"> • Speak softly, in a non-threatening manner • Review instructions • Look for opportunities to put student in a leadership role • Make one-on-one time (Triage) • Frequent reinforcement
Organization	Non-Compliance
<ul style="list-style-type: none"> • Set up notebook system • Assignment notebook • Schedule time to clean desk and notebooks • Note taking buddy • Set up a daily routine • Provide samples of well-organized work • Assist with short and long term planning 	<ul style="list-style-type: none"> • Praise compliant behavior • Provide immediate feedback • Ignore minor behaviours • Implement Behaviour Improvement Plan • Use self-monitoring strategies
Socialization	Visual Perception
<ul style="list-style-type: none"> • Praise appropriate behaviour • Monitor social interactions • Use a reward system • Assign special responsibilities so others see him/her in a positive light • Social skills groups 	<ul style="list-style-type: none"> • Give oral directions • Summarize key points • Reduce visual distractions • Concise, clear directions • Provide note taking assistance • Highlight • Check for comprehension frequently • Use reference lists and charts

References:**The Chicago Handbook for Teachers:**

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and Eric Rothschild

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2. <https://teach.com/inclusive-education/>
<http://www.specialeducationguide.com/pre-k-12/inclusion/>
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