



TEACHER'S ROLE IN CURRICULUM TRANSACTION WHILE DEALING WITH STUDENTS HAVING SPECIAL NEEDS

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Abstract

Children with disabilities were educated in separate classes or in separate schools for a long time. But we now know that when children are educated together, positive academics and social outcomes occur for all the children involved. Inclusive classes can be active and have supporting settings that get children involved in various activities that develop the sense of mutual cooperation helping spirit and understanding one's problems. Teacher of student who educate them by all mean so today's requirement is that role of teacher with special need. By getting the required support and opportunity from the teachers, the disabled are capable of achieving success in different field. Disabled students also need compassion, kindness, love and care from the side of teachers. True teacher can enable a disabled child to overcome his abilities and make him a productive citizen of society. Inclusive education becomes effective only with the teachers having capabilities and aptitude for teaching. There will be no proper inclusive education if existing school systems are not being reformed to make them at the very least-disabled friendly. This paper discusses some of the important strategies which can be adopted by teacher to deal with students with special need.



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Introduction:

Inclusive education is not new to our Indian Education System. In the ancient system of education all children were taught together, be it under a shady tree or in the Gurukul(School), whether normal, gifted or physically or intellectually disabled and were seen as worthy of the benefits of education, each according to his abilities. So, in India we have a rich cultural legacy for inclusive education and India has always been and still today an inclusive society in the sense that a very wide variety of cultural and religious benefits exist side by side. Even today small rural schools provide education for all children under one roof, little realizing that they are following a system of education in the west termed 'Inclusive Education'.

Inclusive Education is concerned with removing all barriers to learning, and with the participation of all learners vulnerable to exclusion and marginalization. It is a strategic approach designed to facilitate learning success for all children. It addresses the common

goals of decreasing and overcoming all exclusion from the human rights to education, at least at the elementary level, and enhancing access, participation and learning success in quality basic education for all. It allows children with disabilities to stay with their family and go to the nearest school just like all other children.

Special Needs of the Student:

The erstwhile word 'Disability' is a misnomer as the educators realise that every student is special in some or other way. The word therefore used is 'Special Needs'. The present Prime Minister of India has gone a step ahead in this context and has advised to call the persons with special needs as "Divyang" i.e. divine body. For the sake of deciding the strategies to be adopted for teaching, the students with special needs are broadly categorised into following categories of impairments.

1. Sensory Impairments:-
 - i) Hearing
 - ii) Vision
2. Physical Impairment:-
 - i) Orthopaedic
 - ii) Cerebral Palsy
 - iii) Other ailments like Behavior, Health and Communication/ Speech
3. Intellectual Impairment:-
 - i) Mental Impairment
 - ii) Learning Disability

Role of Teacher of the students with special needs for their inclusion:

The role of teacher should be as follows for teaching the students with sensory, physical and intellectually different students.

Hearing Impairments:

Hearing impairment is an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. A hearing loss above 90 decibels is generally considered deafness, which means that a hearing loss below 90 decibels is classified as a hearing impairment. The following steps should be taken.

- When explaining new terms or vocabulary, teacher should write them on the blackboard and add synonyms and definitions to aid understanding.
- The teacher should never shout at the deaf student as the messages becomes distorted through hearing aids or cochlear implants
- The teachers should check hearing aids and cochlear implants each day.
- The teacher should make sure that the noise from outside does not disturb the student.

- The teacher should request the school to have a DVD player.
- The hearing impaired child should hear announcements over the Public Address System.

Visual Impairment:

Visually impaired means which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children. Following strategies should be adopted.

- Seat the visually impaired student to come to the front of the classroom or presentation area
- Audiovisual presentations and demonstrations are made accessible to severely visually impaired students by providing verbal explanations. Allow the student time to handle tactually adapted materials.
- Braille materials take an exceptionally long time to order and/or prepare. Extra time may be required for math and technical books.
- The teacher should expect the visually impaired student to complete the same assignments as the rest of the class.
- Wait until the student asks for help and provide minimal assistance only as needed to build self-confidence and independence.
- Avoid leaving doors and drawers ajar or chairs out from under tables and desks.
- Address all students by name so that the visually impaired student can learn to associate names with voices of classmates.
- Encourage the student's use of proper posture, eye contact as much as possible and proper social etiquette.
- Always treat the visually impaired student equally with other students. This includes discipline and special privileges as well as involvement in extracurricular and leadership opportunities.
- Give the visually impaired student as many opportunities to help others as to be helped by others.
- For teacher it is okay to say "look" and "see." "Seeing" is in the perception (rather than the eye) of the beholder.

Orthopaedic Impairment:

An orthopaedic impairment is a physical, bodily impairment that is so severe that it negatively impacts a student's academic performance. An orthopaedic impairment can be caused by many different diseases or injuries such as genetic disorders/abnormalities, cerebral palsy, muscular dystrophy, spinal cord injury etc.

- The teacher should see that Seating arrangements to develop useful posture and movements.
- The teacher should ask the student to let him/her know when the student needs assistance. Allow the student to be his/her own advocate.
- The teacher should ask the fellow students not to lean on a student's wheelchair, walker, or other assistive device. These are part of the student's body space. He should also ask them not to patronize a student in a wheelchair by patting him/her on the head. Only push a person's wheelchair when asked to do so.
- Encourage students who use crutches, canes, or walkers to keep them within close distance so they are accessible. Make accommodations for additional space when needed
- The teacher should be aware of the environment. He/ She should check the floor if it is sticky or slippery.
- If possible, the teacher should sit down when speaking to a student in a wheelchair for an extended period of time.
- Individualised Education programme should be chalked out for the students who remain absent for long period due to their impairment.
- The normal teacher should frequently seek guidance from trained teachers for counselling the students with orthopaedic impairment.
- The teacher should also ask the school to get the services of physical therapists, additional therapists, occupational therapists, speech-language pathologists and adapted physical education teachers as and when required.
- The teacher should ask the library personnel to assist access to card catalogues, bookshelves, and microfiche and other equipment.

Cerebral Palsy

Cerebral Palsy is described by loss or impairment of motor function. Cerebral Palsy is actually caused by brain damage. The brain damage is caused by brain injury or abnormal development of the brain that occurs while a child's brain is still developing — before birth, during birth, or immediately after birth. Cerebral Palsy affects body movement, muscle

control, muscle coordination, muscle tone, reflex, posture and balance. It can also impact fine motor skills, gross motor skills and oral motor functioning. The teacher should:

- Encourage independence. Praise them for their progress.
- Remove obstacles so that the student can move freely.
- Encourage support for the student from classmates.
- Consider physical access issues such as ramps, toilets, lifts and classroom layout.
- Incorporate advice from the occupational therapist in the student's programme.
- Use computers and audio-visual aids in the student's learning and teaching programme.
- Allow students extra time to complete tasks.
- Use teaching aids as much as possible.
- As students tend to become distracted quite easily minimise distractions in the classroom environment.
- If students use wheelchairs, where possible place yourself at their eyelevel when talking to them.

Behavioural Disorders:

The term Behavioural Disorder means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects the educational performance. a) an inability to learn which can not be explained by intellectual, sensory or other health factors. b) an inability to build or maintain satisfactory interpersonal relationship with peers and teachers. c) inappropriate types of behaviour or feelings under normal circumstances. d) general pervasive moods of unhappiness or depression. e) tendency to develop physical symptoms or fears associated with personal or school problems.

The teacher of students with behavioural disorder should

- Develop empathy with the student and understand that you are not the cause of defiance, but rather an outlet for it.
- It is important to remain objective when interacting with the student.
- Remain approachable; positive; give praise and positive reinforcement when the student demonstrates flexibility and/or co-operation.
- Display classroom rules and a daily schedule so the student knows what to expect.
- Employ programmes that deal with anger management and foster emotional intelligence may be effective.
- Put a reward system in place where the student values the outcome.
- Allow to devise an exit strategy (e.g. provide the student with a red card to display if he/she needs a time out).

- Help the student to build relationships with other students through Circle Time activities, Social, Personal and Health Education (SPHE), drama, role play and peer mediation.
- Give the student additional responsibilities. Begin by getting the student used to carrying out small and reasonable requests.
- Provide the student with a choice of outcomes where possible.
- Allow the student to help others in his/her areas of strength.
- Develop a self-esteem programme and explicitly teach social skills.
- Avoid raising his/ her voice or exhibiting any emotion. Be neutral and speak calmly.
- Try not to allow the student an opportunity to argue.

Health impaired

Students with health impairments may have health issues that are chronic or temporary. Students health impairments can range from asthma, diabetes, epilepsy, heart conditions, cancer, or many other congenital or acquired diseases and disorders. Students may also miss class more frequently because of their health impairment, medical treatments, or doctor visits.

- The teacher should audiotape or videotape your class period or lectures. This could then be posted onto a website for students to download and view.
- The teacher should make arrangement to provide students with a class website.

Speech / Communication Impairment:

It is defined as a communication disorder such as stuttering, impaired articulation, language impairment , or voice impairment which adversely affects a child's education performance.

The teacher should:

- Reduce unnecessary classroom noise as much as possible.
- Be near the student when giving instructions and ask the student to repeat the instructions and prompt when necessary.
- Provide verbal clues often.
- Provide visual cues - on the board or chart paper.
- Redirect the student frequently and provide step by step directions - repeating when necessary.
- Modify classroom activities so they may be less difficult, but have the same learning objectives.
- Have the student sit in an accessible location to frequently monitor their understanding.

Mental Impairment:

Mental impairment refers to significantly sub-average general intellectual functioning resulting in or associated with concurrent impairments in adaptive behaviour and manifested during the developmental period. An intellectual disability, formerly referred to as “mental retardation”, is not an inherent trait of any individual, but instead is characterized by a combination of deficits in both cognitive functioning and adaptive behaviour.

- Teach one concept or activity component at a time
- Teach one step at a time to help support memorization and sequencing
- Always provide multiple opportunities to practice skills in a number of different settings
- Use physical and verbal prompting to guide correct responses, and provide specific verbal praise to reinforce these responses.

Learning Impairment:

It is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect abilities to listen, think, speak, read, write, spell or to do mathematical calculations. The term does not include the children who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural, or economic disadvantage. The teacher should:

- Establish a supportive relationship with the student.
- Focus on what the student can do rather than what he/she cannot do and build on his/her strengths.
- Include lots of praise and encouragement as part of the student’s learning and teaching experience.
- Simplify language, repeat words and clarify meanings.
- Observe the student’s learning style and differentiate learning and teaching accordingly.
- Provide the student with tasks that are within his/her capacity.
- Help students to realise that making mistakes is part of the learning process.
- Pay particular attention to language and communication in all areas of the curriculum.
- Useful techniques to use include picking out and highlighting key words/key facts in written pieces of information, using subject dictionaries, sequencing activities and mind mapping.
- Use a wide range of learning resources (e.g. visual aids (charts/artefacts), concrete objects, computer software and accessible texts).

- Provide immediate feedback and opportunities for self-assessment.

❖ **Conclusion**

The above guidelines for teacher can adopt to implement inclusive education programmes for children with special needs within their regular set ups. Modify and adapt the guidelines based on their individual needs and characteristics. It is important to state here that an inclusive education programme does not require resource overload or elaborate preparations. With policy support, opportunities for training of teachers and cooperation from parents and the peer group, inclusive practices can be effectively adopted by any school.

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