



INCLUSIVE EDUCATION FOR DISABLED CHILDREN

Dr. Rekha Bharat Patil

Ashoka College Of Education ,Nasik



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

Introduction

Inclusive education is a relatively controversial topic for all. The idea behind inclusive education is that students with special needs will be placed in the same classroom environment as other students their age who do not have special needs. The evidence from around the world is clear. When disabled people are included in education they can escape the inequalities and prejudices which for so long have confined them to poverty and a denial of their human rights. Moreover, the changes in education systems that this will require will mean that all learners benefit, leading to a strengthening of civil society and the socio-economic well being of all. This will lead to more humane and equal societies around the world.”

Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. Children learning together in the same classroom, using materials appropriate to their various needs, and participating in the same lessons and recreation: that is inclusive education. In an inclusive school, children with disabilities do not study in separate classes; instead teaching methods, textbooks, materials, and the school environment are designed so that girls and boys with a range of abilities and disabilities — including physical, sensory, intellectual and mobility impairments — can be included in the same class. Inclusive education includes all learners, but it may be interpreted differently according to the context. For example, while it covers children excluded on the basis of language, gender, ethnicity, disability and other factors, Leonard Cheshire Disability focuses on children with disabilities. **Disability** is an impairment that may

be physical, cognitive, intellectual, mental, sensory, developmental, or some combination of these that results in restrictions on an individual's ability to participate in what is considered "normal" in their everyday society. A disability may be present from birth or occur during a person's lifetime.

6 GENERAL TYPES OF DISABILITIES

Physical Disabilities

Visual Disabilities

Hearing Disabilities

Mental Health Disabilities

Intellectual Disabilities

Learning Disabilities

Physical Disabilities

- Includes physiological, functional and/or mobility impairments
- Can be fluctuating or intermittent, chronic, progressive or stable, visible or invisible
- Some involve extreme pain, some less, some none at all

Visual Disabilities

“Legally Blind” describes an individual who has 10% or less of normal vision. Only 10% of people with a visual disability are actually totally blind. The other 90% are described as having a “Visual Impairment.”

Common causes of vision loss include:

- Cataracts (cloudy vision – treatable)
- Diabetes (progressive blindness)
- Glaucoma (loss of peripheral vision)
- Macular Degeneration (blurred central vision)
- Retinal Detachment (loss of vision)
- Retinitis Pigmentosa (progressive blindness)

Hearing Disabilities

- “Deaf” describes an individual who has severe to profound hearing loss.
- “Deafened” describes an individual who has acquired a hearing loss in adulthood.
- “Deaf Blind” describes an individual who has both a sight and hearing loss.
- “Hard of Hearing” describes an individual who uses their residual hearing and speech to communicate.

The Canadian Hearing Society Awareness Survey of 2001 states that almost 1 in 4 (23%) of Adult Canadians report having a hearing loss.

Mental Health Disabilities

Mental health disabilities can take many forms, just as physical disabilities do. Unlike many physical illnesses though, all mental illnesses can be treated. They are generally classified into six categories:

- Schizophrenia – The most serious mental illness, schizophrenia affects about 1% of Canadians.
- Mood Disorders (Depression and Manic Depression) – These illnesses affect about 10% of the population. Depression is the most common mood disorder.
- Anxiety Disorders – These affect about 12% of Canadians. They include phobias and panic disorder as well as obsessive-compulsive disorder.
- Eating Disorders – They include anorexia nervosa and bulimia and are most common in men and women under the age of 30.
- Personality Disorders – There are many different personality disorders. People with these disorders usually have a hard time getting along with other people. They are the most difficult disorders to treat.
- Organic Brain Disorders – These disorders affect about 1% of people. They are the result of physical disease or injury to the brain (i.e., Alzheimer's, Stroke, Dementia).

Intellectual Disabilities

- Characterized by intellectual development and capacity that is significantly below average.
- Involves a permanent limitation in a person's ability to learn.

Causes of Intellectual (or Developmental) Disabilities include:

- Any condition that impairs development of the brain before birth, during birth, or in childhood years
- Genetic conditions
- Illness affecting the mother during pregnancy
- Use of alcohol or drugs by pregnant mothers
- Childhood diseases
- Poverty — Children in poor families may become intellectually disabled because of malnutrition, disease-producing conditions, inadequate medical care, and environmental health hazards.

Learning Disabilities

Specific Learning Disabilities

Auditory Processing Disorder (APD)

Also known as Central Auditory Processing Disorder, this is a condition that adversely affects how sound that travels unimpeded through the ear is processed or interpreted by the brain.

Dyscalculia A specific learning disability that affects a person's ability to understand numbers and learn math facts.

Dysgraphia

A specific learning disability that affects a person's handwriting ability and fine motor skills. Problems may include illegible handwriting, inconsistent spacing, poor spatial planning on paper, poor spelling, and difficulty composing writing as well as thinking and writing at the same time.

Dyslexia A specific learning disability that affects reading and related language-based processing skills. The severity can differ in each individual but can affect reading fluency, decoding, reading comprehension, recall, writing, spelling, and sometimes speech and can exist along with other related disorders. Dyslexia is sometimes referred to as a Language-Based Learning Disability.

.TYPES OF DISABILITIES AFFECTING CHILDREN

Attention-Deficit/Hyperactivity Disorder (AD/HD): Attention-Deficit/Hyperactivity Disorder (AD/HD) is a condition that can make it hard for a person to sit still, control behavior, and pay attention.

Autism/ Pervasive Developmental Disorder (PDD): Autism/PDD is a neurological disorder that affects a child's ability to communicate, understand language, play, and relate to others. PDD represents a distinct category of developmental disabilities that share many of the same characteristics.

Blindness/ Visual Impairment: The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments.

Cerebral Palsy: Cerebral Palsy is a condition caused by injury to the parts of the brain that control our ability to use our muscles and bodies.

Deaf-Blindness: It may seem that deaf-blindness refers to a total inability to see or hear. However, in reality deaf-blindness is a condition in which the combination of hearing and visual losses in children cause "such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for

children with deafness or children with blindness" (34 CFR 300.7(c)(2),1999) or multiple disabilities.

Deafness and Hearing Loss: Hearing impairment is defined by the Individuals with Disabilities Education Act (IDEA) as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance." Deafness is defined as "a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification."

Developmental Delay (DD): Developmental Delay is when your child does not reach their developmental milestones at the expected times. It is an ongoing, major delay in the process of development. Delay can occur in one or many areas—for example, motor, language, social, or thinking skills.

Down Syndrome: Down syndrome is the most common and readily identifiable chromosomal condition associated with intellectual disability. It is caused by a chromosomal abnormality: for some unexplained reason, an accident in cell development results in 47 instead of the usual 46 chromosomes. This extra chromosome changes the orderly development of the body and brain. In most cases, the diagnosis of Down syndrome is made according to results from a chromosome test administered shortly after birth.

Emotional Disturbance: Emotional Disturbance is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (C) Inappropriate types of behavior or feelings under normal circumstances. (D) A general pervasive mood of unhappiness or depression. (E) A tendency to develop physical symptoms or fears associated with personal or school problems." [Code of Federal Regulations, Title 34, Section 300.7(c)(4)(i)]

Epilepsy: Epilepsy is a physical condition that occurs when there is a sudden, brief change in how the brain works. When brain cells are not working properly, a person's consciousness, movement, or actions may be altered for a short time. These physical changes are called epileptic seizures. Epilepsy is therefore sometimes called a seizure disorder. Epilepsy affects people in all nations and of all races.

Intellectual Disability (formerly Mental Retardation): Intellectual Disability is a term used when a person has certain limitations in mental functioning and in skills such as communicating, taking care of him or herself, and social skills. These limitations will cause a child to learn and develop more slowly than a typical child.

Learning Disabilities (LD): Learning Disability is a general term that describes specific kinds of learning problems. A learning disability can cause a person to have trouble learning and using certain skills. The skills most often affected are: reading, writing, listening, speaking, reasoning, and doing math.

Severe and/or Multiple Disabilities: People with severe disabilities are those who traditionally have been labeled as having severe to profound cognitive impairments or mental retardation.

Speech and Language Impairments: Speech and language disorders refer to problems in communication and related areas such as oral-motor function - sucking, swallowing, drinking, eating.

Why Inclusive Education?

UNESCO (1994) states that 'All children learn together, whatever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuing quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities'. Inclusive education promotes child-to-child learning and participation of parents and community in planning and execution of services for children in general and disabled children in particular

Benefits of Inclusive Education

All children benefit from inclusive education. It allows them to:

- Develop individual strengths and gifts, with high and appropriate expectations for each child.
- Work on individual goals while participating in the life of the classroom with other students their own age.
- Involve their parents in their education and in the activities of their local schools.
- Foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.
- Develop friendships with a wide variety of other children, each with their own individual needs and abilities.
- Positively affect both their school and community to appreciate diversity and inclusion on a broader level.

Positive steps towards inclusive education:-

- Accept all children in to regular classes and in to the life of the school.

- Provide as much support to students, teachers and classrooms as necessary.
- Look at all student for what they can do rather than what they can not do.
- Develop educational goals according to child's individuals abilities.
- Restructure school and classes in ways that focus on individuals reaching their potentials
- Have a strong leadership from schools principals and administrators .
- Have teachers knowledgeable about different ways of teaching and learning so that student with varying abilities and strengths can learn together.
- Have principals, teachers, parents, students and other work collaboratively to determine the most effective ways of providing a quality education in an inclusive environment.
- Take parents seriously - especially parents dreams and goals for their child's future.

Why is inclusive education important?

It's important because as Canadians, we value our diverse communities. These communities start at school, where all students learn to live alongside peers. They learn together; they play together; they grow and are nurtured together.

References

- Clifford. T. Morgan, Richard A. King (1993) Introduction to Psychology Seventh Edition .Tata Mc Grand Hill education private limited: New Delhi.*
- S. K. Mangal (2012) Advanced educational Psychology PHI Learning Private Limited : New Delhi .*
- A.V.Nayak, V.K.Rao.(2012) Educational Psychology. APH Publishing corporation :New Delhi.*
- ShamshadHussain (2007) Understanding Human Behaviour. H p Bhargava Book House:Arga.*
- K. C. Panda(2011) Education of Exceptional Children. Vikas publication house PVT Limited.*
- Department of Education (2003). Inclusive Education Scheme (Draft). New Delhi: MHRD, GOI*