

## ACTIVITY - 1

~~Ques. No. 1~~ ~~Ques. No. 2~~ ~~Ques. No. 3~~  
Ques. No. 1 Meaning, Definition And Importance of Inclusive Education?

Inclusive education (IE) is new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It implies all learners with or without disabilities being able to learn together through access to common preschool provisions, schools and community educational setting with an appropriate network of support service.

The principle of inclusive education was adopted at the world conference on special needs Education. Access and Quality (Salamanca, Spain, 1994) and was restarted at the world Education forum (Dakar Senegal 2000). The idea of inclusive is further supported by the United Nation's Standard Rules on Equalization of Opportunities for person with disability proclaiming participation and equality for all.

What is Inclusive education?

The term "Inclusive" is used to described one option for the placement of special education students in public schools. Those inclusive programmes are sometimes referred as mainstreaming which is the selective placement of students with disabilities in regular education classroom.

UNESCO (1994) states that all children learn together whatever possible regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organization arrangements, teaching staff, resource use and partnership with their communities.

Inclusive Education promotes and to child learning and participation of parents and community in planning and execution of services for children in general and disabled children in particular.

The idea behind inclusive education is that students with special needs will be placed in the same class-room environment as other stud's their age who do not have special needs. Children with special needs actually learn more in regular classroom environments, provided they get the help and supported they need and out of the classroom environments, provided they get the help and support they need in and out of the academic subjects groups those who oppose inclusive education. These children without special need will be forced to learn at a slower place but practice, this is easily avoided by qualified teachers.

### Principles of Inclusive Education

Inclusive Education means where children with and without disabilities participate and learn together in the same classes.

Provision of Inclusive Education involving students with disabilities is based on the belief that those with disabilities should not have to depend on specialized service alone to benefit from educational resources, activities and practice that are otherwise available to all.

### Eligibility of Inclusive Education

Inclusive Education may be defined as children with disabilities are educated in the same class as all the other children.

Inclusive Education implies all young learners, young people - with or without disabilities being able to learn together through access to common pre-schools and schools with an appropriate network of support services".

- Understanding inclusive as a continuing process.
- Encouraging participation of all students teacher and parents.
- providing support for the teachers as well as the students.

#### Importance of Inclusive Education:-

- (a) children develops a positive understanding of themselves and others .
- b) friendship development.
- c) children learn important academic skills.
- d) All children learn by being together .
- e) All children learn in different ways .
- f) It is every student's right to be included .
- (g) Greater sensitivity .
- (h) Better understanding of strength & weakness
- (i) More tolerance .
- (a) children develops a positive understanding of themselves and others :-

When children attend classes that reflect the similarities and differences of people in the real world . They learn to appreciate diversity . Respect and understanding grow when children of differing abilities and interests play and learn together .

- b) Friendship develops .

Schools are important place for children to develop friendship and learn social skills . children with and without

disabilities learn with form each other in inclusive classes.

Children learn important academic skills:

In inclusive classrooms, children with and without disabilities are expected to learn to read write and do math with higher expectations and good instruction. Children with disabilities learn academic skills.

All children learn by being together:

The philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits children learn at their own pace and style within nurturing learning environment.

All children do different ways:

Inclusion is about providing the help, children need to learn and participate in meaningful ways. Sometimes help from friends or teachers work best. Other times, specially designed materials or technology can help. The key is to give only as much help as needed.

It is every child's right to be included:

Inclusive education is a child's right not a privilege. The Individuals with Disabilities Act clearly states that all children with disabilities should be educated with non-disabled children their own age and have access to general education curriculum.

Greater sensitivity:

Children who develop in a typical manner become more sensitive by learning side-by-side with special needs children. They understand how words can hurt, they practice, patience and they learn empathy.

(b) Better understanding of strengths & weakness:-

Children in inclusive schools learn that everyone has strengths and weaknesses they learn to appreciate these differences and how to collaborate in order to accomplish something.

(i) More Tolerance :-

In inclusive education schooling teaches children the value of another human being no matter what that person looks or sounds like physical and mental differences do not equate to a lesser value.

Conclusion :-

Thus in Inclusive Education children get special care improvement in studies. It helps in mainstreaming encourage students, improve method of teaching.

## ACTIVITIES

Children with Socio-cultural orientation (Secty.,  
Reliability and Linguistic Agreements ?

Introduction :- "Equalizing educational opportunities" was been one of the major objectives of successive five year plan. The right of each child to receive an education suited to its character and abilities has been recognized. An education It means that special attention is to be given to the under privileged , the disadvantaged like scheduled castes , scheduled tribes , women , physically and mentally handicapped and students from backward class.

Riesman (1962) the term culturally deprived , educationally deprived , under privileged lower class , and lower socio economic group , could all be used interchangeably .

Socially disadvantage does not mean only a single group of people rather they may be women scheduled caste and scheduled tribe children , may be handicapped in any sort , minority group and people of other linguistic minorities and people of other educational backward sections / areas .

UNESCO (in its Indian report) has specified following groups :-

- 1. Scheduled caste
- 2. Scheduled Tribes
- 3. Nomadic Tribes .
- 4. Denotified Tribes .

A socially disadvantaged child is a deprived child from cultural point view, the cultural deprivation is the result of poverty for which a large number of children do not get opportunity for their educational development.

"Frank Reissman" had defined, "The term culturally deprived refers to those aspects of middle class culture such as

i) Education

ii) Books

iii) Formal language from which these groups have not benefited. However because it is the term is current usage, we will use culturally deprived interchangeably with educationally deprived." It refers to the members of lower socio-economic groups who have had limited access to education.

The following are the main characteristics of socially disadvantaged children:

1. Poor academic performance.
2. Cognitive deficiencies.
3. Apathetic unresponsive and lack initiative.
4. Lower achievement.
5. Basic Intelligence.
6. Socially disadvantaged and
7. Intellectual performance
8. Low level of aspiration
9. Differential personality pattern.
10. Inadequacy of self system
11. Intellectual deficiency
12. Lack of social competence.

13. Inertia and stagnation.

14. Handicap in language.

15. Nutritional deficiencies.

backward groups - A socially disadvantaged group.

These are still another groups who are also educationally deprived or backward. They are known as minorities like Muslims, Christians etc.

Efforts will have to be made for the education of these groups in the interest of equality and social justice. Constitutional guarantees law help them to establish and administer their own educational institutions and to protect their language and culture.

All possible measures will have to be taken to promote an integration based on appreciation of common national goals, preparation of textbooks etc.

## ACTIVITY - 3

### Q3. Challenges and Prospects in Identification and Assessment of children in Inclusive Education.

#### Ans - Introduction :-

Assessment is a multifaceted process of gathering information by using appropriate tools and techniques in order to make educational decisions about placement and the educational programme for a particular child. Appropriate adaptations and modifications may be made available to assure valid and reliable findings since children need change from month to month and from year to year regular periodic assessment must be conducted.

- It requires proper screening for identification of all possible plus and minus points to prescribe guidelines for immediate and intermediate interventions and for the child's future placement in continuum of special education delivery process.
- Assessment of abilities versus like skills in another issue.  
It's better to use skill development models than the ability training model for design of instruction of the disabled these are related to
  - a) To what extent does ability deficit account for achievement of academic skills?
  - b) Does change in ability scores improve achievement skills?

- c) Should we design intervention on the basis of norm-referenced tests?
- d) Is intervention necessary when efficacy of intervention is marginal?
- Certain ethical / Issues also deserve attention these include
1. Evaluation must be in the primary language of the child.
  2. All evaluation devices must be professionally and properly validated for the specific purpose for which (the school proposes to use them).
  3. Tests should be administered by trained personal.
  4. Assessment should contain more than I.Q test.
  5. NO. one test can be used for placement.
  6. Adaptive behaviour physical condition and cultural background are to be ascertained.
  7. Re-evaluation should be an necessary condition of psycho-educational assessment and diagnoses because when a programme talks about labeling some one of a particular type and such label could remain with him for the remainder of his life the margin of error must be almost nil."
- Cost effectiveness and feasibility in terms of time and objectives of assessment need attention. For screening purpose one can use the

→ Group administered norm referenced test.

→ Themultiple skill test (low level of basic skills).

→ Stanford achievement test.

→ Pea body picture vocabulary test.

For placement purposes :- For example use of norm referenced criteria is appropriate enough using the non auditory discrimination test.

→ Illinois Test of psycholinguistic abilities.

→ Development test of "visual perception".

→ Bender Gestalt test.

→ American association of mental deficiency.

→ Adaptive behaviour scale.

→ Ed words

personal preference schedule.

→ California

personality inventory.

→ Thematic apperception test for

→ Roschack Test blot deck.

The ~~Illinois~~ test of psycholinguistic abilities

(ITPA) has served as the clinical test in various

intervention programmes the belief is that language training provides better scope for helping special education.

Meta analysis of the finding revealed that (ITPA) total score and subtest scores based on psycholinguistic screening are quite effective and encouraging.

## ACTIVITY 19

### 1. Government Schemes And Organisations (Lecture) State Childs (Afghanistan)

The SSA has been operational since 2000-2001 in partnership with state government to achieve the goal of universalisation of elementary education.

This adopts a zero rejection policy and uses an approach of converging various existing schemes and programmes. It covers the following components under education for children with disability:-

- Early detection and Identification.
- Functional and formal assessment
- Educational placement.
- Aids and appliances
- Support services.
- Teacher training.
- Resource support
- Individual Educational plan (IEP)
- Parental training and community mobilisation.
- Planning and management.
- Strengthening of special schools
- Removal of architectural barrier
- Research
- Monitoring and Evaluation
- Girls with disability

#### Objectives of SSA:-

- \* All children in school, education guarantee, centers.
- Alternate school "Back to school" camp by 2003.

- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category groups at primary stage by 2007 and at elementary education level by 2010.
- Universal reiteration by 2010.
  - Ensure the basic provision for CWSN and provide for other vulnerable population to obtain:
  - Up to Rs.1200/- per child for integration of disabled children as per specific proposal per year.
  - District plan for children with special needs will be formulated within the Rs.1200 per child norm.
  - Involvement of resource institutions to be encouraged.

Three aspects  
of IE&SSA

→ Zero rejection policy

→ Education to CWSN in an environment most suited to his/her needs.

→ Flexibility for planning.

## Strategies and options to include disabled children

SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability is provided meaningful and quality education. Hence SSA has adopted 'Zero Rejection' policy. This means that no child having special needs should be deprived of the right to education. This has also been strengthened by the 6<sup>th</sup> Amendment to the Constitution, which makes elementary education a fundamental right of every child. The SSA frame work, in line with the Persons with disabilities (equal opportunities protection of rights and full participation) Act 1995 mentions that a child with special needs should be taught in an environment, which is best suited to his/her learning needs. These might include special schools, EGS and AIE or even home based education. SSA also offers each district, flexibility to plan for inclusive education (IE) activities, depending on the number of children identified and the resources available to effectively implement the IE programme.

### Interventions for inclusion of disabled children

The interventions suggested under SSA for inclusive education of disabled children are as follows:

- Awareness.
- Necessary infrastructure for planning and management.
- Early detection and identification.
- Functional and formal assessment.

- Educational placement.
- Preparation of Individualized educational plan.
- Aids and appliances.
- Teacher training.
- Resource support.
- Strengthening of special schools.
- Removal of architectural barriers.
- Monitoring and evaluation.

## ACTIVITY-5

### Q5. What's Multi-Disciplinary Approach?

A5- This is recent approach for advancing new knowledge in the field of any discipline. This approach is now being used in teaching as well as research activity.

The term "multi-disciplinary approach" refers to the interaction of two or more disciplines.

In the present time our social and professional problems are too complex. They cannot be solved by experts of one discipline. It requires that the experts of various discipline should work jointly to provide workable solution of the problems. The solution of the problems will be common contribution of the discipline which have worked together.

### Every child matters :-

children Act - 2004

1. Build services around the child.
2. Understand and respond to children's need in a holistic way.
3. Support parents, carers and families.
4. Better safeguards for children and young people.
5. Focus on opportunity for all.
6. Integrating of working practice, procedure & strategy and governance.

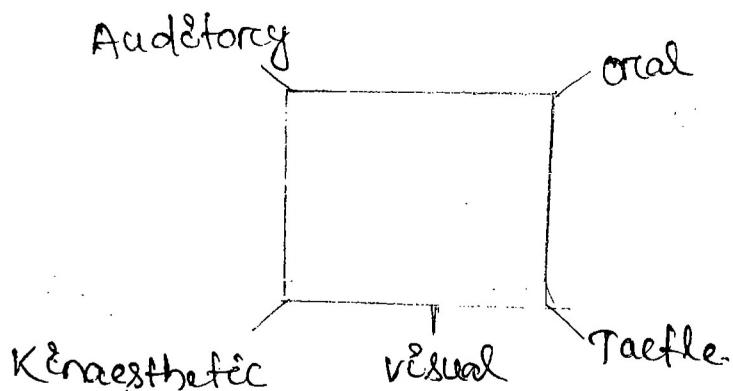
### multi-agency working

- a) Education
- b) Social care.
- c) Health
- d) Children services.

## Multi-Disciplinary team

- a) field worker
- b) CBR personal
- c) special teacher
- d) Medical professional

### Approaches + Learning



### Access to the curriculum

- a) Differentiation
- b) Specialist learning resources
- c) Use of ICT (Information and communication technology)
- d) software / hardware.
- e) Personalized learning
- f) flexibility.

### Supporting learning disabilities in the classroom

- a) Class teacher
- b) Support assistant
- c) Specialist teacher
- d) Speech and language therapist
- e) Educational psychologist
- f) Learning mentor.

- i) counsellors
- ii) School nurse
- iii) Keyworkers
- iv) Lead professional
- v) parents.

### Good classroom practices.

- 1. Set routine rules and procedure.
- 2. clearly defined area.
- 3. Resources are well labeled and easily accessible.
- 4. The class-rooms is prepared of each lesson.
- 5. the labels and signs around school are clear and consistent.

### Intervention by multidisciplinary team:

A multidisciplinary team consists of the rehabilitation field workers CBR personnel, special teachers and medical professionals of different specializations. The nature of work carried out by the individuals in the multidisciplinary team is briefly discussed as follows.

- a) Field workers:- Field workers are trained personnel in the field of rehabilitation of the disabled.
- b) CBR Personnel:- The personnel of community based rehabilitation (CBR) help the persons with disabilities in the community to get social rehabilitation education and economic rehabilitation.
- c) Special teacher:- Special teachers identify the need of educational facilities for the children with disabilities.

d) Medical professionals:- Medical officers of the primary health centers, medical team of district government hospital and medical professionals from the non-government organization involve in disability screening programmes in the rural and urban areas.

### Functions of multidisciplinary team:-

1. To screen the persons with disabilities.
2. To refer the medical intervention.
3. To provide followup service during medical intervention.
4. To refer the formal education.
5. To provide placement service.