



THE ROLE OF THE TEACHER IN INCLUSION SCHOOLS

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Abstract

Although there is a wide spread belief for inclusion at all levels there are some concerns that the policy of inclusion is difficult to implement because teachers are not efficient to work in inclusive ways. Inclusion requires teacher to accept the responsibilities for creating schools in which all children whether students with learning difficulties, special need students and normal student can learn in this task. Teachers are very important because of the central role they play in promoting participating and reducing under achievement particularly with children who might be perceived as having difficulties in learning. There are some barriers in the development of successful inclusive schools and suggest that one way of overcoming these difficulties is to consider the roles, duties responsibilities and identities of the teacher. It also provide the role of the teacher in the development in the teachers skills, knowledge, attitude and beliefs. The details of the paper are provided



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INTRODUCTION

In an inclusion classroom Students with disabilities and other special needs are taught alongside non disabled students, instead of being segregated in special education classroom. To help student needs, a special education teacher may work alongside a general education teacher in an inclusion classroom.

The directive principles to guide state policy article 45 states that “Free and compulsory education should be provided to all children until they complete the age of 14 yrs i.e. till eight standards”. The 93 amendment to the Indian constitution passed in December 2001, confirms the government commitment education for all or sarvshikshaabhiyan (SSA). The preamble explicitly state that it includes children with disabilities also and provide education in an appropriate environment and attain standard of a specified quality. According to UN standard rules on the equalization of opportunities for person with disabilities should get education in a regular school settings and barrier free rights. A well known quote in this context – “change the environment to suit the child not the child to suit the environment”.

Inclusion is not confined to the disabled, it also means non-inclusion. It refers to all children whether children from remote areas, street children, gifted children, cultural minorities, disadvantaged groups etc regardless of their social, emotional, physical, intellectual, linguistic or other conditions.

Policy of inclusion needs to be implemented in all schools and throughout in our education system. The involvement of all children needs to be made sure in an outside the school so that they are prepared for life and can get maximum benefit in education (NCF 2005).

In all this teacher plays a very important role in mainstreaming inclusive education. If the teacher does not give relevant and meaningful instruction to the students with disabilities then no matter how well the infrastructure or education policy and resource program is, effective inclusion will not take place. The teacher has to provide a high quality holistic support and focused involvement with the children with special needs based on mutual understanding and networking.

Being an inclusion teacher can be tough because it requires working together with a regular education teacher who does not have the same special educational training or understanding of the student's needs. If you go into a job knowing your role you will be able to work positively with the teachers and focus on the students who need your help.

THE DUTIES OF INCLUSION TEACHERS

The duties of inclusion teachers demand the ability to multitask with a high level of performance. Inclusion teachers are educators who maintain a general education classroom with the enrolment of at least one student with special needs while establishing and maintaining a community environment where each of their students is welcomed and attended to.

Following are the duties of inclusion teachers

1. Collaborations

As an inclusion teacher you must collaborate with a regular education teacher or multiple teachers to plan and present lesson plans, create assessment and make sure that the needs of all students in the classroom are being met. While the focus may be on the planning with special education student in mind. The goal of an inclusion classroom is to keep special education students from feeling singled out. As you plan, focus on scaffolding activities and differentiating instructions to meet the needs of all the students and not just the special education students.

2. INSTRUCTIONS

In inclusion classroom the two teachers take turns presenting lessons. One teacher takes one portion of the lesson and another teacher takes other portion or inclusive education teacher

may teach the class one or two days a week. When not teaching the entire class the inclusive education teacher may sit besides the students and provide one to one help or additional instructions

3. CLASSROOM MANAGEMENT

Inclusive education teachers job is not only for special need students in the class but also responsible for helping the general education teacher also. Other student must listen and respect their authority of the inclusive education teacher. He also helps set the classroom rules and routine working with the teacher to create a class room climate that benefits the students with special needs. Inclusive education teacher should also be aware of individual students behavior plans and provide discipline accordingly

4. ADMINISTRATIVE DUTIES

Inclusive education teacher must be aware of the rules and regulation imposed on them special education teachers must also protect the privacy of their students under the guidelines of the family education rights privacy act FERPA. Each special education student in the district has an individualized education plan (IEP), customized to his disability.

5. RESOURCE ROOM TEACHER

Inclusive education teacher's primary task is to meet each of the goals established in his students IEPs. The teachers who work with special education students in a separate classroom creates lesson geared to meet those objectives. The classroom setting which is sometimes called a resource room, provides the teacher the chance to work with his students on life skills and behavior modification techniques .

6. TEAM TEACHER CO TEACHING

In most instances IEPs seeks to place special education students in regular class room as much as possible. Here the teacher attends classes with his students. She gives his students modified home work that covers the same topics covered in the daily lesson. The inclusive education teacher may work in small groups of the students who may or may not qualify for inclusive education and may the team teach entire class with the regular class teacher for special needs children this may mean help with reading a paragraph learning a new language or solving problem of math's co teaching bring special educators best practice with are early best for all children in to normal classroom where they can benefit all students

7. CLASSROOM ENVIRONMENT

Successful inclusion classroom are those that are taught by the teachers and schools personnel's who believe in academic potential of their special needs children. Teacher should

create a safe classroom environment that allows the special needs children to learn alongside their peers while experiencing positive socialization

8. COMMUNICATION

An inclusion teacher must communicate effectively with those involved in the education of a special education student the teachers should regularly communicate with parents about the Childs needs and progress through phone calls letters and email etc. Special education students should talk regularly with the inclusion teachers about their feelings related to the inclusion classroom and the progress being made towards the goals. Teacher should also communicate regularly with the principal to make sure that she is aware of the specific learning needs of the special education student and the academic resources that are necessary for them to experience success in the inclusive classroom setting

9. CURRICULUM MODIFICATION

Most teachers who teach inclusive classroom modify their curricular to meets the needs of their special education student. Curriculum modification can be in shortening the assignment and summarizing chapters of the text book as well as tools such as graphic organizers and color coded chapters to increase the student's level of comprehension

10. PROFESSIONAL DEVELOPMENT

Many inclusion teachers should attends in service training and professional developments session to have their skills in curriculum modification and instructional technique and strategies that allow special education teachers a specialist

11. ACCOMMODATION

A special education students individualized education plan contains a accommodation that must be met all times some students IEPs may require a teacher, to orally read test, modify homework, assignment or take notes for the students to review latter. An inclusion teacher will also regularly evaluate whether certain accommodation can be removed from the IEP at the next review or if new accommodation

12. MANAGING BEHAVIOR

Inclusive classroom can promote positive peer interaction for special education students but at times behavior issues can arise which require a different disciplinary approach. Teacher may need an appropriate method for managing behavior of their special needs students. Common approaches includes a system that allows a student to self regulate and manage his own behavior with a reward system that reinforces the students positives behavior

At times special teachers are not there in the classroom for the students with the regular teachers to teach specially in higher classes so training should be provided to them so that they can teach and interact comfortably and confidently with the disabled students and the students can be benefited by them.

The teachers are required to teach content in an integrated manner it should be flexible and interdisciplinary. Teacher should create situation in which students learning is maximized she should understand the relationship between teaching and learning and develop the cognitive learning of different able students, in contrast to traditional teachers centered approached where teachers stands and deliver lecture to the class

Following qualities are required for inclusion teachers:

1. PATIENCE

Students with emotional disturbances or autism and intercultural disabilities can lose temper when teacher is not kind and helpful so the teacher should see how to respond, deal calmly and have controlled wits

2. TEACHER SHOULD BE CREATIVE

Teacher should have ability to find new ways and explain their subject matter in a creative way in the class so that the students can understand nicely, and can enrich the environment

3. TEACHER SHOULD BE GOOD HUMORED

Teacher should have a sense of humor so that it give strength and energy to the students while teaching . students will also enjoy learning and that learning will be long lasting and will develop their personalities.

4. ACCEPT THE STUDENTS

Inclusive education teacher provides opportunity to love and appreciate others regardless of their capabilities or behavior. If they speak loudly and demand excessive attention then remember how much you treasure them as they are unique individuals. Understanding, helping and encouraging the students will help them to be successful in life.

5. TEACHER SHOULD BE CONFIDENT

Teacher should be confident in their decision. There should be no place for doubt or you will lose control and the student will not understand

6. TEACHER SHOULD BE ORGANIZED

Every child needs structure to succeed and inclusive education students need it more whether you are teaching severely handicap, intellectually disabled or any types of disabilities you need to provide the class with a physical and academic structure conducive to learning

7. TEACHER SHOULD BE DEDICATED

While teaching the teacher should be dedicated. Teaching student for a long period of time can build confidence in the students and once the teacher knows the students strength and weakness no one is better equipped than the teacher to help them.

8. TEACHER SHOULD BE INTUITIVE

The teacher should perceive the needs of the students while teaching and show their concern when they lack the ability to tell about themselves so that learning disabilities, injuries and other handicapped students don't become awkward communicators

9. TEACHER SHOULD BE OPTIMISTIC

Some times in simple problem takes lots of times in solving for the student with learning disabilities. So the teacher should be optimistic can encourage and give hope to them in difficult situation.

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