

Inclusive Education for Disabled Learners

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Abstract

Learning Disability is a disorder resulting in one or more of the basic learning process with difficulties in Language or in academics. There is a discrepancy between potential and achievement, dyslexia, specific language impairment etc. are other names and about ten percentage of young children are affected. Boys are more affected and mild degree is more common. They have a least low average IQ and don't have any sensory defect. Poor attention, aggressiveness, restlessness, frustration, impulsive behavior, unstable, immature emotion may be present difficulty in organization problem solving and poor motor coordination may be present. In pre-school period it is called as specific language impairment and in school years as language disability.

KEYWORDS: Inclusive Education, Disabled Learners.

Introduction

Education means the process or art of conveying knowledge, skill and judgment. The word "Education" comes from Latin 'ducere' means to draw or lead. The prefix "e" means 'out of'. The teacher draws out the potential and the gifts of the student. The Mediocre teacher tells "The good teacher explains. The superior teacher demonstrates. The great teacher inspires".

Inclusive education means that all students attend and are welcomed by their neighborhood schools in age -appropriate, regular classes and are supported to learn contribute and participate in all aspects of the life of the school. Inclusive education is about how we develop and design our schools, classrooms, programmes and activities so that all students learn and participate together.

Benefits of Inclusive Education:-

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

Students are four types based on education. They are

- (a) Gifted Learners.
- (b) Learn from poor environment and decided to develop themselves.
- (c) Learn from the forces of their parents and teachers.
- (d) At any circumstances they are not interested to learn. These category is included in differently able students.

The children who have subnormal development of intellectual abilities are called mentally retarded. Their character and conduct are entirely different from normal children. Their Intelligent Quotient score level less than 75 is called disabled or mentally retarded child.

There is a lot of difference between mentally retarded and mentally ill student. The mentally retarded students always have low intelligence having special shape of head, legs and hands. Compare with normal student, they are very slow in learning, walking and other social habits. The capacity for emotional integration and adaptability is below normal. Medical report shows that they have shorter life span than normal students

How to identify the disabled students?

Through the following methods to be used carefully to identify the disabled students.

- Observation by teacher
- By giving informal tests.
- By giving intelligence tests.
- By giving socio metric tests
- By taking evaluation from teachers, parents and friends.

Education for disabled learners.

a) Location and Diagnosis.

Students should be located with the help of achievement tests mental checkup and with the help of collected materials from parents, friends, psychologists and psychiatrists.

b) Educate the parents.

The parents of the disabled learners should be clearly educated about the mental caliber of their children by the councilors must be made conservant with the level of intelligence of their children.

c) Individual attention.

Teacher should pay individual attention to the child and take him into confidence.

d) Help in understanding the child.

Indirect knowledge should be given to the child to know himself.

e) Special Schools.

These students must be taught in special schools.

f) Special teachers.

For these students there should be specially trained teachers, psychologists or psychiatrists to take care of them.

g) Special type of curriculum.

The curriculum of these learners should be different from the general and have special aspects in it, according to their activities manual work and practical activities for vocational training should be given importance.

h) Special methods of teaching.

Psychological methods of teaching should be made use of by the teacher. The teacher should make use of love, affection, sympathy, patience ,repetition and simple language.

i) Special time table.

Time table should be constructed while keeping in view the needs of the students. The duration of the period should be short. There should be provision for more rest intervals. The time table should be flexible for these students.

The trend in special education law has moved away from segregating students with special needs. Instead, there is a movement forward education disabled or special needs students and non disabled or typical students together:

Various terms describing educating students with and without special needs in one classroom do not mean the same thing to everyone. Some terms and definitions are follows:

• Inclusion.

Placing a special education student in a general education setting. The school brings specially designed supports and instruction to the student, rather than removing the disabled student from a general education setting to receive special education services. A special educator is usually involved in the students' education either as a consultant or co-teacher for some or all of the day.

• Main Streaming.

Placing a special education student in one or more regular education classes once the student has shown an ability to keep up with work assigned in a special education class. A main stream classroom generally has no special education teacher.

• Integration.

Placing a special education student in a setting with both disabled and non-disabled students often just for a portion of each school day. When integration is on a part-time basis. It can make a special needs student feels like a visitor, unattached and excluded from the integral class.

• Integrated co-teaching.

Placing a special education student in a setting with disable and non-disabled students where teachers (minimally a special education and a general education teacher) are assigned to the class in a recent effort to standardize the varied terminology used by many schools.

The Limits of Inclusion.

The federal laws guiding special education in every state include the Individuals with Disabilities Education Act (IDEA) and Sectioon504 of the Rehabilitation Act. Each law requires that special needs students be educated with typical students in regular education settings to the maximum extent appropriate. In fact, a school district can only remove a child from a standard class room. When the nature or severity of the disability of a child in such that education in regular classes with the use of supplementary aids and services cannot be

achieved satisfactorily. This presumption for an inclusive educational environment to the maximum extent appropriate is known as the least restrictive environment.

More than fifteen years of research helps the benefits of inclusion to everyone involved. There is no research reporting negative side effects. Students with special needs in inclusion setting benefit from:

- Greater access to the general curriculum.
- Improved reading performance
- Increased social opportunities and appropriate role models.
- Higher expectations resulting in increased achievement of IEP goals.
- Increased skill acquisition and generalization opportunities.
- Enhanced parent participation.
- Greater opportunities to be integrated into the community, fostering a sense of belonging and friendship with neighborhood peers.
- Increased self respect and confidence.
- Preparation for adult life in an inclusive society.
- High employment rate (for disabled high school students).

To Sum up...

For many gifted children with learning disability, academic success is a challenge. It is important that these students are appropriately identified and suitable education strategies put in place to meet the needs of both their strengths and weakness. Teachers need to be open and use alternative instruction and assignment methods to enable these students to succeed in the class room and the school in general. Parents and teachers need to form partnerships to these students to ensure that their cognitive, psychological and academic needs are met and to support these students in learning to advocate for themselves.

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