



SUCCESSFUL INCLUSION; SOME POSSIBLE STRATEGIES

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Abstract

Teachers have been always a point around which any successful program revalues. Same is the case with Inclusive Education. Teachers play a very crucial role in determining the placement of students with differences. The strategies discussed in this research article are not new in the field of special education but may prove fruitful while working to achieve inclusive placement a success. All the persons related with the child whether they are parents, teachers, professional experts must work together strategically and purposefully to create successful placement so that the children with disabilities have the same access to general education curriculum and experiences like their normal peers. But it is essential that they do so using collaborative strategies that include expertise and efforts of all the team members. All children with differences have same general needs like need to learn, need to have friends, need to have friends, need to feel valued. In segregation these needs are not fulfilled. Moreover unplanned and unorganized inclusive settings also result in frustrating and disruptive behaviour among children due to unfulfilled needs. Inclusive school settings where children of all abilities work side by side can be supportive and nurturing environment for both the types of children. Inclusion is not mere a change in placement rather it is a complete transformation in school structure and function to meet needs of all the children despite their differences. According to Toby J. Karten Inclusion in Education is about peers with and without disabilities, learning together side by side in a grade level classroom to achieve academic, social, communication and functional skills. It occurs when communities of learners of the same age are educated together with in natural school settings. Inclusion in Education is not a policy, place or services but a way for students with disabilities to

have access to general education curriculum with the appropriate planning, preparation and participation. It values the strengths of all learners to be accepted in classes, schools, communities and as adults in inclusive societies. There are many ways in which the persons associated with the child can work and function for the development of the child. It may be multidisciplinary team in which a set of school professionals, parents and whenever possible the children with disabilities are involved. They work for the purpose of implementing the evaluation, placement procedures and development of individualized educational programme for these students other one is Interdisciplinary team in which individuals from multiple disciplines are involved. They focus on educational service of the student with their expertise. They share their expertise in relation to the development of student and develop a cohesive program. The Individuals with Disabilities Education Act (IDEA) of 1990 (PL10-476) mandates that the IEP for the children with disabilities should be a team effort.

Some Possible Strategies for Inclusion in Our Classrooms May be:-

Establishing Prior Knowledge: Establishing prior knowledge is the key point while planning instructional strategies in inclusive classrooms. Knowledge about children's educational abilities and understanding about their differences is must before planning any educational program me for them. Poorly identified and misdiagnosed differences always lead to failures in their educational path.

Lesson Planning: In light of prior knowledge about the abilities of children and their differences, instructional programmer is planned. Lessons are planned prior to actual classroom teaching with structured objectives. Objectives for particular lesson plan are structured according to the educational ability and the specific differences. Instructions in classroom which are based on preplanned lessons and structured objectives can be modified and should follow flexible approach. Inter and post planning should be incorporated in the instructional planning process.

Teaching approach should follow funnel shape procedure: Giving instructions during classroom teaching should follow funnel shape procedure. It should proceed from simple to complex. Learning content must be spited into small parts. Simple and familiar content should be presented before presentation of complex and difficult

ones. Presentation of context should proceed in funnel shape manner i.e. general to specific students can associate simple and familiar content with their previous knowledge and known facts. Then after understanding of the simple and familiar content with their previous knowledge and known facts. Then after understanding of the simple content, complicated content is presented before the children.

Practice and Repetition : Teaching children with differences in inclusive settings must involve practice and repetition. Successful inclusion rest on educational success and attainment of these children. Practice and repetition help in mastery over the content.

Focusing on Individuality rather than Disability : During planning an instructional programme and practical teaching main focus should be on the individual student rather than the Disability and syndrome. Individual needs according to the differences should be taken into account for planning the educational programme for these children.

Modeling : It is the easiest and most natural teaching strategy in inclusive setting. Firstly the teacher must specify the target behaviour which is to be taught by modeling. Secondly the teacher can group the children in two parts one group which is to be taught model behaviour and the other one which has acquired that model behaviour. Thirdly learning model behaviour should be accompanied with reinforcement because modeling is strengthened when combined with positive reinforcer.

Generalization : Children with differences face the difficulty of generalizing the skills. Like if they are taught some skills at schools. They are not able to perform the skill at some other place. So care should be taken while planning to master some skill. The learning situation in which the student is taught some skill should be as close to the real situation in which the learned skill is to be applied.

Use of Positive and Negative Reinforcer : In order to follow a positive behaviour and to make it a habit, role of positive as well as negative reinforcer is important. Positive reinforcer accomplishes this objective by following the desired behaviour with a pleasant reward. While in negative reinforcement performing desired behaviour is followed by escaping a unpleasant reward.

Focusing on Positive attributes first than Negatives : Focus should be on positive traits instead of disabilities and negative traits. Positive traits and qualities should be developed to the maximum potential. Means should be developed to enhance positive qualities.

Develop Abstract Thinking : While teaching abstract concepts in classrooms concrete examples related to the concept should be presented along with it. Like use of map is advisable while teaching mechanism of compass needle. Use of working models help in understanding the working of machines.

Healthy and Encouraging Classroom Environment : Classroom Environment should be healthy and pleasant children should be encouraged to ask questions and they should be proactive in learning in classroom situations.

Increasing Students self awareness : Students should be made self aware about their educational attainments and progress. They need to be interested in knowing about their own achievements.

Develop a Shared Vision : Teachers, services providers, parents and experts should craft their vision and share this information in a meeting. So that the focus remain on strengths and utilizes many tools for planning & supporting the student. Creating a shared vision allows team members to understand each other's goals and provides solid foundation for making future decisions regarding child.

Co-teaching & Collaboration : It works on collaboration on general and special education. In general education class rooms when co teaching happens it is imp that all teachers involved must share their strengths experiences and roles. They should maximize the benefits of reducing the student teacher ration by co teaching models such as parallel instructions, station teaching and teaming and should minimize "the one teach one assist" model. Teaching is not the easy activity and all members of the IEP team should focus on the challenges in the way of successful inclusion strategically. According to Osher and Osher (2002), Each member of the IEP team should recognize the instances of progress no matter how small and communicated these successes with other members of the team.

References

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