

Associate Degree in Education

INTRODUCTION TO INCLUSIVE EDUCATION

Unit No 1-9

Code No 6413



FACULTY OF EDUCATION



**ALLAMA IQBAL OPEN UNIVERSITY
ISLAMABAD**

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**DEPARTMENT OF SPECIAL EDUCATION ALLAMA IQBAL
OPEN UNIVERSITY ISLAMABAD**

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FOREWORD

The obstacles to a good education faced by thousands of children in Pakistan are daunting enough. For the 10% of the Pakistan's young people who are estimated to have some kind of disability, the barriers are compounded. Overall, it is clear that large numbers of children who struggle daily with additional hardships are not getting the chance to improve their lives through education. This means, of course, they are caught in a spiral of low expectation, low esteem and low income. The majority of children with disability that do get places are often not sitting in the same classroom as other boys and girls because of a sense that they need to be separated and treated differently. Globally it is estimated that 70% of children with disabilities, including those with mild and moderate special needs can attend regular schools provided the environment is designed to be accessible and the institution is willing to accommodate them. AIOU believes that the goal should be to enable all children to have full participation in the development of their community. Meeting this goal of inclusion requires all structures and community-based services to be accessible to all members of the community without discrimination. The Allama Iqbal Open University is first university addressed this field area in pre-service teacher training programs as core and compulsory course. The course is introductory in nature and covered basic aspects of inclusive education like concept, perception, inclusion models, strategies, adaptation in curricula, methodologies or instructions and assessment. It is hoped the course will be a starting point for teachers to get and accommodate many more children with disabilities into their mainstream schools/classrooms. As we all work to fulfill the Millennium Development Goal of 'Education for All' I would urge that the exclusion of the challenged child be specifically addressed with initiatives aimed at ending prejudice and isolation.

Prof. Dr. Ali Asghar Chishti
Vice Chancellor (Acting)

PREFACE

Not a day goes by when we don't think about inclusion. The idea of inclusion taught us that everyone has a right to belong, to have friends, to have access to engaging curricula, and to have powerful instruction. Everyone has a right to be treated with dignity and with gentle, respectful support, and to experience that learning is intimately connected with feeling like part of the classroom. Every student deserves to receive support in a warm and welcoming place. The more this happens, the more we have created the environment for substantial learning. It isn't, therefore, just about creating a sense of belonging for belonging's sake; that sense of connection and welcome paves the way for academic and social growth. We know that if inclusion is to be a school wide reality, skilled teacher is required. Therefore, this course is designed as a guide for mainstream schoolteachers as they work to include all students with disabilities in gentle, respectful, and meaningful ways.

The way in which special education is conceived varies around the world, and practice varies accordingly. One of the current debates concerns the concepts of mainstreaming, integration and inclusion - and whether these are in fact different concepts, or simply different terminology. Inclusive education is the term now used to describe the incorporation of special needs into mainstream education. This course, Introduction to Inclusive Education provides basic information on concept, philosophy, policies, adaptation in curricula, teaching and IEP. Emphasis is placed how a mainstream classroom teacher can accommodate students with special need in their classrooms. Several experts have contributed to this book/course, either by helping to shape its focus in the early stage or by reviewing the finished manuscripts, in whole or in parts. Special thanks are due to Dr. Mahmood Hussain Awan (Late), Mr. Zahid Majeed (course coordinator), Dr. Shaista Majid and Dr. Tanzila Nabeel. Their criticism and suggestions have helped significantly to make this a better course.

Prof. Dr. Tanveer uz Zaman
Dean, Faculty of Education

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Zahid Majeed
Course Development Coordinator

INTRODUCTION

Dear Students:

In this course we will study the concept of inclusive education with philosophy of inclusion and exclusions. This will lead to an ability to understand actual concept of inclusion in contrast with integration or mainstreaming. The course is first attempt to train the teachers for inclusive school and inclusive classroom therefore, your own efforts are much important than reading this course. You have to have more and more self-reading from internet libraries.

Individual Needs

Study will indicate that although there are efforts for Education For All (EFA), Universal primary Education and like these but concept of inclusive education is not addressed in real sense. Therefore, teachers first make their concepts very clear about Inclusive Education and then plan the teaching and assessment to meet the special need of students.

Course Reading

No course work can cover all aspects of study. You will be requested to read extracts from books written by experts, who have spent much time researching the many aspects of inclusive education. Some of the readings will be difficult but will give your ideas to make adaptations or construct for your local context and needs. Since you will have to read more than once, in whole or in part. As a student of ADE or B.Ed 4-years program, however, you should aim to be a self-supportive as possible. Helping yourself:

Please read carefully, and make notes. Keep your notes in a file.

You will require your notes for:-

- Information
- Reference across the course
- Examination revision

Careful note-taking will create an invaluable professional handbook to guide you in teaching special need students in inclusive classroom.

The course-team welcomes you to the course. A great deal of hard work going into producing it. We trust that you will bring the same measure of effort to your own study of it. We wish you very success. If any problem arises at all in your studies, do contact your tutor. Your regional office or the course coordinator in

Islamabad, who will in any case, be pleased to have any feedback from you about the course materials.

Questions:

Questions are important YOUR questions. They are the means of finding out or checking that you have understood the information presented. Any question that arises from your reading should be recorded. Ask these questions in tutorial meetings and workshop. You can then create a discussion that is helpful to you and to your fellow students. Some questions have direct answers. Many questions do not have a complete or universal answer but an answer that is appropriate to a particular child in the light of information you have received. Discussion of such questions will increase your knowledge, understanding and expertise.

As already indicate, your reading-file, note-book will be an invaluable aid in your studies, in your professional work. Please:

- Keep it carefully
- Keep it up-to-date
- Bring it to tutorials and workshops

OBJECTIVES

Aims:

The overall aim of the units presented in the course is to help the students to understand:

- How each area of study contributed to an understanding of the concept and philosophy of inclusive education?
- The national and international policies on inclusive education with action plan.
- The teacher role to accommodate special need students in his/her mainstream classroom.
- The teacher will be able to make adaptation in curriculum teaching strategies or instruction and assessment process.

Objectives:

The objectives of the course are:

- To present the philosophical concept and terminology vital to understand the inclusion.
- To develop a background or awareness of the nature of the inclusive education in mainstream schools, general education administrative officials and policy makers.
- To make the attitude and behavior of stakeholders more constructive, conducive and positive towards inclusive education.
- To share or present different models of inclusive education practiced in developed countries.
- To develop the teaching strategies among prospective teachers of mainstream school to teach special need students in his/her classroom.
- To provide the information and introduce models to create inclusive schools in Pakistan.
- To develop the skills among mainstream classroom teachers to create or develop inclusive education classrooms.
- To train the prospective teachers to make adaptation in curricula, teaching strategies and instructions for inclusive education.
- To train the teachers to develop and manage Individualized Education
- Program for all students in an inclusive education classroom.

Unit-1

**DISABILITY, ABILITY AND
RESPONSIBILITY**

Written by:
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Reviewed by:
Dr. M. Hussain Awan

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INTRODUCTION

The concepts of ability, disability, and responsibility are deeply intertwined with how we perceive and interact with the world, as well as how we define personal and societal roles. Ability often refers to the skills, talents, and capacities that individuals possess, enabling them to navigate various aspects of life. Disability, on the other hand, can be understood as a condition that limits or challenges one's physical, mental, or emotional capabilities, creating barriers to participation in society. However, disability is not simply defined by the limitations it imposes; it is also shaped by the context and environment in which an individual lives.

Responsibility, in this context, is the ethical obligation that society and individuals have towards one another. It extends beyond mere accommodation of differences and encompasses the duty to create inclusive environments, ensure equal opportunities, and recognize the inherent worth and potential of every person, regardless of ability or disability. These three concepts—ability, disability, and responsibility—invite reflection on how we define human potential and how we structure our communities to support diverse ways of living and being. Through such reflection, we can work towards a more inclusive and compassionate society.

Children with special educational needs may have physical and conceptual difficulties, mild, moderate and severe learning, emotional and behavioral problems, and usually require some sort of extra support. This unit will discuss the needs of children with mild, moderate and severe learning difficulties, which can include short attention spans and a lack of concentration, short and long-term memory problems, poor generalization skills, auditory discrimination problems, visual discrimination problems, a lack of imaginative thinking and poor eye hand co-ordination. Their needs are diverse and, when deciding what to teach and how to teach, different language programs should aim to start with the needs of each individual child in order to build on their strengths. The conceptualization of “Children with diverse learning needs” determine the policy, research and practice in special needs education.

OBJECTIVES

After studying this unit, you will be able to:

1. Identify the characteristics of special needs students.
2. Know about the disability and who is responsible for the disabled children.
3. Know about inclusive education and its perspectives at national and international
4. Identify the different services available for special needs students and best option available for them is inclusive education.
5. Define different categories of disability and prevalence rates in Pakistan.
6. Discuss disability in different perspectives or point of views.

1.1 CHILDREN WITH DIVERSE LEARNING NEEDS

Learning is an individual process. All children can learn, but not all children learn in the same way, at the same time or at the same rate. Meeting children's diverse learning needs means identifying needs, developing individual goals and objectives for a child, selecting or designing appropriate supports and services, and then choosing the best learning setting. Children with special educational needs may need therapy, medicine an extra help other than their typical growing peers.

Maybe we know children in our school who need a wheelchair or use braces when they walk. Those children have special needs. They not only need the equipment that helps them get around, but they might need to have ramps or elevators available. They also might need to get a special bus to school — one that lifts them up into the bus so they don't have to get up the steps. Children who have an illness, such as epilepsy, diabetes, or cerebral palsy, would have special needs, too. They might need medicine or other help as they go for their daily activities. Children with sight problems might need Braille books to read. Children with hearing or speech problems would have special needs, too. A child who has hearing trouble might need hearing aids to hear and speech therapy, too, since it can be hard to say words correctly when you can't hear very well.

1.2 DEFINITIONS OF DISABILITY

We have discussed the special or diverse needs of children and we are very much clear about their special needs that may be physical, psychological, economic, social and educational needs. These needs may vary from mild to severe level and these will be assessed through formal and informal assessments by professionals and experts of related fields. The assessment reports explain or clear the abilities and disabilities of the child. When it is confirmed by experts or professionals that the child needs special attention then as a teacher of mainstream school it is our main aim to understand what is disability, labeling of disability and difference among impairment, handicap and disability.

Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Disability is thus not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives. Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers.

The terms impairment, disability, and handicap are related but distinct concepts, often used in discussions about health and functioning, particularly in relation to individuals with health conditions or impairments.

Impairment refers to any loss or abnormality of psychological, physiological, or anatomical structure or function. It can be physical, cognitive, or sensory. For example, loss of vision, hearing, or a limb is an impairment. Impairment focuses on the internal condition, such as a disease or injury. With this concept, health professionals customarily designate an existing or developing injury to bodily functions or to vital life processes in a particular person that affects one or more parts of the organism or that indicates a defect in the psychic, mental or emotional functioning as the result of an illness, accident or congenital or hereditary condition. Impairment can be temporary or permanent. The influences of professional or social contexts or of the environment as a whole are not taken into consideration in this category. Here, the physician's assessment of a person's medical condition or impairment is exclusively at issue, without consideration of the consequences that this impairment may have upon that person.

Disability refers to the limitations in performing activities or tasks due to an impairment. It is a broader concept and is often defined by the interaction between a person's impairment and the environment. A disability can be physical (e.g., difficulty walking due to a leg injury), cognitive (e.g., challenges in learning or memory), or sensory (e.g., difficulty hearing or seeing). Not all impairments lead to disabilities, depending on the person's environment or the availability of supportive measures. Functional disorders of the organism such as, psychic disorders and mental breakdowns can lead to more or less severe disabilities and/or negative effects in the execution of specific activities and duties of daily living. These effects can be temporary or permanent, reversible or irreversible, constant, progressive or subject to successful treatment. The medical concept of disability designates, therefore, functional limitations which arise in the lives of specific individuals as the direct or indirect result of a physical, psychosocial or mental impairment. Above all, disability reflects the personal situation of the individual who has impairment.

Handicap is increasingly seen as outdated or offensive and is less commonly used in contemporary discussions. It traditionally referred to the social or environmental disadvantages that people with impairments or disabilities face. A handicap is the disadvantage resulting from a disability in a particular context, often the result of physical, social, or attitudinal barriers. For example, someone in a wheelchair may face the "handicap" of not being able to access buildings without ramps. As soon as persons with physical or mental impairments enter their social, professional or

private context, difficulties may arise which bring them into a situation of disadvantage, or handicap, in relation to others. A handicap thus is not the direct result of an existing impairment or disability, but the result of the interaction between an individual with a disability, the social context and the immediate surroundings.

1.3 TYPES OF DISABILITIES

1.3.1 *Communication Disorder*

It is an impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal and graphic symbol systems. A communication disorder may be evident in the processes of hearing, language, and/or speech. A communication disorder may range in severity from mild to profound. It may be developmental or acquired. Individuals may demonstrate one or any combination of communication disorders. A communication disorder may result in a primary disability or it may be secondary to other disabilities.

1.3.1.1 Speech disorder is an impairment of the articulation of speech sounds, fluency and/ or voice.

- An **articulation disorder** is the atypical production of speech sounds characterized by substitutions, omissions, additions or distortions that may interfere with intelligibility.
- A **fluency disorder** is an interruption in the flow of speaking characterized by atypical rate, rhythm, and repetitions in sounds, syllables, words, and phrases. This may be accompanied by excessive tension, struggle behavior, and secondary mannerisms.
- A **voice disorder** is characterized by the abnormal production and/or absences of vocal quality, pitch, loudness, resonance, and/or duration, which is inappropriate for an individual's age and/or sex.

1.3.1.2 Language disorder is impaired comprehension and/or use of spoken, written and/or other symbol systems. The disorder may involve (1) the form of language (phonology, morphology, syntax), (2) the content of language (semantics), and/or (3) the function of language in communication (pragmatics) in any combination.

1. Form of Language

- Phonology** is the sound system of a language and the rules that govern the sound combinations.
- Morphology** is the system that governs the structure of words and the

construction of word forms.

- iii. **Syntax** is the system governing the order and combination of words to form sentences, and the relationships among the elements within a sentence.

2. Content of Language

Semantics is the system that governs the meanings of words and sentences.

3. Function of Language

Pragmatics is the system that combines the above language components in functional and socially appropriate communication.

1.3.2 Hearing Disorder

It is the result of impaired auditory sensitivity of the physiological auditory system. A hearing disorder may limit the development, comprehension, production, and/or maintenance of speech and/or language. Hearing disorders are classified according to difficulties in detection, recognition, discrimination, comprehension, and perception of auditory information. Individuals with hearing impairment may be described as deaf or hard of hearing.

1.3.2.1 Deaf is defined as a hearing disorder that limits an individual's aural/oral communication performance to the extent that the primary sensory input for communication may be other than the auditory channel.

1.3.2.2 Hard of hearing is defined as a hearing disorder, whether fluctuating or permanent, which adversely affects an individual's ability to communicate. The hard-of-hearing individual relies on the auditory channel as the primary sensory input for communication.

1.3.2.3 Central auditory processing disorders are deficits in the information processing of audible signals not attributed to impaired peripheral hearing sensitivity or intellectual impairment. This information processing involves perceptual, cognitive, and linguistic functions that, with appropriate interaction, result in effective receptive communication of auditory presented stimuli. Specifically, CAPD refers to limitations in the ongoing transmission, analysis, organization, transformation, elaboration, storage, retrieval, and use of information contained in audible signals. CAPD may involve the listener's active and passive (e.g., conscious and unconscious, mediated and unmediated, controlled and automatic) ability to do the following:

- attend, discriminate, and identify acoustic signals;
- transform and continuously transmit information through both the peripheral

- and central nervous systems;
- filter, sort, and combine information at appropriate perceptual and conceptual levels;
- store and retrieve information efficiently; restore, organize, and use retrieved information;
- segment and decode acoustic stimuli using phonological, semantic, syntactic, and pragmatic knowledge; and
- attach meaning to a stream of acoustic signals through use of linguistic and nonlinguistic contexts.

1.3.3 Intellectual Disabilities

Intellectual disabilities (ID), also known as intellectual developmental disorders, are characterized by limitations in both intellectual functioning and adaptive behavior. This can impact a person's ability to reason, plan, solve problems, think abstractly, and learn. Adaptive behavior includes everyday social and practical skills, such as communication, self-care, and work-related skills. The severity of intellectual disabilities can vary, ranging from mild to profound. They may be caused by a range of factors, including genetic conditions (like Down syndrome or fragile X syndrome), prenatal exposure to harmful substances, complications during birth, or environmental factors. The diagnosis of intellectual disability typically involves an assessment of cognitive abilities (through IQ testing) and an evaluation of adaptive skills.

Early intervention and support, such as educational services and therapies, can help people with intellectual disabilities lead fulfilling lives. Treatment and support often focus on helping individuals develop life skills, fostering independence, and providing social and emotional support.

1.3.4 Physical Disabilities

A physical disability is one that affects a person's mobility or dexterity. A person with a physical disability may need to use some sort of equipment for assistance with mobility. It also includes people who have lost limbs or who, because of the shape of their body, require slight adaptations to be made to enable them to participate fully in society. A variety of physical disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases. These disabilities may include conditions such as spinal cord injury (paraplegia or quadriplegia), cerebral palsy, spina bifida, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post-polio, and stroke.

1.3.4.1 Considerations and Instructional Strategies for Students With Physical Disabilities:

- When talking with a person who uses a wheelchair, try to converse at eye level; sit down if a chair is available.
- Make sure the classroom layout is accessible and free from obstructions.
- If a course is taught in a laboratory setting, provide an accessible workstation. Consult with the student for specific requirements, then with DS if additional assistance or equipment is needed.
- If a student also has a communication disability, take time to understand the person. Repeat what you understand, and when you don't understand, say so.
- Ask before giving assistance, and wait for a response. Listen to any instructions the student may give; the student knows the safest and most efficient way to accomplish the task at hand.
- Let the student set the pace when walking or talking.
- A wheel chair is part of a student's personal space; do not lean on, touch, or push the chair, unless asked.
- When field trips are apart of course requirements, make sure accessible transportation is available.

1.3.4.2 Accommodations (may include):

- Accessible location for the classroom and place for faculty to meet with student
- Adaptive seating in classrooms
- Note takers, tape recorders, laptop computers or copies of instructor and/or classmate's notes
- Assistive computer equipment/ software: voice activated word processing, word prediction, keyboard and/or mouse modification
- Test accommodations: extended time, separate location, scribes, access to adapted computers
- Some flexibility with deadlines
- Tape texts
- Advance planning for field trips to ensure accessibility

1.3.5 Behavioral Disorders

Behavioral disorders are a broad category of mental health conditions characterized by persistent patterns of disruptive, maladaptive, or problematic behaviors that interfere with an individual's ability to function effectively in daily life. These disorders can manifest in various forms, ranging from issues with attention and impulse control, as seen in Attention-Deficit/Hyperactivity Disorder (ADHD), to more severe behaviors such as aggression, deceit, or rule-breaking in

conditions like Conduct Disorder (CD) and Oppositional Defiant Disorder (ODD). Additionally, disorders like Intermittent Explosive Disorder (IED) involve extreme anger outbursts, while anxiety-related disorders may result in avoidance behaviors or excessive worry. Behavioral disorders often emerge in childhood or adolescence and can significantly impact academic, social, and familial relationships. While the exact causes of these conditions are complex and multifactorial, involving genetic, environmental, and neurological factors, they can typically be managed with a combination of therapies, including cognitive-behavioral therapy (CBT), behavioral interventions, and, in some cases, medications. Early intervention is crucial to helping individuals develop more positive coping mechanisms and improve their quality of life.

1.3.6 Learning Disabilities

Learning disabilities are neurological conditions that affect a person's ability to process, understand, or express information in the usual way. These disabilities are not linked to intelligence but can make it harder for individuals to perform tasks such as reading, writing, math, or problem-solving. Common types of learning disabilities include dyslexia (difficulty reading), dyscalculia (difficulty with math), dysgraphia (difficulty with writing), auditory and visual processing disorders. People with learning disabilities often have average or above-average intelligence but struggle in specific academic areas. Early diagnosis and tailored support, such as specialized teaching strategies and accommodations, are key to helping individuals with learning disabilities succeed in school and beyond. With the right interventions, people with learning disabilities can overcome challenges and excel in various fields.

1.3.6.1 Signs and Symptoms of Learning Disabilities: While symptoms can vary depending on the type of learning disability, common signs in children may include:

- Difficulty reading or writing
- Struggling with math or counting
- Trouble following instructions or understanding verbal information
- Low self-esteem or frustration with school tasks
- Difficulty staying organized or managing time
- Frequent confusion between similar-sounding words or letters

1.3.6.2 Diagnosis: Diagnosing a learning disability typically involves:

- **Observing academic performance:** Teachers and parents may notice that the child's performance is below the expected level for their age or grade.

- **Psychological testing:** A full evaluation by a psychologist or other specialist may include IQ testing, academic assessments, and assessments of memory, attention, and processing speed.
- **Exclusion of other causes:** The child's difficulties are assessed to ensure they aren't due to other factors, such as emotional disturbances, language barriers, or visual/hearing impairments.

1.3.6 Multiple Disabilities

Multiple disabilities refer to the children with two or more disabling conditions that affect learning or other important life functions. To qualify for special education services under this category, both of the student's disorders must be so significant that her educational needs could not be met in programs that are designed to address one of the disabilities alone. People with multiple disabilities will need educational services targeting each area of disability. A child with intellectual disability and hearing impairment will need placement to address both of his/her challenges.

Activity:

Pick any two families of children with special needs, and they may seem to have little in common. A family dealing with developmental delays will have different concerns than one dealing with chronic illness, which will have different concerns with mental illness or learning problems or behavioral challenges. Enlist the common or different characteristics or needs of these children. Also suggest measures to cope their special needs in our mainstream system of education.

1.4 PREVALENCE RATE OF DISABILITIES

The prevalence of disabilities worldwide varies by region, but it is estimated that around 15% of the global population, or approximately 1.2 billion people, live with some form of disability. Disabilities can range from physical and sensory impairments to cognitive and mental health conditions (WHO). Prevalence rates can vary due to differences in healthcare access, socio-economic factors, and cultural attitudes. In low- and middle-income countries, the prevalence may be higher due to limited healthcare services, higher rates of infectious diseases, and greater risk of injury. High-income countries tend to report more disabilities because of better diagnosis, reporting systems, and aging populations. While these statistics can give a rough idea of global trends, the actual prevalence can vary significantly by country and the quality of disability-related data available. There is also an increasing recognition of the need to consider the social model of disability, which focuses on how societal barriers (rather than individual impairments) contribute to the experiences of disability.

Here's listed disability prevalence in several countries, based on available data. The prevalence figures may vary slightly due to differences in data collection methods, definitions of disability, and survey periods.

Table 1: Prevalence of Disabilities across world

Country	Disability Prevalence	Source
United States	26.7% (of adults)	U.S. Centers for Disease Control and Prevention (CDC), 2020
Canada	22% (of adults)	Statistics Canada, 2017
Australia	18.3% (of population)	Australian Bureau of Statistics, 2018
United Kingdom	22% (of population)	Office for National Statistics, 2019
India	2.2% (of population)	Census of India, 2011 (Note: underreporting due to stigma and lack of accessibility)
China	6.34% (of population)	China Disabled Persons' Federation, 2019
Brazil	24% (of population)	Brazilian Institute of Geography and Statistics (IBGE), 2010
South Africa	7.5% (of population)	Statistics South Africa, 2011
Mexico	6.3% (of population)	National Institute of Statistics and Geography (INEGI), 2020
Germany	12.5% (of population)	German Federal Statistical Office, 2020

The different approaches taken in generating these prevalence estimates include:

- **Self-identification as disabled.** In this instance, the respondent is directly asked if they are disabled.
- **Diagnosable conditions.** The respondent is read a list of conditions, such as polio, epilepsy, paralysis, etc. and is asked if they have any of them.
- **Activities of Daily Living (ADL).** The respondent is classified as disabled if they have difficulty performing any ADLs, which are task based and center on basic activities such as dressing, bathing, and feeding oneself.
- **Instrumental Activities of Daily Living (IADL).** This approach is similar to the ADLs except that IADLs are higher order tasks. Examples include whether a person has problems managing money, shopping for groceries, or maintaining their household.

The prevalence of disability in Pakistan has been reported in various surveys, with figures typically showing a lower rate than in many other countries. According to the Pakistan Population and Housing Census 2017, the prevalence of disability in Pakistan is estimated at approximately 2.5% of the population. However, the actual figure could be higher due to underreporting and issues related to access to healthcare, stigma, and the underreporting of disabilities in rural areas.

In Pakistan, no single ministry or federal department deals with, issues related to disability. There is only the ministry, responsible for social welfare, women's development and special education, which touch upon person with disabilities issues. However, at the local level, there are no specific sections or departments responsible for person with disabilities programs at the local level. Moreover, Pakistanis believe that persons with disabilities are a social burden and a curse on the family. These beliefs lead to them is understanding of disability. They prevent people from obtaining appropriate information and being educated. Employment opportunities for persons with disabilities are very limited and so they are a financial burden for their families.

1.5 UNITED NATIONS CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (CRPD)

The CRPD is an international treaty that was adopted by the United Nations in 2006 with the goal of protecting and advancing the rights of people with disabilities. It calls on countries to take steps to guarantee accessibility in areas such as physical environments, employment, health, and education. It also promotes the removal of barriers to accessibility and the inclusion and participation of people with disabilities in society. Countries that ratify the UNCRPD are obligated to take steps to align their national laws and policies with the principles of the convention. They must report regularly to the Committee on the Rights of Persons with Disabilities, which monitors the implementation of the UNCRPD. The Committee on the Rights of Persons with Disabilities reviews the reports and may issue recommendations or observations regarding a country's progress and challenges in fulfilling the rights of persons with disabilities.

As of now, over 180 countries have ratified the UNCRPD, making it one of the most widely endorsed human rights treaties. Pakistan ratified the UNCRPD in 2011, committing to upholding the rights of persons with disabilities within its legal and social frameworks. The UNCRPD has had a transformative impact on policies and legislation around the world. It has led to changes in national laws that promote equality, accessibility, and participation for persons with disabilities. It has also raised global awareness about the challenges faced by people with disabilities and the importance of an inclusive society.

1.5.1 Main Objectives of the UNCRPD

The UNCRPD seeks to ensure that people with disabilities can enjoy the same human rights and freedoms as others. It emphasizes the importance of inclusion, equality, and accessibility in various spheres of life. Its key goals include:

- **Equality and Non-discrimination.**

The UNCRPD calls for the elimination of discrimination based on disability. It stresses that people with disabilities should have the same rights as others, including the right to be treated fairly and without prejudice.

- **Accessibility**

The convention advocates for accessible environments and services, such as physical infrastructure, transportation, and communication, that enable persons with disabilities to participate fully in society.

- **Participation in Decision-Making**

People with disabilities have the right to be involved in decision-making processes that affect their lives. This includes political participation, the right to vote, and the right to participate in social, cultural, and economic activities.

- **Right to Education**

The UNCRPD stresses the importance of inclusive education for people with disabilities, ensuring that they have access to quality education in mainstream schools or special education settings, as needed.

- **Health Care**

The convention promotes the right to access healthcare services, both preventive and therapeutic, that meet the specific needs of persons with disabilities.

- **Employment and Work**

The treaty advocates for the right of persons with disabilities to work in a non-discriminatory environment. This includes access to employment, career advancement opportunities, and equal wages.

- **Independent Living**

The UNCRPD emphasizes that people with disabilities should have the opportunity to live independently and make choices about their own lives, including where and with whom they live.

- **Cultural Life, Recreation, and Leisure**

People with disabilities should be able to access cultural, recreational, and leisure activities on an equal basis with others.

- **Social Protection**

The convention calls for the provision of social protection services that support persons with disabilities in achieving independence and full participation in society.

There are number of conventions on special education and inclusive education at different times and government of Pakistan signed it too.

- 1948: Universal Declaration of Human Rights.
- 1989: UN Convention on the rights of the Child.
- 1990: The World Declaration on Education for All, Jomiten.
- 1993: The Standard Rules on Equalization of Opportunities for Persons with Disabilities.
- 1994: The Salamanca Statement and Frame for Action on Special Needs Education.
- 1999: Salamanca5 Years on Review.
- 2000: World Education Forum Framework for Action, Dakar.
- 2000: Millennium Development Goals focusing on Poverty Reduction and Development.
- 2001: EFA Flagship on Education and Disability.
- 2005: Islamabad Declaration on Inclusive Education
- 2006: The Convention on the Rights of Persons with Disabilities

1.6 DISABILITY: WHOSE RESPONSIBILITY?

The literature and research findings of different studies revealed that parents, family members, professionals, teachers, medical personnel, government, employers, social workers, psychologist and society all are responsible for their welfare and wellbeing. Governments, international organizations, corporations, educational institutions, civil society, and individuals themselves are among the many stakeholders who are responsible for addressing disability and protecting the rights of those with disabilities. Governments are principally in charge of passing and implementing laws and regulations that safeguard the rights of individuals with disabilities and supplying the resources required for social inclusion, healthcare, education, and accessibility. Global frameworks and standards are established by international organizations like the United Nations and the World Health Organization, which also promote equal rights and offer advice to nations. Promoting inclusivity, dismantling stigma, and increasing awareness are all made possible by civil society, which includes advocacy organizations and communities. Businesses and employers need to make sure that individuals with disabilities have equal access to jobs.

1.7 INCLUSIVE EDUCATION: AN INTERNATIONAL PRIORITY

Inclusion is seen as the wider reform of the education system to create a more effective education system and society. The inclusive education approach is to create an education system that is responsive to learner diversity and to ensure that all learners have the best possible opportunities to learn. In almost every country, children and adults are being excluded from formal education altogether; some of those who go to school do not complete. They are gradually and deliberately pushed out of the school system because schools are not sensitive to their learning styles and backgrounds. In a gesture of sympathy some children are sorted out into categories and placed in separate special schools, away from their peers. This has led to the development of two separate systems of education within countries, regular and special education. However, in recent years the rationale for having two parallel national systems of education has been questioned and the foundations of 'special education' have begun to crumble. The thinking that has developed during the last 50 years in the disability field has had significant influences not only on special education but also on practice in regular education. Current thinking and knowledge demand that the responsibility for ALL learners should remain with the regular classroom teacher.

1.7.1 Inclusive Education: Pakistani Government Priority

People with disabilities are the most marginalized group within Pakistan and face great stigmatization in society. This may be due to the fact that independent assessments have found a significant lack of information, rules and regulations, rehabilitation centers, and specialized services for people with disabilities. This also may be due to the fact that some in society, particularly those with limited education, view disability as a curse or punishment or view those with a disability as a burden to society. Because limited information is available in Pakistan, this may have contributed to a lack of awareness to or misconceptions about people with disabilities.

The obstacles to a good education faced by millions of children in South Asia are daunting enough. For the 10% of the region's young people who are estimated to have some kind of disability, the barriers are compounded. The Ministry of Women's Development, Social Welfare, and Special Education has authority to formulate policies on employment and rehabilitation for people with disabilities. However, policies are then implemented at the local level, and no particular department is responsible for programs for people with disabilities. Perhaps, because the implementation of services is a provincial responsibility, the availability of services for identifying, rehabilitating, and educating people with disabilities varies greatly, especially between urban and rural areas. For example,

community-based rehabilitation is not available throughout the country and when these services are available, they are mainly offered by international organizations and NGOs. Thus, an effort has not been coordinated to provide services to people with disabilities throughout the country.

Similarly, the availability of educational services for children with disabilities also varies greatly. Most services for those with disabilities are located in urban areas and are primarily special schools provided by the private sector, NGOs, or the government. The Pakistani government has established 46 special education schools that provide assessment, diagnostic, and special education services. Some provincial governments have also set up special education schools. Pakistan has only a few inclusive schools, most of them are located in large urban cities and are operated by the private sector. As a result, most schools and services (inclusive or special needs) are not accessible to children with disabilities who live in remote or rural areas.

Opponents, on the other hand, believe that inclusive education is advocated by international organizations that know little about the realities in Pakistan. They point out that 278,051 teachers work in 106,275 primary schools in Pakistan (Bureau of Statistics, 1998, as cited in UNICEF, 2003). Government schools are under resourced. Most teachers are not equipped to handle the needs of children with disabilities, because they have not been trained to do so. Teachers do not usually allow children to play a participatory role in classrooms, and teachers do not stress creative or critical thinking ability (UNICEF, 2003). Instead, classrooms mainly use memorization and rote learning, which creates an inaccessible curriculum and learning environment for many children with disabilities.

1.7.2 Defining Student and Teacher Responsibilities in Inclusive Education

In inclusive education two elements are very important i.e. teachers and students. The discussion will highlight their responsibilities in inclusive education. Let's start it with teacher's responsibility.

Teacher Responsibility

Teaching students with disabilities in an inclusive classroom may be regarded, as a challenge for teachers accustomed to teaching in the regular classroom; therefore, teachers should require the basic characteristics of effective teaching. To be a successful teacher in inclusive classrooms is not easy, because usually in such cases the teacher is dealing with different abilities. Most of the effective teaching evidence comes from the research which involves the classrooms directly using several different techniques (Westwood, 2003). He found that the effective teacher should be a good classroom manager, focusing on academic skills, with good expectation, enthusiasm, using effective strategies to keep students on

task and using variety of teaching and resources styles, covering the material content. Also, the effective teacher uses easy presentation of material, is direct in teaching, explains and outlines instruction clearly, frequently observe what students are doing taking into account differences between the students and re-teaching when necessarily, give frequent feedback for all students and checks for understanding by using probing questions.

- **Behavior Improvement Plan:** If the child has a behavior plan, discuss who is responsible for enforcing what part of the plan. Discuss the means: learning contracts, reward systems, point systems, or other means of teaching replacement behaviors.
- **Coach your cooperating teachers on differentiating instruction:** certainly, your specially designed instruction is going to require some adaptations, especially for students with reading disabilities. Model; show them how to do it.
- **Celebrate Successes:** When your students succeed in the general education classroom, make sure you let the teacher know the depth of your appreciation. Take a picture of the child with the teacher and the project, the math paper, the spelling test, then print it and hang it near your desk: give one to the teacher and the student (I love my digital camera).

The first responsibility an inclusive education teacher has to facilitate a student's inclusion in his/her placement in the least restrictive environment (LRE) is, as a member of the Individualized Education Plan (IEP) team, to promote the notion that a placement discussion begins by considering the general education classroom as the first option, not last.

The second responsibility a special education teacher has in this process is to have solid knowledge of the many different types of supplementary aids and services (SAS) that the student would need to promote his/her full inclusion into the general education classroom. The purpose of providing supplementary aids and services is to support students with disabilities as active participants with non-disabled peers as well as to enable their access to the general curriculum.

The third responsibility of the inclusive education teacher in the promotion of a student's inclusion into general education is to be aware of this specific requirement, and explore and implement appropriate SAS which will promote a student's access to the general curriculum, not just the physical environment of a general education classroom. Teacher must ensure the following systemic changes for the promotion of LRE for every student:

- Developing materials to be displayed in all public schools that show "all children are welcome."
- Providing increased professional development for teachers and other school

personnel.

- Expanding and supporting information and training for parents of children with disabilities.
- Ensuring that all IEP teams determine IEP goals can be implemented in regular classroom with supplementary aids and services.
- Providing a “Single Plan” for students with disabilities who also qualify for gifted support.
- Modifying portions of the IEP and annotated IEP to provide more information on students participating in regular education.
- Modifying complaint resolution and investigation procedures.

The fourth responsibility of inclusive education teachers is to know and understand the points, and take action in promoting the changes that are within their control; particularly developing and displaying welcoming materials for all students, lobbying for more professional development, and volunteering to participate on LRE advisory panels.

Students’ Responsibility

More and more students with disabilities are being placed in the regular classroom setting to be 'included' with all students. One of the goals for inclusion to be successful is social skills development and peer support to ensure that students with disabilities feel well accepted. Peer relationships don't just happen due to a physical placement, teachers need to provide opportunities to facilitate positive interactions to promote understanding and acceptance. When peers understand a child's disability, they often become much more supportive, willing and accepting.

1.8 LABELING OF DISABILITY

Students identified as having problems in school either will meet eligibility criteria for special education services or will be unofficially labeled with such negative adjectives as "lazy," "unmotivated," "slow learner," or "behavior problem." In the latter case, neither the teacher nor the student will get help. The student will remain in general education and most likely continue to fail in school. There is an increased probability that the student will eventually drop out of school.

1.7.1 Advantages of Labeling

The advantages of labeling were more obvious in the formative years of special education (mid-1940s to early 1970s), than they are now. For instance, without the category of learning disabilities, advocates for these children would have had no rallying point to promote educational programs. Imagine how ineffective scientists would be in raising money for cancer research if they had no name for it. The advantages of labeling can be summarized as follows:

- In Pakistan the federal and provincial funding of special education programs are based on categories of disabilities.
- Labeling enables professionals to communicate with one another because each categorical label conveys a general idea about learning characteristics.
- The human mind requires "mental hooks" to think about problems. If present categorical labels were abolished, a new set of descriptors would evolve to take their place. There is ample evidence of this in the evolution of the term "mildly retarded."
- Labeling the disability spotlights the problem for the public. Labeling can spark social concern and aid advocacy efforts.
- Labeling may make the majority without disabilities more tolerant of the minority with disabilities. In other words, the actions of a child identified as having intellectual disability might be tolerated, whereas the behavior of a peer without intellectual disability would be criticized.
- Labeling has led to the development of specialized teaching methods, assessment approaches, and behavioral interventions that are useful for teachers of all students (Hallahan & Kauffman, 1982).

The main reason that many educators still label students with disabilities in the United States is that federal funds are only provided when a student's particular disability has been identified. Therefore, if there were no categories for students with disabilities, there would be a lack of funding for programs to help them.

In conclusion, educators label students with disabilities to help them, not to make them feel inferior or different. While a student may feel he or she is being defined by his or her disability, there are ways to minimize this effect, such as by using "people- first language" when referring to a student with a disability. This article was written using people-first language, which means that you refer to the person first, not the disability.

1.7.2 Disadvantages of Labeling

Because of IDEA, students with disabilities have made significant gains in public schools. These advances have been accompanied by problems inherent in officially designating someone abnormal. Make no mistake about it; these labels stick. Once a child is categorized with intellectual disability, emotional disturbance, or learning disabilities, that information will be forwarded to every new teacher in the child's cumulative folder. Along with the label comes the stigma of being considered deficient. For this reason alone, assigning a student to a category for special education purposes is a fateful step that should not be taken unless all other options have proved unsuccessful. The disadvantages of labeling are summarized as follows:

- All children have some troubling behaviors. Labels can exaggerate a student's actions in the eyes of a teacher. A teacher may overreact to behavior of a labeled child that would be tolerated in another.
- Labels send a clear message: The learning problem is with the student. Labels tend to obscure the essence of teaching and learning as a two-way street. Some students placed in a mild disability category have nothing wrong with them. They are the unfortunate recipients of ineffective schooling.
- Labels perpetuate the notion that students with mild disabilities are qualitatively different from other children. This is not true. Students with mild disabilities go through the same developmental stages as their peers, although sometimes at a slower rate.
- Labels often put the blame (and the guilt) for a student's learning problems squarely on the parents' shoulders. In many cases, this is unjustified because students may be mislabeled or teachers may not fully understand the many different causes of mild disabilities.

SELF ASSESSMENT QUESTIONS

1. What are the special needs of the children with respect to their abilities and disabilities? How a teacher of general education can assess or screen out the children with diverse needs in his/her classroom?
2. Discuss inclusive education in context of Pakistan and then compare it with international contexts.
3. Provision of inclusive education for the diverse need children is responsibility of the state; discuss this responsibility as teacher and student point of view. How the state can fulfill this responsibility in Pakistan?
4. Labeling diverse or special need children is common practice in developing and developed countries, discuss the pros and cons of labeling. Also differentiate among categorical, non-categorical and cross-categorical approaches.
5. What service delivery alternative is available in Pakistan? Discuss in detail.
6. Discuss special education classes, resource rooms in general school and inclusive classrooms.
7. What is the prevalence rate of disability in Pakistan? Also compare it with India, Sri Lanka, Bangladesh and Iran.
8. How do you perceive the concept of disability? Also discuss different types of disability with characteristics.

SUGGESTED READINGS

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INCLUSION: INTRODUCTORY CONCEPT

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INTRODUCTION

Every child has the right to education, as emphasized in the Millennium Development Goals (MDGs) of 2000. Inclusive education involves children learning together in the same classroom, with teaching methods, materials, and environments tailored to accommodate diverse abilities and disabilities, including physical, sensory, and intellectual impairments. The goal is to provide all students with the most suitable learning opportunities to reach their potential.

Inclusive education is an evolving process aimed at breaking barriers, promoting diversity, and ensuring equal participation for all students in mainstream education. It requires flexible systems, teacher training, parental involvement, and supportive government policies. While inclusive education addresses various forms of exclusion, AIOU focuses on children with disabilities, recognizing that factors such as language, gender, and ethnicity can overlap. Making schools inclusive for children with disabilities benefits all learners facing exclusion. AIOU's special education department provides guidance to mainstream teachers on accommodating special needs students in their classrooms.

OBJECTIVES

After studying this unit, you will be able to:

1. Know about the concept of inclusive education, its history and the need of inclusive education.
2. Differentiate the special education, integration and inclusion.
3. Discuss about the issues regarding inclusion.
4. Know about benefits to children with disabilities, families and society.
5. Discuss about the principles for inclusion, its legitimating and policy regarding Pakistan and also discuss the challenges for inclusion in Pakistan.

2.1 DEFINITION AND CONCEPT OF INCLUSION

Inclusion goes beyond placement in regular classrooms; it encompasses participation in all aspects of life, enabling individuals, regardless of disability, to contribute to and feel valued as members of their communities. It addresses basic human needs—such as belonging, purpose, relationships, and education—while fostering overall fulfillment and quality of life. Inclusive education ensures children with disabilities grow academically, physically, and socially, preparing them for adulthood as active participants in society. It also teaches all children teamwork, appreciation for diversity, and the value of unity, enriching their understanding of others' contributions and abilities.

2.1.1 Definitions

Inclusive education supports students with disabilities in general education classes at their local schools, providing specialized instruction tailored to their IEPs while engaging in the core curriculum and classroom activities. Unlike "integration," which required students to adapt to unaltered systems, inclusion focuses on transforming education systems to embrace diversity and ensure equitable participation for all learners. While progress has been made, many children worldwide still lack access to quality education, underscoring the challenges in achieving full inclusion. Inclusion embodies a commitment to equity, tolerance, and systemic change to meet the diverse needs of all students. The British Psychological Society's definition of inclusive education is centered on the following concepts:

- Rejecting segregation or exclusion of learners for whatever reason, whether it be ability, gender, language, care status, family income, disability, sexuality, colour, religion or ethnic origin
- Maximizing the participation of all learners in the community schools of their choice
- Making learning more meaningful and relevant for all, particularly those learners most vulnerable to exclusionary pressure
- Rethinking and restructuring policies, curricula, culture and practices in schools and learning environments so that diverse learning needs can be met, whatever the origin or nature of those needs (British Psychological Society, 2002, p.2).

Within the current literature, definitions of inclusion vary in their focus. Some emphasize rights, others emphasize values and community while others focus on school capacity to cater for difference.

In 2001, the Department for Education and Skills in the UK stated that: *[Inclusion is] about engendering a sense of community and belonging and encouraging mainstream and special schools and others to come together to support each other and pupils with special educational needs' (DfES, 2001a, p.3).*

Some recent definitions of inclusion have emphasized the issue of full participation and the overcoming of a history of exclusion by identifying and eliminating barriers to learning and addressing exclusionary pressures. Index for Inclusion, for example, defines inclusion as:

The processes of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools (Booth and Ainscow, 2002, p.3).

The Centre for Studies in Inclusive Education presents a further view of inclusive education as:

All children and young people – with and without disabilities or difficulties – learning together in ordinary pre-school provision, schools, colleges and universities with appropriate networks of support. Inclusion means enabling all students to participate fully in the life and work of mainstream settings, whatever their needs. There are many different ways of achieving this and an inclusive timetable might look different for each student' (CSIE, 2002, p.2).

UNESCO States:

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. ... [As such,] it involves a range of 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' (UNESCO, 2005, p.13).

Florian provides a useful summary of arrange of definitions of inclusive education and their various sources.

This information is outlined in table 1 below.

Table 1: Definitions of Inclusive Education

Definition	Source
Being with one another, how we deal with adversity, how we deal with difference	Forest and Pearpoint, 1992
A set of principles which ensures that the student with a disability is viewed as a valued and needed member of the school community in every respect	Uditsky, 1993
A move towards extending the scope of 'ordinary' schools so they can include a greater diversity of children	Clark et al, 1995
Schools that deliver a curriculum to students through organizational arrangements that are different from those used in schools that exclude some students from the irregular classrooms	Ballard, 1995
Schools that are diverse problem-solving organizations with a common mission that emphasizes learning for all students	Rouse and Florian, 1996
Full membership of an appropriate age class in your local school doing the same lessons as the other pupils and it mattering if you are not there. Plus, you have friends who spend time with you outside of school	Hall, 1996
The process by which a school attempts to respond to all pupils as individuals by reconsidering its curricula organization and provision	Sebba, 1996
Schools that are accepting of all children	Thomas, 1997

Source: Florian, 2005, p.31.

Florian also presents Inclusion International's (1996) definition as the only one which transcends the notion of normalization as it underlines participation rather than normalcy. According to this definition,

Inclusion refers to the opportunity for persons with a disability to participate fully in all of the educational, employment, consumer, recreational, community, and domestic activities that typify everyday society' (Florian, 2005, p.32). Florian goes onto say that, 'opportunity to participate implies active involvement and choice as opposed to the passive receipt of a pattern or condition that has been made available' (2005, p.32).

Inclusion has been defined in diverse ways, with many publications omitting explicit definitions, leaving readers to interpret its meaning based on context (Ainscow et al., 2006). The variations in interpretation indicate that

inclusion is contextual and will manifest differently depending on the needs, perspectives, and circumstances of individuals or groups (Florian, 2005). Consequently, inclusive education will not appear identical in all schools, even when founded on universal principles like human rights. Ainscow et al. (2006) emphasize the need for clarity in defining inclusion to effectively assess its implementation in schools and guide practices towards equitable education for all learners. They developed a typology of six ways of thinking about inclusion as follows.

These are outlined in table 2 below:

Table2:Six Ways of Thinking about Inclusion

1.	Inclusion as a concern with students with a disability and others categorized as ‘having special educational needs’ They question the usefulness of this approach as categorization can act as a barrier to the development of a broader view of inclusion. They do acknowledge, however, that the allocation of resources is related to this categorical approach.
2.	Inclusion as a response to disciplinary exclusion The connection here to ‘bad behaviour’ is noted as being problematic.
3.	Inclusion in relation to all groups seen as being vulnerable to exclusion This reflects the trend of inclusion being seen more broadly in terms of overcoming discrimination against vulnerable groups.
4.	Inclusion as developing the school for all This is about a mutually sustaining relationship between schools and communities that recognises and values diversity.
5.	Inclusion as ‘Education for All’ This is connected to the UNESCO (2000) declaration on ‘Education for All’
6.	Inclusion as a principled approach to education and society. The previous five ways of thinking about inclusion indicate meanings given to inclusion by different people in different contexts. This is a broad articulation underpinned by values.

Source: Ainscow et al, 2006

Ainscow et al. (2006) conclude that different groups in different contexts think of inclusion differently and, again, that there is no single, consensual definition. There are, however, some common features that have been identified in schools where inclusion is reported to be thriving. Giangreco (1997, cited in Florian, 2005, p.32) identified these features as follows:

- Collaborative teamwork

- A shared framework
- Family involvement
- General educator ownership
- clear role relationships among professionals
- effective use of support staff
- meaningful Individual Education Plans (IEPs)
- procedures for evaluating effectiveness (Giangreco, 1997, cited in Florian, 2005, p.32).

Inclusion has two sub-types the first is sometimes called regular or full inclusion and partial inclusion. Inclusive practices often resemble integration, where students with special needs spend most of their time in general classrooms but receive specialized services outside these settings, such as speech or occupational therapy. This contrasts with "full inclusion," where all students, regardless of the level of support needed, are educated alongside peers without special needs, with services integrated into the general classroom. While full inclusion emphasizes providing support within the regular class environment, its implementation remains controversial and less wide spread. Many schools adopt a mixed approach, offering various settings tailored to students' needs. Inclusion challenges educational systems to balance social and educational values while ensuring all students achieve their individual goals.

2.1.2 Main streaming and Integration

Mainstreaming in the context of education is a term that refers to the practice of educating students with special educational needs in regular classes during specific time periods based on their skills. This means regular education classes are combined with special education classes. Schools that follow mainstreaming believe that special needs students who cannot function in a regular classroom to a certain extent "belong" to the special education environment. Mainstreaming attempts to move students from special education classrooms to regular education classrooms only in situations where they are able to keep up with their typically developing peers without specially designed instruction or support.

Integration: Child with disabilities is integrated into the classroom such that they work with the same content and materials (though not necessarily expected to learn the same level of skills). For example, a child admitted into a math class in 6th grade might be expected to show with manipulative how much half of a set is while the rest of the class might be working on more complex fractions. In a way, a teacher who teaches a multi grade classroom spanning 2 or 3 grades has to integrate everyone into the same lesson plans, though each student might be individualized to some extent depending on their skills.

2.1.3 Conceptual Exploration

Inclusion has become a widely discussed and embraced concept in special needs education, with significant intellectual and global attention, particularly from organizations like UNESCO, which recognize it as an effective approach for educating learners with special needs. Inclusion advocates for the full-time placement of children with mild, moderate, or severe disabilities in regular classrooms, emphasizing that every child belongs in the mainstream setting without conditions that could exclude them. This movement seeks to create equitable and supportive learning environments for all children, regardless of their abilities.

Inclusion is based on the assumptions:

- The original place of the child with special needs is in the regular classroom. Therefore, no condition should be allowed to remove him/her from that environment.
- All children have the right to learn and play together. Inclusion is thus basic human right. For example, the Nigerian constitution makes a provision for suitable education for all children.
- Denying opportunity to children to learn under the same roof with other children is discarding and discriminatory.
- Exclusion is in human and indefensible.

2.2 INCLUSION: A WORLDWIDE MOVEMENT

Inclusive education is gaining ground. Throughout the world, teachers and others involved in education are working to develop positive educational experiences that all children and young people can enjoy and benefit from, together. For disabled children and those experiencing difficulties in learning, this means inclusion in mainstream schools and classrooms alongside their non-disabled peers. For all children and adults, it means a more enriching and rewarding educational experience.

Internationally, the drive towards inclusion is fueled by a number of initiatives and treaties, including the UN Convention on the Rights of the Child (1989), the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) and the UNESCO Salamanca Statement (1994). Together, these documents recognize the human right of all children to education which is inclusive. 193 countries have signed the Convention on the Rights of the Child, with Somalia being the most recent in May 2002. All but two countries (Somalia and the United States) have also agreed to be bound by the Convention by ratifying it.

Some countries have made significant advances towards promoting

inclusive education in their national legislation. Examples include Canada, Cyprus, Denmark, Iceland, India, Luxembourg, Malta, the Netherlands, Norway, South Africa, Spain, Sweden, Uganda, the United Kingdom and the United States. Italian law has supported inclusive education since the 1970s.

2.2.1 International Perspective for Inclusion

Inclusive education has become a central topic in educational policy and practice globally, emphasizing the need to educate all children, including those with special educational needs (SEN) and disabilities, within mainstream settings. Over the past 30 years, there has been a significant shift away from segregated education toward inclusive approaches, beginning with the U.S. Education for All Handicapped Children Act of 1975, later evolving into the Individuals with Disabilities Education Act (IDEA). Internationally, UNESCO's Salamanca Statement (1994) and the United Nations' Education for All strategy have endorsed inclusion as essential for human rights and equal opportunities. Initially focused on individuals with disabilities and learning difficulties, the concept of inclusion has broadened to address barriers to learning and participation for all marginalized groups. While inclusive education is widely regarded as a priority for achieving equity, it remains a complex and debated issue, with challenges in defining best practices and rethinking the roles of specialists and special education facilities. Inclusive education seeks to build school capacity to support diversity through curricular, co-curricular, and extracurricular activities.

2.2.2 Special Education, Integrated and Inclusive Education

Special education refers to tailored educational instruction designed to address the unique needs of students with disabilities. It provides learning opportunities beyond what standard school curricula and regular services offer, ensuring programs are individualized to meet each student's specific requirements. These programs may include related services such as speech, physical, and occupational therapy, as well as transportation, and are delivered in settings best suited to the student's needs. Special education supports individuals with challenges or exceptional abilities in areas such as cognition, communication, vision, hearing, and socialization, focusing on those who differ from the average learner. Special education is provided for children who are:

- Intellectually Challenged
- Learning Disabled
- Deaf-Blind
- Orthopedically Impaired
- Speech Impaired
- Hearing Impaired

- Visually Impaired
- Severely and Multiply Handicapped

2.2.2.1 Main Features of Special Education: Special Education programmers are always individualized instructional programmers. Which the child's current level functioning provides the basis for identifying teaching methods and materials, suited to each child. The tasks of teaching are to be carefully analysis and sequenced an attempt is made that every child reaches his/ her optimum potentials and attains an independent level of functioning. The other features of special education are as follows: -

- It provides for individual attention to each child.
- It develops basic living skills for personal independence.
- It provides structured learning programmer for the child in accordingly with his deficit skills.
- It enables the child to gain social, emotional and intellectual development.
- It helps and guides parents in getting co-operation from the appropriate services.

2.2.2.2 Concept of Integrated Education and Inclusive Education: Integrated Education was initially conceptualized as an alternative approach to bring all those unrelated disabled children under the umbrella of education. An improvement over the segregated education is the system of integrated education, which gained popularity in the early years of the second half of twentieth century. This system brought the disabled children into the regular school. In Integrated setup, children were being given special attention and curriculum etc. according to their disability. Sader (1991) outline four possible types of 'Integration' of disabled children and children with the irregular peers:

1. **Physical Integration:** Reduction of physical distance between disabled and regular children.
2. **Functional Integration:** Reduction of functional distance between the two groups when they use different equipment and resources.
3. **Social Integration:** Reduction in social distance between the two groups, social distance implies lack of contact and the psychological feeling cut off. The persons with disability are socially integrated if they form part of a community with them and feel themselves to be a "natural" part of the group.
4. **Societal Integration:** Refers to adults and signifies that the persons with disability have, as adults, the same access to resources as others, the same opportunity to influence their own situation, have a productive working role and form part of a social community with others.

Integration places children with special needs in mainstream schools, expecting them to adapt to the system, following the medical model of disability. Inclusion, rooted in the social model of disability, ensures schools adapt to meet the diverse needs of all learners, focusing on active participation and addressing barriers to learning for all children.

2.2.3 Concerns and Challenges to Inclusive Education

Inclusive education, while a promising concept, faces various challenges, particularly regarding educators' attitudes and concerns. Studies show that teachers' acceptance and commitment to inclusion are influenced by their attitudes and worries. For instance, a study by Agbenyega (2007) in Ghana found that teachers' main concerns were their lack of skills to teach students with disabilities and insufficient resources to accommodate individual needs. Similarly, research by Changpinit et al. (2007) in Thailand showed a negative correlation between educators' positive attitudes toward inclusion and their concerns about it. Forlin and Chambers (2011) further highlighted that confidence in teaching and knowledge of relevant policies positively influenced teachers' attitudes toward inclusion, yet these factors did not fully alleviate their concerns or stress about having students with disabilities in their classrooms.

Some of the concerns and challenges to inclusive education are:

- Social Attitude towards Disability
- Lack of Awareness
- Scarcity of Trained Teachers
- Absence of Barrier-Free Environment
- Scarcity of proper Learning Material
- Resistance of parents

Activity: In Pakistan inclusive education is just a new concept for education system, enlist the challenges and barriers you think are needed to be addressed for implementation of inclusive education.

2.2.4 Rationale for Inclusive Education

Like Education for All, inclusive education is about ensuring the rights to education of all learners, regardless of their individual characteristics or difficulties, in order to build a more just society. However, this means that inclusive education initiatives often have a particular focus on those groups who have traditionally been excluded from educational opportunities. They also point to the link between an inclusive education system and wider community-based programs for persons with disabilities. Both are aimed at mobilizing community resources to provide cost-effective services and maintain the rights of persons with

disabilities to remain in their communities. The Education for All (EFA) movement is, as its name suggests, concerned with ensuring access to (at least) basic education for all. It was launched at the World Conference on Education for All in Jomtien, Thailand in 1990 and culminated in the World Declaration on Education for All.

2.2.5 Ethical Issue of Inclusive Education

Historically, not all children had equal access to education, with efforts to address these disparities beginning on a larger scale only in the 20th century. The debate on inclusion in classrooms, particularly regarding students with disabilities or those "at risk," raises moral, ethical, and legal concerns. Defining inclusion and identifying who it applies to remains a challenge, as inclusion extends to various differences such as race, ethnicity, and social status, but has been primarily focused on students with disabilities. Successful inclusion requires careful planning, balancing time with peers and special education teachers, and involving peer support groups to foster meaningful relationships. The key is to ensure education is child-centered, offering adaptable and individualized support to meet each student's unique needs.

2.2.5.1 Socialization Issues: Historically, childhood has been viewed as a preparatory stage leading to adulthood, with children considered incomplete and in need of socialization by educational institutions. This view is even more pronounced in the context of special education, where children with special needs are often seen as unlikely to reach "normal adulthood" due to their mental or physical challenges. These children's voices have traditionally been overlooked, with experts often speaking for both them and their parents. However, more recent research, such as the "Life as a disabled child" has begun to consider the perspectives of children with special needs, highlighting their lived experiences and social situations within both special and mainstream schools.

2.2.5.2 Social Maturity: All staff believed that children in special schools

- were 'quite a lot less' socially mature than mainstream peers
- became more mature when included in mainstream, responding 'quite dramatically to the behavior of other children'
- had a flexible curriculum allowing time for extra interpersonal and social skills teaching.

Teachers initially said that social immaturity was located in the disability. They amended this by stating that it was caused by a lack of early social interaction. Learning from peers was not enough unless it began 'when children are infants'. All agreed that adult expectations were 'definitely', 'absolutely' a

contributing factor, as were the atmosphere and structure of the school. Several declared that they made unconscious assumptions about social maturity which delayed development. All recommended encouraging children to be more self-reliant and take responsibility for their own actions as a move towards maturity by treating the child related, and have expectations of their social and academic achievement.

2.2.5.3 Practices and Attitudes: All staff interviewed agreed that special schools, unlike mainstream,

- Had a family atmosphere
- Combined the roles of teacher and parent, resulting in some confusion for the child
- treated pupils as if they were less mature and capable than mainstream peers
- treated children closer to their academic than chronological age
- offered few opportunities for independence, self-responsibility, risk-taking or show what 'they are capable of achieving'
- made fewer demands on parents.

2.2.5.4 Developmental Issues: The World Health Organization (WHO) estimates that 10% of any population is disabled, and around 85% of children with disabilities live in developing countries. Disability, often intertwined with poverty, is a significant barrier to achieving the Millennium Development Goals. People with disabilities have unique health, nutritional, educational, and gender needs that are currently overlooked in global goals. WHO suggests that up to 50% of disabilities are preventable, with a substantial portion of childhood blindness and hearing impairment treatable. While the issue may appear primarily health-related, its connection to healthcare, malnutrition, and poverty makes disability a critical development concern. There is a growing consensus that including people with disabilities in development programs is vital for achieving inclusive global development. However, when people with disabilities are marginalized due to stigma or cultural beliefs, as seen in countries like India, their rights are denied, contributing to further exclusion and human rights violations. Disability remains an urgent development issue that must be addressed to promote equity and human dignity.

2.2.5.5 Cost Issues: A review of the literature on Inclusive Education reveals that financing and support for educational services for students with special needs is a major concern across all countries, regardless of their available resources. Both developed (North) and developing (South) nations face significant challenges, albeit with vast disparities in their economic situations. In the North, economic retrenchment over the past decade has led to diminishing tax bases and rising costs,

exacerbated by expensive medical interventions, expanding social services, and an aging population, all increasing pressure on education budgets. On the other hand, countries in the South struggle with rapid population growth, increasing poverty, war, and disease, which destabilize economies and severely limit financial resources for education.

Despite these challenges, education is widely viewed as a key strategy to enhance economic performance, human capital, and individual freedom, driving the Education for All strategy in many nations.

Both the North and the South can learn from each other's strategies, with various governmental funding models being discussed in the literature for their relative success. The review explores resource strategies for Inclusive Education that have emerged, particularly from the South, and highlights common trends in economic strategies. It concludes with recommendations for robust practices that can be applied in both developed and developing countries to improve funding and support for inclusive education.

2.3 BENEFITS OF INCLUSION

Inclusive education allows all students, regardless of ability, to learn together, fostering social skills, empathy, and academic growth. Students with disabilities gain respect and dignity, while those without disabilities develop empathy. This includes a better academic performance for students with disabilities due to higher expectations and challenging coursework. It challenges stereotypes, promotes equity, and enhances collaboration. Though challenges like resource allocation and teacher training exist, inclusive education supports professional growth and plays a key role in building a more equitable society.

2.3.1 *Benefits for Children with Disabilities*

Integrating students with disabilities fosters social skills, independence, and personal growth while promoting empathy and inclusivity among peers. This inclusive approach benefits students, educators, and parents, enriching the entire school community. It is beneficial for children with disabilities in the following ways.

- Peers serve as role models
- Peers provide a way to communicate
- Learn motor, communication & other skills within natural settings
- Affords a sense of belonging provides a stimulating environment for growth
- Evolves in identity as a member of a community

- Enables social skills development
- Provides opportunities to develop neighborhood friends
- Enhances self-respect and concepts of self-awareness
- Provides peer role models

2.3.2 *Benefits for Typically Developing Children*

Children who do not have special needs continue to learn and grow in the same ways in which they did before they had classmates with special needs. In addition, they have opportunities to learn about differences in human growth and development. They learn to accept people who are different from themselves as they learn to work and play with children who have a wide range of abilities.

- Inclusion provides opportunities to experience diversity of society
- It develops an appreciation that everyone has unique characteristics and abilities
- It develops respect for others with diverse characteristics
- It develops sensitivity toward others' limitations
- It develops feelings of empowerment and the ability to make a difference
- It increases abilities to help others
- It develops capacity for empathy
- Peer tutoring
- Cooperative learning groups
- Specific strategies instruction
- Individual remediation
- Small group instruction
- Specific language/ listening development activities
- Exposure to a variety of instructional personnel, teaching styles and techniques.
- Non-qualifying students are able to receive the additional assistance needed to succeed in the regular setting.

2.3.3 *Benefits for Families*

- Enable families to work because they have increased access to child care services
- Discover that others can provide a secure and nurturing
- Environment for the child with special needs
- Learn to accept children's strengths and needs.
- Share common experiences
- Feel a kinship with other families
- Opportunity to see chronologically age-appropriate activities

2.3.4 *Benefits for Society*

- Promotes the civil rights of all individuals
- Supports the social value of equality
- Teaches socialization and collaborative skills
- Builds supportiveness and interdependence
- Prevents emergence of negative social behaviors
- Provides children a miniature model of the democratic process.

2.4 PRINCIPLES FOR INCLUSION

The Seven Principles for Inclusive Education is the underpinning for all our curricula and teacher training programs. The Seven Principles can be applied to any classroom or lesson plan to increase equity and decrease exclusion.

1. Teaching All Students

Educators should take several different approaches to teaching the same material so that information becomes more interesting and tangible to a greater number of students.

2. Exploring Multiple Identities

Students who are proud of themselves and excited by the world around them will be more compassionate and understanding people; the same is true for educators.

3. Preventing Prejudice

Educators should take a proactive approach to debunking preconceived stereotypes and preventing them from escalating into prejudices and negative biases.

4. Promoting Social Justice

Students are good judges of what is fair, especially when they are affirmatively challenged to consider issues of social justice. Educators should talk to them about issues of social justice and injustice in terms of fair versus unfair, respectful versus disrespectful.

5. Choosing Appropriate Materials

Inclusive classrooms use books and materials that reflect accurate images of diverse peoples and challenge stereotypes.

6. Teaching and Learning about Cultures and Religions

Educators should create curiosity and expand students' horizons by teaching about others in a positive manner. Students should have the opportunity to learn from their peers as well as other cultures.

7. Adapting and Integrating Lessons Appropriately

Educators should be flexible when using and adapting lessons in our curricula, as well as in prescribed curricula in general. Many of the most teachable moments are unplanned and unscripted.

Karten, T. (2010) suggested the following principles for inclusion:

- Establish prior knowledge.
- Preplan lessons with structured objectives, but also allow for inter/post planning.
- Proceed from the simple to the complex by using discrete task analysis, which breaks up the learning into its parts.
- Use a step-by-step approach, teaching in small bites, with much practice and repetition.
- Reinforce abstract concepts with concrete examples, such as looking at a map while learning compass directions or walking around a neighborhood to read street signs.
- Think about possible accommodations and modifications that might be needed such as using a digital recorder for notes, reducing the amount of spelling words and having enrichment assignments prepared.
- Incorporate sensory elements: visual, auditory, and kinesthetic ones, like writing letters in salt trays or creating acute, right, and obtuse angles with chopsticks.
- Teach to strengths to help students compensate for weaknesses such as shopping to math facts, if a child loves to move about, but hates numbers.
- Concentrate on individual children, not syndromes.
- Provide opportunities for success to build self-esteem.
- Give positives before negatives.
- Use modeling with both teachers and peers.
- Vary types of instruction and assessment, with multiple intelligences and cooperative learning.
- Relate learning to children's lives using interest inventories.
- Remember the basics such as teaching students proper hygiene, social skills, respecting others, effectively listening, or reading directions on a worksheet, in addition to the 3R's: Reading, writing and arithmetic.
- Establish a pleasant classroom environment that encourages students to ask questions and become actively involved in their learning.
- Increase students' self-awareness of levels and progress.
- Effectively communicate and collaborate with families, students and colleagues, while smiling; it's contagious.

2.5 POLICIES AND PRACTICES

2.5.1 *International Legislation and Policy*

Since 1999 momentum for disability rights has grown exponentially. In 2001, the UN Commission on Human Rights (UNCHR) passed resolution on Human Rights of People with Disabilities. The UNCHR sets out a number of specific procedures whereby states must improve rights of disabled people, including those regarding IE. Subsequent to resolution 2000/51, the UNCHR published a comprehensive review of the current use and future potential of six international human rights instruments in the context of disability.

These instruments are:

- International Covenant on Civil and Political Rights (1966)
- International Convention on the Elimination of All Forms of Racial Discrimination (1969)
- International Covenant on Economic, Social and Cultural Rights (1976)
- Convention on the Elimination of all Forms of Discrimination against Women (1981)
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984)
- Convention on the Rights of the Child (1990)

Within the past decade, several World Congresses have passed resolutions and declarations with relevance to IE. Among them:

- The Declaration of Managua (1993)
- The Inter-American Convention to Eliminate All Forms of Discrimination Against Persons with Disabilities (1999)
- The 1999 Declaration of the African Seminar on Development, Cooperation, Disability and Human Rights (established the Pan-African Decade of Disabled People 2000-2009)
- The Beijing Declaration on Rights of People with Disabilities in the New Century 2000
- The Declaration of Quebec (2001)
- The 2001 African, Caribbean and Pacific-European Union resolution on Rights of Disabled People and Older People in ACP Countries.
- Disability Rights- A Global Concern Conference. London, 2001
- The Declaration of the 2002 World Assembly in Sapporo
- The Declaration of Biwako (2002)
- The G-8 Commitment to Inclusion (2002)

- The European Year of Disabled Persons (2003)
- The Cochín Declaration (2003)

Several of these Declarations call for the United Nations to constitute a special convention on the Rights of Disabled People. Concerted global efforts led by international DPOs are currently underway to make this convention a reality. The International Disability Alliance (IDA), a consortium of international DPOs, has passed a resolution outlining critical points pertaining to this proposed convention.

2.5.2 Legislative and Policy Progress toward Inclusive Education

UNESCO conducted a study of UN member states with regard to SEN legislation (1996). This study is one of two comprehensive reports of its kind. In this study, 52 UN member states responded to a questionnaire survey. Data from the study are summarized below:

1. SNE is an explicit constitution alright in 15% (8) countries.
2. 92% of (47) countries report legislation pertaining to SNE.
3. In terms of identification and assessment, 46% involve parents and 42% use an interdisciplinary approach.
4. SNE is available at the pre-primary level in 42% of the countries reporting; 85% at the primary level; 80% at the secondary level, and 17% at the university level.
5. 44% reported mandatory “pedagogic integration” (inclusive education)
6. Regular curriculum adapted for SEN is available in 42% (27) countries; 23% provide special education curriculum.
7. Only 11% of countries reporting have provisions for monitoring students’ progress.
8. Vocational education for SEN students is offered in 24 countries reporting (63%).

2.5.3 Promoting Rights to Inclusive Education

From the literature, recommendations proposed by three groups have been selected as representative of proposals to address the rights of children and youth with disabilities and those with special education needs. The groups represent a range of voices of, by, and for disabled people and marginalized groups in society.

The Expert Group meeting on International Norms and Standards Relating to Disability (1998) promulgated detailed specific strategies for implementation at national and international levels. At the national level, several of these could have a significant impact on IE. One specific strategy, ‘inclusion, representation and participation’ states: “Fundamental to the achievement of the goal of an

inclusive society and the development of strategies that reflect the rights and needs of persons with disabilities is the question of process. Persons with disabilities must be full participants in the bodies and procedures by which both general laws and policies, as well as disability-specific ones, are formulated. This is essential for ensuring the responsiveness, legitimacy and effectiveness of such laws and policies, as well as reflecting the rights of persons with disabilities to full participation in the life of the community, including all forms of public decision-making.” With respect to projects funded by multilateral assistance and by international funding institutions such as the World Bank, the Expert Group recommends the following:

- a) Encourage states to adopt special policies and legislation that promote the full inclusion of persons with disabilities in all aspects of social, cultural and economic life.
- b) Develop and promote minimum standards relating to accessibility and related disability rights issues in connection with the projects they sponsor and fund.
- c) Encourage and help facilitate the development of working relationships between disability community advocate groups in different countries, utilizing the networks and partnerships they have worldwide, thereby encouraging the development of trans-national strategies to respond to the problems identified.
- d) Disability advocacy groups in countries/regions affected by the operation of transnational groups should explore such strategies as the filing of litigation against transnational corporations operating in their countries to enforce the extraterritoriality provisions of disability law in those corporations’ home countries.

2.5.4 Policy/ Practice Implications: Challenges in Inclusive Education

Gillian Fulcher’s (1989) framework for policy analysis highlights the complexities of inclusive education (IE) policy development and implementation. It emphasizes that policy is not limited to written declarations or frameworks but is shaped by societal and institutional dynamics. First, policies may exist in written, stated, or enacted forms, but having a written policy does not ensure its implementation or alignment with specific guidelines. Second, policy involves competing objectives among stakeholders, where economic, cultural, social, or democratic goals influence decisions, often reflecting power dynamics and competing discourses, such as cost-effectiveness versus moral imperatives. Third, policy is inseparable from practice, as IE embodies both a philosophy and actionable strategies grounded in specific teaching and learning theories. Lastly, social actors at various levels—local,

national, and global—play a crucial role in shaping policy and practice, highlighting that policy is a dynamic exercise of power influenced by the context in which it is enacted.

A policy framework and legislative support at the national level must be in place as a necessary prerequisite to access and equal participation in IE programs. IE policies and legislation have provided parents, disabled people, and schools committed to IE, with the necessary conditions to challenge exclusion. However, individual country experiences demonstrate that policy and adopted legislation do not ensure enactment.

- National level policy frameworks and legislation support IE and inclusion of persons with disabilities in all aspects of social, cultural and economic life
- Key governmental and education leadership decision-makers at all levels support policy and legislation
- Policy and legislation is accompanied by effective and specific mechanisms for monitoring and evaluating compliance
- Infrastructure lacks resources and/or commitment to enforce compliance
- Little or no critical awareness of why these policies and legislation are needed
- Lack of support and conscientiousness—particularly at the grass-roots levels where policy is enacted.

2.5.5 Assessment, Accountability, Efficiency and Effectiveness

- Assessment challenges are major issues in inclusive education, with tensions arising between equity and excellence.
- Research shows IE benefits both SEN students and peers, especially when proper supports and adapted curricula are provided.
- Assessments should measure individual progress in the general education curriculum with clear standards and benchmarks.
- Multiple forms of assessment (formative and summative) should be used to inform and support teaching and learning.
- School-level evaluation should be integrated into program planning.
- Student outcomes should include both academic mastery and skills like self-esteem and independent living for adult participation.
- Relying solely on standardized achievement tests to measure success for students and schools is inadequate.
- Schools need a systematic evaluation plan, including development, implementation, and follow-up.

- Balancing equity and excellence are crucial prioritizing one over the other can undermine the effectiveness of IE.

2.5.6. *Building Capacity and Sustainability through NGO, Community, and Multi- Sector Participation*

Inclusive education (IE) projects enhance schools' and communities' capacities to support students with special educational needs (SEN) through multi-sector collaboration.

Particularly in resource-constrained countries, this approach integrates health care, social services, and early intervention programs to meet children's holistic needs, involving families and communities to ensure sustainability. NGOs and INGOs increasingly employ localized, inclusive strategies, such as trainer-of-trainers models, to build capacity and foster long-term success.

- when based on a holistic and rights-based conception of children, beginning with early identification, treatment and child development as important influences on health and well-being, school-readiness
- when specific coordination plans, including time-lines, designated lead agencies, clear roles and responsibilities
- when active and targeted outreach activities and IE awareness education reach a broad audience in the community, particularly parents 4646
- when DPOs and Parent Groups are included as decision-makers and resources at all stages of development
- when formal parent-training is provided and encompasses families of children with disabilities, and those at-risk
- loose or unorganized links between government entities, community-based resources and schools (leads to competition for scarce resources, reducing access to services)
- knowledge dissemination/awareness training is weak, poorly planned, and delayed until after the start of the IE project
- donor agencies provide outside expertise to head programs rather than facilitate, build capacity of local expertise
- when Parent Groups and DPOs are marginalized

2.5.7 *Legislation and National Policies in Pakistan*

In 1972, the country witnessed a revolutionary change in the education system when the government nationalized all private institutions including private special schools. The Education Policy 1972 allocated funds for providing special education services for the first time in Pakistan. During the 1980s and 1990s, a strong international movement driven by the UN for the rights of children with disabilities had a far-reaching impact on the government policies of member states.

This period, known as the Decade of the Disabled (1983–92), generated increased awareness about disabilities in Pakistan. At the same time, General Zia-ul-Haq, who had a daughter with multiple disabilities, was also concerned about the education and welfare of disabled children.

The Decade of the Disabled and the interest of the government led to the rapid establishment of special education centres in the country. In 1985 alone, 46 special education centres sprang up in all provincial capitals and some small towns (Mirza, 1996). The control of special education institutions was shifted from the federal Ministry of Education to the Ministry of Social Welfare and Health. The Directorate of Special Education was established in 1985. The following national institutes were proposed during this period to provide technical support to the special education centres run by the federal government, provincial governments and NGOs.

- National Institute of Special Education to coordinate and provide educational training programs for teachers, professionals, parents and managers.
- National Institute for the Handicapped was developed for early detection, diagnosis, assessment, treatment facilities, and surgical intervention and research.
- National Technical and Vocational Training Institute for the Disabled to coordinate technical and vocational training facilities for disabled children, and to train exceptionally gifted disabled children in special or exceptional skills.
- National Library and Reprint Service providing multidisciplinary information services.
- National Trust for the Disabled.
- Computerized Braille Press for reproducing books in Braille on a large scale.
- National Talking Book Library for the recording of syllabuses/ textbook on cassettes.
- National Sports Club for the Disabled to organize national-level competitions and extracurricular activities as well as exchange and observation visits.
- Factory for production of hearing aids and a workshop for fabrication of ear moulds.
- Factory for production of limbs and aids.
- National Speech Therapy Centre.
- National Board of Examinations for Disabled Children up to higher secondary classes.

- National Media Service for the Disabled to develop educational and extracurricular materials and programs for the media.
- National Institute for Statistics and Census of the Disabled to collect, maintain and update statistics for all disabilities, and to design and conduct census of the disabled at regular intervals.

Of the 15 proposed institutions, only the first five actually started functioning.

2.5.7.1 National Policy for Rehabilitation of the Disabled (1986): A National Policy for Rehabilitation of the Disabled was formulated in 1986, focusing on integrated education. Children with disabilities were prepared for and rehabilitated into mainstream schools. Ordinary schools situated in the vicinity of special schools were to be identified and requested to admit children with special needs along with other children. Strong arguments were given in favour of integrated education in the policy, which states that ‘integration will enable normal children to beware of human diversity’ and ‘children accept individual difference more speedily than adults’ (Directorate General of Special Education, 1986). A need for specialized training of teachers to impart knowledge and skills capable of achieving integration was also highlighted in the policy.

Although integration of children with disabilities in regular schools was an important focus of the National Policy for Rehabilitation of the Disabled, it could not be effectively implemented. There was a good deal of resistance among mainstream schools and special schools. Coordination was lacking between mainstream schools and the institutions working for children with disabilities, such as the government, the special education institutes, and NGOs.

2.5.7.2 National Policy for Education and Rehabilitation of the Disabled (1988): In 1988, Pakistan revised its National Policy for Rehabilitation of the Disabled, changing its focus to include the right to education for individuals with disabilities. This shift from a charitable approach to one based on education emphasized that integration should be viewed as a means, not an end. The policy recognized that integration requires professional support and is only feasible for a small group of children in specialized settings. However, due to political instability and frequent changes in government, the policy was not effectively implemented, leading to a decade of segregated special education systems in Pakistan.

2.5.7.3 National Policy of Special Education (1998): In 1998, the National Policy of Special Education was promulgated to various special education institutions. The government admitted that the policy document of 1988 could not be implemented in part for the following reasons: non-availability of adequately trained and qualified professional/ para-professional staff; inadequate allocation

of budget so that purpose-built premises could not be completed at national, provincial and divisional/district headquarters; low priority given to the sub sector of special education and social welfare; lack of community involvement and support; inadequate transport facilities for pick up and drop off of disabled children; and non- availability of specialized aids and equipment (Ministry of Women Development, Social Welfare and Special Education, 1998).

2.5.7.4 National Policy for Persons with Disabilities (2002): By 2002, special education in Pakistan was absorbed into a broader disability policy, with no clear articulation of inclusive education or supporting guidelines. The Ministry of Women Development, Social Welfare, and Special Education lacks authority over regular school policies or implementation of inclusive education, while the National Education Policy (1998) omits any reference to special or inclusive education. A dedicated section for special education within the Ministry of Education is essential to ensure inclusive education policies are developed and implemented, shifting responsibility to provide equitable education for all children, including those with disabilities. Special schools could continue supporting children with severe disabilities in the interim.

SELF ASSESSMENT QUESTIONS

1. Inclusive education concept is quite new in Pakistan that's why educationist or teachers mostly mixed it with mainstreaming or integration. As a prospect teacher how you will define inclusive education and how it will be differ with the concepts of integration and mainstream? Support your answer with suitable examples.
2. Inclusive education is possible with a movement at international and national level. Discuss the history of inclusive education at national and international level. Also foresee the future of inclusive education in Pakistan.
3. Special education and inclusion are different in the concepts but helping to each other too. As a teacher of mainstream classroom how special education is helpful for you to accommodate children with special needs? Support your answer with examples.
4. Inclusive Education is a new concept in Pakistan, what are the issues and problems in implementation of inclusive education? Also give recommendations to government for implementation of inclusive education in the country.
5. Discuss inclusive education benefits for children with and without special needs, their parents, government and society at large. How you can help them as inclusive education teacher?
6. Discuss about the principles for inclusion, its legitimating and policy regarding Pakistan and also discuss the challenges for inclusion in Pakistan.

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INCLUSION: ATTITUDE, BEHAVIOR AND SOCIAL COMPETENCE

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INTRODUCTION

Inclusion can be defined descriptively, reflecting how it is applied in practice, or prescriptively, outlining how it should ideally be implemented. It is based on the principle that students with disabilities should attend ordinary schools, ensuring that all children can learn together in a shared environment. Full inclusion involves integrating all students, regardless of the severity of their disabilities, into regular classrooms on a full-time basis. This approach brings support services directly to the students rather than relocating them to specialized facilities. However, exceptions exist for individuals with severe or profound disabilities that significantly hinder their ability to participate in a regular classroom setting. Inclusive education fosters an environment of acceptance and respect among peers, acknowledging and valuing diverse learning needs as an integral and enriching aspect of human experience.

OBJECTIVES

The objectives of the unit are:

1. Equip students with historical insights on inclusion, emphasizing the impact of diverse attitudes on integrating children with special needs.
2. Familiarize students with challenging behaviors exhibited by children with special needs in classrooms.
3. Teach strategies to manage and adapt to these challenging behaviors and attitudes.
4. Provide a comprehensive understanding of the importance of developing social competence in children with special needs.

3.1 HISTORICAL CONCEPT

Despite the 1949 Universal Declaration of Human Rights emphasizing education for all, discrimination against learners with disabilities was widespread. In the United States, such discrimination persisted until 1975, when the Education for All Handicapped Children Act was enacted to guarantee free and appropriate education for all learners with disabilities. This marked a significant milestone in educational rights. Further progress was made with Article 2 of the 1989 UN Convention on the Rights of the Child, which reiterated that no child should face discrimination and highlighted the universal right to education.

The 1990 Jomtien World Conference in Thailand established ambitious global goals for 'Education for All,' proclaiming that every individual—child, youth, or adult—should access educational opportunities tailored to their basic learning needs. Following this, UNESCO, in collaboration with other UN bodies and numerous non-governmental organizations, spearheaded initiatives to achieve these goals. The 1994 Salamanca Conference in Spain provided renewed focus on inclusive education, emphasizing the importance of addressing barriers to learning and ensuring basic education for children with special needs.

Inclusive education strategies are multi-faceted:

- **Instructional Inclusion:** This involves tailoring the educational objectives of students with disabilities to align with those of their peers, while leveraging available resources to enhance their learning experience. It requires careful planning to ensure both inclusivity and effectiveness.
- **Social Inclusion:** Social inclusion is centered on fostering meaningful interactions between disabled and non-disabled students. The goal is to establish reciprocal and equal-status relationships, where both parties actively engage in building a supportive environment. This promotes a sense of belonging and mutual respect.
- **Physical Inclusion:** Physical inclusion involves placing students with disabilities in regular classrooms through administrative directives. However, achieving true inclusion demands more than physical presence; it requires addressing instructional and social challenges to create a genuinely inclusive environment.

Exclusion, whether real or perceived, can profoundly affect a student's self-esteem, motivation, and overall well-being. Schools must prioritize creating supportive environments that mitigate these challenges. A critical goal of inclusion is to help every student, regardless of ability, form meaningful friendships and develop a sense of connection within their peer group.

In the United Kingdom, inclusion has been a focal point of educational discourse over the past decade. This reflects a shift from previous controversies surrounding integration practices, signaling growing recognition of the value and

necessity of inclusive education. Despite challenges, these efforts represent a commitment to building educational systems that respect and celebrate diversity.

Activity:

Inclusive education has evolved significantly, gaining momentum over the last decade. To understand its roots, it is essential to trace its historical development and assess its implementation. Evaluating its impact over two decades in various countries reveals whether it has truly brought positive changes and fostered a more inclusive society.

3.2 INCLUSION ATTITUDES, VALUES, IDEOLOGY

Inclusion requires implementing values such as equity, compassion, respect for diversity, human rights, participation, community, and sustainability. Participation involves active engagement, having a voice in learning, and feeling valued and affirmed. These principles reveal the complex and sometimes contentious nature of inclusion.

Attitudes significantly influence the inclusion of children with special educational needs (SEN) in schools. According to Ajzen and Fishbein's (1980) theory of planned behavior, attitudes, subjective norms, and perceived behavioral control shape intentions and actions. A study by Sherrill (2004) highlighted that attitudes are key to behavioral change toward individuals with disabilities. Research has found that students' moral behavior intentions were significantly influenced (54%) by their attitudes.

Teachers often feel overwhelmed by inclusion due to increased workload and differing academic needs of students with disabilities. Some teachers perceive limited academic or social benefits for these students and express concerns about disruptions. However, it is also noted that exposure to students with special needs boosts teachers' confidence. Positive experiences can improve teachers' attitudes toward inclusion, emphasizing the need for knowledge and practical strategies. Many schools lack active participation from students and staff, reflecting societal disparities in equity and fairness. Addressing these challenges requires fostering inclusive practices that balance fairness and participation for all.

Activity:

- Inclusive classrooms require significant training, patience, and compassion from teachers due to the diverse educational and developmental needs of students, ranging from typically developing to profoundly disabled. Teachers face challenges in balancing these needs, highlighting the necessity of identifying and addressing common issues within Pakistan's educational system.
- Over the years, special schools and integrated practices have evolved, with inclusive education gaining momentum in the last decade. Brain storming sessions can uncover the reasons behind this shift and its potential impact on

- Pakistan's education system.
- Community involvement and collaboration between government agencies and NGOs play a crucial role in promoting inclusive education.

Find out the role of NGO's and community in creating awareness about inclusive education among masses in Pakistan.

3.3 FACING DISABILITY

When families learn that a child has a disability, they often grieve for the loss of expectations, adapt to new realities, and adjust family roles. Coping requires addressing emotions and maintaining positive relationships. Open communication, free of blame or judgment, fosters understanding and unity. Encouraging family members to share experiences helps build resilience and acceptance. Skilled professionals can support families by offering empathy and guidance. Children participating in programs that engage all family members tend to experience positive, supportive environments, promoting overall family well-being.

One significant challenge for parents of children newly diagnosed with a disability is sharing this information with close relatives, particularly when the disability is not physically apparent. Siblings, grandparents, and extended family members may find it difficult to understand the child's condition and know how to help. Parents should recognize that these family members may feel the same fear and uncertainty that they experienced when first learning about the diagnosis. Accepting the diagnosis might be harder for some relatives, and they may offer unhelpful opinions such as doubting the diagnosis, suggesting a second opinion, blaming the parents, or claiming that the child will grow out of it.

Extended family members often lack access to the professional information parents receive, so it is important to share that knowledge. Parents should explain how relatives can help, provide strategies for when the child is in their care, and emphasize that the child's disability should not dominate family gatherings. Involving extended family in meetings with professionals and sharing the child's Individualized Education Plan (IEP) can help family members understand the child's needs and the support required. This collaborative approach ensures that everyone is on the same page and can work together to create a positive environment for the child.

The more informed family members are about the disability, the better they can support the child. It's also important to consider cultural differences in how disability is understood. In countries like Pakistan and India, around 3% of the population may be perceived as having an impairment, which can lead to discriminatory pressures. In the UK, it's estimated that 10% of the population has some form of impairment, though the definition of disability may vary across regions. Different contributions to impairment, such as diseases like malaria or AIDS, may affect the way disability is understood globally. Clarifying what

constitutes a disability is crucial, as the term may refer to different groups of people in different countries.

Activity:

In overcrowded classrooms, teachers may be reluctant to work with children with disabilities due to increased workload, but providing training, supporting staff, and inclusive strategies can help ease the burden.

Suggest some ways which may help the teachers in an inclusive classroom.

3.4 REALISTIC PLANNING

Planning for disability involves addressing services like education, employment, relationships, health, and community involvement through collaboration. Parents and children should understand the disability, set realistic goals, focus on strengths, and develop self-assessment, social, and study skills. They should know how to request accommodations, maintain a personal file, and explore postsecondary education options. Professionals can help prepare children and parents to work with experts in planning. Effective inclusion requires educators to adjust attitudes, teaching practices, and curricula to meet individual needs, reflecting on their own practices to ensure all students are supported.

Activity:

Teaching inclusive classes requires teachers to assess the severity of a learner's special needs (mild, severe, or profound) and plan accordingly. Training for disability sensitization and effective program implementation is crucial, as different disabilities require specific support. However, the number of skilled personnel for supporting inclusive practices is insufficient to meet the diverse needs in schools.

Interview at least 20 teachers working in general schools of education to get their views if special children are included in their classes.

3.5 PROMOTING POSITIVE BEHAVIOR

Research showed social insecure behavior in children as social isolation, anxiety, excessive shyness, withdrawal, and social avoidance. This can include:

- **Separation anxiety:** Refusal to separate from a specific adult, leave the house, or accept social invitations.
- **Social anxiety or phobia:** Fear of unfamiliar people and anxiety about judgment in social or performance situations.
- **Generalized anxiety disorder:** Worry about personal skills, success, and handling daily challenges (Mouratidou et al., 2007).

The term "challenging behavior" refers to actions that hinder inclusion or are

harmful to oneself or others. It is now recognized that such behavior requires tailored support addressing both personal and environmental causes to help individuals lead an inclusive life.

Challenging behavior is any behavior that

- Interferes with children's learning, development, and success at play
- is harmful to the child, other children, or adults
- puts a child at high risk for later social problems or school failure (Klass, Guskina and Thomas, 1995; Ritchie and Pohl, 1995).

3.5.1 Challenging Behavior

Challenging behavior in children, adolescents, or adults can arise from various factors, including:

- Neurological conditions (e.g., Senile Dementia, Alzheimer's, Huntington's Disease)
- Disabilities (e.g., Severe Autism, ADHD, General Learning Disability)
- Mental health disorders (e.g., Schizophrenia, Bipolar Disorder)
- Social and environmental factors (e.g., Socio-economic disadvantage, Dysfunctional family or school systems)
- Communication difficulties and special education conditions
- Abuse, trauma, or neglect

Given the variety of causes, it is crucial for educators to tailor interventions to the specific cause of challenging behavior. Interventions for ADHD, for example, may not be suitable for children with autism and could exacerbate difficulties. It is essential to investigate the underlying causes, research the condition, and assess the class and school environment to ensure the right "fit" between cause and intervention.

3.5.2 Responding to Challenging Behavior

Childcare providers spend significant time managing behaviors, encouraging positive actions and teaching children about inappropriate behaviors. Effective strategies for creating supportive, safe, and engaging classroom environments include:

- **Positive relationships:** Foster relationships among students, teachers, staff, and parents.
- **Classroom organization:** Create a physical and structured environment that encourages positive behavior.
- **Differentiated instruction:** Tailor learning to meet students' individual needs and abilities while challenging them to grow.
- **Clear behavioral expectations:** Establish consistent, school-wide expectations for behavior.
- **Social skills instruction:** Teach and model specific behavioral expectations.
- **Positive reinforcement:** Reward positive behaviors in both individual students and groups.

- **Fair consequences:** Implement predictable consequences for negative behaviors that impact the classroom environment.
- **Data collection:** Observe and analyze student behavior to identify strengths, needs, and areas for improvement.
- **Behavioral planning:** Set specific goals to increase positive behaviors and decrease negative ones.

Activities:

- Create a game where each group includes a child with special needs, allowing members to evaluate their progress during classroom activities. This promotes self-assessment and cooperative learning.
- Use printed charts and forms during group activities to monitor behavior and evaluate teamwork. This helps assess the impact of the strategy on reducing maladaptive behaviors.

3.5.2.1 Strategies: Here are tips for managing aggressive behavior:

- Don't give attention to a child when they are hurting another. Instead, wait for a quiet moment to discuss better responses for future situations.
- Aggressive behavior in young children may stem from feeling left out or not knowing how to join in play. Encourage social skills and offer positive feedback for appropriate behavior.
- When a child hurts another, focus on the injured child, not the aggressor. Refrain from scolding the aggressor at that moment.
- For frequent to severe aggression, consider removing the child from the group's time-out. This helps them understand aggressive behavior is not acceptable. A second adult can assist in calming the injured child.
- Time-out should be brief, agreed upon with parents and specialists, and not accompanied by lectures when the child returns.

Additionally, schools should provide training for staff to develop solution-oriented skills and identify suitable programs for the individual needs of children.

3.5.3 The Sources of Challenging Behavior

Challenging behavior is difficult to define universally, as it varies across contexts such as social, environmental, cultural, and historical factors. What is considered challenging in one context may be seen as normal in another. The line between irritating behavior and challenging behavior is subjective, as different people, including teachers and parents, have varying thresholds for tolerance. It is important to assess the situation carefully before labeling behavior as challenging, as sometimes the issue lies with the observer rather than the child.

Parenting children with challenging behaviors is particularly difficult, especially when these children are non-compliant, persistent, or energetic. This can lead to difficulty in managing their behavior and may impact the child's self-esteem and relationships with others. While some challenging behaviors may stem from

medical or genetic conditions, positive changes can occur when parents adjust their attitudes, establish clear boundaries, and use targeted parenting techniques.

3.5.4 Effect on Family System: When a family member faces a problem or crisis, it disrupts the entire family's balance. Constantly dealing with challenging behaviors strains relationships not only between parents and the child but also between the child and other family members. As a result, the family must continually adjust to manage the challenges created by these behaviors.

3.5.4.1 Implications for Parenting

Parents must affirm and support their difficult children, avoiding negative reactions like criticism and punishment. While challenging behaviors can make children seem unlikable, they need unconditional love, affection, and encouragement. Parents can manage these behaviors by reviewing their parenting techniques and learning new strategies. In some cases, professional intervention may be necessary if the behavior negatively impacts the family or the child's development.

Preventing challenges involving intervention strategies such as organizing the classroom environment, creating structured schedules, and implementing clear rules and routines. Key points for a well-organized classroom include:

- **Physical Environment:** Arrange the classroom to encourage appropriate behaviors, ensure smooth transitions, and promote engagement. Ensure materials are accessible to foster independence, and manage environmental factors like lighting and noise to minimize sensitivities.
- **Interpersonal Climate:** Create a positive classroom atmosphere by providing positive attention and feedback, and using engaging activities suited to the children's developmental needs.
- **Consistent Schedule:** Establish a predictable daily routine to prevent challenging behaviors. Vary activities and structure transitions effectively. Visual cues can help children understand what to expect, and offering choices within the schedule can boost engagement and reduce problem behaviors.

3.5.5 Rules, Rituals, and Routines

A key strategy to reduce challenging behaviors in young children is establishing clear rules, rituals, and routines. Rules are essential for preschool children to understand appropriate behaviors, while rituals and routines are especially helpful for younger children. These structures provide consistency and help both children and adults navigate the classroom environment. Rituals may include songs, rhymes, games, or movements that are repeated predictably to communicate values and reinforce behavioral expectations. For instance, a bell signaling the end of playtime can help children transition smoothly without requiring verbal cues from the teacher. Rituals also foster a sense of community and can ease transitions, such as using a phrase like "Zip it, lock it, and put it in your pocket" to prepare children for quiet activities. These practices not only teach behavioral

expectations but also create stability and consistency in the classroom.

To effectively implement rules, rituals, and routines, teachers must teach them step by step, offering positive and specific feedback over time until children can engage in appropriate behaviors. A well-designed classroom with an engaging and developmentally appropriate environment, coupled with structured schedules and routines, helps prevent challenging behaviors. When children understand what is expected and receive the support needed, they are more likely to choose appropriate behaviors, thus reducing challenging behaviors. As the saying goes, "An ounce of prevention is worth a pound of cure."

3.6 PROMPTING SOCIAL COMPETENCE

Social competence is essential for students to thrive in the least restrictive environment (LRE) and inclusive settings. It reflects a student's ability to form and maintain satisfactory interpersonal relationships, gain peer acceptance, establish friendships, and end harmful relationships. Effective social problem-solving requires students to understand and express both their own and others' feelings, a skill that is a key part of social and emotional learning (Zins et al., 1998, p. 19).

The social competence goal area includes the following objectives:

1. Learning social behaviors that promote inclusion, such as sharing, taking turns, and following or leading interactions.
2. Developing beliefs and attitudes about oneself and others that foster equal-status social relationships.
3. Reducing social isolation.
4. Learning how to initiate and maintain friendships.
5. Developing additional skills necessary for peer acceptance in both social and academic settings, regardless of disabilities.

Successful inclusion relies on how well a student with a disability feels part of the general education classroom. A sense of belonging enhances self-esteem, motivation, behavior, and achievement. Teachers, students, and families must all have the social competence to foster inclusion and change attitude.

3.6.1 Social Skills

Social skills are behaviors used to interact with others, such as taking turns and communicating clearly, helping integration into society (Wolfensberger, 1972).

3.6.1.1 Teaching Social Skills: Students with learning disabilities, estimated at 75%, often lack social skills, which can negatively affect their interactions and academic performance (Kavale & Fornes, 1996). Secondary prevention strategies, including social skills training, help improve these skills, fostering a more positive learning environment by addressing problem behavior and its social consequences (Thompson & Iwata, 2001).

3.6.1.2 Teachers and Social Skills: Social skills are best learned by observing others, which provides a model for behavior. Effective teaching involves direct instruction, modeling, performance opportunities, feedback, and reinforce multivarious settings.

3.6.1.3 Importance of Social Skills: Well-developed social skills help youth with disabilities build positive relationships, succeed in school, and explore adult roles. These skills also foster healthy adult relationships and support academic success. Adolescents with strong social skills are more likely to be accepted by peers and perform better academically.

3.6.1.4 Social Cognitive Skill Development: Social relationships are vital to the learning process, with students lacking social problem-solving skills often struggling in the classroom. Issues like, poor empathy, impulse control and in effective problem-solving contribute to emotional and behavioral disorders. Training in social cognitive skills can improve social effectiveness and reduce problem behaviors in at-risk students.

3.6.1.5 Role of Social Skills at School: Deficits in social skills are central to many high-incidence disabilities, including ADHD, learning disabilities, and emotional disturbance, which hinder academic progress. Teaching social skills is a proactive strategy to help minimize the impact of these disabilities on school success. Without social skills, students struggle to participate in cooperative learning experiences. Inclusion teachers using cooperative learning methods need students with disabilities to develop essential skills like feedback, listening, and self-disclosure. Social skills training is necessary for full participation and success in these classroom activities.

3.6.1.6 Strategies to Develop a Sense of Belonging in the Inclusion Classroom: Any teacher working to improve a student's social skills faces significant challenges, including oppositional behavior, conduct problems, and negative peer influences. Additional factors such as substance abuse, family difficulties, and limited cognitive abilities can further hinder the effectiveness of social skills interventions (Hansen, Nangle & Meyer, 1998).

3.6.1.7 In General Classroom: Successful inclusion relies on how much a student with a disability feels part of the general education classroom, which positively impacts self-image, motivation, and academic achievement. Fostering positive relationships between students with disabilities and their peers requires preparing nondisabled peers to understand the needs of their classmates. Strategies to promote belonging include discussing expectations with peers, using cooperative group learning, and assigning peer advocates or buddies to support students with disabilities (Kochhar, West & Taymans, 2000). These efforts help students adjust and engage more effectively in the classroom.

SELF ASSESSMENT QUESTIONS

1. What are the top challenges teachers faces in a special needs inclusive classroom?
2. Special schools have been specifically setup to cater for the needs of disabled children. Why deprive these children of such tailor-made provision? Debate this statement.
3. Mainstream school staff does not have the specialist equipment or training needed to cater for the needs of disabled children. How are we supposed to educate them?
4. A disabled learner would take up too much of the teacher's time. How may a teacher mange the class work that the learning of other children would not suffer?
5. What are the goals and benefits of inclusion?
6. What is the law concerning inclusion?
7. How can inclusive practices be incorporated in early childhood settings, and how can parents become involved?
8. What are some ways regular educators and special educators can work together effectively?
9. What does research say about the long-term effects of inclusion?
10. What are effective methods for accommodating students with disabilities in inclusive settings?

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INCLUSIVE MODELS

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INTRODUCTION

Since the birth of Pakistan, efforts have aimed to provide equal learning opportunities for students with disabilities. However, despite these efforts, such students often remain segregated and deprived, leading to lower graduation rates and limited societal participation. Modern education emphasizes a "whole school" approach, fostering a unified system for disabled and non-disabled students in the same community. This model focuses on the similarities among students, ensuring equal standards and opportunities for education. It integrates resources and plans to improve outcomes for all, enabling students with disabilities to learn alongside their peers. Inclusive education envisions a unified service delivery system that ensures students with disabilities achieve high academic and behavioral standards. This requires innovative and flexible instructional designs tailored to their needs.

To achieve full inclusion, various service delivery models have been developed, with teamwork between general and special education teachers being a key success factor. Team teaching enables comprehensive programs adaptable to all students' needs. These models use diverse teaching methods, ranging from structured lessons to exploratory activities, and include classroom adaptations to support individual and group needs. Strategies like peer tutoring and cooperative learning also provide additional support to students facing challenges.

Inclusive programs combine special education aids, services, and supports across various instructional settings, creating innovative models that maintain the least restrictive environment while addressing student needs. Services include general education classes with supplementary aids, special education teacher support, collaborative team teaching, part-time and full-time special class services, and home or hospital instruction.

OBJECTIVES

1. To identify differences in approaches to support special education needs children (SENC).
2. To explore unique features of educational service delivery models for SENC.
3. To adapt instructional programs suitable for SENC.
4. To collaborate on decisions for appropriate educational programs for SENC.
5. To engage in diverse instructional models for teaching SENC.

4.1 INTERVENTIONAL PROGRAMS FOR STUDENTS IN SPECIAL CLASS SETTINGS

Special education focuses on teaching students with special needs by addressing their individual differences. In the U.S., "special needs" describes individuals requiring support for medical, mental, or psychological disabilities, such as Autism, Down syndrome, dyslexia, ADHD, or hearing impairments. The term applies when a child's education program is officially modified through an Individual Education Plan (IEP).

Special education involves carefully designed and monitored teaching strategies, along with modified equipment, materials, and accessible environments. These interventions help students achieve greater independence and success in school and the community. In developed countries, special education is viewed as a range of services integrated into general education settings rather than as a separate entity. Here are some considerations for special educational needs children.

4.1.1 Identifying Special Needs

Some students are easily identified through medical history, including genetic conditions, brain injuries, developmental disorders, or sensory disabilities. Assessments identify their strengths and weaknesses, guiding decisions about placement, resources, and goals. Adjustments may include curriculum changes, specialized aids, or physical adaptations.

4.1.2 Determining Eligibility

After evaluation, the IEP Team, including parents, determines eligibility based on the presence of a disability and the need for special education services. Support may include tools like computers for physical disabilities or smaller classrooms for those easily distracted.

4.1.3 Developing an IEP

Individualized Education Plans address each student's unique needs, offering varying degrees of support. Programs must be tailored to the specific requirements of each student. Countries like the U.S., Canada, and the UK use the term IEP to refer to these plans.

4.1.4 Antecedent Procedures

Antecedent procedures aim to prevent and reduce challenging behaviours by modifying stimuli for both appropriate and inappropriate behaviour. These strategies are practical as they address issues before they occur, often by altering routines or environments. For students with autism in general education classrooms, antecedent procedures include priming, prompt delivery, and picture scheduling.

4.1.5 Priming

Priming involves previewing activities or information that a child may struggle with before the actual activity. For example, reading a story to a child individually before group story time can help prepare them for the activity. Priming is especially effective in helping students with autism engage in social interactions and classroom activities, as it connects individual instruction to group participation, improving social interaction with peers.

4.1.6 Prompt Delivery

Prompting strategies are used to help students with autism respond appropriately in academic or behavioural activities. These prompts can be physical (e.g., guiding a finger), verbal (e.g., spoken instructions), or gestural (e.g., pointing or nodding). For example, a tactile prompting device used in research helped a 9-year-old student with autism increase verbal initiations during play, reducing the need for teacher prompts over time and encouraging independent activity.

4.1.7 Picture Schedules

Picture schedules are used to increase predictability and assist with transitions between activities, which can be difficult for students with behavior disorders. These schedules serve as visual cues, alerting students to upcoming changes. Research showed that using picture schedules helped students with disabilities, including autism, follow daily activities with high success rates (90%-100%), while also reducing the need for additional prompts from aides.

4.1.8 Peer-Mediated Interventions

Peer-mediated interventions utilize typical peers to support the academic functioning of students with autism, helping them reduce reliance on one-on-one adult attention and promoting autonomy. This method allows students with autism to interact more like their typical peers. Peer tutoring involves pairing two students, where one provides assistance, instruction, and feedback. It has been shown to increase on-task behaviour, math performance, and social interactions for children with disabilities.

4.1.9 Cooperative Learning

Cooperative learning involves students working together in groups to complete tasks, developing leadership and teamwork skills. However, when gifted students are placed in groups with non-gifted peers, the gifted students may not learn new content, while non-gifted students may not develop leadership skills. In successful cooperative learning, each team member is responsible for learning and helping teammates, fostering achievement. Outcomes of cooperative learning include:

- **Positive Growth in Student Achievement:** Group goals and individual accountability lead to positive achievement.

- **Improved Relations among Student Groups:** Cooperation increases mutual liking among students.
- **Mainstreaming Students With Learning Disabilities:** These strategies improve relationships between students with learning disabilities and their peers.

4.1.10 Multi-Component Interventions

Multicomponent interventions combine multiple strategies to address problem behaviours in educational settings. These approaches are more common than single-component interventions and help develop better peer interactions. For example, using rotating peer associates, media activities, and staff prompting has led to students with disabilities initiating more peer interactions, closely mirroring those of non-disabled students.

4.1.11 Assistive Technology

Assistive technology supports students with special needs in regular education settings by aiding their participation in classroom activities. For example, a student struggling with short- term memory can use a calculator for solving problems, allowing them to focus on the concept rather than rote tasks. This technology enhances the learning process and helps students with disabilities access education more effectively.

4.1.12 The Use of Manipulatives

Students are more engaged in learning when it is interesting and hands-on. When they actively participate and see the material's relevance to their lives, it fosters a more positive attitude toward learning. This approach, particularly in mathematics, benefits students, including those with special educational needs (SENC). Concrete models or manipulatives help tie abstract concepts to practical learning, enhancing understanding and performance.

Key Points:

- Inclusion benefits all students, not just those with disabilities. It helps develop social skills, improves attitudes of non-disabled students towards their peers with disabilities, and fosters friendships.
- Students with Autism, Down syndrome, dyslexia, blindness, ADHD, or hearing impairments may be considered to have special needs.
- The IEP Team determines if a student has a disability and needs special education services.
- Teaching in an inclusive classroom requires modifying instructional processes to meet individual needs.
- Peer-mediated interventions can help children with autism participate more effectively in general education classrooms.

4.2 SPECIAL CLASS APPROACH

4.2.1 *Special Schools*

Special schools cater to students with severe learning difficulties, physical disabilities, or behavioural issues. These schools offer individualized education with low student-teacher ratios (often 6:1). They may have specialized facilities such as sensory rooms or swimming pools. Although places in special schools are declining as more students with special needs are integrated into mainstream schools, some students still require specialized education.

4.2.2 *Main streaming*

Main streaming places students with disabilities in general education classrooms when their academic and behavioural performance aligns with their non-disabled peers. They can participate in extra-curricular activities and use additional supports like assistive technology if needed.

4.2.3 *Segregation*

Segregated classrooms or special schools exclude students with disabilities from general education settings. These students may attend the same school but remain in separate classrooms. Social integration outside the classroom may occur, such as during meals.

4.2.4 *Special Educational Needs and Schools*

Schools identify special educational needs (SEN) early to help children as soon as possible. Most children with SEN can be accommodated in mainstream schools, with the guidance of the Special Educational Needs Code of Practice, which outlines how SEN should be identified, assessed, and addressed.

4.2.5 *Step-by-Step Approach*

The school will take a step-by-step approach to support students with SEN, starting with School Action, which may include modified teaching methods, extra adult support, or specialized equipment. Progress is monitored, and parents are informed.

4.2.6 *Individual Education Plan (IEP)*

An IEP outlines the specific help a child will receive, who will provide it, and how progress will be checked. It may include targets for the child and any support they can receive at home.

4.2.7 *Decreased Progress*

If a child doesn't progress under School Action, further advice may be sought from specialists. This may lead to School Action Plus or a detailed assessment to identify the child's specific needs.

4.3 SPECIAL CLASSES

Special classes group students with similar disabilities for tailored lessons. These classes adapt content and teaching methods to the students' needs, ensuring access to the general curriculum. Before placing a child in a special class, the IEP team evaluates whether the student could succeed in a general education setting.

4.3.1 Special Class Services

Special class services provide intensive, individualized instruction, and support, including modifications to materials, pacing, and teaching techniques. These services may be full-time or part-time, and students are encouraged to participate in general education programs when possible.

4.3.2 Curriculum

Students in special classes follow the general education curriculum with accommodation. Teachers may modify content, select appropriate materials, and develop assessments to support student progress.

4.3.3 Functional Grouping and Special Class Services

Functional grouping is a strategy where students with disabilities are grouped based on similar educational needs, ensuring tailored instruction that addresses their specific challenges and strengths. This approach includes factors such as academic achievement, learning styles, social and physical development, and classroom management needs.

Key Points:

Grouping by Similarity of Needs:

- Students with similar educational and functional needs are grouped together.
- Factors such as intellectual functioning, adaptive behavior, and learning style are considered to provide appropriate instruction.

Special Class Services:

- If the general education classroom cannot meet a student's needs, the IEP team may recommend special class services.
- Considerations include the impact on the teacher's time, classroom disruptions, and the extent of curriculum modification required.

Staffing Ratios and Class Sizes:

- Class sizes range from 6 to 15 students, depending on the level of need.
- Ratios like 12:1, 12:1:1, 8:1:1, and 12:1:4 define the number of students per teacher and paraprofessionals based on the intensity of student needs.
- For severe and multiple disabilities, more intensive staffing (e.g., 12:1:4) is provided, focusing on habilitation, daily living skills, and therapeutic interventions.

IEP Documentation:

The IEP must justify the need for special class services and specify the student-to-staff ratio.

Approval for Exceeding Class Sizes:

Exceeding class size limits requires documented justification and approval from the State Education Department.

4.4 RESOURCE ROOM MODEL

A resource room is a separate classroom within a regular school where students with disabilities, such as learning disabilities, receive specialized instruction, academic remediation, and help with assignments in individual or small group settings.

Resource rooms are staffed by special education teachers and sometimes para professionals who support students with disabilities, including learning disabilities, ADHD, and communication disorders. Paraprofessionals may require specialized training in behaviour management and de-escalation.

The student-to-teacher ratio in resource rooms is generally low, with about five students per teacher. Students receive support as defined by their Individualized Education Program (IEP), which may include time in both the resource room and regular classroom with modifications. Students in resource rooms are assessed in a less distracting environment. They are re-evaluated every three years for special education eligibility.

4.4.1 Learning Activities for the Resource Room

Activities in the resource room vary based on the student's needs. These include:

- **Study Skills:** Active study methods, such as using flash cards or oral quizzes.
- **Basic Skills Practice:** Worksheets or exercises to reinforces kills.
- **Independent Projects:** Students can explore topics of interest with structured feedback.
- **Learning Materials:** Using student-friendly dictionaries and resources.

4.4.2 Teacher's Role

Resource room teachers design personalized instruction to meet students' specific needs, working closely with regular classroom teachers, parents, and other professionals. They follow the IEP and participate in review meetings. Resource room time is usually allocated in increments (e.g., 3 hours per week in 45-minute blocks) depending on the child's age and needs.

4.5 REGULAR EDUCATION INITIATIVES (REI)

Despite the growth of special education services, the number of students benefiting is still limited due to cost-effectiveness and stigmatization. To achieve successful inclusion, a Continuum of Services should be adapted to meet student needs. One such intervention is the Regular Education Initiative (REI), which aims to provide services based on student needs.

4.5.1 IEP in REI

The Individualized Education Plan (IEP) determines the student's strengths, weaknesses, and needs. The IEP team collaborates to develop goals and services. A full continuum of services must be available to address these needs.

- **Levels I & II:** Minimal adaptations are required for students with mild needs, allowing them to receive instruction in regular education with differentiated instruction.
- **Level III:** Students with moderate needs receive collaborative consultation, differentiated instruction, and adapted curricula.
- **Level IV:** Students with high needs receive co-teaching, differentiated instruction, and pullout services for specific skill areas.
- **Level V:** Students with significant needs receive 1:1 direct instruction in a resource room with alternative curricula.
- **Level VI:** Students with intense needs require alternative curricula and part-time direct instruction.

The goals of REI are to merge general and special education, integrate more students into regular classrooms, and strengthen achievement for students with mild disabilities.

4.5.2 Teachers' Attitude in Mainstream School

Teachers' attitudes toward inclusion and the REI model are crucial. Success in REI requires changes in attitudes and methods. Research shows that some teachers resist mainstreaming, feeling burdened by the need to modify and individualize instruction.

4.5.3 Collaboration Models-The Lead Teacher Model

In the lead teacher model, the regular classroom teacher delivers instruction, while the special education teacher provides support. Teachers work together to develop strategies and adjust instruction based on the student's needs.

- **Resource Services:** Some students require more intense instruction in a resource room, where they work with special education teachers.
- **Team Teaching:** Both teachers teach together, reinforcing learning and providing support.
- **Consultation Models:** The special education teacher guides the regular

education teacher on how to adjust instruction for students with special needs.

Key Points

- Special education services are growing but still limited in scope.
- IEP development ensures tailored services for each student.
- Successful REI requires changes in teachers' attitudes and methods.
- The collaboration model involves shared responsibility for teaching and evaluating students.

4.6 INCLUSION

Inclusion is an approach to educate students with special educational needs (SEN) by integrating them with non-disabled students. Unlike previous models like 'integration' or 'mainstreaming,' inclusion emphasizes the child's right to participate and the school's responsibility to accept the child. Inclusion rejects separating students with disabilities into special schools or classrooms, focusing instead on full participation and respect for their rights. Schools that fully implement inclusion do not distinguish between "general education" and "special education." Inclusion provides special children with belonging, acceptance, and opportunities to develop typical skills from their peers. It also fosters positive attitudes toward themselves and others, promoting social adjustment and empathy among classmates.

There are three sub-types of inclusion:

- **Regular inclusion/ partial inclusion**
- **Full inclusion:** Students with special needs are educated alongside their peers with appropriate supports.
- **Reverse inclusion:** Non-disabled children are enrolled in special schools.

4.6.1 Attributes of an Inclusive Environment

- Children with disabilities participate in typical settings to the greatest extent possible.
- They have access to the curriculum and activities.
- Support services are available to meet individual needs.

4.6.2 Developing Understanding of Inclusion

Inclusion should not be seen solely as a special education issue. General education teachers need to understand inclusion for its successful implementation.

i. Creating Inclusive Cultures

- Everyone feels welcome.
- Students and staff collaborate and respect each other.
- Parents and the local community are involved.

ii. *Developing the School for All*

- New staff and students are supported.
- The school admits all local students and is physically accessible.

iii. *Organizing Support for Diversity*

- Support for students with diverse needs is coordinated.
- Policies for special education, behaviour, and attendance are aligned.

iv. *Orchestrating Learning*

- Lessons are planned for all students, encouraging participation and collaboration.
- Teachers support the learning and participation of all students, including those with SEN.

Key Points

- Inclusion is different from earlier models like ‘integration’ and ‘main streaming,’ which focused more on disability.
- Fully inclusive schools no longer distinguish between "general" and "special" education.
- An inclusive education program provides belonging, acceptance, and developmentally appropriate practices for children with special needs.
- Change occurs when people with a shared vision work together to create an inclusive environment.

Conclusion: Special needs education uses proven teaching methods that benefit all children, emphasizing that human differences are normal. Learning should be adapted to the child’s needs rather than forcing the child to fit the learning process. The core principle of an inclusive school is that all children should learn together whenever possible. Ordinary schools must acknowledge and respond to the diverse needs of their students, providing a continuum of support and services to meet those needs. Inclusive schools are the most effective at fostering solidarity between children with special needs and their peers.

SELF ASSESSMENT QUESTIONS

1. Suggest any other interventional program that can help inclusion.
2. How will you differentiate between peer tutoring and peer support program?
3. How does assistive technology make inclusive education successful?
4. What interventional program do you think is best for inclusion?
5. What kind of grouping is effective in special class?
6. What kind of SENS should be given special class services?
7. How can a school action plan be developed?
8. What are the salient features of special class approach model?
9. What is regular education initiative search more and elaborate?
10. What is meant by collaboration? How can collaboration in mainstream classroom be helpful?
11. Main streaming becomes easier if we have a resource room. What do you think?
12. What professionals are required in the resource room of a mainstream school?
13. How material can augment learning of a special education teacher?
14. Briefly describe the benefits of various collaboration models.
15. What steps should be taken to develop inclusive education in Pakistan?

SUGGESTED READINGS

NYC Continuum of Services for Students with Disabilities, p. 32-36

New York State's Continuum of Special Education Services for School-Age Students with Disabilities: Questions and Answers

New York State's Continuum of Special Education Services for School-Age Students with Disabilities: Questions and Answers, Question 49 and 53

No Child Left Behind Highly Qualified Teacher Information for Special Education Teacher A NYC DOE Division of Human Resources document dated Oct. 28, 2009
What does "highly qualified" mean for special education teachers?

A Q & A prepared by NYCDOE Division of Human Resources

Shaw, S. (2007). Services for students with learning disabilities: It's the program not the place. *New Times for DLD*, 25(2), 1-2.

<http://schools.nyc.gov/NR/rdonlyres/C7A58626-6637-42E7-AD00-70440820661D/0/ContinuumofServices.pdf>

<http://www.uft.org/teaching/special-classesUFT> Special Education Complaint Form
State Regulations: 8 NYCRR §200.1(vv)

NYCDOE Standard Operating Procedures Manual, p. 113

State Regulations: 8 NYCRR §200.1(ww)(3)(ii) and 200.6(h)(2),(3) and (6)

State Regulations: 8 NYCRR § 200.6(h)(4)

<http://specialed.about.com/od/idea/a/resourceroom.htm>

<http://www.resourceroom.net/older/resourceroomtips.asp>

<http://www-users.math.umd.edu/~dac/650old/doepaper.html>

<http://www.esdnl.ca/programs/inclusion/newsletters/achievementforall.pdf>

<http://www.lotsofessays.com/viewpaper/1690263.html>

<http://www.questia.com/googleScholar.qst?docId=5000120227>

INCLUSION STRATEGIES

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INTRODUCTION

Inclusion ensures educating every child in their natural classroom environment, focusing on support services brought to the child rather than relocating them. Full inclusion involves all students, regardless of disability, in regular programs, unless required services are unavailable. Inclusive education embraces diversity, creating environments where individual needs are met, and every student can succeed.

UNESCO defines inclusive education as addressing diverse learners' needs by increasing participation and reducing exclusion. Historically, children with disabilities were excluded from education. The U.S. Education for All Handicapped Children Act (EHA) of 1975 and its successor, IDEA, emphasized Free and Appropriate Public Education (FAPE) and the Least Restrictive Environment (LRE), promoting normalization for full participation in educational and social settings.

FAPE ensures education meets the unique needs of students with special educational needs, protects their rights, and supports state and local efforts to educate all children effectively. LRE emphasizes teaching students with disabilities alongside their nondisabled peers as much as possible, supporting the belief that all students can learn. Successful inclusion requires strategic methods from identifying special needs to achieving social inclusion.

OBJECTIVES

After studying inclusion strategies, you will be able to:

1. Adapt classroom accommodations for special education needs.
2. Use effective instructional methods for meaningful learning.
3. Develop individualized educational plans based on strengths and needs.
4. Identify students' potential for progress.
5. Implement inclusion strategies effectively.
6. Develop teaching plans based on progress evaluations.
7. Accommodate special education needs in general classrooms.

Inclusive strategies assume student performance depends on the interaction between the student and their environment. Classrooms can minimize or amplify the impact of special needs, necessitating adaptations. Schools heading toward inclusion require strategic plans to support special needs students in general education settings. The plan comprises following steps:

5.1 IDENTIFY CLASSROOM ENVIRONMENT

Fully inclusive schools restructure education so all students learn together, eliminating distinctions between "general" and "special" education. In a full inclusion setting, students with special needs are educated alongside peers, with appropriate supports and services provided.

Schools must ensure access in four key areas: physical (buildings), academic (curriculum and instruction), social (peer interaction), and economic (affordability). Participation requires facilities, services, and supportive school environment. Value diversity, safety, and positive attitudes.

Inclusive schools need:

- Accessible facilities (e.g., ramps, wheelchair-friendly toilets).
- A welcoming and healthy environment.
- Skilled staff to address special education needs (SENC).
- Professionals like the rapists to support students.
- Collaboration among teachers, staff, parents, and students.
- Connections with health authorities for regular checkups.

5.1.1 Classroom Environment

The classroom is a space where students come together to learn under a teacher's guidance. Inclusive strategies rely on two key assumptions: student performance results from the interaction between the student and the instructional environment, and classroom organization significantly impacts integration.

Factors influencing classroom order and inclusivity include:

- Infrastructure (e.g., use of space, lighting).
- Schedules for academic and non-academic activities.
- Approaches to individual differences.
- Behavior management through rules and monitoring.
- Effective use of instructional time.

Successful inclusive classrooms feature:

- Active learners participating equally.
- Equal opportunities for SENC to engage without being marginalized.
- Accommodations allowing students to learn at their own pace.
- Specific, attainable learning goals with appropriate challenges.

5.1.2 Selection of Students for Inclusive Classroom Environment

Not all students with special needs are suited for inclusion. Fully included students should ideally be able to attend school and work near grade level. Some

students, such as those with severe disabilities requiring long-term hospitalization or mobility restrictions, may not benefit from inclusion. Most students with mild disabilities or manageable physical conditions (e.g., diabetes, epilepsy) can succeed in inclusive classrooms with appropriate modifications. Students requiring minimal specialized services or adaptations are ideal candidates for inclusion.

5.2 CHARACTERISTICS OF AN INCLUSIVE, LEARNING-FRIENDLY CLASSROOM & TRADITIONAL CLASSROOM

	TRADITIONAL CLASSROOM ENVIRONMENT	INCLUSIVE LEARNING CLASSROOM ENVIRONMENT
Relationship	Distant (the teacher addresses students with her back towards them) No assistant teacher	Friendly and warm. The teacher sits next to and smiles at the child with a disability. The parent-helper praises this child and assists other Children.
Who is in the classroom	The teacher as well as students with quite similar abilities.	The teacher, students with a wide range of backgrounds and abilities, And there are other people such as parent/ helper.
Seating arrangement	Identical seating arrangements in every classroom (all children seated at desks in rows; girls on one side of the room, boys on the other)	Different seating arrangements, such as girls and boys sitting together on the floor in two circles or sitting together at tables in semi-circle or U shape.
Learning Material	Textbook, exercise book, chalkboard for teacher.	Variety of materials for all subjects such as math materials made from newspapers, or posters and puppets for language class
Resources	The teacher is interacting with children without using any additional teaching materials.	The teacher plans a day in advance for the class. She involves the children in bringing learning aids to the class, and these aids must not cost anything.
Evaluation	Standard written examinations	Authentic assessment; Observations; Samples of children's work overtime such as portfolios

5.3 TEACHERS' ROLE IN INCLUSION

Inclusive education relies on the general classroom teacher's knowledge of diverse learners' needs, teaching techniques, and curriculum strategies. According to Florian and Rouse (2009), teacher education must prepare professionals to take responsibility for improving learning and participation for all students. A teacher systematically guides a child's learning, adapting their approach to bring lasting behavioral changes. The teacher's attitude, knowledge, and skills are key to the successful inclusion of special education needs children (SENC). Essential characteristics include:

- **Belief:** Confidence that all children, including girls, the poor, and disabled, can learn.
- **Involvement:** Commitment to identifying and helping out-of-school children access education.
- **Knowledge:** Awareness of disabilities and strategies to support affected students.
- **Skills:** Proficiency in teaching diverse learners and modifying behavior.
- **Influence:** Ability to drive attitudinal change at classroom, school, and societal levels.

The teacher's role is central to implementing inclusive strategies, adapting content, and employing methodologies to address the diverse needs of students.

5.4 THE STUDENT

A "student" refers to any learner in formal or non-formal education. In inclusive classrooms, students are placed with peers of the same chronological age, fostering belongingness, peer support, and friendships.

To build a sense of community, schools use various techniques:

- Organizing events to promote social bonding.
- Encouraging collaborative problem-solving.
- Sharing materials that teach values and diversity.
- Discussing individual differences openly.
- Assigning roles that foster responsibility.
- Encouraging peer support and teamwork.
- Using adaptive equipment like standing frames to enable equal participation.
- Highlighting strengths and promoting active engagement for all students.

Inclusive classrooms focus on maximizing participation and creating opportunities for students with special needs to contribute meaningfully.

5.5 CLASSROOM GROUPING

Teachers employ various grouping strategies, such as teaching the entire class, small groups, or one-on-one sessions. Whole-class instruction is often used for subjects like social studies, while small groups or individual instruction cater to specific needs, such as reinforcing multiplication facts or assisting with English assignments.

Grouping students with differing abilities and interests promotes cooperative problem-solving and peer tutoring. Students benefit differently from these arrangements. For instance, Ahmad, who requires adaptations, might thrive in a small group where others read assignments aloud, enabling his active participation.

5.6 CURRICULUM AND INSTRUCTIONAL NEEDS

The term curriculum has varied interpretations, from academic material to educator guidelines and activities from publishers. Effective curriculum ensures equity and quality, addressing learners' diversity for long-term educational sustainability.

5.6.1 The Relationship between Curriculum and Instruction

Instruction refers to the planning and implementation of teaching strategies aligned with curriculum content. Both must be compatible to enhance learning outcomes. Teachers face diverse learners, including those with IEPs, requiring tailored methods. Differentiated instruction integrates modifications for diverse abilities, such as highlighting essential content, using multiple modalities, and innovative teaching aids like kinesthetic activities.

5.6.2 Collaboration

Teachers are integral to curriculum development and need preparation for inclusive education. Professional development, pre-service training, and accessible resources are essential for equipping educators to meet diverse needs.

5.6.3 Collaborative Consultation

This approach involves general and special educators collaborating to assess, plan, and evaluate instruction for students' academic and social needs, with general educators delivering instruction.

5.6.4 Collaborative Teaching

General and special educators work together to plan, teach, and evaluate students in an integrated classroom, ensuring coordinated efforts for diverse learners.

5.6.5 Instructional Support Team

An IST assists struggling learners by providing academic, behavioral, and

social support through a collaborative, school-based team. Effective ISTs minimize special education classifications and foster inclusivity.

5.6.6 Child Study Committee

This team addresses individual student needs in general education, reviewing performance evidence and recommending strategies to support learning and development.

5.6.7 Individualized Education Program Team

The IEP team develops and reviews educational plans for students with disabilities. It includes educators, parents, administrators, and students (14+ years), focusing on annual revisions and eligibility reviews.

5.6.8 Implementation of the Team Approach

Collaboration and team teaching require training, regular planning, and problem-solving sessions. Strategic teaching and tailored materials help meet diverse learning styles and strengths.

5.6.9 Advantages of the Team Approach Strategy

The trans-disciplinary model combines expertise to deliver integrated services in the regular classroom. Shared responsibilities and collaboration among professionals ensure effective instruction, goal setting, and monitoring progress, fostering inclusive education.

Key Points

Effectively designing curriculum adaptations requires a shift in teaching methods rather than significant additional work for teachers.

Activities:

- **Reflection:** After reading about classroom adaptations, assess if SENC (Students with Educational Needs and Challenges) can be accommodated in general schools in Pakistan.
- **Inclusion Steps:** Plan steps for including SENC in your classroom based on Unit 5.1.
- **Environment Analysis:** Identify key elements of a general classroom environment that align with the needs of SENC.
- **Strategies Development:** After understanding inclusion and adaptations in Unit 5.1, write strategies for successful inclusion in Pakistani schools.
- **Historical Insight:** Research the history of inclusive education in Pakistan.
- **Instructional Improvement:** Consider how to equip teachers with skills and knowledge to accommodate SENC effectively in general education.

5.7 STUDENT LEARNING STRENGTHS AND NEEDS

5.7.1 *Individualized Education Plan (IEP)*

Each student follows a unique learning path based on their abilities and developmental pace. Teachers must identify what students already know and build on these skills. The strengths and weaknesses of students, along with curriculum and teaching methods, should be assessed using tools like Curriculum-Based Measurements (CBM). In inclusive education, focusing on students' strengths rather than their limitations is vital. Students' needs may include skills in academics, motor skills, social interactions, and behavior management.

5.7.2 *Accommodation*

Accommodations adjust teaching methods to make learning accessible without changing the material. Types include:

- **Response Accommodations:** Allow verbal answers or use of technology for responses.
- **Presentation Accommodations:** Provide audio books, text-to-speech tools, or note-takers.
- **Setting Accommodations:** Offer quiet rooms or accessible seating arrangements.
- **Scheduling Accommodations:** Extend test times or provide breaks.

5.7.3 *Modification*

Modifications adapt or simplify the curriculum to meet students' capabilities. Examples include:

- Skipping or simplifying topics.
- Using shorter assignments or tests.
- Providing aids like calculators or word banks.
- Allowing extended time for comprehension and recall.
- Behavioral challenges can also be addressed through predictable schedules and additional cues.

5.7.4 *Assistive Technology*

Assistive technology plays a significant role in inclusive education by integrating students into the general education system and tailoring instruction to meet their performance levels. Assistive technology supports students with disabilities by enhancing their abilities. Examples include:

- Specialized tools like talking word processors or screen magnifiers.
- Adaptive teaching methods for reading and math, such as the Fernald method or Cuisenaire rods.

Key Points

Inclusive education programs should be tailored to meet the unique needs of each student. Teachers trained in inclusive education must understand students' strengths and needs to provide personalized services. Special education programs should address a student's specific needs and current capabilities, with the school system collaborating to offer logical training in natural settings, enabling social adjustment.

There is a pressing need for teachers to acquire additional skills in technology and assistive tools, as all educators may now teach students with disabilities.

5.8 POTENTIAL AREAS OF STUDENT PROGRESS

Inclusion focuses on analyzing students' strengths, building an IEP based on instructional demands, and identifying tasks students can succeed at. Success boosts motivation and self-image. Strengths can be academic or social-emotional. For example, a student who struggles with reading but excels in drawing can contribute by creating maps in social studies, and a student with attention issues may succeed in the school band, focusing on their strengths.

5.8.1 Present Level of Performance

IDEA mandates that each IEP includes the child's present levels of academic achievement and functional performance. These levels help assess the child's needs in both academic and functional areas.

5.8.2 Academic Achievement

Academic achievement refers to a child's performance in subjects like math, language arts, and science. This performance varies depending on the child's abilities and disabilities. The present levels statement outlines the student's academic skills and areas for growth.

5.8.3 Functional Performance

Functional performance pertains to everyday skills, such as dressing, social interactions, behavior, and mobility. These skills are crucial when assessing the child's ability to participate in general education. The present levels statement also evaluates how the child's disability affects their functional abilities and educational involvement. The "present levels" statement should describe the child's strengths, weaknesses, learning challenges, and how the disability impacts their learning, based on data and evaluations. This forms the foundation for the rest of the IEP, which includes goals, services, and accommodations.

Key Points

IEP focuses on students' strengths rather than limitations. It is based on the student's functional abilities in academics and daily living. A comprehensive assessment highlights areas for further growth, guiding instructional strategies.

5.9 POTENTIAL PROBLEM AREAS

Once a multidisciplinary team identifies the need for special education, the IEP is developed to address the student's individual needs, educational programming, and progress monitoring. Potential problem areas include:

5.9.1 Comprehension

A child may struggle to distinguish sounds, follow multi-step directions, or participate in discussions, despite showing interest in listening activities and taking notes.

5.9.2 Oral Language

A child may have strong articulation but face challenges with grammar, word recall, and verbal expression, often relying on interjections and hesitations.

5.9.3 Reading

Weak readers may confuse words and letters, struggle with silent reading, and experiences low, deliberate reading with many substitutions and omissions. They may avoid reading altogether.

5.9.4 Written Work

Written assignments may lack clarity, legibility, and proper grammar. The child may struggle with punctuation, organization, and completing tasks.

5.9.5 Mathematics

A child may have difficulty sequencing numbers, performing mental math, and understanding mathematical concepts. They may make frequent errors and avoid word problems.

5.9.6 Motor Skills

Clumsiness and weak coordination can impact fine motor tasks like writing or art. The child may struggle with large motor coordination during activities like recess.

5.9.7 Social Skills

Challenges in making friends, following rules, and managing peer interactions can result in social isolation, conflict, and behavioral problems.

5.9.8 Behavior Skills

A child may struggle with following routines, staying organized, or managing emotions. Hyper activity, impulsivity, and distractibility can hinder classroom success.

Activity

1. Devise activities to teach basic math skills to a fourth grader.
2. Research names of common learning disabilities and their problem areas.
3. Who should you approach if children in your class show:
 - i. A deficit in hearing ability
 - ii. Behavioral issues
 - iii. Poor physical skills
4. If a child cannot read, what areas should you explore to identify the problem?
5. A teacher is giving oral instructions about how to do an assignment. There are 5 steps that you must follow in order to complete the assignment. A student has poor auditory memory skills and can only remember 2-3 of the steps. What could the teacher do to help?
6. Which type of accommodation is needed?
7. A middle school student has a very short attention span. Her classes are 50-minutes each. One of her teachers likes to lecture and the student has a difficult time concentrating. What could the teacher do to help this student?
8. Which type of accommodation is needed?
9. A student is very distracted by bright colors. What could a teacher do to help this student in his classroom? Which type of accommodation is needed?
10. What accommodations can you make for each of the above five examples? Here are some possible accommodations.
 - Presentation–Provide the student with a set of written instructions.
 - Response - Permit the student to write answers on the test.
 - Equipment/extra personnel-Allow the student to use a calculator or multiplication chart.
 - Scheduling - Provide instruction in shorter chunks of time.
 - Setting-Reduce the amount of stimulation in the classroom; move student to a carrel or to another less distracting area.

5.10 ADAPTATIONS FOR INCLUSION IMPLEMENTATION

Inclusion addresses the diverse needs of all learners by increasing participation in learning and communities, reducing exclusion from education. It involves changes in content, approaches, structures, and strategies, aiming for a system that educates all children (UNESCO, 2005).

Effective curriculum adaptations are categorized into four primary areas:

5.10.1 *Adapting Instructional Strategies*

This involves changing teaching methods to improve how information is presented, such as using demonstrations, role play, scaffolding, or active participation techniques (e.g., response cards or manipulative). Varying groupings for instruction, including small group or cooperative learning, is also key.

5.10.2 *Adapting Instructional Materials*

This category involves changing materials or supplies available to students. It can include:

- Adjusting read ability levels
- Highlighting key content features
- Designing materials to appeal to various sensory modalities
- Choosing materials based on durability or safety

These adaptations help students engage in general education and acquire new skills.

5.10.3 *Adapting Curricular Content*

This involves adjusting the complexity of what is taught, such as:

- Reducing vocabulary assignments
- Allowing students to focus on specific tasks, like odd-numbered problems
- Providing learning task choices

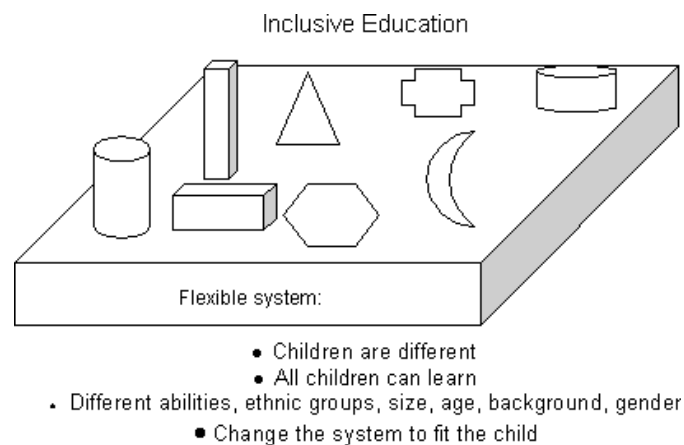
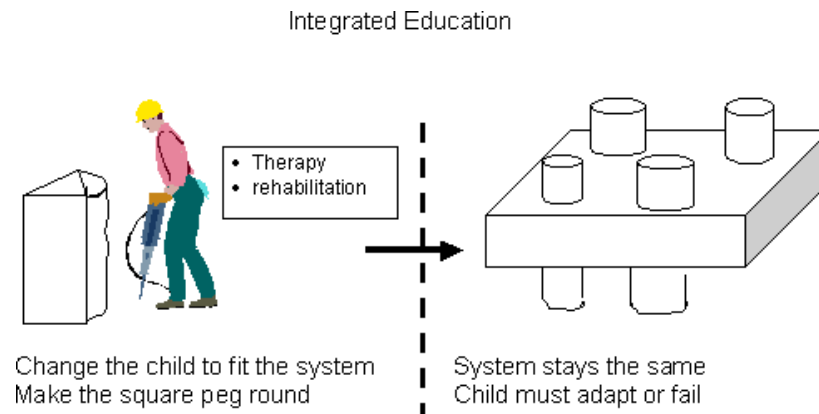
This reduces cognitive demands, promoting more participation in the general curriculum.

5.10.4 *Adapting Assessment Practices*

This category change show students demonstrate learning, such as:

- Extending test parameters (e.g., extra time or scribe help)
- Using multiple assessment criteria
- Allowing alternative responses, such as collage or music, instead of traditional written or oral answers.

These adaptations emphasize that inclusion involves tailored strategies to meet the diverse needs of students in a general education setting.



5.11 EVALUATE THE STUDENT PROGRESS

Progress monitoring assesses students' academic performance and the effectiveness of instruction. It can be implemented for individual students or an entire class. Evaluation forms an opinion about the quality of a response or performance based on recognized criteria. The goal is to assess how well students have mastered skills or content. Assessment should be continuous, joint, consultative, and based on agreed criteria. It helps evaluate student achievements and growth, contributing to learning outcomes.

Correct implementation of progress monitoring offers multiple benefits:

- Accelerated learning with appropriate instruction
- Informed instructional decisions

- Documentation for accountability
- Improved communication with families and professionals
- Higher teacher expectations for students
- Fewer Special Education referrals

It ensures efficient instructional techniques, leading to faster attainment of achievement standards. Teachers set specific criteria based on expected learning outcomes to evaluate student progress.

CONCLUSION

The goal of education is learning, and assessments are a key tool for determining if students have learned. For students with disabilities, individualized instruction and accommodations help demonstrate learning. The variety of accommodations allows IEP teams to maximize student ability. Progress monitoring adds a powerful tool for continual growth evaluation and instruction adjustments. By selecting appropriate accommodations, students with disabilities can access instruction and show their learning.

SELF ASSESSMENT QUESTIONS

1. What are the characteristics of an inclusive classroom?
2. What strategies must a school adapt to include SENC in general education?
3. Explain the relationship between curriculum and instruction.
4. What are individual strengths and needs, and why is an IEP significant?
5. What are the strengths and needs of a hearing-impaired child, and how can assistive technology help?
6. What is modification and adaptation in education? Describe with examples.
7. What are the key areas for academic achievement?
8. What is the present level statement, and how does it help evaluate a child's progress?
9. Identify potential problem areas of students in inclusive education.
10. How can you locate problem areas and assess them effectively?
11. How would you adjust activities for SENC in a general classroom?
12. How does the PRESS strategy work? Elaborate on each component.
13. Describe the role of professionals in making adaptations.

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CREATING AND MAINTAINING INCLUSIVE SCHOOLS

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INTRODUCTION

Inclusive education represents a transformative shift in how schools view and serve students, particularly those with disabilities. It aims to provide equal opportunities for all learners, integrating them into the fabric of community schools rather than isolating them. The essence of inclusive education is not just about physical integration but ensuring students with disabilities are fully included socially, academically, and emotionally. This approach requires adapting the learning environment to meet the diverse needs of all students.

Inclusive education is firmly rooted in the **Least Restrictive Environment (LRE)** principle. This principle advocates that students with disabilities should be educated alongside their peers in regular classrooms whenever possible. In practice, achieving an inclusive school environment means addressing and eliminating various barriers—physical, social, and institutional that could prevent students from accessing equal learning opportunities. A truly inclusive school supports the growth and development of every student, ensuring they thrive both academically and socially.

This unit explores the philosophies, strategies, and the roles needed to create inclusive schools, providing a detailed guide on the necessary approaches to integrate inclusive practices into the educational setting.

OBJECTIVES

By the end of this unit, you should be able to:

1. Understand the essential characteristics that define inclusive schools.
2. Comprehend the fundamental principles of inclusive education.
3. Develop practical strategies to create inclusive classrooms that cater to diverse needs.
4. Acknowledge the critical roles of teachers, administrators, and support staff in fostering an inclusive environment.
5. Identify the provisions required to meet the needs of students with disabilities.
6. Understand instructional techniques that promote inclusivity.
7. Advocate for the social importance of inclusive schooling and its benefits to society.

EVERY SCHOOL: AN INCLUSIVE SCHOOL



An inclusive school is not only a place where students with disabilities are integrated, but where they are actively supported and valued within both academic and extra-curricular settings. These schools aim to foster an environment where all students, regardless of their abilities, have an equal chance to succeed and grow.

6.1 ENROLLMENT DRIVE AND RETENTION MEASURES

Successful enrollment and retention of students with disabilities are central to the success of inclusive education. Overcoming barriers such as financial constraints, societal stigma, and lack of awareness is essential to achieving inclusive education goals.

6.1.1 *Strategies for Enrollment Drive*

- **Community Awareness Programs:** Engage local communities and parents through workshops, campaigns, and school events to raise awareness about the benefits of inclusive education.
- **Financial Incentives:** Provide scholarships, free meals, uniforms, and transportation to reduce financial barriers for students with disabilities.
- **Parental Engagement:** Foster strong relationships with parents through meetings and workshops, addressing concerns and building trust in inclusive practices.

6.1.2 *Measures for Retention*

- **Peer Support Systems:** Establish collaborative learning groups where

students with disabilities can receive social and academic support from their peers.

- **Tailored Instruction:** Implement Individualized Education Plans (IEPs) to address the unique needs of each student.
- **Incentives for Regular Attendance:** Create programs that recognize students with disabilities for consistent attendance and participation.

Example: In rural areas, initiatives like providing free transportation and midday meals have successfully increased enrollment, particularly for girls and children with disabilities.

6.2 EARLY IDENTIFICATION AND ASSESSMENT

Early identification of disabilities is crucial for ensuring timely intervention and maximizing a child's potential. The earlier the intervention, the better the outcomes in both academic and social domains. The following are some identification procedures.

- **Home Observations:** Parents can often spot early signs of developmental delays or learning challenges.
- **School Screening:** Teachers conduct regular assessments to detect students who may require special support.
- **Specialist Evaluations:** Psychologists, speech therapists, or occupational therapists carryout comprehensive evaluations to establish the necessary support.

6.2.1 *Benefits of Early Intervention*

- **Prevention of Further Complications:** Addressing issues early can prevent more severe difficulties later.
- **Enhanced Development:** Early support can improve cognitive, emotional, and social skills.
- **Long-Term Societal Benefits:** Students who receive early support are better equipped to contribute positively to society.

6.2.2 *Stages of Intervention*

- Teacher-led identification
- SEN (Special Educational Needs) coordinator involvement
- Specialist support
- Formal multi-disciplinary evaluation
- Ongoing monitoring and adjustment

6.3 HETEROGENEOUS GROUPING

Heterogeneous grouping refers to the practice of forming mixed-ability groups in classrooms. This approach fosters collaboration, empathy, and the development of social and academic skills.

6.3.1 *Advantages of Heterogeneous Grouping*

- **Enhanced Academic Performance:** Lower-performing students benefit from interactions with high-performing peers.
- **Fostered Social Skills:** Diverse groupings allow for the development of communication, teamwork, and problem-solving skills.
- **Reduction of Biases:** Encouraging collaboration between students of different abilities helps to challenge stereotypes and promotes understanding.

6.3.2 *Implementing Effective Grouping*

- Teachers should assess students' strengths and weaknesses when forming groups.
- Activities should be designed to encourage equal participation, where all students contribute meaningfully.

Example: Group projects that allocate tasks based on students' strengths (research, presentation, creative aspects) ensure everyone feels valued and included.

6.4 ESTABLISHING A SCHOOL PHILOSOPHY

Every school's system is grounded in a specific philosophy that influences its practices and goals. For inclusive schools, the philosophy emphasizes the holistic development of each child, recognizing their strengths rather than focusing on weaknesses. This philosophy is built on the idea that all children, including those with special needs, should have access to quality education in an environment that supports their unique needs.

In inclusive education, the physical infrastructure is designed to be barrier-free, ensuring that children with disabilities can access all areas of the school easily. Moreover, teachers are trained to accommodate the diverse needs of their students, fostering a more inclusive learning environment. The ultimate aim is to create a school where learning is inclusive, which allows every child to thrive academically, socially, and emotionally. The guiding principles of inclusive education focus on:

- **Belonging:** Every child is considered a vital part of the school community.
- **Equality:** All children, regardless of their abilities or disabilities, have equal access to educational opportunities.

- **Quality Education:** Every child deserves quality education that caters to their individual learning needs.

Countries with inclusive education systems uphold the idea that:

- Every child should feel welcome and be provided with quality education.
- There should be no discrimination against children with special needs, and they should be integrated into regular classrooms.
- The responsibility of educating children lies with the entire teaching community, not just special educators.

These principles help shape a school philosophy that goes beyond academic achievement, focusing on the social, emotional, and personal growth of all students.

6.4.1 Avoiding Psychological Separation

Psychological separation refers to the mental barriers or distinctions that exist in the minds of teachers, students, and parents when it comes to children with special needs. While inclusive education integrates students with disabilities into general education classrooms, there can still be a psychological barrier that makes them feel "different" or "other." This separation is not just about physical placement but also about how individuals perceive the capabilities and roles of students with disabilities.

The philosophy of inclusive education seeks to address and eliminate this psychological separation by promoting a mindset that values diversity and equality. By recognizing that every child, regardless of ability, has the right to access the same opportunities, inclusion aims to break down the discriminatory attitudes that persist in society and education systems. Teachers must treat all students equally, without assigning them roles based on stereotypes (e.g., labeling special education teachers as the "special" teachers and others as regular teachers).

Inclusion involves fostering a school culture that celebrates differences and emphasizes the shared humanity of all students. Teachers and school staff are key players in creating a culture where students with disabilities are not just integrated physically but are truly valued as equals.

6.4.2 Developing Friendship

Friendship is a crucial aspect of a child's development, and inclusive classrooms provide an opportunity for students to form meaningful relationships with their peers. Children with disabilities, when placed alongside their typically developing peers, have the chance to learn vital social skills that will help them later in life. These friendships can challenge preconceived notions about disabilities and help build empathy and understanding among all students.

In an inclusive setting, teachers foster friendships by:

- **Assigning Buddies:** Teachers may assign a peer buddy to students with special needs, ensuring they have someone to interact with during non-academic times, such as lunch or recess.
- **Nurturing Relationships:** Teachers encourage students to build relationships by engaging in shared activities, such as cooperative games or projects, which promote teamwork and mutual respect.
- **Social Skills Training:** Specific social skills, such as how to initiate conversations, share, and resolve conflicts, are often taught directly to help students interact positively.

Other strategies include:

- Organizing group activities that require cooperation.
- Encouraging empathy by discussing differences in class.
- Having discussions about the qualities of good friendships and exploring the idea that children with disabilities can possess these qualities just like anyone else.

By engaging students in these activities, inclusive schools foster a sense of belonging and community. This support extends beyond the classroom, as parents can also facilitate friendships outside of school by arranging play dates.

6.4.3 Encouraging Participatory Learning

In traditional education models, the teacher often controls the learning environment by delivering lectures, and students are passive recipients of knowledge. However, in inclusive education, particularly for children with diverse abilities, this approach is ineffective. Learning should be an active process where students engage with the content, peers, and their environment to construct knowledge. Participatory learning is especially beneficial in inclusive classrooms. It provides students with disabilities the opportunity to actively participate in lessons, which can enhance their understanding and retention of the material. For instance:

- **Hearing-impaired students** may be asked to read aloud or use visual aids to engage with the content.
- **Visually impaired students** can participate by listening attentively and answering questions or using tactile materials.
- **Students with intellectual disabilities** might present pictures or create stories to demonstrate their understanding.

Teachers are encouraged to use diverse teaching methods, such as group

discussions, hands-on activities, and peer-to-peer teaching, to ensure that all students can contribute. By involving students in the learning process, they are more likely to retain information, develop self-confidence, and feel that they are valued members of the classroom.

Key Points

1. **School Philosophy:** An inclusive school is based on democratic principles of equality, where every child has the right to quality education, regardless of their abilities.
2. **Psychological Separation:** Overcoming the mental barriers of separation is crucial in ensuring that all students are perceived as equals.
3. **Friendships:** Friendships are a corner stone of inclusion, and teachers should actively nurture these relationships by promoting shared activities and understanding.
4. **Participatory Learning:** Active engagement in learning activities enhances the educational experience for students with disabilities, fostering a sense of accomplishment and self-worth.

6.5 PROFESSIONAL DEVELOPMENT OF TEACHERS

The professional development of teachers plays a crucial role in the success of inclusive education systems. It involves both **pre-service** training (before teachers join the workforce) and **in-service** training (provided during employment). Both types of training aim to equip teachers with the necessary skills to work effectively with students with special needs in inclusive classrooms. An inclusive professional development system encourages collaboration and addresses the learning needs of all students, regardless of ability or disability.

6.5.1 Adapting the Curriculum

Adapting the curriculum is one of the corner stones of inclusive education. It involves modifying content, teaching methods, and assessments to accommodate the diverse needs of students. It ensures that all learners, regardless of their abilities, have access to the same educational opportunities.

- **Simplifying Content:** Complex concepts can be broken down into smaller, more manageable parts. Teachers can use simpler language, visual aids, and step-by-step instructions to help students grasp challenging topics.
- **Flexible Teaching Methods:** Different students have different learning styles. Some may learn better through visual aids, others through hands-on activities. It is important for teachers to diversify their methods, such as incorporating tactile resources, demonstrations, or multimedia

presentations.

- **Alternative Assessments:** Not all students will succeed in traditional tests. Therefore, teachers can replace written exams with performance-based assessments or project-based evaluations, allowing students to showcase their understanding in different ways, such as through presentations or creative projects.

By adapting the curriculum, teachers can ensure that no student is left behind, thus fostering an environment where all learners can thrive.

6.5.2 Positive Attitude of Teachers

The attitude of teachers is a significant factor in the success of inclusive education. Teachers who are positive, empathetic, and committed to inclusion help create a welcoming and supportive classroom environment where all students feel valued.

Training and Workshops: Regular professional development sessions focused on diversity, inclusion, and empathy help teachers develop a positive attitude toward inclusive education. These workshops provide teachers with the tools and strategies they need to feel confident in supporting students with special needs.

Exposure to Success Stories: Sharing success stories of students who have thrived in inclusive environments can inspire teachers and help them realize the potential of all students, regardless of their challenges.

Peer Collaboration: Teachers who work together in inclusive classrooms can share experiences and best practices, learning from each other's successes and challenges. This collaborative approach strengthens the overall teaching strategies and enhances the inclusivity of the classroom.

When teachers adopt a positive attitude toward inclusion, it fosters a sense of belonging and empowerment for all students.

6.5.3 Encouraging Quality Education

Quality education in inclusive schools is not only about academic achievement but also the development of life skills and social inclusion for students with disabilities. High-quality education ensures that each student reaches their full potential.

- **Personalized Learning Plans:** Individualized education plans (IEPs) are crucial in providing targeted support to students with disabilities. These plans are tailored to address each student's unique strengths, challenges, and needs, setting achievable goals and providing necessary accommodation.
- **Collaborative Teaching:** Inclusive education works best when general

and special educators collaborate. This allows for more personalized attention and enables teachers to address specific learning needs more effectively.

- **Ongoing Assessment:** Continuous assessment is key to ensuring the effectiveness of inclusive education. Regular evaluations of both teaching strategies and student progress help adjust approaches to meet the evolving needs of learners.
- When education is personalized and continuously improved, it leads to better academic and social outcomes for students with disabilities. Promoting quality in inclusive education involves several key factors:
- **Broader Inclusion:** Inclusion extends beyond students with special educational needs to those at risk of exclusion, including learners facing challenges that could lead to school failure.
- **Active Participation:** Access to mainstream education is insufficient without meaningful engagement. Positive attitudes from teachers and parents are essential, as their experiences shape their perspectives. Addressing these attitudes through strategies and resources is crucial.
- **Learning Process Focus:** The goal for all students is developing "learning to learn" skills, not just subject knowledge. Learning should be seen as a process rather than content-based.
- **Personalized Learning:** Approaches that involve learners in setting, tracking, and reviewing their goals, with support from teachers and families, encourage independent learning.
- **Individual Education Plans (IEPs):** IEPs are essential for students with complex needs, focusing on maximizing independence and collaboration with families in goal-setting.
- **Diverse Needs Approach:** Inclusive education avoids labeling and categorizing students, focusing on strategies that benefit all learners, including differentiated instruction and flexible learning.
- **Cooperative Teaching:** Teachers collaborate with learners, peers, parents, and other staff, creating a team approach to meet diverse needs.
- **Collaborative Problem Solving:** Systematic classroom management and problem-solving foster a positive, inclusive environment.
- **Differentiated Instruction:** Using various teaching methods and flexible grouping strategies accommodates diverse learning needs.
- **Holistic Assessment:** Assessment should focus on learning progress across academic, behavioral, and emotional domains, supporting future learning steps without labeling students.

6.6 PROVISIONS OF FACILITIES, AIDS AND EQUIPMENT

6.6.1 *Provision of Adequate Staff*

The success of inclusive education heavily relies on having an adequate and well-trained staff. Schools must ensure that there is a balance of general educators, special educators, and support staff who work collaboratively to meet the needs of diverse students.

- **Inclusion Facilitators:** These are experienced educators who serve as leaders and mentors to help others implement inclusive practices effectively. They guide teachers and staff in creating more accessible and welcoming classrooms.
- **Special Educators:** Special educators are experts who focus on creating tailored instructional strategies for students with disabilities. They work closely with general educators to ensure that accommodations and modifications are effectively implemented.
- **Support Personnel:** Additional staff such as occupational therapists, speech therapists, and counselors provides targeted support to address specific student needs. These staff members work alongside teachers to deliver the individualized care and assistance required.

6.6.2 *Removal of Architectural Barriers*

Physical accessibility is vital for ensuring that students with disabilities can fully participate in school activities. Schools must remove architectural barriers and create a physical environment that accommodates all students.

- **Ramps and Elevators:** For students who use wheelchairs or have mobility impairments, ramps and elevators are necessary to provide easy access to all areas of the school.
- **Tactile Paving:** Schools should incorporate tactile paving to help students who are visually impaired navigate the grounds independently. Tactile surface can be used on pathways, steps, and entrances.
- **Auditory Alerts:** In order to ensure that students with hearing impairments are included, schools should have auditory alerts for emergencies, such as fire alarms, and other important announcements.
- The removal of these architectural barriers sends a powerful message about the school's commitment to inclusivity, enabling all students to access their educational environment freely.

6.6.3 *Making School Effective*

An inclusive school must be effective in creating an environment that supports the learning and well-being of every student. This involves leadership commitment, community involvement and continuous improvement.

- **Leadership Commitment:** School leaders must actively promote

inclusive practices by allocating resources, providing professional development, and fostering a culture of inclusion. Strong leadership ensures that inclusive education is a priority for all staff members.

- **Community Involvement:** Engaging parents, students, and local organizations in the decision-making process strengthens the school's commitment to inclusivity.
- Collaboration with the broader community helps in addressing challenges and ensuring that diverse voices are heard.
- **Continuous Improvement:** Schools must adopt a culture of continuous improvement by regularly seeking feedback from students, parents, and staff. This feedback should be used to refine teaching practices, adapt infrastructure, and enhance student participation.

By creating a comprehensive, well-supported system, inclusive schools can be more effective in achieving positive outcomes for students with disabilities.

SELF-ASSESSMENT QUESTIONS

1. What are the essential components of an inclusive curriculum?
2. How can teachers differentiate instruction to support students with varying abilities?
3. What challenges do teachers face when implementing inclusive education, and how can they overcome them?
4. In what ways can students with disabilities be involved in the decision-making process of their educational plans?
5. What are the benefits of peer collaboration in inclusive classrooms?
6. How can schools ensure that students with disabilities participate fully in extra-curricular activities?
7. What role does assessment play in monitoring the progress of students in an inclusive classroom?
8. How can schools build strong partnerships with families to support inclusive education?
9. What impact does inclusive education have on the social development of students with disabilities?
10. How can technology be leveraged to support the learning needs of students with disabilities in inclusive settings?

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ORGANIZING INCLUSIVE CLASSROOM

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INTRODUCTION

This unit focuses on factors influencing the organization of inclusive classrooms, which function as ecosystems where teachers, students, materials, and the curriculum work together. It highlights the importance of managing the physical, academic, and social aspects of the classroom and adapting the curriculum to meet the needs of students with disabilities. Strategies include modifying syllabus topics, simplifying language, and using alternative materials. The classroom environment plays a crucial role in fostering cooperation and emotional well-being, which helps students feel safe and supported. Teachers should create a respectful, welcoming atmosphere that encourages positive interactions, collaboration, and academic success for all students.

OBJECTIVES

After studying this unit, you will be able to:

1. Understand the concept of an inclusive classroom as an ecosystem.
2. Identify the living and non-living factors affecting teaching and learning in inclusive settings.
3. Gain an overview of organizing inclusive classrooms.
4. Address issues related to classroom management and existing instructional materials in mainstreaming.
5. Modify and adapt the curriculum for mainstream and inclusive education.
6. Differentiate between special education and mainstream education.
7. Understand teachers' responsibilities in managing and analyzing instruction, materials, and methods in inclusive classrooms.
8. Suggest effective classroom environments, alternate curriculum approaches, and material modifications to meet the diverse needs of students.

7.1 CLASSROOM AS AN ECOSYSTEM

The term "ecosystem," comes originally from biology and refers to populations in a defined area and their interactions with each other and the environment. It has since been applied to fields like sociology, economics, and education, where it often describes a "social ecosystem." In these contexts, "information" is key, representing what is exchanged among interdependent participants. In education, a classroom, school, or district can be considered an ecosystem, where interactions and exchanges occur between people and their environment.

7.1.2 Biological Ecosystem vs. Classroom Ecosystem

A biological ecosystem has abiotic (nonliving) and biotic (living) elements. In a classroom ecosystem, abiotic elements include materials and curriculum, while biotic elements are the teacher, students, and aides. Autotrophic elements represent independent learning, and heterotrophic element sprinter dependent, involving teacher-student collaboration and resources. Equilibrium in a classroom is a balanced, safe atmosphere, while disequilibrium refers to disruptions. Positive disequilibrium, such as debates and discussions, can foster growth and engagement.

7.1.3 Elements of an Educational Ecosystem

The classroom ecosystem is shaped by the relationships between individuals (e.g., student- teacher, student-student) and their environment (e.g., student-text, teacher-curriculum). Key features include goals, rules, practices, roles, and values. A successful ecosystem follows principles of culturally responsive pedagogy, emphasizing collaboration, inclusivity, and responsiveness. Unlike biological ecosystems, classroom participants are sentient and intentional in their interactions. Teachers must create experiences that foster supportive, motivating interactions. For students to thrive, they need to feel connected and cooperative within the classroom. Teachers should ask what students need to succeed and how they can facilitate meaningful interactions. Classroom ecology involves dynamic connections between the teacher, students, pedagogy, and environment, adapting to individual needs and diversity.

7.2 PHYSICAL LAYOUT OF THE INCLUSIVE CLASSROOM

The physical layout of an inclusive classroom is essential for accessibility, ensuring that all children, including those with special needs, can engage in activities with their peers. The setup should support interactive teaching, offering flexible spaces for individual, paired, small group, and whole class work. It should foster both independence and cooperation while encouraging communication. A well-designed classroom positively impacts student achievement, making all children feel safe, valued, and connected. Various design options can be considered

for resource rooms and self-contained special education classrooms.

7.2.1 Station Oriented Model

In the station-oriented model, the classroom is divided into stations, each containing materials for specific content areas (e.g., reading, math, writing). Students work on individual IEP goals at these stations. The classroom layout should be planned to accommodate these centers, with flexibility to adjust as the year progresses. Key considerations include: partitioning learning areas with bookshelves, providing comfortable seating, utilizing wall space for displays, positioning computers away from windows to avoid glare, separating high-activity centers from quiet areas, and designating space for small group work with seating for up to eight students.

7.2.2 Types of Learning Areas

The classroom includes various learning areas, each serving specific purposes:

- **Whole-Group Area:** For whole-class lessons, discussions, and presentations, including activities like reading from an Author's Chair.
- **Small-Group Area:** For small-group instruction or peer-led discussions.
- **Reading Area:** A quiet space for independent or paired reading with a variety of books.
- **Writing Center:** A space for independent and collaborative writing, equipped with supplies.
- **Cross-Curricular Center:** An active area for exploring connections between subjects like literature, science, and art.
- **Computer Station:** For computer-based activities in writing, math, reading, and creative games.
- **Creative Arts Center:** A space for visual art and dramatic play with various supplies and costumes.
- **Communication Area/Post Office:** For exchanging written messages between students and teachers.
- **Listening Station:** For listening to tapes of books, stories, songs, and poems.
- **Child-Oriented Model:** In the Child-Oriented Model, the classroom is arranged to minimize distractions, allowing students to focus individually. The teacher moves from student to student, working with them on specific needs, especially for children with special needs.
- **Teacher-Oriented Model:** In the Teacher-Centered Model, the teacher's work area is the room's focus, allowing them to work with multiple students at once while monitoring progress. If a student requires less distraction, they can be moved to a quieter part of the room, with or without an assistant teacher.

7.3 CREATING A CLASSROOM ENVIRONMENT FOR LEARNING

- **Displays:** Effective classroom displays create an inviting learning environment and involve students in the decision-making process, giving them ownership of their space. There are three types of displays: informative, interactive, and role-play. Displays should be purposeful, attractively arranged, and relevant to current teaching, showcasing not just finished work but also key learning points, prompts, and scaffolds.
- **Organizations:** Classroom organization is vital for students' perceptions of their work, and children should take responsibility for tidying up after creative lessons, reinforcing life skills learned in earlier years.
- **Resources:** Resources must be well-organized, accessible, and diverse to support collaborative learning and cater to visual, aural, and kinesthetic experiences.

7.4 STRATEGIES TO CREATE AN INCLUSIVE CLASSROOM

- **Awareness of Diversity:** Teachers should understand their own cultural biases and how these affect classroom practices. Recognizing different learning styles and avoiding assumptions about students' backgrounds is key. Teachers should create an open, respectful environment, get to know students as individuals, and promote collaboration among all learners.
- **Provide Clear Instructions:** Teachers should speak clearly, use simple language, avoid jargon, and check for understanding regularly. Instructions should be broken into manageable steps and related to students' personal experiences to aid comprehension.
- **Support Content:** Provide lecture notes, visuals, and relevant examples, reflecting diversity in course materials. Offer resources like videos and dictionaries to enhance learning, and encourage cross-cultural interactions.
- **Check for Understanding:** Avoid accepting simple "yes" or "no" answers; ask for verbal or written feedback to ensure students understand. Be sensitive to non-verbal cues and provide extra time for second-language learners. Monitor progress and address concerns early.
- **Dos and Don'ts:** Teachers should be mindful of cultural differences in gestures, personal space, and communication styles. They should learn about students' cultures, names, and learning styles. Use inclusive language, avoid stereotypes, and create opportunities for diverse experiences to be shared in class.

7.4.1 *Plan for Substitute Teachers*

A substitute teacher fills in when the regular teacher is unavailable, with different names used across regions (e.g., "supply teacher" in the UK, "relief teacher"

in Australia). It's important for the teacher to plan for their absence in advance to ensure the classroom remains organized. Clear expectations for student behavior should be set with the substitute teacher at the start of the year. Detailed lesson plans should account for every minute of class, including alternative activities if the class finishes early. Plans should specify student groupings, classroom arrangements, and how work should be collected. The teacher should leave enough materials to keep students engaged and ensure all instructions are clear and well-organized.

7.4.2 Meeting Students Personal Care and Medication

Students with dependent needs require constant assistance for daily activities like feeding, dressing, toileting, mobility, and personal hygiene. The school team must address issues around seating, positioning, movement, feeding, medication, hygiene, and safety. Some tasks can be managed in the classroom, while others may require more private spaces for dignity and privacy. The learning environment should be adapted to maximize the student's independence and access to various school areas. Quick adaptations to facilities and equipment are necessary to remove physical barriers. Technology and specialized aids (e.g., adapted utensils, bathroom aids) can also help students with multiple disabilities complete daily tasks.

7.4.3 Classroom and Time Management Techniques

Classroom management is crucial for creating a positive environment where effective teaching and learning can occur. Poorly managed classrooms lead to discipline issues and hinder student learning, while well-managed classrooms foster growth. In inclusive education, classroom management strategies should promote diversity, collaboration, and positive behavior, addressing challenges proactively and encouraging community-building. Teachers should create a sense of community, showing accessibility and interest in students to motivate and engage them in the learning process.

Classroom management is a holistic approach with three key components: proactive, supportive, and reactive. Proactive management focuses on establishing procedures that promote successful learning and appropriate behaviors. Supportive management involves effective teaching, lesson planning, and maintaining a positive learning environment. Reactive management addresses misbehaviors and unsuccessful learning, guiding students toward appropriate behaviors. Teachers can be effective by adopting flexible strategies to meet the diverse needs of their students.

7.4.4 Support Instruction

Differentiated instruction involves modifying teaching methods, materials, content, student projects, and assessments to meet the unique learning needs of each student. Teachers recognize that students are diverse and require various strategies to succeed. This approach includes adaptations, modifications, and accommodations to personalize learning. In special education, individualizing

instruction is crucial, where adjustments are made to what a child is taught or how they work at school to support their specific needs.

7.4.5 Time Management Techniques

Time management is crucial in teaching, affecting classroom organization, lesson planning, student engagement, and minimizing disruptions. Effective classroom management maximizes productive learning time by reducing wasted time on activities like transitions, breaks, and non-instructional periods. Teachers should minimize distractions, teach efficient transitions between activities, and give clear, concise directions to ensure smooth lessons. Additionally, teachers must closely monitor student progress by being physically present and circulating around the room. Managing pull-out students who leave for other activities requires careful coordination and clear scheduling to avoid disruptions. Overall, effective time management allows teachers to optimize teaching and ensure all students remain engaged.

7.4.6 Benefits of Inclusive Classroom

In an inclusive classroom, a general education teacher and a special education teacher collaborate to support all students, particularly those with special needs. This model benefits students by offering additional resources, specialized support, and collaborative teaching. With two teachers in the classroom, students can receive more individualized help and have better classroom management. Teaching strategies include differentiated instruction, visual aids, and interactive tools like whiteboards to cater to various learning styles. Small group work allows students to learn at their own pace. Inclusion classrooms often have access to learning specialists and extra resources, such as laptops or tutoring, providing enhanced support. Overall, inclusion classrooms benefit both special education and general education students by fostering an environment that meets diverse learning needs.

Key Points

- The term "ecosystem" is used in biology to describe the interaction between populations in a defined area and their environment.
- A classroom functions as an ecosystem where students and teachers (biotic components) interact with knowledge (abiotic component), influencing each other.
- Classroom ecosystem features include goals, rules, processes, roles, leadership, values, attitudes, and beliefs.
- The physical layout of an inclusive classroom should be accessible to students with disabilities.
- A substitute teacher fills in for the regular teacher when unavailable.
- A student with dependent needs requires constant assistance for daily living tasks like feeding, dressing, toileting, and mobility.

7.5 CURRICULUM AND SPECIAL CURRICULUM NEEDS

The curriculum is a broad and complex concept that encompasses the teaching and learning of knowledge, skills, and attitudes, including subject matter, pedagogy, assessment, and resources. It represents all activities and procedures a student experiences during the learning process. In inclusive classrooms, which serve a diverse group of learners, the curriculum must be adapted to meet the needs of all students, including those with individualized education plans (IEPs). This adaptation involves differentiating instruction to offer various ways for students to process information and demonstrate their learning based on their individual learning styles.

7.5.1 Inclusive Curricula: Curriculum for All

Inclusive curriculum design aims to leverage diversity to improve learning for all students. It recognizes that while students learn differently, they are not less academically capable. The curriculum allows students from diverse backgrounds to participate and succeed, drawing on their experiences and perspectives to enhance learning for everyone, not just those with disabilities. This approach offers flexibility to accommodate various abilities, cultural backgrounds, and learning styles while maintaining high academic standards.

7.5.2 Curriculum Issues in Mainstream Classroom

Children with special needs often struggle to comprehend and cope with the regular curriculum. As a result, the shift towards inclusive curriculum focuses on modifying existing curricula to meet the diverse needs of these children. This requires the implementation of different teaching methods and practices. At senior secondary levels, where external exams are a focus, the demand for a special curriculum for children with special needs increases due to the emphasis on subject-driven work and assignments.

7.5.3 Curriculum Differences between Special and Mainstream Needs

The curriculum for children with special needs differs significantly from that of mainstream education. In special education settings, the curriculum is often adapted, modified, or omitted based on the severity of the student's disability, whereas in mainstream education, students are expected to adapt to the existing curriculum. The level of disability also impacts the extent of curricular changes, with moderate disabilities requiring more adjustments than mild ones. Special education often uses a functional curriculum, which focuses on specific skills to meet individual needs, whereas mainstream education may incorporate these skills differently. Teachers, parents, and students all have expectations regarding curriculum adaptations, but challenges like limited time, class size, and lack of preparation can hinder effective adaptations in mainstream classrooms.

7.5.4 Alternate Curriculum Approaches for Students with Special Needs in Regular / Mainstream Classrooms

Alternative curriculum approaches for students with special needs in mainstream classrooms often involve individualized, holistic strategies that cater to students' unique needs. These approaches provide a less restrictive, informal environment, focusing on future choices and personal responsibility. Programs are flexible and designed to accommodate individual challenges with sufficient staff support. One such approach is the integrated curriculum, which aims to include students with special needs in the regular education curriculum while also teaching essential skills like self-help and daily living. This approach requires determining the focus of subjects and identifying additional skills and resources to ensure effective instruction and student engagement.

7.5.5 Adaptations of Syllabus Topics

To meet the diverse needs of students, teachers often unify different approaches to cover syllabus topics. One method is cooperative adaptation, which involves testing one unit first and then applying successful strategies to other units. The process includes several steps:

- **Preparing an adapted unit:** This involves reviewing available resources, deciding whether the unit will be adapted for single or multiple ability groups, and identifying essential content and vocabulary. Worksheets and activities should promote learning through engagement rather than passive reception.
- **Checking adapted materials:** Teachers ensure all necessary content, activities, and assessments are included after adaptations.
- **Implementing the unit:** An organized overview helps both students and teachers track progress. This approach benefits all students, including those in mainstreamed settings.
- **Adapting textbooks:** Alternative materials like study guides, vocabulary drills, and computer-assisted instructions are provided instead of adapting textbooks directly.

Key Points:

- Curriculum encompasses all the activities and learning experiences a student undergoes in school.
- Inclusive curricula offer flexibility and variety in teaching, learning, and assessments, ensuring comparable quality for all students.
- Children with special needs often struggle with regular education curricula, leading to a focus on modifying the standard curriculum to meet their diverse needs.
- The curriculum for children with special needs differs from mainstream education, with adaptations made based on the severity of their disabilities.
- At the secondary level, syllabus topics are typically fixed, and adapting units

involves a series of steps to ensure accessibility for all learners.

7.6 ANALYZING INSTRUCTIONAL ENVIRONMENT

7.6.1 *Problems with Existing Instructional Materials and Approaches*

Many teachers agree that students struggle to understand the content of the curriculum, which is influenced by factors like readability levels and the diverse instructional needs within classrooms.

- **Readability:** Readability depends on sentence length and the difficulty of words. Longer sentences and multisyllabic words are harder to comprehend. Readability can be assessed using formulas or by having students explain parts of the syllabus in their own words. Another technique is the cloze test, where every fifth word in a sentence is omitted for students to fill in.
- **Textbooks:** Textbooks organize information and guide teaching, but they can be a barrier for mainstreamed students when integrating into general education. They often fail to meet the diverse needs of all learners.
- **Difficulties in Presentation Formats:** The format of curriculum materials, such as worksheets, can also pose challenges. Adapting these materials to meet the needs of mainstreamed students is essential for effective learning.

7.6.2 *Organizing Inclusive Classroom*

In an inclusive classroom, every child is unique, with varying characteristics such as learning pace, behavior, and physical traits. These differences need to be addressed thoughtfully.

- **Impairments:** Some children may have physical or developmental impairments, which can stem from birth conditions, illnesses, or accidents.
- **Deprivation:** Some children face developmental challenges due to poor living conditions, lack of nutrition, or trauma.
- **Include All Pupils:** Teachers should foster inclusivity and help children with special needs interact with others to prevent isolation.
- **Communication:** Effective communication is essential for teaching, as it helps manage behavior, provide instructions, and assess learning.
- **Classroom Management:** Classrooms should be arranged to support all students, ensuring accessibility for those with mobility or visual challenges.
- **Lesson Planning:** Tailor lessons to meet diverse needs by adjusting activities for different abilities while maintaining overall class objectives.
- **Individual Plans:** Develop individualized plans to address each student's specific needs, ensuring their learning outcomes are met.
- **Assistive Aids:** Use tools like glasses, hearing aids, or wheel chairs to support students with impairments.
- **Managing Behavior:** Address disruptive behavior through consistent strategies, identifying causes, and offering appropriate responses.

- **Working Together:** Collaboration with other teachers and staff is crucial. Sharing insights and strategies helps improve teaching effectiveness. These approaches help create an environment where all students, regardless of their needs, can thrive and learn effectively.

7.6.3 Group Formation for Instruction in Inclusive Classroom

Group formation plays a key role in fostering both academic and social growth in an inclusive classroom. It is beneficial for creating a positive learning environment, as groupings should vary throughout the day and year, allowing students to collaborate with different peers and learn from one another. Flexible grouping involves organizing students into pairs, small groups, or larger teams based on interests, needs, or skills for various lessons. Students with special needs particularly benefit from working with a variety of classmates, though for new tasks, some may prefer working with a trusted friend or familiar peer.

7.6.4 Instructional Material for Inclusive Classrooms

Success in an inclusive classroom depends on adapting instructional materials to meet diverse student needs. Modifications might involve changes in content, presentation methods, or how students demonstrate learning. These adaptations should be individualized based on students' needs, learning styles, and interests. Lenz & Schumaker (2003) outline seven steps for effective material adaptations:

- **Step 1 Create a Plan:** Develop a plan involving administrators, parents, and other professionals to support and evaluate adaptations.
- **Step 2 Evaluate Student Demands:** Identify where students struggle with standard materials, such as comprehension, memory, or expression.
- **Step 3 Develop Teaching Goals:** Adaptations should be paired with teaching strategies that support long-term independence.
- **Step 4 Identify Material Features to Adapt:** Assess the curriculum for problematic elements like abstract content, complexity, or lack of engagement.
- **Step 5 Choose Adaptation Type:** Select adaptations, such as rewriting, reorganizing, or using alternative materials, to make the content more accessible.
- **Step 6 Implement and Evaluate:** Assess the effectiveness of adaptations, adjusting as needed to ensure success.
- **Step 7 Fade Adaptations:** Gradually reduce adaptations as students acquire the necessary skills for independent learning.

7.6.5 Instructional Methods in Relation to Student Needs

Teachers must adapt their methods to meet each student's unique learning needs. This involves understanding students' learning styles and modifying instructional strategies accordingly. Three key teaching approaches are:

1. Differentiated Instruction:

This method caters to diverse abilities in the same class, aiming to maximize each student's growth. Teachers adjust the curriculum, content, and presentation to meet individual needs, instead of expecting students to adapt to the curriculum. Key elements include content, process, and products, with a focus on flexible grouping, student interaction, and adjusting tasks to align with learning goals.

2. Content:

Teachers modify instructional content, ensuring it's concept-focused and accessible to all students. Content should be aligned with learning objectives, offering tasks that build skills progressively. The complexity of content is adjusted based on student readiness.

3. Process:

Teachers use flexible grouping strategies and may switch between whole-class instruction, small groups, or paired work. This grouping should be dynamic, adjusting with the content and student progress.

4. Product:

Ongoing assessments of students' readiness and growth are essential. These assessments help tailor instruction to meet individual needs and ensure that tasks are engaging and appropriately challenging for all students.

Key Points:

- Barriers affecting the organization of inclusive classrooms are identified by analyzing the instructional environment.
- Readability is influenced by factors like word count, syllable and sentence length, and complexity.
- There are three instructional levels: material, teacher, and student.
- Children with impairments such as visual, auditory, or physical disabilities are often labeled as "disabled" or "handicapped."
- Teachers should recognize both the abilities and disabilities of each child.
- Encouraging mixing and sharing among all children is vital to prevent the isolation of children with special needs.
- Grouping students in diverse ways helps create a positive academic and social environment.
- Success depends on adapting, accommodating, and modifying instructional materials to meet students' needs.
- Every student has a unique learning style, and teachers must create individualized learning goals.
- Differentiated instruction helps teach students of varying abilities within the same class.

Adapting curricula and materials is essential to ensure all students can fully participate in regular classes.

SELF ASSESSMENT QUESTIONS

1. What is classroom organization? Discuss in detail in context of special, mainstream and inclusive classrooms.
2. What is meant by the term curriculum, inclusive curriculum, syllabus and what are the difference among curriculum of special education and mainstream?
3. What are the needs, expectation and resistance of stakeholders in setting the scene of curriculum adaptation in mainstream settings?
4. What are the issues in adapting curriculum, instructional methods and materials in mainstream and inclusion?
5. Readability and instructional levels in classroom are major problems of existing materials and approaches. Discuss.
6. Take a unit of grade five in your subject area and adapt it to use by learners of grade two at their instructional level.
7. Describe the important components affecting the organization of inclusive classrooms.
8. How can instructional material be adapted for inclusive classrooms? Describe the steps involved.
9. Describe physical layout of the inclusion classroom.
10. What is an ecosystem? Describe types of classroom ecosystem.
11. Describe the curriculum and adaptations in curriculum in inclusive education?

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ADAPTING CURRICULUM, TEACHING AND LEARNING STRATEGIES

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INTRODUCTION

There is no reason why inclusive practices should be different when children with disabilities are in the classroom. Teachers already modify their instruction and environment to meet the needs of all students. Whether it's adjusting materials, spaces, or activities, these strategies are part of good teaching. When children with disabilities are included, it's about expanding those practices to ensure everyone has access to learning. Adapting toys, and communication methods, and creating sensory-friendly spaces help all children succeed. Inclusive classrooms benefit everyone, fostering empathy and understanding of diversity. It's really about extending what teachers already do to support all learners.

This unit helps teachers understand the challenges of learning new skills and how to create creative, low-cost adaptations for teaching. These adaptations are crucial for supporting children with disabilities in inclusive classrooms. It will also provide information on Individualized Education Programs (IEPs) for school-age children and Individualized Family Service Plans (IFSPs) for infants and toddlers. People with limited experience with disabilities may assume a child has more needs than they do and feel unsure about teaching them. Some may have encountered specific disabilities, like Down Syndrome or Cerebral Palsy, but still feel unprepared.

Young children with disabilities are more alike than different from their peers. All children have unique needs and abilities, such as varying emotional support, social traits, and skills in areas like motor abilities or language. Differences in development are common among all children. Adaptations can support children's participation, but strategies like removing a child from activities or providing full-time adult help can be isolating. These methods limit social interactions with peers, which are important for early childhood development.

In class, students should be encouraged to think about material and engage in active discussion so that misconceptions are cleared up in a timely way. Teaching students to organize, apply, synthesize and evaluate information helps them filter that information and identify core concepts. Use a respectful tone in discussions and engage multiple senses and intelligences in teaching. Encourage students to connect course material with other subjects and life experiences, making concepts more relevant and concrete. Offering extra time, alternative tests, or a mix of assignments helps reduce anxiety and support inclusivity. Referring students to support services also aids their development and acknowledges differences.

OBJECTIVES

After studying this unit, you'll be able to:

1. Create learning access for all children.
2. Understand adaptations for children with special needs.
3. Recognize the teacher's role in effective environments.
4. Use cooperative and collaborative learning in an inclusive setting.
5. Create materials that promote learner independence.
6. Maximize teaching time using available resources.

8.1 CREATING ACCESS TO LEARNING

8.1.1 Universal Design for Learning

Universal design creates accessible environments for everyone, reducing barriers and offering flexibility. It accommodates diverse needs with adaptable, inclusive options. Universal design, evolving from barrier-free concepts and the accessibility movement, is gaining interest as life expectancy rises. While it's impacting many industries, some haven't fully adopted it. It's also being applied to technology, instruction, and services. Examples of universal design include curb cuts, color-contrast dishware, adjustable counters, and low-floor buses, all designed to assist people with disabilities but beneficial for everyone.

Design for All (DFA) creates products and services usable by everyone, promoting diversity, inclusion, and equality. It encourages technologies for all, from the elderly and disabled to tech-savvy teens, and stems from barrier-free accessibility and universal design. Design for All, promoted by the European Commission, creates accessible and user-friendly products for people of all ages and abilities. It addresses the needs of an aging and diverse population, improving quality of life. Early integration of Design for All is cost-effective, benefiting both public and private sectors by involving users in the design process. Examples of Designs for All include:

- Audio book
- Automatic door
- Electric tooth brush
- Flexible drinking straw
- Google
- Low-floor bus
- Tactile paving
- Trolley case
- Velcro

8.1.2 The Principles of Universal Design

The Center for Universal Design lists these principles:

- Equitable use
- Flexibility in use
- Simple and intuitive
- Perceptible information
- Tolerance for error
- Low physical effort

- Size and space for use

These principles extend beyond accessible design and apply to both physical and digital processes.

Examples of Universal Design include:

- Smooth, ground-level entrances and low-force surfaces
- Stable, slip-resistant surfaces
- Wide doors and hall ways with turning space
- Lever handles and single-hand operation for components
- Large flat light switches and tactile buttons
- Redundant auditory and visual information
- High-contrast signs, large print labels, and web pages with alternative text
- Instruction presented both orally and visually
- Ramp access in swimming pools and closed captioning on TV
- Museums offering listening or reading options for descriptions

8.3 CURRICULAR AND INSTRUCTIONAL ADAPTATIONS

Differentiated teaching methods are needed to support diverse learning styles. Adapting content, environment, approaches, learning aids, and evaluation helps maximize learning for all children, including those with disabilities.

8.3.1 *Adapting Curriculum*

Curriculum: Curriculum is a set of guiding principles which have been established to help the teachers/ facilitators decide on the content to be taught. There are four components of curriculum: objectives, content, method, evaluation. You have to know WHAT you are trying to teach (curriculum) before u can change HOW you teach it. For making an inclusive curriculum, we need some adaptation and changes in each and every component to teach students with special needs in an inclusive curriculum.

8.3.2 *Adapting Curriculum and Instruction*

- **Size:** Reduce the number of items to learn.
- **Time:** Adjust time for tasks or testing.
- **Support:** Increase personal assistance, e.g., peer tutors.
- **Input:** Change how instruction is delivered, e.g., visual aids.
- **Difficulty:** Simplify tasks or rules.
- **Output:** Allow alternative responses, e.g., verbal instead of written.
- **Participation:** Adjust involvement in tasks.

- **Alternate:** Modify goals, e.g., focus on states vs. capitals.
- **Substitute:** Use different materials to meet individual needs.
- **Reading Adaptations:** Provide alternative materials at an easier reading level. Use study guides, summaries, and graphic organizers. Track information with tools like index cards, and use communication boards to answer questions. Highlight key vocabulary and important information in texts.
- **Text-to-Speech and Writing Adaptations:** Use text-to-speech software and check understanding. Provide notes through peers and adaptive grips for writing tools. Link assignments to student interests and use photos for writing inspiration.
- **Writing and Visual Adaptations:** Use highlighters, tape, and Magic Rub erasers. Allow students to use drawings to formulate ideas, and provide visual samples and reminders for editing steps.
- **Additional Strategies and Visual Supports:** Use adult scribes or word processors for idea expression. Visual diagrams and graphic organizers help organize thoughts, prioritize information, and simplify complex ideas.
- **Math Adaptations:** Provide concrete visual methods to teach number concepts. Provide concrete visual steps for computation. Highlight the process signs on the student's paper to draw his/her attention and reduce carelessness. Make sample cue cards for different operations. Give directions in small, succinct steps; break problems into smaller, discrete steps. Reduce number of problems overall (to be completed) and visually (on one page). Provide enlarged graph paper for math assignments for students who have difficulty keeping problems aligned on a page to solve them correctly. This can be purchased in different sizes or created on a word processor. Use manipulative appropriately. Have students connected what they are handling with what they are thinking by having them explain what they are doing and making sure they refer to the math concepts and skills they are learning.

8.3.3 Hands-On Learning Tools

- **Master Ruler:** Teaches measurement and fractions.
- **Master Clock:** Helps with telling time.
- **Master Fraction:** Focuses on fraction operations.
- **Master Angle:** Represents geometry concepts.
- **Touch Math:** Combines manipulation with memorization.
- **Math and Content Area Adaptations:** Use drawings and objects for word problems, then find the equation. Relate to real- life experiences and allow calculator use. Monitor progress, offer feedback, and use File Folder activities to support organization. Choose textbooks wisely and provide supplementary materials. Use online guides like Spark Notes and federally supported resources.

Reduce barriers with Universal Design for Learning.

8.3.4 Some General Adaptations

- Allow extra time and break tasks into smaller parts.
- Offer more practice and essential materials.
- Use varied learning methods (visual, auditory, tactile).
- Provide oral instructions and concrete materials.
- Use peer tutors and provide encouragement.
- Offer alternative grading and rewards.
- Allow oral tests, extended time, and avoid surprise quizzes.
- Adjust seating, clarify rules, and model behaviors.
- Simplify directions and use color cues.

8.3.4.1 Classroom Adaptations:

- Vary reading materials and adjust objectives.
- Teach from concrete to abstract.
- Provide support and feedback regularly.
- Allow learning aids like calculators.
- Pre-teach vocabulary and use visual aids.
- Simplify language and provide study guides.
- Summarize key points and use mapping strategies.

8.3.4.2 Evaluation Adaptations:

- Offer various test formats (oral, written, tape).
- Reduce time pressure and divide tests into parts.
- Provide sample answers, outlines, and study guides.
- Adjust difficulty and reduce test questions.

8.4 ACCOMMODATIONS, MODIFICATIONS AND ALTERNATIVE ASSESSMENTS

Accommodation, modifications, and alternative assessments are key for students with special needs. For example, a student may engage in discussions when material is read aloud or use a calculator to solve problems. A child with cerebral palsy can also take part in modified physical education with suitable equipment. "Accommodation" and "modifications" are distinct terms in special education, both under the IDEA law, which ensures children with disabilities equal access to the curriculum and opportunities for achievement. IDEA guarantees free, appropriate public education for all school-aged children, whether they are taught

at home or not. Parents can choose to opt out of these services.

Accommodation offers alternative ways for students to access information or express what they've learned. Accommodation does not reduce difficulty or expectations, even if teaching materials, tests, or the environment are adjusted. While teachers may make informal accommodation, students with special needs often require these to be documented in an IEP or 504 plans. Parents may misunderstand accommodations, not realizing their importance. For example, if a child with eye muscle damage doesn't wear glasses, they might be able to play but struggle with reading. Glasses would help them see clearly for academic tasks.

Physical disabilities are easier to identify than learning disabilities. Accommodation expands possibilities but don't eliminate the disability. Strategies should be individualized, as what works for one student may not work for another.

Accommodation plays an important role in educational settings, too, particularly for students whose disabilities interfere with performing learning tasks (such as reading a book, taking notes in class, or writing an essay) or testing tasks (such as getting through the items within the time limit or filling in the circles on a multiple-choice test). A critical part of teaching and assessing students with disabilities is providing them with accommodations that support learning and that support their ability to show what they know and can do.

But what accommodations are appropriate for which students? How do accommodation affect students' learning and their performance on tests? This *Evidence for Education* addresses these and other questions and explores the research base in this area. Commentary from education professionals and examples from the field are included to highlight practical tools and resources designed to help educators and families determine appropriate accommodations for students with disabilities.

IDEA mandates that students with special needs take part in state or district-wide assessments. If a test is not suitable, the IEP must explain why and suggest alternative assessments. Consult local school guidelines and resources like "Assessment and Accommodations" for more information on accommodation and alternate assessments. Students with special needs should be included with non-disabled peers as much as possible. If removal is necessary, the IEP must provide justification. Accommodation helps these students access the general curriculum, and IDEA highlights their importance. The special education field has developed effective strategies for providing appropriate accommodation for various disabilities.

SELF-ASSESSMENT QUESTIONS

1. Discuss the salient features of universal design to create equal access to learning.
2. How can a teacher of mainstream classroom create a modified or accommodative environment for the children with special needs in his/her classroom? Also draw the physical structure to accommodate these children.
3. Differentiate between general curriculum and special curriculum. How can a teacher of mainstream classroom make adaptations in the general curriculum to make it effective for the children with special needs in his/her class.?
4. Cooperative and collaborative learning are not new strategies in teaching, first differentiate these strategies and then as a teacher of inclusive classroom how you will use these strategies while teaching children with special needs?
5. How does teaching learning material used in inclusive classroom make and enlist the material?
6. In Pakistan we can't afford such costly material how an inclusive classroom can use the available resources for inclusive classroom with some changes or modification.
7. How will the adaptation promote the child's participation in a routine or activity?

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DEVELOPING AND MANAGING INDIVIDUAL PROGRAM

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INTRODUCTION

An Individualized Education Program (IEP) is a collaborative and legally binding plan for a child's educational success. Created during meetings involving parents, teachers, and specialists, it outlines academic and behavioral goals, progress notes, time in regular classrooms, and the most suitable placement. If additional services like therapies or aides are needed, they are included in the plan. Parents play a critical role and must actively participate, ensuring they understand and approve the goals set for their child.

OBJECTIVES

After studying this unit, you will be able to:

1. Understand lesson planning, its development, and the steps involved.
2. Recognize the significance of lesson planning in achieving goals for children with special needs.
3. Differentiate instructional tools for diverse learner needs.
4. Implement effective lesson planning steps for special needs students.
5. Create impactful lessons for inclusive classrooms.
6. Utilize models and strategies to monitor progress in inclusive settings.
7. Comprehend the IEP and its role in supporting children with special needs.
8. Design IEPs tailored to children with special needs.

9.1 LESSON PLANNING FOR INCLUSIVE SETTING

9.1.1 Lesson Plan

A lesson plan is a teacher's detailed description of the course of instruction for one A lesson plan is a teacher's structured guide for delivering a specific lesson. It outlines the learning goal (what students should learn), the methods to achieve it, and how to measure its success (tests, worksheets, homework, etc.). While it can be formalized on paper or exist mentally, its purpose is to organize and execute the lesson effectively, ensuring students experience a clear beginning, middle, and end. It is not a worksheet, handout, or activity but serves as the overall framework for the learning experience.

9.1.1.1 Key Components of a Lesson Plan for Inclusive Classrooms:

1. **Student Information:** Document the nature of disabilities, number of children, average age, intellectual abilities, strengths, weaknesses, limitations, and learning styles.
2. **Lesson Details:** Specify the subject, topic, and time duration for the lesson.
3. **Required Materials:** List teaching aids and physical conditions needed for effective presentation.
4. **Goals and Objectives:** Develop clear goals and short-term instructional objectives.
5. **Teaching Methods:** Outline techniques and strategies tailored to students' needs.
6. **Prior Knowledge Assessment:** Evaluate students' existing understanding to build upon.
7. **Content Presentation:** Deliver the content in a structured manner.
8. **Formative Evaluation:** Recap and evaluate students' grasp of the concepts presented.
9. **Summative Evaluation:** Conduct assessments to measure overall learning outcomes.
10. **Parent Involvement and Assignments:** Include strategies to involve parents and provide meaningful home assignments.

9.1.1.2 Lesson Planning Checklist:

- Have I paced the lesson effectively?
- Are both individual and cooperative learning activities included?
- Will there sources and strategies engage and enhance learning?
- Have I assessed students' prior knowledge?
- What are the evaluation criteria?
- How have I adapted the lesson to address the special needs of my students?

9.1.1.3 Main Components of a Lesson Plan for Children with Special Needs:

(a) Getting Attention (Previous Knowledge):

Effective teaching for children with special needs starts by matching the child's abilities. Since all new learning builds on past knowledge, teachers must assess each child's prior learning.

(b) Teaching Objectives:

Understanding the child's abilities helps the teacher set clear objectives. These objectives guide the teaching process and help track progress. For example, a child with limited sight will read a 30-word passage with 100% accuracy in 5 minutes. or A child with 90 dB hearing loss will spell their name with 100% accuracy. or A child with muscular dystrophy will draw and color basic shapes with 90% accuracy in 15 minutes. Objectives should include the learner, the content, behavior, performance criteria, and the behavioral domain.

(c) Content Presentation:

Children with special needs often require tailored support. Content presentation should be clear and support the lesson's objectives. Teachers' effectiveness impacts student learning. Key variables include task time, content coverage, methods, feedback, and practice. Repetition and concrete items help enhance retention.

(d) Methodology:

Teachers must select the best teaching methods for children with special needs, using various approaches to cater to each child's requirements.

(e) Evaluation:

Continuous assessment helps teachers monitor comprehension. Methods for evaluation include:

- Worksheets and exercises.
- Question answer sessions.
- Fill-in-the-blank exercises.
- Pictorial representations.
- Diagrammatic explanations.

(f) Parent Involvement:

Parents play a vital role in a child's learning. Regular communication helps inform parents about progress, areas where they can help, and address behavioral issues. Student-teachers should meet parents and attend parent-teacher meetings.

(g) Home Assignments:

A well-structured home assignment package should be provided to reinforce the concepts taught, including tasks to enhance speech, motor functions, and concept retention.

9.1.1.4 Group Teaching

Teaching to VIC	Teaching to HIC	Teaching to PHC	Teaching to MRC
- Concept formation, - Tactile perception, - Mobility skills, - Coordination, Spatial layout, - Listening skills, - Concept of the world around, - Self-concept: Social and Emotional adjustment	- Concept development - Sound perception & discrimination - Speech & Language development, - Communication skills, - Learning style, - Emotional Adjustment, - Social Interaction - Perception, - Auditory Training	- Gross motor skills development - Fine motor skills development - Hand and eye coordination - Independent mobility - Social interaction - Educational games - Outside visits	- Cognitive skills (Attention, Perception, comprehension, reasoning, etc.) - Motor skills Daily living skills i.e. was highlands and face, keeping clean, feeding, dressing, grooming, general hygiene, shoe polishing, arranging salad, etc.) - Social skills, - Attention span, - Managing behavior problems, - Encouraging responses - Development of communication skills

One lesson plan will be used for the children having average level of intellectual functioning while children of severe nature of disability and below average or otherwise require **IEP**.

9.1.1.5 Developing a Lesson Plan:

A well-organized less on plan usually includes the following components:

- **Title of the lesson**
- **Time required to complete the lesson**
- **Required materials**
- **Objectives:** These may be behavioral (skills students will demonstrate) or knowledge-based (what students will know by the end of the lesson)
- **Set/ Lead-in:** Engage students through pictures, questions, or are view of prior knowledge
- **Instructional component:** Sequence of events involving teacher input and guided practice
- **Independent practice:** Activities for students to work independently, extending their learning
- **Summary:** Wrap-up discussion and Q&A
- **Evaluation:** A test or activity to assess mastery of skills/ concepts
- **Risk assessment:** Identifying and mitigating risks during the lesson

- **Analysis:** Teacher reflection on what worked and are as for improvement
- **Continuity:** Review content from the previous lesson.

9.2 TEACHER PREPARATION AND INCLUSIVE TEACHING

Special education and general education teacher preparation often lacks practical strategies for inclusive teaching. While legal and disability classification information is covered, actual instructional strategies for students with disabilities are often insufficient. However, integrating coursework into real classroom experiences can significantly improve teachers' skills and willingness to work together in inclusive settings. Teacher preparation programs should unify general and special education training to foster collaboration. Programs that combine both types of educators show improved outcomes for both students with disabilities and those without.

For successful inclusion, physical presence alone isn't enough; both teachers must have the necessary competencies to meet the diverse needs of students. Well-prepared teachers, supported by professional development, are essential for achieving positive results in inclusive classrooms.

9.2.1 *General Classroom Tips for Meeting Diverse Learning Needs*

Adapt your teaching methods to meet students' diverse needs, ensuring that each student could master the lesson's concepts.

- Limit expectations to two or three concepts per unit.
- Focus on students' strengths and integrate those into lessons.
- Use concise, clear directions (both written and oral).
- Provide short-answer questions instead of lengthy essays.
- Create small group activities to promote interaction.
- Use visual aids like concept maps and outlines to simplify learning.

9.2.1.2 **Specific Adaptations for Students with Learning Challenges:**

- **Reading:** Partner reading, peer tutoring, graphic organizers.
- **Writing:** Dictation, collaborative writing, structured tasks.
- **Speaking:** Sentence starters, extra response time, practice opportunities.
- **Attention:** Preferential seating, self-monitoring, movement breaks.
- **Hearing:** Visual cues, note-taking, minimize background noise.
- **Visual Impairments:** Large print, auditory versions of texts.
- **Behavior:** Teach rules, use positive reinforcement.
- **Understanding Concepts:** Pre-teaching, varied learning methods (visual, auditory, tactile).
- **Retention:** Use repetition, graphic organizers, mnemonic devices.
- **Motor Skills:** Use adaptive equipment, allowing extra time.

- **Organizing:** Use planners, teach time management.

9.2.1.3 Tips for working with high ability learners:

- Offer choices and independent learning.
- Use mentoring or peer coaching.
- Teach advanced concepts like scientific methods or entrepreneurship.

9.3 INDIVIDUAL EDUCATIONAL PLAN (IEP)

An Individual Educational Plan (IEP) is a legally binding document outlining the special education services a child will receive. It details the child's classification, placement, services (like one-on-one aides or therapies), academic and behavioral goals, and accommodations.

An IEP is developed during an IEP meeting and must be individualized to meet the child's unique needs. Children who struggle in school due to various challenges, such as learning disabilities, ADHD, autism, or sensory impairments, may qualify for an IEP. IEPs provide direction on which students need special education services and ensure that necessary adaptations are made for their learning needs.

An IEP must include

- **Present Level of Performance (PLOP):** Describes the child's current abilities and how their learning challenges affect their education.
- **Annual Goals:** Clear, achievable goals for the child to meet within the year.
- **Special Education Services:** Specifies the services the child will receive.
- **Accommodations and Modifications:** Adjustments to help the child learn and demonstrate progress.
- **Progress Measurement:** Describe how progress toward goals will be tracked and reported.
- **Transition Planning:** For teens, this prepares them for life after high school.

9.3.1 Qualifying for an IEP

To qualify for an IEP, a child must undergo

- **Evaluation:** A thorough assessment by professionals, such as teachers, psychologists, or doctors.
- **Decision:** The IEP team, including parents and school officials, decides whether the child requires special education services based on the evaluation.

If the child qualifies, the IEP is created. If not, other support options may still be available.

9.3.2 IEP Components

An IEP must include the following.

- **Present Levels of Performance (PLOP):** A detailed description of the child's current abilities.
- **Evaluation Results:** Test and assessment results from various sources.
- **Special Services:** Specifies the services to be provided, such as speech therapy.
- **Accommodations and Modifications:** Changes in the way the child is taught or what is expected of them.
- **Supplementary Aids and Services:** Additional supports like a one-on-one aide or assistive technology.
- **Annual Goals:** Measurable goals to help the child progress academically and functionally.
- **Progress Tracking:** Methods for measuring and reporting the child's progress.
- **Participation in General Education:** Explains how much the child will be involved in general education and activities.
- **Transition Plan:** A plan for preparing the child for post-school life (starting at age 16).

9.3.3 IEP Team/ Developer

The IEP is developed by a team that includes

- **Parents:** The child's primary advocates who have the right to participate in meetings.
- **General Education Teacher:** At least one teacher familiar with the child's educational setting.
- **Special Education Teacher:** Provides expertise on specialized support.
- **School Representative:** Someone knowledgeable about both general and special education, with authority to allocate resources.
- **School Psychologist:** Interprets evaluation results.
- **Student (Age 16 and older):** Expected to participate, especially in transition planning.
- **Other Specialists:** Professionals like private tutors or health care providers invited by the parents.

Parents may also invite others, like a friend for support or a translator if needed.

9.3.4 Example

Sami, a 10-year-old with moderate mental retardation, is assessed based on

teacher observations:

- **Physical Development:** Sami has good motor skills but struggles to maintain focus, often causing classroom disruptions.
- **Behavioral Issues:** He becomes agitated when prompted repeatedly, leading to destructive behavior like tearing others' papers.
- **Learning and Communication:** Sami enjoys drawing but has limited verbal skills and is unable to follow multi-step instructions. His speech is mostly limited to basic words and sounds.
- **Social Interaction:** He is isolated and has difficulty interacting with peers, resisting sharing and playing during recess.

An IEP for Sami would aim to address these challenges through appropriate accommodation, such as speech therapy, a behavior management plan, and specific educational goals to improve his communication and social skills.

IEP FOR SAMI

STUDENT	
Name	Sami Sultan
School	Little Angels
Grade/Level	Preparatory, Mild to Moderate
Age	10 years

COMMITTEE		
Name	Position	Sign.
Samia	Class teacher	
Dr. Noman	Psychologist	
Salma	Speech Therapist	
Aqsa	Behavior Therapist	
Mr. & Mrs. Asghar	Parents	
Mrs. Sultan	Principal/ Coordinator	

Date of 1 st Meeting:	15 th June 2024
Duration of the program:	12 Months
objective:	Over One Year
Date of Initiation:	1st July 2024
Date of summative evaluation:	1st July 2025

Behavior Profile

- Mood variations persist throughout the school hours
- Tame and isolated behavior prevails while working with pencil and paper/

- drawing
- Aggressive at times, destructive and problematic for other children

Speech Profile

- Can't say one word completely
- By using 2–3 unclear words, he completes a sentence
- Cannot join the sounds of [b], [p], [a], [d], with [t], [l] & soon

Annual Goals

- a) Sami will be able to say all the phonemes. He will be able to form small sentences such as “I am fine”.
- b)
 - i) The aggressive and destructive behavior will be tamed
 - ii) He will not snatch other fellows' things
 - iii) The duration of the isolated attitude will be reduced to the extent that during his activity, if prompted he will respond and would not react aggressively and listen to the instruction attentively.

Services Required

- Resource room with behavior therapist
- Speech room with speech therapist

Monthly lesson plans will be prepared by the Speech Therapist in collaboration with the teacher and behavior therapist. These will contain plans on oral exercises and exclusive sessions with a speech therapist. Three sessions per week will be conducted for the first six months, then twice a week for the next six months. Occasionally, behavior therapist will accompany them whenever her/his services are required by the speech therapist.

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

SELF-ASSESSMENT QUESTIONS:

1. Lesson planning is important for every teacher either in special or general school teaching. As a teacher of inclusive education discuss less planning, steps and components of a lesson plan.
2. What are the instructional tools used by a teacher while teaching inclusive classroom, also discuss how these tools can be developed at local level or on the concept of no cost or low cost?
3. As a teacher of inclusive classroom develop a lesson plan which accommodates students with special needs in mainstream classroom. Keep in mind all the steps involved in the planning of a lesson.
4. IEP is important for special need students, first define IEP and then discuss steps and components of IEP.
5. Develop an IEP for a child with communication problems/impairment. The IEP should be for at least 6 months with short- and long-term goals.
6. Monitoring or follow-up should be considered in inclusive education. How can a teacher of inclusive education monitor the students' progress in inclusive set up? Discuss it by keeping in view different models of monitoring of students' progress.

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