

INCLUSIVE EDUCATION

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Abstrct :

The students that are most commonly included are those with physical disabilities that have no or little effect on their academic work (diabetes mellitus, epilepsy, food allergies, and paralysis), students with all types of mild disabilities, and students whose disabilities require relatively few specialized services.

Key Word : Inclusive Education

A Large number of developing countries started reformulating their policies to promote the inclusion of students with disabilities into mainstream schools, while a large number of developed countries. Now have policies or laws promoting “ inclusive education”, a number of developing countries continue to provide educational services to students with disabilities in” segregated” schools.

The proportion of students with disabilities who are included varies by place and by type of disability, but it is relatively common for students with milder disabilities and less common with certain kinds of severe disabilities.

Inclusive Education Definition :

“ Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, student with special needs spend most or all of their time with non-disabled students. Implementation of these practices varies. Schools most frequently use them for selected students with mild to severe special needs.”

“ Inclusive Education is an excellent innovative paradigm from perspective of educational development strategies to support the successful implementation of the education for all program in line with the principle of Human and Child Rights.”

“ Inclusive education is the practice of making sure that all students of all abilities have positive learning experiences.”

Needs of Students with Disabilities :

- Adequate supports and services for the student
- Well-designed individualized education programs
- Professional development for all teachers involved, general and special educators alike
- Time for teachers to plan, met, create, and evaluate the students together
- Reduced class size based on the severity of the student needs
- Professional skills development in the areas of cooperative learning, peer tutoring, adaptive curriculum
- Collaboration between parents, teachers and administrators
- Sufficient funding so that schools will be able to develop programs for students based on student need instead of the availability of funding.

In principle, several factors can determine the success of inclusive classrooms :

- Family-school partnerships
- Collaboration between general and special educators
- Well-constructed plans that identify specific accommodations, modifications, and goals for each student
- Coordinated planning and communication between “ general” and “ special needs” staff
- Integrated service delivery
- Ongoing training and staff development

Inclusive requires some changes in how teachers teach, as well as change in how students with and without special needs interact with the relate to one another. Inclusive education practices frequently rely on active learning, authentic assessment practices, applied curriculum, multi-level instructional approaches, and increased attention to diverse student needs and individualization.

Teachers use a number of techniques to help build classroom communities :

- Using games designed to build community

- Involving students in solving problems.
- Sharing songs and books that teach community.
- Openly dealing with individual differences by discussion.
- Assigning classroom jobs that build community.
- Teaching students to look for ways to help each other.
- Utilizing physical therapy equipment such as standing frames, so students who typically use wheelchairs can stand when other students are standing and more actively participate in activities.
- Encouraging students to take the role of teacher and deliver instruction (e.g. read a portion of a book to a student with severe disabilities).
- Focusing on the strength of a student with special needs.

Collaboration :

Including settings allow children with and without disabilities to play and interact everyday, even when they are receiving therapeutic services. When a child displays fine motor difficulty, his ability to full participate in common classroom activities , such as cutting, coloring and zipping a jacket may be hindered. While occupational therapists are often called to assess and implent stragties outside of occupational therapists will help classroom teachers use intervention strategies and increase teacher’s awareness about students need within school settings and enhance teacher’s independence in implementation of occupational therapy strategies.

Selection of student for inclusion :

Educators generally say that some students with special needs are not good candidates for inclusion. Many schools expect a fully included student to be working at or near grade level, but more fundamental requirements exist: First, being included requires that the student is able to attend school. Students that are entirely excluded from school (for example, due to long-term hospitalization), or who are educated outside of schools (for example, due to enrollment I a distance education program) cannot attempt inclusion.

Additionally, some students with special needs are poor candidates for inclusion because of their effect on other students. For example, student with severe behavioral problems, such that they represent a serious physical danger to others, are poor candidates for inclusion, because the school has a duty to provide a safe environment to all students and staff.

Finally, some students are not good candidates for inclusion because the normal activities in a general education classroom will prevent them from learning. For Example, a student with severe attention difficulties or extreme sensory processing disorders might be highly distracted or distressed by the presence of other students working at their desk. Inclusion needs to be appropriate to the child's unique needs.

Conclusion :

Full and partial inclusion approaches neglect to acknowledge the fact most students with significant special needs require Individualized instruction or highly controlled environments. General education classroom teachers often are teacher a curriculum while the special education teacher is remediating instruction at the same time. Similarly, a child with serious inattention problems may be unable to focus in classroom that contains twenty or more active children. Although with the increase of incidence of disabilities in the student population. This is circumstances all teachers must contend with, and is not a direct result of inclusion as a concept.

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