



தமிழ்நாடு திறந்தநிலைப் பல்கலைக்கழகம்
TAMILNADU OPEN UNIVERSITY

SEMESTER -01

BACHELOR OF EDUCATION
in
SPECIAL EDUCATION

SED 13 - INCLUSIVE EDUCATION

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TAMIL NADU OPEN UNIVERSITY

**SCHOOL OF SPECIAL EDUCATION AND
REHABILITATION**

Bachelor of Education in Special Education
(B.Ed.Spl.Ed.)

SEMESTER - I

SED – 13

INCLUSIVE EDUCATION

**No. 577, Anna Salai, Saidapet,
Chennai – 600 015
www.tnou.ac.in**

TAMIL NADU OPEN UNIVERSITY

SCHOOL OF SPECIAL EDUCATION AND REHABILITATION



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TAMIL NADU OPEN UNIVERSITY

(A State Open University Established by Government of Tamil Nadu, Recognized by UGC & DEB,
Member in Asian Association of Open Universities & Association of Commonwealth Universities)

No.577, Anna Salai, Saidapet, Chennai - 600 015. Tamil Nadu.

Professor K.Parthasarathy

Vice Chancellor

20-03-2021

Dear Learner,

Warm Greetings!

I deem it a great pleasure in welcoming you to our vibrant Open and Distance Learning family of Tamil Nadu Open University (TNOU). Being approved by the University Grants Commission and Distance Education Bureau, the TNOU is striving hard to ensure qualitative Open, Distance and Online Education (ODOE). The University is contributing not only serving to reach the unreached, but also enhancing the Gross Enrolment Ratio (GER) by offering various programmes at different levels for the needy and interested.

You are taking up the B.Ed., Special Education programme as a professional study by merit. The B.Ed. Special Education Programme offered by the TNOU is recognized by the Rehabilitation Council of India (RCI), the University Grants Commission (UGC) and the State Government. You might be aware that the trained teachers/personnel/professionals who come out from this programme of study can work in the special schools, inclusive setting, colleges and rehabilitation centres, and such certified persons alone are eligible to work with, train persons with disabilities as per the law enforcement in our country.

The Rights of Persons with Disabilities Act, 2016 stated that all the children with disabilities between 6-18 yrs of age are to be considered for inclusive education. Accordingly, the syllabus of B.Ed.Spl.Ed. Programme has been framed and updated including current practices, latest policies and Acts, and innovative models and strategies in the field of disability and non-disability areas. The Self -Learning Materials (SLM) prepared with the help of subject experts and as per the UGC Guidelines & SLM Policy of TNOU. The handy SLM would be very much helpful for you, and teachers, parents, and other professionals dealing with persons with disabilities.

I wish you great success in all your endeavors and to become a versatile special educator.

With regards,

(K.PARTHASARATHY)



Email: tnouvvc@gmail.com
: drkpsbard@gmail.com



Ph: 044-24306633 / 24306634
M: 9360991143, Fax: 91-44-24356767



URL: www.tnou.ac.in



**TAMIL NADU OPEN UNIVERSITY
SCHOOL OF SPECIAL EDUCATION AND
REHABILITATION**

**SED – 13
INCLUSIVE EDUCATION**

BLOCK 1

Introduction to Inclusive Education

BLOCK 2

Policies & Frameworks Facilitating Inclusive Education

BLOCK 3

Adaptations Accommodations and Modifications

BLOCK 4

Inclusive Academic Instructions

BLOCK 5

Supports and Collaborations for Inclusive Education

SED-13 INCLUSIVE EDUCATION

COURSE INTRODUCTION

This course provides you the major focal areas of inclusive education. This course has five Blocks of different aspects of inclusive education in a spread out manner. It includes general introductory framework of inclusion, policies and frameworks facilitating inclusive education in particular to persons with disabilities, adaptation and techniques to include children with disabilities to the mainstream education, different types of instructional practices for enhancing inclusive education and support and collaborations of stakeholders for the successful implementation of inclusion.

Block-1 portrays the meaning and definition of inclusive education, and compares inclusion with marginalisation. It explains how inclusive education has emerged and defeated the old thoughts/practices of exclusion. Further it discusses the changing practices in education of children with disabilities such as segregation, integration and inclusion. Apart from these, this Block explains the diversity in classrooms with respect to various learning styles, linguistic and socio-cultural multiplicity which are faced by the classroom teachers. Important principles of inclusive education are also discussed in this Block along with attitudinal, physical and instructional barriers to inclusive education. On the whole Block-1 will help you to understand the overall idea of inclusive education.

Block-2 focuses on the policies and frameworks which facilitate inclusive education. Some of the major national and international policies related to inclusion and education for persons with disabilities are briefly explained for your reference to understand the legal support for the successful implementation of inclusive education. In addition, you will feel that the same rights and privileges are applicable to the people of marginalised section, particularly persons with disabilities.

Every single deviation or disability, starting from sensory impairments to giftedness, requires different and specific adaptation in all respects. Education is not an exception in this regard. Every single concept of different subjects needs certain adaptation too to be understood by people with disabilities. Hence, Block-3 through some light on the adaptations required for the education of people with various kind of disabilities.

Instruction of the content matters a lot in the process of learning. The role of teachers and the methods, techniques used for instruction play a vital role in the academic sphere of individuals. Block-4 describes the diverse nature and types of traditional and emerging instructional methods and techniques to achieve inclusive education.

Success of anything depends on many components. Support and collaborations are vital among them. As education has a spectrum of stakeholders, it requires support and collaboration from all the segments. Block-5 discusses the importance of supports and collaboration of inclusive education for the success of inclusive education. It showcases the responsibilities of the stakeholders, advocacy and leadership for inclusion in education, family support and involvement, resource mobilisation for inclusive education. After learning this Block, you will have a clear line about the importance of involvement of stakeholders and the requirement of resource mobilisation for the success of inclusive education.



**TAMIL NADU OPEN UNIVERSITY SCHOOL OF SPECIAL
EDUCATION AND REHABILITATION**

SED-13

INCLUSIVE EDUCATION

BLOCK

1

INTRODUCTION TO INCLUSIVE EDUCATION

Unit-1

Marginalisation vs. Inclusion: Meaning and Definitions

Unit-2

**Changing Practices in Education of Children with Disabilities:
Segregation, Integration and Inclusion**

Unit-3

**Diversity in Classrooms: Learning Styles, Linguistic and Socio-
Cultural Multiplicity**

Unit-4

**Principles of Inclusive Education: Access, Equity, Relevance,
Participation and Empowerment**

Unit-5

Barriers to Inclusive Education: Attitudinal, Physical and Instructional

BLOCK 1 INTRODUCTION TO INCLUSIVE EDUCATION

Structure

Introduction

Objectives

Unit 1 Marginalisation vs. Inclusion: Meaning & Definitions

Unit 2 Changing Practices in Education of Children with Disabilities:
Segregation, Integration & Inclusion

Unit 3 Diversity in Classrooms: Learning Styles, Linguistic &
Socio-Cultural Multiplicity

Unit 4 Principles of Inclusive Education: Access, Equity,
Relevance, Participation & Empowerment

Unit 5 Barriers to Inclusive Education: Attitudinal, Physical &

Instructional

Let us Sum Up

Glossaries

Answers to Check your Progress

Suggested Readings

INTRODUCTION

This Block portrays the meaning and definitions of inclusive education and compares inclusion with marginalisation.. Further it discusses the changing practices in education of children with disabilities such as segregation, integration and inclusion. Apart from these, this block explains the diversity in classrooms with respect to various learning styles, linguistic and socio-cultural multiplicity which are faced by the classroom teachers. Important principles of inclusive education are also discussed along with attitudinal, physical and instructional barriers to inclusive education. On the whole Block-1 will help you to understand the overall idea of inclusive education.

OBJECTIVES

After going through this unit, you will be able to:

- Understand the meaning and definition of marginalisation and inclusion.

- Distinguish the changing practices in education of children with disabilities.
- Understand the diverse nature of learning styles, linguistics and socio-cultural multiplicity in classrooms.
- Describe the principles of inclusive education.
- Identify the barriers to inclusive education.

UNIT 1 MARGINALISATION VERSUS INCLUSION:

MEANING & DEFINITIONS

Inclusive education has emerged to defeat the old thoughts/practices of exclusion. Earlier the students with different needs were limited certain aspects.

After completion of this Unit, you will be able to

- Distinguish the inclusion and marginalisation
- Describe the importance of inclusion
- Define the terminologies of marginalization, inclusion

1.1 Marginalisation:

Marginality is an experience that affects millions of people throughout the world. People who are marginalized have relatively little control over their lives, and the resources available to them. This results in making them handicapped in delving contribution to the society. A vicious circle is set up, whereby their lack of positive and supportive relationships means that they are prevented from participating in local life, which in turn leads to further isolation. This has a tremendous impact on development of human beings, as well as on society at large. As the objective of development is to create an enabling environment for people to enjoy a productive, healthy and creative life, it is important to address the issue of marginalization. Development is always broadly conceived in terms of mass participation. Marginalization deprives a large majority of people across the globe from participating in the development. It is a complex problem and there are many factors that cause marginalization. This complex and serious problem need to be addressed at the policy level. This deals with the problems associated with the groups suffering from marginalization and the ways to reduce them.

Definition:

Marginalisation is the process whereby something or someone is pushed to the edge of a group and accorded lesser importance. This is predominantly a social phenomenon by which a minority or sub-group is excluded and their needs or desires ignored.

Most vulnerable marginalized groups in almost every society can be summarized as below:

1. Women

Under different economic conditions and under the influence of specific historical, cultural, legal and religious factors, marginalization is one of the manifestations of gender inequality. In other words, women may be excluded from certain jobs and occupations, incorporated into certain others, and marginalized in others. In general they are always marginalized relative to men, in every country and culture. Women (or, men) don't present a homogeneous category where members have common interests, abilities, or practices. Women belonging to lower classes, lower castes, illiterate and the poorest region have different levels of marginalization than their better off counterparts.

2. People with disabilities

People with disabilities had battled against centuries of biased assumptions, harmful stereotypes and irrational fears. The stigmatization of disability resulted in the social and economic marginalization of generations with disabilities and like many other oppressed minorities, this has left people with disabilities in a severe state of impoverishment for centuries. The proportion of disabled population in India is about 21.9 million. The percentage of disabled population to the total population is about 2.13 per cent. There are interstate and interregional differences in the disabled population. The disabled face various types of barriers while seeking access to health and health services. Among those who are disabled, women, children and aged are more vulnerable and need attention.

3. Schedule Castes(Dalits)

The caste system is a strict hierarchical social system based on underlying notions of purity and pollution. Brahmins are on the top of the hierarchy and

Shudras or Dalits constitute the bottom of the hierarchy. The marginalization of Dalits influences all spheres of their life, violating basic human rights such as civil, political, social, economic and cultural rights. A major proportion of the lower castes and Dalits are still dependent on others for their livelihood. Dalits does not refer to a caste, but suggests a group who are in a state of oppression, social disability and who are helpless and poor. Literacy rates among Dalits are very low. They have meager purchasing power and have poor housing conditions as well as have low access to resources and entitlements. Structural discrimination against these groups takes place in the form of physical, psychological, emotional and cultural abuse which receives legitimacy from the social structure and the social system. Physical segregation of their settlements is common in the villages forcing them to live in the most unhygienic and inhabitable conditions. All these factors affect their health status, access to healthcare and quality of life. There are high rates of malnutrition reported among the marginalized groups resulting in mortality, morbidity and anemia. Access to and utilization of healthcare among the marginalized groups has been influenced by their socio-economic status within the society.

Caste based marginalization is one of the most serious human rights issues in the world today, adversely affecting more than 260 million people mostly reside in India. Caste-based discrimination entails social and economic exclusion, segregation in housing, denial and restrictions of access to public and private services and employment, and enforcement of certain types of jobs on Dalits, resulting in a system of modern day slavery or bonded labour. However, in recent years due to affirmative action and legal protection, the intensity of caste based marginalization is reducing.

4. Scheduled Tribes

The Scheduled Tribes like the Scheduled Castes face structural discrimination within the Indian society. Unlike the Scheduled Castes, the Scheduled Tribes are a product of marginalization based on ethnicity. In India, the Scheduled Tribes population is around 84.3 million and is considered to be socially and economically disadvantaged. Their percentage amidst in the population and numbers however vary from State to State. They are mainly landless with little control over resources such as land, forest and water. They constitute a large proportion of agricultural laborers, casual laborers, plantation laborers, industrial laborers etc. This has resulted in poverty among them, low levels of education, poor health

and reduced access to healthcare services. They belong to the poorest strata of the society and have severe health problems.

5. Elderly or Aged People

Ageing is an inevitable and inexorable process in life. In India, the population of the elderly is growing rapidly and is emerging as a serious area of concern for the government and the policy planners. According to data on the age of India's population, in Census 2001, there are a little over 76.6 million people above 60 years, constituting 7.2 per cent of the population. The number of people over 60 years in 1991 was 6.8 per cent of the country's population. The vulnerability among the elderly is not only due to an increased incidence of illness and disability, but also due to their economic dependency upon their spouses, children and other younger family members. According to the 2001 census, 33.1 per cent of the elderly in India live without their spouses. The widowers among older men form 14.9 per cent as against 50.1 per cent widows among elderly women. Among the elderly (80 years and above), 71.1 per cent of women were widows while widowers formed only 28.9 per cent of men. Lack of economic dependence has an impact on their access to food, clothing and healthcare. Among the basic needs of the elderly, medicine features as the highest unmet need. Healthcare of the elderly is a major concern for the society as ageing is often accompanied by multiple illnesses and physical ailments.

6. Children

Children Mortality and morbidity among children are caused and compounded by poverty, their sex and caste position in society.

All these have consequences on their nutrition intake, access to healthcare, environment and education. Poverty has a direct impact on the mortality and morbidity among children. In India, a girl child faces discrimination and differential access to nutritious food and gender based violence is evident from the falling sex ratio and the use of technologies to eliminate the girl child. The manifestations of these violations are various, ranging from child labor, child trafficking, to commercial sexual exploitation and many other forms of violence and abuse. With an estimated 12.6 million children engaged in hazardous occupations (2001 Census), for instance, India has the largest number of child laborers under the age of 14 in the world. Among children, there are some groups like street children and children of sex workers who face additional forms of discrimination. A large number of

children are reportedly trafficked to the neighboring countries. Trafficking of children also continues to be a serious problem in India. While systematic data and information on child protection issues are still not always available, evidence suggests that children in need of special protection belong to communities suffering disadvantage and social exclusion such as scheduled casts and tribes, and the poor (UNICEF, India).

7. Sexual Minorities

Another group that faces stigma and discrimination are the sexual minorities. Those identified as gay, lesbian, transgender, bisexual, kothi and hijra experience various forms of discrimination within the society and the health system. Due to the dominance of heteronomous sexual relations as the only form of normal acceptable relations within the society, individuals who are identified as having same-sex, sexual preferences are ridiculed and ostracized by their own family and are left with very limited support structures and networks of community that provide them conditions of care and support. Their needs and concerns are excluded from the various health policies and programs.

People with disabilities are among the most marginalized groups in the world. People with disabilities have poorer health outcomes, lower education achievements, less economic participation and higher rates of poverty than people without disabilities. Disability is now understood to be a human rights issue. People are disabled by society, not just by their bodies. These barriers can be overcome, if governments, nongovernmental organizations, professionals and people with disabilities and their families work together.

1.2 Inclusion:

The idea of inclusion is that, everyone should be able to use the same facilities, take part in the same activities and enjoy the same experiences, including people who have a disability or other disadvantage.

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-special needs students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities.

Implementation of these practices varies. Schools most frequently use the inclusion model for selected students with mild to moderate special needs. Fully inclusive schools, which are rare, do not separate "general education" and "special education" programs. Instead, the school is restructured so that all students learn together.

Inclusive education differs from the 'integration' or 'mainstreaming' model of education, which tends to be concerned principally with disability and special educational needs. This enables learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child.

Inclusive education is commonly and rightly associated with the mainstream participation of learners with impairments and those categorized as having 'special educational needs'. It is often referred to as 'mainstreaming'. But this is not the whole story. At the same time, inclusive education is concerned with identifying and overcoming all barriers to effective, continuous and quality participation in education, particularly during the primary cycle, where a well-documented human right to free participation is widely accepted. For instance, as a movement took place to include as many as possible of the pupils with impairments in the mainstream schools of the 'North' throughout the past decade, learners with impairments continued to be disproportionately excluded from any form of education in countries of the 'South', remain the group most likely to be left off the agenda when educational exclusion is discussed. Of course, it is not the case, that all those pupils can be mainstreamed within the regular school for all or part of their schooling. Some pupils with particularly severe impairments will never be able to be mainstreamed. Yet they still retain a right to be educated and to maximize their personal development and their contribution to their community and society. They also have a right to be included, but not necessarily fully, partially or permanently mainstreamed.

The question is often asked why inclusive education is necessary as a new educational strategy, particularly in those countries that have a commitment to apparent existing policies on education for all. It is important that this question be treated with due gravity. Will the adoption of a strategy to build

more inclusive education systems and institutions help or hinder the achievement of the very urgent and important objective of EFA? The answer is emphatic. Without the development of inclusive policies in education or an analogous strategy to include all learners, who have a basic human right to education, EFA will not be achieved. The reason is that all systems, even those overtly committed to education for all, have a tendency to exclude, sometimes directly and sometimes indirectly, sometimes consciously, sometimes inadvertently, through the construction of religious, ethnic, racial, gender, linguistic, educational, intellectual and other barriers to participation. It may be thought that this stricture does not apply to industrialized societies with well-developed and well-funded systems of education

The Inclusive education main principle is access and quality education. The Statement solicits governments to give the highest priority to making education systems inclusive and adopt the principle of inclusive education as a matter of policy. The idea of inclusion is further supported by the United Nation's Standard Rules on Equalization of Opportunities for Person with Disability Proclaiming Participation and equality for all. Inclusive Education (IE) is defined as a process of addressing the diverse needs of all learners by reducing barriers to and within the learning environment. It means attending the age appropriate class of the child's local school, with individually tailored support (UNICEF 2007). Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. At the Jomtien World Conference (1990) in Thailand, the goals for 'Education for All' were set and it was proclaimed that every person (child, youth and adult) shall be able to benefit from educational opportunities which would meet their basic learning needs. Inclusion is an educational approach and philosophy that provides all students greater opportunities for academic and social achievement. This includes opportunities to participate in the full range of social, recreational, arts, sports, music, day care and afterschool care, extra-curricular, faith based and all other activities.

In India, National Council of Educational Research and Training (NCERT) joined hands with UNICEF and launched Project Integrated Education for Disabled Children (PIED) in the year 1987, to strengthen the integration of learners with disabilities into regular schools. In recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged. This

broader understanding of curriculum has paved the way for developing the National Curriculum Framework (NCF-2005) that reiterates the importance of including and retaining all children in school through a programme that reaffirms the value of each child. This enables all children to experience dignity and the confidence to learn.

Check your progress

Notes: a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

1. What is meant by Marginalisation?

.....
.....

2. List out some of the marginalized groups in the Indian society

.....
.....

UNIT 2 CHANGING PRACTICES IN EDUCATION OF CHILDREN WITH DISABILITIES: SEGREGATION, INTEGRATION AND INCLUSION.

Though the specific needs of the differently able are different, they are also the human resources of the nation. In this unit you will learn about the various concepts of segregation, integration and inclusion

After completion of this unit, you will be able to

- Recognize the importance of education of children with special needs
- Define the concepts of segregation, integration, inclusion
- Discriminate the segregation, integration, inclusion

2.1 Segregation:

Children with disabilities have always been among the last to be offered access to education, regardless of what country one belongs to. In the sixties and seventies, initial provision consisted of special education within segregated education provisions. Historically, children with disabilities have been treated as “in-valid” or inferior and in need of very special protection and thus as not being able to benefit from education. This conceptualization led to exclusion and the construction of institutions to

accommodate these children. In this view, the child was to blame for not being able to benefit from education.

A shift towards greater understanding led to an eventual belief that all children belonged in the same school system and could not be separated. This led to a much-needed cooperation between the two systems.

Integration, which began in the West, in the late seventies and early eighties, was spurred by a progressive educational ideology. The parallel system to traditional schooling that developed, came to be known as Special Education. Such a pattern has been commonly observed in most countries. The second stage in this development has taken the form of Special Needs Education. Special Needs Education is a system of education for children with disabilities within ordinary schools. This form of education represents an effort to provide education in more 'normal' settings. However, a common characteristic of this provision of education is that it has been offered in special classes and not in cooperation with other 'mainstream' children.

2.2 Integrated Education

The concept of integrated education in India has emerged during the mid 1950s. It is based on the medical model of disability and it emphasizes placement of children with disabilities in mainstream schools. The major thrust is on attendance.

School Based Approach: Consequent on the success of international experiments in placing children with disabilities in regular schools, the Planning Commission in 1971 included in its plan a programme for integrated education. The Government launched the Integrated Education for Disabled Children (IEDC) scheme in December 1974. It was a Centrally Sponsored Scheme aimed to provide educational opportunities to children with special needs (CWSN) in regular schools and to facilitate their achievement and retention. Under the scheme, hundred per cent financial assistance has been provided for setting up resource centers, surveys and assessment of children with disabilities, purchase and production of instruction materials and training and orientation of teachers. The scope of the scheme includes pre-school training, counseling for the parents and special training in skills for all kinds of disabilities. The scheme provides

facilities in the form of books, stationery, uniforms and allowances for transport, reader, escort etc. In spite of all these facilities, IEDC met with limited success. Only a little more than 100 thousand CWSN have been covered. However, it was successful in creating awareness on the importance of integrating CWSN in the mainstream of education, a fact noted in the National Policy on Education, 1986.

2.3 Integration to Inclusion

Gradually increasing voices asking for integration in education began in the late sixties and seventies when the focus shifted to integration. Integration was understood as a gradual reform of the special education system without challenging the ideological underpinning of the system. This integration took many shapes, in some cases it was merely limited to sharing the same dining hall and in others it consisted of teaching groups of children with disabilities together with other children for several hours per week. In other cases it was about individual integration, meaning that one child with a disability received all or most of his education in ordinary classes.

Dissatisfaction with progress toward integration caused demands for more radical changes in many countries. One of the main concerns with opponents to integration related to the way in which pupils come to be designated as having special needs. More specifically they resisted what has been referred to as a 'medical model' of assessment, within which educational difficulties are explained solely in terms of a child's deficits. The greatest weakness of this model is that it prevented analyzing why schools failed to teach so many children successfully.

During this time, despite national policies emphasizing integration, many countries reported a significant increase in the proportions of pupils being *categorized* in order for their schools to earn additional resources. For example, an analysis of policies in Australia, England, Scandinavia and the United States, carried out by researchers in the late eighties, suggested that the increased bureaucracy that was often associated with special education legislation as well as the struggles for additional resources led to an escalation in the proportion of children who came to be labeled as disabled.

These and many other deficiencies led to proposals for a re-conceptualisation of 'special needs'. Revised thinking suggested that progress would be much more likely if we recognized that difficulties experienced by pupils resulted from the ways in which schools are currently organised and from the forms of teaching that are provided. Consequently, it was argued that schools needed to be reformed and pedagogy needed to be improved in ways that would lead them to respond positively to pupil diversity, seeing individual differences not as problems to be fixed but as opportunities for enriching learning. Furthermore, the appropriateness of separate systems of education began to be challenged from a human rights perspective as well as from the point of view of effectiveness.

2.4 The Birth of Inclusive Education

Inclusive education, which has its origins in special education, originally set out to meet the needs of learners who were being traditionally excluded from the school or were otherwise marginalized within the classroom. A series of shifts from focusing on the disabled child as a problem to focusing on changes in the management of the classroom revealed surprising changes in learning. The results demonstrated benefits to those who were traditionally excluded from learning as well as all the others in the classroom. Today inclusive education or 'inclusion in education' is a conceptual approach aimed at achieving quality education by making changes to accommodate all learners regardless of their physical, social or psychological differences.

Inclusive education differs from previously held notion of 'integration' and 'mainstreaming,' which tends to be concerned principally with 'special educational needs' and implied learners changing or becoming 'ready for' accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept and ensure this right. It is thus about rejecting exclusion of learners for any reasons, maximizing participation of all learners, making learning more meaningful for all children and rethinking and restructuring school policies, curricula and practices so that all learning needs can be met.

Only by removing physical and social barriers to learning, can we create truly inclusive classrooms and societies and speak of *Education for All* in a holistic sense.

Exclusion from meaningful participation in the economic, social, political and cultural life of communities is one of the greatest problems facing individuals in our society today. Such societies are neither efficient nor desirable.

Despite encouraging developments, there are still an estimated 130 million children not attending school. Ninety percent of them live in low and lower middle income countries, and over 80 million of these children live in Africa. As alarming are the countless others within the school system being excluded from quality education. Among those who do enroll in primary school, large numbers drop out before completing their primary education.

2.5 The Inclusive Education Debate

Implementation of inclusive education has been progressive in many countries. Some mainstream educationalists have been resistant to the idea, as well as some disability-focused organisations, which continue to argue for separate, 'specialist' services. Organisations of deaf people tend to argue. For example, that deaf children have to be educated separately in order to guarantee their right to education in the medium of sign language and access to deaf culture. Also, there are those who believe that small specialist units located in the standard school environment can provide the specialist knowledge, equipment and support for which the mainstream classroom and teacher can never provide a full substitute. Inclusion is about ensuring the participation of all children to the maximum extent possible in the education system. Nonetheless it recognises that in some cases certain children with disabilities may require additional support outside the classroom. While Salamanca made mention of different excluded and marginalized groups, the primary targets of 'inclusion' were children with special needs. The goal of inclusion is to address the range of barriers to effective participation of all children.

Defining Inclusion

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.'*

Inclusion is seen as **a process** of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from

education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

- Inclusion is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal educational settings. Rather than being a marginal issue on how some learners can be integrated in mainstream education, inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners. It aims towards enabling teachers and learners both to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem. Inclusion emphasizes providing opportunities for equal participation of persons with disabilities (physical, social and/or emotional) whenever possible into general education. But, this leaves open the possibility of personal choice and options for special assistance and facilities for those who need it. In particular, four key elements have tended to feature strongly in the conceptualisation of inclusion.
- The four elements are as follows: *Inclusion is a process*. That is to say, inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learning how to learn from difference. In this way differences come to be seen more positively as a stimulus for fostering learning, amongst children and adults.
- *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 order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving.
- *Inclusion is about the presence, participation and achievement of all students*. Here 'presence' is concerned with, where children are educated and how reliably and punctually they attend 'participation' relates to the quality of their experiences whilst they are there and therefore, must incorporate the views of the learners themselves.

‘Achievement’ is about the outcomes of learning across the curriculum, not merely test or examination results.

- *Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement.* This indicates the moral responsibility to ensure that those groups that are statistically most ‘at risk’ are carefully monitored and that, necessary, steps are taken to ensure their presence, participation and achievement in the education system.

It is important to highlight that a holistic view of the education system, encompassing both the private and public system, must be taken when considering adopting an inclusive approach. Increasingly the world over, privatisation of education is on the rise. It is becoming evident that the private system of education in many countries is “competing” with the Government system. In some cases, government schools are closing because children are increasingly attending private schools. This trend could inadvertently lead to planners only planning for schools catering to poorer communities. This would inevitably be counterproductive to promoting principles of inclusion. Furthermore, in many countries the public system is generally considered lower in terms of quality of education being provided as compared to private schools. Thus, poorer children tend to be limited to the public system. It is imperative, therefore, that education planners consider both the public and the private system in planning in order to effectively address the needs of *all* learners and combat exclusion.

Check your progress

Notes: a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

3. Describe the IEDC

.....
.....

4. What is the definition of Inclusion by UNESCO?

.....
.....

	Pros	Cons
Segregation	<ul style="list-style-type: none"> • Can cater for children with profound and complex difficulties who otherwise easily could be isolated in a regular class • Special schools have specialised equipment and resources for looking after children with disabilities. • Teachers in special schools are trained 	<ul style="list-style-type: none"> • The cost of providing education for children with disabilities is estimated to be 7 to 9 times higher when placed in special schools as opposed to providing for their needs in mainstream education • Distance to school resulting in higher transportation costs • Child deprived of socialisation opportunities and prone to continued exclusion • Reinforces discrimination against those with disabilities • May unnecessarily segregate children with mild disabilities, makes the disability worse
Integration	<ul style="list-style-type: none"> • Breaks down barriers and negative attitudes; facilitates social integration and cohesion in communities. The involvement of parents and the local community further strengthens this process. • The child is able to socialise with other children as part of a school community • Reduced costs for transportation and institutional provision • Reduced administrative costs associated with having special and regular education • Some research states that children in integrated or inclusive settings have higher achievement levels than those in segregated settings. 	<ul style="list-style-type: none"> • Inability to accommodate the learning needs of all • Pressure on limited resources • Requires assistance by parents, volunteers or older children
Inclusion	<ul style="list-style-type: none"> • Schools respond to individual differences and therefore benefit all children • Schools change attitudes towards diversity by educating all children together • Less costly alternative to special segregated schools • No additional costs to parents • Reduction of social welfare costs and future dependence • Higher achievement for children than in segregated settings • 60% children with special educational needs can be educated with no adaptations and 80-90% can be educated in regular schools with minor adaptations (e.g. teaching strategy training, child-to-child support and environmental adaptations) • Disabled child is less stigmatised, more socially included • Inclusive education is cost-effective. • Costs can be kept to a minimum by drawing upon local resources, people and facilities • Children with disabilities have access to a wider curriculum than that which is available in special schools. • Practical tips on how to develop inclusive education in environments with few resources are provided in Inclusive Education: Where there are few resources 	<ul style="list-style-type: none"> • Teachers' skills, schools resources, high pupil-to-teacher ratios • Costs of adapting curricula to allow individually-tailored flexibility • Cost of supplying teaching aids and material to improve participation and communication of children with disabilities • Cost of adapting school infrastructure • Requires assistance by parents, volunteers or older children • Investment in specially trained mobile resource teachers

Sources: UNESCO 2009- Policy Guidelines for Inclusion; Jonsson and Wiman 2001 Education, Poverty and Disability in Developing Countries; Social Analysis and Disability: A Guidance Note Incorporating Disability-Inclusive Development into Bank-Supported Projects 2007, Inclusive Education: Where there are few resources (2008)

UNIT 3 DIVERSITY IN CLASSROOMS: LEARNING STYLES, LINGUISTIC AND SOCIO-CULTURAL MULTIPLICITY

Learners with impairments are not a homogeneous group. Physical and mental impairments are multiform and they are variable in their severity. Moreover, according to the precise geographical location, the same impairment may differ in definition, identification, assessment and allocation.

After completion of this unit, you will be able to

- Describe the individualised needs of the children with special needs
- Explain the importance of knowledge of multiplicity

A learner who might be categorized as having 'special educational needs' in Thailand may not be as the same in America. Even in the same country, the same impairment may be differently defined by different professionals in different contexts. Children with disabilities are as different from and similar to one another as any learner is different from and similar to another. No two learners are exactly alike and both their educational and social needs are equally diverse. For example, learners who are profoundly deaf and whose first language is sign language need media for sign language learning. But, they also need a sign language community to provide a cultural seedbed and social context for their human interaction. Such considerations need to be reflected in plans for increasing their participation in education and the financing of those plans. All children with disabilities, perhaps as many as 160 million in developing countries alone, have a right to schooling 'conducive to their fullest possible social integration, educational inclusion and individual development'.

Diversity of needs is a challenge. But it is also an opportunity to enrich learning and social relations. It is a pedagogical challenge for system and institution, rather than an individual problem. To face up to this challenge means, reforming systems and schools and restructuring classroom activity so that all learners can respond to opportunities and all teachers can construct them. In this way, methodological and organizational changes introduced to benefit those with impairments or others who have traditionally been excluded may, under the right conditions, benefit all children. But it is evident that the educational inclusion of all learners cannot proceed without developing the capacity and resources of learning centres to respond to learner diversity and that cannot proceed without the right policies and financial planning. Movement towards greater inclusion in education predicates the development of a two-way strategy, both top-

down and bottom-up, which can include grass-roots involvement. This advancement of moving beyond access to learning centres for some learners to the development of free, quality educational provision and participation throughout the cycle for all, is now perceived in many countries as critical to the development of their education policies and national development. But it requires a transformation of traditional approaches to the provision of education, and to teaching and learning, and a revolution in training for the education profession. It also requires additional facilities and resources.

In general, these changes represent what a recent World Bank publication calls a quantum leap in education development (World Bank, 2001, pp. 37 et seq.). It is no wonder that it remains so widely unachieved. Part of the problem is one of intellectual 'inheritance'. By employing a restricted view of inclusive education, limited only to certain groups, albeit groups urgently needing special attention. Traditional interventions have tended to ring-fence their contribution to sustainable educational and broader national development. The consequence has been the continued exclusion of millions of other children from their human right to a free primary schooling throughout the cycle. The continued exclusion of many millions of other learners from the opportunity for basic education and for poverty reduction has occurred. Indeed, if a definition of inclusion is employed that covers enrolment, attendance, retention, internal efficiency (e.g. reduction in repetition) and learning outcomes, the number of those children who are currently excluded is likely to be many times the 113 million listed in official figures as excluded from primary and basic education.

The movement towards inclusive policies in education is seen as a means by which equitable and quality educational development can take place for all throughout the basic cycle at a level of quality and with successful outcomes that in turn enhance learners' self-regard and esteem.

Check your progress

Notes: a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

5. How the challenge helps as an opportunity?

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6. What does the inclusion covers?

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UNIT 4 PRINCIPLES OF INCLUSIVE EDUCATION: ACCESS, EQUITY, RELEVANCE, PARTICIPATION & EMPOWERMENT

The principle of inclusive education was adopted at the “World Conference on Special Needs Education: Access and Quality” (Salamanca, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000). The idea of inclusion is further supported by the United Nation’s Standard Rules on Equalization of Opportunities for Person with Disability Proclaiming Participation and equality for all. Of late, a consensus has emerged among Indian intellectuals and pedagogues for adopting inclusive education in mainstream schools.

4.1 Access:

Ensuring access to education for all is necessary for education to make an effective contribution to the social, economic and cultural development of the Cook Islands. The physical and demographic spread means that this is a challenge and the sector will need to look both internally and externally to meet the intentions of this policy.

4.2 Equity:

Equity and excellence go hand in hand. In an equitable system, factors such as ethnicity, gender and socio-economic status do not prevent students from achieving ambitious outcomes. We must be committed to reaching every student regardless of circumstances. Provisions must be made to mitigate disparities, barriers and challenges.

4.3 Relevance:

The education designed for inclusion of children with disabilities should be relevant to the nature and needs of the children ‘disability and for their livelihood.

4.4 Participation:

As other humans, persons with disabilities also have the right to participate in all the activities in the society. It has key focus on person centred practice is that people with disability fully participate in everyday, ordinary aspects of life, with an emphasis on building lasting connections in their

society. It includes day to day needs of the persons as well as contributions of persons with disabilities for the betterment of the society and the nation as well. Participation is one of the key areas of the PED Act (1995).

4.5 Empowerment:

It is the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights. Inclusive education is one among the best tools of empowering individuals with disabilities.

Check your progress

Notes: a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

7. List out some principles of inclusive education

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8. How equity helps the inclusion?

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UNIT 5 BARRIERS TO INCLUSIVE EDUCATION: ATTITUDINAL, PHYSICAL & INSTRUCTIONAL

Inclusive education does away with the practice of segregating students with learning and/or physical challenges from the rest of the student body. While the practice of inclusion places extra demands on students and facility logistics, there are numerous benefits to all students, both disabled and non-disabled.

After completion of this unit, you will be able to

- Describe the barriers to inclusive education
- Explain the attitudinal, physical and instructional barriers

Teachers in inclusive classrooms must incorporate a variety of teaching methods in order to best reach students of varying learning abilities. This has benefits even for those students who would be placed in a traditional classroom, as this increases their engagement in the learning process.

Even gifted and accelerated learners benefit from an environment that stresses responsiveness from all students.

Perhaps most importantly, inclusive classrooms encourage open and frank dialogue about differences as well as a respect for those with different abilities, cultural backgrounds and needs.

Despite the benefits, there still are many barriers to the implementation of inclusive education. A UNESCO article, “Inclusive Education,” outlined many of them.

5.1 Attitudinal:

Societal norms often are the biggest barrier to inclusion. Old attitudes die hard, and many still resist the accommodation of students with disabilities and learning issues, as well as those from minority cultures. Prejudices against those with differences can lead to discrimination, which inhibits the educational process. The challenges of inclusive education might be blamed on the students’ challenges instead of the shortcomings of the educational system.

5.2 Physical:

In some districts, students with physical disabilities are expected to attend schools that are inaccessible to them. In economically-deprived school systems, especially those in rural areas, dilapidated and poorly-cared-for buildings can restrict accessibility. Some of these facilities are not safe or healthy for any students. Many schools don’t have the facilities to properly accommodate students with special needs and local governments lack either the funds or the resolve to provide financial help. Environmental barriers can include doors, passageways, stairs and ramps and recreational areas. These can create a barrier for some students to simply enter the school building or classroom.

5.3 Instructional:

i) Curriculum: A rigid curriculum that does not allow for experimentation or the use of different teaching methods can be an enormous barrier to inclusion. Study plans that don’t recognize different styles of learning hinder the school experience for all students, even those not traditionally recognized as having physical or mental challenges.

ii) Teachers: Teachers who are not trained or who are unwilling or unenthusiastic about working with differently-abled students are a drawback to successful inclusion. Training often falls short of real effectiveness, and instructors already straining under large workloads may resent the added duties of coming up with different approaches for the same lessons.

iii) Language and communication: Many students are expected to learn while being taught in a language that is new and in some cases unfamiliar to them. This is obviously a significant barrier to successful learning. Too often, these students face discrimination and low expectations.

Check your progress

- Notes:** a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

9. What are the instructional barriers to the inclusive education?

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10. Classify the barriers for inclusive education

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LET US SUM UP

This block has portrayed the meaning and definitions of inclusive education and compares inclusion with marginalisation. It explained how inclusive education has emerged and defeated the old thoughts/practices of exclusion. Further it discussed the changing practices in education of children with disabilities such as segregation, integration and inclusion. Apart from these, this unit explained the diversity in classrooms with respect to various learning styles, linguistic and socio-cultural multiplicity which are faced by the classroom teachers. Important principles of inclusive education are also discussed in this unit along with attitudinal, physical and instructional barriers to inclusive education.

GLOSSARIES

Access – determining the importance or value of something

Attitude – the way that one thinks, feels or behave

Diversity – the wide variety of something

Empowerment – the process of giving a group of people more freedom or rights

Equity – the quality of being fair and impartial

Inclusion – act of making a person or thing part of a group

Integration – bringing together

Mainstream – considered ordinary or normal by most people

Marginalize – to treat someone or something as if they are not important

Relevance – degree to which something is related or useful to being talked about

Segregation – action of setting someone or something apart from others

ANSWERS TO CHECK YOUR PROGRESS

1. Marginalization is a process where someone or something is pushed to the edge of a group and accorded lower importance
2. Women, Persons with Disabilities, Dalits, Schedule Tribes, sexual minorities, children and aged groups
3. Integrated Education for Disabled Children (IEDC) is a Centrally Sponsored Scheme to provide educational opportunities to the children with special needs at regular schools to facilitate their achievement and retention.
4. 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.’
5. To face up to the challenge means, reforming systems and schools and restructuring classroom activity so that all learners can respond to opportunities
6. It covers enrolment, attendance, retention, internal efficiency (e.g. reduction in repetition) and learning outcomes.
7. Access, Equity, Relevance, Participation and Empowerment
8. Equity and excellence go hand in hand. In an equitable system, factors such as ethnicity, gender and socio-economic status do not prevent students from achieving ambitious outcomes

9. Curriculum oriented, teachers related, language and communication related aspects are the instructional barriers
10. Attitudinal, Physical and instructional are the major barriers for inclusive education

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TAMIL NADU OPEN UNIVERSITY
SCHOOL OF SPECIAL EDUCATION AND REHABILITATION

SED-13

INCLUSIVE EDUCATION

BLOCK

2

POLICES AND FRAMEWORKS FACILITATING INCLUSIVE EDUCATION

Unit 6

International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

Unit 7

International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

Unit 8

International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

Unit 9

National Commissions and Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)

Unit 10

National Acts and Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National rust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013), RPwD Act, 2016

BLOCK 2 POLICES & FRAMEWORKS FACILITATING INCLUSIVE EDUCATION

Structure

Introduction

Objectives

Unit 6 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

Unit 7 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

Unit 8 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

Unit 9 National Commissions and Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)

Unit 10 National Acts and Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013), RPwD Act, 2016

Let us Sum Up

Glossaries

Answers to Check your Progress

Suggested Readings

INTRODUCTION

Block-2 focuses on the policies and frameworks which facilitate inclusive education. Some of the major national and international policies related to inclusion and education for persons with disabilities are briefly explained for your reference to understand the legal support for the successful implementation of inclusive education. In addition, you will feel that the same rights and privileges are applicable to the people of marginalised section, particularly persons with disabilities.

OBJECTIVES

After going through this unit, you will be able to:

- Understand the need and importance of policies and frameworks to facilitate inclusive education.
- Familiarize with the national and international scenario in terms of policy provisions for the persons with disabilities.
- Compare Indian and International policies for people with disabilities.
- Analyze the gaps between the policy provisions and the practice.

UNIT 6 INTERNATIONAL DECLARATIONS: UNIVERSAL DECLARATION OF HUMAN RIGHTS (1948)

For the inclusive education of the children with divergent needs, there are many policies and frameworks were came into exist. One of the policies is Universal Declaration of Human Rights, 1948.

After completion of this Unit, you will be able to

- Explain the contribution of Universal Declaration of Human Rights towards the inclusive education
- Describe about the world declaration for all

The **Universal Declaration of Human Rights (UDHR)** is a historic document that was adopted by the United Nations General Assembly at its third session on 10 December 1948 as Resolution 217 at the Palais de Chaillot in Paris, France. Of the then 58 members of the United Nations, 48 voted in favor, none against, eight abstained and two did not vote.

The Declaration consists of 30 articles affirming an individual's rights which, although not legally binding in themselves, have been elaborated in subsequent international treaties, economic transfers, regional human rights instruments, national constitutions and other laws. The Declaration was the first step in the process of formulating the International Bill of Human Rights, which was completed in 1966 and came into force in 1976, after a sufficient number of countries had ratified them.

Some legal scholars have argued that because countries have constantly invoked the Declaration for more than 50 years, it has become binding as a part of customary international law. However, in the United States, the

Supreme Court in *Sosa v. Alvarez-Machain* (2004), concluded that the Declaration "does not of its own force impose obligations as a matter of international law." Courts of other countries have also concluded that the Declaration is not in and of itself part of domestic law.

The underlying structure of the Universal Declaration was introduced in its second draft, which was prepared by René Cassin. Cassin worked from a first draft, which was prepared by John Peters Humphrey. The structure was influenced by the *Code Napoléon*, including a preamble and introductory general principles. Cassin compared the Declaration to the portico of a Greek temple, with a foundation, steps, four columns and a pediment.

The Declaration consists of a preamble and thirty articles:

- The preamble sets out the historical and social causes that led to the necessity of drafting the Declaration.
- Articles 1—2 established the basic concepts of dignity, liberty, equality and brotherhood.
- Articles 3—11 established other individual rights, such as the right to life and the prohibition of slavery.
- Articles 6—11 refer to the fundamental legality of human rights with specific remedies cited for their defence when violated.
- Articles 12—17 established the rights of the individual towards the community (including such things as freedom of movement).
- Articles 18—21 sanctioned the so-called "constitutional liberties" and with spiritual, public and political freedoms, such as freedom of thought, opinion, religion and conscience, word and peaceful association of the individual.
- Articles 22—27 sanctioned an individual's economic, social and cultural rights, including healthcare. Article 25 states: "Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services." It also makes additional accommodations for security in case of physical debilitation or disability, and makes special mention of care given to those in motherhood or childhood.

- Articles 28—30 established the general ways of using these rights, the areas in which these rights of the individual cannot be applied, and that they cannot be overcome against the individual.

These articles are concerned with the duty of the individual to society and the prohibition of use of rights in contravention of the purposes of the United Nations Organisation.

6.1 World Declaration for Education for All (1990)

In 1990, the International Literacy Year, about 1,500 delegates from 155 countries and representatives of 150 governmental, non-governmental and intergovernmental organizations met at the World Conference on Education for All in Jomtien, Thailand, and called upon all countries to universalize adequate basic education. The Conference participants adopted the World Declaration on Education for All and a Framework for Action: Meeting Basic Learning Needs. The Declaration begins by stating that Every person, child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs. In that sense, Education for All is an expanded vision encompassing programmes, activities and services in the public and private sectors aimed at meeting the basic needs of children, youth and adults both within and outside school.

The World Declaration on Education for All was a historic demonstration of the will and commitment of countries to establish in the area of child, adult and family education a new basis for overcoming inequality and generating new opportunities for eradicating poverty. Emphasis was placed not only on access to basic education, but also on the quality of education and actual learning outcomes.

The Education for All Programme was launched at the international level in 1990 with contributions from the five intergovernmental agencies promoting the Programme. The five intergovernmental agencies being United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children's Fund (UNICEF), United Nations Population Fund (UNFPA), United Nations Development Programme (UNDP) and World Bank). They had various foundations, international and non-governmental organizations and the mass media to them support The International Consultative Forum on Education for All, with its secretariat located at

UNESCO headquarters in Paris, was established as an interagency body to guide and monitor follow-up actions to the World Conference in Jomtien.

Check your progress

Notes: a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

1. Describe the Universal declaration of Human Rights

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2. What are the five intergovernmental agencies contributed for the Education for All

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UNIT 7 INTERNATIONAL CONVENTIONS

This Unit will explain about the international conventions mainly Convention against Discrimination, Convention on Rights of a Child, United Nations Convention of Rights of Persons with Disabilities.

After completion of this Unit, you will be able to

- Describe the nature, significance of the various conventions for the education and empowerment of the children with disabilities.

7.1 Convention against Discrimination (1960)

Convention against Discrimination in Education is a multilateral treaty adopted by UNESCO on 14 December 1960 in Paris and came into effect on 22 May 1962. This aims to combat discrimination cultural or religious assimilation or racial segregation in the field of education. The Convention also ensures the free choice of religious education and private school, right to use or teach their own languages for national minorities and prohibits any reservation. The Convention was enforced for each State, 12 months after the deposit of instrument of ratification. As at October 2017, 103

states were members of the Convention including China in relation to Macau only.

There is an additional Protocol Instituting a Conciliation and Good Offices Commission, which was adopted in 10 December 1962 and was enforced on 24 October 1968 in signatory States. As at December 2016, the Protocol has 35 members including Vietnam. Post-unification Vietnam has not expressed a position on whether it succeeds pre-unification South Vietnam as a member of the Protocol.

Article 1 defines "discrimination" as any distinction, exclusion, limitation or preference on the basis of race, color, sex, language, religion, political or other opinion, origin national or social status, economic status or birth.

However, the article indicates a number of situations which are not to be considered to constitute discrimination. This includes the creation or maintenance of separate educational systems or establishments for pupils of both sexes, when they have easy access to education:

- establishment or maintenance on religious or linguistic grounds, and
- the establishment or maintenance of private educational institutions, if the purpose of such institutions is not to ensure exclusion of any group but to add to the educational opportunities offered by the public authorities.

Article 3 requires States to eliminate and prevent discrimination and Article 5 affirms respect for the freedom of parents in the choice of private schools, and for national minorities to have the right to engage in educational activities of their own and the employment or teaching of their own language. Article 9 prohibits any reservation to the Convention.

7.2 Convention on Rights of a Child (1989)

Convention on the Rights of the Child commonly abbreviated as the **CRC** or **UNCRC** is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children. The Convention defines a child, as any human being under the age of eighteen, unless the age of majority is attained earlier under national legislation.

Nations that ratify this convention are bound, it by international law. Compliance is monitored by the UN Committee on the Rights of the Child, which is composed of members from countries around the world. Once a year, the Committee submits a report to the Third Committee of the United Nations General Assembly, which also hears a statement from the CRC Chair and the Assembly adopts a Resolution on the Rights of the Child.

Governments of countries that have ratified the Convention are required to report to and appear before, the United Nations Committee on the Rights of the Child periodically to be examined on their progress. This is with regards to the advancement of the implementation of the Convention and the status of child rights in their country. Their reports and the committee's written views and concerns are available on the committee's website.

The UN General Assembly adopted the Convention and opened it for signature on 20 November 1989 which was the 30th anniversary of its Declaration of the Rights of the Child. It came into force on 2 September 1990, after it was ratified by the required number of nations. Currently, 196 countries are party to it, including every member of the United Nations except the United States.

Two optional protocols were adopted on 25 May 2000. The First Optional Protocol restricts the involvement of children in military conflicts and the Second Optional Protocol prohibits the sale of children, child prostitution and child pornography. Both protocols have been ratified by more than 160 states.

A third optional protocol relating to communication of complaints was adopted in December 2011 and opened for signature on 28 February 2012. It came into effect on 14 April 2014.

India ratified UNCRC on 11 December 1992, agreeing the principles and all articles except with certain reservations on issues relating to child labor. In India there is law that children under the age of 18 should not work. But, there is no outright ban on child labor and the practice is generally permitted in most industries except those deemed "hazardous". Although a law in October 2006 banned child labor in hotels, restaurants and as domestic servants. There continues to be high demand for children as hired

help in the home. Current estimates as to the number of child laborers in the country range from the government's conservative estimate of 4 million children under 14 years of age to the much higher estimates of children's rights activists, which hover around 60 million. Little is being done to address the problem since the economy is booming and the nuclear family is spreading. This thereby increases demand for child laborers. In India many people are still suffering from non-nutritious food, many parents are still leaving their children on riverside, in trains etc. Under the auspices of the UNICEF financed Odisha initiative the Government of India is specifying the outline of a means of change and improvement in child care and many trusts such as childLine, Plan India and savethechildren too are taking efforts to outdate child labor from India. A few of the organisations who work with children's rights in India are Plan India, CRY (Child Rights and You), Save the Children, Bal Vikas Dhara-New Delhi, Bachpan Bachao Andolan, CHORD-Hyderabad etc.

7.3 United Nations Convention of Rights of Persons with Disabilities(UNCRPD-2006)

The **Convention on the Rights of Persons with Disabilities** is an international human rights treaty of the United Nations intended to protect the rights and dignity of persons with disabilities. Parties to the Convention are required to promote, protect, and ensure the full enjoyment of human rights by persons with disabilities and ensure that they enjoy full equality under the law. The Convention has served as the major catalyst in the global movement from viewing persons with disabilities as objects of charity, medical treatment and social protection towards viewing them as full and equal members of society, with human rights. It is also the only UN human rights instrument with an explicit sustainable development dimension. The Convention was the first human rights treaty of the twenty-first century.

The text was adopted by the United Nations General Assembly on 13 December 2006, and opened for signature on 30 March 2007. Following ratification by the 20th party, it came into force on 3 May 2008. As of October 2017, it has 160 signatories and 175 parties, which includes 172 states and the European Union (which ratified it on 23 December 2010 to the extent responsibilities of the member states were transferred to the European Union). In December 2012, a vote in the United States Senate fell six votes short of the two-thirds majority required for ratification. The Convention is monitored by the Committee on the Rights of Persons with Disabilities.

The Convention follows the civil law tradition, with a preamble, in which the principle that "all human rights are universal, indivisible, interdependent and interrelated " of Vienna Declaration and Programme of Action is cited, followed by 50 articles. Unlike many UN covenants and conventions, it is not formally divided into parts.

Article 1 defines the purpose of the Convention: *To promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity.*

Articles 2 and 3 provide definitions and general principles including communication, reasonable accommodation and universal design.

Articles 4–32 define the rights of persons with disabilities and the obligations of states parties towards them. Many of these mirror rights affirmed in other UN conventions such as the International Covenant on Civil and Political Rights, International Covenant on Economic, Social and Cultural Rights or the Convention Against Torture. But, these are with specific obligations ensuring that they can be fully realised by persons with disabilities.

Rights specific to this convention include the rights to accessibility including the information technology, the rights to live independently and be included in the community (Article 19), to personal mobility (article 20), habilitation and rehabilitation (Article 26), and to participation in political and public life and cultural life, recreation and sport (Articles 29 and 30).

In addition, parties to the Convention must raise awareness of the human rights of persons with disabilities (Article 8) and ensure access to roads, buildings, and information (Article 9).

Articles 33–39 govern reporting and monitoring of the convention by national human rights institutions (Article 33) and Committee on the Rights of Persons with Disabilities (Article 34).

Articles 40–50 govern ratification, entry into force, and amendment of the Convention. **Article 49** also requires that the Convention be available in accessible formats.

Check your progress

Notes: a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

3. What does Convention against Discrimination, 1960 established for?

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4. What does the Convention on Rights of a Child (1989) aimed for?

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UNIT 8 INTERNATIONAL FRAMEWORKS

This Unit deals with the Salamanca Framework and Biwako Millennium Framework of Action. After completion of this Unit, you will be able to explain the importance of these frameworks.

8.1 Salamanca Framework (1994)

In 1994, UNESCO organized an international conference to consider the “fundamental policy shifts required to promote the approach of inclusive education, namely enabling schools to serve all children, particularly those with special educational needs.” The Conference adopted the “Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action,” known by shorthand as the Salamanca Declaration, which was endorsed by 92 countries. According to the Declaration, inclusive education requires that:

“... Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children

from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.”

While many countries have well-established schools providing for the educational needs of children with specific impairments, the Declaration strongly recommends that, where countries have few or no special schools, efforts should be concentrated “on the development of inclusive schools and the specialized services needed to enable them to serve the vast majority of children and youth. There are special provisions of teacher training in special needs education and the establishment of suitably staffed and equipped resource centers to which schools could turn for support.” When thus established, inclusive schools are more cost effective than maintaining a two-tier system of education.

8.2 Biwako Millennium Framework of Action (2002)

The ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC (ESCAP), focused on consideration of a regional framework for action towards an inclusive, barrier-free and rights based society for persons with disabilities in Asia and the Pacific in the twenty-first century. In its high-level intergovernmental meeting on 22 May 2002 concluded the Asian and Pacific Decade of Disabled Persons (2003-2012). Estimated that 400 million persons with disabilities have the capacity to contribute the national development in the Asian and Pacific region.

The priority seven areas (07) considered for action are,

- Self-help organisations of persons with disabilities
- Women with disabilities
- Early identification and intervention and education
- Training and employment
- Access to built environment and public transport
- Access to information and communications
- Poverty alleviation through capacity building, social security and sustainable livelihood programmes

Each priority area contains critical issues, targets and the action required. The regional framework for action explicitly incorporates the millennium development goals and their relevant targets to ensure that concerns relating to persons with disabilities become an integral part of efforts to achieve the goals.

Check your progress

- Notes:** a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the block.

5. What does the Salamanca declaration viewed the required for inclusive education

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6. What are the seven areas prioritised by ESCAP of Biwako Millennium Framework of Action?

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UNIT 9 NATIONAL COMMISSIONS AND POLICIES

The Indian Government through the various Commissions and Policies enacted for the empowerment of the children with disabilities.

After completion of this Unit, you will be able to

- Describe the Kothari Commission, National Education Policy (1968), revised NPE-1992, National Curriculum Framework-2005

9.1 The Kothari Commission

The Government of India created the Kothari Commission in 1964, named after its chairman, P.S. Kothari. This commission was created because the Government of India wanted to create a plan of action to improve the education system. The plan of action created by the Kothari Commission included people with disabilities, but unfortunately, the Government of India never implemented it. It reads that 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. Scholar Mithu Alur cites a couple of major roadblocks that prevented the plan of action of the Kothari Commission from being implemented. The first is the previously mentioned split in 1964 within the Ministry of Education and the simultaneous creation of the Ministry of

Social Welfare, and the Ministry of Social Welfare's subsequent policy of assistance to voluntary organizations. The shift in responsibility meant, shifting the responsibility for the "education, training and rehabilitation" of people with disabilities, and went directly against the Kothari Commission's report and recommendations of inclusive, or at least integrated schooling. As a result, the majority of education related services for people with disabilities came out of the voluntary sector, via grants given out from the Ministry of Social Welfare. This "middle man" takes away any responsibility the state or central government would have to the child if they were providing the educational opportunity, removing accountability. The second policy that allures as preventing the plan of action of the Kothari Commission from being successfully implemented is The Integrated Child Development Scheme (ICDS) of 1974. Created by the Ministry of Human Resource Development, the ICDS reaches out to "vulnerable populations" of the population to provide services such as pre-5 year old schooling & early intervention, including health care, nutrition and pre-school facilities.

ICDS does not include people with disabilities under that category. Since nothing was specified regarding the need of anganwadi workers, the social workers who implement this scheme on the ground, to specifically reach out and children with disabilities, children with disabilities were not included in early intervention efforts, which would have then funnelled them into mainstream schooling.

9.2 National Education Policy (1968)

Based on the report and recommendations of the Education Commission (1964–1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and equalise educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India and the better training and qualification of teachers. The policy called for focus on learning of regional languages, outlining the "three language formula" to be implemented in secondary education. The instruction of the English language, the official language of the state where the school was based and Hindi Language education was seen as essential, to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The policy also encouraged the teaching of the

ancient Sanskrit language, which was considered as an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income.

9.3 The National Policy on Education of 1986 and its Plan of Action

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 (see above). 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. This broadens 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 says that once children with disabilities acquire basic living skills, which would be learned in resource rooms or special schools that they should be mainstreamed. The POA does not define what constitutes basic living skills. The POA envisioned and expected that schools across India would “accept responsibility by sharing their resources with other institutions.”

However, rather than including, or even integrating children with disabilities into their programs, these schools would open “resource centers for the underprivileged,” providing children with disabilities learning resources after typical school hours. But, this was not during the normal school day, but by eliminating the possibility of inclusion for these students.

9.4 Revised National Policy on Education, 1992

The 1986 National Policy on Education was modified in 1992 by the P.V. Narasimha Rao government. In 2005, Former Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government. Programme of Action (PoA), 1992 under the National Policy on Education (NPE), 1986 envisaged conduct of a common entrance examination on all India basis for admission

to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

9.5 National Curriculum Framework, 2005:

The **National Curriculum Framework (NCF 2005)** is one of the four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training (NCERT) in India.

The Framework provides the framework for making syllabi, textbooks and teaching practices within the school education programmes in India. The NCF 2005 document draws its policy basis from earlier government reports on education as Learning without Burden, National Policy of Education 1986-1992 and focus group discussion. After wide ranging deliberations 21 National Focus Group Position Papers have been developed under the aegis of NCF-2005. The state of art position papers provided inputs for formulation of NCF-2005. The document and its offshoot textbooks have come under different forms of reviews in the press.

Its draft document came under the criticism from the Central Advisory Board of Education (CABE). In February 2008 the director Krishna Kumar in an interview also discussed the challenges that are faced by the document. The approach and recommendations of NCF-2005 are for the entire educational system. A number of its recommendations, for example, focus on rural schools. The syllabus and textbooks based on it are being used by all the CBSE schools, but NCF-based material is also being used in many State schools.

NCF 2005 has been translated into 22 languages and has influenced the syllabi in 17 States. The NCERT gave a grant of Rs.10 lakh to each State

to promote NCF in the language of the State and to compare its current syllabus with the syllabus proposed. This enabled a plan for future reforms that could be made. Several States have taken up this challenge. This exercise is being carried out with the involvement of State Councils for Educational Research and Training [SCERT] and District Institutes of Education and Training [DIET].

9.6 National Policy for Persons with Disabilities (2006)

The Government of India formulated the National Policy for Persons with Disabilities in February 2006 which deals with Physical, Educational & Economic Rehabilitation of persons with disabilities. In addition the policy also focuses upon rehabilitation of women and children with disabilities, barrier free environment, social security, research etc.

The National Policy recognizes that Persons with Disabilities are valuable human resource for the country and seeks to create an environment that provides those equal opportunities, protection of their rights and full participation in society.

The focus of the policy is on the following

1. **Prevention of Disabilities** - Since disability, in a large number of cases, is preventable, the policy lays a strong emphasis on prevention of disabilities. It calls for programme for prevention of diseases, which result in disability and the creation of awareness regarding measures to be taken for prevention of disabilities during the period of pregnancy and thereafter to be intensified and their coverage expanded.
2. **Rehabilitation Measures** - Rehabilitation measures can be classified into three distinct groups:
 1. Physical rehabilitation, which includes early detection and intervention, counseling and medical interventions and provision of aids and appliances. It will also include the development of rehabilitation professionals.
 2. Educational rehabilitation including vocational education and
 3. Economic rehabilitation for a dignified life in society.

3. **Women with disabilities** - Women with disabilities require protection against exploitation and abuse. Special programmes will be developed for education, employment and providing of other rehabilitation services to women with disabilities keeping in view their special needs. Special educational and vocation training facilities will be setup. Programmes will be undertaken to rehabilitate abandoned disabled women/ girls by encouraging their adoption in families, support to house them and impart them training for gainful employment skills. The Government will encourage the projects where representation of women with disabilities is ensured at least to the extent of twenty five percent of total beneficiaries.

4. **Children with Disabilities** - Children with disabilities are the most vulnerable group and need special attention. The Government would strive to: -

- Ensure right to care, protection and security for children with disabilities.
- Ensure the right to development with dignity and equality creating an enabling environment where children can exercise their rights, enjoy equal opportunities and full participation in accordance with various statutes.
- Ensure inclusion and effective access to education, health, vocational training along with specialized rehabilitation services to children with disabilities.
- Ensure the right to development as well as recognition of special needs and of care, and as well as protection of children with severe disabilities.

Barrier-free environment - Barrier-free environment enables people with disabilities to move about safely and freely and use the facilities within the built environment. The goal of barrier free design is to provide an environment that supports the independent functioning of individuals so that they can participate without assistance, in everyday activities. Therefore, to the maximum extent possible, buildings / places / transportation systems for public use will be made barrier free.

Issue of Disability Certificates - The Government of India has notified guidelines for evaluation of the disabilities and procedure for certification. The Government will ensure that the persons with disabilities obtain the disability certificates without any difficulty in the shortest possible time by adoption of simple, transparent and client-friendly procedures.

Social Security - Disabled persons, their families and care givers incur substantial additional expenditure for facilitating activities of daily living, medical care, transportation, assistive devices, etc. Therefore, there is a need to provide them social security by various means. Central Government has been providing tax relief to persons with disabilities and their guardians. The State Governments / U.T. Administrations have been providing unemployment allowance or disability pension. The State Governments will be encouraged to develop a comprehensive social security policy for persons with disabilities.

Promotion of Non-Governmental Organizations (NGOs) - The National Policy recognizes the NGO sector as a very important institutional mechanism to provide affordable services to complement the endeavors of the Government. The NGO sector is a vibrant and growing one. It has played a significant role in the provisions of services for persons with disabilities. Some of the NGOs are also undertaking human resource development and research activities. Government has also been actively involving them in policy formulation, planning, implementation, monitoring and has been seeking their advice on various issues relating to persons with disabilities. Interaction with NGOs will be enhanced on various disability issues regarding planning, policy formulation and implementation. Networking, exchange of information and sharing of good practices amongst NGOs will be encouraged and facilitated. Steps will be taken to encourage and accord preference to NGOs working in the underserved and inaccessible areas. Reputed NGOs shall also be encouraged to take up projects in such areas.

Collection of regular information on Persons with Disabilities - There is a need for regular collection, compilation and analysis of data relating to socio-economic conditions of persons with disabilities. The National Sample Survey Organization has been collecting information on Socio-economic conditions of persons with disabilities on regular basis, once in ten years since 1981. The Census has also started collection of information

on persons with disabilities from the Census-2001. The National Sample Survey Organization will have to collect the information on persons with disabilities at least once in five years. The differences in the definitions adopted by the two agencies will be reconciled.

Research - For improving the quality of life of persons with disabilities, research will be supported on their socio-economic and cultural context, cause of disabilities, early childhood education methodologies, development of user-friendly aids and appliances. All matters connected with disabilities which will significantly alter the quality of their life and civil society's ability to respond to their concerns. Wherever persons with disabilities are subjected to research interventions, self, their family member or caregiver's consent is mandatory.

Sports, Recreation and Cultural life - The contribution of sports for its therapeutic and community spirit is undeniable. Persons with disabilities have right to access sports, recreation and cultural facilities. The Government will take necessary steps to provide them opportunity for participation in various sports, recreation and cultural activities.

Check your progress

Notes:

- a) Write your answer in the space given below.
- b) Compare your answer with the one given at the end of the Block.

7. When the first National Policy on Education was is announced?

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8. What is the importance of National Policy for Persons with Disabilities?

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UNIT 10 NATIONAL ACTS AND PROGRAMMES

The Government of India enacted many Acts and Pogrammes in order to provide equal opportunities, equity, and educational facilities to the children with diverse needs.

After completion of this Unit, you will be able to

- Describe the Integrated Education of Disabled Children Scheme, 1974
- Recognize the importance of Rehabilitation Council of India Act
- Narrate the Right to Education
- Explain the SSA, RMSA
- Narrate the IEDSS Scheme
- Describe the contribution of RPWD Act.

10.1 The Integrated Education of Disabled Children Scheme of 1974

The Ministry of Welfare created the Integrated Education of Disabled Children Scheme (IEDC), not to be confused with the Integrated Child Development Scheme (above), in 1974. The program 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.

Sharma, an Indian scholar, found three major problems with the IEDC. There was a lack of training and experience that the teachers had, a “lack of orientation among regular school staff about the problems of disabled children and their educational needs” and the lack of availability of equipment and educational materials. “By 1979-80, only 1,881 children from 81 schools all over the country had benefited from this program.” 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.

10.2 The 1990s: The Rehabilitation Council of India Act and the People with Disabilities Act

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 professionals were 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 Rs.1000, 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 seven categories of disability: that include, blindness, low vision, leprosy cured, hearing impairment, locomotor disability and mental illness. Chapter five of the PwD Act focuses on the rights of people with disabilities and education.

The PwD Act strives to address all major aspects of the education sector that pertains to students with disabilities. It 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.

A prominent criticism of the Persons with Disabilities Act is that the government did not immediately translate their promises into action through funding. The initial lack of monetary support made the PwD Act virtually impossible to implement. But fiscal concerns were only the beginning,

although most people interpret chapter five of the PwD Act as pointing towards inclusion, in actuality the act gives no instruction on what a “free and appropriate environment” is, allowing varying interpretations. In addition, people who support inclusion point out that there are no repercussions included in the PwD Act for excluding students with disabilities from the mainstream education system. Although the logistical aspects of the People with Disabilities Act were initially, and are still somewhat unclear, this should not undermine the importance of this piece of legislation. 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 last 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 PwD Act 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. The effectiveness of this program is debatable. The World Bank states that by the year 2006, the DPEP was implemented in 23 districts in 3 states of Rajasthan, Orissa and West Bengal. At least 600,000 children with disabilities were enrolled & mainstreamed. Conversely, scholars such as MithuAlur claim that the success of the DPEPs were not attributed to state or program initiatives, but success stemmed from the individuals in the 3 states who were passionate about special education and inclusion.

10.3 RTE (2009)

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21a of the Indian Constitution. India became one of 135 countries to make

education a fundamental right of every child when the Act came into force on 1 April 2010.

What is the Act about?

1. Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act via Article 21A. The Right to Education Act seeks to give effect to this amendment
2. The government schools shall provide free education to all the children and the schools will be managed by School Management Committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee.
3. The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.

Main Features of Right to Education (RTE) Act, 2009

- Free and compulsory education to all children of India in the 6 to 14 age group.
- No child shall be held back, expelled or required to pass a board examination until the completion of elementary education.
- If a child above 6 years of age has not been admitted in any school or could not complete his or her elementary education, then he or she shall be admitted in a class appropriate to his or her age. However, if a case may be where a child is directly admitted in the class appropriate to his or her age, then, in order to be at par with others, he or she shall have a right to receive special training within such time limits as may be prescribed. Provided further that a child so admitted to elementary education shall be entitled to free education till the completion of elementary education even after 14 years.
- Proof of age for admission: For the purpose of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the Provisions of Birth, Deaths and Marriages Registration Act 1856, or on the basis of such other document as may be prescribed. No child shall be denied admission in a school for lack of age proof

- A child who completes elementary education shall be awarded a certificate.
- Call needs to be taken for a fixed student–teacher ratio.
- Twenty-five per cent reservation for economically disadvantaged communities in admission to Class I in all private schools is to be done.
- Improvement in the quality of education is important.
- School teachers will need adequate professional degree within five years or else will lose job.
- School infrastructure (where there is a problem) need to be improved in every 3 years, else recognition will be cancelled.
- Financial burden will be shared between the state and the central government.

10.4 SSA (2000)

SarvaShikshaAbhiyan (SSA) was launched to achieve the goal of Universalisation of Elementary Education. This adopts a zero rejection policy and uses an approach of converging various schemes and programmes. The key objective of SSA is Universalisation of Elementary Education (UEE). Three important aspect of UEE are *access*, *enrolment* and *retention* of all children in 6-14 years of age. A zero rejection policy has been adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided meaningful and quality education. It covers the following components under education for children with special needs. 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 mobilization, Planning and management, Strengthening of special schools, Removal of Architectural barriers, Research, Monitoring and evaluation, Girls with disabilities have to be carried out.

SSA provides up to Rs.1200/- per child for integration of disabled children, as per specific proposals, per year. The interventions under SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training,

resource support, removal of architectural barriers, monitoring and evaluation and a special focus on girls with special needs. Residential bridge courses for CWSN with the main objective of preparing CWSN for schools, thereby ensuring better quality inclusion for them. Facilities for home-based education for children with severe and profound disabilities are provided with the objective of either preparing CWSN for schools or for life by imparting to them basic life skills.

1. Identification and enrolment:

Household surveys and special surveys have been conducted by all states to identify CWSN. 3 million 38 thousand CWSN have been identified in 33 States/UTs. 20 thousand 30 thousand CWSN (66.84 percent of those identified) are enrolled in schools. Further 88009 CWSN are being covered through EGS/ AIE in 15 states and 77083 CWSN are being provided homebound education in 19 states. In all 72.27% of the identified CWSN in 2006-07 have been covered through various strategies.

Barrier-free access:

Making schools barrier free to access for CWSN is incorporated in the SSA framework. All new schools to be barrier free in order to improve access for CWSN, is incorporated in the SSA framework. 4.44 thousand Schools have ramps for CWSN. Focus is now on improving quality, monitoring of services provided to and retaining CWSN in school.

Simulation Park:

In Tamil Nadu to facilitate inclusion, local schools has been involved in building low cost 'Simulation Park' by using local low-cost material, which can be used by all children. The main aim of this simulation park is to give CWSN and their peers a chance to be able to experience various kinds of play equipment jointly. Since this playground is for the benefit of both disabled and able-bodied children, each BRC in the State has this playground at a low cost. The play equipment can be designed depending on the child's abilities.

10.5 RMSA (2009)

RashtriyaMadhyamikShikshaAbhiyan (RMSA) (translation: *National Mission for Secondary Education*) is a centrally sponsored scheme of the

Ministry of Human Resource Development, Government of India, for the development of secondary education in public schools throughout India. It was launched in March 2009. The implementation of the scheme has started from 2009-2010 to provide conditions for an efficient growth, development and equity for all. The scheme includes a multidimensional research, technical consulting, various implementations and funding support. The principal objectives are to enhance quality of secondary education and increase the total enrollment rate from 52% (as of 2005–2006) to 75% in five years, i.e. from 2009–2014. It aims to provide universal education for all children between 15–16 years of age.

- **Quality improvement:**

In schools, there was promotion of the science laboratories, environmental education, promotion of yoga, as well as centrally sponsored schemes of population education project, international mathematics and science olympiads. The state governments provide in-service training for the teachers and provide infrastructure and research inputs.

- **Information communication technologies (ICT):**

ICT comprises the centrally sponsored schemes like computer education and literacy in schools (CLASS) and educational technology (ET) which familiarizes the student with Information technology (IT). Due to the rise in IT demand in today's world, a major importance is given on it. Components of a merged scheme ICT in school include a) funding support towards computer education plans; b) strengthening and reorientation of the staffs of SIETS - state institutes of education and training c) there is digitalisation of SIETs audio and video cassettes with the partnership of NGOs and d) management of internet-based education by SIETs.

- **Access and equity:**

RMSA not only emphasizes on providing secondary education for the special focus groups that include scheduled tribe and scheduled caste groups, minority girls and CWSN children, but it also give importance on removing the existing disparities in socio-economic and gender background in the secondary level of education. They are termed as the vulnerable/ disadvantaged group. Certain strategies were implemented to provide free access towards secondary education and they are given as following steps:

1. Identification of the disadvantaged groups: For this purpose, educational indicators like gross enrollment ratio (GER), net enrollment ratio (NER), drop-out rate, retention rate, gender parity index (GPI), gender gap, etc. were analysed.
2. Need assessment: This is the critical step to prepare for the equity plan where the factors affecting the education of this group of children were evaluated with the involvement of the community members, teachers, civil society, etc.
3. Strategising for the addressing gaps: Since there are multiple interwoven factors that cause the un-equitable condition in this scenario, the strategy was called to have a set of multi-dimensional activities.
4. Project-based proposal: Development of a project-based strategy enables the RMSA to call for an evidence-based and outcome-oriented strategy.

- **Integrated education for disabled children (IEDC):**

Inclusive education have been highlighted to bring about expansion in terms of meeting/catering to the needs of the mentally and physically disadvantaged children. This schemes continues to be a separate centrally sponsored scheme. It includes several components for convergence with integrated child development services for early interventions, SarvaShikshaAbhiyan (SSA) for the particular group at the elementary level and special schools.

10.6 IEDSS (2013)

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10. This Scheme replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and provides assistance for the inclusive education of the disabled children in classes IX-XII. This scheme now subsumed under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013. The States/UTs are also in the process of subsuming under RMSA as RMSA subsumed Scheme.

Aims

To enable all students with disabilities, to pursue further four years of secondary schooling after completing eight years of elementary schooling in an inclusive and enabling environment.

Objectives

The scheme covers all children studying at the secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the class IX to XII, namely blindness, low vision, leprosy cured, hearing impairment, locomotory disabilities, mental retardation, mental illness, autism, and cerebral palsy and may eventually cover speech impairment, learning disabilities, etc. Girls with the disabilities receive special focus to help them gain access to secondary schools, as also to information and guidance for developing their potential. Setting up of Model inclusive schools in every State is envisaged under the scheme.

Components

- Student-oriented components, such as medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance, stipend for girls, support services, assistive devices, boarding the lodging facility, therapeutic services, teaching learning materials, etc.
- Other components include appointment of special education teachers, allowances for general teachers for teaching such children, teacher training, orientation of school administrators, establishment of resource room, providing barrier free environment, etc.

Implementing Agency

The School Education Department of the State Governments/Union Territory (UT) Administrations are the implementing agencies. They may involve NGOs having experience in the field of education of the disabled in the implementation of the scheme.

Financial Assistance

Central assistance for all items covered in the scheme is on 100 percent basis. The State governments are only required to make provisions for scholarship of Rs. 600/- per disabled child per annum.

PROBLEMS AND PROSPECTS OF INCLUSIVE EDUCATION IN INDIA

In the times of education for all, we need to consider those who are somehow missing out. Among these, children with special needs occupy an important category. These children with disabilities are often left out of schools due to negative attitudes and non-inclusive set-ups. Providing an opportunity to children with special needs is thus essential for every society /country in order to provide opportunities to each and everyone for developing and growing to full potential and realizing the objectives of education for all. United Nation's Millenium Development Goals (MDGs) in their review of situation regarding realization of its second goal - GOAL 2: ACHIEVE UNIVERSAL PRIMARY EDUCATION (Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling)

The following are to be achieved

- Hope dims for universal education by 2015, even as many poor countries make tremendous strides
- Sub-Saharan Africa and Southern Asia are home to the vast majority of children out of school
- Inequality thwarts progress towards universal education

UNICEF's Report on the Status of Disability in India 2000 states that there are around 30 million children in India suffering from some form of disability. The Sixth All-India Educational Survey NCERT, 1998) reports that out of India's 200 million school-aged children (6–14 years), 20 million require special needs education. While the national average for gross enrolment in school is over 90 per cent, less than five per cent of children with disabilities are in schools. According to the Census 2001, there are 2.19 crore persons with disabilities in India who constitute 2.13 percent of the total population. This includes persons with visual, hearing, speech, loco-motor and mental disabilities.

Seventy five per cent of persons with disabilities live in rural areas, 49 per cent of disabled population is literate and only 34 per cent are employed. According to the EFA Global Monitoring Report 2010: reaching the marginalized, children with disabilities remain one of the main groups being widely excluded from quality education. Disability is recognized as one of the least visible yet most potent factors in educational marginalization. The United Nation's Convention on the Rights of Persons with Disabilities (UNCRPD), which was entered into force in 2008, was ratified by India in October, 2008. It can be safely assumed that achieving the Education for All (EFA) targets and Millennium Development Goals will be impossible without improving access to and quality of education for children with disabilities.

1. Meaning of Inclusive Education

Inclusive education is based on the principle that schools should provide for all children regardless of any perceived difference, disability or other social, cultural and linguistic difference. The diverse needs of these learners and the quest to make schools more learning-friendly requires regular and special education teachers to consult and collaborate with one another as well as with family and community in order to develop effective strategies, teaching and learning (Jelas, 2010) within inclusive setups. With the right training, strategies and support nearly all children with SEN and disabilities can be included successfully in mainstream education.

According to Barton (1997), "Inclusive education is not merely about providing access into mainstream school for pupils who have previously been excluded. It is not about closing down an unacceptable system of segregated provision and dumping those pupils in an unchanged mainstream system. Existing school systems in terms of physical factors, curriculum aspects, teaching expectations and styles, leadership roles will have to change. This is because inclusive education is about the participation of ALL children and young people and the removal of all forms of exclusionary practice". The '*Index for Inclusion*' (Booth and Ainscow, 2011, 3rd edition) summarizes some of the ideas which make up the view of inclusion within the Index as follows (CSIE, 2014):

Inclusion in education involves:

- Putting inclusive values into action.

- Viewing every life and every death as of equal.
- Supporting everyone to feel that they belong.
- Increasing participation for children and adults in learning and teaching activities, relationships and communities of local schools.
- Reducing exclusion, discrimination, barriers to learning and participation.
- Restructuring cultures, policies and practices to respond to diversity in ways that value everyone equally.
- Linking education to local and global realities.
- Learning from the reduction of barriers for some children to benefit children more widely.
- Viewing differences between children and between adults as resources for learning.
- Acknowledging the right of children to an education of high quality in their locality.
- Improving schools for staff and parents/carers as well as children.
- Emphasising the development of school communities and values, as well as achievements.
- Fostering mutually sustaining relationships between schools and surrounding communities.
- Recognising that inclusion in education is one aspect of inclusion in society. Segregating children into 'special needs' and 'mainstream' schools prevent equal access to social and curricular opportunities and labels children (United Nations Convention on the Rights of the Child, 2008; UNESCO, 1994). Parents of children with disabilities are usually more in favour of inclusive education and have a deeper understanding and wider knowledge of terminology and specific legislation. However, many of the parents of children without disabilities are often reluctant to have children with disabilities in the same class as their own child.

At the Jomtien World Conference (1990) in Thailand, the goals for 'Education for All' were set and it was proclaimed that every person - child, youth and adult shall be able to benefit from educational opportunities which would meet their basic learning needs. Ever since that conference, UNESCO, along with other UN agencies, a number of international and

national non-governmental organizations have been working towards these goals. The inclusion of pupils with barriers to learning and development in ordinary schools and classrooms is part of a global human rights movement. In 1994, at the UNESCO World Conference on Special Needs Education held in Salamanca, Spain, the idea of inclusive education was given further impetus. The conference considered the future international direction of Special Needs to ensure the rights of children to receive a basic education.

The marginalization and exclusion of learners from an educational system was addressed at the Dakar World Education Forum in April 2000. It was so aptly captured in the statement That "The key challenge is to ensure that a broad vision of Education for All as an inclusive concept is reflected in national government and funding agency policies. Education for All, must take account of the need of the poor and the most disadvantaged young people and adults affected by conflict, HIV/AIDS, hunger and poor health and those with special learning needs" The United Nations Convention on the Rights of People with Disabilities (UNCRPD, 2008) is a new international agreement about protecting and promoting the human rights of disabled people throughout the world. The Convention on the Rights of Persons with Disabilities is an international human rights treaty of the United Nations intended to protect the rights and dignity of persons with disabilities. Parties to the Convention are required to promote, protect and ensure the full enjoyment of human rights by persons with disabilities and ensure that they enjoy full equality under the law. The Convention aims to serve as the major catalyst in the global movement from viewing persons with disabilities as objects of charity, medical treatment and social protection towards viewing them as full and equal members of society, with human rights. UNCRPD makes it abinding that countries ratifying it will ensure an inclusive education system at all levels and lifelong learning.

Inclusive Education in India

In India, National Council of Educational Research and Training (NCERT) joined hands with UNICEF and launched Project Integrated Education for Disabled Children (PIED) in the year 1987. This was to strengthen the integration of learners with disabilities into regular schools. In 1997, IEDC was amalgamated with other major basic education projects like the DPEP (Chadha, 2002) and the *SarvaShikshaAbhiyan*(SSA) (Department of Elementary Education, 2000). The Persons with Disability Act, 1995 has a provision of providing education to children with special needs in the most

appropriate environment. The SSA launched by the Government of India, in 2001, underlines the prerogative of a child with disability to be included in the mainstream of education. MHRD (2006) in its *SarvaShikshaAbhiyan*(SSA) framework clearly states that “SSA will ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. SSA will adopt **zero rejection policy** so that no child is left out of the education system. It will also support a wide range of approaches, options and strategies for education of children with special needs.”

Inclusive Education for Disabled at Secondary Stage (IEDSS) was approved in India in September, 2008 to replace IEDC Scheme from 2009-10. The Scheme is 100% centrally funded. The Rehabilitation Council of India (RCI) is mainly responsible for education and rehabilitation of CWSN. The Rehabilitation Council of India (RCI) was set up as a registered society in 1986. On September, 1992 the RCI Act was enacted by the Parliament and it became a Statutory Body on 22 June 1993. The Act was amended by Parliament in 2000 to make it broader based. The mandate given to RCI is to regulate and monitor services given to persons with disability, to standardise syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education. The Act also prescribes punitive action against unqualified persons delivering services to persons with disability.

Article 24 of the Convention (UNCRPD, 2008) on education states that:

1. States Parties have to recognize the right of persons with disabilities to education. With a view to realize this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to :
 - a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity
 - b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential
 - c) Enabling persons with disabilities to participate effectively in a free society.

2. In realizing this right, States Parties shall ensure that:
 - a) Persons with disabilities are not excluded from the general education system on the basis of disability and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability
 - b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live
 - c) Reasonable accommodation of the individual's requirements is provided
 - d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education
 - e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.
3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:
 - a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring
 - b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community
 - c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deaf-blind, is delivered in the most appropriate languages and modes and means of communication for the individual and in environments which maximize academic and social development.
4. In order to help ensure the realization of this right, State Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille and to train professionals and staff who work at all levels of education.

Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. State Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

These provisions, being mandatory and a binding are a real challenge for the Government of India which has signed and ratified UNCPRD as early as in 2008. As far as clause 1a, b, and c are concerned, we know that many children with special needs are yet to be accommodated to our system of education. Most of such children are out of schools. Clause 2 desires full inclusion in Indian education which is not going to be easy considering the challenges to be faced. The Article not only desires full inclusion at the primary level, but it desires accommodations at secondary and tertiary levels as well. The reality warns us to make immediate efforts in these areas.

National Policy for Persons with Disabilities (2006) states that: "Education is the most effective vehicle of social and economic empowerment. In keeping with the spirit of the Article 21A of the Constitution guaranteeing education as a fundamental right and Section 26 of the Persons with Disabilities Act, 1995, free and compulsory education has to be provided to all children with disabilities up to the minimum age of 18 years. According to the Census, 2001, fifty-one percent persons with disabilities are illiterate. This is a very large percentage. There is a need for mainstreaming of the persons with disabilities in the general education system through Inclusive education."

The proposed Rights of Persons with Disabilities Bill, 2014, introduced in the Rajya Sabha (Parliament) on February 7, 2013 by then Minister of Social Justice and Empowerment, repeals the Persons with Disabilities (Equal Opportunities Protection of Rights and Full Participation) Act, 1995. The Bill provides for the access to inclusive education, vocational training and self-employment of disabled persons. Thus, the government of India

promises inclusive education to be implemented in all educational institutions, at all levels.

Problems of Inclusive Education in India

Inclusive education is binding and priority for the government of India. However, a wide gap in policy and practice exists in the country with respect to inclusive education. There are a number of barriers that hinder proper practice of inclusive education in our country. Based on the literature and personal experiences, the authors believe these barriers to include the following:

- a) **Skills of teachers:** Skills of teachers which are responsible for implementing inclusive education are also not up to the mark and one as desired and necessary for inclusion. Das, Kuyini and Desai (2013) examined the current skill levels of regular primary and secondary school teachers in Delhi, India in order to teach students with disabilities in inclusive education settings. They reported that nearly 70% of the regular school teachers had neither received training in special education nor had any experience teaching students with disabilities. Further, 87% of the teachers did not have access to support services in their classrooms. Finally, although both primary and secondary school teachers rated themselves as having limited or low competence for working with students with disabilities, there was no statistically significant difference between their perceived skill levels. The inefficiency of teachers to develop and use instructional materials for inclusion students (Coskun, Tosun, & Macaroglu, 2009) is also a problem issue.
- b) **Attitudes towards inclusion and disability among teachers, administrators, parents, peers and policy planners :** In addition to many other requirements, implementation of inclusive education immensely requires positive attitudes towards inclusion and disability among teachers, parents, peers, administrators and policy planners. However, negative attitudes are still persisting among these in many cases. This is adversely affecting inclusive education scenario in India. Mainstream teacher attitudes may be a contributory barrier to successful inclusive practices (Avramadis, Bayliss, & Burden, 2000; Bender, Vail, & Scott, 1995; De Boer, Pijl, & Minnaert, 2010). Teachers tend to be broadly positive about the principle of inclusion

while at the same time viewing its practical implementation as problematic (e.g., Avramidis & Norwich, 2002; Scruggs & Mastropieri, 1996). However it has been argued that neutral, even negative, attitudes toward inclusion may better characterize teacher viewpoints (De Boer et al., 2010; Soodak, Podell & Lehman, 1998). Indeed teachers in mainstream schools were less positive about the potential of children with learning disabilities than special school teachers.

The inclusion of children with social, emotional and behavioural difficulties has consistently been reported as a particularly problematic for teachers. This is accompanied by negative teaching attitudes (Cook, 2001; Cook, Cameron & Tankersley, 2007; Hastings & Oakford, 2003; Shapiro, Miller, Sawka, Gardill, & Handler, 1999). These are children whose learning in the classroom is compromised by complex and long-term difficulties in managing their behavior, emotions and relationships (Simpson, Bloom, Cohen, Blumberg, & Bourdon, 2005). Unlike other groups of students with special needs, they are still as likely to be placed in specialist provision now as 30 years ago (Cooper, 2004). This group is mainly male, with a majority from low socio-economic status backgrounds, and with lower educational attainment than their peers (Farrell & Tsakalidou, 1999; Simpson *et al.*, 2005). Teachers with negative attitudes believe that inclusion is a burden on teachers and they should receive special service delivery in special education settings to avoid the negative impact on their typically developing peers in the regular classroom (Zambelli & Bonni, 2004). A number of studies found that general education teachers are not supportive of inclusion. Hammond and Ingalls (2003), for example, concluded that most of the teachers did not support inclusion, although their schools had inclusive programs. Burke and Sutherland (2004) found similar results where in-service teachers' attitudes toward inclusion were negative. Other studies found that general education teachers are less supportive of inclusion (Armstrong, Armstrong, Lynch, & Severin, 2005; De Boer, Pijl, & Minnaert, 2010; De Boer, Pijl, & Minnaert, 2011). Rakap and Kaczmarek (2010) investigated Turkish general education teachers working in public elementary schools regarding the inclusion of students with disabilities in their classrooms and their readiness to include students with severe learning disabilities. The results indicated that the teachers had negative attitudes towards the inclusion of students with disabilities into regular education classrooms.

School principals too have a central role in promoting an inclusive ethos within their schools. This implied that school principals have a crucial role within their school to communicate their expectations regarding inclusive practices clearly to their teaching staff (MacFarlane & Woolfson, 2013). Although no research could be located in Indian settings by the authors, they believe that negative attitudes are quite prevalent among teachers, parents, peers, administrators and policy planners towards disability as well as inclusive education.

- c) **Lack of awareness about children with disabilities among general teachers:** The general teachers, at all levels, lack basic awareness about children with disabilities. They have their own socially and culturally constructed notions about certain obvious disabilities but lack scientific and educational knowledge about the disabilities such as classification, labelling, special needs and adaptations etc.
- d) **Improper curriculum adaptation:** For practicing inclusive education, curricular adaptations suited to special and unique needs of every learner, including children with disabilities, are necessary. Concepts like 'Universal Instructional Design' are to be properly developed and incorporated into the curriculum. However, needed curricular adaptations are either missing altogether or are improper.
- e) **School environment including difficulties in physical access:** School environment needs accommodations for truly practicing inclusive education. However, such accommodations are not there in majority of the schools. Facilities like ramps, lifts and directional cues etc. are mostly absent in schools.
- f) **Support services:** For implementing inclusive education in all educational institutions, at all levels, we need strong support services. Their strength should be both quantitative and qualitative. But, existing support services are scarce and inadequate.
- g) **Family collaboration:** Keeping in mind the nature of Indian society and culture, it can be safely stated that family has a very important

role in implementing inclusive education in India. Family is considered to be having the sole responsibility for their children in India. Hence, inclusion can only be realised by motivating and involving family in the process.

- h) Insufficient and improper pre-service teacher education:** The pre-service teacher education programmes being run in the country are failing to sensitize and equip prospective teachers in inclusive education practices. Modifications are needed to make these teacher education programmes more effective. Currently, teacher education programmes producing special teachers are controlled by Rehabilitation Council of India whereas these producing general teachers are controlled by National Council for Teacher Education. These two apex bodies need to collaborate and devise measures for producing skilled teachers capable of implementing inclusive education.
- i) Negative self-perceptions of children with disabilities:** For practicing inclusive education, negative self-perceptions of children with disabilities pose a great challenge. These negative perceptions are often strengthened by neighbours, peers and teachers. Without wiping out these negative self perceptions, true inclusion of such children is not possible.
- j) ICT availability and related competencies:** Present age is the age of information and communication technology (ICT). ICT is providing great help in almost all endeavours of human life including education and training. There are a number of ICT-enabled pedagogical and assistive devices that are available and are particularly useful for children with disabilities. Their use can ease and expedite inclusive education. These should be made available and competencies for their use should be developed among all stakeholders.
- k) Improper policy planning and implementation:** Government of India claims that it has implemented inclusive education everywhere and at all levels. However, the policy planning is improper and measures to assess the degree of implementation have not been developed. Furthermore, implementation of inclusive education in private sector has not been enforced and ensured.

- I) Expenses involved:** For a huge and diverse country like India, implementation of inclusive education at all levels requires a lot of money to be spent. The government does not seem willing to incur this huge expenditure. Being a developing country, the apprehensions of the government can be very well understood. The barriers mentioned here do not form an exhaustive list but authors believe that not much are left out.

Suggestions for Challenging the Challenges

Teachers' attitudes towards inclusive education could be formed and developed in the context of an educational system which can provide some specific conditions in order to have a good practice in this field. Those conditions refer to a restructure of the curricula, more help from support teachers, more time for preparing the educational activities, decreasing the number of students in one class, creating and developing opportunities for interactive partnerships between teachers, students, support teachers and parents and so on. The reform of the curriculum should be made in parallel with a proper training for teachers regarding their knowledge of inclusion and its principles. The difficulties are inherent to any change or reform, but it is necessary to develop an educational system which can properly respond to all the needs, characteristics and individual differences of all children in school (Unianu, 2012).

The separate teacher education programs for regular and special education do not equip teachers with an integrated knowledge of the expected roles, functions and responsibilities to meet the diversity of learning needs in the classroom. A need is being felt for a new paradigm for the preparation of teachers. There exists the need for teacher educators of regular and special education at all levels of teacher education to develop a "whole faculty approach" in facilitating an inclusive pre-service teacher education curriculum embedded across all discipline areas (Jelas, 2010).

Within a tradition of a dual regular and special education system in India, the Government is promoting educational reforms that encourage an inclusive approach to education. A move towards an inclusive approach to education in India is being promoted through collaboration and support between teachers trained in regular and special education. Thus, different perceptions of pre-service teachers preparing to work either in elementary schools or in special schools are a particular concern for people devoted to

inclusive education. A need is being felt for better teacher preparation due to the very low understandings of inclusive education and pre-service teachers' perceived lack of skills, knowledge, experience and/or training for an inclusive approach. Investigating the determinants of teachers' attitudes and behaviour and their relative importance is crucial for improving teaching practices, initial teacher education and professional development opportunities for effective inclusion of children with special needs (MacFarlane & Woolfson, 2013).

10.7 The Action Plan for Inclusion in Education of Children and Youth with Disabilities

It was extremely important that India created a bill around section 45 and 21 (A) of the constitution, which became the Right to Education Act which was originally floated in 2005. However, the same year, 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. This was in order to facilitate the government, specifically collaborating between the Rehabilitation Council and the National Council for Teacher's Education, 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 looks to move from integration towards inclusion, stating, whereas under the Scheme of Integrated Education for the Disabled Children (IEDC) as it stands at present Children with disabilities are placed in a regular school without making any changes in the school to accommodate and support diverse needs, the revised IECYD will, in contrast, modify the existing physical infrastructures and teaching methodologies to meet the needs of all children, including Children with Special Needs. A unique aspect of this plan is that it steps outside the Indian constitution and include students with disabilities outside the 6-14 age range. Through Integrated Child Development Services (ICDS), anganwadi workers will be trained to identify children with disabilities at an early age, so they can receive early intervention services. While the crucial importance of early intervention cannot be overlooked, the IECYD also discusses accommodations for students with a disability in universities, including a mandatory "disability coordinator" who provides inclusion services for students with disabilities.

One of the major oppositions to this policy is that IECYD allows children with severe intellectual disabilities will receive home-based training. Alternatively, accommodation in hostels (dorms) or distance learning will be made available for people with disabilities that will learn better with these accommodations. In addition, scholars who advocate for inclusion point out that while the bill requires special schools to be made into resource centers for people with disabilities and professionals, students will probably still rely on special schools to some extent for education.

Reforming past schemes: The Inclusive Education of the Disabled at the Secondary Stage

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). It went into effect on April 1st, 2009. IEDC was reformed to take into account the resources provided for students with disabilities ages 6-14 under SarvaShikshaAbhiyan. The objective of IEDSS is 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. IEDSS provides students with disabilities ages 14-18, studying in public or government-funded schools, R3000 per school year from the central government to purchase the necessary materials to use to ensure inclusion of the student in the mainstream school system has been allotted. This is the first policy that specifically acknowledges the importance of secondary education for persons with disabilities.

2.7.8 Rights of Persons with Disabilities Act, 2016

Background: The United Nations General Assembly adopted its Convention on the Rights of Persons with Disabilities on 13.12.2006 with the following Principles for empowerment of persons with disabilities:

- Respect for inherent dignity and individual autonomy
- Non-discrimination
- Full and effective participation and inclusion in society
- Respect for difference and acceptance of PwD as part of human diversity and humanity
- Equality of opportunity
- Accessibility
- Equality between men and women
- Respect for evolving capacities of children with disabilities to preserve their identities

India is a signatory to the said Convention, ratified the Convention on 01.10.2007. It is enacted by the Parliament and this Act may be called the Rights of Persons with Disabilities Act 2016, which is operational from 19.04.2017. This RPwD Act, 2016 is enacted under the Article 253 of Constitution of India.

Salient Features of RPwD Act, 2016:

- Equality and Non-discrimination: the persons with disabilities should enjoy the right to equality, life with dignity and respect for his or her integrity equally with others. No person shall be deprived of his or her personal liberty on the ground of disability.
- Intentional insult or intimidate the Persons with Disabilities is punishable with imprisonment.
- The reservation of not less than 5% seats in Higher Education institutions, the reservation quota in job opportunities is increased to 4% of total vacancies for persons with benchmark disabilities (a person with not less than forty percent of specified disability).
- Special Courts to deal with the issues related to the PwDs will be established in each District
- District level Committee will be set up for local issues of PwDs
- Free education will be provided to the Children with Disabilities from 6-18 years of age
- To render the financial support, National and State level fund will be provided
- Barrier free accessibility in public buildings
- A total of 21 categories of Disabilities are identified to entitled the benefits
 1. Blindness
 2. Low-vision
 3. Leprosy cured persons
 4. Hearing impairment (deaf and hard of hearing)
 5. Locomotor 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-blind
20. Acid attack victim
21. Parkinson's disease

Check your progress

Notes: a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

9. What are the three main problems with the IEDC?

.....
.....

10. Describe the Right to Education

.....
.....

LET US SUM UP

Dear learner, you are now familiar with the national and international level policies and frameworks for the better living and education of the persons with disabilities. Without such provisions, they would struggle a lot to live their day to day life. As a special educator, it is your bound duty to disseminate the knowledge you gained from this unit to the common people with disabilities who are ignorant of their rights and privileges. You are now able to compare the national level policies with the international policies.

GLOSSARIES

- Declaration – a formal or explicit statement or announcement
- Discrimination – the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability
- Ethnic – connected with or typical of a particular race or religion
- Fundamental policy
- Linguistic – language related

- Minorities - a part of population differing from others in some characteristics and often subjected to differential treatment
- Nomadic populations – people roaming about place to place
- Sustainable – that can continue or be continued for a long time

ANSWERS TO CHECK YOUR PROGRESS

1. The Universal declaration of Human Rights (UDHR) is a document adopted by the United National General Assembly on 10.12.1948. it has 30 articles affirming an individual's rights
2. The five intergovernmental agencies being United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children's Fund (UNICEF), United Nations Population Fund (UNFPA), United Nations Development Programme (UNDP) and World Bank).
3. Convention against Discrimination, 1960 aims to combat discrimination cultural or religious assimilation or racial segregation in the field of education
4. **Convention on the Rights of the Child** commonly abbreviated as the **CRC** or **UNCRC** is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children
5. Include all disabled, gifted, street and working children, remote or nomadic populations, linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups are to be accommodated in schools.
6. The seven areas prioritised by ESCAP of Biwako Millennium Framework of Action are,
 - a. Self-help organisations of persons with disabilities
 - b. Women with disabilities
 - c. Early identification and intervention and education
 - d. Training and employment
 - e. Access to build environment and public transport
 - f. Access to information and communications
 - g. Poverty alleviation through capacity building, social security and sustainable livelihood programmes
7. Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and equalise educational opportunities in order to achieve national integration and greater cultural and economic development.

8. The National Policy for Persons with Disabilities, February 2006 which deals with Physical, Educational & Economic Rehabilitation of persons with disabilities. In addition the policy also focuses upon rehabilitation of women and children with disabilities, barrier free environment, social security, research etc.
9. Three major problems with the IEDC were lack of training and experience that the teachers had, a “lack of orientation among regular school staff about the problems of disabled children and their educational needs” and the lack of availability of equipment and educational materials.
10. The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21a of the Indian Constitution. During the RPwD Act, 2016 the age of free and compulsory education is changed to 6 to 18 years.

SUGGESTED READINGS

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INCLUSIVE EDUCATION

BLOCK

3

ADAPTATION ACCOMODATIONS AND MODIFICATIONS

Unit 11

Meaning, Difference, Need and Steps

Unit 12

Specifics for Children with Sensory Disabilities

Unit 13

Specifics for Children with Neuro-Developmental Disabilities

Unit 14

Specifics for Children with Loco Motor & Multiple Disabilities

Unit 15

Engaging Gifted Children

BLOCK 3 ADAPTATION ACCOMODATIONS AND MODIFICATIONS

Structure

Introduction

Objectives

Unit 11 Meaning, Difference, Need and Steps

Unit 12 Specifics for Children with Sensory Disabilities

Unit 13 Specifics for Children with Neuro-Developmental
Disabilities

Unit 14 Specifics for Children with Loco Motor and Multiple
Disabilities

Unit 15 Engaging Gifted Children

Let us Sum Up

Glossaries

Unit-End Exercises

Points for Discussion

Answers to Check your Progress

Suggested Readings

INTRODUCTION

Every single deviation or disability, starting from sensory impairments to giftedness, requires different and specific adaptation in all respects. Education is not an exception in this regard. Every single concept of different subjects needs certain adaptation too to be understood by people with disabilities. Hence, Block will throw some light on the adaptations required for the education of people with various kind of disabilities.

OBJECTIVES

After going through this Block, you will be able to:

- Understand the meaning and differences between adaptation, accommodation and modification.
- Describe the various techniques of adaptation for sensory disabilities.
- Differentiate the kinds of adaptive materials for persons with neuro-developmental and multiple disabilities.
- Engage gifted children in the class.

UNIT 11 MEANING, DIFFERENCE AND STEPS:

The same general curriculum is not fit for all the children with individual differences. In this connection, slight modifications are needed in order to accommodate the children with different needs. This is called the adaptation.

Adaptation = Accommodation + Modification

After completion of this Unit, you will be able to

- Describe the concepts of accommodation, modification and adaptation
- Differentiate modification and adaptation

11.1 Adaptations:

Adaptations can be understood as “changes permissible in educational environments which allow the student equal opportunity to obtain access, results, benefits, and levels of achievement.” Simply speaking, curricular adaptations allow students with disabilities to participate in inclusive environments by compensating for learners’ weaknesses.

11.2 Accommodations:

Accommodations focus on how students access and demonstrate learning (Colorado Department of Education, 1995). Accommodations do not significantly change the instructional level, content, or the performance criteria. The changes in process are made to provide a student equal access to learning, and equal opportunity to demonstrate what they know.

For example, for the standard "The student reads effectively to understand a variety of material," appropriate accommodations might include: preferential seating acoustical treatment of the room use of an interpreter to explain the instructions for the reading assessment extended time limits and allowing students to sign their responses to an interpreter.

11.3 Modification:

Modifications substantially change what students are expected to learn and demonstrate. These changes are made to help students participate

meaningfully and successfully in learning. Examples of modifications for the standard "The student reads effectively to understand a variety of material" might be to allow the student to read a passage at a much lower grade readability level, or to use an interpreter to sign the entire reading passage to the student.

Children who are visually impaired can do virtually all the activities and tasks that sighted children take for granted. But, they often need to learn to do them in a different way or using different tools or materials. For instance, your child may need reading materials in braille rather than in print or may need to examine a live rabbit with her hands to understand what it is, rather than learning from a picture in a book. Other examples might be arranging a classroom to let your child sit close to the science teacher who is demonstrating an experiment or allowing her extra time to complete a test that the whole class is taking.

Depending on your child's abilities and needs, she may need such adaptations to participate in the curriculum and various activities in school, as well as to make use of instructional materials. Your child will most likely learn about such adaptations from his or her teacher or students with visual impairments or orientation and mobility (O&M) instructor.

Such adaptations in school are usually referred to by the terms "accommodations" and "modifications." Different school systems attach different meanings to these terms, but "accommodation" usually refers to a change in the way your child is taught or tested without changing the standard of learning or performance or the requirements that she needs to meet. Some examples include having extra time to complete assignments, using braille or large-print materials, having assignments or tests broken up into smaller parts, or completing assignments in a quiet setting away from other students. "Modification" commonly refers to a change to what your child is learning or tested on that changes the standards or requirements she needs to meet. Being taught material at a lower grade level or having to complete fewer items on a test are examples of modifications. Because these terms are not used in the same way in all school districts, it will be helpful for you to learn how your school district defines them.

11.4 Accommodations and Modifications at a Glance:

Typically, students may require accommodations and modifications during the school day for various activities, in the broad areas of

- instruction

- materials
- assignments
- classroom testing
- assistive technology
- the environment
- other activities

The following guide provides examples of accommodations and modifications that may be helpful for blind students in each of these areas. It is intended to provide you with a tool for working with your child's educational team to plan accommodations and modifications that will assist her. The ideas listed are only representative examples offered to stimulate your ideas, and may not be appropriate for your particular child. It is also important to keep in mind that your child may need different solutions in different situations and no one device or technique will be the answer to everything.

11.5 Differences between Accommodations and Modifications:

	Accommodations	Modifications
Classroom instruction	Accommodations can help kids learn the same material and meet the same expectations as their classmates. If a student has reading issues, for example, she might listen to an audio recording of a text. There are different types of classroom accommodations, including presentation (like listening to an audio recording of a text) and setting (like where a student sits).	Kids who are far behind their peers may need changes, or modifications , to the curriculum. For example, a student could be assigned shorter or easier reading assignments. Kids who receive modifications are <i>not</i> expected to learn the same material as their classmates.
Classroom tests	Testing accommodations can be different from those used for instruction. For	Modifications in testing often involve requiring a student to cover less

	Accommodations	Modifications
	<p>example, using a spell-checker might help a student with writing difficulties take notes during class but wouldn't be appropriate during a weekly spelling test. However, this student might benefit from extra time to complete the spelling test or using typing technology if the physical act of writing is difficult.</p>	<p>material or material that is less complex. For example, in the case of the spelling test, if the class was given 20 words to study, the student with modifications might only have to study 10 of them. Or she might have a completely different list of words.</p>
Standardized testing	<p>Statewide assessments allow certain accommodations like extra time or taking a computerized exam. Ideally these are the same accommodations a child uses to take class tests.</p>	<p>Some students take an "alternate assessment" of their statewide test, which includes modifications to the regular test. The questions in this type of alternate assessment might not cover the same materials as the standard exams. The results also would be interpreted differently. Before you agree to an alternate assessment, find out how the results will be interpreted and what (if any) implications there will be for your child.</p>
Gym, music and art class	<p>Accommodations for "special" classes like gym, music and art can be helpful.</p>	<p>If the school believes that an assignment within a class like gym, music or</p>

	Accommodations	Modifications
	<p>These are similar to accommodations for classroom instruction. Kids might get extra time to complete assignments or be allowed to complete them in a different format.</p>	<p>art is unreasonable for your child, modifications to that assignment are made. The gym teacher might modify the number of laps a student needs to run; the music teacher might not require a child to participate in the final performance. In some cases, students are even excused from certain classes in order to make time for one-on-one time with a specialist.</p>

Check your progress

- Notes:** a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

1. What is meant by Adaptation?

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2. Mention the broad areas of accommodation and modifications at school

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UNIT 12 SPECIFICS FOR CHILDREN WITH SENSORY DISABILITIES

Normal children themselves have the individual differences. When, thinking about the children with special needs, based on their type of disability, degree of disability they differ from each other. Sensory disabilities indicate the inability of function of senses i.e. seeing, hearing or the both.

After completion of this Unit, you will be able to

- describe the various accommodations and modifications for children with visually impaired
- describe the various accommodations and modifications for children with hearing impaired

12.1 Instructional Accommodations and Modifications for Students Who Are Visually Impaired

Children with visual impairments need to have access to both written and oral instruction and to demonstrations in all subject matter. Accommodations and modifications can help a student better understand the instruction provided by the regular education teacher in the classroom.

Instruction:

Adaptation	Explanation and Examples
Hands-on experiences	Real-life examples of pictures or actual objects are used in instruction, for example, real coins are provided when pictures of coins are shown in a book.
Models	Models of objects that are primarily visual are used, such as objects rather than pictures to represent the planets in the solar system.
More easily readable visual aids	Child receives his or her own copy of information that will be displayed on an overhead or whiteboard or chalkboard.
Clear directions	Explicit language is used when giving directions, such as "Pass your papers to the right," rather than "over here."

Peer (classmate) note taker	A classmate takes notes of material written on the board and provides a copy to the student with visual impairments.
Extra time for responses in class	Child may require extra time to respond to class discussions because he or she needs more time to read an assignment.
Oral description or narration	Oral descriptions are provided of visual display material. For example, an exhibition of fine art would be described, or portions of a video or film would be narrated during times when there is no dialog.
Experiential learning	Your child has the opportunity to experience concepts directly those others may view in pictures or from a distance. For example, if the class is learning about farm animals, your child might visit a farm.
Verbalization of writing	Information that is being presented on a whiteboard or in an overhead is spoken aloud as it is being written.

Accommodations and Modifications for Instructional Materials

Instructional materials need to be put into an accessible format for visually impaired students. It is important that all materials be considered and not just textbooks, but worksheets and all supplemental reading materials. It is also important for child to receive them at the same time as her sighted classmates who read print.

Materials:

Adaptation	Explanation and Examples
Braille	Textbooks, worksheets, and all materials used in instruction are provided in braille.
Tactile graphics	Printed maps, diagrams, and illustrations are provided in a tactile format.
Audiotape materials	Books and other print materials are provided on tape.

Electronic access	Materials are provided in an electronic format to be accessed with a computer or electronic notetaker, for example, your child uses an online encyclopedia to do research for a term paper or reads a textbook in digital format.
Print book for parents	If your child reads in braille, he receives a print copy of a textbook for your use.
Highlighting	Markers and highlighting tape are used to enhance the important parts of text.
Large print	Large-print books are used for instruction or portions of books, such as a map, are enlarged as needed.
Manipulatives	Physical items (such as small toys, buttons, or beads) are used to demonstrate mathematical concepts or used in art classes to complete a tactile drawing.

Accommodations and Modifications for Assignments

To make the best use of their education, students need to be responsible for all classroom and homework assignments. Additional time, or alternatives to visual tasks, may be important modifications for visually impaired child.

Assignments:

Adaptation	Explanation and Examples
Extra time for completion	Child may need extra time because of his or her reading or writing speed or the kind of tools required for reading or writing.
Descriptive response	Child may provide a written description of a project instead of a visual representation. For example, the class assignment might be to make a drawing of a cell viewed through a microscope. The student who is blind instead provides a written description of the cell rather than a drawing.
Use of models	Child provides a model for an assignment rather than a two-dimensional representation.

Reduction of copy work	If an assignment requires copying text or problems, a worksheet is provided so your child can write answers directly on the worksheet and does not need to re-copy the assignment. For example, the teacher might write ten mathematics problems on the board for the students to copy and solve in their notebooks, but the visually impaired student works on a worksheet instead.
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Accommodations and Modifications for Classroom Testing

Different types of accommodations and modifications can help visually impaired students take their class tests along with their sighted classmates. For example, Ahmed, who is in third grade, has low vision and cerebral palsy and reads and writes more slowly than his classmates. To have the same opportunity as the rest of class to complete all the items on his class tests and to take the tests independently, he will need to be allotted more time than the other students.

Classroom Testing:

Adaptation	Explanation and Examples
Extended time	Child may need extra time because he or she reads or writes slowly, or because of the tools he or she uses for reading or writing.
Use of manipulatives	Child may use manipulatives to demonstrate understanding, rather than responding in writing to a question, for example, a first-grade student demonstrates an understanding of time by using a braille model of a clock to show the answers on a test.
Spelling tests for braille readers	A student who uses contracted braille (which uses a number of contractions and shortened forms to write words) should also take spelling tests using uncontracted braille to make sure they can also read and write in standard English.
Dictation of responses to a scribe	The student verbally reports an answer, and a sighted person records the answer on the answer sheet.

Screen access to tests administered on a computer	Depending on your child's need to read in print or braille, appropriate screen access to text may be needed through enlarged text, refreshable braille, or a copy of the test in hardcopy braille.
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Assistive Technology Accommodations and Modifications

The child may need assistive technology tools to learn or to communicate with others.

Assistive Technology:

Adaptation	Explanation and Examples
Low vision devices (near)	Magnification devices for viewing or completing near vision tasks.
Low vision devices (distance)	Telescopes for viewing or completing distance vision tasks.
Braillewriter	A mechanical tool resembling a typewriter that is used for writing or "embossing" braille.
Slate and stylus	A portable tool for writing braille made up of two flat pieces of metal or plastic that are used to hold paper and a pointed piece of metal used to punch or emboss braille dots.
Electronic braillewriter	An electronic device for writing braille, incorporating a braille keyboard, which frequently has additional features, such as a calculator.
Personal digital assistant (PDA)	An electronic device for organizing and managing data, often integrated with an electronic notetaker.
Notetaker (braille)	A portable device for reading and writing in class, with braille output, often integrated with the features of a PDA.
Notetaker	A portable device for reading and writing in class with speech output, often integrated with the features of a

(speech)	PDA.
Computer	A tool for literacy and learning activities and access to information, especially when equipped with specialized software and hardware.
Refreshable Braille	A device that is connected to (or integrated into) a computer or notetaker and that represents braille text by means of pins that can be raised or lowered to form braille cells.
Speech access software	Computer software that enables a computer to "speak" the text on the screen through the use of synthetic speech that announces what is displayed on screen.
Braille translation software	Computer software that translates print into braille and braille into print.
Large monitor for computer	A monitor that, by virtue of its size, provides larger images for students with low vision.
Scanner	A device that copies print material and uses software to translate it into an electronic format so that it can be converted into a preferred reading medium.
Magnification software	Software that enlarges text displayed on a computer or other screen.
Braille embosser	A printer that embosses (prints) braille.
Print printer	A regular printer to provide print text for sighted teachers and classmates.
Tactile graphics maker	A tool that makes print images into tactile format that can be "read" through the fingers.
Word processor	A computer software program for writing and manipulating text.
Electronic mail (e-mail)	Electronic mail sent through computers and other devices that is a communication medium for students to receive and return classroom assignments.

Talking calculator	A device that provides speech access to a calculator.
Large-print calculator	A calculator with large numbers on the keys to provide access for students with low vision.
Talking dictionary	An electronic device that provides a dictionary with speech access.
Tape recorders	A device for recording auditory information and listening to materials provided auditory on tape.
Digital players	A portable device to access digitally recorded audio books and materials.
Alternative computer access	A number of methods that allow a person with physical disabilities to use a computer, such as adapted keyboards and voice recognition technology.
Augmentative and alternative communication devices	Special communication devices for students who may have hearing disabilities or other limitations in communication. For example, some of these devices play pre-recorded messages at the push of a button.
Adapted devices for daily living	A wide variety of devices adapted for use by people who are visually impaired, including measuring devices, kitchen utensils, games and toys, and writing aids.

Accommodations and Modification to the Educational Environment

Students who are visually impaired often cannot perceive information directly from their environment, but accommodations and modifications help them do so. Something as simple as the flexibility to sit closer to the chalkboard may meet your child's needs. It could be necessary to alter the physical arrangement of the environment by providing additional furniture, shelving, or access to electrical outlets for the operation of specialized equipment.

The Environment:

Adaptation	Explanation and Examples
Preferential	Child is allowed to sit in the classroom wherever it is

seating	most beneficial, for example, where he has the best view of the board, away from a light source to reduce glare, or near a power outlet needed for an assistive technology device.
Flexibility to move within a room	A student with low vision is given flexibility to move closer to visual activities in the class room, such as a demonstration being given.
Additional desk or work space	Some students (especially those who read and write in braille) require extra space to place materials needed to complete classroom tasks.
Additional shelving or storage space	Braille books and additional equipment require storage space, and adequate shelving should be provided for materials.
Appropriate lighting	Some students benefit from additional lighting for literacy tasks, others are very light sensitive (photophobic) and require reduced lighting.

Accommodations and Modifications for Other Activities

Students with visual impairments need to be able to participate in all the educational activities their school offers, not just those that take place in the classroom. For example, Natasha, a blind high school student, is involved with her school's marching band. Special methods allow her to participate as independently as possible in the band routines and competitions.

Other Activities:

Adaptation	Explanation and Examples
Subscriptions	Child may benefit from special subscriptions to materials that are difficult to access, such as newspapers. Some subscriptions are available by telephone.
Mobility tools	Child may use a long white cane for travel or other travel tools or devices.
Adapted equipment for	Child may use adapted equipment, such as balls that beep, to help him participate in physical education

physical education	classes and other physical activities.
Organizational tools	A variety of products can help students organize and manage their time and school materials, including notebooks, planners and PDAs.
Emergency procedures	Procedures need to be created for the student and others to follow in the event of emergencies, such as the need to evacuate the school building.
Use of a sighted reader	Child may need to learn to work with a sighted reader to have access to print materials.
Other health accommodations	Child may need other accommodations or modifications because of related health concerns, such as use of protective eye wear or head gear.

12.2 Adaptations for the children with Hearing Impairment:

Environmental:

Seat the student in the best place to permit attention and participation. Give student a swivel chair on casters. Use a semicircular seating arrangement. Reduce noise and reverberation with carpeting, draperies, acoustic ceiling tile, and/or acoustical wall treatments. Use flashing lights along with bells for signaling class schedule. Use flashing lights for safety alarms (e.g., fire, tornado).

Input Options:

Use a radio frequency transmission unit (FM) system. Stand where the student can read lips. Face the student when talking. Use an overhead projector. Employ an educational interpreter. Team teach with a teacher of students who are deaf or hard of hearing. Preteach important vocabulary and concepts. Modify class schedule to reduce fatigue (e.g., include opportunities for active involvement). Provide a study guide of the key concepts, questions, vocabulary, and facts when introducing new material. Include page numbers where information can be found in textbook. Provide a copy of the teacher's notes. Highlight key words or concepts in printed material. Supplement lesson with visual materials (e.g., real objects, pictures, photographs, charts, videos). Use graphic organizers to present material. Provide manipulatives for multi-sensory, hands-on instruction or activities. Use peer tutoring. Use a notetaker. Use cooperative learning

experiences. Develop learning centers. Use games for drill and practice. Use concise statements or simplified vocabulary. Use a "Buddy System" whereby another student restates the directions or helps the student who is deaf or hard of hearing stay on task. Cue student visually to indicate that someone is talking during class discussions or during intercom messages. Repeat information that has been expressed by a person out of view or delivered over the intercom. Write short summaries of the lesson or of the chapters of the textbook. Use a peer tutor, paraprofessional, or volunteer to review work, important concepts, vocabulary, and facts with the student. Use commercial software to provide practice and review material. Use captioned movies and television programs. Divide and organize lengthy directions into multiple steps. Demonstrate directions to clarify what needs to be undertaken. Check for understanding by having the student restate the directions. Break long-range projects into short-term assignments. Post the date on the board when assignments and projects are due. Remind frequently. Increase the number of practice examples of a rule, concept, or strategy prior to assigning seatwork or homework.

Output Options:

Allow more time to complete assignments. Allow students to make models, role play, develop skits, and create art projects to demonstrate their understanding of the information. Allow written or drawn responses to serve as an alternative to oral presentations. Allow student to use computer/word processor. Use cooperative learning experiences to develop cooperative small group projects. Use peer tutors, paraprofessionals, or volunteers to work with student on task.

Social aspects:

Teach hearing students to sign. If the student uses an oral approach, teach hearing students how to position themselves so the deaf or hard of hearing student can lipread. Make books about hearing loss and deafness available. Invite deaf or hard of hearing adults to come to school and share stories. Implement a circle of friends program. Structure activities and experiences for deaf and hearing students to work together. Teach units on social topics (e.g., friendship, avoiding fights, and emotions, stealing, dating, and dealing with divorce). Provide direct instruction on specific social skills (e.g., starting conversations, giving compliments, responding to criticism).

Evaluation Aspects:

Use peer tutor, paraprofessional, or volunteer to work with student to review for test. Allow test items to be signed to the student and the student to respond in sign. Allow tests to be taken with teacher or paraprofessional who works with students who are deaf or hard of hearing. Provide extra time to complete tests and quizzes. Allow test items to be read to the student. Modify vocabulary used in test items to match student abilities. Modify the number of test items. Provide short tests on a more frequent basis. Chart progress or lack of progress. Provide additional information to explain test questions and instructions. Allow student to use notes/study guide/textbook on tests. Evaluate daily work/participation in addition to tests. Use projects or portfolios in lieu of tests. Provide graphic cues (e.g., arrows, stop signs) on answer forms. Give alternative forms of the test (e.g., matching, multiple choice questions, fill in the blank, true/false questions, short answer questions, essay questions). Teach test-taking skills.

Check your progress

Notes: a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

3. What instructional material is needed to accommodate the child with visual impairment?

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4. List out some input options in accommodating the children with hearing impairment

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UNIT 13 SPECIFICS FOR CHILDREN WITH NEURO-DEVELOPMENTAL DISABILITIES

Based on the intelligence level and ability in learning, the children with mental retardation/Intellectual disabilities and the learning disabilities are diagnosed.

After completion of this Unit, you will be able to

- Describe the curriculum adaptation for children with intellectual disabilities

- Describe the curriculum adaptation for children with learning disabilities

Curriculum Adaptation for Children with Learning Disabilities

The field of learning disabilities has been growing since it received its name, the mid1960s. The expansion of the field is in terms of manpower development, setting of educational programs and research. The education of children with learning disabilities has been taking place in general classrooms even after the specialization emerged in the special education. This field gets an evolutionary process from traditional approach of special/segregate classrooms to the recent approach of “inclusive schooling.” The various educational programs for children with learning disabilities are presented below.

Self-contained Classrooms

When special education services were first introduced, the primary site for rendering aid was self-contained classrooms, modelled after classes for educable mentally-retarded children. In this setting children with LD spend all their school time in isolated classrooms with a limited number of classmates. It was presumed that children in self-contained classrooms would receive special benefits from specially trained teachers and individualized instruction. These presumptions apparently were not warranted (Bryan, 1986). Hammill and Bartel (1975) claim that although there are fewer children in self-contained classrooms, the teachers are not adequately trained and children do not receive individualized instruction. Additionally, their academic achievement is not superior to that of children who remain within a regular classroom setting. Moreover, the rapid growth of the disability field, with the accompanying increase in the number of children found in need of special services, makes self-contained classrooms financially non-viable.

Although some children may require a complete self-contained classroom placement throughout their school career, most of the children can be integrated for part or full day in the regular classroom (Valett, 1969; &Mani, 2000). The use of self-contained classrooms as service settings has given way to the use of resource-room programs.

Integrated Education Programs

In general, the special teacher is available in regular school either full-time or part-time for handling children with learning disabilities. It includes several models for service delivery as mentioned below:

Resource Model: In this program, children receive special instruction from the learning disability specialist called resource teacher in the resource room for limited periods each day and most of the time in the regular classroom. The resource teacher concentrates on the skills peculiar to learning disabilities and leaves curriculum matters to the regular classroom teacher. Thus, it allows teachers to serve more children. Additionally, scheduling flexibility is increased and allows grouping children in a way that maximizes the teacher's contribution. Further, initiation and termination of services are more easily accomplished. Bryan (1986) advocates that the resource-room approach to remediation should be more cost-effective than the self-contained classrooms.

The resource model mainstreams the children with LD in general classroom with the cooperative work of regular classroom teachers and resource teacher. It encourages non-disabled in the same chronological age peer group acceptance, social amicability and sharing of information.

Itinerant Model: In the itinerant model, the children with learning disabilities attend the general schools where they are enrolled in the regular classroom. The children are distributed in different schools located nearer to their house. A special teacher called itinerant teacher travels between many schools bringing teaching aids, materials and equipment, scheduling tutoring session and holding consultation with regular teachers and heads of the institutions. Each child is attended to by the itinerant teacher twice or thrice a week to cater to the needs of children. Itinerant program enrolls more children in the locality reduces considerable expense and thus it is cost-effective.

Dual Teaching Model: In the dual teaching model the regular classroom teacher assumes the responsibility of assisting the children with LD in addition to his/her regular classroom work. The regular teacher who meets the special needs of the children is given some incentive. Necessary training to such teachers is provided through short-term package programs.

Consultant Model: An increasingly popular approach to serving learning-disabled students is the teacher consultant model. The importance of and need for consultation is widely recognized (Friend, 1984). The consultant supports the regular classroom teacher, other staff members and parents in delivering services to learning-disabled students. The functions of the consultant include assessment, program design, material development and adaptation, demonstration of methods and program evaluation. However, the consultant does not directly serve learning-disabled students through instruction. The teacher's focus on student's needs, the consultant focuses on training and motivating the teacher.

This approach has been used successfully in a variety of settings in both urban and rural schools and at various levels. The model meets the needs of mildly involved learning-disabled students. Such students have made significant academic progress in programs in which consulting teachers have worked with classroom teachers over a period of time. Teachers who receive this kind of support assume more direct roles in activities with learning-disabled students, from the initial stages of assessment through curriculum development and evaluation. The consultant can serve more children by supporting the teachers and coordinating the many other efforts of parents and professional. There is a danger, however, that a lack of firsthand teaching experience with the learning disabled students may give the consultant an inaccurate idea of student difficulties.

Inclusive Education

In general education program, all children with learning disabilities are enrolled and unidentified their LD. But they learn in classroom. These children should be identified for providing remedial measure, but not for labelling. The classroom teacher who gets short-term orientation course on LD may be able to handle children with LD. There is no need of separate classroom or self-contained classroom in the school for providing remedial assistance for these children. The teachers should find the specific learning disability of each child with LD for effective teaching-learning and to make them academically successful.

The most common form of education for the children having I.Qs 50 to 70 has been the special education class room but the approach has been replaced by programmes that include as much integration in regular classroom as possible special education classes at the primary level (ages

6 to 8) provide experiences in oral language and speech development, sensori-motor development, self-awareness, group membership and social adjustment. Academic tasks are not emphasized except for beginning instruction in counting and recognition of letters or words.

By elementary level (ages 8 to 13) such children have begun to learn tool-skill subjects such as reading writing spelling and maths units in basic social studies and practical science are also taught and the activities in which tool-skill subjects can be applied and practiced.

Special education for mildly retard children, whether in main streamed or special classroom environment would continue to focus on

- (i) Developing basic academic skills.
- (ii) Special competence.
- (iii) Personal adjustment.
- (iv) Occupational adequacy.

Approaches to education for them stress the need for two basic skill that cut across all curriculum areas.

1. Thinking critically or being able to weigh the facts of a given situation together with their implications and
2. Acting independently or making a decision based on these facts and following it through:

Mentally retarded children do not outgrow their mental retardation as they reach maturity. No amount of training or medical care will transform a mentally defective child into a normal child. As described above with suitable training and guidance, the majority of retarded children who belong to this category (moron) educable or mildly retarded) are capable of some degree of profitable employment and social self-management. The first step to be taken in the treatment of the mental defective is to:

1. *Parent Education:* Educate parents to accept the child's limitations and the permanency of his/her mental defect. Their false belief is to be eradicated from the mind that with special educational training and medical attention he can be made normal.

2. *Home Training:* The home is the natural place for the beginning of training since almost all mental defectives live their own homes during infancy and the great majority continue to live in even as adults. Most of such children require much time and patience, of major importance is the emotional attitude of the mother. There are mothers who reject and ignore their defective off spring and others are over protective to the point of depriving the healthy siblings in the family of their share of her attention and affection. As the child grows up, he should be assigned responsibilities and duties that are within his mental limits. Misdeeds and temper outbursts should be checked and every attempt made to develop a pleasant disposition.
3. *School Training:* It is often desirable to postpone sending such children to school until they are about eight since 6 year old moron has a mental age of three to four years. The class may proceed at a slow pace with more emphases on developing motor-co-ordination, speech and desirable social traits than on learning abstract and often incomprehensible school subjects.

Mildly retarded slow learner children have been main streamed or integrated into regular classes.

Vocational and Social Skills Training

Knowledge and use of appropriate vocational and social skills are key factors in success both in competitive job environments. Skills training through modelling have been found to be a very effective technique. Group homes, in addition to it are a place where retarded adolescents and adult learn valuable home making and self-management skills. There are several problem situations which can be modelled so that prospective worker may learn to identify both problem behaviours and appropriate sways of dealing with such situations.

Another important aspect of retarded people's lives is a supportive network of people. One way to increase the amount of support available is to help the individual to learn social skills. We know that moron children are very suggestive, due to this characteristics they are vulnerable to personal sexual and financial exploitation. One source of this problem is their

tendency to answer 'yes' to all questions regardless of context. One way to prevent exploitation is to pay special attention to teach them what is expected of a person and how to say 'no'.

Main Streaming

It is the integration of mentally retarded children into regular classroom settings. In other words, we may state that the administrative practice of placing exceptional children in regular classroom setting with the support of special education services. Its purpose is to help to make life as normal as possible for the retarded child. In main streaming:

1. Children are assigned to a regular class for atleast half of their school day.
2. Regular classroom procedures are modified only when necessary.
3. Finally, each child's educational needs are assessed on the basis of actual performance in the classroom rather than on the basis of arbitrarily assigned labels.

Teaching Students with Mild Retardation

1. Determine readiness.
2. State and present objectives simply.
3. Base specific learning objectives an on analysis of the child's learning strengths and weaknesses.
4. Present material in small, logical steps.
5. Work on practical skills.
6. Do not skip steps.
7. Be prepared to present the same idea in many different ways.
8. Go back to a simpler level if you see the student is not following.
9. Be especially careful to motivate the student and maintain attention.

10. Be aware that student with retardation must over learn, repeat, and practice more than children of average intelligence.
11. Pay close attention to social relations.

Encouraging Mental Retarded Children for Language Development

1. Talk about things that interest children.
2. Follow the children's lead. Reply to their imitations and Comments.
3. Share their excitement.
4. Do not ask too many questions.
5. Encourage children to ask questions.
6. Use pleasant tone of voice.
7. Do not be judgemental or make fun of children's language.
8. Be light and humorous.
9. Allow enough time for children to respond.
10. Treat children with courtesy by not interpreting when they are talking.
11. Encourage participation and listen to their ideas.
12. Provide opportunity for children to use language.

Treatment and Educational Provisions for Severely Mentally Retarded Children (I.Q. 25-39)

Severely mentally retarded in most cases can gain from systematic training in dressing, feeding and toileting. Nursery schools or day care centres, should be established in greater numbers to provide habit training and language development programmes for young children. Special co-operative approaches should also be developed wherein families are trained to assist in their retarded child's development, it is an important that these programmes assist in strengthening the parent child relationship, public education facilities must necessarily be available for severely mentally retarded children of school age. Emphases should generally be

given on (1) language development, (2) Self-help skills, (3) Socialization and (4) preparation, for living and working in sheltered environment.

School activities include practice in listening, following directions, communicating with others, reading or recognizing common signs and labels counting and telling time. Self-help activities should include lessons in dressing grooming, eating, care of personal belongings, toileting and safety. They should also be engaged in arts and crafts, motor and recreational activities, some vocational experiences and practice in home living.

Profoundly Mentally Retarded Individuals (I.Q. below 25)

The profoundly mentally retarded fall at the lower end of severe category have multi handicapping conditions-tend to present unique problems in medical and behavioural management. These children generally have special needs for continuing supervision or custodial care. It is suggested that their educational goals should stress skills that will maximise their happiness within the environment rather than unrealistic expectations for a future role in everyday society.

Check your progress

- Notes:** a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

5. Describe the Itinerant model for the children with Learning Disability

.....
.....

6. What is the most important steps considered in treating the mental defective children?

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.....

UNIT 14 SPECIFICS FOR CHILDREN WITH LOCOMOTOR & MULTIPLE DISABILITIES

The children who have problems in movement are called as children with locomotor disabilities and some children will have the more than one disability called as children with multiple disabilities.

After completion of this Unit, you will be able to

- Describe the curriculum adaptation for children with locomotor disabilities
- Describe the curriculum adaptation for children with multiple disabilities

Curriculum Adaptation for Children with Loco motor Impairment

The educational programs of children with loco-motor disability are often similar to those of non-disabled children. For many children, particularly those with loco-motor disability that affect their motor functioning, some treatment of the disability takes place in the school. Blasco (1986) observes that treatment of motor impairments usually falls into one of four general categories.

- i) *Hands on therapy:* Physiotherapist, occupational therapist and specialists provide direct hands on treatment. Because the amount of time therapists can spend with individual children is usually limited, they often show teachers and parents how to correctly implement such techniques as positioning, bracing, and exercising. Thus, children can receive the benefits of more frequent and regular therapy, still under the supervision of the specialist.
- ii) *Assistive devices:* Braces and splints (usually made of molded plastic) are used to give a child movement with stability, to correct abnormal postures and to control involuntary motions. Special inserts or wedges can help children sit or stand in positions that are comfortable and suitable for instructional tasks. In addition, technological aids for movement and communication are increasingly used today. Assistive devices are specially designed and fitted, as appropriate to each child's developmental level and needs in the home, school, and community. The teacher is generally not involved in prescribing or fitting them but can help evaluate their effectiveness and can suggest changes that may be necessary for the child.

- iii) *Medication:* Medicines can sometimes help reduce spasticity and rigidity but generally are of only limited usefulness in improving the muscle tone of children with physical disabilities. More often, medications are used to manage problems related to the physical impairment, such as antibiotics to prevent bladder infections or anticonvulsant drugs to control seizures. Because many medications have side effects (e.g. drowsiness, nausea, weakness), teachers can help parents and physicians by keeping them informed of a student's classroom performance.
- iv) *Surgery:* Orthopedic or neurologic surgery, although often regarded as a last resort in the treatment of physical impairments, can become necessary if other approaches are not successful in improving a child's ability to function. There is always a potential risk. A child who undergoes major surgery is likely to be absent from school for an extended period; the teacher should take this into consideration in educational planning. Also, the child may have fears and concerns regarding hospitalization, pain, and the outcome of the surgery.

Special Devices and Appliances

Teachers of students who use devices as canes, leg or hip braces, walkers and wheelchairs should be familiar with the purpose and function of these devices. The teacher is in a good position to observe the ways in which a student uses it appropriately in school. The teacher can also keep parents informed of any problems or malfunctions that may occur, including discomfort caused by poorly fitted appliances.

Modifying the Environment

Teachers of children with loco-motor disability frequently find it necessary to adapt equipment, schedules, or settings so that their students can participate in educational and recreational activities. Although we usually think first of barrier-free architecture as a way to increase the accessibility of programs, there are many other ways in which useful adaptations can be made at little or no cost. The following are such adaptations that are applicable to school settings.

- Changing desk and table tops to appropriate heights for students who are very short or use wheelchairs.

- Providing a wooden pointer to enable a student to reach the upper buttons on an elevator control panel.
- Installing paper cup dispensers near water taps so that they can be used by students in wheelchairs.
- Moving a class or activity to an accessible part of a school building so that a student with a physical impairment can be included.

Physical and recreational activities are important. They can strengthen children's muscles, increase flexibility, and provide enjoyable opportunities for interaction with other children. The following are examples of relatively minor adaptations that can enable students with physical impairments to participate:

- Substituting a different body position from the one normally used.
- Modifying equipment: For example, adding a longer handle to a tennis racket or a rake so that it can be used from a wheelchair.
- Developing alternative techniques for accomplishing activities, such as having two-handed tasks performed with one hand, with the feet, or with the teeth.
- Decreasing the distances a student must move or reducing the size of a court on which a game is played.
- Providing more frequent rest periods than usual.

As a teacher, you have to concentrate on the above intervention programs and involve yourself for providing service to the persons with loco-motor disability.

Integrated Education of Disabled Children (IEDC)

Attempts have been made from time to time to address to the problems of educating the children with loco-motor disability. The Ministry of Welfare initiated a centrally-sponsored scheme of Integrated Education of Disabled children which is presently handled by the Ministry of Human Resource Development. The scheme was intended to provide educational opportunities for the disabled children in common schools, to facilitate their retention in the school system, and also to place them in common schools after they acquire the communication and daily living skills at the functional level in special schools. The scope of the scheme includes preschool

training for the disabled children, counselling of the parents and others concerned. The education of the disabled children under the scheme will continue up to the senior secondary school level and it includes vocational courses, equivalent to the senior secondary stage.

Obviously, this IEDC was geared up with the objectives of the National Policy on Education adopted in 1986, namely to integrate the physically and mentally disabled with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures are to be taken in this regard.

- Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of the others.
- Special schools with hostels will be provided as far as possible at district headquarters for the severely disabled children.
- Adequate arrangements will be made to give vocational training to the disabled.
- Teachers' training programs will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the disabled children.
- Voluntary effort for the education of the disabled will be encouraged in every possible manner.

Service delivery of IEDC

This integrated education program is implemented in the general school. A special teacher called resource teacher is available for taking care of special needs of disabled children. The resource teacher is given a separate room known as resource room where the teacher prepares the students to integrate in the regular classroom. The children with disabilities are placed most of the time in the regular classroom. Before classroom, after classroom and in between classroom timings are used for training the children in this resource room. According to the disability conditions and learning abilities, children can be given training in the resource room. The resource teacher has rapport with the regular classroom teacher to help the disabled child. The resource teacher created awareness about disability conditions to the peer groups, teachers and other staff of the school. The

parents have frequent contact with the teacher to know the development of the child and what to do at home.

Equipment and instructional material: Regarding equipment, the State-level cells will make arrangement for equipment, learning materials, staff, etc. in order to provide education to the disabled children. A resource room having all the essential equipment, learning aids and materials may be provided for a cluster of schools implementing the scheme of integrated education. According to the handbook prepared by the NCERT, in case of loco-motor disabled, provision is to be made for adjustable furniture, special writing thick pen and improvised prosthetics/orthotics. Availability of requisite teaching/learning material for the disabled is vital for successful implementation of the scheme. Financial assistance under this scheme will be available for purchases and production of instructional materials for the disabled, as well as for the purchase of equipment required for their production.

Architectural Barriers: Existence of different kinds of physical barriers is a matter of great concern for those interested in the education of the disabled children. Therefore, it would be necessary to remove all architectural barriers or to modify existing architectural facilities, so as to provide access to loco-motor disabled children to the school premises. Grant shall be available for this purpose for the schools where such disabled children are enrolled.

Relaxations: It is also provided that the State Governments and other agencies concerned should frame regulations for relaxation of rules relating to admissions, promotions, examination procedures, etc. for improving access or the disabled children to education. For instance, age relaxation by 2-3 years is essential in the transitional phase.

Inclusive Education

Inclusive Education aims at including the loco-motor disabled children in the regular classroom of the school. The regular teacher who handles the non-disabled children can handle these disabled children too. The peer group is very supportive to the disabled children. The following facilities are to be planned and set for the disabled children.

Classroom Management: The majority of children with loco-motor disability do not require special education. They can participate and profit from general education given in regular schools. But the school needs to be made barrier free. Classrooms 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, built environment needs to incorporate level access, ramps, lifts/elevators, handrails and grip bars, larger toilet, cubicles, adequate wide paths, doors, entrances, etc. Desks and chairs should be constructed so as to make each child as physically comfortable as possible. Composition of floors should be so designed as to minimize the effects of a possible fall. Toilet facilities should be located either immediately adjacent to the classroom or very close by. Provision should also be made for easy access to the lunchrooms. In addition to a special teacher one or more attendants should be provided to help those needing additional assistance in carrying out their toilet needs.

Special Facilities/Equipment: In addition to specially designed classrooms, specially designed instructional equipment should be provided. Large crayons or pencils may be easier to manipulate for those children who find difficulty with the standard sizes. Also a disabled child who cannot manage to write with a pencil or pen may be provided the use of electronic typewriter. The ideal arrangement would be a separate room nearer to the classroom equipped with cots, where the crippled child can get the rest he generally needs.

Providing Equal Opportunity: There is no gain, saying the fact that people with loco-motor disability have excelled in every branch of education like their able-bodied peers. Many such disabled people have attained high positions in all walks of life and professions, such as, administration, health, law, business administration, personnel management and even in engineering. Therefore, if proper opportunities and conducive environment are provided to them, they would make great contribution to society. If this is not done, we will be exterminating from our society by way of dereliction many potentially useful citizens and denying the right to a satisfying life for those who never will be able, because of severe disabilities to become self sufficient.

At birth all children are not equal in their mental or physical capacities. Moreover, children may develop genetically induced disabilities or may acquire disabilities after birth, either owing to accidents or as a result of diseases. Therefore, if these children are not given facilities and opportunities commensurate with their disabilities, especially in the field of education, the concept of equal opportunity would be nullified in their case. Therefore, equal opportunities and equal educational experience should be given to the loco-motor disabled children for making them contributing members of the society.

Alternative Learning

It is a fact that even a large number of persons of the normal category are not, for one reason or the other, able to receive education in regular schools. This applies equally, or rather with a greater degree, to the disabled children. Therefore, just as in the case of normal children, alternative ways of imparting education have been devised, there is a need for providing such facilities to the disabled children. For instance, the system of non-formal education that was launched on a massive scale to deal with the problem of illiteracy of the population should be extended to the disabled as well. For this purpose, retired teachers, ex-servicemen, postmasters, revenue officers, older students and unemployed youth could be given the necessary orientation courses and utilized for massive campaigning for the education of the disabled. National Open School System and Open Universities that have been set up for purposes of higher education can be usefully employed for the education of the disabled. In the modern technological age, with satellite and communication system having spread all over the country, the tele-school could also be easily organized to spread education among the disabled children.

Accommodation of Multiple Disabilities

Combination of more than one disability in a person is called as the multiple disabilities. The common multiple disability is Deafblindness.

Deafblindness is a combination of hearing and visual impairments causing such severe communication, development, and educational problems that the child cannot be accommodated in either a programme specifically for the deaf or a programme specifically for the blind.

Best Educational practices for Students with Deafblindness

- Respect the child and see beyond the disability.

- Always acknowledge your presence as you enter and absence as you leave.
- Always encourage and motivate.
- Use words and language naturally.
- Provide assistance as per need.
- Remember all behaviours communicate.
- Plan a functional, age appropriate curriculum.
- Plan for inclusive activities.
- Involve parents as partners in the educational process.
- Have a transition plan in place.
- Explore various service delivery options such as community based instruction, such as community based instruction, home based instruction and regular school with resource room.
- Braille can be taught to the deafblind
- Use deafblind manual alphabet to communicate with deafblind
- Vibratory devices are useful for the independency of the deafblind.

Check your progress

Notes: a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

7. Describe the assistive devices for the accommodation of locomotor disabled

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8. Mention few educational practices for students with Deafblindness

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UNIT 15 ENGAGING GIFTED CHILDREN

It is estimated that students who are gifted and highly talented encompass 5 to 15% of the school age population. These students can have increased capabilities in academics, creativity, music, dance, art, and/or leadership.

After completion of this Unit, you will be able to

- Comprehend the nature of gifted children
- Describe the accommodation of the gifted children

In order to accommodate the gifted children, the following are recommended:

1. Compact the curriculum and provide enrichment activities. Provide environments that are stimulating, and address cognitive, physical, emotional and social needs of gifted children in the curriculum. Let the students move quickly through the required curriculum content and onto more advanced material. Allow for academic rigor.

2. Implement a multi-level and multi-dimensional curriculum. Differentiate the curriculum in order to address differences in the rate, depth and pace of learning. This will enable all students in the class to learn about a specific area by creating projects at their own ability level. For example, if students are learning about the state of Delaware, students of different ability levels can be assigned to different types of tasks. At the conclusion of the class, all of the students can present what they have learned to the entire group.

3. Be flexible with the curriculum. Take advantage of real-life experiences that can be translated into problem-solving academics for all students. For example, an impending snowstorm can be used to instruct students. Students of different ability levels can be given different tasks, such as figuring out what snow is made of, predicting the amount of snowfall, or determining how many snow plows will be needed if 8 inches fall.

4. Make the curriculum student-centered. Engage gifted students in the curriculum decision-making process, giving them an opportunity to learn how to take responsibility for their own learning. Draw the curriculum from the students' interests and educational needs.

5. Allow students to pursue independent projects based on their own individual interests. Independent projects can be assigned on the basis of ability level. Encourage creativity and original thinking among gifted students. Allow them to explore ways of connecting unrelated issues in creative ways.

6. Allow gifted children to assume ownership of their own learning through curriculum acceleration. Instruct them to work ahead of problems of skills that they do not know. To help children learn the value of attaining knowledge in their lives, encourage learning for its own sake, rather than emphasizing the end results or accomplishments. Teach research skills for accessing information. Promote higher level thinking skills for processing it. Facilitate creative thinking and problem-solving skills for flexibility in

approach and generation of information and communication skills for sharing it.

7. Try to maximize your students' potential by expecting them to do their best. Encourage them to advance as quickly as they can. Assist in developing projects that allow them to achieve success one step at a time.

8. Teach interactively. Have students work together, teach one another and actively participate in their own and their classmates' education. Note: This does not advocate gifted children being peer tutors in the classroom. The gifted student should be challenged as well. Emphasis should be on working together in the classroom. Cluster gifted children together as a table within the regular classroom and utilize advanced materials, as well as other suggested resources and modification, to meet their exceptional needs.

9. Explore many points of view about contemporary topics and allow opportunity to analyze and evaluate material. Allow open forums and debates in the classroom about controversial issues. As a teacher of gifted children, take an active stance. Be an advocate for gifted students. Utilize specialized training to ensure the ability to meet the needs of gifted students. Share personal interests with all students, to enrich and expand their world.

10. Consider team teaching, collaboration, and consultation with other teachers. Use the knowledge, skills, and support of other educators or professionals in the schools.

11. Provide opportunities for gifted children to interact with other gifted children across grade levels and schools through competitions or collaborative projects.

12. Encourage gifted students to participate in extracurricular activities that involve academic skills. Examples include math and debate teams. Because gifted children are often natural leaders, it is important to invite them to use their talents and abilities in beneficial, rather than disruptive, manners. For example, encourage the gifted student to run for office in student council, or another extracurricular activity in which he/she is involved.

13. Involve students in academic contests. Gifted students tend to be competitive by nature. Therefore, participating in regional and national competitions such as spelling bees, science fairs, and essay competitions will be fun challenges.

14. Allow gifted children to create and publish a class newspaper to distribute. This consists of assisting students in understanding their special capabilities and the training necessary for them to reach their full potential.

15. Set individual goals. Help guide students in creating their own goals and set goals that are specific, measurable, aggressive, realistic, and within a reasonable time frame. Be sure not to place expectations that are too high or too low.

16. Consider parental input about the education of their gifted children.

17. Always remember that gifted children are similar in many ways to the average child in the classroom. Do not place unrealistic expectations and pressures on gifted children.

18. Address the counselling needs of each student to support emotional growth, as needed. Some gifted students have issues regarding anger, boredom, bullying, delinquency, isolation, depression, peer relations, perfectionism, dropping out of school, stress, frustration, and underachievement. About 20-25% of gifted students have emotional difficulties.

19. Remember that gifted children may not excel in all areas. They may be ahead of other students in some areas and behind in some areas. Become aware of the strengths and weaknesses of the children in your class.

20. Do not assign extra work to gifted children who finish assignments early. This is unfair and frustrating to them. Simply offering more of the same work only restricts further learning. Instead, allow those children to work on independent projects or other unfinished work when they finish an assignment early.

21. If a child attends resource rooms, communicate with the specialist for suggestions on how to enrich daily classwork. Avoid penalizing the child for special class attendance. Have another child in the regular classroom take notes and assignments for him/her.

22. Provide plenty of opportunities for gifted children and average children to engage in social activities. Some gifted children may need help in developing social skills.

23. Try to find the joy and uniqueness in each child. Children may exhibit their gifts on non-typical levels, rather than in general intellectual aptitude of specific academic abilities. Keep in mind that every child will have different needs.

24. Organize resources in order to free yourself to work with individual children and give the children greater control of the learning situation. Supplementary books and learning tools, community resources, and the use of community members with specific skills as mentors can be helpful.

25. Establish and maintain a warm, accepting classroom. Teach your classroom community to embrace diversity and honor differences. Provide an environment in which the child can demonstrate his or her potential or aptitude to learn and perform. Teachers should strive to establish a noncompetitive, individualized, and open classroom, which allows all students to advance at their own rate of learning.

26. Remember that implementing some of these strategies will benefit all of the children in the classroom, not just the gifted ones.

Check your progress

- Notes:** a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

9. Who are gifted children?

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10. As of the other normal children, what emotional difficulties doe the gifted will have?

.....
.....

LET US SUM UP

This unit is a very important one for any teacher in an inclusive school set up. The various techniques you have learnt in this unit will help you to achieve inclusive education to a highest level. Your creative thinking and application of the gained knowledge will impress the children with special need. As a part of your class, you will find gifted children also, it is very essential to engage them in the inclusive classroom with appropriate methods/techniques.

GLOSSARIES

- Accommodation – a convenient arrangement
- Adaptation – the action or process of adapting

- Assistive technology – set of devices intended to help people who have disabilities
- Buddy – a close friend
- Bullying – abuse and mistreatment of someone vulnerable by someone stronger, more powerful
- Delinquency – criminal behaviour, or acts that do not conform to the moral or legal standards of society
- Depression – feeling of severe despondency and dejection
- Evaluation – the making of a judgment about the amount, number, or value of something
- Frustration – the feeling of being upset or annoyed as a result of being unable to change or achieve something
- Gifted – having exceptional talent or natural ability
- Isolation – the condition of being alone
- Itinerant – travelling from place to place
- Learning disabilities – a condition giving rise to learning difficulties
- Loco motor – move one place to another
- Modification – the action of modifying something
- Neuro development – a natural process that involves training the brain to develop neurological pathways to improve performance or functioning
- Peer – a person of the same age, status or ability as another specified person
- Sensory disabilities – impairment of the senses in interacting with the world

ANSWERS TO CHECK YOUR PROGRESS

1. *Accommodations* focus on how students access and demonstrate learning (Colorado Department of Education, 1995). Accommodations do not significantly change the instructional level, content, or the performance criteria. The changes in process are made to provide a student equal access to learning, and equal opportunity to demonstrate what they know.
2. Typically, students may require accommodations and modifications during the school day for various activities, in the broad areas of
 - instruction
 - materials
 - assignments
 - classroom testing

- assistive technology
 - the environment
 - other activities
3. Braille, Tactile graphics, Audiotape materials, Electronic access, Print book for parents, large print and manipulatives
 4. FM system, comfortable position for lip reading, provide a study guide, provide manipulatives for multi-sensory, hands-on instruction or activities, peer tutoring etc.
 5. In the itinerant model, the children with learning disabilities attend the general schools, a special teacher called itinerant teacher travels between many schools bringing teaching aids, materials and equipment, scheduling tutoring session and holding consultation with regular teachers and heads of the institutions. Each child is attended to by the itinerant teacher twice or thrice a week to cater to the needs of children.
 6. Parent Education, Home Training, School Training
 7. Braces and splints (usually made of molded plastic) are used to give a child movement with stability, to correct abnormal postures and to control involuntary motions. Special inserts or wedges can help children sit or stand in positions that are comfortable and suitable for instructional tasks.
 8. The educational practices for students with Deafblindness:
 - Plan a functional, age appropriate curriculum.
 - Plan for inclusive activities.
 - Involve parents as partners in the educational process.
 - Have a transition plan in place.
 - Explore various service delivery options such as community based instruction, home based instruction and regular school with resource room.
 - Braille can be taught to the deafblind
 - Use deafblind manual alphabet to communicate with deafblind
 - Vibratory devices are useful for the independency of the deafblind.
 9. Gifted are the students with high talent. These students can have increased capabilities in academics, creativity, music, dance, art, and/or leadership.
 10. Some gifted students have issues regarding anger, boredom, bullying, delinquency, isolation, depression, peer relations,

perfectionism, dropping out of school, stress, frustration, and underachievement

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TAMIL NADU OPEN UNIVERSITY
SCHOOL OF SPECIAL EDUCATION AND REHABILITATION

SED-13

INCLUSIVE EDUCATION

BLOCK

4

INCLUSIVE ACADEMIC INSTRUCTIONS

Unit 16

Universal Design for Learning: Multiple Means of Access, Expression, Engagement and Assessment

Unit 17

Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching and Team Teaching

Unit 18

Differentiated Instructions: Content, Process and Product

Unit 19

Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies

Unit 20

ICT for Instructions

BLOCK 4 INCLUSIVE ACADEMIC INSTRUCTIONS

Structure

Introduction

Objectives

Unit 16 Universal Design for Learning: Multiple Means of Access, Expression, Engagement and Assessment

Unit 17 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching and Team Teaching

Unit 18 Differentiated Instructions: Content, Process and Product

Unit 19 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies

Unit 20 ICT for Instructions

Let us Sum Up

Glossaries

Answers to Check your Progress

Suggested Readings

INTRODUCTION

Instruction of the content matters a lot in the process of learning. The role of teachers and the methods, techniques used for instruction play a vital role in the academic sphere of individuals. Unit-4 describes the diverse nature and types of traditional and emerging instructional methods and techniques to achieve inclusive education.

OBJECTIVES

After going through this unit, you will be able to:

- Understand the role of Universal Design for Learning for successful inclusion.
- Differentiate and apply various Co-teaching methods for inclusive education.
- Familiarise with differentiated instruction.
- Understand the importance of peer-mediated instruction and its effects.

Unit 16 Universal Design for learning: Multiple Means of Access, Expression, Engagement and Assessment

Universal Design for Learning (UDL) is a set of principles that guide the design of inclusive classroom instruction and accessible course materials.

After completion of this Unit you will be able to

- Discuss elaborately on the pros and cons of the Universal design Learning

16.1 Universal Design for Learning: Introduction

UDL's three principles are: 1) multiple methods of representation that give learners a variety of ways to acquire information and build knowledge 2) multiple means of student action and expression that provide learners' alternatives for demonstrating what they have learned and 3) multiple modes of student engagement that tap into learners' interests, challenge them appropriately and motivate them to learn.

16.2 Historical Development

Universal Design for Learning (UDL) traces its origin to the Universal Design (UD) movement of the 1990's. The term "universal design" was coined by architect and designer Ron Mace at the Center for Universal Design at North Carolina State University (Burgstahler, 2008; Center for Applied Special Technology, 2011b). Mace and his colleagues defined UD as "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design" (Center for Applied Special Technology, 2011a).

16.3 Foundational Concepts

Following passage of the Americans with Disabilities Act (ADA, 1990), UD became popular with the architects and designers who labored to make public buildings and city streets accessible for the first time in American history. Three critical insights that emerged from the work of that period have come to define Universal Design:

1. Most retrofitting and "adaptation" could have been avoided if designers had planned for accessibility from the beginning. Mace

suggested a design ideal in which the needs of a diverse audience should be anticipated. Thus, a chief characteristic of Universal Design UDL: A Concise Introduction 2011, ACCESS Project, Colorado State University Page 2 of 4 is that it “proactively builds in features to accommodate the range of human diversity” (McGuire, Scott, & Shaw, 2006, p. 173).

2. Modifications to the built environment automatic door openers, curb cuts, entry ramps, universal-height drinking fountains, and others are beneficial to many people and not just those with disabilities. Indeed, people today routinely use door openers to enter a building when their hands are full, just as skateboarders use curb cuts and children visiting the hospital can drink water from a fountain without assistance. Similarly, commuters in noisy airports and students in quiet libraries rely equally on TV closed captioning. Each of these conveniences were originally conceived as a disability accommodation.
3. Disabilities have less to do with individual deficits: What some people can't do, that others can. More to do with environmental barriers that obstruct people's ability to function effectively and participate fully in society (United Nations, 2006 - Preamble E). Universal Design helps level the playing field by removing unnecessary barriers. From UD to UDL In recent years, the UD philosophy has found fertile ground in the field of education. Elementary school teachers and university professors alike have adopted UD “as a conceptual and philosophical foundation on which to build a model of teaching and learning that is inclusive, equitable, and guides the creation of accessible course materials” (Schelly, Davies, & Spooner, 2011, p. 18).

If the goal of UD is the removal of barriers from the physical environment, the goal of UDL is the elimination barriers from the learning environment. As David Rose, one of UDL's founders has stated, “UDL puts the tag ‘disabled’ where it belongs on the curriculum and not the learner. The curriculum is disabled, when it does not meet the needs of diverse learners” (Council for Exceptional Children, 2011).

UDL: A Concise Introduction 2011, ACCESS Project, Colorado State University Page 3 of 4 “Universal” benefits The obstacles faced by students

with disabilities (for example, study materials that are not in electronic formats, uncaptioned video, PDF files that do not contain any real text and therefore cannot be searched or read aloud by text-to-speech software) are often the same obstacles encountered by students who possess different learning styles, use the latest computer technologies, or whose native language is not English. UDL benefits many students, hence the “universal” in Universal Design for Learning.

UDL is about providing options. In the words of David Gordon, a director at the Center for Applied Special Technology (CAST), “Options are essential to learning, because no single way of presenting information, no single way of responding to information, and no single way of engaging students will work across the diversity of students that populate our classrooms.

Alternatives reduce barriers to learning for students with disabilities while enhancing learning opportunities for everyone” (Council for Exceptional Children, 2011). UDL does not advocate any single teaching practice. Rather, it combines today’s best approaches for engaging students and challenging them to think critically. It helps instructors meet the learning needs of a diverse student body through a combination of instructional modalities, formats, and technologies. To many people, UDL is simply good teaching!

Check your progress

- Notes:** a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

1. Define Universal Design UD)

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2. Describe UDL?

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**UNIT 17 CO-TEACHING METHODS: ONE TEACH ONE ASSIST,
STATION-TEACHING, PARALLEL TEACHING,
ALTERNATE TEACHING AND TEAM TEACHING**

Co-teaching involves two or more certified professionals who contract to share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content or objectives with mutual ownership, pooled resources and joint accountability.

After completion of this Unit, you will be able to

- Describe the concept of co-teaching
- Narrative the various approaches to co-teaching

Six Approaches to Co-Teaching



1. One Teach, One Observe. One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

2. One Teach, One Assist. This is a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.



3. Parallel Teaching. This is where, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.



4. Station Teaching. In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.



5. Alternative Teaching: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one

teacher takes responsibility for the large group while the other works with a smaller group.



1. **Team Teaching:** In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach as the most complex. This method is a satisfying way to co-teach, but the approach is most dependent on teachers' styles.

Check your progress

- Notes:**
- a) Write your answer in the space given below.
 - b) Compare your answer with the one given at the end of the Block.

3. What is called Team Teaching?

.....

4. What is Parallel teaching?

.....

UNIT 18 DIFFERENTIATED INSTRUCTION: CONTENT, PROCESS AND PRODUCT

Differentiation is a way of teaching: It's not a program or package of worksheets. It asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning.

After completion of this Unit, you will be able to

- Describe the differentiated instruction

As Carol Ann Tomlinson has said, differentiation means giving students multiple options for taking in information (1999). Differentiating instruction means that you observe and understand the differences and similarities among students and use this information to plan instruction. Here is a list of some key principles that form the foundation of differentiating instruction.

- **Ongoing, formative assessment:** Teachers continually assess to identify students' strengths and areas of need so they can meet students where they are and help them move forward.
- **Recognition of diverse learners:** The students we teach have diverse levels of expertise and experience with reading, writing and thinking, problem solving and speaking. Ongoing assessments enable the teachers to develop differentiated lessons that meet every students' needs.
- **Group Work:** Students collaborate in pairs and small groups whose membership changes as needed. Learning in groups enables students to engage in meaningful discussions and to observe and learn from one another.
- **Problem Solving:** The focus in classrooms that differentiate instruction is on issues and concepts rather than "the book" or the chapter. This encourages all students to explore big ideas and expand their understanding of key concepts.
- **Choice:** Teachers offer students choice in their reading and writing experiences and in the tasks and projects they complete. By negotiating with students, teachers can create motivating assignments that meet students' diverse needs and varied interests.

From this list you can see that differentiating instruction asks teachers to continually strive to know and to respond to each students' needs to maximize learning.

18.1 Data That Supports Differentiation in Reading

Most primary teachers differentiate reading instruction through guided reading (Fountas&Pinnell, 2001). However, the landscape often changes when students enter fourth grade. Studies show that these students' personal reading lives and their delight in reading start to wane, and by middle school, they read less on their own than they did in the early grades (Ruddell&Unrau, 1997). Add a diet of tough textbooks and less time for reading instruction to this diminished interest in personal reading and the

result is far too many students reading below grade level, struggling to learn. The U.S. Department of Education noted that more than 8 million students in grades 4 through 12 are struggling readers (2003). High school students in the lowest 25 percent of their class are 20 times more likely to drop out of school than excellent and proficient learners (Carnevale, 2001).

Gina Biancarosa and Catherine Snow (2004), authors of *Reading Next*, point to a statistic that should cause all middle grade, middle school and high school educators to rethink their instructional practices. They note:

“A full 70 percent of U.S. middle and high school students require differentiated instruction, which is instruction targeted to their individual strengths and weaknesses.” –*Reading Next* Whether they come from middle and upper-class income levels, from low-income households, from families living in poverty or from families who are English language learners, 70 percent of adolescent learners will benefit from differentiated instruction. This is a powerful statistic that teachers need to remember and act upon as reading is taught. Right now, too many middle schools place students in a curriculum in which everyone reads the same text and completes the same assignments. Unfortunately, this leaves too many students behind instead of moving them forward (Tomlinson, 2002).

The planning techniques, strategies, and organization and management suggestions that have been developed have enabled students to get refined. As Hannah, an eighth grader, noted in her evaluation of instructional and independent reading: “Give kids books they can read so they can learn. They might even like school because they can be part of a discussion.”

18.2 Practices to Differentiate Reading Instruction

The important elements of differentiating reading instruction successfully are summarized below.

- 1. Make your read aloud a common teaching text.** In addition to being just for fun, read-aloud materials will become your common text, setting the stage for differentiation. Use them to build background knowledge and to show students how you apply strategies. New

issues can be introduced and students can be invited to respond to these issues in their journals. Making read-aloud teaching text will ensure that every student has access to the information and skills they need to become a better reader.

2. **Teach with diverse materials.** Avoid using one text for the entire class. Instead, use multiple texts at diverse reading levels for your units of study. This will enable every student to gather information from books and magazines they can truly read.
3. **Organize for instruction so you meet all reading levels.** Whether you use a differentiated whole-class instructional approach or have students work in small groups, you'll need to organize each unit of study around a genre, issue or topic rather than teaching "the book."
4. **Value independent practice reading.** Set aside 15 to 30 minutes of class time, at least three times a week, for students to read books at their comfort levels and these levels should vary from student to student.
5. **Show students how to construct meaning while reading.** Students can become better readers only if they understand how to construct meaning as they read. By modeling the ways you think about texts during your read alouds, while you work with small reading groups, and in your one-to-one instructional conferences with students, you are offering students multiple opportunities for learning how to construct meaning
6. **Encourage discussion.** Discussion is especially important in a differentiated reading classroom because it provides a powerful way to build on every student's understandings and knowledge of facts. It also provides them with opportunities to clarify meaning and to build comprehension. By asking students to move beyond memorizing the facts to applying those facts to issues and problems through discussion, students deepen their understanding and recall. In-depth discussions among small groups and with the entire class, can show students how their peers think and reason, can build background knowledge and can make the facts relevant to their own lives.

7. **Write to explore, think, learn and improve comprehension.** Learners can write only what they know and understand. If they haven't absorbed a lesson, they will have little to write. It's crucial for teachers to know that everyone in a class does not absorb the same information from a demonstration or a lesson. Reading students' journals can provide insights into whether students can think inferentially and analyze chunks of text. These insights support planning interventions for individuals, pairs, small groups and, at times, the entire class.
8. **Use ongoing assessments to support each student.** Study the assessments students complete for a unit to discover their successes and their areas of need. Then support each student in your class by getting to know him or her so you can provide targeted instruction. Ongoing assessments allow you to do this.
9. **Plan your units carefully.** Thinking through each unit of study enables you to understand what you want students to learn about a genre, an issue and reading strategies. It will also ensure that you have gathered reading materials that meet the needs of each student, as well as appropriate texts for your read aloud.

As you begin to embrace some of these differentiation practices, it's important for you to know the research that supports this kind of instruction. Knowing the research will enable you to select materials to read for building your own background knowledge and expanding your understanding of differentiation.

Check your progress

- Notes:**
- a) Write your answer in the space given below.
 - b) Compare your answer with the one given at the end of the Block.

5. Mention the various principles of differentiating instruction

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6. Mention the various practices to Differentiate Reading Instruction

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UNIT 19 PEER MEDIATED INSTRUCTIONS: CLASS WIDE PEER TUTORING, PEER ASSISTED LEARNING STRATEGIES

Typically, peer mediated instruction indicates that a higher performing student is paired with a lower performing student to review critical academic or behavioral concepts.

After completion of this Unit, you will be able to

- Describe the peer tutoring
- Explain the importance of peer assisted learning strategies
-

19.1 Peer tutoring:

Peer tutoring is a flexible, peer-mediated strategy that involves students serving as academic tutors and tutees.

19.2 Why to choose peer tutoring?

- It is a widely-researched practice across ages, grade levels, and subject areas
- The intervention allows students to receive one-to-one assistance
- Students have increased opportunities to respond in smaller groups
- It promotes academic and social development for both the tutor and tutee
- Student engagement and time on task increases
- Peer tutoring increases self-confidence and self-efficacy
- The strategy is supported by a strong research base

19.3 What are the most frequently used peer tutoring models?

a) Classwide Peer Tutoring (CWPT): Classwide peer tutoring involves dividing the entire class into groups of two to five students with differing ability levels. Students then act as tutors, tutees, or both tutors and tutees. Typically, CWPT involves highly structured procedures, direct rehearsal, competitive teams and posting of scores. The entire class participates in structured peer tutoring activities two or more times per week for approximately 30 minutes. While the procedures and routines in CWPT remain the same, student pairings or groups may change weekly or biweekly. In CWPT, student pairings are fluid and may be based on achievement levels or student compatibility.

b) Cross-age Peer Tutoring: Older students are paired with younger students to teach or review a skill. The positions of tutor and tutee do not change. The older student serves as the tutor and the younger student is the tutee. The older student and younger student can have similar or differing skill levels, with the relationship being one of a cooperative or expert interaction. Tutors serve to model appropriate behavior, ask questions, and encourage better study habits. This arrangement is also beneficial for students with disabilities as they may serve as tutors for younger students.

c) Peer Assisted Learning Strategies (PALS): PALS, a version of the CWPT model, involves a teacher pairing students who need additional instruction or help with a peer who can assist. Groups are flexible and change often across a variety of subject areas or skills. Cue cards, small pieces of cardstock upon which are printed a list of tutoring steps, may be provided to help students remember PALS steps. All students have the opportunity to function as a tutor or tutee at differing times. Students are typically paired with other students who are at the same skill level, without a large discrepancy between abilities.

d) Reciprocal Peer Tutoring (RPT): Two or more students alternate between acting as the tutor and tutee during each session, with equitable time in each role. Often, higher performing students are paired with lower performing students. RPT utilizes a structured format that encourages teaching material, monitoring answers, and evaluating and encouraging peers. Both group and individual rewards may be earned to motivate and maximize learning. Students in RPT may prepare the instructional materials and are responsible for monitoring and evaluating their peers once they have selected a goal and reward as outlined by their teacher.

e) Same-age Peer Tutoring: Peers who are within one or two years of age are paired to review key concepts. Students may have similar ability levels or a more advanced student can be paired with a less advanced student. Students who have similar abilities should have an equal understanding of the content material and concepts. When pairing students with differing levels, the roles of tutor and tutee may be alternated, allowing the lower performing student to quiz the higher performing student. Answers should be provided to the student who is lower achieving

when acting as a tutor in order to assist with any deficits in content knowledge. Same-age peer tutoring, like classwide peer tutoring, can be completed within the students' classroom or tutoring can be completed across differing classes. Procedures are more flexible than traditional classwide peer tutoring configurations.

Check your progress

- Notes:**
- a) Write your answer in the space given below.
 - b) Compare your answer with the one given at the end of the Block.

7. What are the various methods of peer tutoring?

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8. What are the benefits of peer tutoring?

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UNIT 20 ICT FOR INSTRUCTIONS

The educational needs of people with disabilities are vastly diverse. On the one hand, they must, as their peers, get knowledge and skills required in the society in which they live. On the other, they have (by definition) additional demands (often referred to as special educational needs) caused by functional limitations which affect learners' ability to access standard educational methods of instruction, therefore, prevent educational progress.

After completion of this Unit, you will be able to

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In this context, Information and Communication Technology (ICT) application is very important as it plays an essential role in providing high quality education for students with disabilities. ICTs have been introduced into the teaching-learning process in order to improve quality, support curricular changes and new learning experiences. In this way it is possible to meet the specific learning needs of different learner groups, including students with disabilities. Though specific applications of ICTs are extremely diverse and varied, they may be grouped into the following main categories:

- Compensation uses.
- Didactic uses.
- Communication uses.

With this in mind, the role of ICTs in special education will be described in accordance with the primary categories.

ICTs for Compensation Uses

That is the use of new technologies as a technical assistance that allows students with special needs to take active part in the process of interaction and communication. If a person has motor disability he may be helped to write, or to read if a person is with a visual deficiency (among many other possible examples). From this point of view ICTs develop the students' ability to control their environment, make choices about their experiences, support problem-solving, give access to information, thereby enhance communication with others both in the immediate environment and around the world. In other words, technology can recoup or substitute the lack of natural functions.

ICTs for Didactic Uses

ICTs used as a learning tool have prompted a new dimension of education and launched the transformation of the educational approaches. ICT application brings a variety of new teaching and assessment strategies for students with different educational needs.

Here we must note that information technologies as a didactical tool are suitable for implementing the inclusive education. In order to enhance personal development, educational initiatives within the inclusive curriculum must aim at meeting unique needs, differences, and abilities of an individual. Hence, they must be fully supported to achieve these goals at an appropriate pace. Information technologies, thereupon, will become a valuable resource for inclusion.

ICTs for Communication Uses

Technologies can mediate communication with people having disabilities (often referred to as Alternative and Augmentative Communication). Assistive devices and software to meet the needs of students with definite communication difficulties are specific to every disability. We talk about the computer as a resource that eases and makes the communication possible. This allows a person with communicative disorders to exhibit his/her

abilities in a more convenient way, or people with motor and communicative disorders to start communication, show the needs and make the demands.

Supporting Inclusive Education through ICT Implementation

Inclusive education presents an opportunity for students with special needs to attend mainstream classrooms with their age-group peers. To realize this we need to provide for the relevant conditions of overcoming the barriers to the learning process. Particularly speaking, these conditions are attained via the facilitation of ICT infrastructure for Special Needs of Education (SNE), integration of ICTs into SNE curriculum and training of ICT specialists in SNE.

Promoting ICT infrastructure for SNE is necessary in order to provide for the appropriate conditions of teaching and learning in the SNE context. The conditions in every type of inclusive educational area cannot be successfully created without the appropriate ICT tools applied. Assistive tools must be used to allow students with SEN to participate in the educational process based on special techniques and equipment.

For some students, a technological solution will be the only way to ensure that they can make their needs, opinions and views known. For them, access to ICT-based solutions is a lifeline to inclusion. ICT support in inclusive education is important because it covers issues that apply to a spectrum of potential learning needs. The key ways in which ICTs can support educational opportunities for people with SEN are as follows:

Identifying the preliminary level of personal development (experiences and skills), that is to say the starting point for a student.

Assisting in personal development by shaping new skills or updating existing ones.

Improving the access to information.

Overcoming geographical or social isolation via communication support and networks.

Improving the image/perception of an area by enhancing motivation and awareness regarding the ICT benefits in SNE.

It is also important to recognize that with ICTs alone cannot solve all problems. The second step requires the willingness of educators to develop innovative teaching methods or to change and adopt the existing approaches to accommodate new concepts of special needs education and modern technologies. If a learner is unable to manage a particular activity (due to physical or sensory barriers), alternative activities must be designed or adapted, so that he/she gets a chance to receive the needed information and demonstrate the results. To implement this intention ICTs must be fully integrated in SNE curricula. Curriculum modification is not about its simplification for some students or lowering of academic requirements or standards. The modified curriculum must preserve the skills or knowledge required for a particular course and distributes knowledge and training resources in a more creative way and on a more equal basis.

In the new millennium, online delivery has become the most prevalent way of presenting the up-to-date information to students in the quickest, most flexible and innovative ways possible. Educational courses can utilize a variety of technologies to facilitate learning and interaction between participants. Asynchronous and synchronous communication and collaboration tools (e-mail, bulletin boards, whiteboards, chat rooms, videoconferencing and teleconferencing), interactive elements (simulations, immersive environments, and games), various testing and evaluation methods have been used (self-assessment, multiple choice testing, etc.). Educational content can be presented in various media including text on a website, multimedia, such as digital audio, digital video, animated images, and virtual reality environments. This content can be created in a multiplicity of ways, utilizing a variety of authoring tools. As a result, ICTs transform educational dynamics by providing alternative, authoritative sources of information, which requires teachers to become facilitators and in some cases, intermediaries between specific information sources and a learner. At the same time, ICTs can break teacher's isolation, providing them with prospects to communicate beyond the traditional school-management hierarchy.

Benefits of ICT Use in Education for People with SEN

According to the research of British Educational Communications and Technology Agency (BECTA, 2003), ICT usage in schools to support students with SEN can enable learners to communicate, participate in lessons, and learn more effectively. Key evidence is outlined below.

General ICT benefits:

- Enables greater learner autonomy
- Unlocks hidden potential for those with communication difficulties
- Enables students to demonstrate achievement in ways which might not be possible with traditional methods
- Enables tasks to be tailored to suit individual skills and abilities.
-

ICT benefits for students:

- Computers can improve independent access for students to education (Moore and Taylor, 2000; Waddell, 2000)
- Students with special educational needs are able to accomplish tasks working at their own pace (ACE Centre Advisory Trust, 1999)
- Visually impaired students using the internet can access information alongside their sighted peers (Waddell, 2000)
- Students with profound and multiple learning difficulties can communicate more easily (Detheridge, 1997)
- Students using voice communication aids gain confidence and social credibility at school and in their communities (Worth, 2001)
- Increased ICT confidence amongst students motivates them to use the Internet at home for schoolwork and leisure interests (Waddell, 2000).

ICT benefits for teachers, non-teaching staff:

- Reduces isolation for teachers working in special educational needs by enabling them to communicate electronically with colleagues (Abbott and Cribb, 2001 Lewis and Ogilvie, 2002)
- Supports reflection on professional practice via online communication (Perceval-Price, 2002)
- Improved skills for staff and a greater understanding of access technology used by students (Waddell, 2000)
- Enhances professional development and the effectiveness of the use of ICTs with students through collaboration with peers (Detheridge, 1997 Lewis and Ogilvie, 2002)
- Materials already in electronic form (for example, from the Internet) are more easily adapted into accessible resources such as large print or Braille (Waddell, 2000).

ICT benefits for parents and carers:

Use of voice communication aids encourages parents and carers to have higher expectations of children's sociability and potential level of participation (Worth, 2001)

In conclusion, we must stress that there exists a considerable potential in the educational uses of ICTs alongside with many challenges and dangers. New technologies can provide the means to explore new forms of learning that break the traditional hierarchies of educational systems and develop genuine alternatives to rigid, passive approaches to learning of people with SEN. However, these technologies can turn up as obstacles to education if they are applied without a commitment to the principles of equality, participation, and responsibility.

Check your progress

- Notes:**
- Write your answer in the space given below.
 - Compare your answer with the one given at the end of the Block.

9. Describe the ICTs for communication uses

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10. Mention the benefits of ICT for Students.

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LET US SUM UP

This unit gives you the overall outlook of the varied methods and techniques for instructional accommodation for children with disabilities. You have learnt the emerging concept called UDL for inclusive education. The effect of peer influence is higher than any other relationship among children. After learning the methods of peer tutoring, you can confidently engage children with and without disabilities in participate in peer learning methods. While differential instruction has it influence on teaching, the ICT also has it impact on teaching and learning process.

GLOSSARIES

- Access – the means or opportunity to approach
- Alternate – available as another possibility or choice

- Differentiation – the process of distinguishing between two or more things or people
- ICT – Information and Communications Technology
- Parallel – occurring or existing at the same time or in a similar way
- Peer tutoring – a teaching strategy that uses students as tutors

ANSWERS TO CHECK YOUR PROGRESS

1. The term “Universal Design” was coined by architect and designer Ron Mace at the Center for Universal Design at North Carolina State University and defined UD as “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design”
2. Universal Design for Learning (UDL) is a set of principles that guide the design of inclusive classroom instruction and accessible course materials. UDL’s three principles are: 1) multiple methods of representation that give learners a variety of ways to acquire information and build knowledge; 2) multiple means of student action and expression that provide learners alternatives for demonstrating what they have learned; and 3) multiple modes of student engagement that tap into learners’ interests, challenge them appropriately, and motivate them to learn.
3. In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.
4. This is where, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously
5. Various principles of differentiating instruction are
Ongoing formative Assessment, Recognition of Diverse learners, Group Work, Problem Solving, Choice

6. Various practices to Differentiate Reading Instruction are
 Make read aloud a common text, Teach with diverse materials, Organise instruction to meet all reading levels, value independent practice reading, show students how to construct meaning while reading, encourage discussion, write to explore, think, learn and improve comprehension, use ongoing assessment to support each student, plan the Units.
7. Various methods of peer tutoring?
 a) Classwide Peer Tutoring (CWPT), b) Cross-age Peer Tutoring, c) Peer Assisted Learning Strategies (PALS), d) Reciprocal Peer Tutoring (RPT), e) Same-age Peer Tutoring
8. The benefits of peer tutoring:
 - It is a widely-researched practice across ages, grade levels, and subject areas
 - The intervention allows students to receive one-to-one assistance
 - Students have increased opportunities to respond in smaller groups
 - It promotes academic and social development for both the tutor and tutee
 - Student engagement and time on task increases
 - Peer tutoring increases self-confidence and self-efficacy
 - The strategy is supported by a strong research base
9. Technologies can mediate communication with people having disabilities (often referred to as Alternative and Augmentative Communication). Assistive devices and software to meet the needs of students with definite communication difficulties are specific to every disability. We talk about the computer as a resource that eases and makes the communication possible. This allows a person with communicative disorders to exhibit his/her abilities in a more convenient way, or people with motor and communicative disorders to start communication, show the needs and make the demands.
10. The benefits of ICT for Students:
 - Computers can improve independent access for students to education.
 - Students with special educational needs are able to accomplish tasks working at their own pace.
 - Visually impaired students using the internet can access information alongside their sighted peers.

- Students with profound and multiple learning difficulties can communicate more easily.
- Students using voice communication aids gain confidence and social credibility at school and in their communities.
- Increased ICT confidence amongst students motivates them to use the Internet at home for schoolwork and leisure interests.

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TAMIL NADU OPEN UNIVERSITY
SCHOOL OF SPECIAL EDUCATION AND
REHABILITATION

SED-13
INCLUSIVE EDUCATION

BLOCK

5

SUPPORTS AND COLLABORATIONS FOR INCLUSIVE EDUCATION

Unit 21

Stakeholders of Inclusive Education and Their Responsibilities

Unit 22

Advocacy and Leadership for Inclusion in Education

Unit 23

Family Support and Involvement for Inclusion

Unit 24

Community Involvement for Inclusion

Unit 25

Resource Mobilisation for Inclusive Education

BLOCK 5 SUPPORTS AND COLLABORATIONS FOR INCLUSIVE EDUCATION

Structure

Introduction

Objectives

Unit 21 Stakeholders of Inclusive Education and Their Responsibilities

Unit 22 Advocacy and Leadership for Inclusion in Education

Unit 23 Family Support and Involvement for Inclusion

Unit 24 Community Involvement for Inclusion

Unit 25 Resource Mobilisation for Inclusive Education

Let us Sum Up

Glossaries

Answers to Check your Progress

Suggested Readings

INTRODUCTION

This block may be considered as the most important unit in the course, because it will give you the important role of various support systems for the successful implementation of inclusive education. This block discusses the role of stake holders of inclusive education and their responsibilities. The importance of advocacy and leadership for inclusion is indicated. Support of the family and its involvement is viewed as essential for the meaningful inclusion. This block portrays the importance of family support and involvement. Since we are all living in a community, the involvement and support of the community also plays a vital role in the inclusive education, which is also described in this block. Finally the resource mobilisation is also discussed briefly for the success of inclusive education for persons with disabilities.

OBJECTIVES

After going through this unit, you will be able to:

- Understand responsibilities of various stakeholders of inclusive education.
- Realize the role of family support and involvement for inclusive education.

- Recognize the importance of community involvement for inclusive education.
- Recognize the need for advocacy and leadership for inclusive education.
- Identify the ways to mobilize resource for inclusive education.

UNIT 21 **STAKEHOLDERS OF INCLUSIVE EDUCATION & THEIR RESPONSIBILITIES**

In education, the term **stakeholder** typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councillors, and state representatives.

After completion of this Unit, you will be able to

- Describe the role of stakeholders in inclusive education
- Explain the responsibilities of the Stakeholders

Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets and cultural institutions, in addition to organizations that represent specific groups, such as teachers unions, parent-teacher organizations and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines. In a word, stakeholders have a “stake” in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern.

However, to make inclusive education a reality, a number of pieces in the system have to fall in place. It is true that the Government of India has made a significant fund allocation to achieve ‘Education for all’ through SSA. But to make it happen we need to have the stakeholders suitably prepared and involved. Some of the stakeholders include the regular teachers, special/resource teachers, school administrators, parents of children with special needs and parents of their peers who may not have special needs, children themselves with special needs and those without special needs. In short, all sections of society who have a stake, directly and indirectly in children’s education are included. The success of inclusion lies in the coordinated and collaborative efforts of all of the stakeholders.

With inclusive education initiated as a major step, a changing role of special educators is seen to be emerging. The educational programmes of special educators approved by the Rehabilitation Council of India (RCI) prepare the special educators to become special teachers to cater to the needs of children with special needs in special schools. SSA has opened doors for them to be resource teachers in the inclusive education settings, where they are expected to visit regular schools periodically and function as partners to the regular educators in meeting the needs of children who have special needs. We cannot confidently say that they are equipped with skills for this task. As the roles change, the teacher preparation needs to undergo a change too. Perhaps, a short-term in-service programme may prepare them for this purpose, which can be offered by the Continuous Rehabilitation Education (CRE) programmes of RCI.

In inclusive schools, though the responsibility of education of all children lies with the regular teacher, the resource teachers are expected to facilitate inclusive education by supporting the children and the teachers in regular schools. In some instances, it is seen that the regular teachers consider that children with special needs are the exclusive responsibility of the resource teachers. It is also observed that the resource teachers often do not communicate effectively or sufficiently with the regular teachers with regard to the education of children who need support. This results in lack of coordination between the teachers, ultimately defeating the purpose of inclusion. Many a time, the regular teachers are not prepared for inclusion. Therefore, their lack of knowledge and skills result in their resistance to change. It is essential that all the stakeholders are prepared suitably to have a smooth, seamless inclusion.

Children with disabilities and their peer group without special needs are to be prepared for inclusion so that the experience is not overwhelming for either of them. Children with special needs who are used to a protective environment with a small class strength of 8 to 10 children may be shocked when placed in a large class of 40 children. Those children who have not seen a child with a disability can react to the situation with varied emotional and behavioural responses ranging from pity and sympathy to bullying and making fun of their peers with special needs.

Parents also can have apprehensions if not suitably prepared. Parents of a child with disability may prefer the protective special class to the large regular class where their child may not get attention from the teacher. There have been occasions where the parents of a child without any special needs were afraid that their child might 'behave' in an odd manner by being with children with special needs. These are but a few examples of

the many issues related to inclusion that need to be addressed, so that inclusion is realized in its true sense.

The school administrators are another important component to make inclusion a success. Accessibility to classrooms by providing ramps for wheelchair users, having brightly lit and ventilated classrooms so that children who cannot hear can see the teacher clearly when she talks and the children with low vision will be able to see better, having curtains in class so that a child with attention deficit does not get distracted and look outside while the teacher is teaching. All these are the responsibility of the school administrator, so that accessibility and barrier free environment is ensured. More importantly, the attitude of the administrator will impact the other stakeholders. Therefore, by ensuring that the administrators have a positive attitude towards inclusion, a major milestone towards successful inclusion can be achieved.

In short, the Government of India has taken a major step towards inclusive education. To make it a success, all the stakeholders need to do their best so that inclusive education will be achieved in its true sense. After all, it is the right of the child to get the best education. Let us make it happen and bring out the maximum potential in every child the future leaders of our nation!

Check your progress

Notes: a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

1. Describe the term stakeholders.

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2. What is the main role of RCI?

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**UNIT 22 ADVOCACY & LEADERSHIP FOR INCLUSION IN
EDUCATION**

The awareness on the needs and services for the disabled has increased. Even then we have to go a long way in the rehabilitation of the

handicapped. Here comes the role of advocacy and leadership for inclusion in education

After completion of this Unit, you will be able to

- Recognize the importance of advocacy for inclusion in education
- Describe the advocacy to the parents and the children with disabled.

22.1 Advocacy for Inclusion in Education

Advocacy is the active support of an idea or cause etc. Especially the act of pleading or arguing for something. In the inclusive education arena, the role of advocacy lies with everyone involved in the education of differently abled directly or indirectly. That is the handicapped themselves, the family, the professionals and the society.

22.1.1 Advocacy of Teachers and Parents in Inclusive Education:

The advocacy of teachers and parents is as important as the advocacy of child himself. The teacher is the second parent and the parent is the first teacher in the life of everyone particularly special child. For effective execution of duties by a teacher and the parent in an inclusive setup, they should advocate the following,

- Develop and bring awareness on the problems and needs of the child.
- Advocate the children's individual interest and how to use their internal motivation.
- Advocate on the psychological needs of the parents and teachers of disabled.
- Advocate on the training needs of the parents and teachers on the disabled.

22.1.2 Advocacy of Administrators in Inclusive Education:

Administrators provide the impetus and support to make inclusive education happen. With their staff and parents, they need to think how they would make their students to be good neighbours, productive, self motivated and good decision makers. With this goal in mind administrators can provide the vision of how a school will look if it educates all of its students. Administrators can help plan the agenda for achieving these goals.

Administrators can advocate cross-disciplinary collaboration by removing barriers to change.

- Advocate staff training, continuing education and ongoing professional development opportunities.
- Advocate the need for in-service training.
- Advocate incentives to educators to participate in training programmes.
- Advocate collaborative problem, solving, team meetings, peer coaching sessions, and adoption of material.
- Advocate the need for pressure groups to act as bridge between the government and the beneficiaries the disabled.

22.2 Leadership for Inclusion in Education

Over the previous century, we have seen significant changes in the education of students with exceptionalities. Initially, the common practice was to place these students in institutions designed to address their specific educational needs based on fairly incomplete beliefs about the nature of each exceptionality. In most cases, these students were not equipped to later integrate easily into their communities and to meaningfully participate in wider society. As we gained better techniques for identification and diagnoses, our understanding of the spectrum and characteristics of each exceptionality improved. So, did our conceptualizations of meeting their educational needs. With this increasing understanding, we began to shift away from institutional care towards developing programs delivered in separate classrooms within schools that provided specialized instruction and which allowed students to experience a somewhat “normal” school environment outside of their classroom. While good intentioned, these initial steps still forced students with special needs to be segregated and excluded. Eventually, programming in separate classrooms was replaced by “pull-out” programs, some of which remain today, and later by attempts to include fully students with exceptionalities in all aspects of school life and by extension, in all aspects of life out of school.

Educational Change

Two predominant factors that led to changes in the types of education provided for students with special needs. The first has been an increasingly better understanding of the range and nuances of exceptionalities. Advances in this area have helped to inform educators who design specialized educational programs that incorporate our current

understanding of the roots and characteristics of each exceptionality. When these programs enable students to accomplish what had been previously believed not possible or not feasible. We have seen changes in community and societal beliefs about what these students can and cannot do. This has often followed by commensurate shifts in attitudes about what comprises an appropriate education for such students. The second factor has been changes to the laws concerning students with special needs. Some laws have set the framework for the educational rights of all children and especially for children with special needs. The courts, through decisions on specific cases, have been instrumental in clarifying and defining the implementation of the laws, particularly those governing the issues of equity and equality and the responsibilities of schools to students with exceptionalities (Williams & Macmillan, 2001; 2003; 2005). Unfortunately, some decisions have left schools and school systems struggling to understand all implications emerging from such decisions and attempting to translate the essence of those decisions into practice. This has resulted in teachers attempting to do what is best for children within the spirit of the law, but having to do so without a definitive framework. Without a clear framework, teachers have experienced a great deal of professional discomfort due their uncertainty about the appropriateness of their decisions (Macmillan & Meyer, 2006). For principals, this task is especially troublesome because they are responsible for supporting teachers and for creating an inclusive environment (Ryan, 2006). But without a clear, legal direction about how this is to be done, it is quite difficult for them. Moreover, because principals mostly play an indirect role in the enactment of inclusion, they also have not had a clear set of practical directions about how to help their teachers working on the front lines of inclusion day-to-day.

Check your progress

Notes: a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block

3. Mention the importance of the advocacy to the teachers and parents of the children with disabilities

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4. What are the two predominant factors that led changes the education of Children with disabilities?

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Setting Direction

To be inclusive, schools must establish inclusion as an overarching goal that permeates throughout everything they do, with principals leading the effort to specifically define and redefine the direction to be taken. This direction must be clear, contextualized and framed within the philosophy and policies behind inclusion. In an attempt to provide leaders with the appropriate background, D. Young's chapter outlines the philosophy and policies of inclusive practice. However, the gap between knowing what must be done and putting it into practice is often quite large. For this reason, principals need to take an active role in helping teachers create an inclusive environment. But, they may not be able to achieve this goal unless they have the trust of the staff. Therefore, trust between a principal and the teachers is an essential component of inclusive leadership. Some insights into how a principal can develop trust with teachers and build collaborative teams are provided by Macmillan's chapter, which focuses on the development of a positive relationship between principals and teachers if the school is to work together.

UNIT 23 FAMILY SUPPORT & INVOLVEMENT FOR INCLUSION

Family members have a crucial role to play in the education of their children. In many countries the transformation of schools and education systems has been brought about by the parents of individual disabled children.

After completion of this Unit, you will be able to

- Explain the need of family support for inclusion of children with disabilities
- Recognize the role of family involvement in bringing the children with disabilities into the normal stream

Education is much broader than formal schooling and need not only take place within the four walls of a formal classroom. The home, family, and traditional and informal systems of education are essential for the educational inclusion of all children. Family members of disabled children often have a great deal to teach the so-called professionals because they have an intimate knowledge of their child and their particular impairment. Similarly the families of other marginalised groups have a great deal to 'teach' the teachers about their way of life and belief systems. Greater family and community involvement in formal education is essential to the inclusion process.

Inclusive schools that have maintained success over time have a very important commonality. They engage family members in meaningful school and classroom activities. Family involvement is an important component in nurturing a school environment of acceptance and support.

23.1 Contributions of the Family to Children with Special Needs

- Feeling of security from being a member of a stable group.
- Children can rely on family members to meet their physical and psychological needs.
- Help can be extended for acquiring new skills.
- Recognition of the abilities of the child with special needs.
- Helping children with disabilities to set aspirations and develop competitiveness.
- Render companionship to avoid loneliness.

23.2 Responsibility of Parents

- Participate in the IEP meetings.
- Cooperate with the school and other professionals to determine and accomplishment of goals and objectives for the child.
- Assisting teachers during the implementation of IEP.
- Offer feedback and suggestions about the instructions and services provided to the child.
- Train the child in home environment to meet his/her educational needs and other ADL skills.
- Offer ideas for parental education and enrichment programmes.

Check your progress

Notes: a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

5. Mention any two points on family contribution to the children with special needs

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.....

6. Mention any three responsibilities of the parents of the children with special needs in IEP programme

.....
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UNIT 24 COMMUNITY INVOLVEMENT FOR INCLUSION

Over the last few decades, advances and innovations in the field of disability and disability supports have resulted in changes in the way in which disability itself is understood and conceptualised. These changes, which embrace a person–environment fit model of disability, have obvious implications for disability supports and research. Within such conceptualisations, more attention must be given to the interaction between people with disability and the environments, in which they live, learn, work and play. As such, there has been increased attention to the rights of people with disabilities to be fully included in their communities and to the importance of self-determination, participation and quality of life. This emphasis also underscores the important roles family members, teachers, peers, health service providers and volunteers play in promoting community inclusion.

After completion of this Unit, you will be able to

- Describe the involvement of the Community in inclusion of children with special needs

The United Nation's *Convention of the Rights of Persons with Disabilities* in 2006 declared the need for countries to facilitate the right of individuals with disabilities to their full inclusion and participation within communities across the globe. The community clearly plays a necessary role in the overall preparation and quality of life of students with disabilities and their families.

The participation / involvement of community can be increased through the involvement of children with disabilities in children's programmes, parents organisation, opinion and public policies, support by the extended family, utilisation of professional services, providing financial support to parents, etc. Voluntary organisations like Rotary Club, Lions Club, Red Cross, well wishers from private sectors, etc. can extend their support for the education, rehabilitation of children with disabilities, particularly for the promotion and implementation of inclusive education.

24.1 Role of Community

- Establishment of resource room in the nearby schools.
- Sponsoring special children's education.
- Providing scholarships to deserving students with disabilities.
- Organizing awareness programmes on disability and inclusion.

- Serving as volunteers in schools.

Check your progress

Notes: a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

7. What is the opinion of UNCRPD, 2006 on the community involvement in the inclusion of children with special needs

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8. Mention any two points on the role of community in inclusion

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UNIT 25 RESOURCE MOBILISATION FOR INCLUSIVE EDUCATION

Resource mobilization is the process of getting resources from resource provider, using different mechanisms, to implement the organization's work for achieving the pre-determined organizational goals. It deals in acquiring the needed resources in a timely, cost-effective manner. Resource mobilization advocates having the right type of resource, at the right time, at right price with making right use of acquired resources thus ensuring optimum utilization of the same.

After completion of this Unit, you will be able to

- Describe the resource mobilization
- Explain the involvement of International organizations and NGOs

25.1 Definition

According to A Practical Guide for Research and Community Based Organizations report 2009, Resource mobilization may be defined as a management process that involves identifying people who share the same values as your organization and taking steps to manage that relationship. Looking closely at this definition, one can see that resource mobilization is a process that involves three integrated concepts as follows.

Organizational Management and Development

It involves establishing and strengthening organizations for the resource mobilization process. It also involves identifying the organization's vision, mission, and goals, and putting in place internal systems and processes that enable the resources mobilization efforts, such as identifying the roles of board and staff and efficiently managing human, material and financial resources. Creating and implementing a strategic plan that addresses the proper use of existing funds on one hand, and seek out diversified sources of future funding on the other.

(A Practical Guide for Research and Community Based Organizations 2010)

This concept covers the following principles

- a) Resource mobilization is just a means to the end, the end being the fulfillment of the organization's vision
- b) Resource mobilization is a team effort and involves the institution's commitment to resource mobilization, acceptance for the need to raise resources and institutionalizing resource mobilization priorities, policies and budget allocation
- c) The responsibility for the resource mobilization effort is shared by the board, the president or the executive director, and the resource mobilization unit.
- d) An organization needs money in order to raise money.
- e) There are no quick fixes in resource mobilization.

Identifying resources

An early step in the transition process might be the identification of a pool of resources which will be available to support the implementation of legislative change or to pump prime experimental developments. These may be funded by 'new' money allocated from the national budget or result from the 'ear-marking' of an element in the existing education budget. Within devolved systems, a requirement for the creation of similar resource-pools can be placed on local authorities and/or schools. Alternatively, access to the national pool can be made dependent on the pursuit of inclusive policies.

In Spain, when the first inclusive education projects started, schools were invited to present plans for consideration by the Education Ministry. The successful plans received additional funding from the national government, thus, creating an incentive for schools to adopt more inclusive policies.

Similarly, in Chile, the passing of legislation protecting the rights of disabled people was accompanied by the creation of a national disability fund. Schools, local authorities and community groups are able to present projects for this fund in order to resource more inclusive educational provision.

Building partnerships

In many countries, central government will not have the financial resources to sustain the change process, while in all countries, central government will need to mobilise human and intellectual resources that it does not directly control. This is even truer where the impetus for inclusive education comes from outside government. It is essential, therefore, that partnerships are formed between key stakeholders who can support the transition process. These include:

- all parents
- teachers and other education professionals
- professionals in other services who will be affected by the move to inclusion(e.g. Health, Social Services)
- teacher trainers and researchers
- national, local and school-level administrators and managers
- civic groups in the community
- members of minority groups at risk of exclusion

Although individual partners may only have limited resources to contribute, together they may be able to support significant change. An example from Brazil illustrates what is possible

Top-down and bottom-up approaches to involvement

One way to involve these stakeholders is through a 'top-down' approach in which national government gives a vigorous lead, articulates fundamental principles and disseminates those principles to partner groups. However, this 'top-down' approach has its limitations. In particular, it may only reach limited numbers of partners and it puts the onus on the government to 'sell' its policies to groups who have had only a limited role in formulating them.

An alternative is to take a more 'bottom-up' approach. This means enabling partnersto be involved in developing examples of inclusive education and, subsequently, to have a real role in formulating policy.

In Mumbai, the National Resource Centre for Inclusion, India held training workshops for parents in inclusive education and human rights. The aim was to expose special needs education and inclusive education and empower parents to be active partners. In the workshops, parents and professionals were not segregated in different groups, but worked together. Parents were encouraged to work out their anxieties and fears and play a critical role in decision making. Empowerment and the strength to refuse suggestions were built over a period of time. Now it is parents who identify the schools they would like their children to attend. 75% of the inclusion achieved by the Centre this year has been initiated and accomplished by parents.

Involving International Organizations and NGOs

International organizations and NGOs can play a range of roles in the transition to inclusion.

They can:

- help align national developments with current international thinking
- provide access to international expertise and experience
- work at national level with ministries in formulating inclusive education policies
- support inclusive education projects with advice and resources in order to catalyse national developments and
- Support the implementation of national inclusive education policy with advice and resources.

There are, however, some problems which may arise in working with these organizations. International agendas may be imported into a country without sufficient thought as to how they need to be reinterpreted in the light of that country's situation.

- Demonstration projects and other initiatives may be dependent on a level of resourcing which is not sustainable so that they cannot be 'rolled out' throughout the national system.
- Excellent initiatives may take place in isolation and never be fully incorporated into national policy and practice.

Making the most of limited resources

A theme which is common to many countries in the transition process is that the development of inclusive provision does not necessarily require large amounts of new money and other resources. The key factors seem to be that:

- existing funding is redirected towards developmental projects
- such developments become self-sustaining in the long term and
- incentives are built into resourcing mechanisms for schools, local authorities and others to involve themselves in inclusive
- developments.

Check your progress

Notes: a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of the Block.

9. Define Resource mobilization

.....
.....

10. Mention any three points on involvement of International organizations and NGOs

.....
.....

LET US SUM UP

This unit presented the essential part of the inclusive education. Support of stakeholders and resources are very important for any programme to become successful. The role of parents, teachers and community members are explained in this unit. The process and techniques of resource mobilisation was also discussed.

GLOSSARIES

- Advocacy – public support or recommendation of a particular cause or policy
- Convention – an agreement between states covering particular matters

- Instructional – intended or used for teaching or educational
- Leadership – the action of leading a group of people or an organisation
- Mobilization – the action of preparation for active service
- Rehabilitation – act of restoring something to its original state
- Stakeholders – persons who can affect or are affected by an organisation, strategy or project

ANSWERS TO CHECK YOUR PROGRESS

1. The term stakeholder typically refers to anyone who has invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councillors, and state representatives.
2. The Rehabilitation Council of India (RCI) prepare the special educators to become special teachers to cater to the needs of children with special needs in special schools
3. They should advocate for the following:
 - b) Develop and bring awareness on the problems and needs of the child.
 - c) Advocate the children's individual interest and how to use their internal motivation.
 - d) Advocate on the psychological needs of the parents and teachers of disabled.
 - e) Advocate on the training needs of the parents and teachers on the disabled.
4. The two predominant factors that led changes the education of Children with disabilities are
 - a. An increasingly better understanding of the range and nuances of exceptionalities.
 - b. changes to the laws / policies concerning students with special needs
5. Two points on family contribution to the children with special needs are
 - a. Recognition of the abilities of the child with special needs.
 - b. Helping children with disabilities to set aspirations and develop competitiveness.

6. Three responsibilities of the parents of the children with special needs in IEP programme are
 - a. Cooperate with the school and other professionals to determine and accomplishment of goals and objectives for the child.
 - b. Offer feedback and suggestions about the instructions and services provided to the child.
 - c. Train the child in home environment to meet his/her educational needs and other ADL skills.
7. The United Nation's *Convention of the Rights of Persons with Disabilities* in 2006 declared the need for countries to facilitate the right of individuals with disabilities to their full inclusion and participation within communities across the globe
8. Two points on the role of community in inclusion are
 - a. Organizing awareness programmes on disability and inclusion.
 - b. Serving as volunteers in schools
9. According to A Practical Guide for Research and Community Based Organizations report 2009, Resource mobilization may be defined as a management process that involves identifying people who share the same values as your organization and taking steps to manage that relationship.
10. Three points on involvement of International organizations and NGOs are
 - a. provide access to international expertise and experience
 - b. work at national level with ministries in formulating inclusive education policies
 - c. Support the implementation of national inclusive education policy with advice and resources.

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Tamil Nadu Open University was established in 2002 by an Act of Tamil Nadu Legislature, with the objective of introducing and promoting Open University and Distance Education systems in Tamil Nadu. Relaxed entry procedures, maintenance of standards, individualized study, flexibility in terms of place, duration of study, use of latest ICT, well-knit student support services network, cost effective programmes, collaboration and resource sharing with other Universities are its salient features. Presently functioning at its headquarters at Saidapet, Chennai.

School of Special Education and Rehabilitation

The School of Special Education and Rehabilitation (SOSER) was established with the approval of the Academic Council and the Syndicate of the University in 2009. This School comes under the Faculty of Education. The prime function of the School is to undertake academic, training, research, and extension activities for promoting education and rehabilitation of persons with disabilities. The Tamil Nadu Open University and the Rehabilitation Council of India has signed a MoU during 2006 to launch the B.Ed.Spl.Education Programme with the specialisations of Hearing Impairment (HI), Visual Impairment (VI) and Mental Retardation/Intellectual Disabilities (MR/ID) through Distance Mode. The School has produced around 4500 special educators since its inception.

The Tamil Nadu Open University, the first University in the State of Tamil Nadu, to offer B.Ed. Special Education through Open Distance Learning Mode since 2008 and the first State Open University offered M.Ed. in Special Education through Distance Mode during 2015 – 2016. The Special Education programme offered by SOSER are approved by the Government of Tamil Nadu, the Rehabilitation Council of India (RCI), New Delhi and the University Grants Commission (UGC), New Delhi.

The Department of Higher Education, Government of Tamil Nadu issued the G.O. MS No. 56, Dated: 24.04.2012 to consider the B.Ed. Special Education as equivalent to B.Ed. General Education for the purpose of employment in public services. This would create an impact to get more number of persons to work for persons with disabilities in inclusive schools.

A Centre for Multimodal Material Production for Differently Abled (CMPD) is also functioning under the School of Special Education and Rehabilitation in order to cater to the educational needs of students disabilities enrolled in various programmes of the University.

The SOSER has been conducting RCI approved CRE programmes and In-service Trainings for Govt. Officials on disability and Special Education and when demand arises.

The University aims to expand the spectrum of special education programmes such as M.Ed.Spl.Ed., Ph.D., in Special Education in the coming years.



Tamil Nadu Open University

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