



INCLUSIVE EDUCATION

Prof. Kamble Rahul Baliram & Dr. Bhadane Krishana Punjaram

Asst. Prof. JSPM's Rajarshi Shahu College of Education (B.Ed), Tathawade, Pune-411033

JSPM's Rajarshi Shahu College of Education (B.Ed), Tathawade, Pune-411033

Abstract

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-special needs students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. Implementation of these practices varies. Schools most frequently use the inclusion model for selected students with mild to moderate special needs. Fully inclusive schools, which are rare, do not separate "general education" and "special education" programs; instead, the school is restructured so that all students learn together. Inclusive education differs from the 'integration' or 'mainstreaming' model of education, which tended to be concerned principally with disability and special educational needs, and learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Feeling included is not limited to physical and cognitive disabilities, but also includes the full range of human diversity with respect to ability, language, culture, gender, age and of other forms of human differences



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Inclusion, Integration & mainstreaming

Inclusion has different historical roots which may be integration of students with severe disabilities in the India. Mainstreaming tended to be concerned about "readiness" of all parties for the new coming together of students with significant needs. Thus, integration and mainstreaming principally was concerned about disability and 'special educational needs' and involved teachers, students, principals, administrators, School Boards, and parents changing and becoming 'ready for' students who needed accommodation or new methods of curriculum and instruction by the mainstream.

Fully inclusive schools and general or special education policies

Fully inclusive schools, which are rare, no longer distinguish between "general education" and "special education" programs which refers to the debates and federal initiatives of the

1980s, such as the Community Integration Project and the debates on home schools and special education-regular education classrooms; instead, the school is restructured so that all students learn together.

Inclusion has been researched and studied for decades, though reported lightly in the public with early studies on heterogeneous and homogeneous ability studies of critical friends and inclusion facilitators, self-contained to general education reversal of 90% among many others obtaining doctoral degrees throughout the India..

Classification of students and educational practices

Inclusion has two sub-types: the first is sometimes called **regular inclusion** or **partial inclusion**, and the other is **full inclusion**.

Inclusive practice is not always inclusive but is a form of integration. Whenever possible, the students receive any additional help or special instruction in the general classroom, and the student is treated like a full member of the class. However, most specialized services are provided outside a regular classroom, particularly if these services require special equipment or might be disruptive to the rest of the class, and students are pulled out of the regular classroom for these services.

Principles of inclusion and necessary resources

Although once hailed, usually by its opponents, as a way to increase achievement while decreasing costs, full inclusion does not save money, but is more cost-beneficial and cost-effective. It is not designed to reduce students' needs, and its first priority may not even be to improve academic outcomes; in most cases, it merely moves the special education professionals out of "their own special education" classrooms and into a corner of the general classroom or as otherwise designed by the "teacher-in-charge" and "administrator-in-charge". To avoid harm to the academic education of students with disabilities, a full panoply of services and resources is required, including:

- 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, meet, create, and evaluate the students together
- Reduced class size based on the severity of the student needs
- Professional skill development in the areas of cooperative learning, peer tutoring, adaptive curriculum
- Collaboration between parents or guardians, teachers or para educators, specialists, administration, and outside agencies.

- 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
- Leadership of teachers and administrators

Common practices in inclusive classrooms

Students in an inclusive classroom are generally placed with their chronological age-mates, regardless of whether the students are working above or below the typical academic level for their age. Also, to encourage a sense of belonging, emphasis is placed on the value of friendships. Teachers often nurture a relationship between a student with special needs and a same-age student without a special educational need. Another common practice is the assignment of a buddy to accompany a student with special needs at all times (for example in the cafeteria, on the playground, on the bus and so on). This is used to show students that a diverse group of people make up a community, that no one type of student is better than another, and to remove any barriers to a friendship that may occur if a student is viewed as "helpless." Such practices reduce the chance for elitism among students in later grades and encourage cooperation among groups.

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 therapy such as standing frames, so students who typically use wheelchairs can stand when the other students are standing and more actively participate in activities
- Encouraging students to take the role of teacher and deliver instruction
- Focusing on the strength of a student with special needs

- Create classroom checklists
- Take breaks when necessary
- Create an area for children to calm down
- Organize student desk in groups
- Create a self and welcoming environment
- Set ground rules and stick with them
- Help establish short-term goals
- Design a multi-faced curriculum
- Communicate regular with parents and/or caregivers
- Seek support from other special education teachers

Children with extensive support needs

For children with significant or severe disabilities, the programs may require what are termed health direct one-to-one aide in the classroom, assistive technology, and an individualized program which may involve the student "partially" in the full lesson plan for the "general education student". It may also require introduction of teaching techniques commonly used that teachers may not use within a common core class.

comprehensive health supports were described in National Goals for Intellectual and Developmental Disabilities as universally available, affordable and promoting inclusion, as supporting well-informed, freely chose health care decisions, culturally competent, promoting health promotion, and insuring well trained and respectful health care providers. In addition, mental health, behavioral, communication and crisis needs may need to be planned for and addressed.

Selection of students for inclusion programs in schools

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, or who are educated outside of schools cannot attempt inclusion.

Additionally, some students with special needs are poor candidates for inclusion because of their effect on other students. For example, students 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 desks. Inclusion needs to be appropriate to the child's unique needs.

Relationship to progressive education

Some advocates of inclusion promote the adoption of progressive education practices. In the progressive education or inclusive classroom, everyone is exposed to a "rich set of activities," and each student does what he or she can do, or what he or she wishes to do and learns whatever comes from that experience. Maria Montessori's schools are sometimes named as an example of inclusive education.

Inclusion requires some changes in how teachers teach, as well as changes in how students with and without special needs interact with and 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.

Positive effects of inclusion in regular classrooms

There are many positive effects of inclusions where both the students with special needs along with the other students in the classroom both benefit. Research has shown positive effects for children with disabilities in areas such as reaching individualized education program (IEP) goal, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post school adjustments. Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with non-disabled peers.

Benefiting in an Inclusive environment

“The inclusion of age-appropriate students in a general education classroom, alongside those with and without disability is beneficial to both parties involved. With inclusive education, all students are exposed to the same curriculum, they develop their own individual potential, and participate in the same activities at the same time. Therefore, there is a variety of ways in which learning takes place because students learn differently, at their own pace and by their own style., inclusive education provides a nurturing venue where teaching and learning should occur despite pros and cons. It is evident that students with disabilities benefit more in an inclusive atmosphere because they can receive help from their peers with diverse abilities and they compete at the same level due to equal opportunities given.”

References

- Baglieri, S., & Shapiro, A. (2012). *Disability Studies and the Inclusive Classroom*. New York, NY: Routledge.
- Biklen, D. (2000). *Constructing inclusion: Lessons from critical, disability narratives*. *International Journal on Inclusive Education*, 4(4):337–353.
- Biklen, D., & Burke, J. (2006). *Presuming competence*. *Equity & Excellence in Education*, 39, 166-175.
- Connor, D. (2006). *Michael's Story: "I get into so much trouble just by walking": Narrative knowing and life at the intersections of learning disability, race, and class*. *Equity & Excellence in Education*, 39, 154-165.
- Davis, L. J. (2010). *Constructing normalcy*. In L. J. Davis (Ed.), *The Disability Studies Reader*. (3rd ed.) (pp. 9–28). New York: Routledge.
- Erevelles, N. (2011). "Coming out Crip" in inclusive education. *Teachers College Record*, 113 (10). Retrieved from <http://www.tcrecord.org> Id Number: 16429
- Graham, L., & Slee, R. (2007). *An illusory interiority: Interrogating the discourse/s of inclusion*. *Educational Philosophy and Theory*, 40, 277-293.