



## TEACHER'S ROLE AND INCLUSIVE CLASSROOM SKILLS

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### Abstract

General education teachers as well as teachers of students with disabilities are expected to provide instruction and be held accountable for increasing the performance of all students.

Teachers of inclusive classroom must have the specialized knowledge and skills relevant to the needs of students with disabilities. Teachers should know which skills should be used and important for successful inclusive classroom practices & their Roles & responsibilities.

This study identifies the skills required for teacher's adapting Literature analysis method. After analyzing the previous completed researches following skills had been identified from the findings.

These skill are as follows.

1. Understanding needs and abilities of children with Special needs
2. Awareness Skills
3. Attitudinal change Skills
4. Pedagogical Skills
5. Academic Survival Skills
6. Generic Skills
7. Adaptive Skills
8. Functional Life Skills

Also this paper reveals the understanding of the roles and responsibilities of the general teachers and knowing who the students are, and how to plan and evaluate based on the needs of individual SEN students.

The Skills identified focuses on the understanding of the children with special needs and what their requirement, how to tackle & knowledge of the individuals understanding. All new general education teachers working with disabled children must meet specific requirements.

Above enlisted skills helps to improve the teacher in teaching-learning and understanding the Individuals. These skills are essential to cater educational and allied needs of disabled students in the inclusive classroom.

**Key words:** - Teacher's Role, inclusive classroom skills.



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## **INTRODUCTION**

Professional success of every professional in his/her profession depends mainly on his/her update professional knowledge fullest devotion and dedication along with his/her efficiency & effectiveness.

For efficiency & effectiveness training is necessary. If a person is trained before being employed in a job this is called pre-training. By having some pre-training he/she will get success & full satisfactory in his/her job.

Training is defined as a “systematic development of attitude knowledge, skill & behavior patterns required by an individual in order to perform adequately a given job or task.

Inclusion is about school change to improve the educational system for all students. It means changes in curriculum, changes in how teachers teach and how students learn as well as changes in how students with & without special needs interact with & relate to one another.

Inclusive education is a process of enabling all students, including previously excluded groups, to learn & participate effectively with in mainstream school systems.

The role of teacher's is very important for successful inclusion facilitating the acceptance of the students with disabilities & providing services to support their academic success.

Students with disabilities who are included in general education classroom are not always automatically accepted by their non disabled peer.

Teacher education program must do a better job of preparing, both general & special education to work together to effectively implement inclusion in their schools & school must provide professional development for their staff to better prepare them for inclusive school & classrooms. Teacher's self-efficacy, attitude & skills are very important for inclusion.

General education teachers as well as teachers of students with disabilities are expected to provide instruction and be held accountable for increasing the performance of all students.

Teachers of inclusive classroom must have the specialized knowledge and skills relevant to the needs of students with disabilities. Teachers should know which skills should be used and important for successful inclusive classroom practices & their Roles & responsibilities.

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### **1. Understanding needs and abilities of children with Special needs:-**

Understanding needs and abilities of children with special needs skills are very important for inclusive classroom.

Teacher should understand the needs, abilities and problems of children with special needs and able to solve the problems of special need children.

Teacher of inclusive classroom can assist to improve the learning of the student with disabilities lack strategies for problem solving have memory problems and are unable to work independently also he/she can assist families in helping their children's academic social, emotional and behavioral problems.

Teacher should know all types of CWSN (Children with Special Needs) and able to manage all types of students. He/ she can provide special assistance to the children of inclusive classroom & ready to handle challenging behavior.

Teacher should always help the students when they required communication interaction needs (Speech, language, communication, autistic spectrum disorder) and sensory or physical needs. (Visual impairment, hearing impairment, physical disability).

## **2. Awareness Skills:-**

Awareness about inclusive education is necessary. For inclusive education to succeed, it is vitally important that teachers, principals other education stakeholders maintain a positive attitude towards inclusion. They must be firmly convinced of the benefit that inclusive practices bring to all children. They should be aware about this. Increase awareness through advocacy is needed.

Many teachers devote special weeks of projects to create awareness of diverse races, ethnicities, and religions.

Increasing awareness about parents with disabilities doesn't necessarily require new or separate activities by simply expanding material or activities that are already part of the classroom set-up or curriculum, we can increase the awareness and visibility of adults with disabilities many of whom are also parents one of the best ways to promote disability awareness of parents with a disability is to invite a parent with a disability to talk with your students.

Integrate awareness about inclusive education into schools regular professional development activities.

Many countries have found that increasing awareness about inclusive education improve the confidence of teachers in their ability to teach students with diverse learning needs.

Increase awareness of the many benefits of inclusive education through the interaction of educators and key community members with people with disabilities many countries have utilized special events such as International Disability Day and invited different members of the community to participate and gain awareness.

Inviting members of existing disabled people's organization to discuss disability issues with teacher is also a good way to change attitudes and provide knowledge.

Teachers of inclusive classroom should be aware about self care skills, interpersonal skills, advocacy skills and counseling skills.

Teacher should aware about inclusive instruction strategies and different competencies for inclusion. He/she must aware about disruptive behavior and co-operative teaching arrangement of inclusive classroom.

Teacher should also develop awareness among society towards inclusive education and its practices.

Building the capacity for inclusive education must include awareness raising activities as well as integrated pre-service and in-service teacher training programs to ensure that teachers are aware, ready and willing to bring inclusive education into action.

Influential disability awareness programs are on shaping positive attitude of individuals without disabilities towards individuals with disabilities.

It is important for students to develop awareness for disabilities because it will allow them to be better citizens.

### **3. Attitudinal change Skills:-**

Many of the issues and constraints surrounding the interpretation and implementation of inclusive education encountered in Indian context, are not unique to India. However, the all-pervasive caste system as a barrier to attitudinal change is. The context specificity of this socio-religious construct is a factor that cannot be ignored when looking at the implications for the future of any aspect of life of India.

While attitudes which are deep-rooted in cultural assumptions are probably the most difficult aspect of change, they have influence across the board, ranging from community, to school, to government.

This suggests that attitudinal change should be considered an integral part of any inclusive education programmed or plan, ranging from raising awareness at grass-roots level (including for parents), to teacher education, to administrative capacity building to policy making. Self-criticism and analysis is an important part of the attitudinal change process however, and could be very difficult to instigate in many stakeholders depending on their personality community based rehabilitation has also found to assist in attitudinal change.

Attitudinal change skills are very important for inclusive classroom.

Teacher should confident in his/her ability to get parent and community involvement in the school.

Inclusive education is mandated by law, it will never succeed without the enthusiastic support of its practitioners obtaining such support involves behavior and attitudinal change which is not a quick or easy process.

There are a number of ways to accomplish such change, and the following are examples of activities and strategies that have been used successfully in many countries. Organize training workshops for educators and key community members on general inclusive education techniques, especially those which highlight how such technique can benefit all children by improving overall quality of teaching.

Integrate knowledge about the benefits of inclusive education into initial training programs for student teachers in colleges and universities.

Develop mass media activities and materials that emphasize the value of inclusive education.

Teacher should prepare student assistance teams, make circles of friend, organize buddysystem, manage class meetings, promotese self regulated learning, and give remedial help in the inclusive classroom.

Teacher should always eager to know about new inclusive program and assist to other teachers to organize inclusive program and also play consultative role at work place. (school)

Teachers of inclusive classroom are able to work jointly with other professionals (psychologists, physiotherapist speech/language pathologist, occupational therapist and doctors) and should ready to take guidance from rehabilitation centers and clinic when needed.

Teachers should able to work collaborately in an inclusive environment and involve in IEP (Individualized Education Program) teams of inclusive classroom.

#### **4. Pedagogical Skills:-**

Core pedagogical and content skills are needed for all inclusive classroom teachers. With the growing diversity in today's school's all teachers must become more student centered in their instruction.

In practice, general education teachers often assume sole responsibility for content whereas teachers of students with disabilities are expected to have the pedagogical skills to adapt instruction to the needs of students with disabilities. As such, students with disabilities may have access to teachers who have "content" expertise but are unable to accommodate unique learning needs, or they have access to teachers who have pedagogical expertise to individualize instruction, but lack content knowledge. Core expertise is needed for both general and special education teachers in order to foster an understanding of

- (1) the goals and purposes of schooling
- (2) professional values that promote student acceptance and belonging,
- (3) collaboration and,
- (4) research validated practice

These skills would apply & across categories.

Pedagogical expertise (assessing student performance, adapting curriculum modifying instruction etc.) is the hallmark of an effective teacher of students with disabilities.

Teachers of inclusive classroom are able to accommodate or modifying instruction to enhance student's achievements. Students with learning difficulties will need additional and intense instruction in order to acquire or maintain skills in academic content. Teacher should provide assistance for "unique", "distinct" and "common" pedagogical needs of the students & also use different pedagogical skills hand on learning, peer and cross age tutoring and support models in the inclusive classroom. Teachers should understand inclusive instructional design and collaborative instruction to promote inclusion & also confident in designing evaluation tasks of inclusive classroom.

The teachers of students with disabilities must be able to continuously assess student performance, adjust the learning environment, modifying instructional methods, adapt curricula, use positive behavior supports and select and implement appropriate accommodations to meet the individual needs of their students .

Teacher should use assistive technology, e-learning, web based learning for inclusive classroom & also know how to accommodate or modify instruction to enhance student access to the curriculum.

#### **5. Academic Survival Skills:-**

"Survival skills are a central part of education in emergency situations. Children must have access to the essential knowledge and skills that will enable them to cope with the emergency".

In inclusive classroom both disabled and non-disabled students needs academic survival skills for inclusion. These are the aspects of Academic Survival Skills.

- Effective study methods
- Getting organized and managing time
- Techniques for taking notes
- Critical and Analytical reading
- Assignment preparation
- Summarizing information
- Memorization Techniques
- Referencing and academic integrity
- Examination technique

Teacher should provide assistance to develop student's academic survival skills regardless at age level and also confident to solve the problem of student's who are having

difficulty in academic learning often have concomitant problems related to organizational skills, completing task in a time fashion.

Teacher has to change teaching learning strategies according to the needs of the students & use proper methods & activities for inclusive classroom. Teacher of inclusive classroom able to develop memorization techniques, assignment preparation ability, critical and analytical reading technique, summarizing information, referencing and academic integrity and techniques of taking notes in the students.

Teacher should use effective study method in the inclusive classroom & provide proper guidance about these aspects when they need.

### **6. Generic Skills:-**

A generic skills is a skill which one can be applied across a variety of subject domain, and takes longer to acquire than domain dependent (subject area) skills.

The major kind of generic skills include thinking skills (such as problem solving techniques,) learning strategies (such as creating mnemonics to help you remember things) and meta cognitive skills (such as monitoring and revising your problem solving, techniques or mnemonic-creating technique) and Higher order generic skills.

Teacher should be confident to develop generic skills in the students. He/she has to confident in designing inclusive lesson plan. Teacher can judge students progress by different ways. He/she will able to use different learning strategies in the inclusive classroom. Teacher should develop thinking skill and higher order thinking skills in the students. Generic Skills are very important for inclusive classroom.

### **7. Adaptive Skills:-**

Adaptive skills come from adaptive behavior, or the conceptual, social and practical skills that individual have learned and use in their daily lives. These ten skill areas include in Adaptive skills.

- a) Self care:- bathing, dressing, grooming and feeling one self.
- b) Communication Skills: - understanding and using verbal & Non-verbal language.
- c) Self direction: - problem solving, exercising choice initiating and planning activities.
- d) Social skills: - maintaining interpersonal relationships, understanding emotions & social cues, understanding fairness and honesty, obeying rule & laws.
- e) Leisure Skills: - taking responsibility for one's own activities, having the ability to participate in the community.
- f) Home or school living: - housekeeping, cooking, doing laundry, maintaining living space.
- g) Functional Academics:- using reading, writing and math skill in everyday life.



- h) Community use:- shopping, using public transportation using community services.
- i) Work: - ability to maintain part-time or full time employment either competitive or sheltered, ability to work under supervision, cooperate with co-workers be reliable and punctual, and meet work standards.
- j) Healthy and safety: - ability to protect one's self responding to health problem.

Teacher should develop adaptive skills that enable a student to more fully participate in school, family and community environments. Teachers should use social skills in the classroom & to develop positive social skill with their peers & adults in the students. Teacher should be comfortable with students who need assistance with their self care in classroom. She/he should be confident to develop understanding emotions and social issues related to the students. Teacher should be confident to develop self awareness & communication skills in the students. Teachers are ready to inculcate aspect of obeying rules and laws in the students.

### **8. Functional Life Skills :-**

Knowledge of Functional life skills are needed for inclusive classroom. Every teacher should know about these.

- a) Self care skills: - Toilet training, proper dressing, washing/bathing, tooth brushing, meal time skills.
- b) Household chores:-e.g. Putting possessions away, setting table, laundry, using vacuum sweeping.
- c) Pre-vocational tasks:- clerical tasks, clearing tasks, yard maintenance, stocking package preparation.
- d) Community safety skills:- e.g. crossing the street, Stranger awareness.
- e) Health/hygiene related skills:- e.g. using Kleenex, applying sunscreen/lip balm, clipping nails, menstrual hygiene, applying deodorant.

Teacher should be confident to develop life skills in the students which they use daily & also assist them for community safety skills health/hygiene skills, pre-vocational tasks, household chores and maintaining living space skills. Teacher should provide assistance to the students when they need.

A functional life skills curriculum centers on the adaptive skills that enable a student to more fully participate in school, family and community environments. Learning these skills facilitates the students ability to cope with the demands of a given environment.

### **Conclusion**

For developing the skills of professional before entering the workforce, it is essential that teachers already teaching be provided skills and techniques for inclusive education.

Teacher in many countries are required to upgrade their professional skills on an annual or regular basis to enhance their teaching performance.

In some countries inclusive education modules that are used at some teacher training colleges and Universities .Training to advocate for compulsory inclusive education modules in all training curricula as a future goal that is the need of the hour. As a long term goal, countries should work towards promoting inclusive education as a compulsory subject in pre-service training programs.

Ideally, inclusive education should be a compulsory subject for all teacher candidates and an integral part of teacher training curricula. Fundamental knowledge and skills of inclusive education classroom, such as (Understanding needs and abilities of children with Special needs skills,Awareness Skills, Attitudinal change skills, Pedagogical Skills, Academic Survival Skills, Generic Skills, Adaptive Skills and Functional Life Skills) should be provided widely to teacher candidates.

In order to build human resources in the field of education training must be done both at the pre-service and in-service levels & should be developed all necessary skills for inclusive classroom. Every teacher needs to know about inclusive classroom skills & their roles & responsibilities.

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