# Certificate Course

## Capacity Building and Professional development of Teachers and teacher Educators for Successful Implementation of Inclusiveness

Inclusive Education...
Inclusive Education...
Inclusive Education...

**NETAJI SUBHAS OPEN UNIVERSITY**
School of Education, Kolkata
&
Commonwealth Educational Media
Centre for Asia, New Delhi

**Certificate Course**

# Capacity Building and Professional development of Teachers and teacher Educators for Successful Implementation of Inclusiveness

**Block - I**

**DIVERSITY AND INCLUSION**

Inclusive Education...

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School of Education, Kolkata
&
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# BLOCK – I

# DIVERSITY & INCLUSION

**Netaji Subhas Open University
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# Preface

Equity and access to quality education is a serious challenge and to face this challenge the role of teachers, the role of University and process of learning are required to be completely overhauled. The advent of new technology in the domain of information and communication has enabled us to provide quality education to the mass overcoming the distance barrier at a minimum course fee. Accordingly, the Institutions are working together to make this happen in near future.

The present endeavour of Netaji Subhas Open University (NSOU) and Commonwealth Educational Media Centre for Asia (CEMCA) is also a part of such initiative. The competent minds of these two organizations came together to start such collaborative work taking help and inputs from experts with vast experience and exposures in their respective areas of specialisation. As a platform of new initiative, both the organizations resolved to launch this academic programme with special emphasis on Inclusive Education, as this area of academic deliberation is prioritised both at the national and international levels to make the society truly inclusive in all dimensions.

The study materials, as prepared for the above Course, are segmented in blocks and units, each representing a coherent concept. It provides opportunity to break away from the 'one size fits all' system of education. Thus, the course has been made more customized, flexible and acceptable to the learners.

I sincerely believe that the Course which have been designed so meticulously will be appreciated by the learners. Hope the learners will imbibe the discourses in this innovative platform so that critical thinking and reflective ideas can be encouraged and addressed.

I take this opportunity to proffer my sincere thanks to the authorities of CEMCA for their generous financial assistance in this endeavour.

With best wishes,

Dt. June 15, 2017

Subha Sankar Sarkar

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# ACKNOWLEDGEMENT

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# BLOCK – I

## DIVERSITY & INCLUSION

# BLOCK - I
## DIVERSITY & INCLUSION

**Broad Objectives:**

**After the Completion of this module, you will be able to -**

➢ comprehend diversity in the wider perspective;

➢ understand, discuss and appreciate diversity in Learners;

➢ know about Learners with different types of disabilities;

➢ identify typical characteristics of Learners with different types of disabilities with their causes and consequences;

➢ find out different kinds of barriers in Learning of disable persons;

➢ suggest for changes in policy, planning and strategies for diverse learners;

➢ better understand what makes an inclusive school and inclusive education.

# BLOCK-1:

## DIVERSITY AND INCLUSION

## INTRODUCTION

**Learners,**

Through this Block-I of the course, you are introduced to the diversity and inclusion as a canvas in the context of Inclusive Education. The block comprises of four Units.

- The first unit will introduce you to the concept of diversity in various forms and appreciate diversity in Learners.

- The second unit elaborates Learners with different types of disabilities, their typical characteristics of learners with different types of disabilities, with their causes and consequences.

- The third unit discusses the different kinds of barriers in learning of children with special needs(CWSN)

- The unit four of the block focuses on the inclusive approaches and practices in educational set up.

# UNIT - 1 : DIVERSITY IN LEARNERS

## *Structure*

## 1.0 Introduction

We are a society increasingly characterized by diverse languages, ethnicities, religions, classes, and cultures stemming from past and present immigration and economic and political influences. How do we come to terms with our differences and similarities as we foster and enable social, economic, and political support within and among diverse families and communities? Understanding diversity and the various aspects of diversity helps one to address the wide variety of differences between languages, ethnicities, religions, classes, and cultures, and develop a conception of inclusion.

This is the first Unit of the Block 1 titled: "Diversity and Inclusion." In this Unit, we shall discuss the meaning and concept of diversity, types of diversity, social attitude towards diverse learners, issues related to protection of rights of diverse learners, and diversity in learning and social communities.

## 1.1 Objectives

Upon Completion of the unit, you will be able to -
❖ discuss the concept of diversity;
❖ describe various types of diversity in learners;
❖ explain social attitude towards diverse learners;
❖ discuss the issues related to protection of rights of diverse learners; and
❖ explain how diversity is addressed in learning and social communities.

## 1.2 Understanding Diversity

Diversity means "variety" and "being different". It is a product of different geography, culture and history. It is respecting and understanding the varying differences among individuals in society. The conceptof diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political

beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Diversity is a set of conscious practices that involve:

❖ understanding and appreciating interdependence of humanity, cultures, and the natural environment;

❖ practicing mutual respect for qualities and experiences that are different from our own;

❖ understanding that diversity includes not only ways of being but also ways of knowing;

❖ recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;

❖ building alliances across differences so that we can work together to eradicate all forms of discrimination;

Finally, we acknowledge that categories of difference are not always fixed but also can be fluid, we respect individual rights to self-identification, and we recognize that no one culture is intrinsically superior to another (Hoopes & Pusch, 1981:4)

## 1.2.1 Meaning of Diversity

Let us discuss the meaning of diversity in this sub-section.

The definition of "diversity" is unclear, as reflected in the multiplicity of meanings in the literature. Definitions of diversity extend to include all types of individual differences, such as

❖ ethnicity
❖ race
❖ gender
❖ age
❖ religion
❖ disability status

- ❖ geographic location
- ❖ personality
- ❖ sexual preferences and
- ❖ a myriad of other personal, demographic, and organizational characteristics.

- ❖ Diversity can thus be an all-inclusive term that incorporates people from many different classifications. Generally, "diversity" refers to policies and practices that seek to include people who are considered, in some way different from traditional members. Definitions of diversity are seldom enlightening: "Diversity refers to any mixture of items characterized by differences and similarities" (Thomas, 1996).

## 1.2.2 Diversity as the Norm

This sub-section will help you to understand diversity as a norm.

The Universal Declaration on Cultural Diversity, adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization at its thirty-first session on 2 November 2001, recalled that the Preamble to the Constitution of UNESCO affirms "that the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern". It also reaffirmed that culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs. The Declaration confirmed that respect for the diversity of cultures, tolerance, dialogue and cooperation, in a climate of mutual trust and understanding are among the best guarantees of international peace and security. It identified that the root of progress and development lies in aspiring to greater solidarity on the basis of recognition of cultural diversity, of awareness of the unity of humankind, and of the development of intercultural exchanges. This sets the tone for accepting diversity as a norm in the international context.

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 3 to 21 October 2005 at its 33rd session, affirmed the following and the following assertions reflected the imperative need of perceiving diversity as a norm of human society, closely associated with human rights:

❖ Affirming that cultural diversity is a defining characteristic of humanity, Conscious that cultural diversity forms a common heritage of humanity and should be cherished and preserved for the benefit of all,

❖ Being aware that cultural diversity creates a rich and varied world, which increases the range of choices and nurtures human capacities and values, and therefore is a mainspring for sustainable development for communities, peoples and nations,

❖ Recalling that cultural diversity, flourishing within a framework of democracy, tolerance, social justice and mutual respect between peoples and cultures, is indispensable for peace and security at the local, national and international levels,

❖ Celebrating the importance of cultural diversity for the full realization of human rights and fundamental freedoms proclaimed in the Universal Declaration of Human Rights and other universally recognized instruments,

❖ Emphasizing the need to incorporate culture as a strategic element in national and international development policies, as well as in international development cooperation, taking into account also the United Nations Millennium Declaration (2000) with its special emphasis on poverty eradication,

❖ Taking into account that culture takes diverse forms across time and space and that this diversity is embodied in the uniqueness and plurality of the identities and cultural expressions of the peoples and societies making up humanity,

❖ Recognizing the importance of traditional knowledge as a source of intangible and material wealth, and in particular the knowledge systems of indigenous peoples, and its positive contribution to sustainable development, as well as the need for its adequate protection and promotion,

❖ Recognizing the need to take measures to protect the diversity of cultural expressions, including their contents, especially in situations where cultural expressions may be threatened by the possibility of extinction or serious impairment,

❖ Emphasizing the importance of culture for social cohesion in general, and in particular its potential for the enhancement of the status and role of women in society

❖ Being aware that cultural diversity is strengthened by the free flow of ideas, and that it is nurtured by constant exchanges and interaction between cultures (http://unesdoc.unesco.org/images/0014/001428/142825E.pdf)

## 1.3 Types of Diversity in Learners

You have learnt in sub-section 1.2.1 that diversity includes all types of individual differences, such as ethnicity, race, gender, age, religion, disability status, geographic location, personality, sexual preferences or orientation, in tandem with personal, demographic, and organizational characteristics as well. In the following paragraphs, we will discuss some important types of diversity. You may classify your learners on the basis of these categories.

### 1.3.1 Linguistic Diversity

Because of its central role in human culture and cognition, language has long been important in discussions about human evolution. Languages are learned and culturally transmitted over generations, and vary considerably between human cultures. But any normal child from any part of the world can, if exposed early enough, easily learn any language. This had been suggested by the concept of a universal genetic basis for language acquisition. In contrast, chimpanzees, our nearest living relatives, are unable to acquire language in anything like its human form. This indicates some key components of the genetic basis for this human ability evolved in the last 5-6 Million years of human evolution. Darwin recognized a dual basis for language in biology and culture: language is not an instinct. Every language has to be learnt. Language differs, however, widely from all ordinary arts, for man has an instinctive tendency to speak, as we see in the babble of

our young children; while no child has an instinctive tendency to brew, bake or write (W. Tecumseh Fitch, 2011). Studies on human language universals is full of competing models and long-running arguments, spanning many disciplines including linguistics, evolutionary biology, anthropology, psychology and history. Within the broadly defined and still incomplete set of commonalities and regularities the diversity of existing human languages is quite astounding. The range of diversity in the more than 6000 existing human languages is huge (W. Tecumseh Fitch, 2011). Diversity itself is an important aspect of the biology of language, clearly tied to the learned, culturally transmitted aspects of human language.

## 1.3.2 Cultural Diversity

Cultures are the outcome of the way in which kin-based human communities reproduce themselves over generations, and in doing so diversify. The rate of diversification is strongly influenced by ecological and geographical factors. Humans have a unique cognitive capacity to generate socially transmissible behaviours which structure the outcome of this diversification. The transmissible behaviours are diverse in nature. The result is the formation of boundaries between human communities. Cultures are the consequence of these group boundaries. The diversity of cultures derives from the intersection of species-specific cognitive capacities with demographic and ecological conditions over the past 100 000 years. In particular, it is the way in which that human capacity for culture generates diverse behaviours with low within-group variation and high between-group variation (Foley & Lahr, 2011).

Boyd & Richardson (2005) propose that the capacity for culture is a species-specific trait, in which the human brain produces mental states which process, transmit and receive information capable of affecting individuals' behaviour that they acquire from other members of their species through teaching, imitation, and other forms of social transmission. One of the primary outcomes of the capacity for culture is particular sets of behaviour, mostly homogeneous within populations, and different between arying populations. Culture, therefore, produces subsets of diverse 'cultures'. Individuals in close

social proximity adopt behaviours which are similar to each other and different from others who are not in that immediate social circle.

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**Self-Assessment Question 1**

Answer the following questions. Check your answer with the one given at the end of the unit (Time 3 minutes).

Fill in the blanks:

(i) Definitions of diversity extend to include all types of individual differences such as, …………., …………., and ………..

(ii) Languages are learned and …………….transmitted over generations.

(iii)Individuals in close social proximity adopt behaviours which are similar to each other and different from others who are not in that immediate ………….circle.

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### 1.3.3 Diversity based on Socio-religious Background

Religion has been identified as a major factor in many cases of identity formation. As its etymology indicates, religion can bind people together. At the same time, history is full of examples in which religious identity acted as a major factor that divided societies. Religions tend to explain their difference and even separation from each other, while it seems that in reality socio- cultural aspects such as belonging to a nation, a region, an ethnic group, and race, are very important.

### 1.3.4 Diversity based on Gender

Gender is not equivalent to sex of an individual. If sex refers to the biological constitution then gender is essentially a socio-cultural construct. Certain attributes are imposed upon certain sexes to create gender identities and this results in creation inequities and exclusion. There is also a tendency to impose restricted number of gender identities and totally overlook and even supress other gender diversities that are distinct from traditional societal perceptions and preferences. To challenge social inequalities, we need to see how people's

identities are interlocked within systems of dominance that include some and exclude others. All of us have multiple identities; some of them give us privileges, and others make us vulnerable, depending on the political, economic, and socio-cultural context.

Concepts of gender, identity, power, exclusion, and belonging are interconnected. It is not always easy to talk about identities. Talking about who you are may be very self-affirming, and may create feelings of (self) respect, and of pride. But it may also provoke feelings of anger, pain, loss, guilt, and frustration. The negative feelings are always connected with feelings of 'being excluded', 'being fragmented', or 'not being allowed to be yourself'. Thus gender diversity also implies deep seated anxieties associated with genders not sanctioned by traditional social norms.

## 1.3.5 Diversity due to Difficult Family Background

The very concept of the family has been undergoing redefinition as tumultuous social and economic changes of recent decades have altered the landscape of family life (Coontz, 1997). Societies worldwide are experiencing rapid transformation and uncertainties about the future. Amid the turmoil, couples and families have been forging new and varied arrangements as they strive to build caring and committed relationships. These efforts are made more difficult by questions about their normality. Therefore, our current conceptualizations of normal family processes-both typical and optimal-must take into account the changing views of changing families in a changing world.

Some of the most commonly acknowledged categories of diverse family backgrounds that leads to inequities and diversity in the learner community are as follows:

❖ Socioeconomic status
❖ Divorced or separated families
❖ Single parent families
❖ Families with marginalized race and class
❖ Diverse cultural dimensions in family functioning
❖ Immigrant families

- ❖ Diverse spiritual dimensions of families
- ❖ Serious illness and disability in family

## 1.3.6 Diversity based on Ability /Disability

Across cultures, social classifications of disability have driven the marginalization, disempowerment, and exclusion of persons with disabilities. The classification of disability is very complex due to the differences in the manifestations of the disability, the course it takes, the patient's personal experience with the disability, the reactions of others, the way the disability has been studied by doctors, and many other factors. A person with a disability may also differ with the medical profession or others about how his or her disability is classified. The classification of one disability "does not stand alone," as it is also inscribed into the greater discourse of the classification of all disabilities (Bowker& Star, 1999, p. 173). Disabilities ultimately create many commonalities both in the experiences of the individuals with the conditions and in how they are treated and classified by others (Ziporyn, 1992). Although individuals develop personalized constructions of reality, their perceptions are heavily influenced by historical and cultural factors (Ferrante, 1988). The social construction of a group, particularly a marginalized group, will shape the way members of that group are viewed and treated by others (Huber &Gillaspy, 1998). For persons with disabilities, these social constructions have greatly influenced the social and legal classifications of disability throughout history. Regardless of the time period or the society, disability has tended to function as a "master status," a classification that has more social import than anything else in defining an individual (Albrecht &Verbugge, 2000, p. 301). The classification of disability "floods all statuses and identities" of a person, so that "a woman who uses a wheelchair because of multiple sclerosis be- comes a disabled mother, handicapped driver, disabled worker, and wheel-chair dancer" (Charmaz, 2000, p. 284). The fact that disability is a master status offers some explanation as to why persons with disabilities remain outsiders to other social minority groups. A woman with a disability is mainly perceived by others in terms of her disability, not her gender. The master status role of disability also creates resistance to any

facets of a person's life that confound the classification of "disabled." For many people who do not have a disability, the social classification of disability is so powerful that a person with a disability is not expected to engage in any activities that evidence personal empowerment or self-sufficiency. Although many people who use wheelchairs do not use them all the time, there is a social expectation that a person in a wheelchair is always in a wheelchair. The person has been socially classified as having a disability, and anything that interrupts that classification, such as the person using crutches, disturbs others' classifications of the person as being just a person with a disability. A social classification of disability is truly a classification of disempowerment. Thus disability accounts for large scale exclusion, diversity and inequity in human society.

The social perspective of disability asserts that "disability is the outcome of social arrangements which work to restrict the activities of people with impairments by placing social barriers in their way" (Thomas, 1999, p. 14). A disability, according to the social perspective, is the result of how a physical or mental characteristic affects functioning in an environment and the expectations for functioning (Silvers, 1998). In sharp contrast to the medical perspective, the social perspective views disability more as a result of external factors imposed upon a person than the biological functions of a person. The social perspective "makes it possible to see disability as the effect of an environment hostile to some bodies and not others, requiring advances in social justice rather than in medicine" (Siebers, 2001, p. 738). Beliefs and functions that marginalize and disempower persons with disabilities can then be seen as impediments to living to the fullest of their abilities. The social perspective focuses on "citizenship rights and the way in which social organizations oppress disabled people" (Marks, 1999, p.77). This perspective works to make clear social prejudices in order to promote acceptance of the range of disabilities to create a more inclusive view of humankind.

 The social perspective holds that the goal should be to reduce the disadvantages created by an impairment in order to ensure equality for all persons (Silvers, 1998). Although possible deficiencies in the social perspective of disability have been noted (Corker &

French, 1999; Thomas, 1999), it seems to remain the most prominent, or at least most commonly discussed, perspective on the social classification of disability among persons with disabilities. Some scholars have focused on specific issues within the social perspective as extremely important. One approach emphasizes the role of labels in the social construction of disability, seeing disability as a "negative social label that is applied by some people to others with the effect of enforcing social marginalisation" (Riddell, 1996, p. 86). This perspective views disability as a direct creation of the social exclusion through the external imposition of labels through means of laws, policies, and social standards. The materialist perspective asserts that the oppression of people with disabilities is rooted in economic terms, neither within the individual nor within the attitudes of others (Barnes, 1990; Finkelstein, 1980; Oliver, 1990).

All of these factors contribute to attitudes that serve to marginalize persons with disabilities for economic reasons. This perspective views the main problem as being the perception of individuals with disabilities as having lower economic worth than other members of society.

## 1.4     Social Attitude towards Diverse Learners

In this section, we will discuss another important aspect i.e. social attitude towards diverse learners. You may know that despite much progress during the past few decades, racism and prejudice are still ugly realities in all sectors of life in the world, including education. Today, racism may be less overt and virulent than in the past, but its effects can still greatly harm minority students. Prejudice against the poor, of whatever race or ethnicity, is another force that works against the academic achievement of disadvantaged students. For example, some teachers of poor students don't let them take study materials home, out of fear that the materials will never be returned. Yet these same students may tend to be proud to have the responsibility for taking study materials home and are generally exceedingly careful to return them. Again, you may have also seen how teachers are often speculative about the educational competencies or abilities of a disabled student whereas the student

may practically possess the ability to fare better than or equal to many other regulat students. As a teacher you must avoid discriminating against students because of their racial, ethnic, or socioeconomic backgrounds. Such discrimination can be as blatant as imposing harsher discipline on minority students or as subtle as lowering expectations for poor children because they have "difficult" home lives.

Rejecting a person's culture can be damaging too - "to reject or demean a person's cultural heritage is to do psychological and moral violence to the dignity and worth of that individual" (Pai, 1984, p. 7). When culturally different students enter an educational system which reflects the dominant, but alien, culture, they find that to be successful, they must take on the norms and beliefs of this dominant culture. And to do that, they must reject their culture of origin and identify it as being inferior, negative, and/or deficient in some way or the other. This may be even more detrimental for students identified as being in need of developmental education because they may already view themselves as deficient in the academic skills needed. The dissonance and negativity created by this situation can be such that these students leave the educational setting altogether. There are compelling reasons for education to support cultural diversity, - "the need to respect cultural differences is rooted in part in the belief that all human beings have intrinsic worth and that they should be treated as ends themselves" (Pai, 1984, p. 7). Respect for cultural diversity rests on the belief that cultural differences should not be viewed as deficits. If, as according to Pai, cultures can be seen, as "different ways of dealing with essentially similar problems and needs" (p. 7), then our range of solutions to these problems has been widened and enriched when we acknowledge and encourage different cultural perspectives. Studies talk of managing diversity but a more positive stance would be to value and support diversity.

Part of the reason teachers have difficulty incorporating student diversity as a building block in teaching and learning can be found in the prevalence of prejudice and beliefs held by teachers and teacher educators about teaching practice and student diversity as well as the views of teacher education programs about how teachers learn to teach. Teachers', and

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teacher educators', beliefs about best teaching practices have been dominated by the "transmission model" in teaching and the "absorptionist model" in learning (Prawat, 1992). Under the "transmission" and the "absorptionist" models, students are passive recipients of information teachers possess and carefully "deposit" in them. Similarly, teachers' assumptions that children have fixed approaches to learning and acting and that these approaches can be traced to differences in neurological, maturational, or cultural levels have and continue to distract teachers from thinking of students as sense-making individuals with regard to learning in different subject matter areas. Perceived differences in students are used by teachers more for classification purposes (such as grouping by ability)-under the assumption that this grouping assures effectiveness in the delivery of instruction-than for under-standing how students are making sense of instruction (Prawat, 1992). Moreover, the way in which teachers have come to understand individual differences and their effects on classroom learning has important repercussions in students' levels of school success and failure. The work of attribution theorists is relevant here. From the work of Harold Kelly (1973), we know that teachers tend to attribute success to internal or personal characteristics of students (such as levels of ability or enthusiasm) and that this is more likely to occur when the particular measures of success are intellectual tasks. Conversely, we know that failure is most often attributed to external factors affecting the student, such as the environment (the home, the community, or, in some cases, poor teaching), and that this is more likely to occur when the measure of failure is related to interpersonal tasks (such as discipline or getting along with peers). This pattern of attribution seems to be especially true for students who perform differently than their peers (i.e., a particular student fails a test). In this type of situation, teachers tend to attribute a student's distinctive behaviour to personal reasons, whereas when students behave in similar ways, the cause is usually attributed to environmental reasons like poor home environments or poor teaching (Lalljee, 1988). A number of instructional strategies often preferred for low-achieving minority children (such as the direct instruction model) encourage "[teachers'] behaviours believed to communicate low ability attributions" (Graham, 1990, p. 34). Thus, not only have teachers failed to gain a deeper understanding

of student diversity and incorporate this diversity in teaching and learning, but they have used these differences as justifications for students' success and failure and as guidance for instructional teaching practices that disadvantage the very students they expect to protect.

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**Self-Assessment Question2**

Answer the following question in about 60 words. (Time 3 minutes).

(i)      What types of diversity are found in learners?

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## 1.5 Protecting Rights of Diverse Learners

It is common knowledge that India 'warehouses' the largest number of disabled people, mental and physical, old and young, male and female. Hence, it may not surprise us when we often hear the plea of lack of sufficient economic resources to accommodate the needs of the less fortunate persons who may be derisively looked down upon only as parasites of our precious GNP with no economic benefit in return. The earlier this wrong misconception is eradicated, better would be the understanding of the real worth of these unwanted, neglected and ignored persons who are often forced to die "unhonoured, unwept and unsung". Thus it deserves mention that the "disabled" persons are those who for lack of circumstances - personal, social, economic - are unable to unfold their full potential; and with the proper encouragement and identification of their distinct peculiar capabilities, and a conductive atmosphere for their growth and development, they may well become functionally capable of harnessing their hidden creative talents as any of the other so-called able persons. From the malformed infant to the tottering adult, every disabled person must be habilitated to play his individual and distinct role as a duty-conscious and rights-aware citizen of India.

The preamble of the Indian Constitution emphasises the dignity of the human person, his equal status and opportunity without any discrimination. Further, in article 41 special reference is made to the rights of disabled persons for special assistance from the

government. Besides, article 51 of the Constitution gives recognition and respect for international instruments ensuring peace and security, which includes the peace and security of the one crore and twenty lakhs of disabled persons too. By virtue of being a co-signatory to the U.N. Declaration on the Rights of Disabled Persons, our government also has to abide by article 2 and 10 which read as follows :

Disabled persons shall enjoy all the rights set forth in this Declaration. These rights shall be granted to all disabled persons without any exception whatsoever and without distinction or discrimination on the basis of race, colour, sex, language, religion, political, or other opinion, national or social origin, status of wealth, birth or any other situation applying either to the disabled person himself or herself or to his or her family. Disabled persons shall be protected against all exploitation, all regulations and all treatment of a discriminatory, abusive or degrading nature.

Again, article 7 adopted by the General Assembly of the U.N. for the International Programme for 1980-81 enjoins :

Action to improve the conditions for disabled persons should form an integral part of general policy and planning in every section of the society. It should be part of national reform programmes and of regular programmes for international co-operation. Further, the Delhi Declaration, Signed by Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan on 16th December,1993, at the 'Education for All' Summit, to which India is also a signatory, stressed the following :

"The aspirations and development goals of our countries can be fulfilled only by assuring education to all our people, a right promised both in the Universal Declaration of Human Rights and in the Constitutions and laws of each of our countries; education is the pre-eminent means for promoting human resources, and respect for cultural diversity; education is, and must be, a societal responsibility encompassing governments, families, communities and non-governmental organisations alike; it requires the commitment and participation of all, in a grand alliance that transcends diverse opinions and political positions; .... conscious of the vital role that education must play in the development of our

societies, we hereby pledge that, by the year 2000 or at the earliest possible moment, we will ensure a place for every child in a school or appropriate education programmes according to his or her capabilities, in order that no child be deprived of education for lack of a teacher, learning material or adequate space; we pledge this fulfilment of our commitment under the Convention of the Rights of the Child, which we have ratified.... We will, in all our action, accord to human development, the highest priority at national and other levels, ensuring that a growing share of national and community resources is dedicated to basic education and improving the management of existing resources for education." Further article 21 guarantees the Right to Life. It has been liberally interpreted in Maneka Gandhi vs. Union of India, A.I.R. 1978 S.C. 597; Sunil Batra vs. Delhi Administration (I), A.I.R. 1978 S.C. 1675, and Olga Teltis vs. Bombay Corporation, A.I.R. 1986 S.C. 180 (para 32)so as to include a gamut of rights essential for a decent dignified human existence, which forms the bedrock of the jurisprudence of rights of the disabled.

The Council for Exceptional Children Policy on Inclusive Schools and Community Settings (1993) states that the concept of inclusion is a meaningful goal to be pursued in schools and communities, and it endorses a continuum of services. The existence of options is particularly vital to the education of children with disabilities, and full inclusion is not appropriate for every student. The policy emphasizes that all children, youth, and young adults with disabilities are entitled to a free and appropriate education and/or services; have available for them a continuum of services; and should be served whenever possible in general education classrooms in inclusive neighbourhood schools and community settings strengthened and supported by an infusion of specially trained personnel and other appropriate supportive practices according to individual needs. (https://www.family-advocacy.com/assets/Uploads/Downloadables/10317-CEC-policy-on-inclusive-schools-and-community-settings.pdf)

Placement decisions are determined as an integral part of the individualized education program (IEP) process. Rules and regulations related to individualized education programs directly affect placements in physical education. Because physical education is a defined

part of special education--a primary service--a child's physical and motor performances must be assessed and evaluated as bases for both program and placement decisions. If a child, regardless of type and severity of disability, has the same basic physical and motor needs as nondisabled classmates, he or she belongs in a regular physical education class, which should be noted on the IEP. In many cases, a student requires some type of accommodation (i.e., adaptive device, a partner, different organizational pattern for activities) to be able to participate in the regular physical education class. Recommendations concerning specific accommodations should be delineated in the IEP. Students with special physical and motor needs (goals and objectives of the regular class are not appropriate) require an IEP for physical education, including placement information (no more, no less than basic IEP requirements for special education itself). All individuals with IEPs for physical education do not have to be placed in special and segregated settings; often, some special needs can be met within the regular physical education class. Regardless, these IEP regulations speak to and require a continuum of alternative placements (LRE) for physical education.

It has been argued by scholars that the lawmakers increasingly believed that special education can make a significant difference in enabling the disabled children to achieve their full potential. Special education, thus was now promoted for national interest. Some of the key features of the Education for All Handicapped Children Act1975 are as follows

i.    Students with disabilities had the right to a free appropriate public education.

ii.   Schools must have individualized educational programmes for each student with disability.

iii.  Parents have the right to inspect school records of their children and when changes are met in a students' educational placement or programme, the parents must be informed.

iv.   Parents of special needs children have the right to challenge what is in the records or any change in placement.

v.      Students with disabilities have the right to be educated in the least restrictive educational environment.

vi.     Students with disabilities must be assessed in ways that are considered fair and non- discriminatory.

vii.    Students with special needs must have specific protections.

The 1986 Amendments to the Education for All Handicapped Children Act, 1975 made the following provisions -

i.      All the rights of the Education for All Handicapped Children Act 1975 were extended to all preschoolers with disabilities.

ii.     Each school district must conduct a multidisciplinary assessment and develop for each pre-school child with a disability, an individualized family service plan (IFSP).

The IFSP must include -

A statement of the child's present level of cognitive, social, speech and language, and self-help development.

A statement of the family's strengths and needs related to enhancing the child's development.

A statement of the major outcomes expected for the child and the family. A statement of criteria, procedures and timeline for measuring progress.

A statement of the specific early intervention services necessary to meet the unique needs of the child and family including methods, frequency and intensity of service.

Projected dates for initiation and expected duration of services. The name of the person who will manage the case.

Procedures for transition from early intervention to a preschool programme Individualized Education Programme (IEP), a central concept of the Education for All Handicapped Children Act1975, found a place of great importance in the history of special and inclusive

education. Such programmes were described to be designed on the basis of the following -

i.      The students' present level of functioning

ii.     Annual goals and the short term objectives of the programme

iii.    The services to be provided and the extent of regular programming

iv.     The starting date and the expected duration of the service

v.      Evaluation procedure and the criteria for monitoring progress

The law also made provisions for Protection in Evaluation Procedures (PEP) with the following regulations -

i.      A full and individual evaluation of a student's needs must be made before a student is placed in a special education programme

ii.     Testing should be unbiased and free from racial or cultural bias

iii.    Tests must be administered in the child's native language or other suitable means of communication

iv.     Students must be assessed in all areas related to their suspected disability including general health, vision, hearing, behavior, general intelligence, motor abilities, language proficiency etc.

v.      Tests must be administered by trained professionals

vi.     Tests must be valid for the specific purposes for which they are administered.

vii.    Results of tests administered to pupils who have impaired sensory, manual or speaking skills must reflect aptitude or achievement, and not the impairment

viii.   Evaluations for special education placement must be made by multidisciplinary teams including at least one specialist with knowledge or expertise in the area of suspected disability

ix.     More than one test must determine the suitable placement and special education placement must never be done on the basis of a single test (Regulations for the Education of Students with Exceptionalities, University of West Virginia, 2014)

**Individuals with Disabilities Education Act (IDEA) (American legislation)**

Perhaps the most significant step in the history of special education was the enactment of the Individuals with Disabilities Education Act (IDEA) in 1990. It was a reauthorization of the Education for All Handicapped Children Act, with the Congress replacing the term "handicapped children" with the new term "children with disabilities". Two new disability categories of autism and traumatic brain injury are identified and a more comprehensive definition of transition services is added. Transition service is now clearly defined as the service to ensure hassle free and facile transition from school to post-school activities. The Act also had provisions for making Assistive Technology more accessible to all. Purchase or lease of such technological devices, access to associated services, relevant training in use of such technology and services were rendered more accessible to persons with special needs and service providers. IDEA further mandated that decisions about the specific technological needs of a special needs student would be made by an expert team that develops the IEP or the Individualized Education Programme.

**History of Special Education Policy and Inclusion in India:**

The Government of India on paper supported various version of inclusive special education in policy before independence. During this time period, the majority of children with disabilities were not in school. In the Pre-Independence era, the limited services for people with disabilities arose largely out of the private sector or from nongovernmental organizations, which were often religious. The first special school for people with disabilities in India was a school for the blind, which was opened in 1869 by Jane Leupot, with support of the Church Missionary Society. In 1883, a school for the deaf was opened in Bombay.1887 marked the year Christian missionaries opened a school for the blind in Amritsar. During the 1800s, all of the special schools for people with disabilities accommodated people with physical disabilities; it was not until 1918 that the first school for people with intellectual disabilities was established.

All of these schools exemplify the segregated type of special education services offered during the 1800s and 1900s. Most were for children who were blind or visually impaired, and the majority was funded by non-governmental organizations or private funders.

Gandhiji, attempted to reverse British influence over Indian education by introducing what he named "basic education." Gandhi's idea of education catered to marginalized populations because it focused on handicrafts, which favoured the lower castes and people with disabilities, many of whom were used to working with their hands and hadn't previously done much academic work. The year 1909 marks the first attempted legislation regarding inclusion and education in India. Gopal Krishna Gokhale, professor of English literature, mathematics, and political economy, served, for example, on the Poona Municipal Council, the Bombay Legislative Council, and finally, the Imperial Legislative Council, " a bill under the Indian council act of 1909 to make primary education compulsory." This bill, if it passed, would have provided funding for compulsory education for all. However, it was voted down. The Sargent Report by the Central Advisory Board of Education in 1944 suggested children with disabilities should be entirely mainstreamed. Rather than debating the validity of inclusion, the Sargent Report stated that it was the only way to provide an education. Throughout the 1940s, the government of India began setting up segregated workshops and trade schools separate from those for students without disabilities to teach specific skills to children with disabilities to enter the workforce. There was also a large increase in the amount of money given to voluntary organizations to establish special schools. Most of these segregated schools were expensive and located in urban areas, further marginalizing people with disabilities in rural areas. Part IX, Article 45 of the Constitution states, the state shall endeavour to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years. The significance of Article 45 was reaffirmed in 1993 with the Supreme Court's Unnikrishnan judgment, also known as the case "Unnikrishnan vs. the state of Andhra Pradesh. "(http://www.escr-net.org/caselaw/ caselaw_show.htm? doc_id=404182&). In this case, the court ruled that Article 45 must be read in conjunction with Article 21 of the constitution, which states that "No person shall be deprived of his life or personal liberty except according to procedure established by law." A clause was added to India's constitution to this affect; however, it was not added until December 2002.

The 86th amendment to the constitution, section 21A reads, "The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine." The Ministry of Social Welfare was given the responsibility for the "weak and vulnerable" sections of society. They largely focused on rehabilitation, and not as much on education. Instead of supporting the current education system, the Ministry of Social Welfare began giving out grants to non-profits that provided education for children with disabilities, inadvertently preventing inclusion of these children within the public or mainstream sector. The split of these two ministries has never been reversed, and is still this way at present. The Government of India created the Kothari Commission in 1964, named after its chairman, P.S. Kothari. The plan of action created by the Kothari Commission reads, "We now turn to the education of handicapped children. Their education has to be organized not merely on humanitarian grounds of utility. Proper education generally enables a handicapped child to overcome largely his or her handicap and make him into a useful citizen. Social justice also demands it…on an overall view of the problem, however, we feel that experimentation with integrated programmes is urgently required and every attempt should be made to bring in as many children in integrated programs." The Integrated Child Development Scheme (ICDS) of 1974 created by the Ministry of Human Research Development reaches out to "vulnerable populations" of the population to provide services such as pre-5-year-old schooling and early intervention, including health care, nutrition and pre-school facilities (icds-wcd.nic.in/icds/icds.aspx). The Ministry of Welfare created the Integrated Education of Disabled Children Scheme (IEDC) that provided children with disabilities "financial support for books, school uniforms, transportation, special equipment and aids," with the intention of using these aids to include children in mainstream classrooms. However, the government of India realized that providing structural changes to the classroom, such as adapted equipment, would not be enough to integrate children with disabilities into the classroom. Although it was encouraged and partly funded by UNICEF, fifty percent of the funding was supposed to go through the state governments. The responsibility was transferred to the Department of Education in 1992.The National Policy on Education

(NPE) was created in 1986. Continuing in the spirit of the 1974 IEDC, the NPE states that children with "mild" disabilities should be included in mainstream classrooms, whereas children with "moderate to severe" disabilities should be placed in segregated schools. Many were upset that this policy contradicted Article 45 of the constitution, which lists equality in education as a fundamental right for all, and not just those with "mild" disabilities. The policy also included a provision regarding teacher training for all mainstream education teachers, by "including a compulsory special education component in pre-service training of general teachers."(Singal, 2009). The 1992 Program of Action (POA), created to implement the 1986 NPE, broadened the 1986 definition of who should be included in mainstream schooling, that "a child with a disability who can be educated in the general school should not be in the special school." The year 1992 was also the year of the Rehabilitation Council of India (RCI) Act. The RCI Act provided standards for rehabilitation professionals; one type of rehabilitation professional being special education teachers. This act is important because it establishes consequences for teaching without a license. Teachers without a license could face imprisonment for up to one year, be fined R1000, or both. Possibly one of the most important pieces of legislation to date in India regarding people with disabilities is the 1995 People with Disabilities Act (PDA). The PDA states that children with disabilities have the right to access education in a "free and appropriate environment" until they are 18 years of age, "promoting integration into normal schools." The PDA is supposed to provide transport facilities, remove architectural barriers, supply free books and other study materials, grant scholarships, restructure curriculum, and modify the examination system for the benefit of children with special needs. The act also addresses teacher training, for special educators and mainstream educators, by requiring adequate teacher training programmes to train teachers to work with students with disabilities. Another extremely important part of this act was the clause that requires all parts of the country, urban and rural, to have facilities that accommodate students with disabilities and ensure that they are in school. The People with Disabilities Act functioned as a catalyst for several other development projects around inclusion and disability. In order to expand educational opportunities for children with disabilities, the

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Central Government, in its Five-Year Plan (1997-2002), set aside 1,000 million rupees specifically for the provision of integrated education. The government of India started collaborating with the UN and World Bank to put the People with Disabilities Act into action. One major initiative that was born out of the PDA was the District Primary Education Program (DPEP). A joint venture between the Indian Government's Department of Education and the World Bank, the goal of the District Primary Education Program was "education for all" by the year 2000. As many of the initiatives in India are regarding education and children with disabilities, the DPEP focused on inclusion of children with mild to moderate disabilities. Important parts of the initiative included Teacher trainings through the District Institutes of Education and Training (DIETS), curriculum modifications, resource room, teacher support and integration or inclusion. (Hegarty&Alur, 2002,56).

In 2002 the 86th amendment to the Constitution was made, mandating free and compulsory education to all children ages 6-14). Resulting from this change, the Millennium Development Goals (MDGs), the fairly new People with Disabilities Act, and the past 50 years of attempted legislation and projects, the Government of India, in conjunction with the World Bank, created the SarvaShikshaAbhiyan (SSA), an initiative which translates to "Education for All." SSA is not a disability-specific program, but rather a disability-inclusive programme, with specific aspects that benefit people with disabilities.

In 2005, the Right to Education Act was drafted by the Ministry of Human Resource Development. This bill, framed through a "social justice and collective advocacy perspective" rather than through a framework of individual rights, is not disability-specific, but is inclusive of children with disabilities, with specific sections that address the educational rights of students with disabilities.

## 1.6    Addressing Diversity in Learning and Social Communities

In so far as the diversity initiative is concerned, there are certainly different 'intellectual formations' and consequently different intellectual and academic responses. Muller (1997,

p. 198) uses the concept of 'intellectual formation' to refer to "a group of persons who share certain epistemic, political and pragmatic interests and who, because consciousness". For him, intellectual formations conventionally share an ideology (a set of beliefs about the social order, connected to the role of diversity initiatives in systemic and institutional order of education) and a social-epistemology (a certain conception of knowledge and its relation to society). These constitutive conditions of intellectual formations change as social conditions change and thus attitude of the society to diversity alters accordingly. It may thus vary from apathy

to acceptance and understanding though the prevalent constitutive conditions of intellectual formations in most countries still are far from an ideal inclusive outlook.

## 1.7    Let Us Sum Up

Diversity means "variety" and "being different". It is a product of different geography, culture and history. Diversity is more than just tolerating the differences. It is respecting and understanding the varying differences among individuals in society. The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. Definitions of diversity extend to include all types of individual differences, such as

- ❖ ethnicity,
- ❖ race,
- ❖ gender,
- ❖ age,
- ❖ religion,

- ❖ disability status,
- ❖ geographic location,
- ❖ personality,
- ❖ sexual preferences, and
- ❖ a myriad of other personal, demographic, and organizational characteristics.

Diversity is fast becoming a norm in the globalised world today.

Learners may be broadly classified on the basis of some of the most prominent categories of diversity. Some such types are - Linguistic Diversity, Cultural Diversity, Diversity Based on Socio-religious Background, Diversity based on Gender, Diversity due to Difficult Family Background, and Diversity based on Ability /Disability.

Despite much progress during the past few decades, racism and prejudice are still ugly realities in all sectors of life in the world, including education. Prejudice against the poor, of whatever race or ethnicity, is another force that works against the academic achievement of disadvantaged students. Part of the reason teachers have difficulty incorporating student diversity as a building block in teaching and learning can be found in the prevalence of a number of beliefs held by teachers and teacher educators about teaching practice and student diversity as well as the views of teacher education programs about how teachers learn to teach. Teachers', and teacher educators', beliefs about best teaching practices have been dominated by the "transmission model" in teaching and the "abortionist model" in learning (Prawat, 1992). Under the "transmission" and the "abortionist" models, students are passive recipients of information teachers possess and carefully "deposit" in them. Similarly,

teachers' assumptions that children have fixed approaches to learning and acting and that these approaches can be traced to differences in neurological, maturational, or cultural levels have and continue to distract teachers from thinking of students as sense-making individuals with regard to learning in different subject matter areas. Perceived differences in students are used by teachers more for classification purposes (such as grouping by ability)-under the assumption that this grouping assures effectiveness in the delivery of

instruction-than for under- standing how students are making sense of instruction (Prawat, 1992).

Various policies and laws have been enacted in India and throughout the world to address social diversity and diversity in the learning environment.

## 1.8 Answers to Self- Assessment Question (SAQ)

**Answers to Self-Assessment Question 1**

(i)Ethnicity, race, gender (ii) culturally (iii) social proximity, social

**Answers to Self-Assessment Question 2:**

Diversity based on language, culture, ethnicity, race, gender, age, religion, disability status, geographic location, personality, sexual preferences, and personal, demographic, and organizational characteristics

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## 1.10 Unit End Exercises

1.    What do you understand by diversity? Discuss diversity as a norm.

2.    What are the types of diversity in learners?

3.    Discuss Linguistic Diversity and Diversity in learners due to Family Background with examples.

4.    What is Cultural Diversity? What are the stages of evolution of cultural diversity?

5.    Discuss the formulations of the General Conference of the United Nations Educational, Scientific and Cultural Organization regarding cultural diversity.

6.    What leads to the diversification of culturally defined communities?

7.    Discuss the Social Attitude towards Diverse Learners.

## Reflective Exercise

1.    Develop a report on the nature of diversity observed in any classroom of a school of your locality and the way in which that diversity may be addressed.

2.    Prepare a seminar presentation on the social attitude towards diversity and the ways the related issues can be addressed.

3.    Group discussion on various modes of sensitizing teachers about diverse learners and their needs in an inclusive classroom.

4.    Prepare a report on modalities of addressing gender related diversity and generating awareness about the same in any school of your locality, that it adopts in order to develop an inclusive environment.

# UNIT - 2: LEARNERS WITH DISABILITIES

## *Structure*

## 2.0    Introduction

In the previous unit of this Block, you have developed a clear knowledge about diversity and inclusion. You have also learned that various policies and laws have been enacted in India and other countries to address social diversity and diversity in the learning environment.

In this unit, we shall discuss different aspects of disability and develop a clear concept about learners with disability. What is disability?

Disability may be defined as a condition which may restrict a person's mental sensory or mobility functions. It does not mean a disabled person unable to do all the important tasks. It substantially affects a person's activities and may be present from birth or occur during a person's lifetime. Disabilities affect a person in many ways. You must have seen persons with various disabilities. Some people are in a wheel chair, some people are blind and deaf.

In this unit, we shall also discuss various types of disabilities like sensory disability, intellectual disability, locomotor disability and so on. We shall also discuss an important bill - The Rights of Persons with Disabilities Bill-2016.

## 2.1 Objectives

Upon Completion of the unit, you will be able to -

- ❖ define disability;
- ❖ describe different types of disabilities;
- ❖ differentiate between sensory disability, intellectual disability and other types of disabilities; and
- ❖ explain the rights of persons with disabilities bill-2016.

## 2.2    Understanding Disability

Disability refers to a condition of the body or mind that limits a person's ability to perform activities at home or outside of the home. Disability is part of the human experience.At some point of time in life each individual may experience temporary or permanent disability. The difficulties increase with age. The meaning of Disability varies from community to community. The use of it may be as per different modelssuch as medical model and social model. Medical model deals with the physical or mental attribute and the social model deals with constraints imposed by the society.According to the preamble to the United Nations Convention on the Rights of Persons with Disabilities (2006) the disability arises from the interaction between the impairments a person may suffer and barriers that 'hinder their full and effective participation in society on an equal platform with others.' It includes 'long-term physical, mental, intellectual or sensory impairments' whilst the barriers can be attitudinal or environmental.

## 2.3    Types of Disabilities

In this section, we will discuss different types of disability e.g., sensory disability, intellectual and other types of disabilities evident in learners.

### 2.3.1. Learners with Sensory Disability

There are various types of sensory disabilities like visual, hearing and so on.

**Visual impairment**

Visual Impairment is loss of vision, decreased visual ability that cannot be fixed by usual means such as glasses. Visual impairment is often defined as a best corrected visual acuity of worse than either 20/40 or 20/60. The term blindness is used for complete or nearly complete vision loss.

Visual Impairment means difficulties of perception; it is the functional impairment of eye. Visually Impaired person's eye sight cannot be corrected to a "normal level".

Visual impairment may bring in difficulties to carry out normal activities on a daily basis. The most common causes of visual impairment are uncorrected refractive errors (43%),

cataracts (33%), and glaucoma (2%). Refractive errors include near sightedness, far sightedness, presbyopia and astigmatism. Cataracts are the most common cause of blindness. Other disorders that may cause visual problems include age related muscular degeneration, diabetic retinopathy, corneal clouding, childhood blindness and a number of infections. Visual impairment can also be caused by problems in the brain due to stroke, prematurity, or trauma amongst others. These cases are known as cortical visual impairment. Screening for vision problems in children may be improve in their future vision. Screening adults without symptoms is of uncertain benefit. Diagnosis can be arrived at by a detailed examination of the eye. (Visually Impaired, Wikipedia ,2017.).

**Characteristics of Visual Impairment**

Some of the major characteristics of Visual Impairment are -

❖ Often keep his/her head down; lack eye contact with others
❖ Limited facial expression and body language
❖ Tend to hold objects very close to the eyes when looking at them.
❖ Abnormal responses to bright to light (gazing at light excessively or trying to avoid it)
❖ Often bump into objects or fall over, and get confused with directions
❖  Search for his/her way using hands
❖ May press on eyeballs with fingers
❖ Jerky movements of the eyeballs (Visually Impaired, Wikipedia ,2017.).

**Low vision**

Low vision refers to a visual impairment that is not correctable through surgery, pharmaceuticals, glasses, or contact. This condition is often characterized by partial sight, such as blurred vision, blind spots or tunnel vision, but also includes legal blindness. Normal routine work in the everyday life of a human being is greatly hindered due to low vision.

When the vision in the better eye with best possible glasses correction is: 20/30 to 20/60, this is considered mild vision loss, or near-normal vision. 20/70 to 20/160, this is considered moderate visual impairment, or moderate low vision.

20/200 to 20/400, is considered severe visual impairment, or severe low vision.20/500 to 20/1,000, is considered profound visual impairment, or profound low vision.

Less than 20/1,000, is considered near-total visual impairment, or near-total blindness. (Maureen A. et al. 2017)

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**Self-assessment Questions 1**

**Answer the following questions in about40 words each.**

| | |
|---|---|
| **(i)** | **How can you define 'disability'?** |
| **(ii)** | **List two characteristics of visual impairment.** |

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**Hearing Impairment**

Hearing Impairment, also known as hearing loss, is a partial or total inability of hearing. A deaf person has little or no hearing ability. In children hearing problems can affect the ability to learn spoken language and in adults it can cause work related difficulties. Hearing impairment may be caused by number of factors, including: genetics, ageing, exposure to noise, infections, birth complications, trauma to the ear and certain medications or toxins. Hearing impairment is very common congenital abnormality in new-borns and is more than twice of other conditions such as sickle cell disease, hypothyroidism, phenylketonuria, and galactosaemia (Finitzo&Crumley,1999).

It is one of the most common sensory disorders and is the consequence of sensory-neural and/or conductive malfunctions of the ear.

Since hearing loss in infants is silent and hidden, great emphasis is placed on the importance of early detection, reliable diagnosis, and timely intervention (Spivak et al., 2009). Even children who have mild or unilateral permanent hearing loss may experience difficulties with speech understanding, especially in a noisy environment, as well as problems with educational and psycho-social development (Bess et al., 1998; Culbertson

& Gilbert 1986). Children with hearing loss frequently experience speech-language deficits and exhibit lower academic achievement and poorer social-emotional development than their peers with normal hearing.

Schuknecht (1974) has described four types of human presbycusis:

- ❖ Sensory: mainly affecting the cochlear hair cells and supporting cells;
- ❖ Neural: typified by the loss of afferent neurons in the cochlea;
- ❖ Metabolic: where the lateral wall and stria vascularise of the cochlea atrophy; and
- ❖ Mechanical: where there seemed to be a so-called "stiffening" of the basilar membrane and organ of Corti.

There are many causes of presbycusis, though it is most commonly the result of changes in the inner ear as a person ages. It can also stem from changes in the middle ear or from complex changes along the nerve pathways leading to the brain. The negative impact of hearing loss on older adults is significant (LaForge et al., 1992). It can result in loneliness. Hearing loss is associated with depression, social isolation, poor self-esteem, and functional disability (Mulrow et al., 1990a), particularly for those suffering from hearing impairment who have not yet been evaluated or treated for hearing loss.

Half of hearing loss is preventable. This may be done by immunization, proper care during pregnancy, avoiding loud noise, avoiding certain medications, etc.

The level of severity of hearing loss is identified as follows:

**Table 1: Degree of Hearing Loss**

| | |
|---|---|
| -10 to 15 dB HL | Normal Hearing |
| 16-25 dB HL | Slight Hearing Loss |
| 26-40 dB HL | Mild Hearing Loss |
| 41-55 dB HL | Moderate Hearing Loss |
| 56-70 dB HL | Moderate-Severe Hearing Loss |
| 71-90 dB HL | Severe Hearing Loss |
| >90 dB HL | Profound Hearing Loss |

(Nanda & Jamal 2010)

**Characteristics of Hearing Impairment**

As per my observations, some of the major Characteristics of Hearing Impairment are:

- ❖ No response to sound in proper time
- ❖ Cannot hear properly what others are saying
- ❖ Cannot locate the actual sound source
- ❖ Attention to speakers' facial expression and lip movement while listening
- ❖ Not proper understand speech in noisy environment.
- ❖ Not correct Pronunciation
- ❖ Not in proper language development
- ❖ Irritated for communication difficulty

**Deaf-blind**

Deaf-blindness is the condition of little or no useful sight and little or no useful hearing. Educationally, individuals are considered to be deaf-blind when the combination of their hearing and sight loss causes such severe communication and other developmental and educational needs that they require significant and unique adaptations in their educational programs.

**Some methods of communication of deaf-blind people**

Deaf-blind people communicate in many different ways as determined by the nature of their condition, the age of onset; resources are available to them etc. For example, someone who grew up deaf and experienced vision loss later in life is likely to use a sign language (in a visually modified or tactile form). Others who grew up blind and later became deaf are more likely to use a tactile mode of their spoken/written language.

Deaf-blind people generally communicate by Sign Languages, Adapted Signs, Tactile Sign Language, Tracking, Tactile Finger spelling, Speech Reading, etc.

Multisensory methods have been used to help deaf-blind people enhance them communication skills. These can be taught to very young children with developmental delays, young people with learning difficulties, and older people, including those with dementia.

**Characteristics of Deaf-Blindness**

It is commonly estimated that 95% of the information are gathered from vision and hearing. Individuals who have a hearing or vision loss cannot access the same amount of information without accommodation for their sensory loss. Depending on the age of onset, the characteristic features of deaf-blind individuals vary from one another, thereby giving them unique characteristics. Wide ranging characteristics are observed among diverse group of people with deaf-blindness. Some of these characteristics are:

- ❖ Lack the ability to communicate in a meaningful way
- ❖ Have a distorted perception of the world
- ❖ Deprived of the information necessary to anticipate future events or the results of his close one's actions
- ❖ Deprived of many of the most basic motivations
- ❖ Have medical problems that lead to serious developmental lags
- ❖ Mislabelled as developmentally disabled or emotionally disturbed
- ❖ Forced to develop unique learning styles to compensate for the sensory impairments

❖ Have extreme difficulty in establishing and maintaining interpersonal relationships (Deaf –Blindness [doc/policy/ruls&regulation], n.d.).

## 2.3.2. Learners with Intellectual and Specific Learning Disability

By this time, you have developed a clear understanding about the learners of sensory disabilities. In this section, we will discuss the intellectual and specific learning disabilities.

**Intellectual disability/Mental retardation**

Mental Retardation is a developmental disability that first appears in children under the age of 18. It is defined as an intellectual functioning level (as measured by standard tests for intelligence quotient) that is well below average and significant limitations in daily living skills (adaptive functioning).

**Definition of Mental Retardation:** Mental retardation is a disability characterized by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social, and practical adaptive skills. This disability originates before age 18 (AAMR, 2002).

i)   Limitations in present functioning must be considered within the context of community environments typical of the individual's age peers and culture.

ii)  Valid assessment considers cultural and linguistic diversity as well as differencesin communication, sensory, motor, and behavioural factors.

iii) Within an individual, limitations often co-exist with strengths.

iv)  An important purpose of describing limitations is to develop a profile of needed supports

v)   With appropriate personalized supports over a sustained period, the life functioning of the person with mental retardation will improve. (Luckasson, et al, 2002, p. 1)

Intellectual disability is a disability characterized by significant limitations in both intellectual functioning and in adaptive behaviour, which covers many everyday social and

practical skills. This disability originates before the age of 18 (American Association on Intellectual and Developmental Disabilities IDD)- 2010)

**The following five assumptions are essential to the application of this definition:**

In general, mentally retarded children reach developmental milestones such as walking and talking much later than the general population. Symptoms of mental retardation may appear at birth or later in childhood. Time of onset depends on the suspected cause of the disability. Some cases of mild mental retardation are not diagnosed before the child enters preschool. These children typically have difficulties with social, communication, and functional academic skills.

Although mentally retarded children are increasingly widespread, they are still poorly understood by most of society. The lack of knowledge is further compounded by the stigma that often accompanies a diagnosis of a developmental or behavioural disorder. Whether a child has a developmental delay or disorder, early identification and intervention are essential for achieving the best possible outcome.

**Table 2 : CLASSIFICATION and CHARACTERISTICS of ID**

| | Terminology | IQ range | Characteristics/Educational Expectations |
|---|---|---|---|
| Psychological Classification | Mild ID | 0 -70 | Slower in all developmental areas No unusual physical Characteristics Able to learn practical life skills Attains reading and math skills up to grade levels 3 to 6 |
| | Moderate ID | 35-49 | Noticeable developmental delays (i.e. speech, motor skills) |
| | | | May have physical signs of impairment (i.e. thick tongue) Can communicate in basic, simple ways Able to learn basic health and safety skills Can complete self-care Activities Can travel alone to nearby, familiar places |

| | Severe ID | | Considerable delays in Development Understands speech, but little ability to communicate Able to learn daily routines May learn very simple self-care in social situations |
| | | 20- 34 | |
| | Profound ID | BELOW 20 | Significant developmental delays in all areas |
| Educational Classification | Educable ID | 50 to 70 | Second to fifth grade achievement in school academic areas Social adjustment that will permit some degree of independence in the community Occupational sufficiency that will permit partial or total self-support |
| Trainable ID | | 20 to 49 | Learning primarily in the areas of self-help Very limited achievement in areas considered academic Social adjustment usually limited to home and closely surrounding area Occupational performance primarily in sheltered workshop or an institutional setting |
| | Custodial ID | Below20 | Usually unable to achieve even sufficient skills to care for basic needs. Will usually require nearly total care and supervision for duration of lifetime |

(Clinical Characteristics of Intellectual Disabilities[edu/read], n.d.).

**Specific learning disability**

Specific learning disability (SpLD) affects the way information is learned and processed. They are neurological (rather than psychological), usually run in families and occur

independently of intelligence. They can have significant impact on education and learning and on the acquisition of literacy skills.

SpLD is an umbrella term used to cover a range of frequently co-occurring difficulties, more commonly:

- ❖ Dyslexia
- ❖ Dyspraxia / DCD
- ❖ Dyscalculia
- ❖ A.D.D. / A.D.H.D.

Specific learning disabilities are not intellectual impairments. Learners with intellectual impairments are generally assessed as having reduced cognitive capacity, which has a global impact on learning and daily functioning. Learners with a specific learning disability have significant difficulty in one academic area while coping well, or even excelling, in other areas of academic, sporting or artistic achievement.

Specific learning disabilities are also called Learning Disorders or Academic Skill Disorders. In effect each describes the same thing, although the diagnostic criteria may differ slightly. Under Commonwealth Law, a specific learning disability is generally recognized as resulting in the child (or adult) "learning differently". If it is apparent that this difference is interfering with a person's capacity to access the curriculum or demonstrate their skills and knowledge, an individually targeted intervention should be provided. This should include both remediation and accommodation.

**Comparing Specific Learning Disabilities with Learning Difficulties**

There are many reasons why a child or adult may struggle to learn. The generic term "Learning Difficulties" refers to the 20 to 25% of students who exhibit problems acquiring academic skills as a consequence of a range of causes. These include: intellectual disability, physical or sensory deficits (e.g. hearing impairment), emotional or behavioral difficulties, and inadequate environmental experiences. Learners may also display learning difficulties if they have not been provided with appropriate educational opportunities or

have received ineffective instruction in the classroom. Individuals with a primary difficulty in maintaining attention and concentration are also likely to show weaknesses in academic achievement due to their difficulties in attending to the learning environment.

## 2.3.3. Learners with other Disability

In the previous paragraphs, we have discussed some important disabilities seen in learners. In this sub-section, we will highlight some more disabilities.

**Locomotor Disability**

According to World Health Organization (1980) "locomotor disability" is a disability to an individual's ability to exclude distinctive activities associated with moving, both he/she and objects from place to place. In general, it's the disability of bones, joints, or muscles leading to substantial restriction of the movement of limbs or a usual form of cerebral palsy.

**Due to locomotor disability a child:**

- ❖ is not able to raise both the arms fully without any difficulties,
- ❖ is not able to grasp objects without any difficulties,
- ❖ has a difficulty in walking.

**Categories of Locomotor Disability:**

- ❖ Permanent Physical Impairment of Upper Limb
- ❖ Permanent physical Impairment of Lower Limb
- ❖ Permanent Physical Impairment of Trunk (Spine)
- ❖ Permanent Physical Impairment of in cases of Short Stature/Dwarfism Permanent Physical Impairment in Amputees
- ❖ Permanent Physical Impairment of Congenital Deficiencies of the Limbs
- ❖ Longitudinal Deficiencies
- ❖ Permanent Physical Impairment due to Cardiopulmonary Diseases (Loco-motor-impairment (Pavithra2010).

**Cerebral Palsy**

Cerebral palsy (CP) is a group of permanent movement disorders that appear in early childhood. Signs and symptoms vary among people. Often, symptoms include poor coordination, stiff muscles, weak muscles, and tremors. There may be problems with sensation, vision, hearing, swallowing, and speaking. Cerebral Palsy affects bodymovement,muscle control, muscle coordination, muscle tone, reflex, posture and balance. It can also impact fine motor skills, gross motor skills and oral motor functioning. Often babies with cerebral palsy do not roll over, sit, crawl, or walk as early as other children of their age. Difficulty with the ability to think or reason and seizures each occurs in about one third of people with CP. While the symptoms may get more noticeable over the first few years of life, the underlying problems do not worsen over time. Cerebral palsy is caused by abnormal development or damage to the parts of the brain that control movement, balance, and posture. Most often the problems occur during pregnancy; however, they may also occur during childbirth, or shortly after birth. Often the cause is unknown. Risk factors include preterm birth, being a twin, certain infections during pregnancy such as toxoplasmosis or rubella, exposure to methyl mercury during pregnancy, a difficult delivery, and head trauma during the first few years of life, among others. About 2% of cases are believed to be due to an inherited genetic cause. A number of sub-types are classified based on the specific problems present. For example, those with stiff muscles have spastic cerebral palsy, those with poor coordination have ataxic cerebral palsy, and those with writhing movements have athetoid cerebral palsy. Diagnosis is based on the child's development over time. Blood tests and medical imaging may be used to rule out other possible causes.

(Cerebral palsy, 2017 Wikipedia)

Self-Assessment Questions 2

Answer the following questions. Check your answers from the answers given at the end of the unit. (Time 3 minutes)

State True or False.

i.) Mentally retarded children reach developmental milestones much later than the general population.

True/False

ii.) Dyslexia is a learning disorder.

True/False

iii) Locomotor disability does not affect any movement of the limbs.

True/False

**Autism Spectrum Disorders**

Autism spectrum disorder (ASD) and autism are both general terms for a group of complex disorders of brain development. These disorders are characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviour. In simple terms, an Autism Spectrum Disorder (ASD) is a lifelong disability that affects observing process of the child, processes information collection, and relates to other people. With the May 2013 publication of the DSM-5 diagnostic manual, all autism disorders were merged into one umbrella diagnosis of ASD. Previously, they were recognized as distinct subtypes, including autistic disorder, childhood disintegrative disorder, pervasive developmental disorder-not otherwise specified (PDD-NOS) and Asperger syndrome. ASD can be associated with intellectual disability, difficulties in motor coordination and attention and physical health issues such as sleep and gastrointestinal disturbances. Some persons with ASD excel in visual skills, music, math and art. Autism appears to have its roots in very early brain development. However, the most obvious signs of autism and symptoms of autism tend to emerge between 2 and 3 years of age.

(Autism Spectrum,2017wikipidia on 4th May 2017).

**Areas of difficulties of ASD people:**

❖ Social Communication- People with ASD have difficulty understanding facial expressions and tone of voice. They don't know when to start or stop a conversation.

❖ Social Imagination- People with an ASD have limited range of imaginative activities, and find it difficult to predict what will happen next, or cause and effect.

❖ Social Interaction- People with an ASD want to be social, but find it very difficult to do so. They struggle to make and keep friendship

**People with ASD may also have the following: -**

Love of Routine- Many have rules and rituals they have to do; these can be knownas Obsessive Compulsive Disorder (OCD) depending on severity.

**Special Interest-** They can develop intense, obsessive interest in a subject, which can be an advantage.

**Sensory Issues-** Sensory issues can occur with sight, sound, smell, touch or taste. They are either intensified senses or underdeveloped, which can cause anxiety and pain.

**Characteristics of Children with Autism**

According to DSM IV, Autism in such a developmental disorder under P.D.D., that includes three qualitative deficits-

1. Lack of Socialization
2. Lack of Communication
3. Lack of Imagination.

There three together are commonly known as Autism: Triad of Impairment or 'AUTISTIC TRIAD'

**Multiple Disabilities**

Multiple disabilities are a term for a person with several disabilities, such as a sensory disability associated with a motor disability. Depending on the definition, a severe intellectual disability may be included in the term "multiple disabilities". Individual usually has more than one significant disability, such as movement difficulties, sensory loss, and/or a behaviour or emotional disorder. At times, in common usage "Multiple disabilities", "spasticity" and "cerebral palsy" are used interchangeably. The term is widely used to connote mental disability and is accepted for usage in medical fraternity as well as in social life. In other words, a learner whose special needs are categorized under multiple disabilities requires coinciding adaptation for more than one disability. The exception is the combination deafness and blindness, as this pair of impairments has its own classification under IDEA (Individuals with Disabilities Education Act's 2005).

The observation is that the learners having multiple disabilities have general characteristics related to their Intellectual Functioning, Adaptive Skills, Motor Development, Sensory Functioning, and Communications Skills. Most of the learners carry with multiple disabilities and have different impairments in intellectual functioning. Learners suffer from academic abilities. Adaptive skills include conceptual, social, and practical competencies for functioning in typical community settings in an age-consistent way. Learners with motor development impairments produce abnormal muscle tone and may have difficulty sitting and moving. Hearing and vision impairments are very common among children with multiple disabilities such as deaf-blindness. Many learners with multiple disabilities have communication impairments and have limited or no speech.

## 2.4 The Rights of Persons with Disabilities Bill - 2016

The Lok Sabha passed "The Rights of Persons with Disabilities Bill - 2016". The Bill replaced the previous PwD Act, 1995, which was enacted 21 years back. The Rajya Sabha had already passed the Bill on 14.12.2016. The salient features of the Bill are:

    A.  Disability has been defined based on an evolving and dynamic concept.

B. The types of disabilities have been increased from existing 7 to 21 and the Central Government will have the power to add more types of disabilities. The 21 disabilities are given below: -

1. Blindness
2. Low-vision
3. Leprosy Cured persons
4. Hearing Impairment (deaf and hard of hearing)
5. Loco motor Disability
6. Dwarfism
7. Intellectual Disability
8. Mental Illness
9. Autism Spectrum Disorder
10. Cerebral Palsy
11. Muscular Dystrophy
12. Chronic Neurological conditions
13. Specific Learning Disabilities
14. Multiple Sclerosis
15. Speech and Language disability
16. Thalassemia
17. Haemophilia
18. Sickle Cell disease
19. Multiple Disabilities including deaf blindness
20. Acid Attack victim
21. Parkinson's disease

The New Act will bring law in line with the United National Convention on the Rights of Persons with Disabilities (UNCRPD), in which India is a signatory. This will fulfil the obligations on the part of India in terms of UNCRD. Further, the new law will not only enhance the Rights and Entitlements of Divyangjan but also provide effective mechanism

for ensuring their empowerment and true inclusion into the Society in a satisfactory manner.

## 2.5 Let Us Sum Up

Disability is part of the human condition - almost everyone may be temporarily or permanently impaired at some point in life, and those who survive to old age will experience increasing difficulties in functioning. Disability is complex, and the interventions to overcome the disadvantages associated with disability are multiple and systemic - varying with the context.

Considering the worldwide estimation of number of individuals with disabilities the demographers agree that the world population of individuals with disability is very large and it is problematic. For example, in 2012, the World Health Organization estimated a world population of 6.5 billion people. Of those, nearly 650 million people, or 10%, were estimated to be moderately or severely disabled.

People with disabilities have ordinary needs - for health and well-being, for economic and social security, to learn and develop. These needs can and should be met through mainstream programmes and services.

While many countries have started taking action to improve the lives of people with disabilities much remains to be done. Implementing different need-base programmes will help enrich their lives requires involving different sectors - health, education, social protection, labour, transport, housing - and different actors - governments, civil society organisations (including disabled persons organisation), professionals, the private sector, disabled individuals and their families, the general public, the private sector and media.

## 2.6 Answers to Self-Assessment Questions (SAQ)

**Self-Assessment Questions 1**

i.  According to World Health Organization, Disabilities is an umbrella term, covering  impairments, activity limitations, and participation restrictions. An impairment is a  problem in body function or structure; an activity limitation is a difficulty encountered  by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Disability is thus not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives.

ii.

      a.  Often keep his/her head down; lack eye contact with others

      b.  Limited facial expression and body language

**Answers to Self-Assessment Questions 2**

i.  True

ii.  True

iii.  False

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## 2.8 Unit End Exercises

1. Discuss Disability in your own words.
2. Give a definition of Mental Retardation.
3. Write a note on Autism Spectrum Disorder.
4. Write a paragraph on Deaf- Blind Children.
5. Discuss Multiple Disability.
6. Write a note on the rights of the persons with disabilities bill -2016.

**Reflective Exercise**

1. How can a Learner with visual impairment overcome a troubled psychological state? State two preventive measures.
2. You prepare a case study of children with special needs
3. You prepare a lecture for awareness of children with special needs.

# UNIT - 3 : BARRIERS IN LEARNING

## *Structure*

## 3.0 Introduction

After developing an understanding on disability and types of disabilities seen in learners, you may now develop knowledge on some important barriers in learning. In this unit we will highlight some important barriers like physical barriers, psychological barriers, socio-cultural barriers, instructional barriers and institutional barriers as well. From your experience you may identify some other barriers and may discuss with your colleagues and fellow learners.

## 3.1 Objectives

Upon Completion of the unit, you will be able to -

- ❖ discuss the concept of barriers in learning;
- ❖ discuss what are the physical barriers in learning;
- ❖ describe the psychological and socio-cultural barriers in learning;
- ❖ explain the instructional barriers in learning; and
- ❖ discuss the institutional barriers in learning.

## 3.2 Introduction to Concept of Barriers in Learning

D. S. Lean & V. A. Colucci (2010) define barriers to learning as a temporary or Permanent factor, condition, or situation that obstructs or impedes academic progress, resulting in mild to severe effects. Many barriers to learning have been identified, including rigidity of core beliefs, values and assumptions; ineffective communication and information difficulties; failure to recognize similar or identical situations that happen elsewhere; maladaptation, threat minimization and environmental shifts, cognitive narrowing and event fixation; centrality of expertise, denial and disregard of outsiders; lack of corporate responsibility; and communication processes, especially where such communication is distorted or inadequate, or where the complexity of language used to discuss a subject excludes certain groups. There are also other barriers that result from a range of social, political and psychological factors.

When identifying the barriers to learning it is important to look at students' holistic needs. This would include: cognitive (learning skills) environmental (learning experience) and progress in basic attainments (literacy acquisition). These basic functions imply four categories of learning style differences.

Learning Style is concerned with cognition: People perceive and gain knowledge differently.

Learning Style is concerned with conceptualization:

- ❖ People form ideas and think differently.
- ❖ Learning Style is concerned with affect: People's emotional responses and values differ.
- ❖ Learning Style is concerned with behaviour: People act differently.

Scientists and psychologists have developed a number of different models to understand the different ways that people learn best. One popular theory, the VARK model, identifies four primary types of learners:

- ❖ Visual,
- ❖ Auditory,
- ❖ Reading/writing, and
- ❖ Kinaesthetic.

Each learning type responds best to a different method of teaching. Auditory learnerswill remember information best after reciting it back to the presenter, while kinaesthetic learners will jump at the chance to participate in a hands-on activity. However, not all learners who share a certain label are alike. A "visual" learner who is also "concrete sequential" seeks visual order and would benefit from a linear diagram of material. A "visual" learner who is also "abstract random" responds to design and would be drawn to a mind- map format for organizing information. A careful study of the major concepts of learning styles is necessary for the understanding of the barriers to learning and effective inclusion.

Barriers can be located within the learner, the education system, and within the broader social, economic, political and cultural context. The World Health Organization (WHO) describes barriers as being more than just physical obstacles. Here is the WHO definition of barriers:

Factors in a person's environment that, through their absence or presence, limit functioning and create disability. These include aspects such as:

- ❖ a physical environment that is not accessible,
- ❖ lack of relevant assistive technology (assistive, adaptive, and rehabilitative devices),
- ❖ negative attitudes of people towards disability,
- ❖ services, systems and policies that are either non-existent or that hinder the involvement of all people with a health condition in all areas of life."

Often there are multiple barriers that can make it extremely difficult or even impossible for people with disabilities to function. Here are the five most common barriers. Often, more than one barrier occurs at a time.

- ❖ Physical Barriers
- ❖ Psychological Barriers
- ❖ Socio-cultural Barriers
- ❖ Instructional Barriers
- ❖ Institutional/Systemic Barriers

It is only by focusing on the nature of these barriers, what causes them and how they manifest themselves, which we can begin to address problems of learning breakdown and ongoing exclusion. Most importantly, it is only by focusing on them in this way that we can begin to identify components of the education system which must be present and supported if quality education is to be equally provided, promoted and sustained for learners with different needs. Similarly, such an analysis provides guidance on the nature of the mechanisms and processes which must be set up and sustained in order to enable learner needs and system needs to be met.

## 3.3 Physical Barriers:

Physical barriers are structural obstacles in natural or manmade environments that prevent or block mobility Architectural or physical barriers are elements of buildings or outdoor spaces that create barriers to persons with disabilities. These barriers relate to elements such as

i.     the design of a building's stairs or doorways,
ii.    the layout of rooms, or the width of halls and sidewalks.
iii.   Sidewalks and doorways that are too narrow for a wheelchair, scooter, or walker.
iv.    Desks that are too high for a person who is using a wheelchair, other mobility device.
v.     Poor lighting that makes it difficult to see for a person with low vision or a person who lip-reads.
vi.    Door knobs that are difficult to grasp for a person with arthritis.
vii.   Transport barriers (functional and financial) - This refers to barriers to transport to and from school/college/university. Many learners with disability have mobility limitations. Many have inappropriate behaviour, which can be allowed for in class but which may create difficulties or embarrassment for the leaner in public.

The best solutions may have significant costs to the institution and may need to be phased in over time through building renovations or the purchase of new furniture or equipment. Despite these challenges, one may be able to participate in intermediary solutions that can help overcome physical barriers. Some examples could include:

❖ To reserve seats for learners with disabilities in a classroom that may not be fully accessible.
❖ To make lighting adjustments in the classroom, such as eliminating glare by closing blinds or drapes.
❖ To turn off any noisy machinery, such as projectors, while they are not in use.
❖ To use a microphone in a large classroom.

❖ To make arrangement to meet a learner in an alternate location if the teacher's office is not accessible.

❖ To request for a class room change if the teacher cannot meet the learning needs of his/her learners.

You must have noticed that it is the physical environment which most consistently creates barriers to learning for learners with mobility impairments.

On occasion it may still be necessary to make structural alterations to buildings to accommodate learners´ needs - from installing ramps for wheelchair access to changing the height of benches and seating, or ensuring that toilets are adapted for ease of use. Alternative emergency evacuation procedures may also need to be considered. It is the department´s responsibility to formulate a `Personal Emergency Evacuation Plan´ in consultation with Safety Services and the learner, so as to ensure that s/he can exit University buildings in a safe and timely manner in the event of an emergency.

## 3.4 Psychological Barrier

### a. Contempt Psychology

Since some primary and middle schools value intelligence cultivation rather than holistic development and comprehensive education, and pursue enrolment rate superficially, some challenged and underprivileged learners encounter difficulty in being accommodated in classes when they are in high school. Therefore, a general contempt psychology that the learner with special needs are backward and cannot be successfully assimilated in the educational ambience of the class create a psychological barrier that affects the transaction of content and leads to development of a sense of negativity and low self-confidence in the special needs learners themselves.

### b. The Fear Psychology

Effective learning is largely dependent on the emotional wellbeing of the learners and it is a matter of paramount importance to recognize the social, cultural, economic and political influences that affect the minds of the learners with special needs and generates fear. Most

common factors that breed fear in the learners and disrupt the emotional wellbeing of a learner, thereby creating a major barrier to learning are as follows:

i.      Physical abuse both at the seat of learning and at home

ii.     Emotional abuse at school or home

iii.    Sexual abuse both at the seat of learning and at home

iv.     Substance abuse, forced in most cases

v.      violence and hatred based on religious fanaticism that subjects young learners to terrifying situations, threats and exclusion

**c. Shyness**

Exclusion for a very long time, as in the case of the first generation learners, may lead to a deep seated feeling of diffidence and shyness that creates a major psychological barrier in effective learning and academic enquiry. Learners from families affected with AIDS and similar diseases usually encounter exclusion in one form or the other and develop an innate shyness when positioned with peers within the classroom situation.

**d. Inferiority**

When taking part in the physical as well as intellectual activities, some learners are inactive or slow for their low intellectual capabilities/ low level of fitness and the lack of perceptual ability. So when they see the other learners doing well while they still performing poorly after several times of practice, they then start thinking that they are born with low capacities, and lose confidence to practice again. A sense of inferiority, dejection and low motivation creeps in and this affects the enthusiasm to learn. Inferiority is thus a major psychological barrier to learning.

**e. Boredom**

In most cases the prevalent education system follows a predetermined fashion of transaction with little or no scope for addressing the individual needs of the diverse learners, especially the gifted learners and the challenged or low achievers. The preconceived pattern of teaching generates a sense of deep seated boredom for the learners

on two levels. On one hand the gifted learners fail to find intellectual motivation in dragging classes that deal with content that appear to be repetitive and uninspiring. On the other hand the challenged learners find it difficult to grasp the lesson in class as their individual difficulties are not considered or catered to. Thus they are also subjected to boredom that creates a barrier to effective learning and causes multiple forms of diversion.

**f. Conformity**

Following the crowd is the main feature of conformity. If there are several learners full of enthusiasm, others will be affected by this kind of atmosphere. It is no doubt that such a class is an efficient one. However diverse learners, in their natural psychological urge to conform often find themselves lagging behind either due to intellectual, physical or economic reasons. This creates great psychological pressure and a barrier to effective learning. On the other hand, general low motivational level or contempt towards a topic or lesson creates a ripple effect of general negligence towards that subject by al the learners involved. This in its turn creates a barrier to effective learning.

**g. Labelling**

In most cases regular teachers tend to categorize and address different children by a label. Some of the negative effects of labelling are -

i.   Labels tend to divert human attention to only a specific feature of a learner and thus the learner, once labelled, always is judged by all teachers and peers in terms of the characteristics associated with that particular label. In most cases it is a negative aspect or a disability of the learner that is picked for labelling and this creates a great barrier to learning by forcing the learner into a persistent reminder of a particular inability and results in loss of confidence and motivation to learn.

ii.  Teachers and parents are found to have low expectations of the performance of a challenged learner and the labels reflect the feeling. The labels in their turn, lower the performance level of the learner. This creates a psychological vicious cycle.

iii. Labels create a sense of stigmatization, shame, helplessness and inferiority that impedes effective learning.

iv. Labels lead to rejection by peers and generate a psychological negativity and exclusion that impedes effective learning.

v. Labelling leads to development of a poor self-concept.

**h. Lack of Accountability**

A special needs learner admitted to a regular school is often considered to be the sole responsibility of the special educator and this psychological state leads to a lack of accountability for the poor level of learning of the learner with special needs. If a school does not have a special educator, then the education of the special needs learner is jeopardized. Education of a special needs learner should be the responsibility of all the teachers, the administration as well as the others involved with the educational institution. All should be collectively accountable to the community.

**i. Peer Rejection**

When enrolled in a regular school, a special needs learner may be subjected to bullying, teasing and rejection that creates considerable psychological pressure upon the child and impedes learning. Lack of acceptance is a major psychological barrier that must be eradicated for effective learning and inclusion.

**j. The Character of the Class and the Stress of Evaluation Criterion**

Most educational institutes follow predetermined homogenous pattern of evaluation and teaching though they are inclusive in nature due to policy and regulations. This creates considerable stress on the learners with special needs and the homogeneous evaluation criterion adds to the extra pressure since different learners with different types of special needs fail to live up to the desired standards. There may be grace marking or a total condoning of the poor performance of the diverse learners with no planning for differentiated instruction and evaluation, but that build up a sense of inferiority and exclusion which impairs learning in the long run.

## k. The Movement Difficulty of the Learners

Psychological barrier emerges easily if the risk in the complexity of the project is close to or more than the learners' maximal endurance capacity. Minority special needs learners have abilities that are usually low, and there are usually two different mental reactions found by studies. One is novel and positive emotional experience. Some learners think that they can complete the assignment in the prevalent learning environment as long as they are careful, but they become over cautious, timid and nervous. On the contrary, other learners lose confidence in themselves because of the fear of danger, thinking it is too difficult to move safely in the prevalent classroom arrangement and learning environment. When injury or accident happens, their fear factor is even more aggravated.

## l. Tension between Teachers and Learners

Favouritism often tends a select few to enjoy all the attention and appreciation in a general diverse class and frequently breeds an unwarranted feeling of rejection and even unjust evaluation among the less favoured diverse learners. The feeling is stronger in case of learners with special needs who already harbour a sense of inadequacy and inferiority in their hearts. A kind of loneliness and depression make the individual psychology lose balance. It is easy to cause psychological barriers if the individual sense of distance and apathy between the teacher and the taught is not addressed and resolved.

## m. Attitudinal barriers

Attitudes are basic and pervasive aspects of human life, reflecting one's thoughts, feelings and action. All port (1954) suggested that an attitude is basically a readiness to respond in a particular kind of way and is directed by an individual's psychological inclination to evaluate and judge people and things. Attitudinal barriers are the most basic and contribute to other barriers. For example, some people may not be aware that difficulties in getting to or into a place can limit a person with a disability from participating in everyday life and common daily activities. Examples of attitudinal barriers include:

Stereotyping: People sometimes stereotype those with disabilities, assuming their quality of life is poor or that they are unhealthy because of their impairments. Prejudice and discrimination: Within the school, these attitudes may come from people's ideas related to disability. People may see disability as a personal tragedy, as something that needs to be cured or prevented, as a punishment for wrongdoing, or as an indication of the lack of ability to behave as expected in society. This psychological state creates a general lack of empathy for the challenged and it is reflected in behaviour and teaching. This creates a serious barrier to learning.

However, society's understanding of disability is improving as we recognize "disability" as what occurs when a person's functional needs are not addressed in his or her physical and social environment. By not considering disability a personal deficit or shortcoming, and instead thinking of it as a social responsibility in which all people can be supported to live independent and full lives, it becomes easier to recognize and address challenges that people with disabilities experience.

Parental Apathy: Parents are often not in favour of sending challenged children to regular schools considering it a waste of time and money, while parents of regular children also have attitudinal problems in sending their wards to a school that admits challenged learners on the grounds that education of their wards would be affected by studying with special needs children and that the regular learners may imitate undesirable behaviours and manners of the marginalized learners. This creates a barrier to effective learning.

These psychological barriers may be minimized in many ways, a few of which are given below. A teacher may:

a. Avoid making assumptions about a learner's disability or capabilities; many persons with disabilities talk about being frustrated with people assuming what they can or cannot do.

b. Encourage learners with disabilities to come forward and speak to you about the way they learn and what may be "disabling" in yourcourse, classroom, or teaching. Remember that learners with disabilities do not have to disclose their disability to their professors or to anyone else in the academic environment in order to receive accommodations.

c. Respect the privacy of learners with disabilities.

d. Insist on professional, civil conduct between and among learners to respect people's differences and create an inclusive environment.

e. Engage in the accommodation process at your university in good faith and implement appropriate accommodations.

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**Self-Assessment Questions 1**

Answer the following question in about 40 words. Check your answer with the one given at the end of the unit.

i. Mention any negative effect of 'labelling' a learner.

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## 3.5 Socio-cultural Barriers

In the previous sections, you have learned about physical and psychological barriers of learning. In this section we will discuss about the socio-cultural barriers.

Researchers confirm that learning patterns are a function of both nature and nurture. Myers (1990) asserts: "Type development starts at a very early age. The hypothesis is that type is inborn, an innate predisposition like right or left-handedness, but the successful development of type can be greatly helped or hindered by environment from the beginning" (p. 176). Many researchers describe the importance of socialization within the family, immediate culture, and wider culture. They agree with Ramirez (1989) that "cultural differences in children's learning styles develop through their early experience" (p. 4). Gardner (1991) echoes this perspective: "We are as much creatures of our culture as we are creatures of our brain".

Socio-Cultural influences on the Brain: Advances in the modern learning sciences have revealed that our brains are constantly shaped and reshaped by the interaction with the surrounding social environment. Therefore, the physical, social, and cultural components of the environment influence the way in which the brain constructs cognition. As Karmiloff- Smith (1992) points out, "The brain is not pre-structured with ready-made representations; it is channelled to progressively develop representations via interaction with both the external environment and its own internal environment" (p. 10). Since society and culture shape our interaction with the environment, they determine what parts or aspects of the world we attend to, what type of knowledge we value, and what kind of behaviour we deem appropriate in various circumstances (Nisbett, Peng, Choi, & Norenzayan, 2001). All these decisions ultimately represent socio-culturally influenced responses to surrounding stimuli and can lead to variability in the neural pathways. Socio-cultural influence also offers the cognitive tools through which we make sense of the surrounding world. In response to using these tools the brain develops in specific ways and acquires different neural structures and cognitive pathways.

Socio-cultural Influences on Learning: Socio-cultural influences on learning have been supported by studies. Tomasello (1999) points out, cultural evolution is only possible through social learning, where individuals innovate the knowledge and cognitive tools that the group has inherited. Tomasello (1999) calls this process "social-collaborative creativeness" (p. 6). On the other hand, learning also bears the imprints of the socio-cultural context in which one develops. People from different societies with different cultures may learn the same things, but they may learn them differently. Culture can influence all aspects of learning (Ambady & Bharucha, 2009; Kitayama & Tompson, 2010). In fact, socio-cultural influences direct all three dimensions of learning that are targeted by the Universal Design of Learning(UDL) guidelines:

a. representation,
b. action and expression, and
c. engagement.

From a representational perspective, as Tomasello (1999) suggests, culture provides the imagery systems, the reasoning structures, the analogies, and the relationships that have been developed by one's social group. Culture also informs action and expression by determining what constitutes appropriate behaviour and strategies for solving problems. From the perspective of engagement, the most obvious influence of culture on learning is through the system of values and beliefs that is acquired from the cultural context in which one develops. Humans learn by reconstructing patterns of thought developed by others (Tomasello, 1999). In most cases, in mono-cultural environments, internalizing the cultural pattern seems to happen naturally in most learners as they adopt the behavioural norms and the value systems of the dominant culture. However, if both the increasingly global society made possible by modern technology and the culturally diverse societies in which we live are considered, success in the twenty-first century requires individuals to incorporate more than a single culture's system of thought. One needs to connect one's familiar way of thinking to different mental frames from a different culture. This can be challenging since the familiar structure of knowledge shapes the person's cognitive and perceptual experiences.

Therefore, cultural barriers to learning signifies the following:

a.   Difficulty in perceiving unfamiliar culturally dissimilar information,

b.   Difficulty in understanding unfamiliar culturally dissimilar information,

c.   Difficulty in expressing unfamiliar culturally dissimilar information, and

d.   Difficulty in engaging with socio-culturally myriad information seamlessly.

e.   Cultural Barrier and UDL: The UDL framework (CAST, 2011) is organized around three main principles:

   1.   Provide multiple means of representation,

   2.   Provide multiple means of action and expression, and

   3.   Provide multiple means of engagement (Rose & Meyer, 2002).

For each guideline, the UDL framework provides a series of checkpoints that are recommendations for reducing the barriers inherent in most traditional curricula. We get a fair idea regarding the cultural barriers from this.

When viewed in this way, cultural bridging should be addressed by the curricula rather than by the learner. Three main categories of barriers can thus be understood-

1.    Poor access to representations,
2.    Poor means of action and expression, and
3.    Lack of opportunities for engagement.

Mode of overcoming the barriers: As a way of validating the starting point of all learners (the knowledge and skills they bring to the learning process), the curricula should provide multiple means of accessing the learning content, in the form of Providing translations in a learners' first language

   i.    Providing ways for a learner to understand the reasoning style behind it.
   ii.   Providing multiple means for learners to demonstrate their knowledge through familiar means of expression (for example, an accessible and familiar organization structure for composition or a familiar approach to solving problems).
   iii.  Offering multiple means of creating personal positive rapport with the learning process by providing experiences that align with the learners' identities and confirm their view of the world.
   iv.   Optimizing challenges within the learner's zone of proximal development (Vygotsky, 1978). From the point of view of the cultural context, this means that learners should be exposed to thought systems, perceptual habits, and knowledge patterns that are both familiar and different from their own, accompanied by guidance on how to access, navigate, and eventually incorporate them into their own repertoire of skills and strategies.
   v.    Providing means of developing resourceful, knowledgeable, strategic, goal-directed, purposeful, and motivated learners.

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vi.   Developing culturally informed educators who are aware of the variability in types of knowledge, behaviours, and beliefs that learners bring to the classroom, and accordingly create the cultural bridges or scaffolds that help students link their own thinking systems to those that are unfamiliar by offering multiple means of access into the subject matter, and multiple means to express knowledge and to engage with learning.

## 3.6 Instructional Barriers

Instructional Barriers are obstacles related to the teaching-learning process that prevent learners from actively engaging in their learning. Let us discuss various forms of instructional barriers.

**i. Communication Barriers**

Communication barriers are experienced by people who have disabilities that affect hearing, speaking, reading, writing, and or understanding, and who use different ways to communicate than people who do not have these disabilities. Examples of communication barriers include:

Written health promotion messages with barriers that prevent people with vision impairments from receiving the message.

These include-

❖ Use of small print or no large-print versions of material, and

❖ No Braille or versions for people who use screen readers. Auditory health messages may be inaccessible to people with hearing impairments, including

❖ Videos that do not include captioning, and

❖ Oral communications without accompanying manual interpretation (such as, Sign Language).

❖ The use of technical language, long sentences, and words with many syllables may be significant barriers to understanding for people with cognitive impairments.

**ii. Inflexible Curriculum:** One of the most serious barriers to learning and development can be found within the curriculum itself and relates primarily to the inflexible nature of the curriculum which prevents it from meeting diverse needs among learners. When learners are unable to access the curriculum, learning breakdown occurs. The nature of the curriculum at all phases of education involves a number of components which are all critical in facilitating or undermining effective learning. Key components of the curriculum include the style and tempo of teaching and learning, what is taught, the way the classroom is managed and organised, as well as materials and equipment which are used in the learning and teaching process.

Sometimes educators, often through inadequate training, use teaching styles which may not meet the needs of some of the learners. Such barriers arise when sufficient attention is not given to balancing skills which prepare learners for work (vocational skills) and skills which prepare the learner for coping with life (life skills). Some learners are excluded from certain aspects of the curriculum as a result of ignorance or prejudice. For example, learners with physical disabilities are often prevented from playing sport or are not given the opportunity to do so. Similarly, male and female learners are encouraged or pressurised to take certain subjects at school or at tertiary level according to their gender because those subjects will equip them for jobs which stereotypically are undertaken by men or women. What is taught through the curriculum may often be inappropriate to the learner's life situation making learning extremely difficult and ultimately contributing to learning breakdown. For example, adults involved in literacy training may be taught with the use of examples which are unrelated to their particular life experience. Materials used for teaching and learning which constantly reflect only one culture or life experience, may lead to learners from other cultures and life experiences feeling excluded and marginalised.

One of the most serious ways in which learners are prevented from accessing the curriculum is through inadequate provision of materials or equipment they may need for

learning to take place. Such barriers often affect learners with disabilities who do not receive the necessary assistive devices which would equip them to participate in the learning process. For example, blind learners are unable to access the curriculum effectively if appropriate Braille facilities and equipment are not available and if teachers are not skilled to teach Braille or use audio equipment. Lack of provision of assistive devices for learners who require them may impair not only the learning process but also their functional independence, preventing them from interacting with other learners and participating independently in the learning environment.

### iii. Delivery of teaching and learning

The effects of a learner´s mobility impairment - or the impact of the condition which causes the mobility impairment - may mean that s/he is unable to undertake a course of study or a placement on a full-time basis. Thus, it may be necessary to consider alternative part-time course or placement structures.

It is unlikely that a learner´s mobility impairment will necessitate changes to the delivery of teaching. Learners may also have support workers who attend teaching sessions with them, and who may work in a number of roles, from providing them with mobility support to assist them in getting to such sessions to working as note-takers if the learner finds it difficult to keep detailed records of what is covered in classes. When undertaking lab work, field trips or placements, learners may require assistants to help them to conduct practical work - not only to make working in such an environment as easy as possible, but also as a way of ensuring that the learner can take part safely.

Learners with mobility impairments often experience fatigue when working, and they are commonly granted extra time and rest breaks in exams in order to minimise its effects. A learner may find the physical process of writing an exam exhausting and may therefore also benefit from having a scribe whom they can dictate their answers to.

Insufficient Equipment, technological aids and other devices: Obtaining appropriate equipment as needed for individual learners, from hearing and vision aids, to electronically

adapted mobility devices, to walking frames for learners, is a continuing barrier to providing equal access for education providers

### iv. Limited Curriculum:

Although much work has been and is being done to devise appropriate adaptations of educational curricula for a range of learners in a range of age groups with a range of capacities and abilities, this is one of the largest areas of difficulty for education providers and their learners. It is a huge field because of the individual nature of learners and of their requirements and levels of readiness to learn. There are areas where not enough has been done or curriculum needs and curriculum adaptation is too little understood. In most cases the curriculum followed is rather limited in scope and that acts as a barrier to learning.

**v. Parent-teacher interaction barriers:** A lack of communication between teachers and parents is a major barrier that prevents academic success of children.

**vi. Challenging conditions and disabilities that are the most difficult for teachers to incorporate in the class:** There is common agreement at all levels of the education spectrum that some disabilities are more challenging than others. These are: behaviour problems, including Hyperactivity/Attention Deficit Disorder, Autism, learning difficulties (which often are accompanied by frustration in the student leading to behaviour difficulties), Deafness (due to communication difficulties about the curriculum) and psychiatric problems. Some teachers find it challenging to incorporate learners with intellectual disability in a regular class, because of the scope and amount of curriculum adaptation needed in the one class.

**vii. Lack of differentiated instruction due to high -teacher ratios:** Unfortunately, with the learner-to-teacher ratio, the teachers have to take the middle- of-the-road approach. The learners have to walk that fence and can either walk on it or tall off on one side or the other. It's unfortunate that often the teachers do not have time to stop and pick that child up. The learner lagging behind keeps receding further into oblivion and this is indeed a great learning barrier.

**viii. Class Management barriers:** The teachers' inability to discipline children is considered to be a barrier to academic success because misbehaviour disrupts learning: Special needs learners may be disruptive due lack of attention and related problems. On the other hand, regular kids may misbehave in class and do it over and over and over again, if they feel that there are no consequences. That's disruptive for every child in that class, especially for a challenged child who is really trying. Researches show such disruption can be enough to derail them. Again, incorrectly blaming special needs learners for misbehaviour, or the staff picking on a child, can create barriers to academic success.

**ix. Instructional Technology barriers:** Technology barriers occur when a device or technological platform is not accessible to its intended learners and cannot be used with an assistive device. Technology can enhance the learner experience, but it can also create unintentional barriers for some users. Technology barriers are often related to information and communications barriers. Examples of technology barriers include:

❖ Electronic documents without accessibility features, such as alternative text (Alt Text), that screen readers read to describe an image.

❖ Handouts or course material that is available only in hard copies.

❖ Requiring learners to use a website that does not meet accessibility standards.

❖ Learning Management Systems or course websites that cannot be accessed using screen-reading software. An educator has a significant amount of autonomy in deciding if and how he uses technology in his courses.

❖ There are a number of ways ones can help remove technology barriers:

❖ Select digital textbooks where appropriate.

❖ Create digital course packs in easily convertible electronic formats.

❖ Use captioned videos or provide transcripts for video and audio files

❖ To learn how to create accessible lectures and accessible documents. (Nelson, 1995)

## 3.7 Institutional/Systemic Barriers

❖ Organizational or systemic barriers are policies, procedures, or practices that unfairly discriminate and can prevent individuals from participating fully in a situation. Organizational or systemic barriers are often put into place unintentionally. Common forms of organizational or systemic barriers include:

❖ A program that requires learners to take a full course load.

❖ Office hours conducted in person only, or not allowing learners to access their professors or administrators by phone, e-mail, or other means of communication.

❖ Having poorly defined or unclear learning objectives for a course.

❖ Requiring learners to express their understanding of course content in only one way.

❖ As an educator, there are a number of ways you can help remove organizational or systemic barriers:

➢ Identify and clearly express essential course content and provide flexibility so that learners can express their understanding of essential course content in multiple ways.

➢ Encourage learners to speak to you about accessibility issues in the classroom or about your course.

➢ If you are involved in designing or developing new or revised facilities, services, policies, processes, courses, or curricula, ensure that these are designed inclusively, with the needs of persons with disabilities in mind.

Policy Barriers: Policy barriers are frequently related to a lack of awareness or enforcement of existing laws and regulations that require programs and activities be accessible to people with disabilities. Examples of policy barriers include:

i. Denying qualified individuals with disabilities the opportunity to participate in or benefit from federally funded programmes, services, or other benefits;

ii.   Denying individuals with disabilities access to programs, services, benefits, or opportunities to participate as a result of physical barriers; and

iii.   Denying reasonable accommodations to qualified individuals with disabilities, so they can perform the essential functions of the job for which they have applied or have been hired to perform.

(http://unesdoc.unesco.org/images/0017/001778/177849e.pdf)

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**Self-Assessment Question 2**

1.      Mention any two examples of communication barriers.

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2.      Name the different types of barriers.

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3.      What is Systemic Barrier?

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❖  **Programmatic Barriers**

Programmatic barriers limit the effective delivery of a public health or healthcare program for people with different types of impairments. Examples of programmatic barriers include:

   i.   Inconvenient scheduling;
   ii.  Lack of accessible equipment (such as mammography screening equipment);
   iii. Insufficient time set aside for medical examination and procedures;
   iv.  Little or no communication with patients or participants; and
   v.   Provider's attitudes, knowledge, and understanding of people with disabilities.

❖  **Lack of available options:** There are not enough services available to learnerswith disability to match the requirements. In early education, a mix of services is often required. In schools, physical access limits choice, as does provision of support

services and a selection of schools prepared to provide full access to the curriculum. Rural, regional and isolated areas provide minimal option.

❖ **Inconsistency (lack of equivalence) between various education providers and sectors:** In many instances, the move from one educational sector to the next reveals significant gaps in level of service. Moving a young child with disability from early childhood services to primary school is frequently a transition in which the programs and supports are not replicated in the new setting.

❖ **Unsatisfactory Co-ordination between services, departments and ancillarystaff:** The need for collaborative service provision is great in supporting learners with disability. In many cities, towns, areas and regions, the needed coordination between education, health and community services is disorganised or non-existent. Ancillary staff of the most necessary disciplines of speech therapy, occupational therapy and physiotherapy are often not easily accessible to education authorities for their learners.

❖ **Insufficient funding for learner disability support:** Insufficient provision of funds is the biggest issue in providing equal access to education for learners with disability.

❖ **Lack of information to families about procedures (applications for funding, expectations of school's management of their child's education process):** Many parents have no information about procedures for funding or personal support and do not know what pre-schools, schools or any of the post-school services will arrange for the learner. Many do not have information about planning the learner's educational goals and how these are established, or what an Aide's role is, or whether equipment can be obtained to assist in accessing the curriculum. They do not know how personal care or health care can be arranged.

Inadequate teacher training and support and integration aide training and support: Probably it is the biggest issue of all in the whole spectrum of barriers to access to education for learners with disability, along with the issue of insufficient funding infrastructure. In many

countries there is still very little scope for adequate training and development of the teachers in a systematic and meaningful manner.

❖ **Cost of Access to buildings:** Many buildings used for child care and pre-school, schools, and premises used by adult and community education providers are not physically accessible. Many of these do not lend themselves to modification, or modification would necessitate enormous expenditure. Fund allocation is often insufficient and organizational policy frequently overlooks this need, granting this the lowest priority.

❖ **Inadequate Transitional programmes and procedures:** There is a very great need for clear policies, and more comprehensive and appropriate services, to assist learners with disability in three main phases of moving from one level of education to the next. The first transitional phase is from early childhood services/pre-school into primary school. This phase can make or break the young child's early entry into the formal school system. The second, a difficulty for all learners, is the progression from primary school to High School. The third, a very vital stage, is the transition from school to work, training, pre-employment training, vocational education, academic course, or adult and community education. There is little planning and procedural clarity regarding this need for more services in this area, to enable people with disability to either obtain the means to earning a living, or providing meaningful activity to the extent appropriate.

**Anticipating and Dealing with the Barriers**

Common modes of addressing the various barriers to learning discussed above are -

❖ **Balance -**It must be ensured that teaching and planning incorporates a range of learning and teaching styles and that there are activities that can accommodate to visual, auditory, kinaesthetic and tactile learners. It is also important to identify different areas of the classroom that can accommodate to the different learning preferences of the learners. This is particularly important for learners with dyslexia as

often they are not as flexible or versatile as some other learners and may need to use their preferred learning style more often, particularly with new learning.

- ❖ **Planning -** Meeting the needs and dealing with the barriers need to be identified at the planning stage. Planning should not take place in isolation but needs to be contextualised to the learning environment, the anticipated learning experience and the actual learner. It is important therefore to have pre-knowledge of the individual learner. This can also be achieved through developing an observation schedule or framework that can help to inform both planning and teaching.

- ❖ **Differentiation -** Differentiation signifies effective teaching and advanced planning. If the curriculum is effectively differentiated to take account of the task, the input, output and the resources that are to be used then it is likely that all learners will be catered for in some way. Differentiation is about supporting the learner and guiding him/her from where they are now to where they should be. It is about helping to make all curricular materials accessible. It is also important to look at the assessment materials. Differentiation therefore needs to consider the learner, the task and the outcome as well as the resources.

- ❖ **Learner awareness/ learning style -** It is worthwhile to spend time with the learners to be aware of their own learning preferences. It will be useful to help them understand that there are advantages and disadvantages to every learning style and help them to identify their own particular style of learning and how they can use that style effectively.

- ❖ **Acknowledging creativity -**While a number of learners with special needs have natural creative abilities this will not apply to all. At the same time, it is important that every learner is provided with opportunities and support to develop and utilise creativity and individual ways of using information.

- ❖ **Knowledge of the child's strengths and difficulties -** This is essential particularly since not all children with special needs will display the same profile. This is therefore

the best starting point as often strengths can be used to help deal with the weaknesses. For example, dyslexic children often have a preference for visual and kinaesthetic learning and a difficulty with auditory learning. Therefore, phonics which relies heavily on sounds, and therefore the auditory modality, needs to be introduced together with visual and experiential forms of learning. The tactile modality involving touch and feeling the shape of letters that make specific should also be utilised, as well as the visual symbol of these letters and letter/sound combinations.

❖ **Consultation -** The responsibility for dealing with children with special needs within the classroom should not solely rest with the class teacher. Ideally it should be seen as a whole school responsibility. Consultation with school management and other colleagues is important, and equally it is important that time is allocated for this. Information from previous teachers, support staff, school management and parents are all important and such joint liaison can help to ensure the necessary collaboration to provide support for the class teacher. Importantly this should be built into the school procedures and not be a reaction to a problem that has occurred. Such collaboration can therefore be seen as preventative and proactive.

❖ **Current level of literacy acquisition -** An accurate and full assessment of the child's current level of attainments is necessary in order to effectively plan a programme of learning. The assessment should include listening comprehension as well as reading accuracy and fluency. Information on the level of attainments will be an instrumental factor in planning for learning.

❖ **Cultural factors -** Cultural factors are important as these can influence the selection of books and whether some of the concepts in the text need to be singled out for additional and differentiated explanation. In order for a teaching approach with bilingual students to be fully effective it has to be comprehensive which means that it needs to incorporate the views of parents and the community. This requires considerable preparation and pre-planning, as well as consultation with parents and community organisations.

❖ **Developing Learning skills -** Learning is a developmental process that takes place over time. There is evidence that learners with special needs do need more time to consolidate new learning. Bransford, Brown and Cocking (2000) suggest that the word 'development' needs to be more firmly understood in educational terms. They maintain this term is critical to the understanding the changes to children's conceptual growth. This implies that cognitive development does not result from the gathering of knowledge, but from the processes involved in cognitive reorganisation. They suggest that children can develop metacognitive skills very early on and are able to plan and monitor their success and correct errors when necessary. These abilities however need to be nurtured and are dependent on mediation from the teacher. This is important in relation to overcoming various barriers to learning. The role of the teacher in promoting and developing metacognitive learning is crucial. Often competence in learning can only have be fully acquired when learners are able to transfer what they have learned to new situations. In order to facilitate transfer of learning students need to monitor their own learning and actively consider how they are progressing with the task, and the strategies they are using. Brown & Campione (1994) highlight this when discussing the key principles of effective teaching and learning. They suggest that students should be encouraged to be self-reflective. The environment they argue should be designed to foster intentional learning to encourage student reflection and should focus on the students' ability to discover and use knowledge. This means that every learning situation is in fact a new one. This can cause fatigue and certainly necessitates additional time to be spent on the new learning.

## 3.8    Let Us Sum Up

D. S. Lean & V. A. Colucci (2010) defines barriers to learning as a temporary or permanent "factor, condition, or situation that obstructs or impedes academic progress," resulting in mild to severe effects. Some barriers include ineffective communication and information difficulties; failure to recognize similar or identical situations that happen elsewhere,

maladaptation, cognitive narrowing and event fixation; centrality of expertise, denial and disregard of outsiders; lack of corporate responsibility; and communication processes.

There are also other barriers that result from a range of social, political and psychological factors. When identifying the barriers to learning it is important to look at students' holistic needs and different learning styles. This would include: cognitive (learning skills) environmental (learning experience) and progress in basic attainments (literacy acquisition).

Each learning type responds best to a different method of teaching.

Barriers can be located within the learner, the education system and within the broader social, economic, political and cultural context. The World Health Organization (WHO) describes barriers as being more than just physical obstacles.

Factors in a person's environment that, through their absence or presence, limit functioning and create disability may be:

❖ a physical environment that is not accessible,
❖ lack of relevant assistive technology (assistive, adaptive, and rehabilitative devices),
❖ negative attitudes of people towards disability,
❖ services, systems and policies that are either non-existent or that hinder the involvement of all people with a health condition in all areas of life."

Here are the five most common barriers. Often, more than one barrier may occur at a time.

❖ Physical Barriers
❖ Psychological Barriers
❖ Socio-cultural Barriers
❖ Instructional Barriers
❖ Institutional/Systemic Barriers

## 3.9 Answer to Self-Assessment Question (SAQ)

**Self-Assessment Question 1**

As most of the cases a negative aspect or disability is picked for labelling a learner it creates a significant barrier to learning by forcing the learner into a repeated reminder of a particular inability which results in loss of confidence and motivation.

**Self-Assessment Question 2**

1. no caption in videos and using small print
2. Physical Barriers, Psychological Barriers, Socio-cultural Barriers, Instructional Barriers, Institutional/Systemic Barriers
3. Refer to section 3.7

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## 3.11 Unit End Exercise

1. What do you understand by barriers to learning? What are the different types of barriers to effective learning?
2. What do you understand by Physical Barriers? Discuss the various types with examples.
3. What do you understand by Psychological Barriers? Discuss the various types with examples.
4. What do you understand by Socio-cultural Barriers? Discuss the various types with examples.
5. What do you understand by Instructional Barriers? Discuss the various types in brief.
6. What do you understand by Institutional/Systemic Barriers? Discuss the various types with examples.

## Reflective Exercise

1. Develop a report on the nature of barriers observed in any classroom of a school of your locality and the way in which the barriers may be minimized.
2. Prepare a seminar presentation on the socio-cultural barriers to inclusion and the ways the barriers may be minimized in a school.
3. Group discussion on Psychological barriers to inclusion and possible ways of minimizing the barriers in school settings.
4. Develop suitable LTM for minimizing any two kinds of barriers in a school subject of your choice and prepare a manual on the use of the same with detailed explanations of the uses of the LTM developed.

# Unit - 4 : Inclusive Practices in Education

## *Structure*

## 4.0 Introduction

This is the 4th unit of this block. In this unit we shall discuss about the inclusive practices in education in detail. You may have some idea about the meaning of inclusion and various practices. Here, you will get to know about how inclusion is defined, what are the important bases of inclusion, inclusive policies, various approaches towards inclusion, inclusive practices and so on.

## 4.1 Objectives

After studying this unit, you will be able to:

❖ define inclusion;

❖ discuss the psychological, philosophical and sociological bases of inclusion;

❖ describe the policies related inclusive education;

❖ explain various approaches to inclusion; and

❖ state the significant inclusive practices.

## 4.2 Bases of Inclusion

Before discussing the important bases of inclusion, let us study the concept of inclusion first.Inclusion refers to values based on equity, community, participation and respect for diversity. Inclusion implies reduction of inequality, both economic and social, and providing equality of opportunities. While commonly inclusion commonly restricted to

concern for marginalized and disabled learners or those categorized as having special educational needs, in reality it is about reducing barriers to learning and participation for all types of learners. Inclusion implies reducing discrimination on the basis of gender, class, disability, economic background, sexual orientation, ethnicity and family background. If we focus on only one aspect of the identity of learners, we cannot include them in education effectively.

As part of this process, diversity is welcomed and viewed as a rich resource rather than a problem. Broadly, inclusion is related to a fundamental aim of education of contributing to the development of sustainable ways of life in sustainable environments. It is about schools and communities acting in a mutually supportive relationship. Inclusion is defined as the provision of services to learners with disabilities, including those with severe impairments, in the neighbourhood school in age-appropriate general education classes, with the necessary support services and supplementary aids (for the child and the teacher) both to ensure the child's success - academic, behavioural and social - and to prepare the child to participate as a full and contributing member of the society (Lipsky& Gartner 1996, 763)

Sebba&Sachdev (1997) offer a working definition which is prescriptive in suggesting what is needed rather than being descriptive of current practice. Sebba&Sachdev (1997) assert that inclusive education describes the process by which a school attempts to respond to all pupils as individuals by reconsidering and restructuring its curricular organization and provision and allocating resources to enhance equality of opportunity.

The Index for Inclusion, which has been distributed to British schools, also emphasizes a process view ofinclusion:

The basic perception behind exclusion and inclusion is based upon a set of beliefs and practices that tend to see the student with special needs as deviant or deficient as opposed to inclusive praxis that perceives the system as the problem ad respects the uniqueness of

every individual. The framework behind educational exclusion and inclusion is presented below:

Table 1:    The framework behind educational exclusion and inclusion

| Dimension | Discourse of deviance | Discourse of inclusion |
|---|---|---|
| Educability of Learners | There is a Hierarchy of cognitive ability on which learners can be Placed | Every learner has an open ended potential for learning |
| Explanation of educational failure | The Source of difficulties in learning lies in deficits of ability which are attributes of the learner | The source of difficulties in learning lies in insufficiently responsive presentation of the Curriculum |
| School Response | Support for learning should seek to remediate the weakness of individual learner | Support for learning should seek to reform curriculum and develop pedagogy across the School |
| Theory of teaching expertise | Expertise in teaching centres in the possession of specialist subject knowledge | Expertise in teaching centres in engendering for all learners participation of all learners in the learning process |
| Curriculum model | An alternative curriculum should be provided for the less able | A Common Curriculum should be provided for all learners. |

Adopted from David Skidmore (2004); Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M. & Shaw, L. (2000)

Among different pillars that have developed the conception of inclusion, the philosophical, psychological and Sociological bases are acknowledged to be the most significant though it is true that these three are inextricably intertwined. A brief discussion of these three bases on inclusion is provided below.

## 4.2.1 Philosophical Basis

Inclusion is a philosophy. Inclusive education is based on the philosophy of inclusion, which in its turn is based upon empathy. However, the concept of empathy comes much later. Feelings of sympathy or pity can be found in the ideologies dating back to Plato and Aristotle in the western school of philosophy. Aristotle believes that pity is a basic human response to suffering. Aristotle believed that there are three factors behind pity- first, there is an awareness that a person's suffering is significant; second, that the suffering is undeserved and, third, that such suffering could happen to oneself (Portman, 2000). Aristotle regards such pity as positive for without it we cannot experience catharsis, a "purging of one's own natural orientation" (Campbell, 2004, p. 275). Unlike the modern concept of pity, Aristotle would not depict pity as a "condescending feeling of sorrow for someone who is radically inferior" (Kenston, 2001, p. 181). Thus far, we can see that 'pity' stands at some distance from its contemporary disparagement in (or rather) out of 'Western' inclusion rhetoric. It is not condescension, and it is a necessary emotion that we might wish for ourselves as for others, though with the Platonic proviso that it be tempered both with reason and resolution.

Before the Enlightenment pity was subject to further analysis by western philosophers like Hobbes. For Hobbes, pity is indivisible from compassion (Ewin, 2001) and is, as for Plato and Aristotle, a basic desire (Halliwell, 2002). For Hobbes, not to pity showed a "hardness of heart" which proceeded from a "slowness of the imagination" (Leviathan). In Leviathan, (c6, s27-27) Hobbes notes that, "Griefe for the calamity of another, is pitty; and ariseth from the imagination that the calamity may befall him selfe and therefore is also called

compassion and in the phrase of the present time fellow-feeling." It would seem that whilst Hobbes and Aristotle equate pity with apprehension (of a similar fate), the premise of 'feeling with' is not privileged but is more driven by psychological egoism grounded within fear that such calamity might befall ourselves (Hampton, 1988). With the Enlightenment, such a view of Man needing to be saved from himself/herself is reversed and society and societal sanction becomes important. In Discourses of Inequality, Rousseau argues that 'natural' man has only two desires: self-preservation and pity, and holds these to be two sides of the same coin, with self-preservation ensuring individual survival and pity the species" (Manent& Le Dain, 2001). Rousseau comments (1984, p.101), "It is therefore very certain that pity is a natural sentiment which by moderating in each individual the activity of self-love, contributes to the mutual preservation of the whole species." For Rousseau, pity is positive, drawing fellow men together. Thus with such an exploration of western philosophy, we note that to overcome inequality we should cultivate pity.

The French revolution contributed the key concepts of liberty and equality, along with the concept of "fraternity". But the word 'fraternity' takes us back towards earlier notions of pity, compassion and 'fellow-feeling' because it emphasizes the relationship in terms of human commitment.

**Disability, pity and the medical model**

The discourses of Victorian medical empiricism and scientific positivism subverted conceptions of pity. Industrialisation led to new medical approaches as professionals became increasingly concerned with normality and the desires to diagnose, categorise and cure impairments. The adoption of what Priestly (1998) calls individual materialism enabled disability to be considered in terms of biological determinism, a personal tragedy located within the physical condition of the patient. Patients, who failed to measure up to social norms and who could not be transformed by medical 'science' were therefore relegated to inferior positions as part of a social technology rather than addressed by any discourse of pity or compassion.

Science engendered new responses to abnormality and misfortune (Hodkinson, 2007). Thus elements of the economic, medical, philanthropic, literary and media discourses and practices generated the 'industrialization of pity' and its re-location as a social technology rather than a moral or religious commitment.

Dalal (p. 4) recalled, "Indian society has remained pluralistic with multiple traditions weaving multicultural patterns and therefore needs to be understood as embedded into multiple cultural discourses with subtle nuances". Accordingly, various aspects of Indian life, its religion, engrained traditions of charity, compassion, good karma [deeds] and its strong sense of community collectively contributes to the concept of inclusion and inclusive education. Although India has conflicting sub-cultures, there is a commonality of attitudes in that for thousands of years. Jha (2002, p. 43) asserts that the important aspect of Indian "religious beliefs.[ . .] seem to provide important explanations" for the ancient common culture of compassion. Within India a number of religions exist, such as Buddhism, Jainism, Sikhism, Hinduism, Islam and Christianity. Many assumptions, beliefs and attitudes that are rooted in present Indian cultures seem to be formulated with reference to Hindu mythology, classic Vedic epics and other religious texts. (Miles, 2002). These religious stories reinforce values related to charity, pity and compassion. There is a major 'attitudinal stimulus' in India as Miles (2002, p.57) states, that "adherents of most religions are exhorted not to mock or obstruct disabled people but to be charitable to them." In the fourth Century BCE Chandragupta Maurya formulated a law that forbade the employment of discriminatory language towards people with disabilities. Therefore, it was in India that the notion of anti-discriminatory legislation began.

Many scholars conclude that various forms of 'inclusion' had been operating for many thousands of years and held Indian society together. The Karmic tradition is found to be an important dimension. Karma, according to Birckenbach (1992, p. 189) is a theory of "primitive retributivism". Usha Bhatt (1963) employs analytical references from ancient scriptures and examines how attitudes towards disability were changing within Indian society as a result of industrialisation. Earlier, it was proposed that industrialisation

enabled scientific positivism and biomedical ethics to insinuate themselves as "illegal immigrants" in the project of a new colonial global modernity (Menon, 1997, p. 291). Bhatt argues that such incursions were very limited in impact because India's strong sense of community coupled with the impact of the industrial revolution on its rural hinterlands meant that, unlike in Europe, there was much less destruction of the familial unit in India. Dalal adds to Bhatt's thesis, suggesting that whilst industrialisation and two world wars deeply influenced societal attitudes in the West the same was simply not the case in India. Thus pity and compassion grounded in karmic principles served to limit the impact of scientific positivism and biomedical discourses. As a result, the 'inclusion' agenda, with its notions of equality rather than compassion, of calculation rather than concern, is subverted rather than rejected. Indic philosophy of inclusive education thus is deeply ingrained in India's inherent culture of karma and religions of love and equality. Thus the dacoit Ratnakar can become a revered rishi Valmiki, Satyakam who is a child from the brothel is embraced as a valued disciple by a Brahmin guru and Rishi Astabakra - a severely deformed man , can attain greatest of pedantry and knowledge and become a rishi.

## 4.2.2 Psychological Basis

From practical point of view, inclusion can provide improvement for the quality of education and social life for children with special needs. However, the principles of inclusion need to be understood within a suitable theoretical framework, namely within the theory of Vygotsky and other emerging social constructivist perspectives.

Vygotsky developed many concepts and theses that have provided a strong basis for understanding inclusion:

❖ The central precept of socio-cultural theory is the co-construction of knowledge, between the individual and social processes

❖ The role played by language and other symbolic systems,

❖ The function of social interaction in the development of the human brain,

❖ The role of word meaning in complex and conceptual thinking,

❖ The relationship between elementary and higher mental functions in the development of psychological processes, (JohnSteiner&Mahn, 1996)

❖ The concept of the zone of proximal development to explain learning and teaching

In 1929, Vygotsky developed the concept of defectology. Vygotsky argued that "defects" should not be perceived as abnormality, but need to be brought into social context. He criticized special education as a combination of low expectations and diluted curriculum, and he urged all educators to have a "positive differential approach" of identifying the children's strength and not their disability. Two critical concepts are -

A.      Socio-cultural development, as well as

B.      The function of social interaction in the development of the human brain, which are crucial for understanding the correlations between inclusive settings and brain capability of plasticity.

He asserted that the organization of higher mental functions has two principles: -

a)      Systemic organization of higher mental functions: The systemic organization of higher mental functions means that "... no specific function is ever connected with the activity of one single brain centre. It is always the product of the integral activity of strictly differentiated hierarchically interconnected centres" (1997, 140). Studies of the components of brain functions began. Considering the systemic character of higher mental functions, Vygotsky distinguished between two types of disabilities, namely primary and secondary disability:

i.      Primary -  The primary disability is an organic impairment.

ii.     Secondary - The secondary disability arises from distortions of higher psychological functions due to negative social factors.

For Vygotsky, a child with special needs is not a disabled child. He regarded disability as:

i.      A socio-cultural developmental phenomenon, and

ii.     Being composed of two types of disabilities: primary and secondary.

As a result of the primary disability, expectations and attitudes change access to social experiences leading to the development of the secondary disability. Children with the secondary disability can develop "compensatory reorganization", which means that they can adopt their higher mental functions in a positive or negative direction. For example, a child with special needs might develop a series of maladaptive behaviour, such as passivity, dependence, aggression etc., which is due to negative adaptive compensatory organization of higher mental functions. On the other hand, if they are surrounded by positive social incentives and inclusive educational settings, the same child could develop self-regulated functions, such as self-commands, self-discussions of the school task, that all lead to positive reorganization of higher mental functions. At some point, he also included the role of personality differences among children, which are important for their inclusion (Das, 1995).

b)      Dynamic organization and localization of higher mental functions: Dynamic localization occurs due to:

❖ The modification of the structure of functions through child's development,

❖ The modification of the functional structure depending on the level of automatization, and

❖ The possibility of using different means to achieve the same result (Thal et. al., 1991). Dynamic localization of brain functions could have two opposite tendencies:

❖ Negative tendency,

❖ Positive tendency.

Negative tendency means that a child's partial impairment can cause a significant underdevelopment of a number of brain functions. A child's partial impairment can cause a significant underdevelopment of a number of higher mental functions. On the contrary, the

positive tendency of dynamic localization of brain functions means to substitute and create new inter-functional connections. The formations, which emerge much later on and are less connected with the primary derivate factor, are easier to eliminate with the help of educational influences.

## 4.2.3 Sociological Basis

Inclusion has a deep-seated sociological basis. No society has ever been purely equalitarian and has socially specified hierarchies, whereby its members are placed in positions higher or lower in relation to each other. This social stratification tends to fix people in the social structure that leads to differentiations, inequities and exclusion. Talcott Parsons identified three causal factors social stratification, which in its turn leads to social ranking, prestige and marginalization. These are -

i.      Possession or material possessions

ii.     Qualities or intrinsic capacities and abilities

iii.    Performance execution, product and manner of completing a task in a given time.

Other modes of social stratification are based on -

i.      sex

ii.     age differentiation

iii.    economic and occupational difference

iv.    caste and creed

Theories of Economic Determinism or Conflict Theory pioneered by Marx, Gumplowicz and Oppenheimer, and Functionalist Theory propounded by Kingsley Davis, P.A. Sorokin and MacIverhave explained the nature of exclusion arising out of social stratification. The concept of equality and inclusion is inextricably related to social stratification and resultant exclusion. The term equality has political, legal and philosophical overtones, but the sociological basis has been emphasized by most. This constitutes the sociological basis of inclusion.

Social exclusion that constitutes the basis of conceptualization of social inclusion, has been perceived in relation to the following -

a.    in relation to social isolation, that is, certain section of social members is subjected to social discrimination and deprivation

b.    In relation to social rights, that is, barrier to full exercise of human rights

c.    in relation to marginalization, that is, denial of opportunities and dignity under the pretext of colour, caste, ethnicity, religion etc.

Sociological basis of inclusion seeks to address these issues in order to bring about equity and maintain basic human dignity and human rights. Education is perceived as an effective means of achieving inclusion in society. UNESCO documents bear testimony to the sociological basis of inclusion with education as the foundation. UNESCO views inclusion as "a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning." The principles of inclusion that are set out in various international declarations can be used as a foundation. These then can be interpreted and adapted to the context of individual countries. At the

core of inclusive education is the human right to education, pronounced in the Universal Declaration of Human

Rights in 1948 which states, "Everyone has the right to education... Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace." (art.26 - Universal Declaration of Human Rights) Equally important are the provisions of the Convention on the Rights of the Child (UN, 1989), such as the right of children not to be discriminated against, stated in Article2 and Article 23. Article 23 stipulates that children with disabilities should have: "effective access to and receive education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development" (Article 23). Article 29 on the "Aims of education," expresses that the educational development of the individual is the central aims and that education should allow children to reach their fullest potential in terms of cognitive, emotional and creative capacities. In addition, the UNESCO Convention against Discrimination in Education (1960) and the Convention on the Elimination of All Forms of Discrimination against Women (1979) are other key international human rights treaties that not only emphasize the prohibition but also the active elimination of discrimination. A logical consequence of these rights is that all children have the right to receive the kind of education that does not discriminate on any social grounds such as caste, ethnicity, religion, economic status, refugee status, language, gender, disability etc. and that specific measures be taken by the State to implement these rights in all learning environments. A rights-based approach to education is founded upon three principles:

i.      Access to free and compulsory education

ii.      Equality, inclusion and non-discrimination

iii.     The right to quality education, content and processes.

The move towards inclusion has involved a series of changes at the societal and classroom level that have been accompanied by the elaboration of numerous legal instruments at the international level. Inclusion has been implicitly advocated since the Universal Declaration in 1948 and it has been mentioned at all stages in a number of key United Nations Declarations and Conventions. While there is also very important human, economic, social and political reasons for pursuing a policy and approach of inclusive education, it is also a means of bringing about personal development and building relationships among individuals, groups and nations. The Salamanca Statement and Framework for Action (1994) asserts that: "Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all." (Salamanca Statement, Art. 2) The Jomtien World Conference on Education for All (1990) set the goal of Education for All (EFA). B. Lindqvist, United Nations-Rapporteur, asserted - "All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education systems that have a right to certain types of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all children" (1994). [https://www.un.org/development/desa/disabilities/about-us/history-of-disability-and-the-united-nations/special-rapporteur-1994-2002-bengt-lindqvist.html].

It is thus imperative that society and local authorities take the responsibility to ensure that this right is implemented. Concretely this involves:

a.      Initiating debates around how the society and community understands human rights;

b.      Generating collective thinking and identifying practical solutions such as how human rights can be made part of the local school curriculum;

c.  Linking the Human Rights movement with educational access;

d.  Fostering grassroots action and strengthening its ties to the policy level in order to promote protection;

e.  Encouraging the creation of social community and children's councils where issues of access can be discussed; and

f.  Developing community-school mechanism to identify children not in school as well as develop activities to ensure that children enrol in school and learn.

Furthermore, adequate resources must be matched with political will, and constituent pressure maintained on governments to live up to their obligations.

In particular, four key elements have tended to feature strongly in the sociological conceptualisation of inclusion. The four elements are as follows:

i.  Inclusion is a process of responding to diversity. It is about learning how to live with and learn from difference. In this way differences come to be seen as a stimulus for fostering learning, amongst children and adults.


ii.  Inclusion is concerned with the identification and removal of barriers. Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in society in order to plan for improvements in policy and practice.

iii.  Inclusion is about the presence, participation and achievement of all pupils from all strata of society.

iv.  Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement. This indicates the moral responsibility to ensure that those groups that are statistically most

A holistic view of the education system, encompassing both the private and public system, must be taken when considering adopting a social inclusive approach. If barriers are to be reduced, policy-makers, educational personnel and other stakeholders need to take certain steps which must involve all members of the society, including political and religious leaders, local education offices and the media. Some of these actions include:

ii. Mobilising opinion

iii. Building consensus

iv. Carrying out local situation analyses

v. Reforming legislation

vi. Supporting local projects

**Self-Assessment Question 1**

Answer the following question in about 40 words.

How can we say that inclusion has a deep seated sociological basis?

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## 4.3 Inclusive Policies

Thc Council for Exceptional Children Policy on Inclusive Schools and Community Settings (1993) states that the concept of inclusion is a meaningful goal to be pursued in schools and communities, and it endorses a continuum of services. The existence of options is particularly vital to the education of children with disabilities, and full inclusion is not appropriate for every student. The policy emphasizes that all children, youth, and young adults with disabilities are entitled to a free and appropriate education and/or services; have available for them a continuum of services; and should be served whenever possible in general education classrooms in inclusive neighborhood schools and community settings strengthened and supported by an infusion of specially trained personnel and other appropriate supportive practices according to individual needs.

Education for All Handicapped Children Act, signed by President Gerald R. Ford on November 29, 1975, mandated a free, appropriate public education for students with disabilities between the ages 3 and 21. The major objectives of this act, significant in the history of special education are -

i.    To assure that all children with disabilities are provided with a free and appropriate public education

ii.   To assure that the rights of children with disabilities and their parents are protected

iii.  To assist states and localities to provide for the education of children with disabilities

iv.   To assess and assure the effectiveness of efforts to educate children with disabilities.

Some of the key features of the Education for All Handicapped Children Act 1975 are as follows

i.     Students with disabilities had the right to a free appropriate public education

ii.    Schools must have individualized educational programmes for each student with disability

iii.   Parents have the right to inspect school records of their children and when changes are met in a students' educational placement or programme, the parents must be informed.

iv.    Parents of special needs children have the right to challenge what is in the records or any change in placement.

v.     Students with disabilities have the right to be educated in the least restrictive educational environment.

vi.    Students with disabilities must be assessed in ways that are considered fair and non-discriminatory

vii.   Students with special needs must have specific protections

The 1986 Amendments to the Education for All Handicapped Children Act 1975 made the following provisions -

i.     All the rights of the Education for All Handicapped Children Act 1975 were extended to all pre-schoolers with disabilities.

ii.    Each school district must conduct a multidisciplinary assessment and developfor each pre-school child with a disability, an individualized family service plan (IFSP). The IFSP must include -

i.     A statement of the child's present level of cognitive, social, speech and language, and self-help development

ii.    A statement of the family's strengths and needs related to enhancing the child's development

iii.     A statement of the major outcomes expected for the child and the family

iv.     Criteria, Procedures and timeline for measuring progress

v.     A statement of the specific early intervention services necessary to meet the unique needs of the child and family including methods, frequency and intensity of service

vi.     Projected dates for initiation and expected duration of services

vii.     The name of the person who will manage the case

viii.     Procedures for transition from early intervention to a preschool programme

Individualized Education Programme (IEP), a central concept of the Education for All Handicapped Children Act 1975, found a place of great importance in the history of special and inclusive education. Such programmes were described to be designed on the basis of the following:

i.     The students' present level of functioning

ii.     Annual goals and the short term objectives of the programme

iii.     The services to be provided and the extent of regular programming

iv.     The starting date and the expected duration of the service

v.     Evaluation procedure and the criteria for monitoring progress


The law also made provisions for Protection in Evaluation Procedures (PEP) with the following regulations -

i.     A full and individual evaluation of a student's needs must be made before a student is placed in a special education programme

ii.     Testing should be unbiased and free from racial or cultural bias

iii.     Tests must be administered in the child's native language or other suitable means of communication

iv.     Students must be assessed in all areas related to their suspected disability including general health, vision, hearing, behavior, general intelligence, motor abilities, language proficiency etc.

v.     Tests must be administered by trained professionals

vi.     Tests must be valid for the specific purposes for which they are administered.

vii.     Results of tests administered to pupils who have impaired sensory, manual or speaking skills must reflect aptitude or achievement, and not the impairment

viii.     Evaluations for special education placement must be made by multidisciplinary teams including at least one specialist with knowledge or expertise in the area of suspected disability

ix.     More than one test must determine the suitable placement and special education placement must never be done on the basis of a single test

**Individuals with Disabilities Education Act (IDEA)**

Perhaps the most significant step in the history of special education was the enactment of the Individuals with Disabilities Education Act (IDEA) in 1990. It was a reauthorization of the Education for All Handicapped Children Act, with the Congress replacing the term "handicapped children" with the new term "children with disabilities". Two new disability categories of autism and traumatic brain injury are identified and a more comprehensive definition of transition services is added. Transition service is now clearly defined as the service to ensure hassle free and facile transition from school to post-school activities. The Act also had provisions for making Assistive Technology more accessible to all. Purchase or lease of such technological devices, access to associated services, relevant training in use of such technology and services were rendered more accessible to persons with special needs and service providers. IDEA further mandated that decisions about the specific

technological needs of a special needs student would be made by an expert team that develops the IEP or the Individualized Education Program.

**History of Special Education Policy and Inclusion in India:** The Government of India on paper supported various version of inclusive special education in policy before independence. During this time period, the majority of children with disabilities were not in school. In the Pre-Independence era, the limited services for people with disabilities arose largely out of the private sector or from nongovernmental organizations, which were often religious. The first special school for people with disabilities in India was a school for the blind, which was opened in 1869 by Jane Leupot, with support of the Church Missionary Society. In 1883, a school for the deaf was opened in Bombay.1887 marked the year Christian missionaries opened a school for the blind in Amritsar. During the 1800s, all of the special schools for people with disabilities accommodated people with physical disabilities; it was not until 1918 that the first school for people with intellectual disabilities was established. All of these schools exemplify the segregated type of special education services offered during the 1800s and 1900s. Most were for children who were blind or visually impaired, and the majority was funded by nongovernmental organizations or private funders.

**Post-Independence:** India gained independence from Britain in the 1947, and inclusive education is written into India's constitution as a fundamental right for all citizens, By adding the two articles to be read in conjunction, elementary education is now considered imperative for life and personal liberty in India. A clause was added to India's constitution to this affect; however, it was not added until December 2002. The 86th amendment to the constitution, section 21A reads, "The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine." Although many viewed this amendment as positive, others criticized the age restrictions. In addition, many thought that the type of education (inclusive, segregated, or other) should be specified within the law. The 1960s marked an important change in how special education was organized and funded in India. The Ministry of Education split, and

a new branch called the Ministry of Social Welfare was created. The Ministry of Social Welfare was given the responsibility for the "weak and vulnerable" sections of society. They largely focused on rehabilitation, and not as much on education. Instead of supporting the current education system, the Ministry of Social Welfare began giving out grants to non-profits that provided education for children with disabilities, inadvertently preventing inclusion of these children within the public or mainstream sector. The split of these two ministries has never been reversed, and is still this way at present. The Kothari Commission: The Government of India created the Kothari Commission in 1964, named after its chairman, P.S. Kothari. The plan of action created by **the Kothari Commission** included people with disabilities, but unfortunately, the Government of India never implemented it. It reads, "We now turn to the education of handicapped children. Their education has to be organized not merely on humanitarian grounds of utility. Proper education generally enables a handicapped child to overcome largely his or her handicap and make him into a useful citizen. Social justice also demands it…on an overall view of the problem, however, we feel that experimentation with integrated programmes is urgently required and every attempt should be made to bring in as many children in integrated programs."

The Integrated Child Development Scheme (ICDS) of 1974 created by the Ministry of Human Research Development reaches out to "vulnerable populations" of the population to provide services such as pre-5 year old schooling and early intervention, including health care, nutrition and pre-school facilities. The Ministry of Welfare created the Integrated Education of Disabled Children Scheme (IEDC) that provided children with disabilities "financial support for books, school uniforms, transportation, special equipment and aids," with the intention of using these aids to include children in mainstream classrooms. However, the government of India realized that providing structural changes to the classroom, such as adapted equipment, would not be enough to integrate children with disabilities into the classroom. Although it was encouraged and partly funded by UNICEF, fifty percent of the funding was supposed to go through the

state governments. The responsibility was transferred to the Department of Education in 1992.Despite the fact that this scheme was supposed to be nation-wide, it was implemented in only 10 out of 29 of the states in India. This program stressed that students with mild to moderate disabilities needed to be integrated, but not moderate to severe. Therefore, it was not fully inclusive, and created tensions between mainstream and segregated special education schools.

The National Policy on Education (NPE) was created in 1986. Continuing in the spirit of the 1974 IEDC, the NPE states that children with "mild" disabilities should be included in mainstream classrooms, whereas children with "moderate to severe" disabilities should be placed in segregated schools. Many were upset that this policy contradicted Article 45 of the

constitution, which lists equality in education as a fundamental right for all, and not just those with "mild" disabilities. The policy also included a provision regarding teacher training for all mainstream education teachers, by "including a compulsory special education component in pre-service training of general teachers." Although this policy was created in 1986, it was not implemented until the Plan of Action was created in 1992. The 1992 Program of Action (POA), created to implement the 1986 NPE, broadened the 1986 definition of who should be included in mainstream schooling, that "a child with a disability who can be educated in the general school should not be in the special school." It said that once children with disabilities acquire basic living skills, which would be learned in special schools, that they should be mainstreamed.

The year 1992 was also the year of the Rehabilitation Council of India (RCI) Act. The RCI Act provided standards for rehabilitation professionals; one type of rehabilitation professional being special education teachers. This act is important because it establishes consequences for teaching without a license. Teachers without a license could face imprisonment for up to one year, be fined R1000, or both. Possibly one of the most important pieces of legislation to date in India regarding people with disabilities is the 1995 People with Disabilities Act (PDA). The PDA was likened to the United States'

Americans with Disabilities Act (ADA), and covered a wide range of disability related topics, from education to jobs to building design. Despite the wide range of topics covered, the PDA defines disability quite narrowly, listing only a few categories of disability:

i. blindness,

ii. low vision,

iii. leprosy,

iv. hearing impairment,

v. locomotor disability and

vi. mental illness/retardation

The PDA states that children with disabilities have the right to access education in a "free and appropriate environment" until they are 18 years of age, "promoting integration into normal schools." The PDA is supposed to provide transport facilities, remove architectural barriers, supply free books and other study materials, grant scholarships, restructure curriculum, and modify the examinations system for the benefit of children with special needs. The act also addresses teacher training, for special educators and mainstream educators, by requiring adequate teacher training programs to train teachers to work with students with disabilities. Another extremely important part of this act was the clause that requires all parts of the country, urban and rural, to have facilities that accommodate students with disabilities and ensure that they are in school. The People with Disabilities Act functioned as a catalyst for several other development projects around inclusion and disability.

In order to expand educational opportunities for children with disabilities, the Central Government, in its Five-Year Plan (1997-2002), set aside 1,000 million rupees specifically for the provision of integrated education. The government of India started collaborating

with the UN and World Bank to put the People with Disabilities Act into action. One major initiative that was born out of the PDA was the District Primary Education Program (DPEP). A joint venture between the Indian Government's Department of Education and the World Bank, the goal of the District Primary Education Program was "education for all" by the year 2000.As many of the initiatives in India regarding education and children with disabilities, the DPEP focused on inclusion of children with mild to moderate disabilities. Following the People with Disabilities Act, important parts of the initiative included Teacher trainings through the District Institutes of Education and Training (DIETS), curriculum modifications, resource room, teacher support and integration or inclusion.

In 2002 the 86th amendment to the Constitution was made, mandating free and compulsory education to all children ages 6-14). Resulting from this change, the Millennium Development Goals (MDGs), the fairly new People with Disabilities Act, and the past 50 years of attempted legislation and projects, the Government of India, in conjunction with the World Bank, created the SarvaShikshaAbhiyan (SSA), an initiative which translates to "Education for All." SSA is not a disability-specific program, but rather a disability-inclusive program, with specific aspects that benefit people with disabilities.

In 2005, the Right to Education Act was drafted by the Ministry of Human Resource Development. This bill, framed through a "social justice and collective advocacy perspective" rather than through a framework of individual rights, is not disability-specific, but is inclusive of children with disabilities, with specific sections that address the educational rights of students with disabilities.

In 2005, the Ministry of Human Resource Development also drafted the Action Plan for Inclusion in Education of Children and Youth with Disabilities (IECYD). This action

plan envisions that all children with a disability will have access to mainstream education. In order to facilitate this, the government, specifically collaborating between the Rehabilitation Council (RCI) and the National Council for Teacher's Education(NCTE) ,

will ensure that there are adequate numbers of teachers trained in inclusive education, as well as the proper physical and ideological infrastructure to facilitate inclusion in schools. The plan specifically looked to move from integration towards inclusion. Through Integrated Child Development Services (ICDS), anganwadi workers were trained to identify children with disabilities at an early age and provide early intervention services.

In 2008, the government reformed the Scheme of Integrated Education for Disabled Children (IEDC) and created the Inclusive Education of the Disabled at the Secondary Stage (IEDSS). The objective of IEDSS was to enable the disabled children who have completed eight years of elementary education to continue their education at the secondary stage in an inclusive environment in regular schools. This is the first policy that specifically acknowledges the importance of secondary education for persons with disabilities.

The Ministry of Social Justice and Empowerment's National Policy for People with Disabilities was created in 2006, and utilized SarvaShikshaAbhiyan (in English, Education for All), also created by the Ministry of Social Justice and Empowerment, as their main mode of implementation of the policy. The policy tried to bridge the gap between rural and urban areas by creating more District Disability and Rehabilitation Centers (DDRCs), which disseminated information in terms of availability of aids and appliances, ensured the mandated 3% coverage of persons with disabilities in poverty reduction programs and targeted girls with disabilities.

## 4.4 Approaches towards Inclusion

Inclusion is a relentless continuous process and various approaches have evolved in time in order to understand, define and effectively implement this process. Some of the significant ones are discussed below.

### 4.4.1 Whole School Approach

Whole Schooling is an approach to developing schools in which all children flourish in engaging, inclusive classrooms. The ultimate goal of Whole Schooling is to promote excellence and equity in schools to build inclusive and democratic societies. We seek to help children learn at their personal best and to become effective citizens for democracy-- innovative leaders, workers, and community members who can create innovations and take responsibility for a better world. Whole Schools create cultures and utilize practices to achieve these aims that:

a.      create learning spaces based on the needs of children learning together;

b.      help children learn the tools and skills of genuine democracy;

c.      create a sense of belonging, care, and community;

d.      include all students in learning well together;

e.      support learning through the efforts of peers, colleagues, and specialists in the classroom;

f.      develop genuine partnerships between educators, parents, and the community;

g.      engage children through authentic, multilevel, differentiated instruction - connecting learning to the real world and drawing on the gifts, voices, experiences, and cultures of all at the 'just right' level of each child; and

h.      Assessing students in ways that will contribute to learning.

**Principles of Whole School Approach**

The Whole Schooling Consortium asserts that to achieve this end, schools must create a culture and use a set of practices that engages children and youth in authentic problem-solving and exploration, a culture where personal best learning, care, and empowerment are central. Such schools are founded on Eight Principles and their associated practices:

i.      Create learning spaces for all

ii.  Empower citizens for democracy

iii.  Include all in learning together.

iv.  Build a caring community.

v.  Support learning

vi.  Partner with families and the community

vii.  Teach all using authentic, multi-level instruction

viii.  Assess students to promote learning

## 4.4.2 Capacity Building Approach

Fullan (2007) defined capacity building as "the policy, strategy, or action taken that increases the collective efficacy of a group to improve student learning through new knowledge, enhanced resources, and greater motivation on the part of people working individually and together" (p. 58). Echoing the collective aspect of Fullan's definition, Newmann and associates referred to school capacity as "the collective power of the full staff to improve student achievement school-wide" (p. 261). Hughes and associates defined school capacity as "the presence of characteristics needed to support the development of a thriving learning community" (p. 10). Common to all three definitions is a set of five components:

i.  teacher knowledge,

ii.  skill, and disposition;

iii.  professional communities;

iv.  program coherence, technical resources; and

v.  leadership.

**ADD International identifies three cardinal objectives of capacity building:**

i.      Greater equality of access to rights for persons with disabilities, including rights to services.

ii.     Greater inclusion of persons with disabilities in all areas of life.

iii.    Greater inclusion of the disability dimension in all aspects of development.

Common characteristics which have been identified by ADD International are -

i.  Capacity to 'Be':  Identity, Leadership, Membership, Structures and

Systems: Characteristics of a strong organisation include being democratic, representative and inclusive - able to reach out to and include persons with disability in their area, especially those most marginalised because of their gender, age, location, type of impairment, poverty; effective and representative leadership and succession; clear mission and objectives;Sustainable, with efficient systems for financial management, human resources and mobilising resources.

ii. Capacity to 'Do': Achieving the Organisation's Mission and Objectives. Inclusive

institutions should be

❖ effective at supporting their members to build knowledge, skills and access opportunities;

❖ effective at challenging negative attitudes to disability;

❖ effective at representing their members' perspectives through engagement with power holders at all levels.

iii. Capacity to 'Relate': Inclusive organizations should be effective at engaging with external organisations which can help the organisation to carry out its work or increase the impact its work; linked to other organisations within the disability movement, both

horizontally and vertically; contributing to the collective 'voice' of persons with disabilities at local and national level.

**The Components of Capacity Building**

In the field of education, capacity building is generally defined as a coordinated set of actions that increases the collective efficacy of teachers and administrators to improve student learning and achievements. Building the educational capacity of school personnel can include many components, such as teacher skills and disposition, professional communities, program coherence, technical resources, and leadership. The intent of this article was to discuss the various components of capacity building in educational settings.

i.      Teacher knowledge, skill, and disposition

ii.     Professional Communities

iii.    Program coherence

iv.     Technical Resources

iv.     Leadership

## 4.4.3 Collaborative Approach

Inclusive education depends on collaboration among families and a variety of service provider. Developing effective strategies for education that includes all students requires partnerships within and among many types of agencies, including higher education, state education agencies, local education agencies, health and social services, business and industry, parent groups, and advocacy groups. These partnerships involve consumers, professionals, and community members who have not typically had formal relationships. Within a neighbourhood school, for example, inclusive education has fostered collaboration among general education teachers, parents and other family members, special education teachers, Para educators, school principals, related service providers, and

students, with and without disabilities. Involving all of these people to deliver effective educational services is neither serendipitous nor haphazard. Effective collaboration requires commitment and intentionality.

Kagan (1991) defined collaboration as: Organizational and inter-organizational structures where re- sources, power, and authority are shared, and where people are brought together to share common goals that could not be accomplished by a single individual or organization independently (p.3).

The collaborative team approach has emerged as a model of addressing the curricular needs of all children, both disabled and non-disabled in the same classroom. "Collaboration is an inter-personal style that professionals use in their interactions with colleagues, parents, and others. It can only exist voluntarily in situations in which individuals with parity have identified a mutual goal and are willing to share all of the responsibilities, resources, and accountability" (Friend, 1992, 14). Collaboration takes place when members of an inclusive learning community work together as equals to assist students to succeed in the classroom. This may be in the form of lesson planning with the special needs child in mind, or co-teaching a group or class. Friend and Cook (1992, 6 - 28) listed the defining characteristics of successful collaboration as follows:

i.      Collaboration is voluntary;

ii.     Collaboration requires parity among participants;

iii.    Collaboration is based on mutual goals;

iv.     Collaboration depends on shared responsibility for participation and decision making;

v.      Individuals who collaborate share their resources; and

vi.     Individuals who collaborate share accountability for outcomes.

Friend & Cook (1992) define "interpersonal collaboration" as a style for direct interaction between at least two coequal parties voluntarily engaged in shared decision-making as they work toward a common goal (p.5).

The education literature offers many other definitions, each with a slightly different emphasis. All reflect assumptions about values, roles, and skills required for collaboration, which are relevant to the process of educating all students in inclusive schools.

**A core set of values underlying collaborative approach constitute of -**

a)      Relationships,

b)      Parity,

c)      Shared goals, and

d)      Shared responsibility (Friend & Cook, 1992; Rainforth, York, & Macdonald, 1992; Thousand & Villa, 1992).

e)      Openness, to sharing information and skills, learning from others, letting go of old roles and strategies, and experimenting with new ones.

A fourth value, perhaps more accurately characterized as an attitude, is openness, to sharing information and skills, learning from others, letting go of old roles and strategies, and experimenting with new ones. Experimenting means taking risks with new approaches, accepting failure but not defeat, making adjustments, and trying again.

By definition, collaboration means that much of the educational process occurs in a more public forum than school personnel are typically used to, comfortable with, or trained to expect. When collaborating for inclusion, people become members of a team and assume many team roles. Tasks that had been done more independently, are done more collectively. Student assessment may not be done by the full team together, but the team plans it to be more holistic and authentic. Team members share observations and impressions, and develop a consensus about the student's abilities and needs. The team

develops an IEP with one set of goals and objectives, and develops comprehensive strategies to address student needs. The team plans units and lessons that address the needs of all students, with their diverse learning styles and range of abilities. The team teaches heterogeneous groups of students.

Depending on which task is being performed, the number of team members working together will vary. General education teachers, special education teachers, related service providers, paraeducators, family members, and students all collaborate in the planning and implementation of inclusive practices. To assure that the collective store of knowledge, skills, and perspectives is tapped, every team member, including staff, students, and family members, assumes the roles of teacher, learner, and implementer.

**Skills for Collaboration**

a)   Collaboration requires educators and related service providers to have current knowledge and competence in their own discipline (Rainforth et al., 1992).

b)   Team members also need to develop skills in communication, problem solving, and conflict resolution (Friend & Cook, 1992). Many schools now address these areas as part of the curriculum, in efforts to meet the needs of students in a more diverse society.

c)   Collaboration with Parents and Students - Families are invited to staff development courses in communication, problem solving, and conflict resolution. This prepares the entire team to deal with the range of issues that arise when educating all students in inclusive settings. The Individuals with Disabilities Education Act (IDEA) guarantees parents the right to participate in developing their child's Individualized Education Program (IEP).

d)   Individual interest and ability - With organizational support, these have a great impact on the extent of collaboration in schools.

e)   The values, roles, and skills outlined above provide the framework within which collaboration occurs., yet many parents still find themselves in passive or reactive roles (Salisbury, 1992).

f)   Wilson (1990) describes a variety of and skills strategies that can be taught to adolescents with learning disabilities to prepare them for active participation in IEP meetings in the high school years, and for self-determination in adulthood.

Some common aspects of these strategies are that the student:

(i)    identifies the impact of his/her disability, strengths, preferences, and goals;

(ii)   presents this information to others in planning meetings; and

(iii)  listens to others, asks questions, and uses assertive communication techniques. Collaborative planning strategies enable students, parents, and school personnel tobecome more proactive in designing educational programs that provide those supports for students with disabilities in general education settings.

g)   Collaborative Teaching - An important skill in providing an inclusive education has been exploring new teaching roles that move beyond resource room and consultant teacher support models. Collaborative teaching, also known as cooperative teaching, has been defined as restructuring of teaching procedures in which two or more educators possessing distinct sets of skills work in a coactive and coordinated fashion to jointly teach academically and behaviourally heterogeneous groups of students in educationally integrated settings, that is, in general education classrooms (Bauwens&Hourcade, 1995, p.46). General education teachers might co-teach with special education teachers, related service providers (speech/language clinicians, occupational therapists, physical therapists, counsellors).

h)   Designing a Collaborative Teaching Model - The unique combination of resources, student demographics, and educational expertise that characterizes an individual

school requires that each building develop a collaborative teaching model that fits their particular circumstances. The following principles proffered by Michigan Inclusive Education Project, (1991-1993) are advocated:

- ❖ Adequate time in classrooms.

- ❖ flexibility.

- ❖ Consistency

- ❖ Natural proportions

- ❖ Assigning students.

- ❖ Developing schedules for collaborative teaching

- ❖ Individualized, activity-based instruction

- ❖ Related services

- ❖ Role release

- ❖ Teaming Roles for Collaborative Teachers -

Focus on learning and continuous improvementAre responsible for service and program delivery

Standards

- ❖ Assessment

- ❖ Instruction

Manage the day-to-day services provided to students -

Monitor achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals Identify gaps in performance

or processes and plans for their improvement Align team's work with the school and classroom

Align with grade level before and after

i.  Complementary instruction. Complementary instruction is presented to the whole class or small groups and is designed to support the course content or class activity. In a social studies class, for example, the general education teacher is responsible for the basic content, which focuses on the historical aspects of how conflicts have impacted various civilizations. The special education teacher might present a complementary lesson on outlining, which is helpful to all students, but essential for some students with learning disabilities to prepare their written reports on conflicts in history. The counselor might also provide complementary instruction by teaching lessons on conflict resolution, which are valuable to all students, but essential for some students with behaviour disorders who must learn new strategies to resolve everyday conflicts.

ii.  Team teaching. Team teaching involves the general education teacher and the collaborative teacher sharing responsibility for planning and teaching academic subject content to the class throughout the year. Within the co-teaching model, there are various approaches, including

    a.  "one teach, one assist,"

    b.  "station teaching,"

    c.  "parallel teaching,"

    d.  "alternative teaching," and

    e.  "team teaching" or "interactive teaching,"

Benefits: The benefits of the collaborative approach include sharing responsibilities for students and teaching tasks, designing more creative lessons and solutions, developing

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better understanding of student needs, providing greater individualization, increasing opportunities for successful student participation, and engendering a greater sense of belonging for both students and teachers. Many teachers feel that collaboration has helped them become better teachers for all their students, and they would prefer to leave teaching than return to their former isolation. Teachers' early fears of having another professional watch them teach, share their space, and change their curriculum have been replaced with acclamation for collaborative teaching (Michigan Inclusive Education Project, 1991-1993). Unfortunately, these positive attitudes are now giving way to fears that financial constraints or changing laws could jeopardize a system that benefits all teachers and students. The Individuals with Disabilities Education Act (IDEA) calls for assurances that children with disabilities will be educated in the least restrictive environment. IDEA gives preference to placements in regular education environments, but also calls for use of "supplementary aides and services" to support children with disabilities in inclusive settings. These supports may include staff development, collaborative teaching, and curriculum modifications (Office of Special Education and Rehabilitation Services, 1994). IDEA also calls for a multidisciplinary approach, parent participation, and provision of related services in the special education program. Fulfilling these requirements in ways that benefit all students, both with and without disabilities, depends on collaboration among school personnel and families

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**Self assessment Question 2**

Highlight the main principles of collaborative teaching model.

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## 4.5 Inclusive Practices

Seven of the most prominent inclusive practices middle and secondary educators employ to increase their responsiveness to the needs of all learners are:

i.      Differentiated instruction,

ii.     Interdisciplinary curriculum,

iii.    Use of technology,

iv.     Student collaboration and peer-mediated instruction,

v.      Supports and accommodations for curricular inclusion,

vi.     Teaching responsibility, peace- making, and self-determination, and

vii.    Authentic assessment of student performance.

These are now briefly discussed below.

1.      Differentiated Instruction: Moving Toward a Universal Design Framework Because of the unique learning characteristics of each middle or secondary student who enters the classroom every day, differentiation in curriculum development, instructional delivery, and assessment must occur to facilitate meaningful and effective instruction not only for students perceived as disabled, at risk, or gifted, but also "allegedly average" students (Tomlinson, 2001). Differentiation has evolved to what now is known as Universal Design for Learning (UDL). UDL, then, refers to the creation of differentiated learning experiences that minimize the need for modifications for particular circumstances or individuals (Meyer & Rose, 2002; Udvari-Solner, Villa, & Thousand, 2005). UDL makes curriculum, materials, and school environments usable for students from different backgrounds and with different learning styles (Meyer & Rose, 2002), thus, decreasing

segregation of students based on their different performance levels or perceived abilities.

2.  Interdisciplinary Curriculum: Interdisciplinary curricular approaches arose from dissatisfaction with subject-driven curriculum organization and delivery. An interdisciplinary curricular orientation expressly integrates one or more disciplines to examine a central theme, issue, problem, topic, or experience (Wineburg& Grossman, 2000). It empowers cross-disciplinary partners to jointly prioritize what should be taught and what should be eliminated. Teachers and students participate in a learning partnership to examine one area in depth from complex and multiple perspectives. Themes selected for instructional attention are big ideas relevant to the students to whom they will be taught. In the past, students with disabilities often met with failure in general education because content areas were unrelated, out of context, practiced only a few minutes per day, and without consideration of generalization and transfer. Interdisciplinary curriculum integration shows students how different subject areas influence their lives, thereby demonstrating the relevance of what is to be learned (Ackerman & Perkins, 1989; Beane, 1997). It provides advantages for students with and without disabilities by assisting them to see patterns across the chaos of diverse bodies of content (Wineburg& Grossman, 2000).

3.  Use of Technology- Today there are internationally accepted performance indicators that guide teachers to use technology to meet the needs of all students. Teachers are generally expected to use technology to

    a)  Promote safe and healthy use of technology;

    b)  Model and teach legal and ethical use of technology;

    c)  Apply technology to affirm diversity and empower learners with diverse backgrounds, characteristics, and abilities; and

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d)     Facilitate equitable access to technology for all students.

Middle and secondary teachers can use a broad array of technological tools to facilitate inclusive education. Online tools include a host of online inquiry tools such as WebQuest (http://webquest.sdsu.edu) that allow students to spend more time analyzing rather than looking for information.

4.     Student Collaboration and Peer-Mediated Instruction: Thousand, Villa, and Nevin (2002) argue that secondary teachers have a responsibility to model collaboration by sharing their decision-making and instructional power with students by inviting students to collaborate in the following ways-

   a) as members of planning teams, determining accommodations for themselves or classmates with and without disabilities;

   b) as advocates for themselves and for classmates during meetings (e.g., individual educational plan meeting for a student with a disability) and other major events which determine a student's future educational and post-school choices;

   c) as a social and logistical support to a classmate as a peer partner or as a member of a Circle of Friends (Falvey, Forest, Pearpoint, & Rosenberg, 2002);

   d) as coaches, invited by teachers to provide feedback about the effectiveness of instructional and discipline procedures and decisions; and

   e) as members of school governance committees (e.g., school board).

5.     Peer-mediated instruction. Peer-mediated instruction refers to any teaching arrangement in which students are instructional agents for other students. Cooperative group learning approaches, buddy teaching and peer tutoring or partner learning strategies are varying forms of peer-mediated instruction that support inclusive education.

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6. Cooperative group learning: Cooperative learning is supported by a rich research base giving evidence for its power to enable students "to learn and work in environments where their individual strengths are recognized and individual needs are addressed" (Sapon-Shevin, Ayres, & Duncan, 2002, p. 209). Common to the various models of cooperative learning are five conditions:

   a) a joint task or learning activity suitable for group work,

   b) small-group learning in teams of five or fewer members,

   c) a focus on the use of cooperative behaviours, positive interdependence through team members' encouragement of one another's learning, and

   e) Individual accountability and responsibility for participation and learning of each team member.

7. Partner learning: Partner learning or peer tutor systems can be same-age or cross-age and can be established within a single classroom, across classes, or across an entire school. Partner learning systems promote social relationships among students who gain interpersonal skill development, and heightened self-esteem.

8. Supports and Accommodations for Curricular Inclusion: Even when teachers use universal design in learning principles to differentiate curriculum and instruction, some students will still need personalized modifications to access the curriculum in general education settings (Giangreco& Putnam, 1991). Specific curricular modifications in form of assistance of peer or adults, or material adaptations etc. are done.

9. Teaching Responsibility, Peace-making, and Self-Determination: Among the students considered the most challenging to educate within the current school organizational structure are those who demonstrate high rates of rule-violating behaviour and maladaptive social interactions. You should acknowledge and attempt to address the Stressors in students' lives by offering mental health and

other human services supports on campus. Because of these challenges, explicit instruction in the concepts and skills associated with responsibility, peace-making, and self-determination have become curriculum priorities (Villa, Udis, & Thousand, 2002).

a) **Teaching responsibility -** For students to learn responsibility, values, attitudes, and behaviours is their perception that they are valued and cared for. Educators can demonstrate caring by validating students' efforts and achievements. They also can directly teach responsibility by-

❖ Setting and enforcing limits to ensure safety,

❖ Establishing a school-wide discipline system that promotes the learning of responsibility, and

❖ Directly instructing students in pro-social communication skills, anger management, and impulse control techniques (Villa et. al., 2002).

A teacher's response to a rule-violating behaviour cannot be prescribed, but depends upon a variety of factors like the frequency and intensity of the behaviour, the number of other people exhibiting the behaviour etc.

The teacher's response can include reminders, warnings, re-directions, self-monitoring techniques, direct teaching of alternative behaviours, behaviour support plans etc.

❖ Students as peacemakers - One way to incorporate the development of responsibility into the student is to engage students in conflict management by using students as peer mediators. Researchers suggest that peer mediation programs are successful in decreasing indiscipline, fights, student suspensions, and vandalism while improving school attendance (Schrumpf& Jansen, 2002).

❖ Promoting self-determination - Active participation of students in their own education can be facilitated by explicitly teaching students with disabilities self-determination skills. Self-determination emerges when an individual is given the opportunity to

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experience choice making, decision-making, problem-solving, goal-setting and attainment, self-advocacy, self-observation and evaluation (Wehmeyer, Sands, Doll, & Palmer, 1997).

❖ the teacher-student ratio is reduced (e.g., from 1 80 to 80 students per teacher),

❖ the number of transitions students must experience is minimized; and

❖ opportunities and time for more personalized instruction are increased for all students.

b) Flexible and fluid student groupings - Students are grouped heterogeneously to prepare pupils to operate within the larger, complex heterogeneous community into which they will enter as adults. They need to explore school experiences that reflect the range of abilities, ethnicities, languages, economic levels, ages, and other human dimensions within a community. When grouped like this all students have access to the core curriculum.

c) Fostered and supported collaborative planning and teaching partnerships - Multiple Instructional Agents in the Classroom collaborating together is a significant inclusive practice. In many inclusive middle and secondary schools, educators and other support personnel have redefined their roles to that of collaborative team members who jointly plan, instruct, and solve the daily problems of teaching in today's diverse classrooms. Having multiple instructional agents in the classroom increases the instructor/student ratio and immediacy in diagnosing and responding to student needs. Paraprofessionals, special educators, and other related services personnel are there to enable students to access the general education curriculum rather than to supplant curriculum access by pulling the student out of the instructional activities in which other students are engaged.

Several collaborative teaching approaches have proven to be successful to guide secondary educators in their partnerships (Villa, 2002; Villa et al., 2004). The approaches include:

(1)     Consultation, where support personnel provide advisement to the secondary educator;

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(2) Supportive co-teaching, where the secondary educator takes the lead role and support personnel rotate among students to provide support;

(3) Parallel co-teaching approach, where support personnel and the secondary educator instruct different heterogeneous groups of students;

(4) Complementary co-teaching, where support personnel do something to supplement or complement the instruction provided by the secondary educator (e.g., models note taking on a transparency, paraphrases the teacher's statements);

(5) Team teaching, where support personnel and secondary educator co-teach alongside one another and share responsibility for planning, teaching, and assessing the progress of all students in the class. Some co-teaching approaches (e.g., complementary and team teaching) require greater commitment to, comfort

with, and skill in collaborative planning and role release (i.e., transferring one's specialized instructional responsibilities over to someone else).

(6) Provided strong administrative support and leadership - It is well documented that the role of leadership personnel in crafting inclusive learning communities is critical to the success of such efforts (Cawalti, 1994).

Villa & Thousand (2005) have delineated five essential actions administrators of middle and secondary schools must take to facilitate inclusive practices:

a) Build consensus for a vision of inclusive schooling,

b) Develop educators' skills and confidence to be inclusive educators by arranging on-going meaningful professional development,

c) Create incentives (e.g., time to meet, training, listening to staff concerns, collaborative decision-making) for people to risk to change to inclusive schooling practices,

d) Reorganize and expand human and other teaching resources, and

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e)      Plan for and take actions to help the community see and get excited abouta new vision.

Administrative practices associated with successful secondary inclusive schools include data-based decision making, conscious attention to transition of new students into ninth grade, and the creation of small learning communities that allow for connections and personalization among both staff and students (Grady &Gloeckler, 2004)

7.      Authentic Assessment of Student Performance -Traditional assessments that rely primarily on decontextualized recall of knowledge not only are out of step with the ways in which students naturally use and show knowledge, but they maintain a deficit-oriented profile of students with disabilities, who predictably perform below their non- disabled peers on these measures. Authentic

assessments have evolved out of a need for more realistic and responsive educational outcome measures. Authentic assessment occurs when students are expected to perform, produce, or otherwise demonstrate skills that represent real life learning demands in and out of the classroom, without contrived and standardized conditions (Lewin & Shoemaker, 1998).

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**Self-Assessment question 2:**

i. Name the most prominent inclusive practices middle and secondary educators employ to increase their responsiveness to the needs of all learners

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………………………………………………………………………………………
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## 4.6 Let Us Sum Up

Inclusion is about reducing discrimination on the basis of gender, class, disability, economic background, sexual orientation, ethnicity and family background. It is about consciously putting into action values based on equity, entitlement, community, participation and respect for diversity. It is concerned with the reduction of inequality, both economic and social, both in starting positions and in opportunities. Inclusive education looks upon the system as the problem and not the child and describes the process by which a school attempts to respond to all pupils as individuals by reconsidering and restructuring its curricular organization and provision and allocating resources to enhance equality of opportunity.

Among different pillars that have developed the conception of inclusion, the philosophical, psychological and Sociological bases are acknowledged to be the most significant though it is true that these three are inextricably intertwined. The Philosophical basis can be charted back to Aristotle and Plato in the west to Indic traditions. The psychological basis of inclusion reflects that human brain with its unique ability of plasticity helps a child within inclusive settings to develop all the necessary compensatory strategies for their everyday life functioning as a consequence of development of brain plasticity changes. Social exclusion that constitutes the basis of conceptualization of social inclusion, has been perceived in relation to the following -

i.      in relation to social isolation, that is, certain section of social members is subjected to social discrimination and deprivation

ii.     In relation to social rights, that is, barrier to full exercise of human rights

iii.    in relation to marginalization, that is, denial of opportunities and dignity under the pretext of colour, caste, ethnicity, religion etc.

Sociological basis of inclusion seeks to address these issues in order to bring about equity and maintain basic human dignity and human rights. Education is perceived as an effective means of achieving inclusion in society.

Inclusion is a relentless continuous process and various approaches have evolved in time in order to understand, define and effectively implement this process. Whole Schooling is an approach to developing schools in which all children flourish in engaging, inclusive classrooms. The ultimate goal of Whole Schooling is to promote excellence and equity in schools to build inclusive and democratic societies. Fullan (2007) defined capacity building as "the policy, strategy, or action taken that increases the collective efficacy of a group to improve student learning through new knowledge, enhanced resources, and greater motivation on the part of people working individually and together" (p. 58). Echoing the collective aspect of Fullan's definition, Newmann and associates referred to school capacity as "the collective power of the full staff to improve student achievement school-wide" (p. 261). Hughes and associates defined school capacity as "the presence of characteristics needed to support the development of a thriving learning community".

Inclusive education depends on collaboration among families and a variety of service provider.

There are seven prominent inclusive practices in middle and secondary educators employ to increase their responsiveness to the needs of all learners.

## 4.7 Answers to Self-Assessment Question

Answer to Self-Assessment Question 1

Key: Refer to pp. 90-91.

a. Clue to Q.No.1: Consult sub-section 4.2.3

b. Clue to Q.N. 2: Consult sub-section 4.4.3

Answer to Self-Assessment Question 2

- Differentiated instruction,

- Interdisciplinary curriculum,

- Use of technology,

- Student collaboration and peer-mediated instruction,

- Supports and accommodations for curricular inclusion,

- Teaching responsibility, peace- making, and self-determination, and

- Authentic assessment of student performance.

## 4.8 Unit End Exercise

1. What is inclusion? What is Inclusive education?

2. What are the bases of inclusion? Discuss each in brief.

3. Discuss Vygotsky's theory of disability.

4. What is Whole School Approach? What are the main principles of Whole School Approach?

5. What is Capacity Building Approach? Discuss the components of Capacity Building Approach.

6. Discuss Collaborative approach with reference to the characteristics of successful collaboration.

7.   Discuss the Skills for Collaboration. What do you understand by Team Teaching and Complementary instruction? Mention the different types of Team Teaching.

8.   Briefly discuss the various inclusive practices in an educational institute.

## 4.9 Unit End Activities

1.   Develop a report on the nature of capacity building observed in any classroom of a school of your locality.

2.   Prepare a seminar presentation on the inclusive practices middle and secondary educators employ to increase their responsiveness to the needs of all learners

3.   Group discussion on different approaches to inclusion in school settings.

4.   Prepare a plan for inculcating a sense of responsibility in the students in a high school and use of ICT to promote inclusion.

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**Notes**

# Certificate Course

## Capacity Building and Professional development of Teachers and teacher Educators for Successful Implementation of Inclusiveness

**Block - II**

## DIVERSE LEARNERS AND THEIR SPECIAL NEEDS

Inclusive Education...

Certificate Course

# Capacity Building and Professional development of Teachers and teacher Educators for Successful Implementation of Inclusiveness

# BLOCK – II

# DIVERSE STUDENTS AND THEIR SPECIAL NEEDS

**Netaji Subhas Open University
School of Education, Kolkata
&
Commonwealth Educational Media
Centre for Asia, New Delhi**

# Preface

Equity and access to quality education is a serious challenge and to face this challenge the role of teachers, the role of University and process of learning are required to be completely overhauled. The advent of new technology in the domain of information and communication has enabled us to provide quality education to the mass overcoming the distance barrier at a minimum course fee. Accordingly, the Institutions are working together to make this happen in near future.

The present endeavour of Netaji Subhas Open University (NSOU) and Commonwealth Educational Media Centre for Asia (CEMCA) is also a part of such initiative. The competent minds of these two organizations came together to start such collaborative work taking help and inputs from experts with vast experience and exposures in their respective areas of specialisation. As a platform of new initiative, both the organizations resolved to launch this academic programme with special emphasis on Inclusive Education, as this area of academic deliberation is prioritised both at the national and international levels to make the society truly inclusive in all dimensions.

The study materials, as prepared for the above Course, are segmented in blocks and units, each representing a coherent concept. It provides opportunity to break away from the 'one size fits all' system of education. Thus, the course has been made more customized, flexible and acceptable to the learners.

I sincerely believe that the Course which have been designed so meticulously will be appreciated by the learners. Hope the learners will imbibe the discourses in this innovative platform so that critical thinking and reflective ideas can be encouraged and addressed.

I take this opportunity to proffer my sincere thanks to the authorities of CEMCA for their generous financial assistance in this endeavour.

With best wishes,

Dt. June 15, 2017

Subha Sankar Sarkar

Vice-Chancellor

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Dr. A. N Dey                                                     Dr. Sumanta Chattaraj

Director. SoE., NSOU                        Project, Director. SoE., NSOU

# BLOCK – II

## DIVERSE STUDENTS AND THEIR SPECIAL NEEDS

# BLOCK - II

# DIVERSE STUDENTS AND THEIR SPECIAL NEEDS

**Broad Objectives:**

**After the completion of this module, you will be able to –**

- ➢ identify the learners from diverse backgrounds and abilities including children having sensory and developmental disabilities;
- ➢ assess the learning characteristics of children from diverse abilities and backgrounds;
- ➢ classify their specific needs in school with respect to their learning characteristics
- ➢ use specific strategies to meet out the specific needs and compensate their difficulties.

# BLOCK-II

# DIVERSE STUDENTS AND THEIR SPECIAL NEEDS

## INTRODUCTION

**Learners,**

Through this Block-II of the course, you are introduced to diverse students and their special needs. Also acquainting you to assess the learning characteristics, identify their specific needs in school with respect to their learning characteristics and use specific strategies to meet out the specific needs and compensate their difficulties.

The block comprises of four Units.

- The first unit focuses on the identification and abilities of the learners from diverse backgrounds and their abilities.
- The second unit aims in identification and abilities of the learners with sensory disabilities.
- The third unit encompasses learners with intellectual and learning disabilities.
- The fourth unit delineates learners with other disabilities.

# UNIT - 1: LEARNERS FROM DIVERSE BACKGROUNDS

## *Structure*

## 1.0 Introduction

You must agree that education plays a vital role in a person's life to achieve a greater degree of social justice and it is the educational institutions which can develop a child to the best of his/her ability for securing meaningful place in the society thereby helping to create a developed society from all angles. However, a large number of children are still not getting the light of education, so they cannot participate in the developmental process of our country in the field of economic, social, political and cultural activities.

After developing knowledge in diversity in learners, different types of disability in learners, barriers in learning and inclusive practices in education in Block 1, in this unit of Block 2, you will develop knowledge about learners from marginalized groups in terms of socio-economic status, linguistic background and so on, their specific needs, and specific strategies to fulfil their needs in the school.

## 1.1 Objectives

Upon Completion of the unit, you will be able to -
❖ identify the learners from diverse backgrounds such as from marginalized groups in terms of socio-economic status, linguistic background, conflicting and war affected areas;
❖ explain their difficulties and their specific needs in school with respect to their learning characteristics; and
❖ describes specific strategies to meet out their needs in the school.

## 1.2 Deprived and Marginalized Learners in the School

Deprived and marginalized learners are those disadvantaged learners who are socially, economically, politically and legally ignored, excluded and neglected. They are those who are struggling to gain access to the resources and availing full participation in social life. Marginality is demeaning for economic wellbeing, for human dignity as well as for physical security.

**Who are Marginalized**

Lower caste/class

Powerless

Poor

Illiterate

Gender

Religious minority

**In the classroom**

(Mishra,M.K.,2013)
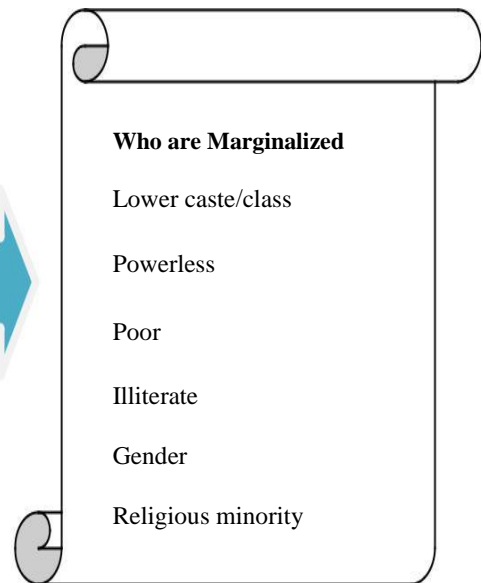
## Types of Deprived and Marginalized Learners:

Marginalization at the individual level results in an individual's exclusion from meaningful participation in society.(Wikipedia,2017)

In a broad aspect deprived or marginalized groups have been identified as socially, politically and economically backward learners. But in the classroom situation, types of marginalized learners mean mix-up of varieties of learners with different cultural background.

For better understanding,you may go through the following case studies:

### Case Study-1

> **Let us meet Raghu**
>
> Raghu is a 10-year-old boy. He reads in class IV. He is very shy and always tries to maintain distance from his peer group. He feels inferior because his father is a rickshawala. He likes mathematics and his good performance attracts his teacher. So his mathematics teacher also loves him very much and tries to make him understand that quality, effort, good performance, sincerity, discipline are the pillars of success in life and it does not matter where he is coming from (poor family background).

**Case Study-2**

> **Let us meet Rekha**
>
> Rekha is a 7 years old girl. When she was three years she lost her parents in an accident. She lived in an orphanage. She wants education and is interested in learning. She is very indifferent and cannot concentrate in her studies because of her chaotic environment in her orphanage. That is why the teacher needs to pay special attention to her in the class.

**Case Study-3**

> **Let us meet Fatima**
>
> A 13 years old girl Fatima reads in class VIII. She is unmindful most of the time because her father has died in an accident and her mother has to work to support the family. The impact of this loss made her very unhappy and depressed. She failed to pay attention to her studies. The teacher needs to lead her the way so that she can overcome her sorrows. The teacher may tell her that death is reality of life and she needs to be strong to face the reality with the help of education, strength and courage.

In the above case studies, it hasbeen observed that there may be different types of learners in the classroom.

In the following sub-sections, we will discuss about various types of marginalized learner:

### 1.2.1   Learners from Different Socio-economic Background

In this sub-section we will discuss about learners from schedule caste, schedule tribes, religious minorities, and poor or low socio-economic status.

Socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. (Wikipedia,2017)

In India there are some places which are in remote areas. Some areas still follow tribal culture and custom. They are economically poor too. The Indian constitution has included

such backward and minority groups in its schedule as castes and tribes for special emphasis.

### 1.2.2 Learners from Different Family Background

In this sub-section, we will discuss about orphan or single parent, conflicting family situations, and discriminating girl students.

A Child's learning starts from the family and parents are the first teachers. Parent means both the father & mother. Both have an equal role in child's learning. If one is absent, the role of both has to be played by the single parent. There may be orphans, single parents, conflicting family and families discriminating girl child. There are also different families suffering from different kinds of awkward situations like addicted father beating up the mother.

An orphan child is one, who not crossed 18 years, lost both the parents. So they have no legal guardian at all.

When either the mother or father raises a child single handedly then it is called a single parent family. Consequent upon of the parents has died or live separately or are divorced. There may also be cases of single parenthood due to intentional artificial insemination, adoption, unwed motherhood or so.

When family members have different views or beliefs, leading to disturbance in family relationships like verbal and physical abuse then it is called a conflicting family.

Being a patriarchal society discrimination of gender is very common in India. From early age till now girls are in many cases neglected and provide less scope for studies.

### 1.2.3 Learners from Different Cultural and Linguistic Backgrounds

In this sub-section we will discuss about tribal learners and learners with different mother tongue and culture.

India is a vast country with multiple languages, culture, religion and customs. There are various castes and tribes with specific language, mores and culture and socio-cultural background. Some learners come from different cultural and linguistic backgrounds. There are 23 languages recognized in Indian constitution. These consist of English plus 22 Indian languages: Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Meitei, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Santali, Sindhi, Tamil, Telugu and Urdu among which Tamil and Sanskrit are the two official languages. In the classroom there are students from various backgrounds making up a heterogeneous group. So they have different needs which are to be looked into.(New World Encyclopedia, 2009)

## 1.2.4  Learners from Conflicting and War Affected areas

The world is going through unrest. There are wars and insurgencies in some countries, and an increase in terrorist activities. There are also problems of refugee infiltrations from neighboring countries. Children from such families feel insecure economically, socially and culturally. In most cases they do not have sufficient opportunity for education. Even when they do get an opportunity they feel left out or rejected due to non- acceptance by main stream society, school and peer group. At times they do not get the opportunity to go to school as they have to earn for their existence as child laborers.

**Loss of trust**

As a consequence of conflict, children and young people can lose their confidence and trust in others. They may be at a loss and they may get depressed and disillusioned about their future. Thus they feel often become anxious, depressed and withdrawn, or rebellious and aggressive.

**Protective environment**

Growing up in a protective environment is essential for children and young people to develop to their full potential. War stricken Children's support services should include measures so that children and young people regain their confidence and build positive

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relationships with their peers, families and wider communities. They can play and have fun together, learn and develop with a positive outlook; children and young people can shape their own future and contribute to a peaceful future for their communities.

## 1.3 Barriers to the Education of Deprived and Marginalized Learners

Good education for the mass is hard to find in India. The deprived and marginalized learners have lots of obstacles like Community Level Obstacles, School and Education System Level Obstacles, Poverty Level Obstacles, Attitudinal Obstacles etc.

**Community:** Barriers due to physical and social environment, economic constraints, lack of parental involvement and community participation. Sometimes learners are compelled to participate in community decided activities like child labour, child marriage etc.

**School and Education System:** Proper school, trained teachers, flexible system of education, is not available in many places of India. There is also lack of gender friendly school environment.

**Poverty Level:** The challenge of poverty associated with disability is the major barrier for deprived and marginalized learners.

**Other obstacles (Saksena, 2014)**

❖ A major barrier in the social integration of the persons with disabilities is the attitude of nondisabled persons

❖ The majority of key personnel in schools of India who design and implement educational programs for students with disabilities are not always trained.

❖ Poorly designed and equipped schools for meeting the unique needs of students with disabilities is another hurdle.

❖ In some cases, lack of disability friendly transportation services and accessible building are considered to be a far greater problem.

## 1.4 Identification and Assessment of Specific Needs of Deprived and Marginalized Learners

In the past decade India has demonstrated considerable progress in improving access, infrastructure, pupil - teacher ratios, and learning enrolment in primary schools. In spite of it student learning levels are disturbingly low. Implementation of the RTE Act 2009 has not been completely able to bring the country out of its crisis.

In this context it is said that identification and assessment are the most important part for the marginalized learners as it is also important to know their actual needs. So how will they be identified and assessed?

Deprived and Marginalized learners may be identified through:

A.  Admission Form

B.  Parent Teacher Interaction

C.  Psychological Assessment Reports

D.  Specific Assessment Report for the Disabled (as per requirement)

**A. Admission form**

From the Admission Form we get to know the following about a learner -

i)   Caste

ii)  Religion

iii) Gender

iv)  Socio-economic status

v)   Parental educational background

**B. Parent Teacher Interaction**

Parent Teacher interaction can help in revealing characteristics of the learner. In the interaction, both the parent and teacher can exchange their observations in order to know more about the learners' interest, attitude, aptitude, problems etc. Such interactions can

help the parents and the teachers to work together as a group to help the learner in overcoming his/her problems.

## C. Psychological Assessment Report

This is one of the most important assessment tools for screening the students mind, behavioral pattern etc.

**Needs** [LEARN (Learning in Education through Applied Reinforcement as per Need), 2014]

From the school record it may be known as to how many marginalized learners are there in the school. There are various types of marginalized learners in different classes, however, they have nearly the same needs and may be addressed as follows:

  i)  Having schools that look into the requirements of the child
  ii)  Change in attitude of teachers and peers
  iii) Flexible curriculum and evaluation techniques
  iv)  Modification of instructional technique and mode of communication
  v)  Physical and psychological barrier free environment
  vi)  Creating an inclusive ambience
  vii) Regular training of teachers and staff

India is a democratic country and national integration for the learners plays a very vital role in the field of education. In this context Co-curricular activities, creating interest for language study etc. are the important needs for the learners.

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**Self-assessment question–I**

**Please answer the following questions (Multiple Choice)**

  1.  What are the barriers to the education of marginalized learners?

a)  physical and social environment

b)  lack of designed and equipped school

---

c) attitude of teacher

d) all of them

    2. Which information is known about the marginalized learners from Parent teacher Interaction?

a) Intelligent quotient level

b) Personal characteristics

c) Future prospect

d) Interaction with the teachers and peers

**Please check your answers with the answers given at the end of unit.**

## 1.5 Meeting the Needs of Deprived and Marginalized Learners in the School

India aims to provide quality education for all. However, infrastructure and many other hurdles are there which are hindering education to all. In order to reach the goal following points(Maheshwari, 2012, Sahu, 2014) are to be looked into.

Creation of schools with proper educational facilities trained and qualified teachers and staff, learning materials/aids and support.

Active role of Government in providing attractive funding and support along with local involvement.

Mother Teachers' Association (M.T.A) and Parent Teachers' Association (P.T.A) are necessary for persuading the parents to send the children to school.Such associations and regular involvement ofparents in educational committees are also needed for empowerment of the stakeholders for student welfare and a better education.

In every village panchayat residential schools may be introduced. For attracting the learners each school should have proper infrastructure like boundary wall, lavatory, playground, drinking water facility etc.

In tribal areas, in order to reduce the dropout rate, awareness campaigning for the parents is very much necessary, along with timely supply of text books, learning materials and school uniforms. Besides this midday meal and health check-up should continue on regular basis.

Rigid Curriculum acts as one of the greatest obstacles in the development of inclusive system of education. Curriculum, in many cases, is extensive and demanding or centrally designed or rigid due to which it gives less scope and flexibility for the teachers to experiment and tryout any new system.

For developing a desire to go to school learning in the schools must be joyful, meaningful and interesting in underdeveloped and remote areas. Culture friendly and child friendly materials like the folk stories, tribal dance and festivals, stories of successful local leaders in the core curriculum to make learning enjoyable and help to create interest. Every school should include a period for local games and adopt various joyful methods of teaching to enhance the attendance in the school and reduce dropout.

For a nation's growth an initiative for skill development is imperative.At present the education system is not fulfilling its role of building skilled manpower. This is resulting in mismatch between the skill requirement of market and skill base of the employment seekers. For this reason, many educated people are remaining unemployed. To address this problem, it is needed to refurbish the system of vocational education and training especially for marginalized learners of the country.

There is a greater need to provide capacity building programs to upgrade the professional skills of teachers. It can be done through providing motivational and leadership training to teachers. Vocational training programs should be mandatory for teachers who are serving

in tribal areas. As far as practicable the teachers should be trained in local tribal language or dialect to amplify intensive interaction with tribal students.

In tribal areas there are some children who cannot afford school education due to economic backwardness. In order to earn a livelihood, they are forced to remain at home or go to earn outside the home. But they also need education for a better life. For these out of school tribal children, mobile school facilities should be launched to provide education. The training of these children should be fixed by considering their leisure hours.

## 1.5.1 Development of Whole School Approach to Support Deprived and Marginalized Learners

Education plays a vital role in preparing learners for the self-reliance market and making them active citizens both nationally and globally. Schools mainly provide this education.You may refer Section 1.2 of Unit I of Block IV for more details on Whole School Approach.

## 1.5.2 School Based Intervention for Deprived and Marginalized Learners

School-based prevention and intervention measures both directly or indirectly aim at reducing early school leaving.

**School-based intervention would have the following objectives:**
1. Initial identification of beneficiaries
2. Capacity building of teachers
3. Monitoring of learners' performance in school

**This improving the performance and preventing dropouts -**
   i) First of all, the weak learners are to be identified and action to be taken at the earliest possible moment. For this monitoring of attendance, performance and involvement of student's school activities are to be done.
   ii) Good career guidance and career counseling as well as making curriculum more flexible and diverse, will be helpful for the at-risk learners.

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iii) The learners may be encouraged to stay at school and be in touch with education if additional learning supports at the end of the secondary school are arranged.

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**Self-Assessment Question-II**

**Please answer the following questions (Multiple Choice)**

3. Which is the most important for improving the performance and preventing dropouts

a**)** identify the learner's problems

b) capacity building of teachers

c)  meeting the parents

d)  counseling the learner's

4.For quality education ----------------- is very much important.

a)  learner's good behavior

b)  learner's motivation

c)  trained teachers and staffs

d)  guardians' involvement

**Please check your answers with the answers given at the end of unit**

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**Role of ICT for Marginalized Learners**[Estrada,I. (n.d.)]

ICT enabled education has the potential to transform the system of education and help in realization of its vision. It has been revolutionizing the lives of the children to unleash their utmost potential and accelerate their retention and learning in schools.

ICT model Smart Lab is one of the best structures for the marginalizedlearners. This model aims to provide for digitized way of teaching and learning in subjects like Science and mathematics.

In modern society ICT is ever-present, with over three billion people having access to the Internet. With approximately 8 out of 10 Internet users owning a smartphone, information and data are increasing by leaps and bounds. This rapid growth, especially in developing countries, has led ICT to become a keystone of everyday life, in which life without some facet of technology renders most of clerical, work and routine tasks dysfunctional. [Wikipedia, January (2017)]

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**The principles of an ICT friendly school thus essentially entailed the following ideologies: -**

i. ICT is not a method to replace the teachers but exist to supplement the teachers and how technology can help in further help in explaining the concept.

ii. It is to be integrated to build interactive, fear free and child friendly environment;

iii. It inculcated a scientific and creative temperament in the children way of learning;

iv. It brought the children closer to the world of digitization and equipped them with right to information

Estrada. I. (n.d.) Source: www.sardindia.org, www.sard.org.in

## 1.5.3 Guidance and Counseling Services

What is the meaning of Guidance and Counseling?

Guidance and counseling, or guidance counseling, means to help the learners all-round development (personal, social, emotional, educational etc.). Many psychologists define guidance and counseling in different dimensions. But it is true that Guidance and counseling suggest the learners to resolve the problems that arise in his/her life.

Importance of Guidance and Counseling

Basic educational and career guidance services are the key instruments which can help in preventing stagnation and dropout of marginalized learners. Vocational Counseling and guidance can be useful as a strategic element in the development of human resources.

These points are important regarding the nature and scope of Guidance and Counseling: Bénédicte Gendron, 2006

i) Guidance is one of the school's primary functions. It is an educational activity which target to support pupil throughout his or her school career to make reasoned educational and vocational choices.

ii) When vocational guidance and counseling services are integrated into the schooling system, they shoulder the additional load of responsibility for educational selection processes. The pupils learn to give a judgment about his/her personal and social worth which is based on their formal educational assessment.

iii) An efficient guidance system should develop a scope for multiple choices for the learners.

iv) The implementation of a real guidance policy would allow a smoother interaction between the different providers of information and guidance among the different educator teams in each school.

In this context it is realized that Guidance and Counseling is very important for marginalized learners. Because of their socio-economic background they may need guidance for the avenues open for them and that suits their own abilities. Guidance and counseling can show them aware and confident of their abilities and also help them to reduce their weakness.

## 1.6 Let Us Sum Up

Marginalized people are the people who are socially, economically, politically and legally ignored, excluded or neglected. Socioeconomic background depends on income, education and occupation of an individual and it plays a vital role in some learners' life. Learners like orphans, single parent child; child from conflicting family faces hurdles in studies. Orphan means children aged less than 18 years of age who have lost both parents. Girls are also neglected in many cases and thus get less scope to study. In the Indian context, the marginalized also include the scheduled cast, scheduled tribe, denoted tribes, nomadic

tribes and other backward classes who are coming from different socio-economic and cultural backgrounds. Marginalized learners face different types of obstacles such as community levels obstacles, school and education level obstacles, poverty level obstacles etc. It is noticed that current strategies and programmes are insufficient with regard to cater to the needs of the marginalized learners. Improvement in the field of teaching staff with adequate teaching aids, funds and support of Govt. formation of MTA and PTA in school may help to reduce these hindrances. Moreover, development of whole school approach is also required to improve the situation. Guidance and counseling is also very much important for marginalized learners because of their background.

## 1.7    Answers to Self-Assessment Questions (SAQ)

1. d) All of them
2. b) Learner's personal characteristics
3. a) Identify the learner's problems
4. c) Trained teachers and staffs

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## 1.9 Unit End Exercises

1. What do you mean by marginalized learners?
2. Discuss the various barriers in education that the marginalized and deprived learners face.
3. What should be done for improving the performance of learners and preventing dropout?

4. Describe why guidance and counseling is important for marginalized.

5. Discuss briefly the needs of Deprived and Marginalized learners in the School.

6. Narrate the scope of guidance and counseling for the Marginalized Learners.

7. Classify Marginalized learners.

8. What do you mean by learners from the Conflicting and War Affected areas?

9. Write a short note on Psychological Assessment Report.

10. Describe briefly the learners from the Different Cultural and Linguistic Backgrounds.

# UNIT - 2: STUDENTS WITH SENSORY DISABILITIES

## *Structure*

## 2.0    Introduction

In this unit, we will discuss some of the important characteristics of different types of sensory disabilities, assessment of students with sensory disabilities and how you may support learning of students with different sensory disabilities.

When the senses such as sight, hearing, smell, touch, taste and spatial awareness of a person is impaired, then he/she may be called a person with Sensory Disability or Sensory Impairment. The term sensory impairment is mainly used here to refer to the people with either hearing impairment or visual impairment or both, extent of which may vary from person to person. A person need not to have full loss of sense to be sensory impaired.

Sensory impairment encompasses hearing loss (including whole range), visual loss (including blindness and partial sight) and multisensory impairment. Multisensory impairment means having diagnosed visual and hearing impairment with at least mild loss in each modality or deaf blindness. Students suffering from these types of disabilities are called students with sensory disabilities.

## 2.1 Objectives

Upon Completion of the unit, you will be able to -
  ❖ identify the various types of sensory disabilities;
  ❖ discuss how to assess the performance of the various types of students with sensory disability;
  ❖ describe the needs of the students with respect their learning characteristics; and
  ❖ explain specific strategies to meet their needs in the school.

## 2.2 Students with Visual Impairment and Low Vision

You have already learned the definition and types of VI and low vision Section 2.3 of Unit 2 of block I.

## 2.2.1   Nature of Disability

Congenital (vision loss which is present at birth) and Adventitious (vision loss later in life as a result of illness or accident) comes under Visual impairment. The age of onset and level of development before sight loss occurs are critical factors in the student's ability to acquire skills and concepts. Two children with visual impairment may function and learn in very different ways although they may be assessed as having the same visual acuity. Due to vision fatigue, lighting and/or glare, Vision may fluctuate or may be temporarily influenced. Generalizations about the student's visual functioning cannot be made solely on the basis of the diagnosed eye condition, although an understanding of the type of vision impairment is certainly important.

**Learning characteristics according to severity of visual loss**

(Developmental Disorders Series, Visual Impairment,2008)

| Mild | Can read relatively larger characters. No difficulty in identifying shapes, colours and brightness contrast |
|---|---|
| Moderate | Can tell shapes and colours of objects and can distinguish between brightness and darkness Can only read characters with larger size and broader strokes |
| Severe | Can only distinguish more obvious changes in brightness and darkness May not see anything(completely blind) |

**Needs of learners with visual impairment and Low Vision**

Learners with visual impairments have unique educational needs. To fulfill the needs, learners require specialized services, like books and materials in appropriate media (including Braille), as well as specialized equipment and technology to assure equal access. Specialized curricula is also required to enable them to most effectively compete with their peers in school and ultimately in society.

There are some educational needs fora visual impairment if the learners have any type of visual problems. If the learners have vision loss his/ her all round development may be disturbed. So, at first it is very much essential to give proper attention. Secondly select and use the appropriate learning medium. Thirdly prepared plan programmes for training in reading and writing skills. Fourthly carefully handled the appropriate assistive devices and Lastly acquired the techniques of orientation and mobility training. [DSE(V.I.) Manual, 2014]

## 2.2.2 Assessment of Students with Visual Impairment and Low Vision

Assessing the learner's strengths and weaknesses is one of the most important prerequisites in planning a learner's educational program. Following are the main three areas of assessment:

Assistive Technology Assessments
Functional Vision Assessment
Learning Media Assessments

Assistive Technology Assessments and Learning Media Assessments are the two major areas discussed in details on Block IV. So we will discuss about the Functional Vision Assessment here.

**Functional Vision Assessments**

A variety of evaluation techniques which test the child's use of vision and visual efficiency in daily activities are called functional vision assessment. The assessment is made over a number of sessions to determine how the child accesses his/her visual environment, such as what is the distance to be maintained from the chalkboard or what print size s/he is able to see. Contribution from the child's Orientation and Mobility instructor is helpful. A certified teacher of the students with visual impairments also needs the assessment.

**Need for Assessment of Functional Vision**

This assessment provides information regarding a learner's ability to use his/ her vision within the learning environment. It includes acuity, colour, fields and environmental accommodations. It will include a list of recommendations for modification and adaptations of instructional materials. The clinical evaluation of a learner with visual impairment does not always reflect the learner's true visual abilities. It is the responsibility of teachers of visually impaired to gather assessment data of a learner's use of vision in realistic settings. When assessing a learner's functional vision, it is recommended that materials be used with which the learner is already familiar and which are at the learner's current level of functioning. The activities used for the functional vision assessment should be drawn from a variety of tasks, i.e., academic, non-academic, extracurricular, and social context.

[DSE(V.I) Manual,2014]

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**Self-Assessment Question- I**

**Please answers the following Questions (Multiple Choice)**

     1. Sensory Impairment means

      a)   not able to smell

b)   not able to touch

      c)   not able to test

     d)not able to hear & sight

    2. According to severity of visual loss one of the characteristics in severe visual loss learners is

    a)no difficulty in identifying shapes, colours and brightness contrast

    b)  can only read characters with larger size and broader strokes

    c)  can only distinguish more obvious changes in brightness and darkness

    d)  all of them

**Please check your answers with the answers given at the end of Unit**

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**2.2.3 Supporting Learning of Students with Visual Impairment and Low Vision**

The following sub-units deal with the ways of making teaching learning more effective for VI and Low Vision learners.

**Specific Teaching Strategies**

There are two main functional categories of visual impairments:

**Low Vision** and

**Blind.**

Low vision students usually use print. Some may require special equipment and materials.

Following are the main strategies to be followed by the teacher having visually impaired learners.(Srivastava,2011)

a) Be more verbal. Verbal description will help the child interpret what is going on in the classroom. Such as

    i. Use names when calling on children.

    ii. Provide precise verbal description in place of vague statements and/or motions when modeling an action. "Fold the paper lengthwise" instead of "fold the paper like this."

    iii. Verbalize what is writing on the board or on overheads, spell out words when appropriate.

    iv. When referring to objects, think about attributes other than colour, such as shape, weight, texture, size and location.

    v. Use normal language such as 'look' and 'see'

b) Help the child learn the workings of the classroom. Blind children in the early grades, like all children, have much to learn about classroom routine .It may need to teach the child

    i. to focus on the teacher;

    ii. to respond quickly to instructions;

    iii. how to respond(raising the hand, answering aloud, answering in   unison, etc.);

iv.     when and where to move in the classroom;

v.     how to determine what others in the room are doing;

c) Organize the child's desk area and materials storage area for maximum independence.

d) Provide hands-on opportunities. These will make experiences more meaningful for the blind child.

e) Adapt materials or parts of the lesson when necessary. Offer information instead of help. Instead of getting an object for the child, for example, give the child a chance to find it by describing its size, shape and location. Then give the child enough time to explore and correct mistakes before teacher give more prompts.

f) Understand and respect the skills of blindness. Learn the general sequence of the skills; provide opportunities in the class for the child is working toward mastery.

i.     Braille reading and writing is the equivalent of print reading and writing.

ii.     Information can be reliably perceived through the sense of touch.

iii.     The blind child should be moving about more and more independently as time goes on using orientation and mobility skills.

iv.     The child will learn to use sound, memory, mental mapping and various special tools and will learn to ask for information when needed.

**Class Room Management** [DSE(V.I.)Manual,2014]

i) **Lighting:**
  ➢ Natural and artificial lighting.
  ➢ Good natural light is comfortable
  ➢ More lighting is required in some cases. e. g. Retinitis Pigmentosa.
  ➢ Dim or appropriate light is required in some cases e.g. Albinism.
  ➢ The light should come behind and to one side of the person.

ii) **Seating Arrangement:**
  ➢ The children can be placed in the middle of the front row.
  ➢ Not all low vision children prefer the front row.

- ➢ Children with tunnel vision will be comfortable when they sit a little back and on the sides depending on the dominant eye.
- ➢ The children can sit where light comes more- near the window or door to use light.

### iii) Blackboard:
- ➢ The blackboard should be cleaned regularly.
- ➢ Writing should be clear, large and uncluttered.
- ➢ White or yellow chalks provide the best contrast.

### iv) Writing:
- ➢ Writing can be a tiring activity.
- ➢ Short breaks during writing activities reduce fatigue.
- ➢ Felt pens or nylon or metal tipped pens provide good contrast.
- ➢ The children can be allowed to use Black ink to get good contrast.

### v) Reading:
- ➢ Low vision services is more than deciding the child's reading medium-Print or Braille.
- ➢ Some children may read normal print-textbook.
- ➢ Some can read large print.
- ➢ Some low vision children can read only Braille but they can use vision for other purposes.
- ➢ Some can read large print but they are not able to write.
- ➢ Some children can write but not for longer hours.Those children can be allowed to use scribe for their exams.

### vi) Time Modifications:
**Low vision children will often experience fatigue due to:**
- ➢ Shorter working distance
- ➢ Postural problems
- ➢ The need to use a variety of low vision aids

### vii) Others:

> ➢ All the furniture should have blunt ends
> ➢ The electrical switch board /panels should have easy accessibility

### 2.2.4 Use of Assistive Device/Assistive Technology

For visually impaired individuals Technology has removed many barriers to education and employment'. Learners with visual impairments can complete homework, do research, take tests, and read books along with their sighted classmates. Thanks to advances in technology. In detail discussion of Assistive Devices see Unit II of Block IV.

## 2.3 Students with Hearing Impairment (HI)

You have already learned the definition and types of VI and low vision Section 2.3 of Unit 2 of block I.

### 2.3.1 Nature of Disability

Hearing is the ability to perceive sound. A person suffering from hearing impairment has difficulty in perceiving or identifying sound clearly due to auditory problems. So it is said that a hearing impairment is a hearing loss that prevents a person from receivingtotal sounds through the ear. The impairment may be unilateral or bilateral. If the loss is mild, the person has difficulty hearing faint or distant speech. A person with this degree of hearing impairment may use a hearing aid to amplify sounds.

**Learning characteristics according to severity of Hearing loss**

[CAS, Department of Health, HKSAR (2008)

| Mild | Difficult to identify soft sound such as whispering. |
|------|------------------------------------------------------|

| Moderate | Unable to hear clearly what others are saying during conversation. Hearing aids are necessary. |
|---|---|
| Moderately -severe | Unable to clearly hear  loud  noises and such as telephone ring. |
| Severe | Can only hear very loud noises and sounds such as shouting or vacuum cleaner noise. |
| Profound | Difficult to perceive any sound. |

**Needs of Learners with Hearing impairment**

Hearing impairment (HI) learners have mainly learning needs, educational needs & vocational needs. For any type of needs hearing aids play an important role in HI learners. Hearing aids amplify existing sounds around the wearer. They work by making sounds easier to understand and can provide sound filtering to make existing sounds easier to hear.

Hearing impaired children cover the whole range of ability. Given the right levels of support they have the same potential to attain and achieve as any other child. To make the same progress as other pupils of a similar age and cognitive ability, HI children are likely to need extra support.

To have the best access to education, learners with a hearing impaired may require accommodations and assistive devices. Accommodations may be as simple as preferential seating or as complex as wireless assistive listening devices in the classroom. Each learner with a hearing loss should be assessed individually and accommodations should be implemented based on the unique needs of each student.

**2.3.2 Assessment of Students with Hearing Impairment**

Audio logical assessment is necessary to correctly identify, diagnose and remediate hearing loss in children. Audio logical assessment in children should be characterized by TEST BATTERY APPROACH that is more than one test should be carried out to confirm

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the detection and diagnosis of hearing loss. (NSOU.B.Ed.Spl.Ed.SLM.2016). The test results should be cross-checked and validated.

Parents may need to be advised that the pediatric hearing examination is an ongoing, age-specific activity, so that as the child grows older, more accurate hearing results may be obtained. The various tests used for audio logical assessment in children can be classified as shown in the flow chart below:
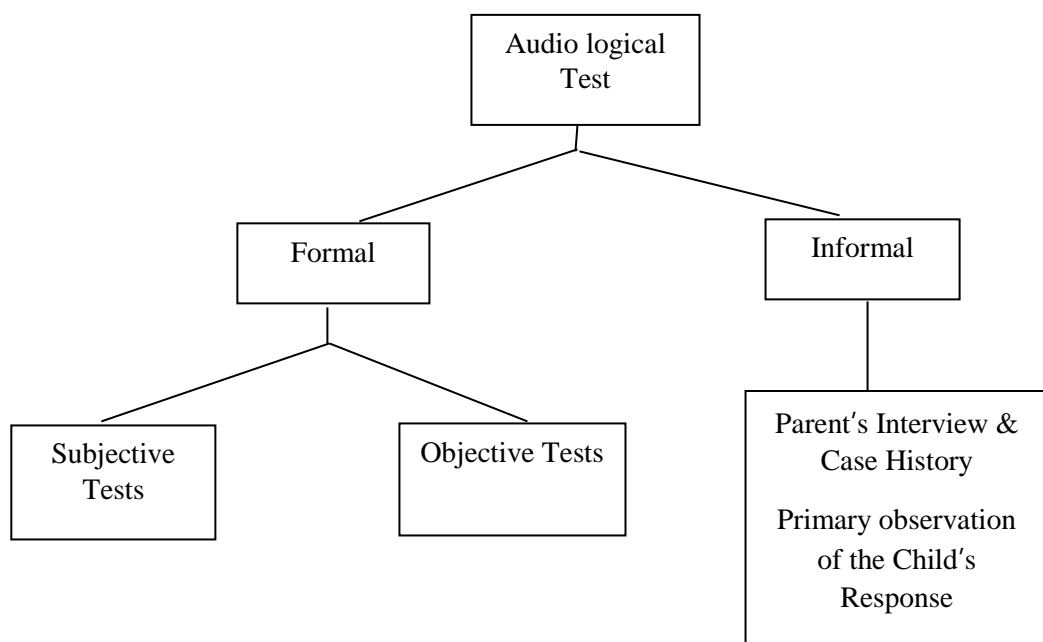


Fig: Audio logical Assessment Test (NSOU.B.Ed. Spl. Ed. SLM.2016)

**Auditory Assessment**

Auditory assessment is the main area of assessment of listening levels of students with hearing loss, who use hearing devices and who follow an oral communications approach. So for knowing the child's listening ability assessed the child first. It has four stages:

### i. Detection:

At this stage, the teacher checks to see if child is able to distinguish between presence and absence of sound in his/her environment. Ability to detect phonemes, words, phrases or sentences through listening alone is assessed.

### ii. Discrimination:

The second stage assesses the student's ability to discriminate between different sounds. Again the student needs to be assessed at level of phonological awareness, word, phrases and sentences.

### iii. Identification:

This means checking if the student is able to identify the particular sound, phoneme, word, phrase or sentence.

### iv. Comprehension:

This is the highest stage of achievement. Once the child is able to identify, the child's ability to understand the meaning of the message heard needs to be assessed.

**Formal Hearing Tests**

All the formal tests make use of instruments which can vary from simple to most sophisticated ones. The tests are characterized by presentation of a sound stimulus such as pure tones, speech, warble tones and noise The tests are performed by an audiologist (Tester) on subjects with or without hearing loss. The tests give a result, which is again interpreted by the tester. The ultimate goal of each test is to establish the auditory/hearing threshold, which is the minimum stimulus level that elicits a response consistently. The instrument used for basic tests are audiometer, emittance audiometer, instrument for electrophysiological tests such as ABR (Auditory Brainstem Response)(with software and other accessories), and OAE (Otoacoustic Emimisions) instrument. These tests can be used for screening, diagnostic purposes and school screening programs.[DSE(H.I) Manual, RCI]

**Subjective Tests**

As the name suggests these tests need participation of the subject. The participation can be active or passive. In these tests the response is recorded after the presentation of a stimulus. The response can be a predefined active one, e.g. raising hand in response to a sound stimulus, or it can be a change in behaviour of the child, e.g. searching for the sound stimulus which can be noted by the tester.

**Objective Tests**

These tests need no active participation from the child. The child's state of arousal, cognitive level or vocabulary does not affect the results of these tests. These tests are time effective and also provide an important tool in the test battery approach. They also help to cross check the results obtained from subjective tests. The use of these tests gives information about functioning of the hearing structures, beyond cochlea. These tests give information about type and degree of hearing loss. Many of these are also used for screening purposes in neonatal stage. Moreover, these tests are very important for difficult to test population e.g. children with intellectual impairment, non-cooperative child.

---

**Self- Assessment Question-II**

**Please answers the following Questions (Multiple Choice)**

    3.   Which one is the moderate category hearing loss

       a)Unable to hear clearly what others are saying during conversation

       b)  Unable to clearly hear loud noises

       c)  Difficult to perceive any sound

       d)  Can only hear very loud noises and sounds

     4.   How many steps are involved in Auditory Assessment?

      a)  Two

      b)  Three

      c)  Four

      d)  Five

**Please check your answers with the answers given at the end of Unit**

---

### 2.3.3   Supporting Learning of Students with Hearing Impairment

The following sub-units deal with the ways of making teaching learning more effective for Hearing Impairment learners.

**Specific Teaching strategies**

There is a range of inclusive teaching strategies that can assist all students to learn but there are some specific strategies that are useful in teaching a group which includes students with hearing impairments.(Sharma, 2012)

i) Combined visual presentation with oral materials. Audio –visual method is very effective teaching method for them.

ii) Use handouts for these children has marvelous effect on them.

iii) When necessary multisensory approach is well applicable.

iv) Pupil's attention should be prior factor.

v) Major portion of the lesson should be completed.

vi) Presentation of each point should clear to them.

vii) Using transition sentences helps them to learn.

viii) Short and clear verbalization means a lot to them.

ix) Asking questions again and again help them to check comprehension and

x) Explaining and repeating things number of times makes them easy to learn.

**Classroom management**(Sharma, 2012)

Accommodations and modifications in the classroom can help the child with hearing loss learn his or her best. These include teaching strategies specific to the child's needs, as well as simple physical accommodations-like seating placement and keeping the classroom door closed to minimize extraneous noise. Importantly, other audio technologies to supplement and/or work in conjunction with the child's hearing aids can be extremely beneficial in enabling greater communication ease for the child.

Effective communication is vital with a hearing impaired student to ensure student success. Since many hard of hearing students rely on lip-reading, at least partially, it is important to keep a few points in mind when teaching.

i)   Arranging the seats in the front row of the room. Preferably on one side, so that they obtain a better view of both the teacher and the classmate.

ii)  Keep the auditory and visual distracters to a minimum. Always remembered that environmental noises are also a problem for the child with a hearing aid, since all noises are amplified for the child.

iii) Checking the hearing aids regularly.

iv)  To optimize the child's opportunities to speech-read, the teacher should try to maintain a distance of about six feet between teacher and child.

v)   Speaking naturally and follow other princess of speech reading and auditory training.

vi)  Attempt to standstill when talking, because excessive movement adds to the difficulty of speech reading.

vii) Should be careful not the turn the teacher's back to the class and talk while writing on the blackboard.

viii) New vocabulary should be introduced both orally and writing.

ix)  Always try to make every effort to use visual aids in the instructional process.

x)   Should give opportunity to the hearing –impaired child to participate in various co-curricular activities in the class depending on child's abilities and interest.

**Use of Assistive Devices / Assistive Technology**

Hearing Assistive Technology Systems (HATS) are devices that can help the hearing impaired to communicate with others. It may also hear them called assistive listening devices. HATS can be used with or without hearing aids or cochlear implants to make it easier to hear. A detail discussion of Assistive Devices is in Block IV.

## 2.4 Students who are Deaf blind

Do you hear the name of Helen Keller?

The full name of the lady is Helen Adams Keller (June 27, 1880 - June 1, 1968).She was an American author, political activist, and lecturer. She was the first deaf-blind person to earn a Bachelor of Arts degree.

You are already learned the definition and main characteristics of deaf-blind in Section2.3 of Block I of Unit II.

## 2.4.1 Nature of Disability

It is the combination of both hearing and sight impairment. It is not necessarily a total loss of both senses - indeed the majority of dual sensory impaired people do have some degree of sight and/or hearing. Those with a less severe degree of both sight and hearing impairment may also be referred to as having a dual sensory impairment or loss. The words dual sensory impaired and deaf-blind are generally accepted as inter-changeable words.

Deaf-blindness is a unique and extremely complex disability that often requires specialist communication methods and systems being introduced to the person and those around them to enable communication to take place.

Deaf-blindness has adverse effects on all areas of development, in particular the language acquisition process, conceptual development, motor development, behaviour and personality of a person.

Three combinations are possible in Deaf-blindness [Das & Mishra, (n.d.)]:

a) Individuals who are born blind and later develop a hearing impairment.
b) Individuals who are born deaf and later develop vision impairment.
c) Individuals who are born sighted and hearing, but later develop a vision and hearing impairment.

Every deaf -blind person is an individual and may not fit neatly into any of the above categories, or use the suggested means of communication. Their situation may be complicated by the existence of other factors such as physical and/or learning disabilities etc,

**Learning characteristics according to severity of Deaf- blind**

Their characteristics are a combination of both VI and HI. It depends on the severity of one over the often learner.

**Needs of learners with Deaf-blind**

Individuals with deaf-blindness have unique life-long support needs that must be addressed in order for them to function in a world driven by sight and sound. Consistent with this, deaf-blind learners have unique educational needs which are most effectively met using a team approach of professionals, parents and students. In order to meet their unique needs, students must have specialized services, books and materials in appropriate media (including Braille), as well as specialized equipment and technology to assure equal access to the core and specialized curricula, and to enable them to most effectively compete with their peers in school and ultimately in society. Following are the basic needs to be looked into the Deaf-blind learners-

    i.    School building with proper approach and accessibility
    ii.    Proper and well equipped classroom
    iii.    Appropriate curricula
    iv.    Well trained teachers and staff
    v.    Suitable learning style
    vi.    Proper use of audio material
    vii.    Proper use of visual material

**2.4.2 Assessment of Students who are Deaf Blind** [NSOU. B.Ed.Spl Ed. SLM. (2016)]

**Screening and Identification**

Screening is a service in which learners who are identified. It reduces the risk of developing further complications through early identification; at the same time, it is not a guarantee of prevention, or of diagnosis and cure.

**Why screening?**

Screening is necessary because deaf-blind people remains invisible and hidden from everyone, and are often misdiagnosed as mentally challenged or hearing impaired with vision problem, screening helps in identifying from the number of population with individuals. Only screening for VI or HI is not effective for them. Both are to be tried for proper identification.

**Functional Assessment**

For planning of educational services Functional Assessment is a process using observation, screening test, and test analysis to determine an individual's strength and weaknesses. It should be set in the context of the clinical information including an etiology, visual acuity and hearing thresholds, and the assessor should integrate the whole information to provide a commentary of the child's needs and provide useful recommendations about strategies to meet them. A proper assessment requires family participation and a trans-disciplinary teams.

**Components of assessment:**

The assessment format must contain questions relating to the child's social and communication domain, sensory/motor domain, functional vision domain, and functional hearing domain.

**Tools for assessment are:**

Learning through doing: This tool was developed by National Institute for the Visually Handicapped (NIVH) and Blind Peoples association, Ahmedabad in 2002. It is an assessment tool as well as a programme manual.

Screening checklist for sensory impairment developed by National Institute for the Mentally Handicapped (NIMH).

Callier-Azusa Scale is a developmental scale specially designed to aid in the assessment of deaf-blind children. This is composed of18 sub-scales in five areas. These are motor development, perceptual development, daily living skills, cognition, communication and language, and social development.

Functional assessment for vision and hearing problem in children developed by Sense International (India). Now this format is used for assessment in camps and community, and in special schools.

## 2.4.3 Supporting Learning of Students who are Deaf Blind

For Deaf-blind learners varieties types of technological support may be given for their learning. Such as

i) Aids for Daily leaving should be provided to the Deaf-blind learners.

ii) Mobility aids is also very important for these Deaf-blind learners.

iii) Visual aids are one of the necessary criteria of learning students.

iv) Academic and learning aids are part and parcel of their teaching aids.

A detail discussion of Assistive Devices is in Block IV.

The following sub-units deal with the ways of making teaching learning more effective for Deaf-blind learners.

**Specific Teaching Strategies**[NSOU. B.Ed. Spl Ed. SLM. (2016)]

**Instructional strategies**

Instructional strategies for learners with deaf-blindness mean intervention into their world of "invisible silence". The strategies to be taken are:

Creation of effective environment that helps in acquiring maximum learning is the prime thing that an educator needs to act upon in a systematic way.

➢ Adaptations to the physical environment, e.g. Arrangement of the room, lighting, noise level, location of materials and resources, accessibility to other rooms, etc. are all considerations for environmental modifications.

➢ Adaptations in the class programme include

➢ Allowing more time for the task

➢ Pacing the lesson differently

➢ Ensuring a variety of ways of processing information

➢ Setting up structures that enable achieving smaller steps to the goal

➢ Checking more frequently than usual for understanding

➢ Giving more frequent feedback

➢ Simplifying questions/instructions

**Modifications to resources and materials**

Materials have to be adapted to allow the learners to access the information or demonstrate their understanding. This can be done by simplifying resources and materials, using different materials, enlarging print, using Braille prints and provision of support personnel. Despite the adaptations and modifications, some children or adults need higher levels of assistance from the educator/caregiver.

| Self- Assessment Question-III |
| --- |

**Components of Teaching Strategies**[NSOU. B.Ed.Spl Ed. SLM. (2016)].

**Stability:** It refers to the orderly approaches that would help thechild to predict about the environment. Structured environment supports structured learning and helps in confidence building.

**Routine to create stability:** Routines allow the child to experiment with more confidence in a predictable situation.

**Role of Motivation:** Activity has to be planned in a way to motivate the child to act and enjoy with the educator. Think of reward to maintain the enthusiasm in the child.

**Small Steps (task analysis) in implementing the goal:** Before introducing the whole activity to the learner, it should be broken down into small steps. Small steps build confidence in the learner.

**Pace of learning:** It refers to the time required and taken by the learner in learning any task. Based on the individual needs, each learner has his/her own learning pace.

**Repetitions of the task:** Learners with deaf-blindness may need more repetitions of an activity due to restricted or limited input from the senses.

**Presentation of the task:** The task has to be designed in such a way that it is of maximum use. The Teaching Learning Materials (TLM), selected on the basis of the needs as well as strengths/limitations of the learner, should be easily seen, heard or explored tactually.

**Prompts:** Prompts are cues/indications given to the learner to perform the task. It requires high level of prompting at the initial stage, and reduced gradually.

**Working hand over hand:** A rapport with the learner has to be built to make the learner feel secured before working hand over hand. The educator generally places his/her hand over the learner's hands gently to show him/her to perform a task.

**Classroom Management**

Accommodations and modifications in the classroom that can help the Sensory disabled learner learn at his or her best which are: (Das & Mishra, (n. d.)]

➢ **Acknowledge your presence**

Teacher's presence ought to be acknowledged.

➢ **Address children directly**

Children's should be addressed through and through.

➢ **Always encourage and motivate.**

Praising and encouraging children always motivate them to learn.

➢ **Avoid too much help**

It is not necessary to be too much cautious about them.

➢ **Community based instruction**

Community based instructions should warn to them.

➢ **Describe things to them**

To make them acquainted with the classroom accessories.

➢ **Integration with non-disabled peers**

It is very necessary to integrate with non-disabled peers

➢ **Keep positive attitude and patience**

Teacher should always keep in mind that their positive attitude and patience is very influencive while taking their care.

**Use of assistive device / assistive technology**

Equipment and assistive devices can enable Learner to lead an independent lifestyle. A detailed discussion of Assistive Devices is in Block IV.

## 2.5 Let Us Sum Up:

This unit significantly dealt with the meaning, characteristics and educational intervention of learners with sensory disabilities. The discourse also reflected the emerging roles of assistive devices and technology in general. Various appropriate technological supports can be synergized with other teaching-learning strategies to meet the need and learning styles of such learners. Also the classroom management can be tailored to accommodate these learners in particular. In spite of sensorial disability learners can learn effectively when properly screened or diagnosed and accommodations made in the classroom. Proper assistive devices and technology can enhance their learning. However, there is no blanket rule for all sorts of sensory disability. Variations in type and degree of disability determine the kind of assistance and methodology to be used.

## 2.6 Answers of Self-Assessment Questions (SAQ)

1.d)   Not able to hear & sight

2.c)Can only distinguish more obvious changes in brightness and darkness

3. a)Unable to hear clearly what others are saying during conversation

4. c) Four

5.a) An Author

6.  d) Five areas

## 2.7 References

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## 2.8 Unit End Exercise:

    1.    What is the meaning of Sensory Impairment?

2. Write the learning characteristics of Visual Impairment?

3. Discuss the specific teaching strategies of Hearing Impairment?

4. What are the learning needs of learners of Visual Impairment?

5. Discuss how accommodations and modifications in the classroom can help the deaf-blind learners to learn.

6. What needs to be done if it is detected that child has an excessive tearing, redness and eye deviation?

7. Do you know any name of assessment tool for Deaf-blind?

8. Think to say what the significant features of instructional strategies are for learners with deaf-blindness.

9. 'More repetitions of the task may be needed for the learners with deaf-blindness'- Do you agree of this statement? Write some points in justification of your view.

10. Do you think screening is necessary for the deaf-blind?

**Reflective Exercises**

1. Why is functional assessment necessary? Write two or three points.

2. Single out the main functional categories of visual impairments?
   Do you think it is necessary to speak loudly to people with visual impairments?

3. Do you know why every deaf-blind person is unique?

4. What types of resources are required by the deaf-blind learners?

# UNIT - 3: LEARNERS WITH INTELLECTUAL AND LEARNING DISABILITIES

## *Structure:*

## 3.0 Introduction

Every child with special needs is a distinct individual with diverse learning styles and should not be homogenized into disability categories. Each child with Intellectual Disability or Specific Learning Disability will be different with unique strengths and needs. The teacher has to be sensitive in recognizing these needs and be equipped to provide each child an engaging, meaningful and joyful learning environment.

In this unit, our purpose is to discuss about learners with intellectual and learning disabilities, how to assess their performance and use specific strategies to meet their needs.

## 3.1 Objectives

Upon Completion of the unit, you will be able to -

- ❖ identify and differentiate the learners with intellectual and learning disabilities;
- ❖ discuss how to assess the performance of the learners with intellectual and learning disabilities in the school;
- ❖ identify difficulties with respect to their learning characteristics; and
- ❖ explain how to use specific strategies to meet their needs in the school.

## 3.2 Learners with Intellectual Disability

### 3.2.1 Nature of Disability

An intellectual disability (also commonly referred to as a developmental disability among other terms) is, simply stated, a disability that significantly affects one's ability to learn and use information. It is a disability that is present during childhood and continues throughout one's life. A person who has an intellectual disability is capable of participating effectively in all aspects of daily life, but sometimes requires more assistance than others in learning a task, adapting to changes in tasks and routines, and addressing the many barriers to participation that result from the complexity of our society. (NSOU, B.Ed. Special Education SLM, 2016).

**What Is Intellectual Disability?**

Internationally the definition of Mental Retardation has moved away from medical model to rehabilitative model. Current trend is to describe the condition by using functional and educational terms rather than clinical terms.

We have already discussed the definition and types of children with Intellectual Disability (ID) in Section 2.3.2 of Unit 2 of Block I.

**Characteristics of Children with Intellectual Disabilities**

  i.  Delays in oral language development
  ii.  Deficits in memory skills
  iii.  Difficulty learning social rules
  iv.  Difficulty with problem solving skills
  v.  Delays in the development of adaptive behaviours such as self-help or self-care skills
  vi.  Lack of social inhibitors

**3.2.2 Assessment of Learners with Intellectual Disability**

The selection of assessment tools and methods vary depending on the purpose for which the assessment is to be carried out and the type of the data that has to be gathered. Educational Placement depends on the assessment results obtained through various tools and methods. Assessment involves collection of information relevant to educational need of the children. This includes personal data, educational performance, the resources, the family involvement in training, and voluntary supports that could be gained for training mentally retarded student.

In Educational Assessment, the same tool can be used for diagnostic, prescriptive and evaluation purposes. Assessment includes monitoring student understanding during a lesson, checking student progress during specific programme implementation and evaluating student achievement at the end of training programme. In the first two

instances, the assessments are called Formative Evaluation; in the latter instance, it is Summative Evaluation (NSOU, B.Ed. Special Education SLM, 2016).

**List of Assessment Tools (In Indian Context)**

i. Madras Developmental Programming System (MDPS)

ii. NIMH - Vocational Assessment and Programming System for Persons with Mental Retardation (NIMH-VAPS)

iii. Behavioural Assessment Scale for Indian Children with Mental Retardation (BASIC-MR)

iv. Functional Assessment Checklist for Programming (FACP-NIMH)

v. Upanayan - A programme of Developmental Training for Children with Mental Retardation

vi. Portage Guide to Early Education

### 3.2.3 Supporting Learning of Learners with Intellectual Disability

The following sub-paragraphs deal with the ways of making teaching- learning process more effective for learners with ID (Peshawaria, 1992):

**Specific Teaching Strategies**

To make teaching and learning effective for Learners with Intellectual Disability, an Individualized Education Programme (IEP)is prepared to meet the individual need of the child as every child is unique and needs are specific.

**Different teaching strategies are discussed below:**

| Sl. No. | Teaching Strategies | Description |
|---------|--------------------|-------------|
| 1 | Task Analysis | It is a teaching strategy where a task is broken down into simple teaching components and arranged into sequential order. It is a blueprint for instruction or teaching for the teacher by which the learners proceeds to achieve the target goals. It doesn't however say, how to go about teaching the various steps. |
| 2 | Reinforcement | It is the critical component of pragmatic attempt to teach new behaviour and to increase occurrence of existing behaviour. At the same time, it is helpful in maintaining appropriate level of the behaviour. e.g. rewarding a child by saying "very good", 'well done etc if s/he does a task correctly. |
| 3 | Modelling | Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing. In natural environment most behaviour are acquired through modelling and imitation. Children learnt by observing adults or peers in the natural environment. Imitation ability is a skill to learn skills which are major tool in the hands of teacher. Modelling is teaching through demonstration. It is equally useful for teaching both new behaviour and to correct already learnt behaviour. e.g. Teaching of Dance through Modelling. |

**Some other Teaching Strategies** (Schwartz and Budd,1983).

**Teaching Functional Academics**

Functional academics is merely academics made functional, designed to teach skills which allow each student to succeed in real-life situations at home, school, work and in the community. The functional academics curriculum includes Functional Reading, Functional Writing and Functional Arithmetic.

Teaching Functional Reading: Functional Reading is defined as a student's actions or responses resulting from reading printed words. Functional term is related to application of learnt skills in real community settings. Hence words selected for reading must be such that allows the reader to become independent in community living.

Teaching Functional Writing: One of the important mode of communication is written expression. This demands eye - hand co-ordination, motor co-ordination, sense of direction and recognition of symbols (pictures/letters/ numbers/words/punctuation etc). Some writing tasks require "left to right" orientation in horizontal direction (for writing words), whereas some tasks require vertical orientation (for writing numbers in arithmetic problems as in addition or subtraction).

Teaching Functional Arithmetic: Numbers play an important role in our lives. Our communication involves reference to negotiating quantities. Functional Mathematics define as "use of mathematics needed for vocational, consumer, social, recreational and home making activities".

**Social Skills Training**

Appropriate social behaviours are necessary for any person to be an acceptable member of the society. In case of persons with mental retardation, intensive training is needed to cultivate appropriate social behaviours. Instead of keeping them away from the society, giving them chances to mix in the society from the childhood itself will lead them towards gaining social competency. The training should be started very early in life. The family, the relatives, neighbours, friends, and the society at large are responsible for the social skills training of the persons with mental retardation (Peshawaria, 1995).

The following social skills need to be taught(NSOU, B.Ed. Special Education SLM, 2016):

    i.    Waiting for needs to be fulfilled

ii.   Playing with peers

iii.   Sharing objects

iv.   Greeting others

v.   Obeying Commands

vi.   Saying 'Please', 'Thank you', 'Sorry' appropriately

vii.   Helping parents in household tasks

viii.   Asking permission

ix.   Taking turn

x.   Participating appropriately at meal time

xi.   Dressing in a way appropriate to the situation

xii.   Visiting relatives and friends

xiii.   Participating in social functions

xiv.   Behaving appropriately with the opposite sex

xv.   Returning borrowed materials

xvi.   Identify human service provider and community helpers

**Classroom Management**

Classroom management refers to the steps and procedure necessary to establish and maintain an environment in which instruction and learning occurs. Effective classroom management is the ability to establish, maintain and (when necessary) restore the classroom as an effective environment for teaching and learning.

**Some effective classroom management techniques are discussed here(Myreddi and Narayan, 1998):**

I.   **Seating Arrangement:** Children with special needs are easily distracted, so their desks should be kept away from the windows, doors and activity centres in the classroom. The desks may be set in rows rather than using circular seating around large tables, if possible. Learners with autism need their own space. The student with ADHD is easily distracted, so a seat close to the teacher, facing forward works best.

II. **Instructions should be simple:** Verbal prompts to be given frequently, and instructions should be easy to understand. Repetition of instructions will be required if the student does not seem to comprehend what is being said.

III. **Using of visual aids such as charts, graphs, and pictures.**

IV. **Peers as role models:** Pairing compatible children together when working on projects or participating in classroom activities. This can give many children the opportunity to be a peer role model to the special needs student and can also reduce student stress.

V. **Predictable schedule:** Advance warning is required if the daily schedule is to be changed.

VI. **Teaching social skills**, such as hand raising, taking turns and sharing as part of the learning curriculum. All learners will benefit when reminders are given. Children with autism often engage in self-stimulating behaviours such as hand flapping, rocking or even slapping themselves in the face.

VII. **Intervening Activities:** Most children with ID have short attention span. So one has to be aware of the signs that they may need a short break. During the break, activities like Reading a story, playing a short game, stand up and stretching or casual conversations can be done. Sometimes an opportunity to get out of his seat and walk around the room can be very calming for the child with short attention span.

VIII. **Focusing on learner strengths:** Learners strengths are to be appreciated openly as such stance will boost learners to act further.

IX. **Environmental Distractors:** Loud noises, bright lights, and hot or cold temperatures can disrupt a child's thinking pattern and cause an unnecessary classroom outburst. These need to be eliminated whenever possible.

X. **Using computer based programs.**

## Use of Assistive Technology

Assistive technology is the term used to describe devices used by people with intellectual disabilities and/or other disabilities that help compensate for functional limitations and increase learning, independence, mobility, communication, environmental control and

choice. Different Assistive Technology Devices are used to support specific needs of the learners.

**How can Assistive Technology (AT) benefit people with Intellectual Disabilities?**

Assistive Technology (AT) can help people with Intellectual Disabilities overcome barriers towards independence and inclusion. Technology can compensate for a person's functional limitations. People with intellectual disabilities should be introduced to assistive technology as early as possible.

For more information on Definition and Types of Assistive Devices, you may refer Section 2.2 of Unit 2 of Block IV.

---

**Self-Assessment Question 1**

**Answer the following questions. Check your answer with the one given at the end of the unit (Time 3 minutes).**

1. Which of the following criteria can be used to define Intellectual Disabilities?
   a) Significantly below averages intellectual functioning
   b) Impairments in adaptive functioning generally
   c) These deficits should be manifest before the age of 18-years
   d) All of the above

2. In DSM-IV-TR intellectual disabilities are divided into a number of degrees of severity, depending primarily on the range of IQ score provided by the sufferer. One of these is Severe Mental Retardation, represented by an IQ score between:

   a) 5-10 to 15-20
   b) 30-35 to 45-50
   c) 10-15 to 20-25
   d) 20-25 to 35-40

---

3. Which of the following would be an important socials kill for a person with an intellectual disability?

    a) Knowing multiplication table

    b) Learn to wait for his turn to come

    c) Learn to use microwave

    d) Write a paragraph

4. Adaptive skill areas include all of the following **except**

    a) Home living

    b) Functional academics

    c) Communication

    **d)** Intelligence

Please check your answers with the answers given at the end of this unit.

## 3.3 Learners with Specific Learning Disabilities

### 3.3.1 Nature of Disability

The term "Specific Learning Disability" (SLD) means a disorder in one or more of the psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak, read, write, spell, or to do mathematical calculations. Learners with Specific Learning Disabilities (SLD) exhibit a disorder in one or more of the basic, psychological processes involved in understanding or in using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc (Rehabilitation Council of India, n.d).

You have already learned about the definition and types of children with Specific Learning Disabilities (SLD) in Section 2.3.2 of Unit 2 of Block I.

### 3.3.2 Assessment of Learners with SLD

An ideal assessment for SLD is a long process requiring several sessions with a qualified educational psychologist. Apart from administering a battery of tests, the psychologist also gathers relevant information about the child from the teachers and school records. The child must be assessed in all areas related to the suspected disability such as health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

**For learning disabled student, we may use some of tools (NSOU, SLM, 2016) for the assessment i.e.**

| | |
|---|---|
| I. | Reading Achievement – Swarup Mehata. |
| II. | NIMHANS BATTERY TEST |
| III. | Visual Motor Perceptual Measure (Gestalt Test) Screening Check - List of LD |
| IV. | Auditory Skill Test - Wood Cock |
| V. | Psycho Educational Battery - Wood Cock & Johnson. |
| VI. | Grade Level Assessment Device for Children with Learning Problems in Schools (GLAD) - Jayanti Narayan, NIMH, Secunderabad |

### 3.3.3 Supporting Learning of Learners with Learning Disability

The following paragraphs deal with the ways of making teaching- learning process more effective for learners with SLD:

**Specific Teaching Strategies**

The following strategies are suggested to enhance the accessibility of course instruction, materials, and activities(Sun Francisco State University, n.d).

They are general strategies designed to support individualized reasonable accommodations for which a student is eligible:

i. Instructions to be brief and as simple as possible.

ii. Allowing the student to tape-record lectures.

iii. Clearly defining course requirements, the dates of exams, and when assignments are due; providing advance notice of any changes.

iv. Providing handouts and visual aids.

v. When appropriate, teaming a reader with a non-reading student during in-class assignments.

vi. Using more than one way to demonstrate or explain information. Having copies of the syllabus ready three to five weeks prior to the beginning of classes so textbooks are available for taping.

vii. When possible, breaking information into small steps when teaching many new tasks in one lesson (state objectives, review previous lesson, summarize periodically).

viii. Allowing time for clarification of directions and essential information.

ix. Providing study guides or review sheets for exams.

x. Providing alternative ways for the learners to do tasks, such as dictations or oral presentations.

xi. Allowing the use of spell-check and grammar-assisted devices. When in doubt about how to assist the student, ask him or her. Allowing the student, the same anonymity as other learners (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class).

**Classroom Management of Learners with SLD**

Whether in a general, special education, or inclusive classroom, teaching is a challenge. Handling approximately 40 different kids with individual needs-and varying attention spans-can confound even the best teachers. However, teachers can help their learners with SLD to create a well-managed, structured classroom environment.

**Tips for the Teachers:**

Break learning into small steps;

Administer probes;

Supply regular, quality feedback;

Use diagrams, graphics and pictures to augment what they say in words;

Provide ample independent, well-designed intensive practice;

Model instructional practices that they want learners to follow and

Provide prompts of strategies to use

Use of Assistive Technology

Assistive technology (AT) is available to help individuals with many types of disabilities - from cognitive problems to physical impairment. The use of technology to enhance learning is an effective approach for many children. Additionally, learners with LD often experience greater success when they are allowed to use their abilities (strengths) to work around their disabilities (challenges). AT tools combine the best of both of these practices.

**What is assistive technology for SLD?**

AT for kids with SLD is defined as any device, piece of equipment or system that helps bypass, work around or compensate for an individual's specific learning deficits. Over the past decade, a number of studies have demonstrated the efficacy of AT for individuals with SLD. AT doesn't cure or eliminate learning difficulties, but it can help your child reach her potential because it allows her to capitalize on her strengths and bypass areas of

difficulty. For example, a student who struggles with reading but who has good listening skills might benefit from listening to audio books.

In general, AT compensates for a student's skills deficits or area(s) of disability. However, utilizing AT does not mean that a child can't also receive remedial instruction aimed at alleviating deficits (such as software designed to improve poor phonic skills). A student could use remedial reading software as well as listen to audio books. In fact, research has shown that AT can improve certain skill deficits (e.g., reading and spelling).

AT can increase a child's self-reliance and sense of independence. Kids who struggle in school are often overly dependent on parents, siblings, friends and teachers for help with assignments. By using AT, kids can experience success with working independently.

For more details on Assistive Technology, you may go through Unit 2 of Block IV.

## 3.4 Let us Sum Up

An intellectual disability is a disability that significantly affects one's ability to learn and use information. It is a disability that is present during childhood and continues throughout one's life.

There are four types of Intellectual Disabilities viz. Mild, Moderate, Severe and Profound.

General Characteristics of Children with Intellectual Disability are:

Delays in oral language development

Deficits in memory skills

Difficulty learning social rules

Difficulty with problem solving skills

Delays in the development of adaptive behaviours such as self-help or self-care skills

Lack of social inhibitors

Tools Available for Special Educational Assessments in Indian Context are:

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i. Madras Developmental Programming System (MDPS)

ii. NIMH - Vocational Assessment and Programming System for Persons with Mental Retardation (NIMH-VAPS)

iii. Behavioural Assessment Scale for Indian Children with Mental Retardation (BASIC-MR)

iv. Functional Assessment Checklist for Programming (FACP-NIMH)

v. Upanayan - A programme of Developmental Training for Children with Mental Retardation

vi. Portage Guide to Early Education

❖ To make teaching and learning effective for Learners with Intellectual Disability, an Individualized Education Program (IEP) is prepared to meet the individual need of the child as every child is unique and needs are specific.

❖ Some effective classroom management techniques are discussed.

❖ The term "Specific Learning Disability" (SLD) means a disorder in one or more of the psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak, read, write, spell, or to do mathematical calculations.

❖ An ideal assessment for SLD is a long process requiring several sessions with a qualified Educational Psychologist. Apart from administering a battery of tests, the psychologist also gathers relevant information about the child from the teachers and school records.

❖ Some strategies are suggested to enhance the accessibility of course instruction, materials, and activities. They are general strategies designed to support individualized reasonable accommodations for which a student is eligible.

## 3.5 Answers to Self-Assessment Questions

1. d
2. d
3. b
4. d
5. c
6. d
7. c
8. a

## 3.6 References

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## 3. 7 Unit End Exercises

1) Define Intellectual Disability.

2) Briefly discuss the types and characteristics of Intellectual Disabilities.

3) Make a list of different assessment tools available in Indian context to assess the children with Intellectual Disabilities.

4) What are the promotional procedures of FACP?

5) Mention 5 social skills, which are to be taught at primary and secondary levels.

6) What is Learning Disability?

7) What is the characteristic of Learning Disability (L.D.)?

8) What are the types of L. D.

9) Discuss about Curriculum adaptation for L.D. learners.

10) What is Functional Academics?

**Reflective Exercises**

1) Write Task Analysis for teaching "Unbuttoning Shirt".

2) Discuss some Instructional Strategies to teach learners with SLD.

3) What are the assistive devices used to teach children with Specific Learning Disability (S.L.D.)?

# UNIT - 4: LEARNERS WITH OTHER DISABILITIES

## *Structure*

## 4.0    Introduction

An inclusive classroom is one in which all students are welcomed and differing learning needs are supported in a meaningful and responsive learning environment. A key aspect of moving beyond enrolment to ensuring full participation of children with special needs is by positively affecting teacher beliefs and attitudes towards students with disabilities.

Each unit discussed in this block helped you understand that children with disabilities are not a homogeneous group where "one solution fits all". It is very important for teachers to try out different strategies to find those what work best for them, and for the child in his/her classrooms.

In this unit, we will discuss about the learners with locomotor disabilities, cerebral palsy, autism spectrum disorders and multiple disabilities as well.

## 4.1 Objectives

Upon Completion of the unit, you will be able to -

- ❖ identify the learners with Locomotor Impairment, Cerebral Palsy, Autism Spectrum conditions and Multiple Disabilities;
- ❖ discuss how to assess their performance in school, and identify difficulties with respect to their learning characteristics; and
- ❖ explain specific strategies to meet out their needs in school.

## 4.2 Learners with Locomotor Disabilities and Cerebral Palsy

### 4.2.1    Nature of Disability

A person's inability to execute distinctive activities associated with moving, both personally and objects, from place to place, and such inability resulting from afflictions of musculoskeletal and/ or nervous system, has been defined as the Locomotor Disability.

In Section 2.2 of Unit 2 of Block I you have already learned about the Definition and Types of Locomotor disabilities.

## 4.2.2 Assessment of Learners with Locomotor Disabilities

If locomotor disability has occurred then in spite of preventive measures, early identification becomes important.

Early identification of the locomotor disabled person can be done at hospitals, health centres, at schools and even at homes. Some important signals which will help in identification of locomotor disability in a child or an adult are:

I. Any deviation or delay in a child's developmental milestones.
II. Excessive stiffness or floppiness of child.
III. Use of limbs of only one side of the body.
IV. Difficulty or abnormality observed when the person is asked to do the following:
    a. Lift arm overhead
    b. Pick a small object lying in front of him/ her
    c. Pick a stone from the ground
    d. Walk a few steps
    e. Run a short distance
V. Difficulty in standing up from sitting position.
VI. Range of motion of joint decreased or excessively increased.
VII. Absence of limb in part or full.
VIII. Use of appliances e.g. sticks crutches, wheelchair, and tricycle.

In addition, early detection of locomotor disabling diseases based on early biochemical, morphological and functional changes that precede the occurrence of manifest signs and symptoms is of particular importance in chronic diseases.

**4.2.3 Supporting of Learners with Locomotor Disabilities in Classroom/ School**

The majority of children with locomotor impairment do not require special education. They can participate and profit from general education given in regular schools. The following provisions should be made available in a regular school to make it accessible to all (RCI Status Report- 2000):

i.   The school needs to be made barrier free.

ii.  Class rooms should be located on the ground floor, so that children can alight from the school bus and reach their classrooms with minimum of difficulty. If that is not feasible, the school should have ample elevator service and/ or inclined ramps, especially for children who use wheel chairs for their mobility,

iii. The school should have ramps, elevators, handrails, larger toilet cubicles, adequate wide paths, doors, entrances, etc. Specially designed desks and chairs to accommodate all

iv.  In addition to a special teacher, one or more attendants should be provided to help those needing additional assistance.

v.   In addition to specially designed classrooms, specially designed instructional equipment should be provided.

## 4.3 Learners with Cerebral Palsy

### 4.3.1 Nature of Disability

Cerebral palsy (CP) is a group of permanent movement disorders that appear in early childhood. It is a persistent but not unchanging disorder of movement and posture due to a defect or lesion of a developing brain.

Cerebral = "of the brain", Palsy = "Lack of muscle control". It occurs in about 2 in 1000 live births. It may be the most common paediatric' problem. (Wikipedia, 2017)

**Signs and symptoms vary among people. Often, symptoms include:**

Poor coordination,

Stiff muscles,

Weak muscles, and

Tremors

There may be problems with sensation, vision, hearing, swallowing, and speaking. Often babies with cerebral palsy do not roll over, sit, crawl, or walk as early as other children of their age. Difficulty with the ability to think or reason and seizures each occurs in about one third of people with CP. While the symptoms may get more noticeable over the first few years of life, the underlying problems do not worsen over time.

Learning Characteristics of Learners with CP May:

a) have learning disabilities, visual impairments, hearing problems, speech problems, drooling issues, and behaviour problems;
b) need braces, crutches, or a wheelchair to get around;
c) need help moving around in class or reaching things;
d) need assistive devices for writing and speaking;
e) have difficulty sitting still in classroom and have uncontrolled movements;
f) have difficulty with bladder and bowel control and may need to use a bathroom frequently;
g) have seizures and
h) need occupational therapy (OT), physical therapy (PT), and speech therapy during the school day.

## 4.3.2 Assessment of Learners with Cerebral Palsy

When assessing children with cerebral palsy, their character can be an important factor. Children with Cerebral Palsy may not be able to walk, talk, eat or play in the same ways as most other kids, but with the proper diagnosis by a team of healthcare professionals they

can be helped to lead a life without complete family dependence on other members of the family. When assessing children with cerebral palsy, many factors must be taken into consideration. With cerebral palsy covering such a varying spectrum of conditions and degrees of severity, each case is as unique as the individual affected.

Assessing children with cerebral palsy can sometimes be difficult. Some people with cerebral palsy have trouble controlling their movement and facial expressions, but their mental abilities are not impaired. Some have higher than average intelligence while others have moderate or severe Learning Disabilities. Most diagnosed with cerebral palsy are of average intelligence, just like those without cerebral palsy. While there is no cure for cerebral palsy, assessing children with cerebral palsy can provide correct treatment from the early stages of diagnosis, and ease the effects of cerebral palsy.

**Possible Physical Problems (Blencowe, S.M. (1969))**

   i.    Unable to lift head when lying or held in sitting position.
  ii.    Unable to move to change position.
 iii.    Unable to use hands for support or movement or for function Unable to function, protect or reach out with arms while sitting independently.
  iv.    Unable to get in and out of sitting position.
   v.    Unable to lean forwards or backwards while sitting independently.
  vi.    Poor balance reactions in standing (unable to protect effectively when falling).
 vii.    Unable to transfer weight forward, backward or sideways in the standing position
viii.    Unable to get into or get out of standing position.

---

**Self-Assessment Question 1**

**Answer the following questions. Check your answer with the one given at the end of the unit (Time 2 minutes).**

   1. What is Cerebral Palsy?
      a) Trouble with hearing
      b) Trouble with seeing

---

## 4.3.3 Supporting Learners with Cerebral Palsy in Classroom/ School

Learners with Cerebral Palsy may need some physical modifications in the classroom and technological support to provide alternatives to writing.

**Tips for Teachers:**

Arrange for student sitting position as per need (floor/ chair with casters/ wheel chairs etc.).

Have sufficient space for moving of wheel chair.

Communication Board to be kept within reach of the child.

Cut out table of appropriate size, as per need.

**Some suggestions regarding seating position of the children with Cerebral Palsy are listed below**(NSOU B.Ed. Special Education -ODL SLM, 2016):

Recommended Positions for Mealtimes
Feeding or Eating to be done in sitting position using Floor seat with a floor
table or cut-out table in front
Sitting on a Chair or wheelchair with a cut-out tray in front
(Please note you may need to support the head with your hand) Play
Sitting on floor seat

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Sitting on chair with cut-out tray

Standing with support (wearing gaiters)

Toileting

The child/ learner must be well secured on plastic or wooden potty chair

For more information on Teaching Strategies and Assistive Devices relevant to children with CP, you may refer Section 3.3 of Unit 3 of Block III and Section 2.2 of Unit 2 of Block IV.

## 4.4 Learners with Autism Spectrum Disorders

**AUTISM**

**A**lone

**U**nusual play

**T**waddle and twirl object

**I**solated

**S**ocialization    problem

**M**ute

*Case Study*

*Rahul lives in his own world, playing with his fingers and shaking involuntarily, sometimes throwing temper tantrums and other times destroying whatever comes in his hand. I see him playing with a string alone in classroom. His teacher asks him to stop playing and he folds the string and stuffs it into his pocket, but only momentarily and then, he again, starts playing with it over and over again. He shows no interest in the class activities and will respond only when his instructor gives him a personal attention. His teacher says that he is very cooperative only when given 'one-to-one' attention and he is quite independent in his self-care activities. He can paint, draw and display pre-vocational skills. He is able to follow*

> *instructions and is able to ape the actions if given individual help, but for most part of the day, he is hyperactive and lives in a world of his own.*
>
> **Rahul is an Autistic child.**

## 4.4.1 Nature of Disability

Autism is a brain development disorder characterized by impaired social interaction and communication, and by restricted and repetitive behaviour. Autism means a developmental disability.

The characteristics of Children with Autism are discussed below for better understanding:

Characteristics of Children with Autism(Autism- Triad of Impairments, n. d)

> According to DSM IV, Autism in such a developmental disorder under Pervasive Developmental Disorder (P.D.D), that includes three qualitative deficits-
>
> a. Lack of Socialization
> b. Lack of Communication
> c. Lack of Imagination
>
> These three together are commonly known as Autism: Triad of Impairment or 'AUTISTIC TRIAD

**Each of the above terms are discussed below:**

**Impairment in Imagination**

i. Deficits in flexible thinking regarding interests, routines, perspectives, and rules
ii. Does not understand other people's points of view or feelings Agitated by changes in routine
iii. Cannot generalize information
iv. Takes everything literally

**Impairments in Socialization/ Social Relationships - Deficits in understanding how to behave and interact with other people**

   i.    Inappropriate touching of other people

   ii.   Difficulty understanding and using nonverbal behaviour, e.g. eye contact, facial expression, gesture stands too close to people

  iii.  Unaware of the different ways to interact with friends, staff, strangers, etc.

  iv.  Has desire to have friends and relationships but struggles to initiate and maintain these.

**Impairments in Communication - Deficits in ability to communicate effectively with other people**

   i.    Asks repetitive questions

   ii.   Cannot 'read between the lines' of what people mean

  iii.  Talks about own interests regardless of the listener's response

  iv.  Makes factual comments inappropriate to the context

   v.   Absence of desire to communicate

  vi.  Communicates for own needs, rather than for 'social' engagement.

**Additional Difficulties - For example, sensory difficulties, mental health difficulties, physical difficulties, etc**.

   i.    Cannot bear loud noises

   ii.   Maybe hyper or hypo sensitive to touch, clothes, pressure

  iii.  Mood disturbances e.g. anxiety, aggression, or depression

  iv.  Motor difficulties, e.g. walking on tip-toes, clumsiness

   v.   Attention difficulties, e.g. easily distractible.

### 4.4.2 Assessment of Learners with Autism Spectrum Disorders

There are many areas to assess of children with ADS. Some important diagnostic tools for ASD are mentioned here as (NSOU B.Ed. Special Education -ODL SLM, 2016)

TYPES OF ASSESSMENT

| Types of Assessment | Behavioural Assessment | Observational Assessment | Educational Assessment |
|---|---|---|---|
| **CARS Rating system (Childhood Autism Rating Scale)** developed by Eric Schopler in the early 1970s. | The process of Understanding The Complex behavior in simpler forms based on 'ABC' model. | Systematic observation of behavior helps Inmonitoring teaching methodologies. It has two steps-Formal and Informal. | Selection of tests depends on the purpose for whichthe assessment to be carried. Like as-N.R.T, C.R.T. |
| **Autism Diagnostic Check-List (ADCL)** Autism Diagnostic Check-List (Banerjee, 2007) is a 60 items (with six sub-scales) check list in both English and Bengali version. The test diagnoses and help assessing the impairment in Specific area/s for planning of management programmed. **Indian Scale for Assessment of Autism(ISAA)** Developed by NIMH, 1SAA is a 45 itemed scale (6 subscales) to diagnose and assess autism. | | | |

### 4.4.3 Supporting Learners with Autism Spectrum Disorders in Classroom/School

Some well-established Intervention Techniques to teach Learners with ASD are discussed here (Singhania R, 2005):

a) **TEACCH** (Treatment and Education of Autistic and Communication related Handicapped Children)- It is an evidence-based service, training, and research program for individuals of all ages and skill levels with autism spectrum disorders. At the core of TEACCH is the idea of Structured Teaching i.e. an array of teaching

or treatment principles and strategies based on the learning characteristics of individuals with ASD, including strengths in visual information processing, and difficulties with social communication, attention, and executive function. In response to this profile of strengths and challenges, Structured Teaching includes:

External organizational supports to address challenges with attention and executive function.

Visual and/or written information to supplement verbal communication. Structured support for social communication.

b) **PECS-** The Picture Exchange Communication System, or PECS, allows children with autism who have little or no communication abilities, a means of communicating non-verbally. Children using PECS are taught to approach another person and give them a picture of a desired item in exchange for that item. The Picture Exchange Communication System (PECS) is used to rapidly teach communication skills to those with limited functional speech. PECS promotes communication within a social context, without lengthy prerequisite training.

c) **Behavioural Interventions** - Research suggests that early, intensive behavioural interventions may improve outcomes for children with autism and help the children achieve their maximum potential.

d) **Sensory Integration -** Integration and interpretation of sensory stimulation fromthe environment enhances cognition.

e) **Diet:** People with autism are more susceptible to allergies and food sensitivitiesthan the average person. The most common food sensitivity in children with autism is to gluten and casein.

f) **Vitamin Therapy:** Parents have reported that they have tried B6/ magnesiumand /or DMG, often with good or even spectacular results.

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**Self-Assessment Question II**

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**Answer the following questions. Check your answer with the one given at the end of the unit (Time 4 minutes).**

3. Autism is characterised by impairments in which of the following areas:

    a) Patterns of behaviour.

    b) Social interaction.

    c) Communication.

    d) All of the above.

4. Diagnostic tool for ASD:

    a) MDPS

    b) CARS Rating Scale

    c) FACP

    d) VAPS

5. Autism:

    a) affects verbal and nonverbal communication and manifests itself before the age of 3.

    b) is the same as mental retardation

    c) results in visual and hearing impairment

    d) affects height and stature before the age of 6.

6. Intervention techniques to teach learners with ASD:

    a) Sensory Integration

    b) PECS

    c) TEACCH

    d) All of the above

Please check your answers with the answers given at the end of this unit.

**TIPS FOR THE TEACHERS**(ISD, 2000)**:**

For a teacher approaching the education of pupil with autism, there are three basic rules to follow:

Understand the nature and implications of autism

Structure and order the learning environment as far as possible so that it guides the pupil towards meeting expectations

Teach visually as far as possible

For more information on Teaching Strategies and Assistive Devices relevant to children with ASD, you may refer Section 3.3 of Unit 3 of Block III and Section 2.2 of Unit 2 of Block IV.

## 4.5    Learners with Multiple Disabilities (MD)

### 4.5.1 Nature of Disability

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*Case Study*

***Riya, a 10-year-old girl is diagnosed with cerebral palsy and multiple severe disabilities, for example:***

***Speech and communication:*** *Riya does not speak and only shows her feelings bylaughing or crying. So it is very difficult to know how she really feels or why she is crying. She also only responds to her name if the person calling her is right by her side.*

***Motor functions:*** *Riya is disabled in nearly every aspect, so she is not able to walk. She is very hypotonic and often cannot control her head.*

***Cognition:*** *Her cognitive capabilities are also limited. For example, she has trouble to follow simple instructions.*

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**Multiple Disabilities (MD)** means a person with severaldisabilities, such as a sensory disability associated with a motor disability. Depending on the definition, a severe

intellectual disability may be included in the term "multiple disabilities". Individual usually has more than one significant disability, such as movement difficulties, sensory loss, and/or a behaviour or emotional disorder. (Wikipedia, 2017)

We can say that just as every child is different, similarly every child with MD is different. However, there are certain things that this group of children have in common.

All-round development of the child is affected.

Communication with the world around is most severely affected

Opportunities to interact with the environment becomes very limited

Ability to move around in the environment is restricted.

Need regular help in simple day-to-day activities such as wearing a shirt, opening a door, finding a chair to sit down and so on.

A highly structured educational / rehabilitation programme helps in their training.

## 4.5.2 Assessment of Learners with Multiple Disabilities

**Assessment of Learners with Multiple Disabilities shall include the following**(AASEP, n.d):

Assessment, following the procedures for each disability;

Determination of eligibility based on the definition and standards for two or more disabilities;

The nature of the combination of the learner's disabilities require significant developmental and educational programming that cannot be accommodated with special education programs by addressing any one of the identified disabilities; and

Documentation, including observation and/or assessment, of how multiple disabilities adversely impact the child's educational performance in his/her environment.

## 4.5.3 Supporting Learners with Multiple Disabilities in Classroom/ School

There is no one-size-fits-all approach to teaching learners with multiple disabilities. Their needs are so varied that great care is required when choosing the best strategy for support.

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Teacher's job is to realistically assess their condition and decide on the most beneficial course of action. Supporting these learners is definitely a team effort. Consult with the other professionals working with the learner, communicate with the parents and support agencies, and, together, deciding on the educational plan or programme accordingly.

**Points to be noted for Effective Educational Programme:**

(NSOU B.Ed. Special Education- ODL SLM, 2016)

I. Independence is the goal: No matter how small or big the task is the child should learn to use it to make life easy and simpler for him.

II. Teaching skills that are functional and meaningful with the limited opportunities available to the child, it is wise to teach him things that are directly related to his environment and those that he has high chances of doing throughout the day.

III. Teaching skills in natural settings: The child is able to remember things that he learns while going through his/her day to day routines. This helps him to learn better and remember.

IV. Providing assistance as needed: Encourage the child in every attempt.

V. Taking advantage of the teachable moment: Sometimes teacher may not plan to teach an activity, but the child shows curiosity to explore a particular object. Teacher should use this time to teach him more about that object.

VI. Providing repeated opportunities to practice: This will help the child to get opportunities to try out the activity again and again.

VII. Using real/ concrete objects: When experience to know about the world is so limited it is better to use objects that he sees and uses everyday rather than expensive and unusual things.

VIII. Developing routines/ activity schedule: Having a fixed timetable for the day with the child. This helps him to have more controlover his life and to anticipate what is going to happen with him next. This also helps to encourage communication attempts by the child immensely.

IX.	Multi-sensory approach: It is best to make use of all remaining sensory abilities of the child- like seeing, hearing, touching, smelling and movements. All should form a part of the teaching moments for the child.

X.	Planning inclusive activities: With highly individualized activities being planned for the child, there is always a risk that either the parent or one caregiver is constantly trying to teach the child. It is important that the child should know what others enjoy doing and for him to be part of that too.

XI.	Making use of resource persons from the community: It is important that the best advantage is taken from the resource persons from the community as teachers.

**Accommodations/Supports**

I.	A multi-disciplinary team consisting of the learner's parents, educational specialists, and medical specialists in the areas in which the individual demonstrates problems, should work together to plan and coordinate necessary services.

II.	Involvement of the appropriate professionals (E.g. occupational therapists, speech/language therapist etc.) required.

III.	Accessibility of School Building and Classroom.

IV.	Having a buddy system that ensures their needs are heard and that they get aid when needed.

V.	Simple, Specific and Systematic instructions to be given.

VI.	Using appropriate aids when communicating with the child.

VII.	Engage the child regularly in oral language activities.

For more information on Teaching Strategies and Assistive Devices relevant to children with CP, you may refer Section 3.3 of Unit 3 of Block III and Section 2.2 of Unit 2 of Block IV.

## 4.6	Let Us Sum Up

A person's inability to execute distinctive activities associated with moving, both personally and objects, from place to place, and such inability resulting from afflictions of musculoskeletal and, or nervous system, has been defined as the Locomotor Disability.

Early identification of the locomotor disabled person can be done at hospitals, health centres, at schools and even at homes. The majority of children with locomotor impairment do not require special education. They can participate and profit from general education given in regular schools provided it should be barrier free and accessible to all.

Cerebral palsy (CP) is a group of permanent movement disorders that appear in early childhood. It is a persistent but not unchanging disorder of movement and posture due to a defect or lesion of a developing brain.

Most diagnosed with cerebral palsy are of average intelligence, just like those without cerebral palsy. While there is no cure for cerebral palsy, assessing children with cerebral palsy can provide correct treatment from the early stages of diagnosis, and ease the effects of cerebral palsy.

Autism generally means a developmental disability. Now Autism is called a Neuro-biological disorder, significantly affecting verbal and non-verbal communication and social interaction, generally evident before age 3. It adversely affects a child's educational performance. Other characteristics often associated with Autism are-engagement in repetitive activities, stereotyped motor movements, unusual responses to sensory experiences and resistance to environmental changes. In characteristics of Autism according to DSM IV, Autism in such a developmental disorder under P.D.D., that includes three qualitative deficits- Lack of Socialization, Lack of Communication and Lack of Flexibility. There three are together called 'Autistic Triad' The Assessment of ASD are Clinical Assessment, Behavioural Assessment, Observational Assessment Educational Assessment, Functional Assessment.

Learners with severe and multiple disabilities are identified at birth or in the early stages of life, or after a traumatic accident or illness. These children are identified by medical

professionals. Assessments performed on these learners are to primarily help teachers understand the learner's needs and how they can motivate and provide the best possible services to the learner.

Functional assessment for a child with Multiple Disabilities involves two basic steps. The first is to gather information about the child by talking to the people who know the child well, by examining medical reports and by actually observing the child engaged in typical activities.

Support services like physical access, resource rooms at cluster level, special equipment, reading material, special educational techniques, remedial teaching, curricular adaptation or adapted teaching strategies should be provided.

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**4.7 Answers to Self-Assessment Questions**

1. c
2. d
3. d
4. b
5. a
6. d

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## 4.9    Unit End Exercise

1) Define Cerebral Palsy.
2) What is Spasticity?
3) What are the possible physical problems of CP?
4) Plan a classroom adaptation for a child with cerebral palsy?

5) What is ASD? Define Autistic Triad.

6) Write full form of TEACCH and PECS.

7) Mention three major characteristics of learners with Multiple Disabilities.

8) What are the possible combinations of multiple disabilities?

9) What are the educational opportunities for children with multiple disabilities?

10) Discuss about the classroom management for children with multiple disabilities.

## Reflective Exercises

1) What measures would you suggest to make a School Barrier Free?

2) Which type of difficulties are encountered by the learners with Locomotor Disabilities?

3) What problems do children with CP encounter in comparison to normal children of same age in terms of learning forwards and backwards?

4) List some common characteristics of children with autism which shows impairment in socialization.

5) How can a teacher make the classroom inclusive for an autistic child?

6) Define Multiple Disabilities. Write down some effective ways of handling learners with Multiple Disabilities.

# Certificate Course

## Capacity Building and Professional development of Teachers and teacher Educators for Successful Implementation of Inclusiveness

**Block - III**

### INCLUSIVE TEACHING-LEARNING PROCESS

Inclusive Education...

Certificate Course

**Capacity Building and Professional development of Teachers and teacher Educators for Successful Implementation of Inclusiveness**

# BLOCK – III

# INCLUSIVE TEACHING - LEARNING PROCESS

**Netaji Subhas Open University**
**School of Education, Kolkata**
**&**
**Commonwealth Educational Media**
**Centre for Asia, New Delhi**

# Preface

Equity and access to quality education is a serious challenge and to face this challenge the role of teachers, the role of University and process of learning are required to be completely overhauled. The advent of new technology in the domain of information and communication has enabled us to provide quality education to the mass overcoming the distance barrier at a minimum course fee. Accordingly, the Institutions are working together to make this happen in near future.

The present endeavour of Netaji Subhas Open University (NSOU) and Commonwealth Educational Media Centre for Asia (CEMCA) is also a part of such initiative. The competent minds of these two organizations came together to start such collaborative work taking help and inputs from experts with vast experience and exposures in their respective areas of specialisation. As a platform of new initiative, both the organizations resolved to launch this academic programme with special emphasis on Inclusive Education, as this area of academic deliberation is prioritised both at the national and international levels to make the society truly inclusive in all dimensions.

The study materials, as prepared for the above Course, are segmented in blocks and units, each representing a coherent concept. It provides opportunity to break away from the 'one size fits all' system of education. Thus, the course has been made more customized, flexible and acceptable to the learners.

I sincerely believe that the Course which have been designed so meticulously will be appreciated by the learners. Hope the learners will imbibe the discourses in this innovative platform so that critical thinking and reflective ideas can be encouraged and addressed.

I take this opportunity to proffer my sincere thanks to the authorities of CEMCA for their generous financial assistance in this endeavour.

With best wishes,

Dt. June 15, 2017

Subha Sankar Sarkar

Vice-Chancellor

# ACKNOWLEDGEMENT

Dr. A. N Dey                                                         Dr. Sumanta Chattaraj

Director. SoE., NSOU                                    Project, Director. SoE., NSOU

# BLOCK – III

## INCLUSIVE TEACHING –
## LEARNING PROCESS

# BLOCK – III
## INCLUSIVE TEACHING –
## LEARNING PROCESS

**Broad Objectives:**

**After the Completion of this module, you will be able to -**

➢ plan and create learning experiences for the students;

➢ engage the students meaningfully in teaching-learning process;

➢ apply the essence of Differentiated Instruction (DI) & Universal Design for Learning (UDL);

➢ make accommodation and adaptation plan and implement for the students with special needs;

➢ plan and utilize different learner support services.

# BLOCK – III
## INCLUSIVE TEACHING –
## LEARNING PROCESS

# INTRODUCTION

**Learners,**

Through this Block-III of the course, you are introduced to an inclusive set-up where you may plan and define learning experiences for the diverse learners. This block further gives a detail essence of universal design for learning (UDL), Differentiated Instruction (DI), accommodation and adaptation plans as well as different learner support services as spelt out in an inclusive setting or classroom.

The block comprises of **four** Units.

- The first unit caters to the conceptual framework of UDL and DI
- The second unit creates the core components of accommodation and adaptation strategies for diverse learners.
- The third unit comprehends the various teaching-learning strategies in an inclusive classroom.
- The fourth unit outlines the specialized services in the form of individualized educational programme (IEP), students support programme for health & hygiene, sports & other life-skills.

# UNIT-1: PLANNING AND CREATING LEARNING EXPERIENCES IN INCLUSIVE CLASSROOM

## *Structure*

## 1.0 Introduction

As the learners enter the classroom, they bring with them a unique background, set of skills, and educational needs. No two learners can ever learn the same, for each possesses his or her own set of individualised qualities, skill sets and acumen levels. Diversity in the classroom thus refers not just the cultural diversity, but also diversity in skills, knowledge, and needs. It is important to understand these attributes in order to create effective teaching-learning conditions. These days the growing number of learners from diverse backgrounds entering classrooms has reinforced the importance of making schools more inclusive. With a greater variation in the talents, and social, cultural, economic and political backgrounds of the learners, the challenges to inclusivity in education are a tangible reality. Thus the class-room in India faces a challenge to use this diversity constructively so that the teaching-learning processes and practices can be made democratic, thereby, achieving the larger goals of social justice. In this context the agenda of "inclusive education" has gained importance. There has been a further incentive with the enactment of the Right of Children to Free and Compulsory Education (RTE) Act, 2009.

As you have completed two blocks and have developed clear understanding about diversity in learners, learners with various disabilities, barriers in learning, inclusive practices in education and so on, this is high time to develop knowledge in planning and creating learning experiences in inclusive classroom.

While a few learners with disabilities present very unique learning needs, they are by far the exception. Learners with disabilities share similar learning features like problems with memory retention, retrieval, strategy use, vocabulary development, and language coding. As learners' transition to the secondary level, there is need to address these areas of difficulty. A careful designing of instruction of priority areas supported by frameworks and abundant practice and review, can maximize learner understanding. The majority of learners with disabilities can access the general education curriculum meaningfully.

Meeting this goal will make all the difference.

Keeping the above in view, the present unit will discuss about diverse learning needs, diverse learning styles, various types assessment like diagnostic assessment, formative assessment, important teaching learning strategies like collaborative, active, peer mediated strategies and so on.

## 1.1 Objectives

Upon completion of the unit, you will be able to-

❖ describe the diverse learning needs and learning styles of the learners and nature of inclusive classroom;

❖ explain assessment for planning learning experiences;

❖ plan learners' engagement and learning experiences;

❖ discuss how to create learning experiences and engage the learners meaningfully; and

❖ describe appropriate instructional strategies.

## 1.2 Nature of Inclusive Classroom

### 1.2.1 Diverse Learning Needs

Knowing your children including those from diverse backgrounds will help to develop your subjective understanding of their strength and needs, and thereby build the first bridge between you and your learner. This understanding helps you to teach in better ways. There are several means to assess a child with disability even by using the same tools that you use with the rest of the class. But in case of children with disabilities, your assessment needs to be more intensive and may be time consuming, but you can have accurate and valid results by using several ways such as:

i. Observation: You need to be active while observing the child in the classroom so that you can exactly find out what the child has learnt, how the child learns and what the

child likes. It is better to note down, so that this vital information can be used while teaching.

ii. Testing the child: It is important that suitable adaptation in the procedure needs to be done while assessing/testing children with various disabilities. For example, if you have a child with intellectual disability, you need to adopt specific testing procedures such as testing after demonstration, or making testing procedure easier by asking the child to match, choose, point etc. On the contrary, when dealing with a child who is overactive (hyperactive) in the class, you may assess him/her on the basis of markings in books, oral responses, tape/video recorded responses and the like.

iii. Interview: Other teachers, parents, older siblings and sometime peers can provide you important information for assessment.

iv. Work samples: It provides evidence of child's actual classroom performance; child's worksheets on particular skill development such as spelling test, arithmetic drills, handwriting etc.

v. Portfolios: It focuses on child's emerging abilities, accomplishment over time recorded on worksheets, drawings, photographs, writing samples, and audio-video records.

So for the teacher, it is important to know how s/he can transact the class in the best possible way. Here are some ways in the form of examples or brief illustration for better inculcation:

i.    Get a sense of how learners feel about the cultural climate in your classroom. Let learners know that you want to hear from them if any aspect of the course is making them uncomfortable.

How comfortable do you feel participating in this class? What makes it easy or difficult for you?

In what ways, if any, does your ethnicity, race, or gender affect your interactions with the teacher in this class? How does that work out with fellow Learners?

ii.    Introduce discussions of diversity at department meetings. Include topics such as classroom climate, course content and course requirements, graduation and placement rates, extra-curricular activities etc

iii. Become more informed about the history and culture of groups other than your own. Avoid offending out of ignorance.

iv. Aim for an inclusive curriculum. Ideally, a curriculum should reflect the perspectives and experiences of a pluralistic society.

v. Emphasize the importance of considering different approaches and viewpoints. One of the primary goals of education is to show Learners different points of view and encourage them to evaluate their own beliefs.

vi. Re-evaluate your pedagogical methods for teaching in a diverse setting. In a class various categories of Learners are found as far as their learning style and assumption about teaching and teachers are concerned. There can thus be no one method of imparting instruction; you need to work out your pedagogical method in an evolutionary pattern.

vii. Speak up promptly- if a Learner makes a distasteful remark even jokingly

viii. Avoid singling out Learners as spokespersons. It is unfair to ask any one Learner to speak for his or her entire race, culture, or nationality.

ix. Advise Learners to explore perspectives outside their own experiences

x. Involve Learners in your research and scholarly activities. Whenever you allow Learners to see or contribute to your own work.

xi. Recognize any biases or stereotypes you may have absorbed.

xii Rectify any language patterns or case examples that exclude or demean any groups.

<div align="center">(Adapted from Tomlinson, 1999)</div>

Do you discourage female learners from undertaking projects that require quantitative work?

Do you undervalue comments made by speakers whose English is accented differently than your own?

Do you-

i. Use terms of equal weight when referring to parallel groups: men and women rather than men and ladies?

ii. Use both 'he' and 'she' during lectures, discussions, and in writing, and encourage your learners to do the same?

iii. Recognize that your learners may come from diverse socioeconomic backgrounds?

iv. Refrain from remarks that make assumptions about your learners' experiences, such as, "Now, when your parents were in college . . ."?

v. Refrain from remarks that make assumptions about the nature of your learners' families, such as, "Are you going to visit your parents during summer recess break?"

xiii Do your best to be sensitive to terminology: Terminology changes over time, as ethnic and cultural groups continue to define their identity, history, & relationship to the dominant culture.

xiv Convey the same level of respect and confidence in the abilities of all your learners. **For example,** tell all your learners that you expect them to work hard in class, that you want them to be challenged by the material, and that you hold high standards for their academic achievement.

xv Don't try to "protect" any group of learners. Do not refrain from criticizing the performance of individual learners in your class on account of their ethnicity or gender.
**For example,** A teacher mistakenly believed she was being considerate to the learners of colour in her class by giving them extra time to complete assignments. She failed to realize that this action would cause adverse feelings on all sides: the learners she was hoping to help felt patronized and the rest of the class resented the preferential treatment.

xvi Be impartial in how you accept Learners' good work.
**For example,** one learner complained about her teacher repeatedly singling out her papers as exemplary, although other learners in the class were also doing well. The teacher's extravagant public acclaim, as well intended, made this learner feel both uncomfortable and anxious about maintaining her high level of achievement, while interacting on even terms within her peer group.

Xvii Make it clear that you value all comments.

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**For example,** if male learners tend to ignore comments made by female learners, reintroduce the overlooked comments into the discussion.

xviii  Encourage all learners to participate in class discussion.

xix  Provide opportunities for all learners to get to know each other.

xx  Dealing learners of different learning styles.

**For example,** Use of different teaching methods like lectures, small groups, discussions, collaborative learning, group work to meet the variety of learning needs.

Xxi  Give assignments that recognize Learners' diverse backgrounds and special interests.

(Taken from NSOU B.Ed Spl Ed SLM, 2016)

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**Self-assessment Questions 1:**
Answer the following questions in about 40 words each.
i. What is meant by diversity and learning needs?
ii. Mention any two components of diverse learning needs.

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## 1.2.2 Diverse learning Styles

No two human beings are alike on earth. Hence, they possess different characteristics. Apropos to this, they have diverse needs. This give rise to diverse learning styles too.

**Why Incorporate Learning styles in our Teaching?**

The following points will help you to understand why you need to incorporate learning styles in your teaching.

Making Teaching and Learning a Dialogue: For example, it may include a variety of active learning techniques that actually involve learners in the collective dialogue.

Responding to a more diverse learner group- The increase in diversity, not only in terms of ethnicity and gender, but also in terms of age, nationality, cultural background can affect classroom setting in many ways.

**For example,** older learners who can draw from their life experience are more likely to be independent self-directed learners.

(Montgomery & Groat, 1998 ; Solomon, 1992)

The discussion of learning styles here focuses mainly on the following types of learners:

i.      Print learners

ii.     Visual learners

iii.    Auditory learners

iv.     Tactile learners

v.      Kinaesthetic learners

The first and greatest challenge facing the teacher lies in identifying the special abilities of each Learner. Whereas physical disabilities are usually relatively easy to identify, learning disabilities can be very difficult to detect and classify. Classifying learners solely on assessment scores and previous classroom performance may be misleading and should be avoided.

It is often noted that environmental factors may have a negative impact on a Learner's ability as well as motivation to succeed academically. These provide a unique challenge since the teacher has little control to spot on difficulties in the environment-home, or choice of friends. Effective instructional strategies for diverse learners are the need of the hour indeed. Let us begin accordingly in the subsequent sections of this discourse (Adapted from Shabha, 2006):

**Visually-Impaired Learners**

There are various kinds of visual impairments that have been dealt in the previous block. The teacher and Learner should develop an individualized programme that creates a time frame for achieving specific learning objectives. Supplementary notions for supporting visually impaired learners include:

i. Creating confidence in the learner's ability.

ii. Encouraging learners to prepare an oral or written report that profiles a successful person who is visually impaired.

New resources may be nurtured and provided for a better learning and transition to the real world.

**Hearing Impaired Learners**

Hearing impaired not only means those who are deaf but also those who are hard of hearing. (You have read about it in details in the previous block). However, their learning styles necessitate instructions to be simple and clear, and the use of as many printed materials or other visual materials as possible to convey the lesson. Technology -driven resources may be made available in schools.

**Attention Deficit Disorder (ADD)**

Attention deficit disorder (ADD) is distinguished by critical and persistent difficulties with attention span, impulse control, and sometimes hyperactivity. The two types of ADD are attention deficit hyperactivity disorder (ADHD) and undifferentiated ADD.

*This part is thoroughly discussed in Block-I, Unit-2*

**Print-Learners**

i. Print learners prefer to read out learning materials in printed form:

ii. When presenting key terms and concepts, refer to the textbook and use the textbook examples. Print learners can later go back and study the material.

iii. Consider using handouts and study sheets. Learners can also make their own study sheets.

iv. Word games can help print learners grasp key terms and concepts.

**Visual-Learners**

Visual learners need to "see" the concept. This is achieved through visualization. This requires the following:

i.  Textbooks filled with images are supportive to this learning style.

ii.  For some Learners, these images are the key to learning; for others, they offer reinforcement.

iii.  In addition to the images in the textbook, overhead transparencies, videotapes, slides, and presentation graphics can all be used to help Learners visualize concepts and skills.

iv.  Web sites with rich multimedia components can be used effectively to demonstrate processes or explore concepts through flow chart, schematic diagram etc.

*All print learners are visual learner but all visual learners are not print learners.*

**Auditory-Learners**

Auditory learners learn best by hearing. Auditory learners who read a textbook lesson benefit from spoken reinforcement of key ideas. For example- ask learners to summarize their reading as part of discussion activities. Read directions for assignments aloud and be sure to tell auditory learners the steps involved in a new process/concept/ explanation etc

**Tactile-Learners**

Tactile learners learn best by touching or handling objects. Tactile learners gain learning activities that use fine motor skills including writing. Manipulative are particularly important to tactile learners. They also benefit from participating in hands-on activities, role playing, and creating displays. Tactile learners remember what they did and how they did it; they do not necessarily remember what they saw others do or what they heard.

**Kinaesthetic-Learners**

Kinaesthetic learners achieve best by taking an active part in classroom instruction.

Motion is an important part of kinaesthetic learning style.

For example, walking to the board to explain a problem require the motions of walking and writing.

This discussion has so far provided a palate of diverse learning styles. These learning styles are very common in our classroom and nearby environment, thereby providing a wide range of features in an effort to help you accommodate the learning styles of all your learners. In some cases' activities or projects are identified as appropriate for a specific learning style. Although it is not possible to incorporate every feature into your teaching learning plans, it is well worth your time to review the features and determine which ones might work well for you and your learners.

## 1.2.3: Teaching all learners

*Teaching all learners beacons "The Inclusive Classroom".*

Inclusion is a controversial concept in education whereby each learner is integrated to the fullest extent possible in a general education classroom (Burke & Sutherland, 2004).

### Pre-requisites

Well-planned inclusive services, general education teachers and co-teaching teams often struggle with how to effectively teach learners with disabilities in general education classrooms. It is therefore required to provide guidelines for inclusive practices that will assist general education teachers in meeting the educational needs of their learners with disabilities.

### Guidelines for Planning

Collaborate with special education teachers, related service providers, and para professionals on a regular basis. If you are co-teaching, commit to planning at least once a week with your co-teaching partner and determine your respective teaching responsibilities. Write your plans down and share the work load.

Use of variety of co-teaching methods: This includes:

(Baker, Wang, & Walberg, 1995).

i.    Interactive Teaching - Teachers play alternate roles of presenting, reviewing, and monitoring instruction.

ii.   Alternative Teaching - One person teaches, re-teaches, or enriches a concept for a small group, while the other monitors or teaches the remaining Learners

iii.  Parallel Teaching - Learners are divided into mixed-ability groups, and each co-teaching partner teaches the same material to one of the groups.

iv.   Station Teaching - Small groups of Learners rotate to various places in the school for instruction, review, and/or practice.

**Guidelines for Classroom Management**

This requires the following:

i.     Create a structured classroom.

ii.    Designate separate areas for group and individual work.

iii.   Create a daily class schedule.

iv.    Display classroom rules.

   a.   Post the daily schedule using different colour.

   b.   Opportunities for purposeful movement.

   c.   Develop classroom indications for settling down to work, getting out materials, and calming down.

v.     Plan for transition times (between subjects or class, before and after lunch, changing classes).

vi.    Help Learners organize their materials by using checklists, folders, and containers

vii.   to keep materials

viii.  Organized activity desks.

ix.    Visually monitor Learner activity.

(Adapted from Bender, 2002)

**Guidelines for Structuring Lessons**

According to CAST, 2014, three qualities of inclusive design have been incorporated when planning lessons:

i. Multiple means of representing content (visual and oral strategies),

ii. Multiple means of Learners' expression of content (writing, illustrating, speaking), and

iii. Flexible means of engagement as Learners learn (videos, software, and role-playing).

These are discussed thoroughly in the next unit of this block

Inclusion depends on teachers' attitudes towards learners with special needs, Teachers need to possess a set of skills, expertise, knowledge, pedagogical approaches, adequate teaching methods and materials and time if they are to address diversity in their classrooms.

The findings regarding classroom practices reveal five groups of factors that are effective for inclusive setting: The following discussions are dealt elaborately in the later section of this unit.

**Co-operative teaching**

Peer tutoring or co-operative learning is effective in cognitive and affective (social-emotional) areas of learners' learning and development. Learners who help each other, especially within a system of flexible and well-considered pupil grouping, profit from learning together.

**Collaborative problem-solving**

Learning together to solve problems in teaching-learning.

**Heterogeneous grouping**

Heterogeneous grouping and a more differentiated approach in education are necessary and effective when dealing with a diversity of learners in the classroom.

**Effective teaching**

All learners with Special Educational needs, improve with systematic monitoring, assessment, planning and evaluation of the work. The curriculum can be geared to individual needs and additional support can be introduced adequately through the Individual Educational Plan (IEP). This IEP should fit within the normal curriculum.

## 1.3: Assessment for Learning

Successful Assessment for learning strategies result in improved learner progress on a continual basis. The principal characteristic of Assessment for Learning is effective feedback provided by teachers to learners on their progress. The value of the feedback is dependent on two factors:

i.      the quality of the feedback

ii.     how learners receive and eventually use it.

Teachers, therefore, need training and support to enable them to make valuable assessment decisions, to provide quality feedback to learners, and to teach learners to receive feedback positively and use the information contained within it effectively to improve their work.

Why teachers perform assessment?

i.   helping Learners meet certain standards

ii.  using the assessment data to identify strengths and weaknesses in Learner performance, and to improve the quality of teaching and learning

**Types of Assessment**

There are 3 types of assessments, namely,

i.      Diagnostic,

ii.     Formative, and

iii.    Summative

You will find below a clear explanation of assessment for learning-the process:

i)      Explain the learning objectives and feedback opportunities.

ii)     Check learner understanding of learning objectives

iii)    Brief learners on what they have to do and what they have to hand in.

iv)    Introduce the assessment criteria to the learners and check their understanding

v)    Provide opportunities to apply the assessment criteria.

vi)    Provide the necessary guidance and support to learners individually and provide oral feedback.

vii)    Provide peer assessment opportunities.

viii)    Undertake the teacher-led assessment of learner's work.

ix)    Provide written feedback to learners.

x)    Create opportunities for learners to undertake remedial action.

(Jones, 2005)

## 1.3.1 Diagnostic Assessment

**Meaning:**

Diagnostic assessment can include both classroom (educational) assessments and, where appropriate, professional assessments (i.e., speech and language, medical, and psychological assessments providing information and/or diagnosis of specific conditions that affect learning).

**When to conduct:**

Diagnostic assessments are conducted before instruction begins, and they provide teachers with information about learners' readiness to learn, about their interests and attitudes. This information creates the starting point for new learning, and helps teachers and Learners set appropriate learning goals. It enables teachers to plan instruction and assessments that are differentiated and personalized to meet Learners' learning strengths, needs, interests, and learning preferences.

**Strengths:**

Diagnostic assessment helps identify what the Learner brings to his or her learning, in general or with respect to a specific subject. Information can be gathered from various sources - from the Learner, the Learner's previous teachers, and the Learner's parents, as well as from formal sources- school or institutions. The information gathered provides a baseline that informs further assessment, the results of which can be used in developing a Learner profile and/or a class profile (discussed in details in the next unit)

## 1.3.2 Formative Assessment

**Meaning:**

Formative assessment refers to frequent, interactive assessments of Learner progress and understanding to identify learning needs and adjust teaching appropriately.

**When to use:**

Those teachers who use formative assessment techniques are better equipped to cater to diverse Learners' needs by the help differentiation and adaptation of teaching (these two concepts are thoroughly discussed in the next unit) to raise levels of Learner achievement and to achieve a greater parity of Learner consequences.

**Barriers:**

Although there are major barriers to wider practice, including perceived tensions between classroom-based formative assessments, and traditional summative tests to hold schools accountable for Learner achievement.

**Prospect:**

The formative assessment may be applied at the school and policy levels, in order to identify areas for improvement emerged from the assessment.

**Strengths:**

More consistent use of formative assessment throughout education systems may help stakeholders address the very barriers to its wider practice in classrooms. Formative assessment methods play a pivotal role to raise overall levels of Learner achievement. Research evidence on formative assessment has shown that it may be one of the most important involvements for promoting high-performance.

Though formative assessment is not a "silver bullet" that can solve all educational challenges but it is a silver lining in meeting goals for high-performance, high-equity of Learner outcomes, and for providing Learners with knowledge and skills for lifelong learning.

The Six Key Elements of Formative Evaluation:
   i)      Use of varied approaches for assessment of learner's understanding.
   ii)     Use of varied instruction methods to address diverse learner needs.
   iii)    Establishment of learning goals.
   iv)     Active involvement of learners in the learning process.
   v)      Feedback and adaptation of instruction.
   vi)     Establishment of classroom culture for the use of assessment tools.

OECD/CERI, 2008

### 1.3.3 Planning Assessment and Instruction

**Why planning is crucial:**
   i.   a plan increases teacher awareness of curriculum outcomes and Learner needs, and enhances teaching practices.
   ii.  Topics can be sequenced in a logical way, providing important linking for Learners.
   iii. Planning reduces many management shortfalls in the classroom.
   iv.  Planning guarantees a thorough basis for presentation to parents, Learners, and administrators. This yields collaborative planning.

**How to develop Plans**

i. read and understand the general and specific outcomes provided in the curriculum consider Learner needs, background knowledge, and experience

ii. select the appropriate outcomes and the sequence in which they will receive focus

iii. select teaching and learning activities

iv. select learning resources

v. considers assessment and evaluation

**Steps to execute the plans:**

The instructional process comprises three basic steps below:

i. developing class profile

ii. planning instruction,

iii. delivering the planned instruction, or in other words, teaching them assessing learners' learning or outcomes.

**Developing a Class Profile**

Two highly effective tools that can assist teachers in getting to know their Learners and in planning effective instruction and assessment are the class profile and the individual Learner profile.

The class profile is an information-gathering tool, a reference tool, and a tracking tool, all in one. It helps teachers plan effective assessment and instruction for all the Learners in the class, monitor Learner progress, and provide timely interventions when needed.

**Meaning:**

A class profile is a basket of the strengths, needs, interests, and readiness of the Learners in the class. It is a resource for planning and provides critical information at a glimpse. It acts as an inventory of gathered data of a Learner. It is a profile that gives a reference tool for planning assessment and instruction at the beginning of the year, semester, or term. It also serves as a pursuing tool for monitoring progress, recording changes, adjusting

instructional strategies, planning subsequent instruction or interventions, and sharing information with the stakeholders-teachers, friends, peers and parents.

**Use of Class profile:**

Regarding the diverse need of the learners and subsequent diverse learning styles, class profile is an important pointer that should be factored in setting up desired learning goals of a class. The following points throw light on the use as well as significance of Class profile sorting, categorizing, and summarizing classroom data;

    i.    detecting patterns of similarities and differences among the Learners that will help guide the planning of assessment & instruction

    ii.    engaging in evidence-based teacher inquiry centred on Learner learning;

    iii.    using data to design differentiated instruction;

    iv.    forming flexible groupings;

    v.    monitoring Learner progress by noting results of ongoing assessments;

    vi.    making adjustments in response to assessment results to better focus instruction;

    vii.    sharing information among fellow educators and parents.

(Retrieved from: Learning for All....2013)

**Developing Learner Profile**

Just like a class profile, Learner profile provides detailed information about the Learner to guide the selection of assessment tools, instructional strategies, and, where appropriate, individualized supports that are best suited to that Learner's learning style, preferences, strengths, needs, interests, and readiness.

(Retrieved from: Learning for All....2013)

During this rigorous exercise of preparing Learner profile, the stakeholders whose contribution is immense is regulated and promoted accordingly. They are:

**Core team:**

Classroom Teacher (S, Students, Parents

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**In-School team:**

Principal, School Counsellor, Educational assistant, Resource Teacher, Special education teacher

**School Support Team:**

Family Physician, Special Education Consultant, Speech language Pathologist, Physiotherapist, Consultant for Deaf, hard of Hearing, Blind, Low vision, etc., Psychologist, Community Resources Personnel, Behavioural Consultant, Occupational Therapist, Nurse, Special Services Worker, Psychiatrist, Social worker, Mental Health Professional etc.

(Adapted from: Rethinking Classroom Assessment ……..n.d)

**Planning for Learner Transition:**

One of the core purposes of any Educational Institution is to ensure that the whole system is organised in such a way that there is effective delivery of education and support services to all learners who experience barriers to learning and development in both public ordinary as well as public special schools.

Education White Paper 6 (Department of Education Framework and Management Plan for the First Phase of Implementation of Inclusive Education retrieved from www.eenet.org.uk/ resources/docs/managing_transition.pdf) outlines six strategic levers for initiating the change which has to occur within any system as a whole. These are:

**Strategy-i:** Within mainstream education, the general orientation and introduction of management, governing bodies and professional staff to the inclusion model, and the targeting of early identification of learners who experience barriers to learning (including learners with disabilities) and intervention in the Foundation and Intermediate Phase.

**Strategy ii:** Mobilization of the large number of disabled and other vulnerable out-of school youth.

**Strategy iii:** Phased conversion of 500 primary schools into full-service schools over 20 years.

**Strategy iv:** Establishing district-based support teams.

**Strategy v:** The qualitative improvement of special schools and settings for the learners that they serve and their conversion to resource centres that are integrated into district-based support teams

**Strategy vi:** Engaging in advocacy and development of educators and all other stakeholders to understand the new approach and our programmes.

Such strategies may be adapted to local settings while planning for Learner transition.

## 1.4 Teaching-Learning Strategies

This section will explain several teaching-learning strategies which will help you to tailor your instructions to address the needs of your learners.

### 1.4.1 Collaborative Teaching and Learning Strategies:

Collaborative teaching and learning is an instructional strategy where learners team together on an assigned task. Here, learners can produce the individual parts of a larger assignment individually and then "gather" the final effort together, as a team. Cooperative learning is sometimes confused with collaborative learning. It refers to a technique where learners work together in small groups on an organized activity. Learners are individually responsible for their work but also for the work of the group as a whole, and both products are evaluated.

Collaborative learning and the community building that it supports can greatly enhance the learner's experience (Collaborative learning-Wikipedia)

Collaborative learning can be carried out in the following situations of study. (Smith & MacGregor, 1992)

i.    Case studies
ii.   Discussions
iii.  Learner-moderated discussions
iv.   Debates
v.    Collaborative writing
vi.   Collaborative presentation
vii.  Games
viii. Demonstrations

So, what do you think is the most important aspect of collaborative learning?

Well, it is the Team Building & communication (bond) link between the group members. Let us see how it works.

When a group of learner is teamed up, the following considerations come into play:

i.    Purpose of the team-what the team will accomplish

ii.   Expectations for the team as a whole as well as for individual members

iii.  Roles for each individual

iv.   Conflict-resolution strategies to employ when the team encounters disagreements, doesn't meet deadlines, or doesn't deliver on milestones

v.    Meeting schedules, locations, agendas, and minutes

vi.   Communication strategies: e-mail, phone, face-to-face

vii.  Decision-making policy: consent, guidelines, etc

viii. Project plan: deadlines, objectives, activities, and so forth (Johnson  & Johnson, 2005)

.The task of developing a team bond is something that can be first introduced in class and then completed on learners' own time outside class.

**Outcome of the learning strategy:**

Learners ultimately become more actively involved in their learning; and are more likely to complete the course. With such collaborative activities, starting initially and continuing throughout the course, participants can foster and encourage community, collaboration, and team building among their learners.

**1.4.2 Active Learning in small groups:**

The major characteristics associated with active learning strategies include:

i.    Learners are involved in more than passive listening

ii.   Learners are engaged in activities like reading, discussing, writing etc

iii.  Less importance placed on information transmission and better stress placed on increasing learner skills

iv.   Emphasis laid on the consideration of attitudes and values

v.   Learner motivation is increased (especially for adult learners)

vi.  Learners can receive instant feedback from their instructor/facilitator/teacher

vii. Learners are engaged in higher order thinking like analysis, synthesis and evaluation

**Active learning in small class:**

Size of the class: a group of 3-25 Learners but it varies from country to country. "Teaching and Learning in small groups has a valuable part to play in the all-round education of Learners. It allows them to negotiate meanings, to express themselves in the language of the subject, and to establish more intimate contact with academic staff than more formal methods permit. It also develops the more instrumental skills of listening, presenting ideas and persuading" (Exley & Dennick, 2004)

Active learning in small groups can be divided under three broad headings:

i.    content (theme or topic)

ii.   task

iii.  processes (the activities and social relationships)

There are certain threats towards the group climate in a small group learning environment. Given the consideration of group dynamics in the class, such kind of active learning in small group can be assessed and lacunae may be addressed. The individual in a group interacts within a dynamic where all the group members are involved in the effective functioning of the group.

**Active learning in large classes**

Actually, a large class has no "exact size." Usually it is measured in terms of the number of Learners per teacher (Learner-teacher ratio). In some countries, it is 25-30 Learners per one teacher is considered large, while in other countries this is seen to be normal or even quite small. From a teacher's perspective, though, a class is "large" whenever it feels large. While a class of more than 50 Learners is usually considered a large class, to those of you who normally teach 25 or fewer Learners, a class of 35 can be large.

Please remember, however, that there is no "best way" to teach large classes. You must develop the approach that works best for your teaching style, the characteristics of your Learners, and the goals and objectives of your lessons and curriculum.

**The Classroom Environment**

Virtually all of us have little to or no control over how many learners we must teach. However, we do have control over the classroom environment in which they learn. This is very important, since this environment affects how well your Learners can learn.

After the initial shock, or maybe in response to it, what questions you may ask yourself? The first question that would come to mind is "How am I going to manage them all?" Your ability to create well-managed physical and psycho-social environments can make the difference between a calm and functioning classroom and a classroom in chaos.

**Organizing a large classroom:**

i.      Maximize classroom space

ii.     Facilitate movement.

iii.    Use space outside of the classroom

iv.     Display Learner work creatively

v.      Involve your learners

vi.     Use introductions

vii.    Actively use Learners' names

viii.   Break class into small groups

ix.     Create Learner profiles

x.      Be personal

xi.     Allow Learners to express themselves.

xii.    Encourage questions and comments.

xiii.   Acknowledge difficult concepts and anticipate difficulties.

xiv.    Use positive discipline techniques

xv.     Conduct interactive "getting to know you" activities

(Johnson, et al, 1991; Kumar & Kumar, 2007.

**Teaching strategies:**

No one method is best; they all mutually support one another like:

i.      lectures,

ii.     in class exercises,

iii.    brainstorming,

iv.     simulations & games,

v.      concept models,

vi.     Problem Solving and Demonstrations,

vii.    Peer Teaching or Learning Cells,

viii.   Poster Sessions and

ix.     giving assignments

## 1.4.3: Experiential learning

The following lines are taken from a book authored by Gentry, 1990

I HEAR AND I FORGET

I SEE AND I REMEMBER

I DO AND I UNDERSTAND

What is the essence of the above three lines?

The answer is it is learning by experience. Various terms have been used to label the process of learning from experience. Learning by doing paved the way for "experienced-based learning."

Experiential learning can take many forms, including field trips, laboratory experiments, role playing, and work placements. All share common features, including (Gentry, 1990)

i.      Mixture of content and process: there should be a balance between the activities and the underlying content/theory.

ii.     Engagement in purposeful, meaningful endeavours that encourage a "big picture" perspective: the activities must be personally and emotionally relevant to the Learner, and allow them to make connections between the learning they are doing and the real world.

iii.   Opportunities for reflection: Learners should critically reflect on their own learning, connecting their experience to theory and gaining insight into themselves and their interactions with the world. Learners can also consider how their new skills, knowledge and experiences are transferrable to other situations or environments, including those outside of academia.

The experientially-based approaches involve four phases- Design, Conduct, Evaluation and Feedback. All these components work in a cyclic manner like a system.

## PEDAGOGIES FACILITATING EXPERIENTIAL LEARNING:

i.     Problem-based learning (PBL)

ii.    Project method

iii.   Discovery method

iv.    laboratory method

v.     Experiential exercises,

vi.    Case discussions,

vii.   Study group discussions, and

viii.  Individual case write-ups.

ix.    Role-playing

x.     Field trips

(Adapted from Gentry, 1990)

Assessment Strategies for experiential learning:

Some of the following strategies can be used to assess experiential learning:

i.     Creating a reflective journal or a portfolio

ii.    Reflection on critical events that took place during the experience

iii.   Essay, report, or presentation (could be arts-based, multimedia or oral) on what has been learnt (preferably with references to excerpts from reflective writing)

iv.    Self-awareness tools and exercises (e.g., questionnaires about learning patterns)

v.     Short answers to questions of a 'why' or 'explain' nature (e.g., "What did you learn during this assignment? What did you not learn that you would like to?")

a.      One-on-one oral assessments with the instructor

b.      A project that develops ideas further (individually or in small groups)

c.      Self-evaluation and/or group evaluation of a task performed

## 1.4.4 Co-Teaching Methods:

**What is it?**

i.      Two (or more) teachers or other certified staff

ii.     Contract to share instructional responsibility

iii.    For a single group of Learners

iv.     Primarily in a single classroom or workspace

v.      For specific content (objectives)

vi.     With mutual ownership, pooled resources, and joint accountability

vii.    Although each individual's level of participation may vary.

**What it is not?**

i.      Collaboration

ii.     Team teaching

iii.    Inclusion

Ideally, co-teaching includes collaboration in all facets of the educational process. It encompasses collaboratively assessing Learner strengths and weaknesses, determining appropriate educational goals and outcome indicators, designing intervention strategies and planning for their implementation, evaluating Learner progress toward the established goals, and evaluating the effectiveness of the co-teaching process.

**Strengths of co-teaching method:**

1.      Increase instructional options for all Learners.
2.      Improve program intensity and continuity.
3.      Reduce disgrace for Learners with special needs.
4.      Increase support for teachers and related service specialists.

Adapted from Cook & Friend, 1995

## 1.4.5 Peer-mediated Instructions

**Concept:**

i. Peer mediated instruction (PMI) is a method in special education where peers of the target Learners are trained to provide necessary tutoring in educational, behavioral, and/or social concern.

ii. In PMI, peers may mediate by modelling appropriate behavior themselves, using prompting procedures to elicit appropriate behavior from the target Learners, and reinforcing appropriate behavior when it occurs.

iii. The peer tutors are chosen from the target Learners' classrooms, trained to mediate and closely observed during mediation.

iv. Among the advantages noted to the technique, it takes advantage of the positive potential of peer pressure and may integrate target Learners more fully in their peer group.

v. Conversely, it is time consuming to implement and presents challenges in making sure that the peers follow proper techniques.

vi. It may be an effective technique for a wide range of Learners, including those with autism spectrum disorder/condition.

Adapted from (Chan et al., 2009).

Application to General Education classroom settings:

The following characteristics have been identified by Kulik, 1992 as central for successful implementation of Peer Mediated Instruction.

i. Teachers should establish high expectation levels.

ii. No Learners are expected to fall below the level of learning needed to be successful at the next level of education.

iii. Careful orientation to lessons.

iv. Teachers must clearly describe the relationship of a current lesson to previous study.

v. Learners are reminded of key concepts or skills previously covered.

vi. Clear and focused instructions to participants.

vii. Close teacher monitoring of Learner progress.

viii. Frequently formal and informal monitoring of Learner learning by teachers.

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ix.      Teachers must require that Learners are accountable for their product and learning.

## 1.5 Let Us Sum Up

In a nutshell the unit can be summarized as no learners are alike in all aspect because diversity is the spice of life. As a consequence of this they possess different learning needs and education should cater to these varied needs. This calls for diverse learning styles that will suit the different learning needs. To cope with such conditions, teachers have to devise certain make-shifts as and when required out of basket of strategies. Teaching all learners requires proper and rational assessments also This unit outlines various modes of assessment.

## 1.6 Answers to Self-Assessment Questions (SAQ)

**Answers to Self-Assessment Question-1**

i.     Diversity here means diversity in skill, knowledge and needs of the learners in the classroom. Learning need is knowing your children/learner those from diverse background that will help you develop subjective understanding of their strengths and gaps and thereby build bridge between the teacher and the learners.

ii.    Two components of diverse learning needs are:

• Varying teaching to match a wide range of learning needs.

• Creating positive environment in the classroom.

**Answers to Self-Assessment Questions-2**

i.     Three uses of planning instruction:

• reduces management shortfalls in the classroom

• increases teacher's awareness of curriculum outcomes and learners needs and enhances teaching practices.

ii.    To name a few: Mental health professional, Special Education consultant, Psychiatrist, occupational therapist and physiotherapist.

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## 1.8 Unit End Exercises

1. What is meant by instructional strategies?
2. Give the pre requisites of co-teaching method.
3. What is active learning?
4. Differentiate between small class size & large class size.
5. What is the weakness of peer-mediated instruction?
6. List any four characteristics of learning styles.
7. State some significance of assessing learning needs.
8. Which teaching strategy is regarded as a panacea for all learning?
9. Give the rationale behind PMI.
10.     Mention any four functions of diagnostic assessments.

**Reflective Exercises:**

1. Why teachers should have the knowledge of diverse learning styles? State two reasons.
2. Do you agree with NCLB Act, 2001? State two reasons to substantiate your answer.
3. What else can be regarded as a potent factor for identifying special abilities of a learner?
4. List two characteristics of tactile learners.
5. Does your school have provisions to evaluate learning styles of the learners through available inventories?
6. Give your views on flexible use of resources. Give one example.
7. What is the role of the teachers in the assessment process?
8. Do your school practices involve diagnostic assessment? Think & write few lines on it.
9. Make a flow chart of developing plan.
10. Write two problems you may face as a teacher in preparing a class profile.
11. Plan a collaborative learning team on a project work assigned on causes of child labour.

12. Close your eyes and imagine yourself as a new teacher who is assigned to teach a class containing 60 or more Learners.

13. How will you organize a lesson of your own subject by the help of   learning?

14. Give a brief outline only.

15. Is formative assessment a panacea to diverse learning style?

16. Is it at all required to interact with learners in ways that manifest double standards?

17. Does the teacher treat learners equally and even-handedly in the classroom?

18. Is PMI possible? Give two reasons.

# UNIT - 2: DESIGN FOR LEARNING AND INSTRUCTION

## *Structure*

2.0     Introduction

2.1    Objectives

2.2.    Universal Design for Learning (UDL)

    2.2.1.  Concept of Universal Design

    2.2.2.  Principles of Universal Design

    2.2.3.  Multiple Means of Representation

    2.2.4.  Multiple Means of Action & Expression

    2.2.5.  Multiple Means of Engagement

2.3.    Differential Instruction (DI)

    2.3.1.  Differentiate Content

    2.3.2.  Differentiate Process

    2.3.3.  Differentiate Product

    2.3.4.  Differentiate Affect/Environment

2.4.    Classroom Strategies Supporting UDL & DI

    2.4.1.  Cooperative Learning

    2.4.2.  Project Based Approach

    2.4.3.  Problem Based Approach

    2.4.4.  Explicit Instruction

2.5.    Let Us Sum Up

2.6.    Answers to Self-Assessment Questions

2.7.    References

2.8.    Unit End Exercises

## 2.0. Introduction

You have learnt about the diverse learning needs and diverse learning styles in the previous unit, this unit provides you the scaffold for teaching all learners. This takes the name of inclusive practices. At times as a teacher you need to take the assistance of accommodation and adaptation techniques as well. Taking the challenge to meet the learners' needs and individual styles, such practices are chosen as diverse strategies. Also to make the practices real and pragmatic, various teaching-learning strategies are adopted as and when required. To do justice to the assessment process, the whole teaching-learning practice takes an innovative turn and rejects the "one size fits all" notion. This unit is a voyage into these concepts in detail. A systematic presentation will lead you to an interesting journey of teaching-learning altogether.

## 2.1 Objectives

Upon completion of the unit, in the inclusive classroom, you will be able to -

❖ Describe the role of Universal Design learning (UDL)in classroom learning;

❖ Explain the different principles and strategies of UDL;

❖ Describe the role of differentiated instruction (DI); and

❖ Apply the concept of UDL and DI in classroom instruction.

## 2.2. Universal Design for Learning (UDL)

### 2.2.1: Concept of UDL:

Universal Design for Learning (UDL) is a framework that provides all learners equal opportunities to learn. It encourages teachers to design flexible curricula that meet the needs of all learners. Using UDL principles in general education classrooms makes curriculum and instruction accessible and engaging. Curriculum barriers are reduced; learning is supported; learners gain knowledge, skills, and enthusiasm for learning; and their learning is validly assessed (Rose & Meyer, 2014).

**Focus of UDL:**

UDL focuses on the ability of teachers to meet the diverse learning needs of all learners, even those with impairments that affect their mobility, vision, hearing, and learning. Teachers must recognize that there are multiple and flexible ways of providing effective instruction while adhering to curricular standards and objectives. Thanks to technology, universal design enables learners to respond to and interact with curricula and achieve learning standards.

**What do all UDL practices have in common?**

They reach and engage the maximum number of learners.

They recognize that Learner possess different skills, experiences, and learning styles. They emphasize flexible and customizable curricula. They use multiple modes of presenting content, engaging Learner, and assessing comprehension.

In what ways does UDL provide curriculum transaction (teaching-learning) in real situation?

The answer is- many people think of access in the purely physical sense.

**Let us go through some examples:**

i.   A student in a wheel chair might use an elevator to access higher floors in a building. Although, this type of access is very important, access to learning is far more complex. The UDL framework addresses this complexity by encouraging thoughtful planning of flexible curricula (goals, methods, materials, and assessments) from the start, which meet the needs of all learners.

ii.  Only providing Learner with paper text could be problematic, but providing Learner with flexible digital text is one way to make instructional materials more accessible to all Learners.

iii. A student who has difficulty accessing printed text due to a visual impairment or dyslexia could still 'access' the same text by using text-to-speech feature

iv. While a student who needs cognitive access could use comprehension supports, such as vocabulary definitions, highlighted abstract literary concepts, foreign language translations, or animated coaches that assist with answering comprehension questions.

**The role of teachers in UDL implementation:**

i.   Teachers as facilitators are the key to UDL implementation.

ii.  They can promote the use of UDL by serving on curriculum selection committees and encouraging school districts to purchase curriculum materials that incorporate UDL principles;

iii. Adopting UDL principles in designing and planning curricula for their classrooms; Demonstrating and sharing how to use UDL principles with their teaching colleagues;

iv.  Requesting professional development on UDL for all educators in their school or district;

v.   Collaborating with colleagues on experiences with UDL and how to better implement UDL in the future.

## 2.2.2. Principles of Universal Design

The principles of UD intend to focus attention on those characteristics of design that most impact all users -- younger and older, larger and smaller, left- and right-handed, with and without disabilities. The UD enable to better integrate features that meet the needs of as many users as possible toward the focus of Universal Design. The UD may be applied in different ways, depending on the design of discipline/ subject of study. These can be clubbed as under (Rose & Meyer, 2014):

1.  Equitable use. The design is useful and marketable to people with diverse abilities. Career services example: Job postings in formats accessible to people with a broad range of abilities, disabilities, ages, racial, and ethnic backgrounds.

2.  Flexibility in use. The design accommodates a wide range of individual preferences and abilities. Campus museum example: A design that allows a visitor to choose to read or listen to the description of the contents of display cases.

3. Simple and intuitive use. Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. Assessment example: Testing in a predictable, straightforward manner.

4. Perceptible information. The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities. Dormitory example: An emergency alarm system with visual, aural, and kinaesthetic characteristics.

5. Tolerance for error. The design minimizes hazards and the adverse consequences of ac-accidental or unintended actions. Instructional software example: A program that provides guidance when the student makes an inappropriate selection.

6. Low physical effort. The design can be used efficiently and comfortably and with a minimum of fatigue. Curriculum example: Software with on-screen control buttons that are large enough for Learner with limited fine motor skills to select easily.

7. Size and space for approach and use. Appropriate size and space is provided for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility. Science lab example: An adjustable table and work area that is usable by Learner who are right- or left-handed and have a wide range of physical characteristics and abilities.

**Attributes of UDL**

Here, an outline is provided, the detail discussion is done in the next subunit. Universal Design for Learning is about providing multiple means of:

**Presentation -** to offer learners various ways of acquiring information and knowledge.

**Expression -** to provide Learner alternatives for demonstrating what they know. Engagement - to tap into Learner' interests, challenge them appropriately, andmotivate them to learn.

These three attributes are considered as the backbone of UDL, according to the Center for Applied Special Technology (CAST, 2011) and is a widely accepted one.

i. UDL surrounds accessible features into curriculum design from the beginning; it is "proactive", like having built-in accommodations that provide immediate accessibility for all Learner.

ii. UDL characteristically provides multiple (alternative) and flexible instructional practices to ensure that all Learner can access, participate in, and progress in the curriculum.

iii. UDL meets the diverse learning needs of all Learners.

iv. UDL correspond to the concepts of differentiated instruction (DI); that there are four classroom elements that should be taken into account to ensure differentiated instruction:

1. content,

2. process,

3. product, and

4. Learning environment.

**Success string of UDL-you will now see how far it is reached:**

Digital technology makes UDL curriculum solutions possible.

**For example,** digitized textbooks enable Learner to take responsibility for their own learning by allowing them to highlight words, enlarge text type, increase the volume, use links to look up unfamiliar words, just to name a few. Teachers can easily infuse digitized texts into their instructional methods and other classroom technologies; and technology in turn offers the flexibility "upfront" that is needed when addressing Learner' diverse learning needs. A teacher's first step in adopting a UDL framework in the classroom is to assess and identify the Learner' diverse learning needs.

Here, in this section, let us clear some doubts on terminologies that are used more often in the discourse of UDL.

What is the difference between UDL and Assistive Technology (AT)?

Assistive technology devices and services are considered by the individualized education plan (IEP) team. AT strategies are developed for the individual student whereas UDL benefits all Learners.

What is the difference between UDL and Accommodations?

Appropriate instructional accommodations do not change curriculum content and standards or decrease content difficulty. Teachers provide accommodations to Learner with disabilities as add-ons to the standard curriculum materials and methods. UDL inserts accommodations, or "front-loads" them and integrates them into the overall design of curriculum instruction.

## 2.2.3. Multiple Means of Representation

The Centre for Applied Special Technology (CAST), defines UDL as "a research-based set of principles that together form a practical framework for using technology to maximize learning opportunities for every student" (Rose & Meyer, 2002)

When UDL is applied, curriculum designers create products to meet the needs of Learner with a wide range of abilities, learning styles, and preferences. The UDL curriculum "reflects an awareness of the unique nature of each learner and the need to address differences" by proposing:

i. Multiple means of representation, to give learners various ways of acquiring information and knowledge;

ii. Multiple means of action and expression, to provide learner's alternatives for demonstrating what they know; and Multiple means of action and engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation. (Rose & Meyer, 2002)

## 2.2.4. Multiple Means of Action & Expression:

It is the how of learning. It rests on the following attributes:

i. Providing multiple means of action and expression means providing different ways for Learner to demonstrate what they know and what they have learned.

ii. Assessments are designed to measure knowledge, skills, and abilities.

iii. Providing Learner with a single method of evaluation such as multiple choice exams or written assignments can create barriers for Learner with Learning Disabilities and Learner from different cultural backgrounds.

iv. Application of Universal Design for Learning (UDL) to assessment used in education has the potential to ensure that the variability among learners is addressed.

(Adapted from CAST, 2011)

**Need of the hour:**

Learners differ in the ways that they can traverse a learning environment and express what they know. Individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth - all approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential.

There is no medium of expression that is equally suited for all learners or for all kinds of communication. On the contrary, there are media, which appear poorly suited for some kinds of expression, and for some kinds of learning. While a learner with dyslexia may excel at story-telling in conversation, he may falter when telling that same story in writing. It is important to provide alternative modalities for expression, both to the level the playing field among learners and to allow the learner to suitably express knowledge, ideas and concepts in the learning environment.

## 2.2.5. Multiple Means of Engagement

Engagement represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors. For example, some learners are highly engaged by impulse and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts. Hence providing multiple options for engagement is an essential prerequisite.

How can education change to meet the demands of effectively educating an increasingly diverse student population with the skills, knowledge, and abilities' they need to be productive and successful citizens in the 21stcentury? The key to this locking condition is the environment (CAST, 2011)

**Role of external environment:**

Since it is important to design the external environment so that it can provide support, motivation and engagement, it is also important to develop learners' innate abilities to regulate their own emotions and motivations. These can be achieved by (CAST, 2011):

i.  The ability to self-regulate -at coping and engaging with the environment. It is a critical aspect of human development.

ii. It is seen that individuals develop self-regulatory skills on their own, either by trial and error or by observing successful adults; many others have significant difficulties in developing these skills.

iii. Some classrooms do not address these skills explicitly, leaving them as part of the "hidden" curriculum that is often inaccessible or invisible to many.

iv. Those teachers and settings that address self-regulation explicitly will be most successful in applying the UDL principles through modelling and prompting in a variety of methods.

v. A successful approach requires providing sufficient alternatives to support learners with very diverse aptitudes and prior experience to effectively manage their own engagement and affect.

vi. One possible key is to create classrooms, teachers, and schools that embrace the progressive and inclusive practices supported by Universal Design for Learning (UDL).

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**Self-Assessment Question-1**

Answer the following questions each within 40 words:

i.      What are the attributes of UDL?

ii.      List the components of DI

     Please Check your answers with the answers given at the end of this unit

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## 2.3. Differentiated Instruction (DI)

Having equipped with the understanding of UDL, this subunit delves into the aspect of inclusive teaching-learning system- the Differentiated Instruction. Not all Learners are alike. Based on this knowledge, Differentiated Instruction applies an approach to teaching and learning that gives Learner multiple options for taking in information and making sense of ideas (Willis and Mann 2000). It encompasses the following facts:

i. DI is a teaching principle based on the idea that teachers should adapt instruction to student differences because 'one size doesn't fit all'

ii. It is a way for teachers to recognize and react responsively to their Learner' background knowledge, readiness, learning styles, language and interests.

iii. It represents the rationale that all Learners can learn, and that educational activities will be much more successful when teachers purposefully plan and deliver lessons that address diverse learner.

iv. It also develops a curriculum aimed for the common student.

v. Teachers are required to revise their instruction to meet individual student's readiness levels, preferences, and interests.

vi. The challenge lies in motivating each of the struggling, average and advanced learners and ensures that they are all equally engaged in a quality work.

**Meaning:**

Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse Learner in classrooms (Tomlinson, 2001; Guild & Garger, 1998).

**Role of the Teacher:**

The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting Learner to modify them for the curriculum. Many teachers and teacher educators have recently identified differentiated instruction as a method of helping more Learners in diverse classroom settings.

**Differentiated Instruction and Implications for UDL Implementation**

Differentiated instruction recognizes Learner' varying background knowledge, readiness, language, preferences in learning and interests, and to react responsively. Differentiated instruction is a process to teaching and learning for Learner of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

According to the authors of differentiated instruction, several key elements guide differentiation in the education environment. Tomlinson (2001) identifies three elements of the curriculum that can be differentiated: Content, Process, and Products

**2.3.1. Differentiate Content:**

Of the three elements of the curriculum in a DI, the first one that comes in action is the content. In a differentiated classroom the teacher has a clear "destination for learning" in mind, but also understands that Learner will progress towards that destination on varying timetables, through differing routes, and needing a variety of support systems to continue making progress toward the designated learning goals. With this in mind, the differentiated classroom teacher plans on two levels-

i.  firstly, what learners must learn; and

ii.  secondly, substitute routes for ensuring that learners who are not "a rendered set"
    Hence, Content includes-
    a.  what is to be taught (the goals or outcomes),
    b.  what level of understanding, knowledge, and proficiency Learner are to demonstrate; and
    c.  what materials and options are available to give all Learner a point of entry to learning.

**The first focus is on WHAT to TEACH -**

These are the learning outcomes that will be addressed within the lesson or unit. Teachers need to be 'very clear' about what they are trying to teach. Once the 'What to Teach' aspect of content is determined then decisions about content differentiation for 'How to Teach' become the priority.

Go to Differentiating Instruction Wiki for illustration

Teachers provide specific Learner with access to various means of representation.

**Case Study**

Ms. Preeti Roy, a class 7 teacher, states: "I was surprised by the excellence of work handed in when allowed my Learner to show-what-they-know in ways they prefer. Learner who rarely speak in class have made oral presentations of more than five minutes. The pride they felt in their work was quite obvious. Because it appealed to the interests in my

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inclusion Learner while simultaneously addressing the issue of their readiness, the work they produced was comparable to the strongest of Learner. Such incidence compelled me to teach with differentiating my instruction."

## 2.3.2. Differentiate Process

Process identifies what teacher plans for instruction, how grouping/set of learners are constituted and how deliverables are presented to ensure maximum learning. These are carried out in some below stated lines:

Several elements and materials are used to support instructional content- These include acts, concepts, generalizations or principles, attitudes, and skills. The variation seen in a differentiated classroom is most frequently in the manner in which Learner gain access to important learning. Access to the content is seen as crucial.

Align tasks and objectives to learning goals- Designers/teachers of differentiated instruction view the alignment of tasks with instructional goals and objectives as essential. An objective-driven list of options makes it easier to find the next instructional step for learners entering at varying levels.

Flexible grouping is consistently used- Strategies for flexible grouping are essential. Learners are expected to interact and work together as they develop knowledge of new content. Grouping of Learner is not fixed. As one of the foundations of differentiated instruction, grouping and regrouping must be a dynamic process, changing with the content, project, and on-going evaluations.

Classroom management benefits Learner and teachers. To effectively operate a classroom using differentiated instruction, teachers must carefully select organization and instructional delivery strategies (Tomlinson, 2000).

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**Self-Assessment Question-2**

Answer the following questions each within 40 words

i.      What is meant by DI?

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**Customization of the curriculum**

CAST has devised three sets of broad teaching methods that support each of the 3 UDL principles.

**Network-Appropriate Teaching Methods**

i.      To support diverse recognition networks:

ii.      Provide multiple examples

iii.      Highlight critical features

iv.      Provide multiple media and formats

v.      Support background context

**To support diverse strategic networks:**

i.      Provide flexible models of skilled performance

ii.      Provide opportunities to practice with supports

iii.      Provide ongoing, relevant feedback

iv.      Offer flexible opportunities for demonstrating skill

**To support diverse affective networks:**

i.      Offer choices of content and tools

ii.      Offer adjustable levels of challenge

iii.      Offer choices of rewards

iv.      Offer choices of learning context

### 2.3.3. Differentiate Product:

It is the assessment of the content. It is characterized by –

i.  Initial and on-going assessment of student readiness and growth are essential. Meaningful pre-assessment naturally leads to functional and successful differentiation.

ii. Integrating pre and on-going assessment informs teachers so that they can better provide a menu of approaches, choices, and frameworks for the varying needs, interests and abilities that exist in classrooms of diverse Learner.

iii. Assessments may be formal or informal, including interviews, surveys, performance assessments, and more formal evaluation procedures.

**Role of the Teacher:**

Learners are active and responsible explorers. Teachers respect that each task put before the learner will be interesting, engaging, and accessible to essential understanding and skills.

Items to which Learner respond may be differentiated so that different Learner can demonstrate or express their knowledge and understanding in different ways.

The design and development of differentiated instruction as a model began in the general education classroom. The initial application came to practice for Learner considered gifted but whom perhaps were not sufficiently challenged by the content provided in the general classroom setting. As classrooms have become more diverse, differentiated instruction has been applied at all levels for Learner of all abilities.

Differentiated instruction is an instructional process that has excellent potential to positively impact learning by offering teachers a means to provide instruction to a range of Learner in today's classroom situations.

A well-designed student product allows varied means of expression and alternative procedures and offers varying degrees of difficulty, types of evaluation, and scoring.

## 2.3.4. Differentiate Affect/Environment

Differentiating through the environment is important as it creates the conditions for optimal learning to take place. According to Tomlinson (2003), "Environment will support or deter the student's quest for affirmation, contribution, power, purpose, and challenge in the classroom," The learning environment includes the physical layout of the classroom,

the way that the teacher uses the space, environmental elements and sensitivities including lighting, as well as the overall atmosphere of the classroom.

The teacher's goal is to create an environment that is positive, structured, and supportive for each student. The physical environment should be a place that is flexible with varied types of furniture and arrangements, and areas for quiet individual work as well as areas for group work and collaboration. This supports a variety of ways to engage in flexible and dynamic learning.

Teachers should be sensitive and alert to ways that the classroom environment supports Learner' ability to interact with others individually, in small groups, and as a whole class. They should employ classroom management techniques that support a safe and supportive learning environment.

## 2.4 Classroom strategies supporting UDL & DI

### 2.4.1, 2.4.2, 2.4.3 -strategies have been already discussed. Please refer Unit-1.4 of this Block.

### 2.4.4: Explicit Instruction:

Explicit instruction is systematic, direct, engaging, and success oriented-and has been shown to promote achievement for all Learners. This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any level or content area.

Explicit Instruction shares similar goals with other approaches to teaching (e.g., constructivist, holistic, or student centred). These goals include teaching Learner to enjoy and be competent at reading, writing, and math; to understand what they read and how math works; and to apply their skills in meaningful way. [Goeke, 2008]

## 2.5 Let Us Sum Up

The UDL approach uses multiple means of representation, action & expression to support learners' recognition network, addressing diverse need, abilities and learning styles. Multiple means of expression support Learner' strategic networks. Although Learner in a UDL classroom is expected to work toward the same learning purposes, they may use a variety of ways to practice and demonstrate their knowledge. Multiple means of engagement support Learner's affective networks, accommodating different interests and motivating learners. Teachers use flexible grouping and provide levels of challenge that are suited to Learner' abilities and interests. Apropos to this, DI (Differentiated instruction) theory reinforces the importance of effective classroom management and reminds teachers of meeting the challenges of effective organizational and instructional practices. Engagement is a vital component of effective classroom management, organization, and instruction. Therefore, teachers are encouraged to offer choices of tools, adjust the level of difficulty of the material, and provide varying levels of framework to maintain learner attention during the instructional process. By providing varying levels of framework when differentiating instruction, Learner has access to varied learning contexts as well as choices about their learning environment.

## 2.6 Answers to Self-Assessment Questions (SAQ)

**Answers to Self-Assessment Question-1**

i.      Attributes of UDL are

•       Multiple means representation

•       Multiple means expression

•       Multiple means engagement

ii.     The components of DI are

•       Content

•       Process

•       Product

•       External environment

**Answers to Self-Assessment Questions-2**

i. DI is a process to teaching and learning for learner of differing abilities in the same class. Its intent is to differential instruction in order to maximize each learner's growth and individual success by meeting their needs and assisting in the learning process

ii. The role of teacher in DI is to adjust the curriculum and present information to rather than expecting learners to modify themselves for the curriculum.

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## 2.8 Unit End Exercises

1. Define UDL?
2. What is DI
3. State briefly the means of UDL.
4. List the components of DI
5. Give the significance of DI in UD learning situation.
6. Point out the strengths of explicit instruction.
7. What are the similar goals (any 4) shared by explicit instruction & other teaching strategies?
8. State two benefits of UDL?
9. What is the focus of access?
10. What are the principles of multiple engagements?

**Reflective Exercises:**

1. List any four characteristics of a teacher in an inclusive classroom?
2. Give two features that you can change in your classroom to make it an inclusive classroom.
3. What is meant by the how of learning?
4. What can be the potent assessment strategies in your inclusive classroom?

5. What is meant by goal-directed learners?

6. What is the rationale behind DI? Write 2 lines to support your view in this regard.

7. How can a teacher create a positive environment? Give two statements in this favour.

8. State two features of UDL?

# UNIT-3: ACCOMMODATION & ADAPTATION

## *Structure*

## 3.0: Introduction

We are heading towards making dreams come true by "restructuring classroom instruction work for all learners". The challenge is to see this as a mission that has the prospect of raising goals for all learners by creating a unified education system that works for all learners. In reducing the gaps between the worlds of special and general education, how can special education programs help learners to meet the challenging education standards, curriculum, and assessments that are now being developed in the general education system? Therefore, the general public education system needs to be tailored and individualized to serve better to the diverse learners. Under these circumstances special and general educators have much to offer one another in finding answers to these questions.

## 3.1 Objectives

Upon completion of the unit, the learner will be able to-

- ❖ Explain the need of 'Accommodation' & 'Adaptation' in Teaching-Learning(T-L) Process;
- ❖ Describe different accommodation & adaptation strategies required in classroom practices; and
- ❖ Make accommodation and adaptation plans as per needs of the learners Implement accommodation & adaptation strategies in Teaching-Learning process.

## 3.2. Accommodation & Adaptation

**Concept of Accommodation**

**Meaning:**

Accommodations are changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, learner responses, environmental structuring, and/or other attributes which provide access for a learner with a disability to

participate in a course/standard/test, which DO NOT essentially alter or lower the standard or expectations of the course/test (Jackson et al, 2000).

**Characteristics:**

**It is characterized by -**

i.      They do not significantly change instructional level or content provides learner an equal access to learning

ii.     Provides learner equal opportunity to demonstrate what is known

iii.    Based on individual strengths and needs

iv.     May vary in intensity and degree

Types of Accommodations: According to Prater, 2003 & Rose, 2001, the types are in terms of:

i.      Size - adapt the number of items that the learner is expected to learn or complete.

ii.     Time - adapt the time allotted and allowed for learning, task completion, or testing.

iii.    Level of support - increase the amount of personal assistance with a specific learner.

iv.     Input - adapt the way instruction is delivered to the learner (differentiated instruction).

v.      Difficulty - adapt the skills level, problem type, or the rules about how the learner may approach the work.

vi.     Output - adapt how the learner can respond to instruction.

vii.    Participation level - adapt the extent to which a learner is actively involved in the task.

viii.   Alternate expectations - adapt the goals/expectations while using the same materials.

ix.     Parallel/alternative curriculum - Provide different instruction/materials and alternate activities to meet a learner's individual outcomes.

x.      Techniques utilized to help learners access curriculum

xi.     Strategies that validly demonstrate what learners have learned

xii.    Methods used that alter the academic setting or environment so that learners can easily access information

xiii. Approaches to information that level the field for learners with disabilities in terms of:

    a.     Extended time

    b.     Large print

    c.     Braille

    d.     Signed instruction

Use accommodations only when necessary: Here two important cautions apply regarding its use:

a) creating a situation where learners become dependent on others unless become independent learners and (I didn't get the meaning)

b) not providing the instruction needed to benefit entirely from the accommodation.

## 3.2.1: Concept of Adaptation:

Adaptations do not represent unfair advantages to learners. In fact, the opposite can be just. If appropriate adaptations are not used, learners could be unfairly punished for having learning differences, creating serious negative impacts to their achievement and self-concept as well (Lee et al, 2010).

When to adapt/use:

Accommodations in the form of adaptations occur when teachers differentiate instruction, assessment and materials in order to create a flexible learning environment.

Resources used for adaptation:

Adaptations include, but are not limited to (Lee et al, 2010; Nelson, n.d):

i. audio tapes, electronic texts, or a peer helper to assist with assigned readings.

ii. access to a computer for written assignments (e.g. use of word prediction software, spellchecker, idea generator etc.)

iii. alternatives to written assignments to demonstrate knowledge and understanding.

iv. advance organizers/graphic organizers to assist with following classroom presentations:

v.   extended time to complete assignments or tests; support to develop and practice study skills;

vi.   use of computer software which provides text to speech/speech to text capabilities.

vii.   entry level behaviour; multiple exposure to materials

viii.   working on local learning outcomes starting from a primary level if possible

**Adaptation in practice:**

In order to create a best practice in teaching, a record of successful adaptations for any learner should be kept within a learner's file. This helps current practice and supports future instructional needs. In the case of a learner with special needs who has an IEP, successful adaptations are recorded in these plans to document how the learner is being supported presently. This further augments other teachers to know what works well for that learner.

## 3.2.2: Relationship between Accommodation & Adaptation:

It is important to note that teachers should pair instruction along with the use of adaptations or accommodations in two areas (Rose, 2001).

First, sometimes learners need instructions regarding the use and application of adaptation or accommodation in their learning. (Example: The teacher should not accept that the learner will be able to benefit from the adaptation or accommodation without instruction).

Second, adaptations or accommodations increase dependence in the learner.

It is hence advisable to select accommodation & adaptation strategies judiciously to avoid or minimize haphazard instruction leading to undesirable learning.

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**Self-Assessment Question-1**

Answer the following questions each within 40 words.

i.      What is accommodation?

ii.     List two resources of adaptation.

Please Check your answers with the answers given at the end of this unit

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## 3.3. Accommodation and Adaptation Strategies for Learner with Sensory Disabilities

### 3.3.1. Learner with Visual Impairment.

Learner learns on their tactile and auditory senses. In this view, the following is a list of accommodation and adaptation strategies for Learner with Visual Impairment in the regular classroom. (Sharma, 2012).

i. Braille books, handout in Braille writer, stylus, tactile teaching materials e.g., 3-D geometric shapes, tactile line maps, life-size models, loaded memory card, Pen drive. Desktop/Laptop computer with speech output   etc.

ii. Introduce Plus Curriculum. These are: Orientation & Mobility training, Braille system, Daily living skills, Sensory training, Social skills etc.

iii. Connecting with normal peers to assist with editing of visual information in the environment for student with visual impairment.

iv. To give extra instructional time to learn new concepts of math and sciences subjects

v. Teacher should be speaking continuously s/he writes on the chalkboard and call learner by name rather than pointing.

vi. Teacher should give of feasible physical education classes accessible and safe for learner with visually impairment.

### 3.3.2 Learner with Hearing Impairment

Hearing is the ability to perceive sound. A person suffering from hearing impairment has difficulty in perceiving or identifying sound clearly due to auditory problems. The impairment may be unilateral or bilateral ears. In this view, the following is a list of accommodation and adaptation strategies for Learner with Hearing Impairment in the regular classroom. (John F. Kennedy Centre, 2005).

i. Provide proper Amplification Options. These are Hearing aid, cochlear implant, tactile device, auditory trainer and speech trainer.

ii. Provide proper Assistive Devices. These are Hardwire System, Induction Loop System, Frequency Module System and Infrared System (John F. Kennedy Centre, 2005)

iii. Learner must sit in front of the desk to easily understand the teachers lip for the development of verbal communication.

iv. Class room environment should be noise free or sound treated.

v. Class room instruction should be simple as per the need based and use visual clue with the help of Educational interpreter (Sign Language).

vi. In order to understand the underling meaning of a learning content a teacher should modify and shorten the length of the content as per need of the learners.

vii. Provide extra time to complete tests and

viii. Evaluation daily work

### 3.3.3. Learner with Multiple Sensory Disabilities

Accommodation and adaptation strategies for Learner with Multiple Sensory Disabilities mean deaf-blind. That is why deaf-blindness is world of "invisible silence". In this view the following is a list of accommodation and adaptation strategies for learner with deaf-blind in regular classroom. The adaptation techniques to be taken are (NSOU, B.Ed. Spl. Ed SLM, 2016,):

i. Creation of effective environment, which helps in acquiring maximum learning, is the prime thing that teacher needs to act upon in a systematic way.

ii. Adaptations to the physical environment, e.g. arrangement of the room, lighting, noise level, location of materials and resources, accessibility to other rooms, etc. are all considerations for environmental modifications.

Adaptations in the daily class schedule include:

i. Allowing more time for the task

ii. Pacing the lesson differently

iii. Ensuring a variety of ways of processing information

iv. Setting up structures that enable achieving smaller steps to the goal

v. Checking more frequently than usual for understanding

vi. Giving more frequent feedback

vii. Simplifying questions/instructions

## 3.4 Accommodation and Adaptation Strategies for Learner with Neuro-Developmental Disabilities

### 3.4.1. Learner with Intellectual Disability

According to Küpper, and Hamilton, (n.d.), Intellectual disability (ID) is a limitation in cognitive functioning that affect attention, memory and behaviours. Accommodation& Adaptation Strategies for learner with Intellectual Disability are:

i. Create opportunities for success by emphasizing the strengths and interests of the learners.

ii. The learners IEP team must be active and they must develop an individualized education program (IEP) for the learners and that lists learning goals on short term and long term for the learners.

iii. Each and every movement of teaching to go step by step and by breaking up longer tasks into shorter sub-sections.

iv. Immediate feedback helps the learner make a connection between their answers, behaviors, or questions and the information you are presenting as the teacher.

v. Schools play an important part in helping learner with ID learn life skills, which include health and safety, personal hygiene, manners, getting along with others, basic math and reading, money management and skills for the workplace.

vi. Teachers can play a positive role in socializing and help the learners in inclusion of learner with intellectual disabilities in classrooms and throughout the school.

## 3.4.2. Learner with Cerebral Palsy

Cerebral Palsy is a condition whereby brain trauma adversely affects a child's motor abilities and refers to a disorder of movement or posture. So accommodation & adaptation Strategies for learner with cerebral palsy are (Cerebral Palsy Modifications &Accommodations… n.d):

a.   For the development of Physical Environment, a teacher must be aware of-

i.   learner's impairment and severity.

ii.   arrangement of the classroom mobility to all areas and activates for learners using a wheelchair or crutches.

iii.   arrange of the classroom seating for learners using special chairs, and spaces for wheelchairs and,

iv.   provision of proper transportation accessibility and barrier free environment. (BFF)

b.   For the development of Instructional Activities, a teacher must be aware of -

i.   taping the learners paper to their desk

ii.   attaching their pencil to the desk with a piece of string and masking tape for easy retrieval, pencil grips

iii.    assigning a learner to deliver and collect appropriate papers for the learner

iv.   allowing learners to answer questions orally and,

v.    providing the learner with lecture notes

vi.   physical therapists who can teach children with cerebral palsy to learn better ways to move and balance.

vii.   occupational therapists who can teach children better ways to use their hands, arms, and upper body.

vii.   speech and language therapist who can teach children to speak more clearly, speak in sentences, improve their listening skills and communication with other

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### 3.4.3. Learner with Autism Spectrum Condition (ASC)

Autism Spectrum Condition is considered to be the result of a neurological disorder that affects the functioning of the brain and is some of the most common developmental disabilities. (Kira, 2006).

As adapted from Wright, 2001, the following are the accommodation & adaptation strategies for learner with Autism Spectrum Condition:

i. Develop and use visuals for instruction. These are visual program, highlighting important information, using completed models, Colour coding relevant information and providing visual directions

ii. Evaluate and assess sensory needs and schedule sensory activities throughout the day.

iii. Develop social stories and social scripts and to be given to the learner's choices and control.

iv. Provide trained peer support for the autistic individual and the teacher should assist with peer social interaction, as well as provide additional support as and when needed.

v. Conduct training programme in autism spectrum conditions for all staff members who come in contact with the learners.

vi. Actively use a home/school communication book that outlines specific progress and challenges that occurred during the home and school environments.

vii. Provide small group instruction, rather than large group instruction.

viii. Use role-play and develop the using rules. These are social, communication, behavior, and general action.

ix. Develop and use a communication system across home and school environments.

x. Provide activities to teach and support social/emotional skills.

### 3.4.4. Learner with Other or Multiple Conditions

The term Learner with Other or Multiple Conditions suggests that disability category combination of those learners who have physical, cognitive and communicative impairments (Multiple disabilities,2017).That is why success in the classroom activities of the learner with other or Multiple Conditions it should have provisions of appropriate accommodations and adaptations strategies. New Teacher Induction Program.2011, suggest the follows Accommodation& Adaptation Strategies for Learner with Other or Multiple Conditions are:

i.     Curriculum should be learners need based. That is why curriculum should have more emphasis on long and short-term planning.

ii.    Selecting and using effective strategies to improve learners'self-monitoring, self-assessment, and goal-setting for their own learning.

iii.   For the purpose of better achievement of the learner's classroom assessment and evaluation strategies should be ongoing and continuous.

iv.    To assess and evaluate learners' work simple achievement charts should be used.

v.     Informing and helping learners and parents to understand the assessment and evaluation strategies to be used and giving the mmeaningful feedback for improvement.

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**Self-Assessment Question-2**

Answer the following questions each within 40 words.

i.      Write two elements of physical environment accommodation.

ii.     Give two adaptation strategies for learners with I.D.

   Please Check your answers with the answers given at the end of this unit

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## 3.5: Planning and Implementing Accommodation & Adaptation:

The accommodation and adaptation learnt so far are basically the theoretical concepts. In order to make such support/strategies, teacher can assess the need for support/strategies, development of plan for such/strategies, support for introduction and lastly implementation of the support/strategies.

### 3.5.1: Assessing need for Accommodation & Adaptation:

As teachers, you know the best ways learners with special needs learn is by having adaptations and accommodations that can be used for that specific child, to meet their needs. According to Special Education Unit Arkansas, Department of Education, 2005 these are some ways to assess the need.

i. Allow the learner to access information in ways that do not require them to visually read standard print. These alternate modes of access include visual, auditory and a combination of visual and auditory.

ii. Allow the learner to complete assignments, tests and activities in different ways or to solve or organize problems using some type of assistive device.

iii. Change the acceptable length of a test or assignment and may also change the way the time.

iv. Change the location in which a test or assignment is given or the conditions of the assessment setting.

### 3.5.2. Developing Plan for Accommodation and Adaptation

Natalie Oling house, 2008, carried out the following simple steps for developing plan for accommodation and adaptation:

i. Create a plan for adapting materials effective adaptations require sustained development and support.

ii. Develop goals for teaching strategies and making adaptations-

iii. Determine whether content or format adaptations are needed

iv. Identify the features of the materials that need to be adapted

v. Determine the type of adaptation that will enable the learner to meet the demand

### 3.5.3. Implementing Accommodation and Adaptation Strategies

According to Oxley, 2010, the strategy of the adaptation involves 5 steps. These are:

i.   learner's strengths and needs

ii.  demands of the classroom

iii. adaptations

iv.  perspectives and

v.   teaches and assess of the learner.

Implementing accommodation & adaptation strategies in a classroom situation, a variety of options are available and to meet the needs of each exceptional learner. So accommodation strategies in the classroom situation are as follows (Oxley,2010):

i.   Learner is placed in the regular class for the entire day and the teacher receives advice and consults from the special education resource teacher.

ii.  The learner is placed in the regular class and receives specific instruction (depending on degree and type of disability) within the regular class from a qualified special education teacher.

iii. The learner receives instruction from qualified special education teacher and attend some academic (depending on degree and type of disability) classesin regular classroom.

iv.  The learner receives instruction from a qualified special education teacher and attend some non-academic (depending on degree and type of disability) regular classes like art, physical education and vocation education.

v.   The learner is placed in a special education class but is integrated with a regular class for at least one instructional period daily.

### 3.5.4 Accommodation & Adaptation Provisions by Examining Boards/Councils

The Government of India's ministry hereby lays down the following uniform and comprehensive guidelines for conducting examination for the persons with disabilities as recommended by CCPD, 2010:

I.    There should be a uniform and comprehensive policy across the country for persons with disabilities for written examination taking into account improvement in technology and new avenues opened to the persons with disabilities providing a level playing field. Policy should also have flexibility to accommodate the specific needs on case-to-case basis.

II.   There is no need for fixing separate criteria for regular and competitive examinations.

III.  The facility of Scribe/Reader/Lab Assistant should be allowed to any person who has disability of 40% or more if so desired by the person.

IV.   The candidate should have the discretion of opting for his own scribe/reader/lab assistant or request the Examination Body for the same. The examining body may also identify the scribe/ reader/lab assistant to make panels at the District/Division/ State level as per the requirements of the examination. In such instances the candidates should be allowed to meet the scribe a day before the examination so that the candidates get a chance to check and verify whether the scribe is suitable or not.

V.    Criteria like educational qualification, marks scored, age or other such restrictions for the scribe/reader/lab assistant should not be fixed. Instead, the invigilation system should be strengthened, so that the candidates using scribe/reader/lab assistant do not indulge in malpractices like copying and cheating during the examination.

VI.   There should also be flexibility in accommodating any change in scribe/reader/lab assistant in case of emergency. The candidates should also be allowed to take more than one scribe/reader for writing different papers especially for languages.

VII.  Persons with disabilities should be given the option of choosing the mode for taking the examinations i.e. in Braille or in the computer or in large print or even by recording the answers as the examining bodies can easily make use of technology to convert question paper in large prints, e-text, or Braille and can also convert Braille text in English or regional languages.

VIII. The candidates should be allowed to check the computer system one day in advance so that the problems, if any in the software/system could be rectified.

IX. The procedure of availing the facility of scribe should be simplified and the necessary details should be recorded at the time of filling up of the forms. Thereafter, the examining body should ensure availability of question papers in the format opted by the candidate as well as suitable seating arrangement for giving examination.

X. The disability certificate issued by the competent medical authority at any place should be accepted across the country.

XI. The word "extra time or additional time" that is being currently used should be changed to "compensatory time" and the same should not be less than 20 minutes per hour of examination for persons who are making use of scribe/reader/lab assistant. All the candidates with disability not availing the facility of scribe may be allowed additional time of minimum of one hour for examination of 3 hours' duration which could further be increased on case to case basis.

XII. The candidates should be allowed to use assistive devices like talking calculator (in cases where calculators are allowed for giving exams), tailor frame, Braille slate, abacus, geometry kit, Braille measuring tape and augmentative communication devices like communication chart and electronic devices.

XIII. Proper seating arrangement (preferably on the ground floor) should be made prior to the commencement of examination to avoid confusion or distraction during the day of the exam. The time of giving the question papers should be marked accurately and timely supply of supplementary papers should be ensured.

XIV. The examining body should also provide reading material in Braille or E-Text or on computers having suitable screen reading software's for open book examination. Similarly, online examination should be in accessible format i.e. websites, question papers and all other study material should be accessible as per the international standards laid down in this regard.

XV.     Alternative objective questions in lieu of descriptive questions should be provided for Hearing-Impaired persons, in addition to the existing policy of giving alternative questions in lieu of questions requiring visual inputs, for persons with Visual Impairment.

 It is requested to ensure that the above guidelines are scrupulously followed while conducting examination for persons with disabilities. All the recruitment agencies, Academics/Examination Bodies etc. under your administrative control may be advised appropriately to ensure compliance of implementing these guidelines. Action taken in this regard may be intimated to this office. The above guidelines are issued with the approval of Hon'ble Minister (Office of the Chief Commissioner of Persons with Disabilities, Ministry of Social Justice & Empowerment, Govt of India).

## 3.6 Let us sum up:

This unit provides a basket of accommodation & adaptation strategies for Learner with sensory disabled learners. It has been vividly covered pertaining to Learner with visual impairment and their teaching-learning arrangements according to their needs. Learner with hearing impairment and their accommodation & adaptation strategies are also dealt. The needs and arrangements of Learner with multiple sensory disabilities are also discussed. There is discussion on accommodation & adaptation strategies for learners with neuro-developmental disabilities. The types included for supports are categorized as intellectual disability, cerebral palsy ASC and other multiple conditions. Assessing their needs and thereby providing specific support to meet their learning style by providing appropriate teaching-learning Resources. This unit also encompassed the various aspect of accommodation & adaptation in terms of assessing the need of adopting these supports. Also developing plan for these strategies so that it can be effectively implemented accordingly. The final step i.e implementation of these as prescribed in the plan for maximum output-learning. The accommodation and adaptation adopted or directed.

## 3.7 Answers to Self-Assessment Questions (ASQ)

**Answers to Self- Assessment Question-1**

i.    Accommodation are changes in course content, teaching strategies, standard, test presentation, location, timing, expectation, learner responses, environmental structuring and other attributes which provide access for a learner with a disability to participate in T.L. process.

ii.   Access to computer for written assessments and
      Audio tapes, electronic tests or peer helper

**Answers to Self- Assessment Question-2**

i.    Noise reduction by use of carpet and other sound absorption material and Room design modification.

•     Achieve learners IEP.

•     Emphasizing strength and weakness of the learners.

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## 3.9 Unit End Exercises

1.  How can you assess the need for accommodation & adaptation in a classroom?
2.  Mention some steps of development of plan for accommodation & adaptation.
3.  What are the criteria of implementation of support strategies?
4.  List few guidelines issued by the ministry for provisions by examining boards/ council.
5.  What is accommodation?
6.  Give two features of accommodation.
7.  Mention two scopes of accommodation.
8.  What is Multiple Sensory Disability? Give one example
9.  What are the devices used for accommodation of children with hearing impairment?
10. What is Neuro-Developmental Disability?

**Reflective Exercises**

1.  Enlist environmental modifications in your inclusive classroom.
2.  What are the resources you prescribe for a learner with visual impairment in the general classroom?

3. Select any 3 qualities the teacher should possess in such kind of class.

4. State 4 challenges of ASD learners in an inclusive classroom.

5. Can you identify few limitations of adaptation?

6. Do you support that accommodation is necessary in a classroom with diverse learners? If yes, why? Provide two reasons behind your statement.

# UNIT - 4: LEARNER SUPPORT SERVICES IN SCHOOL

## *Structure*

## 4.0. Introduction

An activity required for successful execution of a product or program or process is known as support service. The support services are managed by a separate department for any organization. Support services play an important role in augmenting the impact level of the basic services being provided to learners or in this case, the stake holders of inclusive education.

## 4.1 Objectives

Upon completion of the unit, the learner will be able to -
- ❖ identify the stakeholders and their responsibilities;
- ❖ describe the process of Individualized Educational Plan (IEP) in identifying instructional needs, personal difficulties for counselling and planning adaptation and accommodation strategies; and
- ❖ explain how learner support program can be planned for health and hygiene, sports & other life-skills.

## 4.2. Need for Support Services

Apart from curricular transaction in the class room by means of various accommodation, adaptation and modification, diverse learners also require support services. These support services are all inclusive of various physical, medical, spiritual, moral and cognitive as per the need based facilities of the diverse learners, (NCSE, 2014).

### 4.2.1. Concept of Support Services

Support in the present case denotes an inclusive education system that enables children with special educational needs to realise their potential. According to National Council for Special Education, 2013, there are six types of principal requirement needed for support services of the learner. These are:

i. All children with special educational needs are welcome and are able to enrol in their local schools

ii. All educational supports are allocated equitably to schools in line with the educational needs of Learner.

iii. All Learners with special educational needs have access to available educational supports in line with their needs.

iv. Learner with special educational needs have an individualised assessment which informs teaching and learning, and forms one part of an ongoing and cyclical process of assessment, intervention and review of outcomes.

v. Available resources are used to maximum effect to derive improved outcomes for children; State services work together to achieve this.

vi. Parents' role as the natural and primary educators of the child is respected.

## 4.2.2. Types of Support Services

According to Government of Newfoundland and Labrador Department of Education (2001), there are different types of support services in this related area, which ought to be made available. These are Health Service, Early Intervention, Speech and Language Therapy Service, Occupational Therapy Service, Psychology Counselling, Physiotherapist, Child Protection and Welfare Social Work Service, Teacher, Special Educator and Dental Service.

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**Self-Assessment Question -1**

Answer the following Questions each within 40 words.

i.      What are the Support Services?

ii.     Mention any two points from the check list of Support Services

Please Check your answers with the answers given at the end of this unit

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## 4.2.3. Role sand Responsibilities of stake holders towards Support Services

The most important work of a stakeholder towards learner support services is to carry out tasks at various levels. If you are successful, the system is going to be successful. Let us understand the role of stake holders in the process. According to Lantz,(2001). there are:

i.      To develop the Personal Care of the learner's stake holders should be developing and mobilized about learner's daily activity skills, mobility support, medical procedures, healthy/safe environment and lastly, independence/self- management skills.

ii. To develop the Social Skill of the learner's stake holders should be developing and mobilized about learner's self-esteem, self-control, self-reliance and self-advocacy skills.

iii. To develop the Behaviour Skill of the learner's stake holders should be developing and mobilized about learner's appropriate alternatives to undesirable behaviour ie, replacement behaviour and non-violent and

iv. To develop the Cognitive Skill of the learner's stake holders should be developing and mobilized about learner's age appropriate strategies and equipment which will achieve the learner about their optimum cognitive functioning and level of independence

## 4.3. Individualized Educational Program (IEP) Services

IEP means "a written statement for a child with a disability that is developed by a team of persons for better understanding of how and what a learner needs to succeed in his/her education (Ontario Ministry of Education,2004).

### 4.3.1. Role of teacher and inclusion specialist

As adapted from Ontario Ministry of Education (2004), the roles teacher and inclusion specialist are:

i. A general teacher must be included where the learners are participating in the regular education environment where as inclusion specialist contributes to the development of the IEP as per learners needs to succeed in his/her education

ii. A general teacher must be contributing to the first-hand knowledge of the learner's strengths, needs and interests, whereas inclusion specialist must contribute diagnostic assessments to determine the learners learning strengths and needs.

iii. A general teacher must be fulfilling the role of the key curriculum expert on how the IEP can be developed to help the learner progress whereas inclusion specialist provide support to the learner's classroom teachers by generating ideas and suggestions for developing modified expectations, alternative programs or accommodations and

iv. A general teacher must implement the teaching strategies that will help the learners achieve his or her learning expectations whereas inclusion specialist must provide materials, resources and develop any modified or alterative learning expectation.

## 4.3.2. Planning and Implementation

IEP and Student Support in Learning Planning and Implementation is the most important part of IEP. So Planning and Implementation includes:

Table-1: Planning & Implementation guidelines

| *Planning* | *Implementation* |
|---|---|
| i. It should include essential demographic information about the learnerlike medical history, social background, economic status and the present levels of educational performance. | i. For the effective implementation of a learners IEP, provide opportunities, ongoing assessment, Identification and review and revision of the daily plan. |
| ii. It should include of assessment criteria for measuring achievement of progress toward objectives and | ii. Establish and implement a daily plan. It should be instructional, effectiveness of materials, communication among team members and accountability and |
| ii. It should include adaptations and accommodations. | ii. Effective daily plan should include learner's environment, team member responsibilities and evaluation criteria |

Source: Inclusion Support services, 2016

## 4.3.3. Monitoring of Adaptation and Accommodation Plan

According to accommodations and adaptations, 2008 for students with disabilities in an inclusive setting and meeting the needs of English language learners program guidelines Commonwealth of Pennsylvania Department of Education (2008) Monitoring of adaptation and accommodation plan depends on:

i. Understanding the types of disabilities and implications for learning. These are ability to plan for types, characteristics of different types of disabilities, legal rights, practices and adaptations.

ii.  Specify the experiences children need from birth to age eight to prepare them to learn, read, and succeed in school.

iii. For the development of cognitive skill about the learner, it should be design learning environments for improvement of memory, attention, perception, action and problem solving skill and

iv.  Understanding the plan of instruction regarding the types of assessment. These are: Authentic, Screening, Diagnostic, Formative and Summative Evaluation.

### 4.3.4. Use of Assistive Technology in Classroom

It has been thoroughly discussed in Block IV, Unit II.

### 4.3.5. Support to Parents

When parents learn that their child has a disability or a chronic illness, they begin a journey that takes them into a life that is often filled with strong emotion, difficult choices, interactions with many different professionals and specialists, and an ongoing need for information and services. Support is a variety of service options and assistance to parents provides them with "whatever it takes" for them to live as much like other parents as possible and enables them to stay together.

According to the "In their own words (n.d.), the supports are-

i.  Parents should be provided the opportunities about their children.

ii. Parents should be disability conscious about children regarding any additional disabilities. Such as visual, motor, cognitive, attention/behaviour, other condition and demographic factors.

iii. Parents should help to make their child acquire moral development.

iv. Parents should be provided with the knowledge of how people keep link with each other.

v. Availability of best educational options in mainstream support services also self-contained classroom and work schedules.

vi. Knowing about the expectations regarding benefits of assistive devices.

## 4.4. Specialized Services:

Specialized Services seek to provide learner with special needs the opportunity to participate fully in the educational programs and benefit from all aspects of life through the use of reasonable and appropriate accommodations and support services. This enhances the achievement of the learner as a hole, (Woods, 2017)

### 4.4.1. Disability Specific Multi-disciplinary services

According to A guide to services for children with disabilities (n.d.) the services will provide equipment and modification service assessors, assessment, intervention and management services to promote rehabilitation / habitation outcomes for children who suffer with different disabilities.  So the types of services are specific disability related services. They are:

    i.    physiotherapy,
    ii.    occupational therapy,
    iii.    seating and mobility,
    iv.    clinical gait analysis (study of how a child walks),
    v.    speech and language therapy,
    vi.    nutrition and dietetics,
    vii.    nursing,
    viii.    educational technology,
    ix.    assistive technology,
    x.    social work,
    xi.    psychology,
    xii.    medical and orthopaedic services,
    xiii.    home respite services, and
    xiv.    clinical feeding and swallowing assessments.

(Adapted from **A guide to services for children with disabilities, n.d.)**

### 4.4.2. Adaptive Physical Education (APE) & Sports

According to Guideline for Adapted Physical Education, (n.d.) adapted physical education is an individualized program of instruction created for learner with disabilities that enables success in physical education. In the given context, to "adapt" means the ability "to adjust"

or "to fit" modifications to meet the needs of learner. APE is a sub discipline of physical education and encompasses the same components associated with physical education, providing safe, personally satisfying and successful experiences for learner of varying abilities.

Physical activity is one of the few areas that allows for the development of all three domains that are so important to growth and development. The following table summarizes its essence:

Table- 2: Effect of Physical activities in the three domains: In a nutshell

| Psychomotor Domain | Cognitive Domain | Affective(Social/Emotional) |
|---|---|---|
| i. Balance, coordination, eye-hand coordination, etc. <br> ii. Gross motor development <br> ii. Development of body/ kinaesthetic/tactile and spatial learning styles <br> v. Cardiovascular fitness <br> v. Muscular strength and endurance <br> vi. Flexibility | i. Development of learning styles: musical/ rhythmic, verbal/spatial, auditory/verbal, naturalist, &mathematical/logical. <br> ii.Number awareness & math concepts. <br> iii. Vocabulary, literacy, and reading skill development. <br> iv. Learning and following directions <br> v.Following auditory cues or visual cues <br> vi. Sequencing skills <br> vii. Problem solving | i. Non-competitive <br> ii. Non-aggressive <br> ii. Non-violent <br> v. Gender equal <br> v. All-age inclusive <br> vi. Culturally adaptive <br> ii. Work alone, with a partner, or in a small Group <br> ii. Development of intra- and interpersonal learning styles |

Adapted from Davis (2012).

### 4.4.3. Promoting Braille for Learner with Visual Impairment

National Braille Press (n.d.), Braille is technically defined as a tactile writing system used by the blind and visually impaired persons to improve their means of communication. Braille was named after its creator, Frenchman Louis Braille, who lost his eyesight due to a childhood accident. Braille characters are small rectangular blocks called cells that

contain tiny palpable bumps called raised dots. To aid in describing these characters by their dot or dots, the six dots of the cell are numbered 1, 2, 3, downward on the left, and 4, 5, 6, downward on the right".

This system consists of two columns of three points with three different levels of encoding. These are:

   i.   a letter-by-letter transcription used for basic literacy

   ii.  an addition of abbreviations and contractions

   iii. various non-standardized personal shorthand.

### 4.4.4. Promoting Communication of Learner with Hearing Impairment

Speech is an oral and verbal manifestation of language. Speech refers to the actual production of sounds making words. These sounds are produced by the coordination of facial muscles and the flow of air through the human voice box (larynx). Language refers to our complex system of symbol used to communicate. Moreover, the spoken word is the foundation of all languages. While comparing the various aspect of language, one can conclude that ear language (spoken/oral aspect) and another is eye language (writing language). Ear language (spoken aspect) or oral language is the means of human linguistic communication among people and it is used in daily life because it is the medium for conversation. So human linguistic communication depends on four modes. These are

   i.   Aural/Oral (Listening/Speaking)

   ii.  Visual/Graphical (Reading/Writing)

   iii. Visual/Manual (Sign Language)

   iv.  Speech reading

and three methods,

   i.   Oralism

   ii.  Total Communication

   iii. Education Bilingualism

**Adapted from: NSOU, B.Ed. Spl.Edu. SLM, B-7, (2016)**

But unfortunate deaf student cannot perceive the sound about nature with the help of ear that's why they are already delayed to ear language which is oral language in spoken

aspect. In this view, Promoting Communication of Learner with Hearing Impairment depends on the degree of loss and type of hearing loss.

| dB level | Type of Impairment | Promoting Communication |
|---|---|---|
| -0 to 25 dB HL | Normal Hearing | Speech and language normal and normal pattern of development with good auditory perceptive skills. |
| 26-40 dB HL | Mild Hearing Loss | Speech and language developments are within normal limits. May exhibit occasional auditory perception problems some educational retardation likely. |
| 41-55 dB HL | Moderate Hearing Loss | Language development and speech are mildly affected. Difficulty with rarely used words, minor differences in meaning of words and idioms, defective articulation but still intelligible speech loss quality and inflection almost normal. Reading and writing delayed. Vocabulary training, reading and writing to be special attended train addition to schooling. |
| 56-70 dB HL | Moderate-Severe Hearing | Grammar, vocabulary, articulation and voice are affected understand in loud speech. Early speech is unintelligible. Even with hearing aids show difficulty in understanding. Reading and writing need special assistance. |
| 71-90 dB HL | Severe Hearing Loss | Speech and language do not develop spontaneously. Sound produced very loudly at a distance of 1ft. and near the ear. The voice will be high-pitched and articulation distorted. |
| >90 dB HL | Profound Hearing Loss | They do not rely on hearing for their communication. Language and speech develop only by training and they are educationally deaf. Communicate mostly through gestures, voice, inflection, articulation greatly affected. Required regular speech and language training regarding subject's expert. |

Source: NSOU, B.Ed. Spl.Edu. SLM, B-7, (2016)

## 4.5 Let us sum up

This unit deals with various support services apart from curricular transaction. Support in the present unit delineates an inclusive basket of various physical, medical etc. as per need facilities of the diverse learners. The various roles & responsibilities of the stake holder's functionaries are dealt with precision. Also, all educational supports are allocated equitably in tandem with the educational and physical education needs of the diverse learners.

## 4.6. Answers to self-assessment questions (SAQ)

**Answers to Self-Assessment question-1**

i.   Support services are an essential part of CWSN, with the help of which a child can optimise the impact of education and thereby achieve more in life. It is fostered by the school and other professionals who work with CWSN.

ii.

❖ Use your own knowledge of tour child's learning and social needs.

❖ Collect information on all the educational options that may be accessible to your child.

**Answers to Self-Assessment question-2**

i.   Screening assessments are used to determine which learners may be at risk. It identifies those learners needing additional in-depth assessment of strengths and weakness.

ii.  Two characteristics of APE are:

❖ It is an individualized programme of instruction created for learners with disabilities

❖ It provides successful experiences for learner of varying abilities.

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## 4.8. Unit End Exercises

i.     What are the role of Speech and Language Therapist?

ii.    What is the role of Physiotherapist?

iii.   What is a Disability Specific Multi-disciplinary service?

iv.    How many domains are there for growth and development?

v.     What is Braille? Who invented the Braille system and how many dots are there in the Braille System?

vi.    What do mean by Eye Language and Ear Language?

vii.   How many modes of linguistic communication are there?

viii.  List the methods of linguistic communication?

**Reflective Exercises**

1.  Point out three special needs of children and indicate the required support services for them.

# Certificate Course

## Capacity Building and Professional development of Teachers and teacher Educators for Successful Implementation of Inclusiveness

**Block - IV**

**BUILDING INCLUSIVE SCHOOL AND COMMUNITY**

Inclusive Education...
Inclusive Education...
Inclusive Education...



**NETAJI SUBHAS OPEN UNIVERSITY**
School of Education, Kolkata
&
Commonwealth Educational Media
Centre for Asia, New Delhi

Certificate Course

# Capacity Building and Professional development of Teachers and teacher Educators for Successful Implementation of Inclusiveness

# BLOCK – IV

# BUILDING INCLUSIVE SCHOOL AND COMMUNITY

**Netaji Subhas Open University**
**School of Education, Kolkata**
**&**
**Commonwealth Educational Media**
**Centre for Asia, New Delhi**

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# Preface

Equity and access to quality education is a serious challenge and to face this challenge the role of teachers, the role of University and process of learning are required to be completely overhauled. The advent of new technology in the domain of information and communication has enabled us to provide quality education to the mass overcoming the distance barrier at a minimum course fee. Accordingly, the Institutions are working together to make this happen in near future.

The present endeavour of Netaji Subhas Open University (NSOU) and Commonwealth Educational Media Centre for Asia (CEMCA) is also a part of such initiative. The competent minds of these two organizations came together to start such collaborative work taking help and inputs from experts with vast experience and exposures in their respective areas of specialisation. As a platform of new initiative, both the organizations resolved to launch this academic programme with special emphasis on Inclusive Education, as this area of academic deliberation is prioritised both at the national and international levels to make the society truly inclusive in all dimensions.

The study materials, as prepared for the above Course, are segmented in blocks and units, each representing a coherent concept. It provides opportunity to break away from the 'one size fits all' system of education. Thus, the course has been made more customized, flexible and acceptable to the learners.

I sincerely believe that the Course which have been designed so meticulously will be appreciated by the learners. Hope the learners will imbibe the discourses in this innovative platform so that critical thinking and reflective ideas can be encouraged and addressed.

I take this opportunity to proffer my sincere thanks to the authorities of CEMCA for their generous financial assistance in this endeavour.

With best wishes,

Dt. June 15, 2017

Subha Sankar Sarkar

Vice-Chancellor

# ACKNOWLEDGEMENT

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# BLOCK – IV
## BUILDING INCLUSIVE SCHOOL
## AND COMMUNITY

| | |
|---|---|
| **UNIT -1** | **PROMOTING INCLUSIVE PRACTICES IN SCHOOL (IPS)** |
| **UNIT – 2** | **ASSISTIVE DEVICES AND TECHNOLOGIES (ADT)** |
| **UNIT – 3** | **BUILDING INCLUSIVE COMMUNITY** |
| **UNIT – 4** | **MANAGING SUPPORT FOR INCLUSION - COLLABORATIVE ACTION** |

# BLOCK - IV

# BUILDING INCLUSIVE SCHOOL
# AND COMMUNITY

**Broad Objectives:**

**After the Completion of this module, you will be able to -**

- ➢ plan positive environment in the school and community for inclusive practices;

- ➢ denote community resources and participation to promote inclusion at wider level;

- ➢ identify various types of assistive devices and technologies for various disabilities; and

- ➢ organize the support services required from external sources to strengthen inclusion in the school.

# BLOCK - IV
# BUILDING INCLUSIVE SCHOOL
# AND COMMUNITY

# INTRODUCTION

## Learners,

Through this Block-IV of the course, you are introduced to planning and building an inclusive school and community. This block delves deep into the inclusive practices in the community in general and school in the particular. To achieve this, the discourse will enable you to identify various types of assistive devises and technologies for various disabilities in order to strengthen inclusion in school.

The block comprises of four Units.

- The first unit delineates a practice of inclusive environment in the school and community i.e. the whole school approach (WSA)
- The second denotes community resources as well as participation to sensitize inclusion at wider level.
- The third unit gives a clear comprehension of the various types of assistive devices and technologies to cater various disabilities.
- The fourth unit summaries the planning of support services outside the school emphasizing collaborative action thereby managing support for inclusion.

# UNIT- I: PROMOTING INCLUSIVE PRACTICES IN SCHOOLS (IPS)

## *Structure*

1.0. Introduction

1.1. Objectives

1.2. Whole School Approach (WSA)

    1.2.1. Concept of WSA in Inclusive Education

    1.2.2. Need for WSA

1.3. Developing Inclusive Policy of the School

1.4. Developing an Inclusive Culture

1.5. School Development and accountability

    1.5.1. Peer Sensitization and Peer Buddy Programme

    1.5.2. Professional Development of Teachers and Staff towards Inclusive Education

    1.5.3. Student Support Team

    1.5.4. Organizing Resource Room Services

1.6. Let Us Sum Up

1.7. Answers to Self-Assessment Questions (SAQ)

1.8. References

1.9. Unit End Exercises

## 1.0. Introduction

You will agree with me that diversity is the basic feature of a classroom. Since there exists numerous difference among the learners with respect to their abilities like intelligence, thinking abilities, beliefs etc as well as their family and social background. Under such circumstances, the task of the teacher becomes extremely tough as it is difficult to teach in a way that caters to individual needs of the learners constituting a sweeping diversity in the class. Therefore, the question of an appropriate method emerges as a significant one. What method the teacher will adopt to manage a diverse class properly is a very important issue. As a teacher you should have knowledge about the diversity of classrooms.

In this unit, you would be acquainted with the concept of whole school approach (WSA). This approach of schooling is to some extent different from traditional type of schooling in respect to the overall caring of the learners. Ultimate motto of this approach is not only conducting the teaching-learning process but to take whole responsibility of the learners. This approach is very effective in inclusive education. Inclusive education means total inclusion of children in education with their diverse abilities and diverse background (that is, both gifted and disabled) in all aspects of schooling that other children are able to access and enjoy. It involves 'regular' schools and classrooms genuinely adapting and changing to meet the needs of all children as well as celebrating and valuing differences (Loreman and Deppler, 2001). In order to meet the criteria of the inclusion the present school set up needs to be changed in terms of its policy, culture, professional development of teachers and other staff, organize resource room services, student support team, new programme like peer sensitization and peer buddy as well as development and accountability of school.

In this unit, the above mentioned concepts will be discussed in an easiest way through symbols, examples and with the help of self-assessment questions.

## 1.1 Objectives

**Upon completion of the unit, you will be able to -**

❖ describe whole school approach and the role of each functionary in the school to promote inclusion;

❖ explain access with learner-friendly approach and encourage in participation in variety of activities in the school;

❖ list out the steps to be taken to sensitize parents and peers to support diverse learners; and

❖ assess inclusive practices in schools to understand the gap for taking necessary measures.

## 1.2. Whole School Approach (WSA)

A whole school approach is cohesive, collective and collaborative action in and by a school community that has been strategically constructed to improve student learning, behaviour and wellbeing, and the conditions that support these. (**Ref:** Whole School Approach, 2009)

A whole-school approach recognises that all aspects of the school community can provide impact upon students' health and wellbeing, and that learning and wellbeing are inextricably linked. The whole school approach means friendly school approach where support is given to the learner not only for their formal classroom teaching and learning but throughout all aspects of well-being of a learner. Whole school approach is necessary for sustainable behavioural changes and it is an integrated, holistic and strategic approach.

The following are the important elements of Whole School Approach (WSA):

**I. Infrastructural Facilities**

Proper infrastructural facilities is very important in the whole school approach such as classroom with proper light and provision for sufficient accommodation, washroom facilities connected through ramp and western type toileting system, sufficient organizational support, learner-friendly building etc.

**II. Learner-Friendly school culture**

It means less institutional rigidity for a learner in the aspects of relationship and interconnectedness. Learner's safety and security are given the priority. Any kind of discriminations is avoided. The positive relationship and behaviour among learners are constantly appreciated and encouraged. The learner-friendly environment is created through the practices of collaborations and positive attitude of togetherness.

### III. Policies and guidelines

Policies and guidelines are framed keeping in mind of the whole school ethos which helps the school community to perform their respective roles and responsibilities smoothly. Proper communication and understanding are maintained among all the stakeholders. Throughout the year, academic activities such as class routine, teaching strategies, evaluation etc. are properly carried out as per the action plan.

### IV. Creative school structures and learning opportunities

Various kinds of facilities such as learning toys, assistive devices, technologies, and equipments are used to facilitate the opportunities of learning.

### V. Proficiencies and competencies of staff

Professional competencies are very important in the whole school approach (WSA). Well being of the learner's health is the prime issue with their learning. Different types of specialist such as autism coaches, therapists including occupational therapist, speech therapists, speech pathologists and psychologists etc. play important roles.

### VI. Collaboration of school with parents and outside agencies

A whole school approach (WSA) focuses on the roles and responsibilities of not only the school but also of parents, NGOs as well as every member of the society, if needed. However, a planned collaboration is important. Maltreatment, discrimination and such kinds of negative activities can be reduced through the collaboration of social agencies, parents and the school.

(**Source:** http://friendlyschools.com.au/fsp/information/whole-school-approach-info/)

## 1.2.1. Concept of Whole School Approach in Inclusive Education

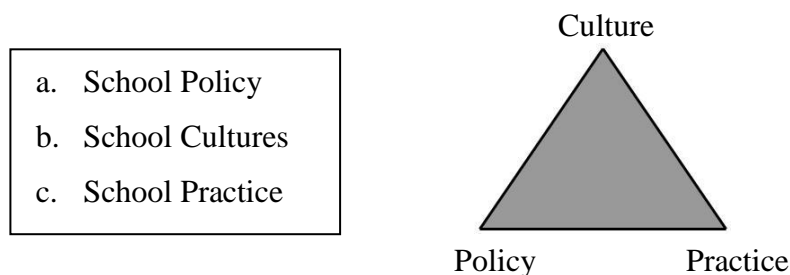Whole School Approach entails three inter-connected dimensions of an inclusive school namely:

a. School Policy
b. School Cultures
c. School Practice

Culture

Policy          Practice

Fig:  The above figure indicates the inter-connected dimensions of WSA

**Whole School Consensus (WSC)**

All staff of the school should acknowledge the responsibility of establishing an inclusive environment to cater the needs of all students.

**(i) Curriculum accommodation**

WSC suggests us that curriculum should be framed keeping in mind of the learner's ability. The school curriculum can be adopted, and expanded in such a way that the learners with different needs may be benefited.

**(ii) Differentiated teaching**

Diversified teaching techniques and assistive equipments are very important to cater for students with diverse learning needs. Due to the advancement of information and communication technology there are many modern types of equipment for teaching that are within the reach, it just needs to organize them as per requirement of the diverse learners.

**(iii) Peer support**

It is very important element for learning because learner feels comfortable to learn with their peer. Therefore, Learning groups, peer tutoring and circles of friends may be organized strategically.

**(iv) Teacher collaboration**

Teacher's mind set and attitude are very important for proper inclusion. Due to maximum attachment and direct involvement with the learner teachers play a crucial role in shaping the behaviour of the diverse learners. Teacher cooperation, joined initiatives for curriculum planning, curriculum transaction, assessment procedure as well as research activities etc. are very important in Whole School Approach (WSA). Teachers work together and support each other in this approach.

**(v) Classroom support**

A suitable learning environment is very important for learning since learning may not take place as desired by whole School Approach (WSA). Therefore, special educators collaborate with regular teachers in improving the learning environment, like arranging team teaching for the benefit of all students. Making seating arrangement and providing required facilities such as sufficient light, teaching aids, necessary modern equipment etc., should be provided as demanded by the learners differently abled so that the diverse learners can make their learning as well.

**Besides the above discussion, there are some key ideas of classroom support as suggested by Whole School Approach (WSA) such as:**

**(a) Physical layout of the inclusive classroom**

The primary consideration in an inclusive classroom is the physical layout of the room. All children must be able to access a classroom in order to be involved in learning activities with the rest of the class. Access to the classroom is the most significant prerequisite to learning in an inclusive environment. It is the responsibility of the classroom teacher to ensure that children are able to access the classroom and that any required modifications to infrastructures are clearly communicated to the appropriate person in the school.

**(b) Classrooms seating plan**

There are many ways of organizing how children are seated and grouped for learning in the classroom.

Mohr (1995) suggests teacher's consideration of the following points when arranging inclusive seating for children with disabilities:

| | |
|---|---|
| i. | Provide preferential seating |
| ii. | Seat near a study buddy |
| iii. | Place away from distractions |
| iv. | Use study carrels or quite areas |
| v. | Match work area to learning styles |
| vi. | Keep desk free from extraneous materials |
| vii. | Ensure barriers free access |
| viii. | Provide adequate space for movement |
| ix. | Allow for flexible grouping arrangements |

**(c) Classrooms procedures**

Apart from structuring the classroom, good teachers generally have established procedures that are clearly communicated to all children in a class.

**i. Child's tasks**

In most classrooms there are established tasks that children must perform to ensure the smooth running of a class.

**ii. Emergency plans**

Inclusive schools and classrooms should have a clearly set out and understood contingency plan for emergencies. Inclusive schools must practice these emergency procedures on a regular basis. For example, children with visual impairments may needs to be led out of a school building. Children in wheelchairs or with mobility difficulties may need special arrangements put in place to assist them to leave a building safely and quickly.

**(d) Substitute teacher plans**

Almost every teacher will miss the days of work through illness at some point in their career. In the inclusive classroom it is important that any absences are planned for in advance. Like it or not, illness often hits us when we least expect it, so a well-constructed plan for the teacher who will replace you will assist your classroom to remain inclusive even when you are not there.

**(e) Feeding children who requires special assistance**

Some children with disabilities may require assistance with eating. As with any area of personal care, teachers and paraprofessionals should ensure that a feeding routine is developed that respects the personal dignity and choices of the students. Steps should also be taken to ensure that snack and meal times take place in an inclusive environment.

**(f) Toileting children who needs special assistance**

Some children with disabilities require help with toileting. This is usually the result of a physical condition or an intellectual disability that has resulted in the student being delayed in toilet training (Boswell and Gray, 1998).

**(g) Assessment accommodation**

Assessment method is adapted to facilitate students' demonstration for their learning outcome. Whole School Approach(WSA) adopts such kind of assessment policies which encourage students' performance rather than hindrance and fear.

---

**Self- Assessment Questions**

Answer the following question within 40 words.

**Q. 1**. What is meant by whole school?

**Q.2.** What is meant by teacher collaboration?

Please check your answer with the answer given at the end of the unit.

**1.2.1. Case study:**

Haru's mother is concerned about her 9 years old son. He is often being bullied at his school by the peer group and thus he seems to have no friends in the school. She believed Haru is   gifted and that because of his advanced thinking level he finds classroom

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activities boring. She blamed the school for not providing sufficient space for Haru according to his mentality. His teachers are less bothered about Haru. Both the teachers and peer groups mostly think Haru is odd. Even in his locality, children of his age group often avoid Haru as he cannot participate in the team activities. In the family also he rarely speaks with his father but comfortable with his mother. The teachers have no clue about his behaviour and attitude. Haru may be referred for psychological assessment and counselling for normal development.

**Inclusive policy**

"An educationally inclusive school is one in which the learning and teaching achievement, attitude and well-being of every young person matters. Effective schools are educationally inclusive schools. This shows that not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties" (OFSTED, 2000)

**Inclusive culture**

Establishing inclusive values in the school is the key to success, for, example:

a) Everyone in the school is valued and students' understanding of and respect for individual differences can be promoted through programmes.

b) Teaching staff appreciate students' capabilities from different perspectives and do not expect all students to follow one single learning style or to attain the same academic level.

c) Teaching staff believe that every student has unique potential and the school should provide room for the students to develop their multiple intelligence.

Successful schools have demonstrated that the key is to foster school staff's care and love for students. Some schools through moral and civic education programmes. They can organize workshop with the Parent-Teacher Associations to promote a caring school ethos.

**Inclusive practices**

Flexible deployment of various resources and co-ordination of the t - tier support model is served to facilitate early identification and early support for students according to their special educational needs:

Table: Catering for Student Differences – Indicators for Inclusion

| Area | Performance Indicator | Examples of Inclusive Culture, Policies and Practices |
|---|---|---|
| **Domain I** | **Management and Organization** | |
| 1. School Management | 1.1 Planning | • Setting up a Student Support Team (SST)<br>• Adopting the Whole School Approach (WSA) to cater for student diversity |
| | 1.2.Implementation | • Keeping a register of students with SEN<br>• Assigning duties to member of the SST<br>• coordinating all support measures by the SST<br>• Using flexibly various grants, e.g. capacity enhancement grant, student guidance grants and learning support grant etc.<br>• Setting up a resource library and a catalogue of resources |
| | 1.3 Evaluation | • Evaluating the school's effectiveness in catering for student diversity |
| 2. Professional Leadership | 2.1 Leadership & Monitoring | • Including "Catering for Student Diversity" as one of the school development goals |
| | 2.2 Collaboration & Support | • Scheduling regular SST meetings<br>• Collaborating with relevant professionals |
| | 2.3.Professional Development | • Arranging teachers to attend special education courses systematically<br>• Arranging peer lesson observation and joint lesson preparation by teachers |
| **Domain II** | **Learning & Teaching** | |

| 3.Curriculum and Assessment | 3.1Curriculum organization | • Catering for diversity by organizing group teaching and designing individual education plan etc. |
|---|---|---|
| | 3.2Curriculum Implementation | • Arranging curriculum accommodation, joint lesson preparation etc. |
| | 3.3Performance Assessment | • Providing assessment accommodation |
| | 3.4.Curriculum Evaluation | • Modifying teaching according to the diverse needs of students<br>• Evaluating individual education plans |
| 4. Student Learning & Teaching | 4.1.Learning Process | • Training student's study skills and habit |
| | 4.2.Learning Performance | • Keeping student progress records<br>• Keeping individuals' education plan records<br>• Developing student's multiple intelligence |
| | 4.3.Teaching Organization | • Arranging collaborative learning & peer tutoring |
| | 4.4.Teaching Process | • Carrying out collaborative teaching; adopting a multi – sensory approach to teaching etc. |
| | 4.5.Feedback & Follow up | • Encouraging independent learning through evaluating the learning process with students.<br>• Encouraging parents to train students at home<br>• Encouraging student's positive behaviour and enhancing learning motivation through award schemes |
| **Domain III** | **Student Support and School Ethos** | |
| 5. Student Support | 5.1Support for student development | • Cultivating a caring school culture; organizing peer support programmes, etc. |

| | | • Facilitating the participation of students with different abilities for development of their potentials
• Organizing activities to enhance students' awareness and respect for individual differences
• Identifying the SEN of new students as early as possible |
|---|---|---|
| | 5.2 School Climate | • Training of student ambassadors and peer tutors
• Organizing pastoral care activities or training young leaders in promoting inclusive school ethos |
| 6. Partnership | 6.1 Home School Cooperation | • Inviting parents to IEP meetings; organizing parent-volunteers activities |
| | 6.2 Links with External Organization | • Seeking professional support and community resources if necessary |
| **Domain IV** | **Student Performance** | |
| 7. Attitude and Behaviour | 7.1.Affective Development and Attitude | • Enhancing students' positive self-image |
| | 7.2.Social Development | • Learning social skills through participation in 'circle of friends' |
| 8.Participation & Achievement | 8.1.Academic performance | • Enhancing students' learning motivation |
| | Non-academic Performance | • Enhancing students' self- esteem and confidence |

*(**Source***: adopted from "Catering for Students Differences Indicators for Inclusion" was prepared by EDB with reference to UK's experience in developing inclusive culture, policies, and practices at schools, and edited according to the four domains of the Hong Kong Quality Assurance Framework)

## 1.2.2. Need for Whole School Approach (WSA)

In order to make total inclusion of all children and young people whatever their abilities or learning needs might be beneficial for schools to adopt a whole school approach(WSA): to teaching and learning. A whole school approach (WSA) focuses on the responsibilities of every member of the school community to ensure all students have the opportunity to maximise their learning experience. This includes all school staff, parents/caregivers and community members.

Each student needs to understand the school ethos, expectations, and rules of behaviour. This is particularly true of children and young people with different type of disabilities.

Supporting and creating a successful learning environment and involving students with different types of disabilities in the learning process, need careful planning and implementation, as well as engagement from stakeholders across the school community and outside agencies.

**Guidance: Following policy related guidance is very important**

a) A proactive systems approach
b) A plan to establish a school environment that supports long term practices
c) Consistent support implemented by whole school community
d) Peer and school community education and awareness
e) Environment
f) Direct specialist
g) Creative school structures and learning opportunities
h) WSA is the need of the hour for creating an inclusive set up on the basis of above mentioned dimensions.

## 1.3. Developing Inclusive Policy of the School

For proper inclusion, policy making and its proper implementation is very important. The following endeavours on the part of the school may help:

a)  The administration must be aware of inherent factors within the school that may hamper the success of the programme.

b)  Shortage of teaching staff, possibility of resistance from parents, acute shortage of funds, poor administrative control and lack of infrastructure in the school, are likely to pose impediments in setting up of the programme. It is important to rule out these factors or to resolve these issues at the outset.

c)  Another important issue is support of all teaching and administrative staff for effective programme implementation.

**Inclusive policy of the school depends on the following elements such as:**

**i)  Preparing the Teachers**

Small group meetings with teachers may be held where the administrator presents the programme in a formal manner. Free expression of ideas and apprehensions should be permitted during such meetings to allow teachers to clarify their doubts and seek appropriate answers.

**ii)  Preparing the Children**

Constant reinforcement is necessary for children to truly appreciate and respect diverse needs of children with different abilities. Story-telling, role-playing, informal discussions in class and sharing of experiences by children attending the programme are some steps that the school may consider to undertake. Teachers must present information to the children in a factual manner and the programme should be projected as integral to the school.

**iii)  Preparing the Parents**

Parents of all the children in the school must undergo orientation and sensitization to ensure their full cooperation. Interaction with experts, meeting with administrative heads and teachers should be used to educate parents about the need for such a programme.

**iv) Infrastructure**

Based on the type of disabilities the school is likely to admit, the school must make some basic infrastructural changes. Building of ramps, railings, disability-friendly toilets, and magnified sign boards may be some of these

## 1.4. Developing Inclusive Culture

An inclusive culture involves the full and successful integration of diverse learners into a school premise. While an inclusive culture certainly encompasses a commitment to a learning diversity, it is not limited simply to basic representation; it indicates a climate in which respect, equity, and positive recognition of differences are all cultivated, and the social and institutional response to disability poses no barrier to a positive learning experience. Additionally, inclusive cultures extend beyond basic or token presence of a learner who has disabilities.

**They encompass both formal and informal policies and practices, and involve several core values such as –**

a. **Representation:** The presence of people with disabilities across, arrange of basic roles, and leadership positions.

b. **Receptivity:** Respect for differences.

c. **Fairness:** Equitable access to all resources, opportunities, networks, and decision-making processes.

When learners with disabilities experience the benefits of an inclusive culture, they are likely to be more satisfied with the learning. In addition, a disability-inclusive culture often will provide positive results for overall learner satisfaction and outcome of learning with and without disabilities.

## 1.5. School Development and Accountability

Under the school development & accountability framework, the school management is responsible for leading the staff in the planning, implementation, monitoring and evaluation of the support measures.

## 1.5.1. Peer Sensitization and Peer Buddy Programme

It is the proven fact that learners feel good with their peer. Even a peer or class mate can help more in the learning. However, in the planned way a programme is organized for the learning by the peer for the peer. This is called peer buddy programme. A hearing impaired child can help a blind child by pairing with him or her because a blind cannot see but can hear thereby he/she can help the other in various activities and vice versa therefore both can be benefited. As a teacher you can help them in making pair so that they can help each other in their academic areas.

## 1.5.2. Professional Development of Teachers and Staff towards Inclusive Education.

There is a big difference to work in the field of general education and the education of the children with disabilities. It is not possible to work in the field of special education without Comprehensive training and proficiencies. Various challenges are there in the field of learning of differently abled. There are multiple types of disabilities so teacher and others those who are associated with the inclusive set up should have knowledge about the variety of problems. However, professional development of teachers, staff and parents are indispensible part of inclusive ethos.

**There are the areas where professional competencies need development, such as:**

I   Stakeholders should be aware about the philosophy and ethos of inclusion which modifies their attitude to be positive to accept learners with diverse needs.

II   School management committee should have knowledge about the school development plan, policies and measures that can help to incorporate special education needs.

III   Teachers should have expertise about the different instructional design such as how to implement Individualized Educational Programme (IEP) etc.

IV   Head of schools and other teachers must have knowledge about enhancing the collaboration of the students support team members, conducting meeting on regular basis, using screening tools for early identification of learner's learning difficulties and needs for support etc.

V   Teachers, other staff (e.g. student councillor), and parents must have skills about measuring the learner's progress against the success criteria and know about the diversified teaching approaches.

## 1.5.3. Student support team

Teachers always confront with a variety of challenges when children come to the classroom with diverse needs. They need constant support and assistance. So, various kinds of strategies and policies may be adopted for the learning of children with disabilities. Student Support Team(SST) is one such strategy for constant support and assistance of the learner. The SST is a school-based problem-solving team composed primarily of general educators who provide support to teachers to improve the quality of the general education programme and reduce the underachievement of learner. The SST is as like as think-tank, a peer support group, or a forum for structure and routine focus on addressing learner needs.

The SST has vital role to play like: -

I.    Enable teachers to teach students more effectively;

II.   Enable students to acquire academic and social competencies, achieve standards, become independent learner for life; and

III.   Create a collective culture among all staff.

(**Source:** https://www.dodea.edu/Curriculum/specialEduc/upload/DoDEA_SST.pdf)

## 1.5.4. Organizing resource room services

Resource rooms are learning spaces where a special education teacher instructs and assists students identified with a disability. These classrooms are staffed by special education teachers and sometimes paraprofessionals. The number of students in a resource room at

a specific time varies, but typically consists of at most five students per instructor. Mainstreaming in education typically includes this service to students with special needs. These students receive special instruction in an individualized or group setting for a portion of the day. Individual needs supported in resource rooms as defined by the student's Individualized Education Programme (IEP). The student getting this type of support will receive some in the resource room, which is referred to as a "removal from the regular education environment" portion of the day and sometime in the regular classroom with modifications and / or accommodations which may include specialized instruction with their non-impaired peer. Special education support within the regular education setting is part of the "inclusion model".

(**Source:** https://en.wikipedia.org/wiki/Resource_room#Overview)

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**Self-Assessment Questions**

Answer the following questions.

**Q. 3.** Write the full form of IEP.

**Q.4.** Write the full form of SST.

Please check your answer with the answer given at the end of the unit.

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## 1.6. Let us sum up

Inclusion of the children from diverse background is the challenge for entire world. This is also an agenda of Education for All(EFA) led by UN. In order to achieve this goal the concept of Whole School Approach is very much friendly. This approach of schooling is very effective for children with special needs because the whole school approach is cohesive, collective and collaborative in action and by a school community that has been strategically constructed to improve student learning, behaviour and well-being, and the conditions that support these. These conditions signify the extended form of each element connected with the school system like curriculum accommodation, teaching component, peer support, teacher collaboration, classroom support, physical layout of the classroom, classroom seating plans, classroom procedure etc. with the development of the

infrastructural facilities, developing inclusive policy of the school is also important like, allocation of fund for sufficient resources, time management, proper communication with the prescribed nodal agencies, policy for arranging training etc.

Institutional culture as well as institutional environment is another important element of inclusion. Inclusive culture involves learner, staff, teacher and administrators with their full integration and positive attitude. Inclusive environment is learner friendly environment where learners can learn with their full potentialities. The assistance is given to the learner on individual basis as their needs and demands. However, the Student Support Team (SST) is formed with variety of specialization. Along with the SST Resource Room Services are organized with necessary resources and equipments. These entire above discussed concept has been given systematically in this unit and at the end of the unit so many activities has been given for gaining further practical knowledge.

## 1.7. Answers to Self -Assessment Questions (SAQ)

**1.** Whole school means friendly school where learner well being is the prime concern.

**2** Teachers of various subjects come together and make comprehensive effort for any kind of problem faced by the students.

**3.** Individualized Education Programme.

**4.** Student Support Team.

## 1.8. References

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## 1.9. Unit End Exercises

i.     What do you mean by friendly school?
ii.    What is inclusion?
iii.   What is social inclusion?
iv.    What do you think about inclusion in education?
v.     What is peer buddy programme?
vi.    What is mainstreaming?
vii.   Write any two functions of Student Support Team (SST).
viii.  Write any two component of whole school approach.
ix.    Why teacher's role is very important in the process of collaboration?

## Reflective Exercises

Activity 1.2.1

The psychological assessment report indicated that Haru's test performance was at average to advanced levels of cognitive development, but his verbal abilities were substantially

higher than his non-verbal abilities. It was also noted that Haru had some difficulties in solving socially meaningful problems. Based on these results and in conjunction with the background information provided by Haru's mother and teacher, further assessment of his social competence was recommended.

As a teacher what do you think about Haru's problem and how can you solve it?

**Activity 1.5.1**

In your school you can encourage students for making peer & you can also announce a best award for their best performance in academic and other productive activities.

**Activity 1.5.3**

What kind of problems is faced by your learners in their learning activities? Ask them and tell them to make a list of problems. Arrange all problems in a systematic manner. Try to solve all problems with the help of support team.

# UNIT- II: ASSISTIVE DEVICES AND TECHNOLOGIES (ADT)

## *Structure*

## 2.0. Introduction

You will be acquainted with me in respect to the influence of modern advancement and technological innovations in every sphere of inclusive education. As a result, any kind of difficulties faced by special need people can be supported systematically with the help of modern advancement and scientifically innovative ways. In the light of this, the life of differently able can be more trouble free in the same manner. The primary focus of this preview is to maintain or improve an individual's functioning and self-sufficiency to facilitate social participation in spite of limitation with disability. Providing inclusive education, life skill training and social participation of the person with disability are the challenges and prime priority of the society.

In this regards, different types of modern equipments and technologies have been invented and developed in order to make the life of a person with disability (PWD) more easy and comfortable. In this unit, the description and specific functioning of different types of assistive devices and technologies will be discussed in order to address the various problem faced by the PWD. The initiatives taken for the learning of the disabled with the help of assistive devices and technologies will also be discussed.

You are well known with the term 'Braille' and also know the function of Braille. In this unit, for the learning of learner with low vision and visually impaired with the Braille including other important devices will be discussed. In the same way the devices and technologies for learner with Hearing Impaired, locomotors disability and learner difficulty in communication will be discussed.

For the procurement and maintenance of assistive devices and technologies, the nodal agencies play an important role. There should have proper co-ordination among the parents, resource persons, local agencies, DDRC, CRC, NIEPMD and ALIMCO for any kind of assistance regarding assistive devices and technologies. The role and responsibilities of above agencies will be discussed in this unit.

## 2.1 Objectives

Upon Completion of the unit, you will be able to -

- ❖ describe the functions of each assistive devices and their maintenance;
- ❖ identify various technologies for assisting learners with disabilities; and
- ❖ identify resources for procurement and maintenance of assistive devices.

## 2.2. Assistive Devices

Any adaptive device or service that increases participation, achievement or independence for a learner with a disability may be considered assistive technology (AT). Assistive technology helps learners who are differently able increase their access to the general curriculum and improve their academic performance. It is important to thoughtfully consider what devices, tools and technologies will be appropriate to meet the learner's individual and unique learning needs. Assistive devices should not give learners an unfair advantage, but instead, should provide them the independence to compete effectively with peers in the school.

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**Self-Assessment Questions**

Answer the following question within 40 words:

**Q. 1.** Write two uses of assistive technology in the learning of differently able learners.

Please check your answer with the answer given at the end of the unit.

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### 2.2.1. Learners with Visual Impairment

You have already been informed in the previous Blocks that without significant assistance, children with visual impairments may have difficulty in using their vision as a primary channel for learning. You also have heard about the learning of Helen Keller. Braille was the basic device for her learning. Learning of the visually impaired (VI) in the 21st century should be with more modern means of technology and devices.

No single solution for access to technology is appropriate for every learner with VI. Even learners with the same visual loss may require instruction with different types of assistive technology based upon their unique needs. Specifically, learners with visual impairments may require assistive technology which may focus upon (a) speech access, (b) Braille access, (c) print access, (d) tactile communication access, or (e) any combination of these access modes. Children with visually impaired (VI) face difficulty in moving, reading, writing, interacting, understanding, reacting etc. So, as a teacher you need to understand their problems and introduce them with various kinds of modern devices and technologies in order to reduce their difficulty in learning.

**Table 2.2.1: Assistive devices and technologies for learners with visually impaired (VI)**

| Names of The assistive devices & technologies | Functions |
|---|---|
| *Tactile key-boarding instruction* | Tactile keyboarding instruction is the foundation of technological instruction. Typing without looking at the keys improves learners speed, accuracy and also minimizes the need for the learning to shift their gadget between the source, screen, and keyboard. |
| *Braille code* | Braille code is a system of raised dots arranged in cells. The number and positions of the raised dots represents a particular letter, word, number, or symbol. For reading and writing of language arts the Braille that is used is known as literally Braille. Mostly in school two standardized grades, (grades I & II) are used in literally Braille. |
| *Word processing shortcut* | These are a kind of shortcuts in computer with a Win Logo Key on the key board which provides reference to instruct a VI learner. Learners can be instructed in using |

| | windows key strokes for needed applications and use word processing software to complete written assignments. |
|---|---|
| *Audio books* | Auditory books are very effective tool for learners who are blind or visually impaired though it cannot replace instruction in reading, print and / or Braille. It is helpful in reading long passages. Pairing of books (Braille) with audio supported learning fruitful strategy to build listening skills. |
| *iPods as instructional tool* | This wonderful device can be used for accessing information, music, videos, books etc., for the learner with visual impairment. |
| *Note taker instruction* | This is a kind of electronic Braille note taking device. It is a small and portable device. Notes may be taken by using a Braille (featuring six large keys that correspond to the six dots in the Braille cell), standard (QWERTY) keyboard, or both. |
| *Video magnifier instruction* | This tool is a best option when a learner needs greater magnification while reading print material. The video magnifier allows access to regular print materials with an ability to enlarge and write on work sheets. |

**Self-assessment Question**

**Q. 2.** Fill in the blanks with appropriate words given below.

| S.L. No | Assistive Devices | Functions |
|---|---|---|
| 1 | Keyboarding Instruction | |

| 2 | Braille Code | |
|---|---|---|
| 3 | Video Magnifier Instruction | |
| 4 | Audio Books | |
| 5 | Note Taker Instruction | |

(a) Audio supported learning, (b) Magnification & contrast enhancement, (c) Typing without looking at the keys, (d) Electronic Braille, e) The number and position of the raised dots represents a letter, word, number, or symbol.

Please check your answer with the answer given at the end of the unit.

Teacher can suggest a particular device for children with low vision. So, identification of them is very important. There are children who may not report any vision related problems because they have had limited or low vision since birth and they assume it to be their normal vision.

**The written work of such children can provide vital clues to an alert teacher who can use the following checklist:**

    a   Poor positioning of words on lines

    b   Spelling errors while copying from board

    c   Moving between lines while writing and reading.

    d   Bumping into furniture while moving in the class.

    e   Holding the book very close to eyes while reading.

    f   While doing activities, feeling for small objects and not picking up directly.

    g   Tilting head while reading or copying from board or writing.

If the teacher sees these features for a period of three or four month, in that situation teacher can refer the child for detailed eye check-up to determine the problem. After confirmation of the specific problem, the devices or technologies may be suggested.

**Figure: 2.2.2. Various kinds of devices for the learner with low vision**

(**Source:** Http://www.teachingvisuallyimpaired.com/orientation-mobility.html)

Visual impairment ranges from "low vision" a term grouping together moderate and severe visual impairment as per International Classification of Diseases (ICD) to blindness. Visual impairment can be the result of an injury to the eye or a number of eye-related conditions, such as age-related muscular degeneration, glaucoma and diabetic retinopathy. It can also be hereditary or caused by brain and nerve disorders.

**Magnification -** There are four types of magnification: relative-size (large format, bigger manipulative), relative-distance (material presented closer to the student), angular (lens-based magnifiers), and projection (camera-based electronic magnifying devices).

**Specialized lighting** - Lamps and lights with various types of illumination may enhance the visibility of the working surface. Material positioning devices-page holders, book holders, or book stands, and slant boards enable better positioning of the material to decrease distance, angle or glare.

**Audio support -** Software or hardware gives information through auditory channel in addition to the primary channel whether it may be visual or tactile. Text-to-speech-software converts digital text into audio. It is implemented in talking programs, like word processors, or is part of read aloud imported text.

**Portable reading devices -** Hardware supports various formats of audio text. Information may be stored either as audio files on media cards, or as soundtracks on CDs.

**Large key calculators -** Oversized numbers to accommodate vision needs.

**Audio graphic calculator -** Software and hardware give VI learners an auditory access to graphing capability. Large print keyboard stickers in order to make the keyboard labels more visible stickers with large print characters can be used. They come in two colour versions white on black, or black on white. Built-in magnifier (PC), Zoom (Mac) computer operating systems come with magnification accessibility features. Third party magnification software is a full-fledged application that increases the size of screen content. High contrast (20/20) pen is a simple writing tool that makes letters more visible due to the high contrast ink. Third party combo magnification and screen reading software combines features of screen magnifying software and speech output software giving dual-mode access to computer information. Hardware screen magnifiers monitor-mounted screens with magnifying screen used less than software magnifier.

### 2.2.3. Learners with Hearing Impairment (HI)

Hearing loss, or deafness, can be congenital. It can also be resulted from disease (e.g. ear infections and meningitis), trauma, the side-effects of certain medicines, long-term exposure to loud noise, and ageing.

A HI person's ability to hear can be improved with the use of hearing aids and for deaf or profoundly HI people who cannot use ordinary hearing aids, in such case, ear implants may be used. The most commonly used type of ear implant is the 'cochlear implant', an electronic device that transforms acoustic information into an electrical signal, which is then delivered directly to the auditory nerve. It consists of an internal part made up of a transmitter surgically implanted into the bone surrounding the ear (temporal bone), with an electrode array positioned in the cochlea and an external part, a microphone and speech processor.

**Case Study**

> **Sounds for Suman**
>
> Suman was born deaf and because of infant hearing screening, this was detected shortly after his birth. Because Suman has some residual hearing he was fitted with hearing aids by 3 months and he began to respond to the sounds around him. Suman will need intense language intervention, focusing on interaction with his environment and the development of words and concepts. The family is working with an interdisciplinary team comprised of an audiologist, a speech language therapist and a special education teacher who is an early interventionist for children with hearing losses. The team has decided that a total communication approach using both oral and manual communication will be the best approach for Suman. They are also aware that if his residual hearing does not seem to be sufficient for language development, a cochlear implant may be the option. The team has decided to re-evaluate these decisions when Suman is 9 months. The journey for Suman and his parents has just begun and it will be a lifelong process of finding the right combination of support and services to help Suman to his fullest.

**Table 2.2.3: Devices / Technologies for Learners with Hearing Loss**

| Devices/Technologies for Learners with Hearing Loss | Functions |
| --- | --- |
| *Rechargeable Hearing Aids* | It has batteries inside it which can be recharged similar to the battery technology used in mobile phones. Once this hearing aid is charged overnight, it can be used whole day. |
| *Phonak Bolero Q50-P hearing aids* | This hearing aid is most effective for learners who have hearing loss of both ears. |

| Completely in the Canal (CIC) | This is a new kind of smallest hearing aid which is custom made to fit deeply inside the ear canal. It is practically invisible. |
|---|---|
| Custom Ear Plugs | This ear plugs can be custom moulded for use in many different situation and activities like swimming, construction work, biking, and working as musician etc. |
| Assistive Listening Device | There is a wide range of assistive listening device used in common life and various needs such as Alarm Clock, Telephone, Amplifiers, T.V. Ears, FM system, Doorbell aids, Bed Shakers, Relay Telephones, Captel Telephones. |
| iPhone Compatible hearing aids | These hearing aids connecting directly to the iPhone, iPad, or iPod, touch through the TruLink app. It streams mobile phone calls and music directly to the hearing aids with perfect sound and exceptional listening clarity. |
| Surf link Mobile 2 | Such hearing aids need to be used with new Surf link mobile 2. It performs the role of a cell phone transmitter, assistive listening device all in one. It can be used as an external microphone to listen to the television and conversations in noisy environments. |

**Self-assessment Questions**

Answer the following question each within 40 words.

**Q.3.** Write any two uses of Ear Plug.

**Q.4.** What is meant by rechargeable hearing aids?

Please check your answer with the answer given at the end of the unit.

## 2.2.4. Learners Having Difficulty in Moving & Motor Functioning

Motor disabilities, or mobility impairments, affect the upper and/or lower limbs. They include, for instance, cerebral palsy, spinal cord injuries (traumatic and non-traumatic), Parkinson's disease, multiple sclerosis, amyotrophic lateral sclerosis and varying degrees of paralysis, including locked-in syndrome.

The children may be disabled due to above reason but they have intellectual ability. If they are provided with the physical facilitation; they can easily become as active as any other children of your class.

Suppose Cerebral Palsy (CP) is caused due to damage to the brain, before, during or after birth and affects the child's posture and movement ability and many a times their speech. It is a non-progressive disability. Physical and occupational therapy improve their mobility and motor activities.

Spinal bifida is the break in the spinal column that can leave a child with loss of physical ability in the lower part of the body. Children with spinal bifida exhibit failure of toilet control. Children with orthopaedic and musculo-skeletal conditions may require surgical correction and prosthetic devices.

**Table 2.2.4: Assistive Devices for Learners Having Difficulty in Moving and Motor Functions**

| Devices/Aids/ Technologies | Functions |
|---|---|
| *Arm Crutch* | Arm Crutch Set is a light weight crutch that helps to move anywhere those learners who have problems in their lower parts of body such as legs, knees etc. height may be adjusted with the help of metal pins. |

| | |
|---|---|
| *Raised Toilet Seat Fitted with Hygiene cleaner Clamp 8cm* | It is useful for people with the problems of knee and arthritis. It is also effective for individuals with hand, wrist, shoulder or spine problems, and those who have limited motor dexterity. Since, it permits hands free cleaning of the parietal area. |
| *Walker Bag* | This is comfortable for walking. It is attached with long velcro straps which can be easily cleaned. |
| *Folding Walker* | Button Folding Walker ergonomically shaped released handles make this walker easy to open and closed. It has durable, light weight, anodised aluminium frame. The buffers at bottom reduced noise and strong floor grips. |
| *Lateral Body Support* | Lateral body support ergonomically improves arm positioning keeps arm in place, prevents hands dangling near the wheel and promotes proper seating alignment. It is cushioned to prevent pressure on the ribs. It easily fits onto wheelchair armrests. |
| *Transfer Belt Medium* | The transfer Belt has five vertical handles which enables caregivers to safely transfer and support individuals by providing a number of holding positions. It is made of washable nylon. |
| *Wheel Chair Table* | It is Foam Rexine Covered, a soft cushioned top, to support arms and elbows. It may be easily fixed onto the wheelchair handles with the help of Velcro straps. |
| *Plastic Writing Ring Small* | It is mostly useful for individuals who have less finger dexterity. It helps to have more gripping of the pencil / pen etc. it can be used by right as well as left handed person. |
| *Balance Board* | It is used in balance training, brain development and to improve coordination and stability. It is very effective for single or dual leg standing exercises. |
| *Talking Clock* | It helps to know time by hearing. |
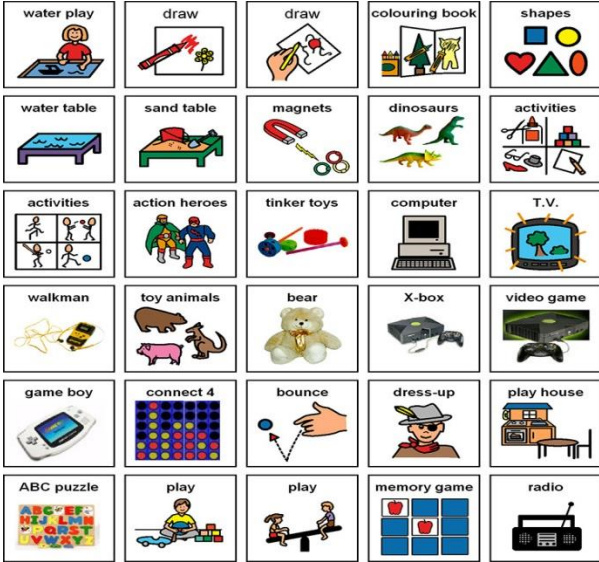
## 2.2.5. Learners Having Difficulty in Communication

Speech impairments may range from mild to severe and refer to an impaired ability to produce speech sounds. They include articulation disorders (omissions or distortions of sounds), fluency disorders (a typical flow or rhythm) and voice disorders (abnormal pitch, volume, vocal quality or duration). Speech disabilities are caused by, or associated with, other disorders or disabilities, including amyotrophic lateral sclerosis, cerebral palsy, stroke, brain damage, Parkinson's disease, autism and Down syndrome.

In this aspect, you can read from different sources about many other types of disabilities but one of the common disabilities most of the times you notice is Autism (Autism Spectrum Disorder - ASD). Autism is a developmental disability that typically appears during the first three years of life.

**Table 2.2.5: Teaching Aids for learners having difficulty in communication**

| Teaching Aids | Purpose |
|---|---|
| *Primary Activities*<br> | It is very difficult to teach learner with the problems like fluency disorder, articulation disorder, speech disabilities in that case symbolically the learner may be communicated. Various primary activities have been given through pictures in the left box as an illustration of communication of teaching aids. |
| *Physical Activities*<br> | Communication with the learner with Autism Syndrome Disorder (ASD) is the primary problem in the aspect of social interaction. Pictures shown to the left may be helpful to the autistic learners through which they can be taught about different physical activities. |

**Source**: Visuals – Geneva Centre for Autism, (n.d)

## 2.3. Agencies for Assistive Devices: Procurement & Maintenance

The need to acquire equipment should wherever possible be identified as early as possible and a Statement of Need (SON)/ Specification of Requirement (SOR) should be prepared. Even when a need arises suddenly and funding is sought either from the Research Councils or other funding organisations, a thoroughly prepared SON or SOR stands the best chance of securing the funding required. A Statement of Need (SON) or Requirement (SOR) should set out for - (a) the benefits expected from the equipment; (b) the total costs of ownership over the whole of its operational life, covering acquisition costs, running and disposal; and (c) how the acquisition will promote the institution's objectives.

### 2.3.1. District Disability Rehabilitation Centre

The district disability rehabilitation centre (DDRC) scheme of the Ministry of Social Justice and Empowerment, Government of India is being implemented since 1999 - 2000. It basically seeks to provide comprehensive services to the persons with disabilities at the grass root level through creation of the infrastructure and capacity building at district level for awareness generation, rehabilitation, training guiding of grassroots level functionaries.

Let us describe the DDRC scheme in brief. DDRC is an initiative to facilitate comprehensive services to persons with disabilities in the rural areas. These units have a group rehabilitations professionals for providing services like identification of persons with disabilities, awareness generation, early detection and intervention, provision/ fitment, follow up and repair of assistive devices, therapeutic services e.g. physiotherapy, speech therapy etc and facilitation of disability certificate, bus passes and other concession/facilities for persons with disabilities. Best results can be achieved if this unit works in coordination with Department of Health, Education, WCD, rural development and revenue.

Modalities of establishment are - (a) only districts where currently no services are available for persons with disabilities either through govt. / semi govt. or voluntary agencies are eligible; (b) willingness of State Government for implementation and sharing

responsibilities; (c) provision of rent-free, well connected building by the State Government.

The DDRCs is a joint venture of Central and State Government. Their roles can be summarized as - (a) role of Central Government/Role of state Govt. / District Admin; (b) funding for manpower deployed and contingencies as well as equipments required for DDRCs. This programme started for initial three years through implementation of PWD Act Scheme (5 yrs for NE states and J&K) and later through Deendayal Scheme DRS for rehabilitation on tapering basis.

There should remain provision of rent free, well connected building/ space having provisions of electricity and water. The support system e.g.,. telephones facility, furniture, etc for running the District Centres is also to be provided by State Government. Space required is approx 150 sq m. Funds from MPLAD etc could be explored for improvement/ construction of infrastructure.

District Management Team (DMT) under chairmanship of District Collector is the main decision making body. Important Functions are - (a) selection of registered implementing agencies; (b) deployment of manpower and their service conditions; (c) monitoring, coordination of activities of DDRC, even after handover; (d) convergence with other activities of district; (e) finalization of charges for various services provided through DDRCs and identifying other means of resource generation; (f) security of assets of DDRC and material received under ADIP etc. The DMT is the custodian of all assets of DDRCs. DMT should meet at least 4 times in a year. Quarterly progress reports should be sent regularly. DMT also needs to make an attempt to make DDRC self-sustaining in long run. Hence, it needs to fix nominal charges for various services provided through DDRCs. Attempts should also be made for resources generation through donations and other means. DDRCs should seek funding for aids and appliances through timely submission of proposals under ADIP to GOI.

## 2.3.2. Composite Regional Centre

Composite Regional Centre for Persons with Disabilities is a service initiative of the Ministry of Social Justice & Empowerment, Government of India with the aim of creating resources and infrastructure required for developing services for persons with disabilities.

**This Centre functions to meet the following objectives:**

**(i) Generating awareness:**

Positive awareness regarding disabilities are carried out through pamphlets, brochures, booklets, publications, print media material and electronic media programmes, exhibitions, grass root workers and officers' training programmes, talks with schools'/ colleges learners, conduct group visits to the Centre, and miscellaneous programmes.

**(ii) Building links with government organizations:**

Link is being made among Government of India, Ministry of Labour; State Government, Department of Health, Education, Panchayat & Samajik Nyaya, Rehabilitation Council of India, Indira Gandhi National Open University etc.

**(iii) Providing support to NGOs and parents' groups:**

Support and assistance are provided to outreach identification and distribution camps, programme development, assessment of beneficiaries, self-help groups, capacity building, parents' organizations, legal guardianship issues, and barrier free access consultations.

**(iv) Human resources development:**

Human resources are generated through long term training courses approved by Rehabilitation Council of India, short term training programmes and CREs for professionals/personnel and parents' training, internship and learners' placements, faculty exchange, and training of mobile resource teachers of Sarva Shiksha Abhiyan. **Services for persons with disabilities** - Comprehensive diagnostic assessment, therapeutic, educational and vocational services to persons with all disabilities by a team of physical medicine rehabilitation specialist, clinical psychologist, physiotherapist, occupational

therapist, prosthetic orthotic engineer, audiologist, speech & language pathologist, special educator, and orientation and mobility instructor, besides parent guidance and counselling, designing, fabricating, and distributing assistive devices.

**(v) Enhancing special education & vocational training:**

Various extended training and programme are given such as school readiness training for children with locomotors disability, hearing impairment, blindness, mental retardation, autism, remedial education programmes for children with low vision, and dyslexia, referral for vocational training & guidance.

**(vi) Research & Development:**

Efforts are being made in long-term research projects, short-term researches, innovative appliances, product appraisal, printed material, CDs of training material.

### 2.3.3. National Institute for Empowerment of Persons with Multiple Disabilities

National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD) established in the year 2005, on East Coast Road, Muttukadu, Chennai, Tamil Nadu, (about 30 km from Chennai Central railway station, Mofussil bus terminus and airport) Under Department of Empowerment of Persons with Disabilties (Divyangjan), Ministry of Social Justice & Empowerment, Govt. of India, to serve as a national resource centre for empowerment of persons with Multiple Disabilities such as those with two or more disabilities in a person. The Disabilities enumerated as per PWD (1995) Act, are Low Vision, Blindness, Locomotors Disability, Hearing Impairment, Mental Retardation, Mental Illness, Leprosy Cured Persons and as per The National Trust (1999) Act, are Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.

**The objectives of this institution are stated below:**

i.   To undertake development of human resources for management, training rehabilitation, education, employment and social development of persons with Multiple Disabilities.

ii. To promote and conduct research in all areas relating to Multiple Disabilities.

iii. To develop Trans disciplinary models and strategies for social rehabilitation and to meet the needs of diverse groups of people with Multiple Disabilities.

iv. To undertake services and outreach programmes for the persons with Multiple Disabilities.

**The vision of the institute is** "The Persons with Multiple Disabilities have equal rights to lead a better quality of life. This may be enabled with committed professionalism, accessible environment, equal opportunities, positive attitudes and appropriate, affordable, acceptable and available technological interventions."

**The mission of the institute is** "To provide need based comprehensive rehabilitation through team approach facilitating inclusion, ensuring empowerment of persons with Multiple Disabilities and their families and by substantiating field based research and development of human resources."

**The value statement of the institute is** "Promoting quality of life for persons with Multiple Disabilities through equal participation of clients, families, professionals and community agencies".

## 2.3.4. ALIMCO

The Artificial Limbs Manufacturing Corporation of India (ALIMCO) is a Public Sector Undertaking (PSU) of the Government of India. Established on November 30, 1972, ALIMCO manufactures artificial limbs and rehabilitation aids. The company is headquartered in Kanpur.

ALIMCO is a non-profit making organisation, working under the aegis of the government of India, under the Ministry of Social Justice and Empowerment. It was incorporated in 1972, and started production in 1976, to manufacture artificial limb components and rehabilitation aids for the benefit of the physically handicapped.

### 2.3.5. Local Agencies

In recognition of the fact that the needs and rights of people with disabilities are of vital concern to the state, the local agencies should be created.

## 2.4. Managing Assistive Devices

Assistive devices/technology enables learners with disabilities to overcome impairments and access general curriculum. It help the parents to cope up and provide real assistance to their children. Specialized technologies allow teachers to customize instruction while giving more time to the entire class, and provide other learners with an enriching educational experience

### 2.4.1. Role of Parents in Managing Assistive Devices

Here we are discussing the role of parents of a child with a disability in terms of assistive technology considerations. Here, it is described that the assistive technology devices and services for a child with a disability and provides information on some areas - (a) the consideration of assistive technology during the Individualized Education Program (IEP); (b) information needed by the IEP team in order to make decisions about assistive technology; (c) the professionals who can help IEP teams make decisions about assistive technology; (d) decisions the IEP team makes about assistive technology; (e) kinds of assistive technology devices and services considered by the IEP team; (f) where the child's assistive technology needs will be included in the IEP; (g) the inclusion of personal devices in an IEP if a particular personal device is necessary for the child to receive an appropriate education; (h) assistive technology training for the child, parent, and school staff; (i) the responsibility of the school for providing necessary assistive technology devices and services and financial aid for purchasing assistive technology devices.

### 2.4.2. Role of School in Managing Assistive Devices

Assistive technology in schools not only benefits learners with disabilities but learners without disabilities may also get help. Teachers can instruct learners better with different

learning styles through computer-based instruction, which provides immediate feedback and can increase motivation. Special software can assist learners in managing behaviour and expressing themselves with less fatigue, frustration, and misunderstanding. More independence for individual learners gives teachers more time with other learners and with group activities. Other learners also benefit since learners using assistive technology are more fully integrated in classroom activities and cause fewer distractions. Seeing learners using assistive technology effectively also provides a positive educational experience and prepares learners for future interactions with individuals with disabilities.

**Case study**

> Manab, a ninth grade learner with visual impairment, uses a screen magnifier in his classes. This device allows him to follow along Assistive Technology at Work on handouts when teacher cannot make them large enough for him to read. With the magnifier, Manab's classmates no longer have to read to him, giving him more independence.

**Case study**

> An eighth grade learner with cerebral palsy, Rina uses a computer with a key guard and trackball to type her in-class assignments since she cannot write with hand. Rina's assistive technology eliminates the need to go to a separate room with a para-teacher acting as a scribe. Remaining in class with her peers boosts Rina's independence and confidence.

The above stories illustrate why assistive technology is so necessary to the development of learner with disabilities. It allows increased participation in the classroom and promotes independence. For learner receiving special education services, assistive technologies make academic and co-operative inclusion possible.

The specialized trained teachers should be assigned for managing the assistive devices and technologies. So, that they can repair and handle things smoothly. Teachers' up gradation and current knowledge about the functioning and user manual are very important.

However, teachers need time to time proper training and orientation for well management of assistive device and technologies.

## 2.5. Let Us Sum Up

After the proper identification of the various kinds of disabilities, proper rehabilitation is very necessary part for all stakeholders in the field of specialization of the people with disabilities. In this unit, we have discussed about various assistive devices, aids and technologies, their proper uses for the learners' learning and daily activities. The Braille is the very basic and fundamental assistive device for the learning of the visually impaired but in the present times there are audio books, tactile computer key board, iPods as instructional tools, note taker, video magnifier etc. may be helpful along with the Braille. The learning of Hearing Impaired is comparatively challenging than others because it is very difficult to communicate with a Hearing Impaired. But many modern types of equipment have been invented like Rechargeable Hearing Aids, Phonak Bolero Q50-P Hearing Aids, Completely in the Canal (CIC), Custom Ear Plugs, and Assistive Learning Devices etc., which may help a lot to a Hearing Impaired. For the learners having difficulty in moving & motor functions attention should be paid on their mobility, use of aids and appliances like wheel chair, walker bag, and balance board, ramp for disabled and making building disabled friendly.

The roles of ALIMCO, DDRC, NIEPMD, are also important in this aspect. All these are the non - profit organizations, working under the aegis of the government of India, under the Ministry of Social Justice and Empowerment. To properly manage the assistive devices the roles of family & school are also very important.

## 2.6. Answers to Self-Assessment Questions (SAQ)

**Answer to the self assessment question no 1**

 Increase access to the general curriculum & increase academic performance. It makes learning joyful. It also helps to understand the content with minimum effort.

**Answer to the self assessment question no 2**

1. c; 2. e; 3. b; 4. a; 5. d.

**Answer to the self assessment question no 3**

 Swimming & Biking

**Answer to the self assessment question no 4**

 Rechargeable hearing aids have batteries inside that are similar to the battery technology used in mobile phones.

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## 2.8.  Unit End Exercises

1.	What is meant by assistive devices?

2.	Write the full form of ALIMCO.

3.	Write the functions of NIEPMD.

4.	Write at least two devices which helps in the learning of the visually impaired.

5.	What is note taker instruction?

6.	What kinds of problems are faced by the learner with low visions? Discuss.

7.	What is a rechargeable hearing aid?

8.	What is cerebral palsy?

9.	What do you mean by ASD?

10.	What kinds of problem may arise due to ASD?

## Reflective Exercises

### Activity2.2.1

While teaching a lesson by storytelling, ask children of your class to blind fold their eyes. After ending the story ask them to act any character from the concerned story. Evaluating their performances you can understand is there any variation in their learning because of blindfold eyes.

### Activity 2.2.2

As a teacher you should allow and encourage the child to use various devices for note taking and record the class presentation and discussions that take place in the class. You can experiment the post effect after allowing them to use various devices.

### Activity 2.2.3

What have you learnt from the story about Suman? The initiative has been taken for Suman from the very beginning with aids. As a result, he began to respond. He is still in under nurturing for further improvement. There are so many things like technologies, devices and therapeutically intervention for the child with hearing loss.

**Activity 2.2.3**

You already know that the hearing is measured by (DB). The range 55 to 65 db means sound of normal conversation. It is noticeable fact that learners miss some words spoken by the teacher while taking notes in the class. Many a times that is punished for not taking interest in studies. But none has tried to understand whether they hear normally or not. If hearing loss is severe then they may be referred to specialist for taking any kind of hearing aids / technologies.

**Activity 2.2.5**

You can make a calendar for teaching new words, making sentences and activities month wise. After end of the month you can evaluate the performances & make a credit sheet for further learning.

# UNIT- III: BUILDING INCLUSIVE COMMUNITY

## *Structure*

## 3.0. Introduction

You are very much familiar with the term inclusion because you have already studied units 1 and 2 of this Block IV. Inclusive community means the community having all kinds of people like disabled, marginalized, vulnerable and ethnic minorities from all strata of the society. In the initial stage, it may seem that inclusion of people who are socially excluded, vulnerable as well as deformed is just useless or meaningless since apparently they are not useful to the society. But if we see the significant roles and contributions of Stephen Hawking, Milton, Mozart, Helen Keller, etc. in the field of science, literature, art and social activity, they are really commendable.

**Case Study**

> Sumita and Kunal are the students of the same school and same class. Sumita comes from a well-established family background and she is also good in her studies. However, Kunal's family background is poor and his academic performance is not as good as Sumita. Kunal does not come to school regularly. He helps his father in farming. Kunal assumes the status of a very desirable student when his school fix up a football match with the neighbouring school. His performance in playing football is outstanding. Now you can understand that Kunal may not be a meritorious student but he may contribute to his school in winning the match.

From the above story it may be stated that more or less everyone has the unique potentiality to contribute the society. However, society has the role for taking care of so that each and every child can grow up with their full potentialities irrespective of their caste, creed, religion, race, economy and personal abilities. In the society, we observe various kinds of people those who do not have the home to take shelter, food to eat, cloth to wear but they are also the member of our society. They are often called marginal, poor, vulnerable and the people of God. As a member of the society everyone should have the duty and responsibility for the people those who are not in the mainstream of the society. In this regards, we need to develop the mass awareness to implement the inclusive policy so that

inclusive community can be formed. In this context, the roles of media, informal agencies and leaders from the marginal group are very important.

## 3.1 Objectives

Upon Completion of the unit, you will be able to -

- ❖ describe the concept of inclusive community/ society;
- ❖ assess community attitude towards diverse students;
- ❖ identify community resources towards promotion of inclusion; and
- ❖ describe strategies to build inclusive community;

## 3.2. Struggle against marginalization and desire for belonging

A little boy was walking with his father in a nearby railway station at that time another little boy of almost same age came to them and begged a few rupees from his father with a pathetic look. When asked why he needs the money, the boy replied that he needed the money to buy food. The whole conversation was heard by the son. After reaching home, the son enquired of his father, why the little boy's father does not purchase food for him. On hearing him, the man replied that he is an orphan; he does not have his father and mother. Orphans often lead a very hard life; they have to struggle a lot for their existence. They do not have food to eat, clothes to wear, home to live in and most of the time they have to lead their life on the streets.

**What have you learnt from the above story?**

There are so many peoples who cannot afford bread and butter, even no home for shelter is called ultra marginal people. The people with disabilities, vulnerable, religious ethnic minorities, women, and child, financially poor, people from backward societies including SC, ST, and OBC mostly belong to the marginal group.

Everyone needs community and community needs everyone because a community that excludes its member is not a community at all. It is a universal fact that people with disabilities feel more isolated from their communities, participates in less community

activities, and is less satisfied with their community participation. Similarly, many marginalized groups of people are found to be frightened, separated, isolated, mistreated, ridiculed, put on display and exploited, denied medical treatment and even killed just for being different.

Many times it is observed that though seats are reserved for the disabled in buses, trains as well as any kind of public transport, the able bodied individuals occupy that at ease. They do not have the slightest awareness of the fact that such seats are reserved for the challenged individuals. Even sometimes it is observed that the ramps specially made for the disabled is used for other purposes without any hesitation. It is the way the common people think which needs to be changed for the betterment and inclusion of the marginalized people of our community. Because of this pervasive societal mind-set, people living in the marginalized context are seen as "less than"; "less deserving" of place, of equity, of having a voice. Nothing could be further from the truth.

## 3.3. Attitudes of community members towards students having diverse background and abilities

The main aim of education is to modify the behaviour of a child according to the needs and expectation of the society. Behaviour is composed of many attributes. One of these important attributes is attitude. A person's behaviour, to a great extent, depends upon his attitude towards the things - idea, person, or object in their surrounding environment. In this unit our main concern is to discuss the attitudes of the general community members towards learners having diverse background and abilities.

You know the story of life-struggle's of Helen Keller. In this respect, we should respect the attitude of Helen Keller's parents and the teacher, Anne Sullivan. At that time, it was very difficult task to teach a multiple disabled child but they did not let it be dampened their spirit. The great initiatives were undertaken by both the parents and the teachers that finally made Helen confident and self-reliant.

Therefore, in the context of learning and mainstreaming of learners from diverse backgrounds, community and family attitude is very important. Disability is the natural occurrence in any one's life. It may happen by birth or by incidents.

Even in the era of 21st century there are various kinds of misconceptions among the people related with disabilities. Therefore, mass awareness campaigns, training and disability related information for individuals, organizing sports and recreational activities for the differently abled and as much as possible involvement of their community in disability related issues are the needs of the hour.

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**Self-Assessment Question**

Answer the question within 40 words each.

 **Q. 1** Who is called orphan?

**Q. 2** Who is Anne Sullivan?

Check your answers with the answer given at the end of the unit.

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## 3.4. Mainstreaming process

UN declaration of Education for All and the India's Right to Education Policy is obviously a very effective initiative for reaching the unreached through the process of mainstreaming. According to Wikipedia *(http://en.wikipedia.org/)*, mainstreaming, in the context of education, is the practice of educating students with special needs in regular classes during specific time periods based on their skills.

i.  This means regular education classes are combined with special education classes. Schools that practice mainstream believe that students with special needs who cannot function in a regular classroom to a certain extent belong in the special education environment.

ii. Access to a special education classroom, often called a "self-contained classroom or resource room", is valuable to the student with a disability. Students have the ability to work one-to-one with special education teachers, addressing any need for remediation during the school day. Many researchers, educators and parents have

advocated the importance of these classrooms amongst political environment that favours their elimination.

iii. Proponents of both philosophy of educational inclusion assert that educating children with disabilities alongside their non-disabled peers fosters understanding and tolerance, better preparing students of all abilities to function in the world beyond school.

iv. Children with special needs may face social stigma as a result of being mainstreamed, in that situation, parents, teachers and other stakeholders should be very cautious to help them according to their needs. Equality and diversity in teaching and learning should be delivered by mainstreaming these issues into the curriculum. Equality and diversity has to be embedded into all aspects of the curriculum: from lesson planning and teaching methods to assessment procedures; from inclusive resources and materials to teaching which focuses on discrimination, harassment and victimisation. Effective mainstreaming may happen when equality and diversity permeates every aspect of curriculum design, plan and delivery.

Think about your five fingers. They are not the same but each finger is important for us. We do not discriminate between fingers on the basis of their size and strength; even we take care of all the fingers. In the same way someone may have disabilities or any other deficiency, due to which they have difficulties in completion of their lesson. But this is our sole duty and responsibility to create a positive ambience to arrange alternative system for them, so that they can equally perform well with other able students.

## 3.5. Concept of inclusive community/ society

An inclusive society is defined as one where all people feel valued, their differences are respected, and their basic needs are met so they can live with dignity. In a socially inclusive community, residents have opportunities to participate fully in the social, economic and cultural life of their community. Social inclusion policies facilitate access to employment, education, health, housing and democratic processes. These social inclusive policies can

create health and wellbeing for individuals by creating a supportive community. It is the process that leads towards the goal of an inclusive global community. Diversity is a fact of life. Difference is normal. Some people are excluded from society because of difference. Inclusive community means society is changing to accommodate differences and to combat discrimination. To achieve inclusion, a twin track approach is needed such as focusing on the society to remove the barriers that excluded individuals with differences (mainstreaming) and focusing on the group of persons who are excluded, to build their capacity and support them to fight for their inclusion. Since inclusion involves everyone in the society at all levels, collaboration and networking are the core strategies to achieve inclusion.

---

**Self-Assessment Questions**

Answer the question within 40 words each:

**Q.3** What is main streaming?

**Q.4.** Write T for true and F for false against the statements given below -

 (a) Individual differences are not respected in the ethos of inclusion.

(b) Diversity is a fact of life.

(C) Collaboration and network are core strategies to achieve inclusion.

Check your answer with the answers given at the end of the unit

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## 3.6. Building inclusive community

The World Summit for Social Development (Copenhagen 1995) defines an inclusive society is a "society for all in which every individual, each with rights and responsibilities, has an active role to play". A person by their profession may be a sweeper, cobbler, black-smith, or carpenter, or may be Hindu, Muslim, or may be a differently able, women or any weaker section of the society but all of them are the respected member of the society. An inclusive society is a society that over-rides differences of race, gender, class, generation, and geography, and ensures inclusion, equality of opportunity as well as capability of all members of the society to determine an agreed set of social institutions that govern social

interaction. Such an inclusive society must be based on respect for all human rights and fundamental freedoms, cultural and religious diversity, social justice and the special needs of vulnerable and disadvantaged groups, democratic participation and the rule of law. It is promoted by social policies that seek to reduce inequality and create flexible and tolerant societies that embrace all people.

A strike was called on by the sweeper community with an agendum to hike their wages in the capital city of India, Delhi. In the beginning, the movement was neglected by Delhi Govt. as a result; the entire city became the dumping ground of wastages. Realizing the importance of their work, Govt. started to negotiate with their demand.

From the above incidents it may be said that each and every community as well as member of the society should be respected, irrespective of their social status to build an inclusive community.

**Necessary elements for creating inclusive community**

For creating social inclusion following elements are important:

**Reducing elements of exclusion:**

i.      Exclusive policies and legislation

ii.     Lack of respect for human rights

iii.    Discrimination, intolerance, stigma,

iv.     Stereo-typing, sexism, racism and homophobia

v.      Fear and psychological insecurity

vi.     Lack of access to basic services, including education, health care, clean water and sanitation

vii.    Lack of access to decent work and employment

viii.   Lack of resources to sustain livelihood

ix.     Lack of access to land

x.      Lack of access to credit

xi.     Lack of transparency in decision-making

xii.    Lack of access to political processes

xiii.    Lack of access to information and Communications

xiv.    Lack of transportation

xv.    Lack of access to public spaces

xvi.    Physical Insecurity

xvii.    Segregation

xviii.  Violence and abuse

**Enhancing elements of inclusion:**

i.    Inclusive policies and legislation

ii.    Access to clean and safe places for living, work and recreation

iii.    Access to information and communication

iv.    Access to public spaces

v.    Access to resources

vi.    Access to basic services, including education, health care, clean water and sanitation

vii.    Access to transportation

viii.    Transparent and accountable decision-making processes

ix.    Adequate income and employment opportunities

x.    Affirmation of human rights

xi.    Opportunity for personal development

xii.    Respect for diversity

xiii.    Freedom (of choice, religion, etc.)

xiv.    Participation in decision-making

xv.    Social protection

xvi.    Solidarity

**Important pre-requisites for creating inclusive community:**

i.    Respect for human rights, freedom, and the rule of law,

ii.    Maintaining the security

iii.    Participate in civic, social, economic and political activities,

iv.     The existence of a strong civil society

v.      Universal access to public infrastructure and facilities

vi.     Equal access to public information

vii.    Equity in the distribution of wealth and resources

viii.   Appreciation of cultural diversity.

ix.     Effective leadership is crucial to the development of an inclusive society

x.      Need to create positive narratives of an inclusive society of the future

xi.     Full participation in all aspect of life

**Dimensions of social inclusion and exclusion:**

Following are the major dimensions of Social inclusion and exclusion:

A.     Cultural

B.     Economic

C.     Social

D.     Environmental

E.     Legal

F.     Physical

G.     Political

H.     Relational

I.     Spatial

**Key- groups to be included who is marginalized:**

It is the role and responsibility of policy-makers, social institutions, civil society, and the private sector to address these issues and to seek out, identify and make visible the marginalized.

**The below mentioned groups have been identified for inclusion:**

i.    Persons with Disabilities

ii.   Old Persons

iii.  Youth

iv.   Women

v.    Marginalized

vi. People living with HIV/ AIDS

vii. Vulnerable

viii. Ethnics and Religious Minorities

ix. Migrants

x. Indigenous People

(*Source:* www.un.org/esa/socdev/egms/.../inclusive-society.pdf)

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**Self -Assessment Questions**

Answer the questions within 40 words each:

**Q.5.** Write any two dimensions of inclusion and exclusion.

**Q .6** Write the name of any five key groups who should be included.

Check your answer with the answer given at the end of the unit.

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### 3.6.1. Breaking down of oppressive system

To understand the oppressive system, it is important to know about discrimination. The word 'discrimination' means simply distinguishing between one thing and another. When we talk about discrimination as a social issue, we refer to distinguishing between population groups defined by specific characteristics - race, gender, religion, national origin, political opinions, sexual orientation, class and treating groups differently. In Indian social perspective, discrimination is the regular phenomena in the name of religion, Casteism, ethnicity, untouchability, disability, superstition, gender, economic as well as socio-political background. After independence many initiatives have been taken to remove discrimination. Constitutionally equal rights and justice have been given the outmost priority irrespective of the caste, creed and culture but equality is just a dream for the people of India. In the 21st century we need to do away with social stigma, illiteracy, superstition, terrorism and any kind of exploitation for sake of a society without oppression.

**The concept of oppression**

So far we can remember, the Oppression of the Jews in Germany began after Hitler's power grab in 1933. The Nazis were violent and denied Jews of their civil rights and livelihood. Many Jews hoped the situation would improve, but the Nazis became progressively more extreme. Life in Germany was impossible for Jews. They desperately tried to leave the country.

The above history is well known worldwide. The name of Hitler is symbolically used as an oppressor. People's hatred is still same as it was during the time of Nazi regime. In the Indian perspective untouchability is a prevailing form of oppression. Oppression against women, dalits, physically challenged often becomes news paper headlines. Even a physically disabled person cannot be escaped from physical and sexual assault. Therefore, on the basis of above discussion it may be assumed that oppression deprives people from their rights and justice due to discriminating attitude of some individuals in the society who tend to treat the marginalized people as inferior.

**Possible way for breaking down the oppressive system:**

Oppression is the prevailing fact of India as well as the scenario of entire world. King Luther, Nelson Mandela, B.R. Ambedkar, all they are famous and versatile personality throughout the world in the name of struggle against oppression. The history of struggle against oppression is very long but still oppression is an existing fact in the whole world. The oppressed classes are economically very weak and socially disadvantaged. Therefore, to empower communities, especially the weaker section of the society including (physically challenged, women, child, dalit and religious minorities) to become more effective at fighting the battles for better health care, good education, a safe environment, and adequate jobs.

Another important aspect of the oppressive system is lack of people's representatives from the oppressed community. The representative may work to grab attention at the problems faced by such oppressed communities. The community members of oppressed group must learn how to overcome the discouragement, confusion, and divisions that are the results of oppression.

### 3.6.2. Helping to change attitude / awareness programme

Generating mass awareness is the effective way to overcome the barrier for increasing inclusive practices. In this aspect, grants and volunteer activities are important to generate awareness on promoting inclusion, providing access for all, and raising awareness about the abilities of young people with disabilities. Everyone should have an opportunity to fully participate in the society, be it in schools, community organizations, recreational opportunities or jobs. By providing accommodation and support, creating universally designed infrastructure and programs, and adopting inclusive practices and attitudes, myths can be dispelled and barriers can be reduced to allow the full participation of all.

Various programmes may be taken up for creating awareness of the people with diversity to promote inclusive community such as organize cultural programme, organize workshop about constitutional rights and duties, organize healthy competition among the people from different culture like games and sports etc., encourage to participate in the festival of different culture.

### 3.6.3. Connecting leaders

For the inclusive and better balanced society leadership role is vital because leader is a policy maker, policy executer and representatives of the people with diversity such as including groups typically marginalized from political and economic power, such as women, youth, people with disabilities, indigenous people, LGBT persons, and racial, religious and ethnic minorities.

The above mentioned groups are basically socially scattered, discriminated and depressed class. The main reason of this discrimination is considered that they are 'voiceless' and 'leaderless' people thereby no one takes responsibility for them. Connecting leaders mean leadership from their own community for them by their own people.

Leader is directly connected with the ground truth, and skills needed for robust and successful program design, management, and measurement.

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**There are four key aspects where leader has the role to play to work to encourage inclusion and diversity:**

i. Target programs to advance the full participation of historically marginalized people into the political, social, and economic lives of their societies;

ii. More fully integrate and mainstream inclusion principles into programs in other issues;

iii. Perform a role as a thought leader and spokesperson for inclusion issues; and

iv. Ensure own commitment to inclusion in our employment and operating practice.

### 3.6.4. Role of media and films in inclusion

In the classroom situation while teacher teaches about vision problem such as dyslexia, may ask their students that in which film this disease was highlighted? It is good if someone answers the question, otherwise teacher will reply them that it is 'Tare Zameen Par' starred by Amir Khan. Under such circumstance, the students will be motivated to enjoy this movie and gather information about the particular problem highlighted. media and films are the best source for learning and to generating awareness.

In the school premise occasionally you can arrange for show of such kind of films which can create awareness among the students about various types of disabilities. Our concern should be only for positive impact. The media can be a vital instrument in raising awareness, countering stigma and misinformation. It can be a powerful force to change societal misconceptions and present person's disabilities as individuals that are a part of human diversity. By increasing the awareness and understanding of disability issues and the diversity of persons with disabilities and their situations, the media can actively contribute to an effective and successful integration of persons with disabilities in all aspects of societal life.

### 3.7. Specific activities for social inclusion

### 3.7.1. Activities to promote relationship and friendship

Friends are important to an individual for several reasons. They support each other emotionally, learn to see things from the other's point of view and provide assistance and feedback when needed. Friends choose each other and remain close through good times as well as times of crises. They provide companionship for community and school activities and help each other to enjoy new experiences and appreciate life more comprehensively. Friendships between people with and without disabilities usually enrich the lives of both. If people with disabilities are to form friendships and be a part of society as adults, these relationships must be developed from the childhood. Classmates and neighbours will grow into adult co-workers and friends later in life. Therefore, integrated classrooms and recreational activities are important. In these settings children with and without disabilities get to meet each other and form healthy relationships.

**Various activities may be adopted to promote social inclusion:**

i. Combining study programme between students with and without disability;

ii. Taking part in Swachha Bharat Abhijan;

iii. Organizing 5 or 7-day health camp where with and without disabled can share their problems and views;

iv. Assigning without disabled to take care of study and others' help of with disabled to make them more friendly and responsible;

v. Visiting frequently the special school makes scope of friendship for with and without disabled;

### 3.7.2. Community based activities (including recreation and sports) to promote inclusion

Sourav, a 9-year old boy is suffering from locomotors disability. Most of the time, he remains sad because he cannot participate in any kind of games or recreational activities. One day his father's friend came to his home and noticed Sourav's condition. So he

suggested Sourav's father to send Sourav in their club to participate in the quiz competition. After participation Sourav felt honoured and enjoyed the competition.

*What have you learnt from the above story?*

As much as possible, physically challenged students should be engaged with various kinds of games and recreational activities.

You may know about Arunima Sinha, born in 1988, the first female amputee to climb Mount Everest. She is also the first Indian amputee to climb on the top mountain. She was a national level volleyball player who was pushed from a running train by thieves in 2011 while she was resisting them. As a result, one of her leg is being amputated from below the knee. Her aim was to climb all the continents' highest peaks and put the national flag of India there. She has already done five peaks including the Mount Everest.

*What have you learnt from the story of Arunima Sinha. Disability is not the big issue if you have will power for playing games.*

There are several activities that may help a disabled to be involved in the community for recreation and leisure activities such as – sports, cultural competition and drawing competition, organize various kinds of fair etc.

## 3.8. Let us sum up

In this unit, the concept of inclusive community/ society and how to build such a society has been discussed. The community support is necessary for the person, who needs support such as people with disabilities, women and child, marginal, vulnerable, religious and ethnic minorities etc. It is important to know the attitude of the community towards diverse learners. Oppression is the prevailing fact of each and every society but breaking down oppression is necessary for the formation of inclusive society. Various programmes may be taken to generate awareness to change the existing attitude of the people for inclusion. The role of community leaders, media, and films are very important in this respect. The recreational activities such as sports and games are also important to promote inclusion.

## 3.8. Answers to Self-Assessment Question (SAQ)

**Answer to the self-assessment question no 1**

A child who has neither father nor mother.

**Answer to the self-assessment question no 2**

Teacher of Helen Keller.

**Answer to the self-assessment question no 3**

Mainstreaming is the practice of education students with special needs in regular classes during specific time periods.

**Answer to the self-assessment question no 4**

1. F; 2. T; 3. T.

**Answer to the self-assessment question no 5**

 Person with disabilities, old person, women, youth, marginalized.

**Answer to the self-assessment question no 6**

Cultural, economic.

## 3.9. References

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## 3.10. Unit End Exercise

1.  What is meant by struggle?
2.  Who are marginal and why?
3.  What kinds of attitude of community members can help learners who come from diverse social background?
4.  What is meant by mainstreaming process?
5.  What is meant by inclusive community?
6.  How can oppression be removed?
7.  Write some community based activities which can promote inclusion.
8.  Discuss the role of media to promote inclusive education.
9.  What kinds of roles can be played by the community leaders for creating inclusive community? Discuss.
10. Mention the names of any two films which can help to promote inclusive education.

## Reflective Exercises

**Activity: 3.2. a**

In your class room try to trace a learner from marginal social background and try to take special care in their learning.

**Activity: 3.2. b**

As a teacher you can assign your students with social welfare activities related to marginal people. The students would be evaluated after completion of their activities. The best students' activities will be given best award. Awards may be provided to the students with best activities.

**Activity: 3.3.**

What kind of experiences can we get from the attitude of Helen Keller's parents and teacher if such kinds of difficulties are faced by us? Definitely the answer is attitude. We must have positive attitude for diverse learner as well as learner who have various kind of disabilities.

**Activity: 3. 6.1.**

Already you have noticed that oppression is the existing fact of our society. So, as a teacher which role can you perform to reduce oppression, what kind of programme can you take in this respect?

**Activity: 3.6.4**

What do you think about the role of cinema in creating awareness regarding disabilities?

**Activity 3.7.1**

Students of a class can be divided into different groups comprising both of able and disable students. Various activities like debate competition may be held so that more and more interaction may take place between the students which will help to develop intimacy, sensitivity as well as positive feelings towards the disadvantaged students.

# UNIT- IV: MANAGING SUPPORT FOR INCLUSION - COLLABORATIVE ACTION

## *Structure:*

4.0.    Introduction

## 4.0. Introduction

From the earlier Blocks and respective units, you have come to know that special education practices were inducted into the mainstream general education through an approach known as 'integration'. The main challenge with the integration was that the 'mainstreaming' had not been accompanied by changes in the organisations of the ordinary schools, its curricula and teaching-learning strategies. This lack of organisational change had proved to be one

of the major barriers in implementing the Inclusive Education policies. Revised thinking has, thus, led to a re-conceptualisation of the concept of 'special needs'. This view implies that progress is more likely if we recognize that difficulties experienced by differently able pupils result from the ways in which schools are currently organized and from rigid teaching methods. It has been argued that schools need to be reformed and pedagogy needs to be improved in such a way that will lead them to respond positively to pupil diversity, seeing individual differences not as problems to be fixed, but as opportunities for enriching learning.

## 4.1. Objectives

Upon Completion of the unit, you will be able to -
- ❖ identify the need for collaboration and partnerships in promoting inclusive education;
- ❖ recognise the barriers to collaboration;
- ❖ undertake the resource mapping for initiating collaboration and partnership; and
- ❖ describe the strategies for managing support for inclusion through collaborative actions.

## 4.2. Concept of partnership and collaboration

As a teacher you know that learners in your classrooms are of different learning abilities, and thus they require individual support for their respective learning. It is well known that, approximately, over the last three decades, school populations have become increasingly diverged, with learners coming from a broad range of cultures, socio economic backgrounds, home-language environments and family structures, as well as having a varied range of abilities (Meadan & Konda Amaya, 2008). Providing a quality education for all learners in an inclusive setting is therefore, acknowledged as the most challenging issue in education today (Amer, et. al., 2009).

Partnership is a relationship created through expressed or implied commitment between/ among two or more parties who join together to achieve common goal through their abilities or assets to accomplish that.

**It works best when:**

i)      the common goals are better achieved together than separately;

ii)     an evident and tangible benefit to all partners;

iii)    effective fund raising tools are in place;

iv)     good governance practices etc.

Collaboration is an open and inclusive process, a tool to engage a broad array of diverge entities to come together to find solutions for any issue/ problem. It is also a decision-making tool to find the best creative outcome on that issue / problem. Partnership with collaboration is a decision-making process when the problem is huge and beyond capacity of an individual or a group to handle. There is no right way to collaborate to solve any problem, but putting your heads together you will feel more comfortable with the problem.

## 4.3. Areas of partnership and collaborations to promote IE

There are five areas that professionals have identified as the areas for partnerships and collaboration:

i.   **Core values** are the fundamental principles for an education system that welcomes all learners whatever their difference or learning style. These values are the starting points of an education system that will be inclusive and accessible to all. An illustration is given below:

Table-1: Areas of Collaboration-I

| Categories | Examples | Strengths |
|---|---|---|
| Diversity enriches and strengthens all communities | Positive welcome for all cultures, children and families | School system adjust to the potential of children |
| Learner's different learning styles and achievements are equally valued, respected and celebrated by the society | Individual educational plans for all children | Differentiation of curriculum and learning: curriculum encourages more effective learning commitment to student, empowerment and peer to peer support |
| All learners be enabled to fulfil their potential by taking into account individual requirements and needs Support to be guaranteed and fully resourced across the whole learning experience. All learners need friendship and support from pupil of their own age. All children and young people be educated together as equals in their local communities. incompatible with segregated provision both within and outside mainstream education. | Environmental and school accessibility: ecological approach, inclusive community spirit | Schools which have an Ecological commitment - focus on the natural world and community life |

ii. International law, policy and obligation highlight the legal and policy frameworks that support a progression towards an education system that is inclusive of all differently able learners. The law or policy could be national or local and be applicable to national agencies (viz., Government, local authorities, municipalities etc.) or education providers (viz., schools or colleges) or education professionals (such as teachers, support staff psycho-social professionals).For example, the international policy is given below:

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Table-2: Areas of Collaboration-II

| Categories | Examples | Strengths |
|---|---|---|
| UN Convention on the Rights of Persons with Disabilities | legislation according to new needs and challenges and evolution | International accountable and measurable progress framework Professionals can be involved in submitting an Article 24 Progress report to the UNCRPD Monitoring Committee |
| UN Convention on the Rights of the Child | The UN Convention on Rights of the Child is on wall of each school 'Something for everyone' posters is displayed everywhere in the school | Children and staff become familiar with a culture of Human rights which leads to greater aspiration and inclusion for all |

iii. Leadership and persuasions focus on the role that plays in progressing inclusive education. Leadership can come from individuals such as disabled people (of all ages), family members or professionals working in education. Leadership can also come from organisations that provide education or agencies that set policy and practice. Persuasion is the activity undertaken by individuals and organisations in leadership positions and is the work they do to encourage others to have aspiration about what is possible for marginalized learners. An illustration:

Table-3: Areas of Collaboration-III

| Categories | Examples | Strengths |
|---|---|---|
| Leadership of differently able persons | Disabled people's organisations and allied organisations leading campaigning work for inclusion in each country | Disabled people's organisations and allied organisations leading campaigning work for inclusion in each country |
| NGO leadership | Project partners have new commitment to promoting inclusion Dimension and power of national association | Collaboration with allies adds strength to the movement for change - working together increases confidence and aspiration for what is possible |
| Leadership in schools | Heading for inclusion network of head teachers Commitment to voice of the children in schools | Increased confidence amongst teaching staff to work in inclusive education methods Head teachers are made aware of |

| | | their responsibilities The teachers think beyond the school system; creativity of teachers, autonomy actors |
|---|---|---|
| Parents as leaders | Parent led associations to promote the voice of families | High levels of parental involvement and radical leadership of parents |
| Professionals as leaders | Special educational needs coordinator in each school is a requirement of Education Codes of Practice University research centre influences inclusion policy | Child focused education system - young voices are valued/ leadership of young people -commitment to democratic learning mirrors the country's commitment Professionals will benefit from accessing evidence of 'what works' to develop their inclusive education practice. |

iv. **Empathy and understanding** focuses on the change that is required both in individual and in the culture within organisations and agencies. It is the change in people's and organisational attitudes, thinking and behaviours that will create the paradigm shift necessary to facilitate inclusive education. An illustration is given below:

Table-4: Areas of Collaboration-IV

| Categories | Examples | Strengths |
|---|---|---|
| School ethos | School based ethos of Welcoming all kind of Diversities Open attitude of teachers 'Can Do' approach of teachers and support staff Revolution not evolution has led to system change Non-discrimination and equality approach supported by legislation School based ethos of working, playing, living Togetherness encourages Empathy and understanding Adapting the rules so that everybody can succeed Recognising 'gifts' of every child - all children are equally valued Continuity of education good transition into | The inclusion of children from different cultures/ backgrounds will bring about a changes in wider societal attitudes. The presence of inclusive education leads to a culture of sharing and openness to others The supportive school community helps in the individual's development: viz., collaboration after school -community life learning, collaboration with local services Learners are listened to by teachers in terms of their individual learning plan Culture of respect between learners and teaching staff |

| | Adulthood Student led discussion groups set up by schools on various topics – taking a holistic approach to Education | Open and non-judgemental attitude to 'behaviour This encourages student to student support (peer to peer) and stronger friendships Varying length of school day creates the best learning environment for children This approach encourages a sense of partnership and mutual respect between teacher and learner. |
| --- | --- | --- |

v. Problem solving is the practical strategies related to examples of problems that work in terms of the inclusion of disabled learners in schools and colleges. This section identifies practical examples that professionals saw when visiting different schools. An illustration:

Table-5: Areas of Collaboration-V

| Categories | Examples | Strengths |
| --- | --- | --- |
| Relationship building | Friendship bench in UK that encourages the intentional building of relationships between young people | Children develop an understanding of the role they play in supporting others Friendship increases confidence which in turn supports a greater willingness to learn |

| Effective learning | Learning improves if Individual interests are encouraged Good curriculum differentiation Learning measured against individual progression rather than standardized measure | Children will learn more effectively if their interests are recognised and valued. Recognising and supporting different learning styles will enable disabled children to participate more effectively. Flexible methods of measuring learning progression support the inclusion of disabled learners because it does not measure against a non-disabled norm. |
|---|---|---|
| Flexible teaching | Teacher/learner meet weekly to assess learning needs Good Gender mix for teachers in schools at all levels Equal value given to academic and non-academic subjects for learners of all ages | Teamwork within schools and in partnership strengthens confidence and learning. A regular meeting between learners and teaching staff builds a relationship based on respect and trust. Teacher training: compulsory |
| Support for Learning | Good understanding of the purpose of lessons for all Introducing alternative pedagogy (e.g. Step by step method -individual learning plans) Support teachers assigned to the class and not to the pupil | Module for all teachers that fosters a culture so that everyone feels involved. Many teachers are now seeking opportunities to develop skills in inclusive teaching methods. This creates a more holistic approach and does not stigmatise individual learners who may need additional support in the classroom. |

## 4.4. Barriers to Inclusion

In the present context, what do we find about the effective inclusion? Inclusion appears mostly at the government policy level rather at the level of implementation. While the policy states that all children should go to school for quality education and government are also trying to enforce that, but in many cases, quality learning for all is not taking place, which is contradictory to the vision of inclusive education. The reasons behind the non-implementation of the inclusive education in India are the existence of some barriers.

Since the passage of The Persons with Disabilities (PWD) Act in 1995 and subsequent implementation of various policies and programs by the Indian Government to enhance the participation of learners with disabilities in regular schools, there has been a steady growth of inclusive education. Such initiatives, however, have placed new demands on schools, especially on teachers who have the major responsibility for implementing inclusion at the classroom level. Literature from other countries indicates that for inclusion to be successful, it is essential that classroom teachers' concerns about implementing such programs be identified and systematically addressed. Unfortunately, there is a paucity of research about teacher concerns regarding inclusive education in India.

**Major barriers to collaboration to promote inclusive education are discussed below with examples:**

### i. Lack of trained teachers

According to Ravi, a school teacher, "We, the teachers were never given any training to teach learners with special needs. We are teaching all kinds of children but in reality do not possess skills for teaching them. The school management and school principal must ensure that all teachers get in-service training and guidance for teaching special needs learners. The trained teachers must be rewarded or adequately compensated and encouraged to go through the training for successful inclusive education programs in schools. National Council of Educational Research and Training (NCERT) must also

prepare a team of master trainers who should offer training to the teachers for assisting them to learn the techniques of teaching special needs learners."

Teachers have a crucial role to play in the successful implementation of inclusive education. While it has been common to assess and provide support for the needs of the learner, the support needs of the teachers is often overlooked. Ravi, a young math teacher expressed his anguish on the issue of unskilled teachers and suggested that all teachers must be provided with relevant in-service training.

### ii. Lack of inclusion policy in the school ethos

Rakesh, a postgraduate teacher was concerned that teachers do not know the goals and objectives of the special needs learners as there was no policy in the school ethos. Those learners also have the same curriculum as those learners without special needs. According to Rakesh, "We are, perhaps, doing injustice to special needs learners in our schools as we have no policy and no guidance about their goals and objectives. In the absence of a policy, no program can be implemented successfully. We are not trained and skilled and therefore are working in dark.

The school management and principal should collaborate to make a policy for a successful inclusion program in the school."

### iii. Lack of differentiation in instruction

Sripada, a very senior teacher commented on the same curriculum structure in their classes suggesting that the alternative is unnecessary stated, "Special programs and regular education programs must be allowed to collectively contribute skills and resources to carry out individualized education plans based on individualized educational needs but we teachers do not have any time and any idea to distinguish the two curriculums for the two sets of learners sitting in our classes. The learners are given the same assignments, same tests and the same question papers in the examinations. We are simply trying to do uniformed education. NCERT must ensure that there is a national curriculum for different types of disabled learners based on the severity of disability."

In India, there exists not a common curriculum in different states and therefore becomes difficult to make adaptations for children with special needs. In addition, curriculum planning for inclusive education is much neglected by educators as being unnecessary.

### iv. Parental pressure

Lalitha, a senior language arts teacher expressed her concerns, "Some parents interpret rigid rules and eligibility requirements to which the schools must adhere to as an indication that school officials are not willing to help their child. Other parents feel that the school actively discourages their participation in shaping educational programs for their children. We have also seen that conflicts arise when the school perceives the parents' requests for services and a stronger voice in decision making as being excessive, costly and inappropriate."

### v. Teacher anxiety

Many teachers were not sure whether inclusive education was a success in their schools. The teachers expressed their concerns about having stress and anxiety while including special needs learners in their classrooms.

Rohit, a young teacher was also concerned about teachers' burn out due to inclusion and suggested that the Ministry of Education must prepare the teachers for this purpose. He commented, "Many of us are not trained in teaching special needs learners and sometimes have to face some maladaptive behaviour such as tantrums, aggression, self-injury and avoidance or neglect of the teachers. Sometimes they throw chairs on other learners. This is really very stressful for the teachers. Ministry of Education must conduct seminars to help the teachers and encourage them to have integrated practices in the school. The teachers must be adequately prepared to welcome and teach the special needs learners in their classes".

### vi. Negative attitudes

Sushila, a senior Language Arts teacher talked about the negative attitudes of teachers as a major barrier to inclusive education. According to her, the learners with special needs deserve better and the teachers having negative attitudes towards inclusive education must be prepared and trained by the school principal and other staff to improve their attitudes. According to her, the teacher is a central figure in inclusive education.

Many teachers in ordinary schools have do not knowledge or skills with regard to teaching special needs learners. Some are perhaps directly negative, others only confused and afraid, still others overlook or overprotect the pupil. I would like to point out one dangerous and frequent effect of these varying negative attitudes. The teacher's expectations regarding the pupil's achievement are far too low. We all need to fulfil expectations of those learners who have special needs. It is a major responsibility of the school principal to ensure that classroom teachers do not exhibit negative attitudes towards the special needs learners.

### vii. Fear of failure in maintaining academic standard

Om, a teacher of a primary school stated, "Segregation and inclusion may be thought of as opposite poles on a sliding transition scale. Those teachers, who hesitate to include intellectually slow children into their classrooms and are scared of fall of their academic results, must be informed by school administration that the results of the special needs learners would not be affecting their overall achievement and that those teachers must be awarded who include those learners into their classrooms."

### viii. Lack of professional development of the teachers

Tina, a veteran Language Arts teacher believed that lack of professional development for teachers is one of the biggest barriers to inclusive education in schools. She added, "The dominant training-and-coaching model which is focused on expanding an individual repertoire of well-defined classroom practice is not adequate to the conceptions or

requirements of teaching embedded in present reform initiatives which includes special learners as well.

The Ministry of Education must endeavour to provide professional development to all teachers so that they understand the concept of inclusive education and are ready for including special needs learners."

In recent years, professional development for school teachers has come to be seen as a key component of inclusive education reform agenda. In traditional school schedules, sufficient time for this kind of teacher activity is not normally integrated into the school day. Professional development today also means providing occasions for teachers to reflect critically on their practices.

### ix. Ignorance of parents

Amitabha, headmaster of an elementary school focussed on ignorance of parents as a significant barrier to inclusive education, as learners and parents do not know about their rights and opportunities. According to him, "In our schools we see only a few special needs learners. These learners like to sit at home as they do not know about their rights.

The school management and school principals must not close the gates of the school for any special needs student. The Department of Education, New Delhi must reserve a few seats for special needs learners in each and every school. Also, school principals must be obliged to give admission to special needs learners."

Right to admission in an educational institute under Articles 14 and 21 of the Constitution of India is a fundamental right. Even as Articles 32 and 39 of the Persons with Disabilities Act, 1995 clearly pronounces that every academic institution is bound to reserve 3 per cent of the seats for learners with disabilities, this seems to have been ignored by most of the self-financed institutions in the state (Express India, 1st Feb. 2009). There are various institutions in India where learners with disabilities are denied admission.

### x. Lack of proper infrastructure

Mamata, with five years of teaching experience, seemed to be very concerned about the state of infrastructure in her school. According to her, this prevented many learners with special needs in participating in various school activities. She commented," They (special needs learners) do not feel comfortable sitting in the classroom when their class is enjoying a television program in library on the second floor. They cannot go there in their wheel chairs as we do not have any lifts in the school."

### xi. Financial limitations

Savitri, a young female teacher felt that financial limitations did not allow the schools to buy the resources that would support special needs learners' learning. She revealed, "The latest technology which should be available for special needs learners is not available in our school. For example, the hearing impaired learners can learn from computer technology but we are not able to purchase this because of financial limitations."

### xii. Large class size

Sushil, a senior Language-Arts elementary teacher believes that inclusion could be more successful if they had smaller class sizes in their schools, where fifty learners in a class is a norm. Sushil suggested, "The issue of small class size and the quality of one-on-one interaction between teachers and learners with disabilities becomes further irrelevant when the real issue in many classrooms is the struggle to acquire the foundations of literacy amidst a paucity of resources and aids required by the child.

For many years India has had a huge population and Indian children have studied in large classes with limited resources. In the Indian context where resources are scarce, large class sizes are a further blow to inclusive education."

## 4.5. Planning for collaboration

Learners with special and exceptional needs, by and large, are placed in inclusive learning settings, more frequently than in the past. For general educators with a limited special

needs education background, this can often be anxiety provoking and stressful. Every teacher wants to provide the best instruction and education for his/ her learners. Special education teachers or teachers with special training to deal with Children with Special Needs CWSN can provide supports to general education teachers, especially when we share responsibility of learners with special needs. I working with CWSN to ensure that all learners have the necessary resources in order to be successful, and those they themselves can grow and learn as a teacher.

**Five planning strategies that may be successful for working with learners in the inclusive classroom are discussed below:**

### i.  Get to know your learners' Individualized Education programme (IEP)

Upon receiving notice that a student with special need is entering your class, it is important to connect with that student and his/her parents. You, as a teacher, should receive a brief synopsis about the IEP, often referred to by medical practitioner, special teacher, therapist or related information be collected to take decision about his/ her IEP. This will detail the specific services and supports for each of the student, as well as any physical accommodations and modifications that are suitable for them. There may be the school counsellor, for a student with an IEP it would be either the Special Education Teacher or Resource Specialist.

### ii.  Implement Universal Design for Learning (UDL)

 It's an approach to curriculum planning and mapping that makes learning engaging and accessible to a wider range of learners with different strengths and needs. UDL builds on Howard Gardner's theory of multiple intelligences, in that it calls for teaching to utilize multiple modalities, and for learners to respond to learning with a variety of assessment tools. Educators that recognize the importance of UDL realize that we all learn and express ourselves in different ways and that in order to assess skills we need to be allowed to use our strengths, while practicing our areas of need at the same time. (Ref. CAST's Website)

Take Action: View the video and reflect on your teaching practices. How are you engaging learners? How do learners show what they know? How are learners presented with material?

### iii. Support Important Life Skills

As a seasoned educator, when I hear the term 'life skills', I often think of tasks that are performed by our more severely disabled learners, many of whom are not in a general education environment. When I do this, I am somehow changing my learners, many who lack very necessary skills they need in order to be a productive and contributing member of the society. Many general education mainstream learners cannot perform the following simple tasks:

    i)  telling time from an analogue clock

    ii)  writing a simple letter

    iii) signing their name in cursive

    iv) note taking and study skills

### iv. Engage in collaborative planning and teaching

No classroom is an island, especially an inclusive classroom. Opening up your room to service providers, paraprofessionals, special education teachers, and parents gives you valuable opportunities to participate in collaborative teaching. Collaborative teaching looks differently depending on what school, level, and setting you are working.

### v. Develop a strong behaviour management plan

Having a successful inclusive classroom depends upon having control of your classroom. It is essential to have clearly communicated expectations and goals, which are accessible to all learners. Your classroom environment should be tailored to better suit diverse learners' needs. With learners' and specialists' input, create a checklist or action plan for learners.

**Some specific behaviour management strategies that may support effective instruction are:**

a) Posting daily schedules

b) Displaying classroom rules and expectations

c) Encouraging peer to peer instruction and leadership

d) Using signals to quiet down, start working, and putting away materials.

e) Checking in with learners while they work

f) Utilizing proactive rather than reactive interventions as needed

g) Speaking to learners privately about any concerns

h) Employing specific, targeted positive reinforcement when a student meets a behavioural or academic goal.

## 4.6. School based approach to collaboration

The most challenging and critical aspects of Inclusive Education development in terms of inputs are: (i) Rate of Student Access, Retention and Drop-out; (ii) Study Findings Identifying and Encouraging Children to go to Schools; (iii) Background of Socio-economic Conditions of Learners; (iv) Attitudes towards CWSN and SEN; (v) General and Special teachers' Work Conditions; (vi) Adaptation of Flexible, Adaptive and Functional Life-skills based curriculum relevant to learners' lives.

Researchers suggest that Inclusive Education programmes should look for improvements in terms of contextual factors, viz., individual, family, community, organization, and government. Specific indicators may include presence, participation, choice, respect, knowledge, skills etc. School based approaches may be of following types:

### 4.6.1. Professional Partnership for Interdisciplinary Services

Educating all learners with disabilities in general education requires a supportive frame work for collaboration between general and special educators. Such a framework is found

in the education reform and restructuring literature, which advocates practices, such as team teaching, interdisciplinary curriculum, and block scheduling.

Many strategies to provide special education and related service support within the context of general education have been evolved during the past two decades. These strategies are parallel to the best practices in general education of reforming and restructuring. Three key strategies are described below, with specific applications to related services.

### 4.6.2. Collaborative Teaching Programmes

Mc Hatton and Daniel (2008) suggest that implementing co-teaching at the pre-service level forces a paradigm shift and changes the way courses are delivered with collaborative teaching across disciplines. Nevin et al. (2009) reviewed collaborative teaching for teacher educators and concluded that collaborative teaching for inclusive education is more effective than the individual teaching.

### 4.6.3. IEP Based School-Parent Partnership

An IEP defines the individualized objectives of a child who has been determined to have a special need as defined by RCI of India. The IEP is intended to help children reach educational goals more easily than they otherwise would. In all cases the IEP must be tailored to the individual student's needs as identified by the IEP evaluation process, and must especially help teachers and related service providers (such as paraprofessional educators) to understand the student's disability and how the disability affects the learning process.

The IEP describes how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively. Developing an IEP requires assessing learners in all areas related to the known disabilities, simultaneously considering ability to access the general curriculum, considering how the disability affects the student's learning, forming goals and objectives that correspond to the needs of the student, and choosing a placement in the least restrictive environment possible for the student.

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Parents can also play a number of important roles in their relationship with their child's school-organization members, care providers, political advocates, and facilitators of professional decisions. This digest examines the special roles of parents of children with disabilities in planning for the education of their children and discusses how educators can work effectively with parents to create meaningful individualized education programs (IEPs). The involvement of parents in the IEP process has many benefits:

(i).     Increase the teacher understands of the child's environment,

(ii).    Add to parents' knowledge of the child's educational setting;

(iii).   Improve communication between parents and the school;

(iv).    Increase the understanding about the child;

(v).   Increase the likelihood that, with improved understanding between home and school, mutually agreed upon educational goals will be attained.

### 4.6.4. Teachers Network on IE- Online Resource Sharing

Inclusive education works when children and young people learn together and thus it benefits everyone and friendships, respect and understanding can be built. There are various links to other inclusive education groups for learning, lobbying and inspiration.

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**Self-Assessment Question**

Answer the following questions each within 40 words

**Q.1.** What do mean by CWSN?

**Q.2.** State the concept of IEP.

Please check your answer with the answer given at the end of the unit

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## 4.7. Resource Centre Network Support/Partnership with Agencies

The right to live with dignity and self-respect as a human being leads to a continuous analysis of policies and services aimed at marginalized sections. UNICEF's Medium-Term Strategic Plan for 2002-05, in line with the Convention on the Rights of the Child, demands that 'all children should have access to and complete an education of good quality'. Several initiatives by Governments, NGOs, INGOs, UN agencies and others have addressed the special education needs of children with disabilities, and some have successfully demonstrated examples of special and inclusive education.

After independence, the Indian Constitution directed the state to ensure provision of basic education to all children up to the age of 14 years. The education of people with disabilities was, however, not explicit in the early constitutional provisions except for guaranteeing similar rights for people with disabilities as other members of society.

The Rehabilitation Council of India Act, 1992 initiated a training programme for the development of professionals to respond to the needs of learners with disabilities. The enactment of the People with Disability Act in 1996 provided legislative support. This act makes it mandatory to provide free education to children with disabilities in an appropriate environment until the age of 18 years. In1999, the Government passed the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act for the economic rehabilitation of people with disabilities. These acts have been instrumental in bringing about a perceptive change/improvement in the attitude of government, NGOs and people with disabilities. In recent years, two major initiatives have been launched by the government for achieving the goals of universalization of elementary education (UEE): the District Primary Education Programme (DPEP) in 1994 and the Sarva Shiksha  Abhiyan (SSA) in 2002.

Programmes launched in the recent past have been able to make only a limited impact in terms of increasing the participation of children with disabilities in formal education. This situation needs to change; a focused effort is required. Keeping in view recent initiatives

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on inclusive education, a comprehensive review is necessary to help in better understanding the present status of education of children with disabilities, and how inclusive education can be promoted:

## 4.7.1. Working in Early Intervention

In the context of the Developmental Systems Model of early intervention, the principle of inclusion represents all efforts to maximize the participation of children and families in typical home and community activities (Guralnick, 2001a). Although inclusion is often thought of in the context of encouraging interactions between children with and without disabilities, it is conceptualized in the broadest possible manner as a core principle in the Developmental Systems Model. The ideological and philosophical rationales for a principle that encourages full participation of all children in community life are important in their own right, but failure to translate this principle into practice within the early intervention system will likely have numerous adverse consequences on children's development, including limiting the full range of stimulation that children can experience, restricting social and educational learning opportunities, and perhaps creating low expectations for achievement (Guralnick, 2001b).

For preschool-age children, the law required that every effort be made to ensure that children with developmental delays fully participate with their typically developing peers in early childhood programs. But again, inclusion as a core principle in a developmental systems framework has broader implications ( Guralnick, 2001a).

Unfortunately, powerful forces continue to exert pressure towards isolation and separation when a child has a disability. Despite considerable progress over the years, negative attitudes at all levels of the community still surround children with disabilities (Stoneman, 2001), and state administered early intervention programmes have failed to meet most reasonable contemporary goals for inclusion (Guralnick, 2001). But, it is also the case that family patterns of interaction involving a child with a disability can increase the risk of isolation from peers and from community activities and limit a child's participation in the

life of his or her own family. For example, families of children with disabilities (Guralnick, 1998) often need information with respect to reading their child's cues or adjusting to their child's limited expressive language to achieve the proper development-enhancing balance in their relationship.

These circumstances may even lead families to select unnecessarily restrictive early intervention alternatives such as a segregated preschool educational programme.

Accordingly, as these examples illustrate, stressors created by a child's characteristics can affect family patterns of interaction (e.g., parent-child transactions, community experiences organized by parents) that influence a child's inclusion in home and community life and may adversely influence a child's development as well. A similar process operates for stressors on family patterns of interaction whose origins are linked to the characteristics of the families themselves. For example, families experiencing mental health problems or who have limited financial resources or social supports are far more likely to lack the ability to negotiate community life in a manner that orchestrates appropriately stimulating experiences for their child or the ability to engage in parent-child transactions during family routines that are enjoyable and developmentally enhancing (see Burchinal, Roberts, Hooper, & Zeisel, 2000; Sameroff et al, 1987).

### 4.7.2. Special Educational Services

*Inclusion of Learners with Special Educational Needs:*

Post-Primary Guidelines is designed to assist schools in providing appropriate education for learners with special educational needs.

The policy in relation to the education of children with special educational needs recognises the need for a continuum of provision for these learners, ranging from full-time enrolment in ordinary classes in mainstream schools to full-time enrolment in special schools. Arising from the wishes of parents to have their children educated in an inclusive educational environment, there has been a notable increase in recent years in the enrolment of learners with special educational needs in mainstream post-primary schools. In parallel,

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the allocation of additional teaching and care staff to schools to assist in the education of these learners has also increased significantly. The Guidelines are designed to provide best practice guidance in relation to the education of learners with special educational needs within the present legislative framework. The publication of the Guidelines is also a response to requests from school management authorities and teachers for guidance and support in relation to the education and inclusion of these learners.

Significant challenges in relation to the inclusion of learners with special educational need arise for schools, for example from the requirement to provide a subject-centred curriculum, the preparation of learners for state examinations, and the "points race". Learners meet many different teachers during the school day and school week, while teachers similarly may teach a wide range of class groups. It is recognised that in general, post-primary schools are responding purposefully to the challenges presented by the increased enrolment of learners with special educational needs. The Guidelines build on existing good practice and put forward suggestions for how practice can be further developed in the future.

The Guidelines advocate a whole-school approach to policy development and implementation. Such an approach makes it possible for the management and teachers to work within a coordinated policy framework and to contribute effectively to the provision of appropriate education to learners with special educational needs. Advice is provided in the Guidelines on the role of each staff member in the school and the means by which they can collaborate effectively with one another, with parents and with outside agencies in the provision of education for learners with special educational needs.

### 4.7.3. Therapeutics/Rehabilitation Services

Therapy services contribute to the lives of people with disability, supporting them to reach their potential, enjoy meaningful relationships and participate in their chosen communities.

The benefits of therapy can include - (a) promoting individual and family health and wellbeing; (b) supporting the development of skills and independence in areas such as communication, mobility, daily living and behaviour; (c) preventing, minimising or remediating existing or emerging disability; (d) developing or enhancing meaningful relationships; (e) encouraging community inclusion and participation.

In some cases, therapy may be delivered in school settings, which will require positive relationships between therapy and education providers.

### 4.7.4. Sports and Recreation

For many years, there has been a growing awareness of the social, physical and health benefits of citizen participation in community sports and recreation. People with disabilities, their families and caregivers are also seeking these benefits and are increasingly seeking access to their local sport and recreation providers, with varying degrees of success.

The countrywide strategic framework for inclusive sport and recreation is the first step towards achieving this aim. The framework has been developed through widespread consultation with a range of groups, including people with disabilities, state and local government agencies, state sporting associations, disability recreation providers and mainstream sport and recreation providers, and represents a shared vision for inclusive sports and recreation. The framework has been built from the goodwill and cooperative relationships between these groups, with developmental direction from a broad Industry Reference Group. Successful implementation of the framework largely depends upon the level of commitment to its Vision and Values by all groups, including the broader community, private and industry partners, and State and local government agencies.

As disability intersects with gender, ethnicity, aboriginality, cultural and linguistic diversity and socio-economic status, it is important that all members of the sport and recreation community develop practices, attitudes and skills that can effectively incorporate this rich diversity at the local community level. In turn, the development of

inclusive services should have broader benefits to other community members who have been unable to enjoy the benefits of community sport and recreation.

## 4.7.5. Assistive Devices

The school should provide for a wide range of incentives and interventions for the education of children with disabilities. These include preschool training, counselling for parents, allowances for books and stationery, uniforms, transport, readers and escorts, hostel facilities, and other assistive devices. The scheme provides one special teacher for every eight children with disabilities, community involvement, and is source room in a cluster of eight to 10 schools. A number of voluntary organisations are implementing the scheme in different states.

## 4.7.6. Parent Associations/Disabled Persons Organization

In 1960s various parents' organizations for children with officially unrecognized disabilities sprang up. This was due to insufficient laws and government policies to respond to the needs of specific laws and government policies to respond to the needs of special disability and also the parents' recognition of the importance of organizing themselves to share their own problems. The following organizations were formed and began taking actions: Parents' Association for Children with Speech Impairment, Organization to Protect Children with Heart Disease, Parents' Association for Congenital Abnormal Children, National Association of Sisters and Brothers who have Mentally and Physically Handicapped Siblings, National Association to Protect Children with Severe Mental and Physical Disabilities, Federation of Families' Organizations with Mental Illness, Parents' Association for Autistic Children.

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**Self-Assessment Questions**

Answer the following questions each within 40 words

**Q.3.** What is meant by early intervention of differently abled learners?

**Q.4.** What do you mean by rehabilitation of differently abled learners?

Please check your answer with the answer given at the end of the unit.

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## 4.8. Building Community Partnership

Communities in reality are bogged with tough problems. Youth violence, poor school performance, children without caring parents, the lack of real opportunity and many more -each of these challenges is to be addressed for taking any measure for the promotion of the society. Challenges are complex at the same time those are important, and they will not go away quickly. But communities around the country have made progress on these issues. The core lesson, the fundamental truth, and the bottom line are that a partnership was at the heart of each successful effort. Every player community-based organizations, local government agencies, the business community, neighbourhood organizations, and individuals are important.

### 4.8.1. Maximizing Community Resources

Schools have responsibility for maximising the learning outcomes and wellbeing of all learners and for providing access to a high-quality education that is free from discrimination. All children are entitled to quality education experiences. Learners should feel that they are included in an environment of high expectation where they are both abled and enabled to learn.

At the core of inclusive education is the human right to education for all, which is pronounced in the Universal Declaration of Human Rights in 1948 (UNESCO). This resource supports inclusive education.

Inclusive education means that all learners are welcomed by their school in age-appropriate settings and are supported to learn, contribute and participate in all aspects of school. Inclusive education is about how schools are developed and designed, including classrooms, programmes and activities so that all learners learn and participate together. In order to create an inclusive environment, changes and modifications may need to be made to help a student or group of learners participate on the same basis as other learners. The changes or modifications made will reflect the assessed individual needs of the student and can be made in both the classroom and whole school setting. Modifications are often

referred to as adjustments to meet individual needs. Adjustments can be made to a range of areas to support an individual student, including but not limited to the way that teaching and learning is provided, changes to the classroom or school environment, the way that learners' progress and achievements are assessed and reported to parents, the provision of personal care and planning to meet individual needs, as well as professional learning for teachers and support staff.

### 4.8.2. Public Private Partnership (PPP) Model

Education is a fundamental sector that every country needs to develop but governments in developing countries have limited resources for it. They face difficulties in providing quality education services that take into account individual and community diversity. This has resulted in greater involvement of the private sector including non-government organisations, business corporations and communities in the finance and management of services.

## 4.9. Let us sum up

Disability is seen as a developmental issue in any economy, as the disabled group is often being marginalized due exclusion from the society and thus leading to poverty. Inclusive Education approach doesn't only provide the basic human right to education but also dignity which is often being linked with the socio-economic status. It is seen as a device for both access and quality education which are also fundamental aspirations of EFA and MDG action frameworks. Through, inclusive education the learners gets a chance for not only getting into the system but also a support to complete it successfully. Inclusive education results in improved social development and academic outcomes for all learners as it provides opportunity to get exposed to the real world which leads to the development of social skills and better social interactions. It also provides platform to the non-disabled peers adopt positive attitudes, tolerance. An important prerequisite for inclusive education is have respect for differences, respect for different learning styles, variations in methods, open and flexible curricula and welcoming each and every learner. A success of any learner

is dependent on both school and community, but, both of then poses barriers in the implementation of the inclusive education policy. These barriers are both external and internal in nature and in order to facilitate inclusive education there has to have a modification in the environmental conditions, which includes the physical changes in the school buildings and increased number of schools. Apart from that, very importantly there is a need to change the negative attitudes and more responsibility towards learners with special needs, which can be brought about by policy changes.

There is a need to provide proper training to the teachers dealing with the diverse needs of the learners, applying appropriate individualized pedagogy and assessment system. Also, this training must be continuous. Barriers to access and success can be viewed in physical as well as structural sense. But more than that, it is the curriculum, the pedagogy, the examination and the school's approach, which create barriers. Unless these unseen barriers are taken care of, access to all children and an assurance of success to all would remain a far cry. The inclusive education movement, combined with technological development and a new approach to open schooling has come at this crucial juncture. Countries and school systems choosing a holistic approach to access and success are more likely to succeed in reaching education for all.

## 4.10. Answers to Self-Assessment Question (SAQ)

**Answer to the question no. 1.**

Children with special needs.

**Answer to the question no. 2.**

IEP means Individualized Educational Programme. The IEP describes how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively.

**Answer to the question no. 3.**

Early Intervention of differently able means if there is any kind of abnormalities found in the process of growth and development of the newborn which needs to be addressed as early.

**Answer to the question no. 4.**

Rehabilitation services contribute to the lives of people with disability, supporting them to reach their potential, enjoy meaningful relationships and participate in their chosen communities.

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## 4.12. Unit End Exercises

1. What do you mean by partnership with collaboration?
2. Why partnership and collaboration are important in the promotion of inclusive education.
3. Mention any five barriers to inclusion.
4. Discuss financial limitation as an important barrier of inclusive education.
5. Why promotion of inclusion in a classroom should be planned strategically?
6. Mention any two planning strategies that may be implemented in the inclusive classroom.
7. What is meant by CWSN?
8. Write the functions of PPP model
9. Why early intervention of person with disability is important?
10. Write the roles of sports and recreation in the life of person with disability.

## Reflective Exercises

**Activity .4.4**

(Lack of inclusion policy in the school ethos, negative attitude, large class size)

Categorise the above barriers for inclusive education into the following groups:

| Infrastructural | Policy Related | Attitudinal |
| --- | --- | --- |
|  |  |  |

**Take Action: 4.5. I.**

Check and make sure you have current documents for learners in your class. Make a chart with what services each student receives and how frequently. Make note of their next IEP meeting date. If you haven't started one yet, start a folder for student work samples-this will make the Special Educator's job that much easier.

**Take Action: 4.5, II.**

Find or create a survey for your learners to gauge what essential skills they have, and what they need. How can you incorporate instruction in these skills into your everyday schedule?

**Take Action: 4.5 V.**

Look through student IEPs to see if any student has a formal Behaviour Intervention Plan (BIP). Consult with your Special Education teacher for resources on how to establish and strengthen behaviour management in your classroom. If possible, have the Special Education teacher observe and give feedback.

1. Check the current documents on most significant behaviour specification for each of the learners in your class.

2. Make a chart with what services each student receives and how frequently.

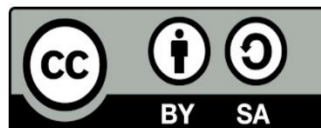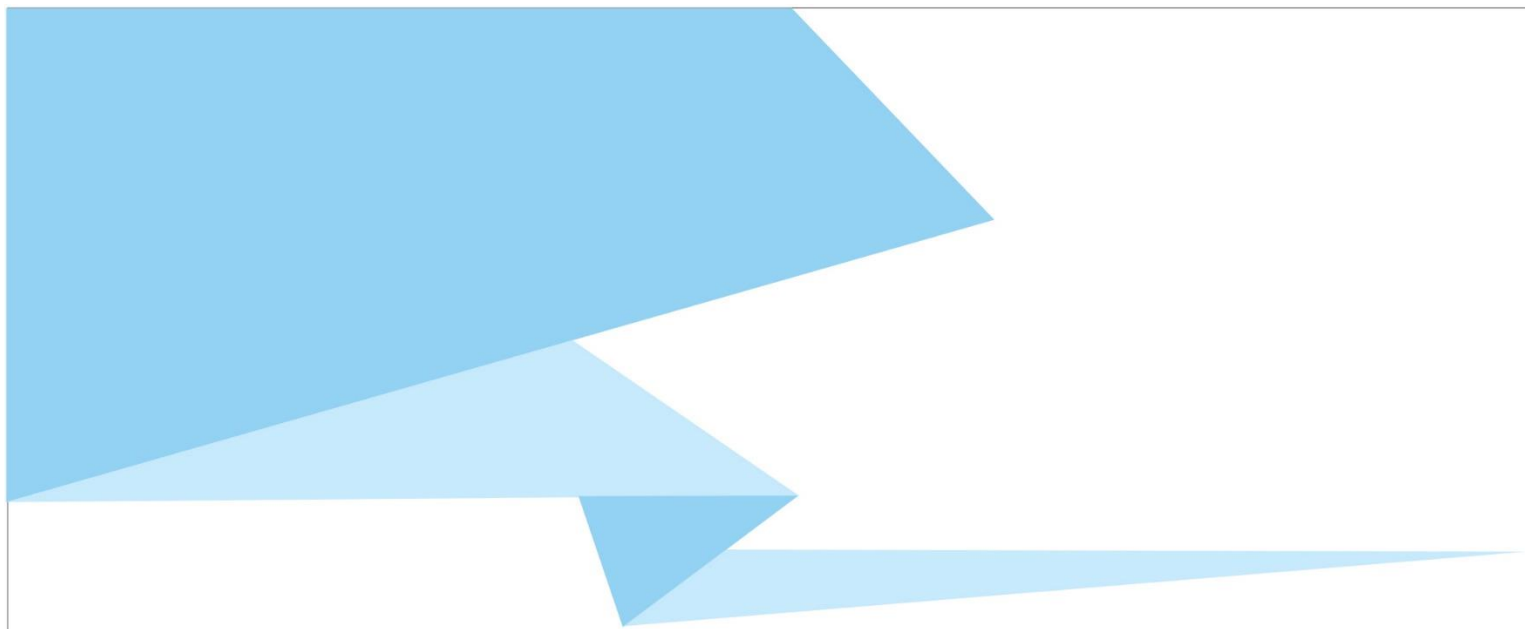3. Make note of their next IEP meeting date.

**Take Action: 4.5, IV.**

Try to find a common time to sit and meet with your grade-level Special Education teacher. How can you work together to improve student learning? Draft a plan to hand to your administrator; perhaps you can receive a stipend for your planning time!

BLOCK - IV