

ASLT

Course - XVI

SECOND YEAR

4th Semester

**INCLUSIVE
EDUCATION**

Authors :

Well Experienced Teacher Educators



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UNIT - 1

CONCEPT OF INCLUSIVE EDUCATION

1. Discuss the concept, meaning, definition and importance of inclusive education.

Ans. Meaning: Inclusive education means that all students attend and are welcome by their neighbourhood schools in age appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Concept: The concept of inclusive education and understanding children with special needs. Mainstreaming is a process that allows children with special needs to enter certain standard classrooms after they show the ability to keep up with the rest of their peers.

The concept of inclusion is based on the believed that - (a) learning problems are natural and so such children need not be excluded or separated (b) individual differences persist among the so called normal children also (c) learning is evolutionary in nature and hence different ways or needed to different learners.

Definitions: Children, regardless of ability, are taught in general education classrooms with same - age peers.

Inclusion allows all students equal access to the curriculum through differentiated, adapted and/or modified lessons.

Children of all abilities are included in all activities throughout the school, such as class activities, recess, lunch time, assemblies and field trips.

Importance of Inclusive Education: Inclusive education is important because -

- ♣ The students in the inclusive classroom demonstrate increased acceptance and appreciation of diversity. ♣ It involves the parents in their education and in the other activities of the schools. ♣ Children show greater development in moral and ethical principles and create warm and caring friendships. ♣ Inclusive education develops individual strengths and gifts, with high and

appropriate expectation for each child. ♣ It provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying. ♣ Mutual respect and understanding strengthen when children of differing abilities and cultures play and learn together. ♣ It develops friendships with a wide variety of other children, each with their own individual needs and abilities. ♣ Children in the inclusive classroom show increased self-esteem.

2. What is the concept of impairment, disability and handicap.

(Or)

Write the differences among the terms impairment, disability and handicap.

Ans : The World Health Organisation (WHO) has defined the terms 'Impairment' 'Disability' and 'Handicap' in 1980 through the publication of the International classification of Impairments, Disabilities and Handicaps (ICIDH), which is a manual of classification relating to the consequences of diseases. The ICIDH proposes the concepts and definitions of impairment, Disability and Handicap, and discusses the relation between these dimensions. It is based on a linear model implying progression from disease, impairment and disability to handicap.

Disease → Impairment → Disability → Handicap

ICIDH Model (WHO 1980)

Definitions

Impairment: According to the ICIDH, impairment is any loss or abnormality of psychological, physiological or anatomical structure of functions, generally taken to be at organ level.

Disability: Disability is any restriction or lack of ability (resulting from an impairment) to perform an activity in the manner or within the range considered normal for a human being, generally taken to be at the level of the individual.

Handicap: The ICIDH defines Handicap as a disadvantage for an individual, resulting from an impairment or

disability that limits or prevents fulfillment of a role that is normal (depending on age, sex and social cultural factors) for an individual.

EXPLANATION OF TERMINOLOGY

A handicap reflects the demands placed on the individual in a particular situation. An individual may indeed have a disability but may not have a handicap, except in certain situation. The person who has a visual impairment due to damage to optic nerve retina is handicapped when it comes to reading but is able to enjoy social conversation and music etc. Like any other non-disabled person.

Explanation of Concepts: Suppose a person suffers a

burn on his forearm while working in the kitchen. If the burn is deep and the damage has percolated through the skin tissues to nerves, the functioning of the forearm may be affected. The person would suffer disability in his/her hand due to the impairment caused by the burn. This means that he/she would have problem in working with that hand depending on the extent of damage. However, the person would be able to do all those activities that require the use of only one hand (e.g. brushing hair, eating and writing etc.). He/she would experience a handicap only while performing those tasks that require the use of both hands, such as, cutting vegetables, buttoning shirts, driving a vehicle etc.

Handicap refers to the restriction resulting from a disability. Often the restriction is not inevitable consequence, but is socially and environmentally imposed. A man in a wheelchair has a disability but is handicapped only when he needs to enter a building, which has steps but no ramps.

A child who has difficulty in keeping up with classmates may be handicapped in terms of promotion from one grade to another. A child with visual impairment may be handicapped when playing cricket if the opposite team members have perfect sight. However, the same child may be able to function normally in social interaction.

The problems that a person faces as result of impairment and disability is called the handicap, but a handicap is situation specific. Table provides the conceptual difference among impairment, disability and handicap.

Condition	Concerned with	Represents
Impairments	Abnormalities of body structure, organs appearance and system functioning	Disturbances at organ/tissue level
Disabilities	Limitations/loss of functional performance and activities	Disturbance at personal level
Handicaps	Disadvantages resulting from impairment and disabilities	Situation specific limitations

3. Write the concepts of special education, integrated education, mainstreaming and inclusive education

(Or)

Write a note on (a) special education (b) integrated education (c) main streaming (d) inclusive education.

Ans : Special Education: Special education means specially designed instruction which meets the special educational and related needs of an exceptional child. It is distinguished from regular educational programme meant for non exceptional children by some unusual quality, something uncommon, not worthy. It is something special - special materials, special training techniques, special equipment and special help and/or special facilities may be required for special categories of children having special needs.

Example: Visually impaired children may require reading materials in large print or Braille. Hearing impaired children may require hearing aid, auditory training, lip reading etc.

Definition: It is applied to an individual who possess a trait or characteristic that deviates from normal individual

- Crow & Crow

Many European and American physicians and educators contributed greatly to the development of special education, most prominent among them were J.M.G Itard, E. Seguin, Sigmond

Freud, ANNE Sullivan. Samuel Gridley Howe, T.H.Gallaudet, Philipe Pinel.

Requirements: Special education requires + special educators + special curricula + special facilities + special instructional methods + special instructional material.

Importance of special education: + The educational programmes try to meet the special needs of the exceptional children + It develops self reliance and self efficiency among exceptional children + It helps the exceptional children to master skills needed to make a living + It helps to deal with the learning problems of the physically and mentally handicapped children.

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 main stream schools. The major thrust is on attendance. NPE 1986 emphasized equal opportunity to all to education.

Integration means providing educational opportunities to disabled also along with normal children in the same educational setting. It is an educational process in which exceptional children and children with special needs participate along with normal children in educational process.

Nature of Integrated Education: + It is an arrangement in which disabled children are considered as important as their non-disabled peers. + It ensures civic rights to the disabled in order to raise their standards of living. + It accepts the disabled child as an individual in his own rights.

Scope of Integrated Education: + Children with loco motor handicap + Educable mentally retarded + Children with learning disability + Mildly and moderately hearing impaired.

Advantages: + It is less expensive + scope for normal mental growth.

Main streaming: The concept of main streaming owes its origin in the work and ideas of Samuel Gridley Howe, an American physician, who took keen interest in the education of blind and deaf children. It was in 1975 that the concept of main

streaming was introduced in the education for all the Handicapped Act (USA)

The concept of main streaming is based on the conviction that: (1) Disabled children have a wide range of special educational needs. (2) The special educational needs of disabled children vary greatly in intensity and duration. (3) Disabled children should be educated with non-disabled children.

Components of Mainstreaming: According to this operational definition, there are three components of mainstreaming. 1. Integration 2. Educational planning and programming 3. Clarification of responsibilities.

Efficacy of Mainstreaming: Main streaming depends on the following conditions: 1. There should be temporal, social and instructional integration of handicapped children. 2. The regular teachers must accept and agree to implement mainstreaming in their classrooms and schools supportive services and personnel should be provided both to the children and the regular class teacher. 4. In all cases parents should be involved in the care training and placement of their handicapped children.

Inclusion Education: The concept of inclusion is based on the idea that students with disabilities should not be segregated, but should be included in a class room with their peers. A student in an inclusive room usually needs only to show that the individual is not losing out from being included in the classroom. The supporters of inclusion pay more attention to life preparation and social skills than on the acquisition of level-appropriate academic skills. "The full inclusion of all children in ordinary schools can come about only as a result of a reform of the school and the education system as a whole. It is the whole education system and not just one aspect of it which should be reformed to make inclusive education possible". **Salmanca, Spain 1994.**

4. Discuss the need for inclusive education in India for children with special needs.

Need for Inclusive Education in India for children with special needs.

Regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, creating

with and from each other in inclusive classes. In inclusive classrooms, children with and without disabilities are expected to learn to read, write and do math. With higher expectations and good instructions children with disabilities learn academic skills. Because the philosophy of inclusive education is aimed at helping all children learn.

Rule 6 of the UN Standard Rules for persons with Disabilities states that 'States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system. General education authorities are responsible for the education of persons with disabilities in integrated settings. Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organization. The Indian 'Equal Opportunities and Rights of persons with Disabilities Act' 1995, rule 26, also states that the education of children with disabilities up to the age of 18 years in an appropriate environment is mandatory on the part of the respective governments.

It also emphasizes measures like

1. Transport facilities to the students with disabilities or alternative financial incentives to parents or guardians to enable their students with disabilities to attend schools.
2. The removal of architectural barriers from schools, colleges or other institutions imparting vocational and professional training.
3. The supply of books, uniforms and other materials to students with disabilities attending school.
4. The grant of scholarship to students with disabilities.
5. Suitable modification in the examination system to benefit students with disabilities.

welcoming communities, building an inclusive society and achieving education for all, moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. It involves restructuring the culture, policies and practices in schools so that they can respond to needs of the diverse learners. For a school, to be inclusive, the attitudes of every one in the school, including administrators, teachers, and other students, are positive towards students with disabilities. Inclusive education means that all children, regardless of their ability level, are included in a mainstream classroom. In the inclusive class rooms teachers adjust the curriculum and the class room approaches to meet the needs of the learners. The inclusive schools can reduce the dropout rate and improve the achievement of the students. Inclusive education services allow children with disabilities to stay with their family and to go to the nearest school, just like all other children. This is important to their personal development. Because interrupting a disabled child's normal development may have far more severe consequences than the disability itself.

Need There are two reasons for inclusive education.

1. Ideological 2. Technical

Ideologically inclusive education is needed to bring in unity in diversity. Schools have to recognize the variations among children. They have to care for providing equal opportunity to each and every individual to grow. There is need to provide learning opportunities through discussion, exchange of ideas, group activities etc. All parents want their children to be accepted by their peers, have friends and lead "regular" lives. Inclusive settings can make this vision a reality for many children with disabilities. When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of differing abilities and cultures play and learn together. Technically schools are important places for children to develop friendships and learn social skills. Children with and without disabilities learn

UNIT - 2

TYPES AND CHARACTERISTICS OF CHILDREN WITH SPECIAL NEEDS

3. Write the concept of children with Special Learning Needs ? Write its types and characteristics.

(Or)

Identify the different types of children with special needs and discuss their problems.

Ans. There are different types of children who fall under special needs category. Some of them are children with

1) Hearing Impairments : Hearing Impairment is a generic term indicating a hearing disability that may range in severity from mild to profound. A deaf person is unable to process linguistic information through audition with or without hearing aid. A hard of hearing person has residual hearing that enables him/her to process linguistic information through audition with hearing aid.

Types : 1) Based on the type of hearing Loss 2) Based on degree of severity 3) Based on the age of onset

Characteristics : Hearing impairment is a common but serious problem affecting children of all ages a) Speech delays b) communication difficulties c) Selective Hearing

2) Visual Impairments : Visual Impairments has been defined in terms of blindness and Low vision. Blindness has been defined as a condition When a person suffers from absence of sight, or visual activity not exceeding 6/60 or 20/200 in the better eye with corrective lenses or limitation in the field of vision subtending an angle of 20° or less.

Types : According to the CDC and the W.H.O. the classification of visual activity and impairment includes.

- Low visual activity means vision between 20/70 and 20/

400 with the best possible correction, or a visual field of 20° or Less.

- Blindness is defined as a visual acuity worse than 20/400 with the best possible correction or a visual field of 10° or less.

- Legal blindness in the US means visual activity of 20/200 or worse with the best possible correction, or a visual field of 20° or less.

- Visual acuity of 20/70 to 20/400 is considered moderate visual impairment or low vision.

Characteristics : ✦ Visual impairment would obstruct the child's development in various areas i.e. cognitive, language, Motor and Social development ✦ Visual impairment would also affect the accurate assessment of the child's ability ✦ Approximately 1/3 to 1/2 of Visually Impaired children have more than one handicap conditions.

(3) Autism: Autism is a neurodevelopmental disorder characterized by impaired social interaction, verbal and non verbal communication and restricted and repetitive behavior.

Types: 1. Aspergers disorder 2. Kanner's syndrome 3. Pervasive developmental disorder 4. Rett's syndrome 5. Childhood disintegrative disorder.

Characteristics: ✦ They may exhibit abnormal responses to objects, for instance exaggerated fears. ✦ Some children with autism may exhibit periodic emotional outbursts. ✦ Children with autism can be self-abusive-banging their heads, slapping, orbiting themselves.

4. Attention deficit disorder (ADD): Attention deficit hyperactivity disorder is a mental disorder of the neurodevelopmental type. It is characterized by problems paying attention, excessive activity or difficulty controlling behavior which is not appropriate for a person's age.

Types: 1. ADD with hyperactivity 2. ADD without hyperactivity

Characteristics: * Restlessness * Short attention span * Disorganization * Incessant activity * Poor impulse control

5. Emotional disturbance: Emotional disability means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance.

* An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. * An inability to learn that cannot be explained by intellectual, sensory or health factors.

Multiple Disabilities: Multiple disabilities refer to a combination of two or more disability conditions that have a combined effect on the child's communication, mobility and performance of day to day task.

Characteristics: * Visual problems * Hearing problems * Learning problems * Odd behaviours * Communication problems * Medical conditions like eye, ear infections etc.

Types: The combination of any two or more disabilities like, a. Mental retardation with visual impairment. b. Mental retardation with hearing impairment. c. Autism with cerebral palsy. d. Autism with hearing impairment. e. Visual impairment with hearing impairment f. Cerebral palsy with visual impairment.

7. Orthopedic impairment: The term orthopedic impairment due to congenital anomalies, diseases, or other causes.

8. Other health impairments: Other health impairment means having a disability caused by disease, condition, disorder or injury that substantially affects strength, vitality or alertness.

2. Write a note on children with physical challenges. i.e. (a) visual (b) hearing (c) loco-motor and neurological (or) Explain different physical challenge children

Ans : Visual challenges Meaning and definition: According to dictionary blind means absence of sight or inability to see. But in reality many persons who are blind for all practical purposes may have light perception or little residual vision.

Definitions: Low vision children are those who have limitations in distance vision, but also able to see

objects and materials when they are within few inches or at a maximum of a few feet away.

-Dr. Natalie Baraga

An individual with low vision is one who is still visually impaired after best possible correction but who may increase visual functioning through the use of optical aids non optical aids environmental modifications and/or techniques.

- Dr. Annecorn.

Characteristics of visually impaired children:

Language development: 1. Many studies show that the language development of the blind is unimpaired. The blind child is still able to hear language and may even be more motivated than sighted child to use language because it is the majority in which he or she communicates with parents and peers. 2. Even though their language development is unimpaired it is different from the normal child's language.

Intellectual ability: 1. The blind are not markedly lower in intelligence than the sighted 2. The tactual sense is the primary way a variety of concepts acquired by the blind child.

Types: Visual impairment can be classified into 2 types as per PWD 1995 Act.

1. Blindness: It refers to a condition where a person suffers from any of the following conditions namely total absence of sight, or visual activity not exceeding 6/60 or 20/200 in the better eye with correcting lenses, or limitation of the field of vision subtending to an angle of 20° or worse.

2. Low Vision: Person with low vision means a person with impairment of visual functions even after treatment or standard refraction correction but who uses or potentially capable of using vision for the planning or execution.

Children with hearing challenges: According to the PWD Act 1995, hearing impairment is defined as loss of 60 decibels or more in the better ear in conventional range of frequencies.

According to the conference of the educational administrators serving the deaf (CEASD) the pathological definition adopted are,

1. A deaf person is one whose hearing is disabled to an extent (70 db or greater) that precludes the understanding of speech through the year alone, with or without the use of a hearing aid.

2. A hard of hearing person is one whose hearing is disabled to an extent (usually 35 to 69 db) that understanding of speech through the ear alone with or without the use of hearing aids. Hearing loss may occur because of (a) Impairment of sound conduction path. (b) Sensory neural impairment (c) Perforation or damage of ear drum.

Characteristics of hearing impaired: ✦ Exhibits speech defects ✦ They are generally lazy ✦ Confuses in following directions ✦ Ignores directions and confuses with directions ✦ They addict to day dreaming.

Classification of hearing impaired: The hearing impaired children have been classified under various sub-groups from various angles.

(a) **Classification based on the degree of hearing loss:** Depending on the degree of hearing loss the hearing impaired children are classified into two groups such as the deaf, and the hard-of-hearing.

(b) **Classification based on age of onset:** Hearing impairment may occur since birth or it may be acquired at any age in life. Thus depending on the age of onset we have two groups of hearing impaired children such as congenitally deaf, adventitiously deaf.

(c) **Classification based on language experience:** Hearing impaired children are also classified into the following two groups depending upon the language experience they have acquired pre lingual deaf, post lingual deaf. (d) Classification based on the location of the problem (e) Central deafness.

Loco-motor and neurological challenges: According to the PWD Act 1995, loco motor disability means disability of the bones, joints muscles leading to substantial restriction of the movement of the limbs or some form of cerebral palsy. Signs of loco-motor disability are paralysis, UN steady movements of limbs, poor muscle coordination loss of limbs etc.

Physical disabilities and neurological challenges may include anyone of the following.

1. Muscular Dystrophy : Muscular dystrophy is a group of disorders characterized by a progressive loss of muscle mass and consequent loss of strength

2. Arthritis: Arthritis is inflammation of one or more of your joints.

3. Spina bifida: It occurs when the bones of the spine don't form properly around part of the baby's spinal cord

4. Osteogenesis imperfecta : It is known as brittle bone disease

5. Paralysis : It is usually due to damage to the nervous system

Characteristics : ✦ Lack of neck control ✦ abnormal muscle tone ✦ legs are crossed like scissors ✦ unable to lift the head ✦ poor balance reactions

Classification : There are two types of classification

1. Classified according to the limb involvement :

✦ monoplegia ✦ Hemiplegia ✦ Paraplegia

2. Classification is according to the muscle tone :

✦ Hypertonia ✦ Hypotonia ✦ Atethosis

3. Write a note on children with intellectual challenges i.e. (a) Gifted children (b) Mentally challenged (c) Autism (ASD) (d) Learning difficulties (LD)

(Or)

Explain different intellectual challenge children

Gifted children :

Meaning and definition : The term gifted child has been defined by different scholars and psychologists in the following words:

The term gifted or talented stands for those whose performance is consistently remarkable in some potentially valuable activity - Witty (1940)